

MISSISSIPPI GULF COAST COMMUNITY COLLEGE

STRATEGIC
PLAN  2020

A commitment to instructional excellence and student success.



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MISSION, VISION AND VALUES

Making a positive difference...

MISSION

The mission of Mississippi Gulf Coast Community College is to meet the educational and community needs in George, Harrison, Jackson, and Stone counties by providing superior instruction through traditional and technological formats to offer workforce pathways, certificates, diplomas, and associate transfer and applied degrees. The college embraces lifelong learning, productive citizenship, service learning, and leadership development in a dynamic and innovative learning environment.

VISION

Mississippi Gulf Coast Community College will be a globally competitive learning community with an entrepreneurial spirit that cultivates student success.

CORE VALUES

Accountability: An acceptance of responsibility for appropriate actions, obligations, and duties.

Collaboration: A process that facilitates transfer of knowledge, skills and attainment of common goals.

Excellence: A motivation where the highest standards are viewed as benchmarks to surpass.

Integrity: A commitment to honesty and ethical behavior in all situations.

Leadership: A process of directing groups of people toward a common goal.

Respect: A feeling of esteem or regard for the unique qualities of all individuals.

Service: An action performed for others without the desire for personal gain.

FROM THE PRESIDENT

Mississippi Gulf Coast Community College has enjoyed tremendous success for the past 100 years, and we are pleased to celebrate our legacy of excellence. As the 12th president, an immediate goal was to lead a strategic planning process essential for the development of our Strategic Plan 2020. Gaining national recognition as a Top 10 community college, we will continue the momentum of our rich history and tradition. This blueprint will serve as the foundation for fulfilling future expectations and developing innovative ways to meet the needs of the citizens of the district.

Facing both challenges and opportunities, we examined complex issues relating to the educational attainment of our communities and the economic development of our region, state and national agendas for community college education. Strategic Plan 2020 represents a shared vision among the stakeholders of the college with specific findings from research, best practices from community colleges across the nation and guiding economic and educational trends.

Local forums with community and business leaders, employees, Board of Trustees members and alumni resulted in dynamic dialogue, reflecting the vision and commitment to serving the students in the four-county district of George, Jackson, Harrison and Stone counties. This publication showcases the trends, economic impact, goals and outcomes measures designed to demonstrate the college's institutional effectiveness.

As we plan for the future of our diverse, comprehensive institution, our commitment to academic excellence and student success will help ensure that our students have the opportunity to achieve their dreams and goals. Providing access and a supportive learning environment are benchmarks critical in reaching new heights. I personally appreciate all of our community and college stakeholders, and especially the MGCCC Board of Trustees for contributions to Strategic Plan 2020.



Dr. Mary S. Graham, President
Mississippi Gulf Coast Community College



TEACHING AND LEARNING

“MGCCC will design and implement initiatives utilizing various delivery methodologies allowing students to achieve high levels of learning and completion.”

STRATEGIC DIRECTIONS

- Develop and maintain innovative and market-driven programs focusing on employability of students in a global market.
- Support innovative and collaborative teaching methods that allow creativity, risk taking and advancing technologies with appropriate faculty development.
- Create and support a student-centered learning environment that encourages active learning.
- Incorporate learning activities designed to equip students with the skills necessary to retain and transfer knowledge across the curriculum.
- Improve faculty access to data and make certain faculty members are supported by institutional research in methodology design, data collection and analysis of student learning outcomes.
- Improve transitional education by infusing technology, revising curriculum and identifying ways to decrease time to completion.
- Evaluate facilities usage and design of the learning environment – facilities should be flexible and creative to foster and support the 21st century learning environment. Designs should incorporate appropriate technologies and support discussion, group projects and other interactive pedagogies. “Third spaces” will be incorporated throughout learning support and other appropriate areas.
- Expand the employee development plan to support the 21st century learning environment by providing comprehensive training, development of instructional content, active learning strategies, instructional technologies and student learning research.
- Recruit and retain highly qualified faculty by ensuring that salaries are competitive and reflect state and national averages.
- Promote workplace/faculty collaboration to enhance student learning.
- Foster a culture of open, interactive communication between the college and students to promote a sense of community.
- Integrate multiple instructional strategies to enrich student learning experiences and address varied learning styles.
- Instill high expectations for teaching and learning to ensure instructional excellence and student success as evidenced by national recognitions and advanced credentials.

ASSESSMENT

- ✓ **Nationally normed surveys of student opinion and engagement in the instructional environment**
- ✓ **Nationally normed tests of academic proficiency of graduates**
- ✓ **Industry-recognized credentials**
- ✓ **Progression and completion efforts**
- ✓ **Student learning outcomes**

ACCOUNTABILITY ✓

COLLABORATION ✓

EXCELLENCE ✓

LEADERSHIP ✓



STUDENT SUCCESS

“MGCCC will design and implement initiatives that enable student support programs, services and activities to promote student learning, and provide a healthy and sustainable learning environment.”

STRATEGIC DIRECTIONS

- Improve financial aid and admissions processing time by removing barriers for students through improved financial aid counseling and service.
- Improve diagnostic placement testing and implement modular basic skills curriculum to increase success in college level coursework.
- Support student success and retention through counseling, advisement, study skills and limitations of late registration.
- Improve retention and reduce time to completion in college readiness coursework through curriculum review/revision, technologies such as an early alert system and increased learning support services.
- Stimulate enrollment and retention through transitional education academies in support of dual enrollment/dual credit, adult basic education and programs to prepare students for college-level credit.
- Provide employment support services for students and alumni to increase placement and better connect the college's programs to potential employers throughout the district.
- Develop a comprehensive technology plan that fully engages the institution's current technologies and provides for the selection and implementation of new technologies in support of student success.
- Develop a comprehensive wellness initiative for students, faculty, and staff to provide and promote a healthy learning environment.
- Provide student activities and athletic programs that foster personal growth, community involvement and increased learning opportunities.
- Enhance the college's ability to provide a healthy, safe and secure environment.

ASSESSMENT

- ✓ **Nationally normed student opinion and engagement of college support programs, services, and activities**
- ✓ **Time studies of service effectiveness**
- ✓ **Degree options**
- ✓ **Transitional education effectiveness**
- ✓ **Learning support effectiveness**
- ✓ **Student activities and athletics effectiveness**

ACCOUNTABILITY

EXCELLENCE

LEADERSHIP

RESPECT

SERVICE



COMMUNITY ENGAGEMENT AND PARTNERSHIPS

“MGCCC will expand relationships and leverage resources in the district, state, national and global communities to advance opportunities for students to be prepared in content, 21st Century Work/Life Skills, and strategy-oriented thinking.”

STRATEGIC DIRECTIONS

- Strengthen relationships and partnerships with public/private local, state and national entities that create effective and sustainable pathways for students to complete educational goals to reach career and life outcomes.
- Enhance community college/school district/university partnerships for such activities as dual enrollment, transitional education, and enhanced higher education opportunities especially in science, technology, engineering, and mathematics (STEM) fields.
- Increase business partnerships for such programming as culinary arts, entertainment industry, transportation, port operations, marine/environmental, and energy to direct centers of excellence.
- Provide university partnerships that result in a physical presence on campus to increase access to four-year degrees, streamline transfer of credit and align requirements for two- and four-year degree options.
- Strengthen external/internal network for business, community, alumni and friends to connect with the college and participate in activities to include the leveraging of resources and volunteering time, money and talent.
- Assess workforce development needs and align workforce training and career/tech programs to targeted industries and STEM skill set along with reskilling the workforce for career advancement.
- Develop and cultivate effective communication that encourages input and feedback from all stakeholders.

ASSESSMENT

- ✓ Effectiveness of workforce training and development
- ✓ Degree offerings
- ✓ Enrollment
- ✓ Labor-market outcomes
- ✓ Economic impact
- ✓ Employer satisfaction
- ✓ Market penetration
- ✓ Revenue generation
- ✓ Transfer performance

ACCOUNTABILITY ✓

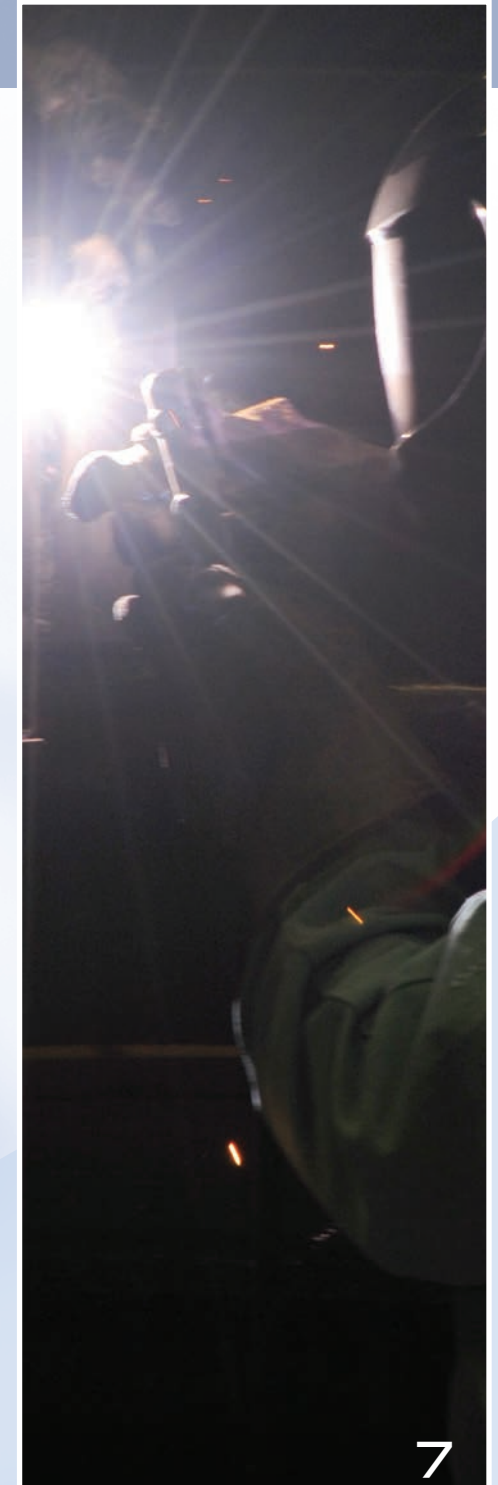
COLLABORATION ✓

EXCELLENCE ✓

LEADERSHIP ✓

RESPECT ✓

SERVICE ✓



CULTURE OF INNOVATION

“MGCCC will create and support an entrepreneurial environment that encourages design processes built upon innovation, creativity, adaptability, risk taking and collaboration in an atmosphere of mutual respect and support.”

STRATEGIC DIRECTIONS

- Foster a collegial environment reflecting an entrepreneurial foundation in instruction, student services and administration supported by faculty/staff and student development with incentives to foster innovation.
- Design and implement certification credentials for skills through a redesign of degree certificates and encourage completion.
- Maintain an efficient and innovative administration to create an environment based on the vision and core values of the institution.
- Promote leadership in state, regional, and national professional organizations.
- Support creative and efficient processes for student inquiry and admissions recognizing changing technologies, student logistics and diversity, access to data, graduate processing and follow-up and maintaining connection after separation.
- Develop and implement an alumni and foundation plan to increase community involvement and support.
- Cultivate and engage partnerships with stakeholders throughout the district.
- Explore the development of a grant writing consortium.
- Sponsor a regional coalition to support growth and innovation to stimulate forward momentum and an envisioned future.
- Create an innovative strategy to ensure employees are compensated appropriately.

ASSESSMENT

- ✓ Recognition of achievement and excellence among students and employees
- ✓ Revenue generation
- ✓ Leadership in state, regional and national agendas for improvement
- ✓ Effective use of technology
- ✓ Partnerships and community development

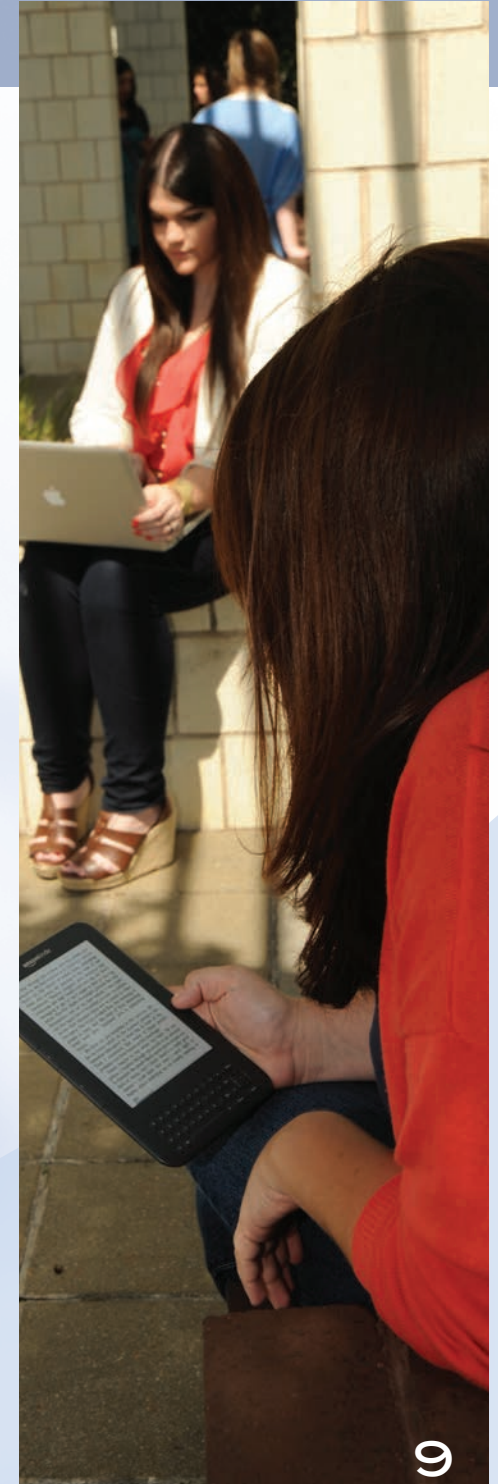
ACCOUNTABILITY ✓

COLLABORATION ✓

EXCELLENCE ✓

RESPECT ✓

SERVICE ✓





COLLABORATING WITH STAKEHOLDERS

Strategic Plan 2020 is a guide for MGCCC to fulfill its vision of a globally competitive learning community that is recognized as a top community college in the nation. Understanding the trends and forces that will shape higher education over the next decade and maximizing benefits to stakeholders are central to the making of Strategic Plan 2020.

Oversight of the research, strategy, and development of Strategic Plan 2020 was provided by the 2011-2012 Planning Council. The Planning Council is a standing governance group composed of employees from all divisions and locations of the institution whose primary responsibility is the systemic review of the college's strategic plan. Pegasus Planning Group, a community and economic development consulting firm, led the efforts to develop a plan predicated on three principles: 1) maintain a primary focus on teaching and learning; 2) base the plan development on what is most valued by MGCCC stakeholders; and 3) align the college plan with local and regional economic development efforts.

The plan input was derived from many direct and indirect sources. Initial efforts were focused on determining what college stakeholders truly value. Community forums sponsored by economic development and other corporate entities were held in each of the four counties. Forums were primarily attended by business, industry and community leaders as well as elected officials. The Board of Trustees participated in visioning activities and identifying milestones to reach by 2020. Students were engaged in interview and survey research and gave valuable feedback on planning for student success. Faculty, staff and administration participated in interview discussions in offering informed perspectives on the college's future. MGCCC gained input from the district's educational leaders and analyzed best practices of other successful colleges and businesses. In addition, data was integrated from national, state and local sources to reveal trends and determine a comprehensive research-based framework for this plan.

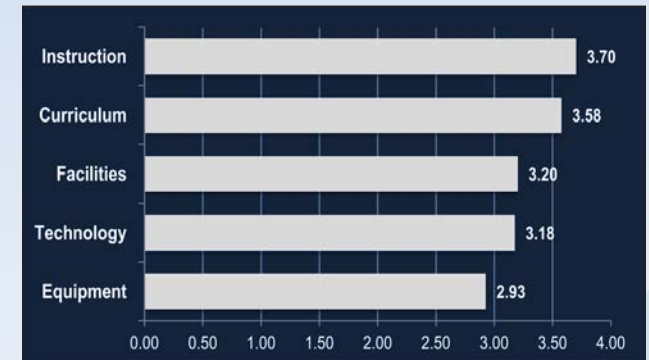
EXTERNAL STAKEHOLDERS

Findings from internal and external stakeholder groups provided significant data on what to plan for the next decade. Community forum attendees provided input for community development, programs, economic impact, facilities, accountability and transparency and safety.

Common themes among community leaders included:

- Expand programs, workforce training, career paths, certifications and internships.
- Maintain low tuition cost and adjust to the cost of living.
- Increase flexible programming and expansion of online learning for non-traditional students.
- Continue college beautification, safety and wellness initiatives and expansion of green spaces.
- Continued development of career path linkage and credit opportunities for high school students.
- Community stakeholders across the district identified integrity, leadership and excellence as the most important values of the institution.

INDUSTRY ADVISORY COMMITTEE REPORT CARD - CURRENT CAREER AND TECHNICAL EDUCATION (N=71)



The ratings to the left represent an aggregation of ratings of innovation, effectiveness, currency, and efficiency for each of the five areas shown (instruction, curriculum, facilities, technology, and equipment).

The college will continue to increase the credentials of its faculty through individualized professional development planning. Efforts to secure industry-recognized certifications for career and technical program graduates are ongoing, and will continue to be a priority for curriculum planning.

'Source: MGCCC Institutional Research and Planning



INTERNAL STAKEHOLDERS

INSTITUTIONAL STRENGTHS

Planning Council members conducted numerous focus groups with college employees and students. Increasing student success was a recurring point of interest among internal stakeholder groups.

Employees cited instructor qualifications, instruction and learning support services such as the learning lab and library as MGCCC's greatest assets. Diversity in course offerings and small class size were also cited as important strengths that needed continued support. Many cited the "improvement" of professional development as a new strength. The need to expand eLearning and other technology for instruction was also identified as a continued focus by many faculty groups. The connection to and collaboration with local industry were also cited as strengths and continued priorities. Employees take great pride in the physical appearance as well as the college's projected image, and consider the institution well-branded. Staff and faculty also identified the work atmosphere as an institutional strength, and enjoy harmonious relationships with coworkers and "team spirit."

Students identified the one-on-one interaction with instructors, describing them as "knowledgeable" and "friendly," as an important part of their education at Gulf Coast. College athletic programs, college involvement in community efforts and small class size were also cited institutional strengths that should be continued.

Reports from all strategic planning stakeholder meetings are available at www.mgccc.edu/plan2020/focus_group_reports.php.

2011-2012 PLANNING COUNCIL

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STRATEGIC PLAN 2020

Positioned for a decade of advancing student success and instructional excellence, MGCCC continues to provide educational opportunities in George, Harrison, Jackson and Stone counties, an area in coastal Mississippi with a population of more than 367,000. Having continued the mission established in 1912, the college has stayed true to its mission of student learning and success for 100 years – an institution rooted in timeless values and worthy of enduring for generations past and those to come.

MGCCC is a fully accredited, comprehensive community college, with eight locations throughout coastal Mississippi. In 2010-11, more than 36,000 individuals were served with credit, workforce and special interest programs and classes on the campuses and centers or through eLearning. With a legacy of student success, the community and workplace can be assured that students will leave MGCCC equipped with the knowledge and skills they need to succeed in work and life.

With the Centennial Celebration marking 100 years of educational excellence, being recognized by the Aspen Institute as one of the Top Ten community colleges in the nation, and with Strategic Plan 2020 as a guide, MGCCC embarks on the journey to 2020 with great expectations that motivate and inspire students to excel.

Strategic Plan 2020 represents a shared vision among the stakeholders of MGCCC. Findings resulted from the research of internal and external stakeholders, best practices among community colleges across the nation, and guiding trends from demographic, economic and education sources. Outcomes and plan measures provide macro-level impact of the college on the surrounding community and region that exceed local and national standards of excellence. This Strategic Plan provides a vision for 2020 that will rank the college among the most effective community colleges in the nation.

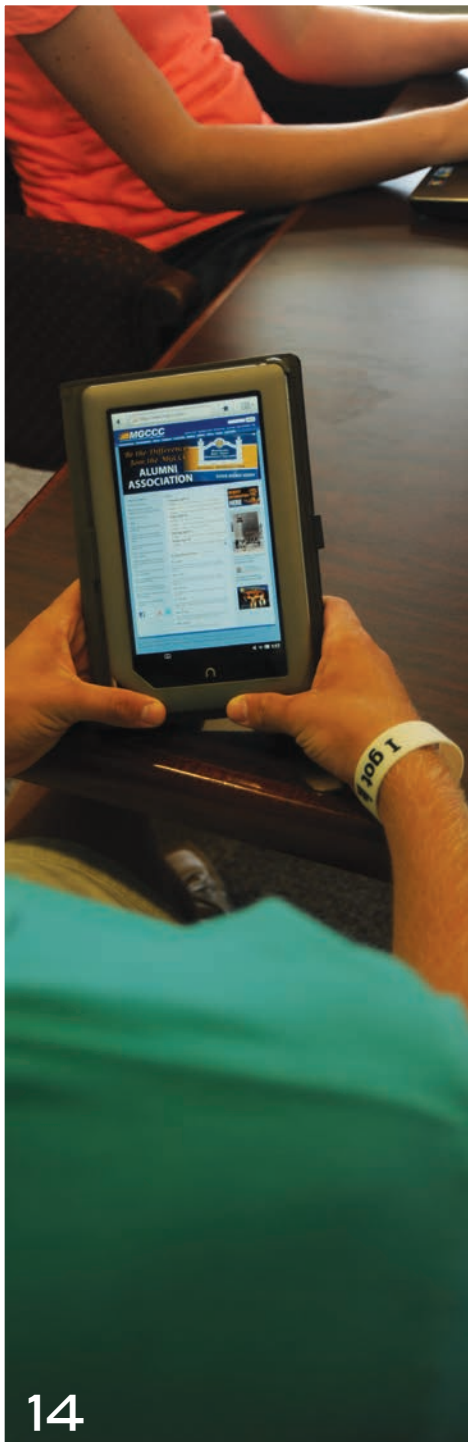
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PERSPECTIVES FOR INCREASING STUDENT SUCCESS AMONG EMPLOYEES AND STUDENTS

Top 5 Ratings	Employees	Students
1	Improve advisement of transfer	Promote participation in student organizations
2	Require study skills for all students	Increase amount and sources of financial aid
3	Improve financial aid processing/services	Increase student/community involvement
4	Improve student accountability for learning	Expand learning support services
5	Expand learning support services	Provide active learning environments

In relation to student success, both employees and students identified increasing the availability of instructors, subject areas and hours of institution-sponsored tutorial instruction. Both groups also identified efficiency of the financial aid process as a link to improvement of student success.

Source: MGCCC Institutional Research and Planning



TRANSFORMATIONAL TRENDS

In order to plan for its future, MGCCC forecasted how the four-county region will grow, and what major factors in the state, nation, and world will impact the way it teaches, who it teaches, and how it teaches. Many factors will impact MGCCC, the region, and its students; however, the following transformational trends are considered to be highly influential as the college moves through the next decade:

- Changing Demographics
- Business/Industry Growth in the Region
- Innovations In Learning
- Creative Economy
- Completion Agenda

The underlying theme to this process is entrepreneurship. Creating an atmosphere that encourages, promotes and rewards innovative thinking among faculty, staff, and students will be core to how the college modifies its learning environment to respond to the changing world. Part of what MGCCC must do is to be open to the changes that cannot be predicted. Creating an entrepreneurial environment will allow change by design.

MGCCC is embarking on a pathway in education and training delivery that is unique among community colleges and universities - a commitment to an atmosphere that encourages creativity, innovation, and risk-taking activities that add to the well being, productivity and learning at the institution.

CHANGING DEMOGRAPHICS

One of the most significant changes in the United States is how the younger population learns, adopts and uses technology. MGCCC faculty and staff will need to more quickly respond to this change in order to continue to stay on top of the latest trends in technology and its use in education.

During the next 20 years, 74 million Boomers will retire. This means that 10,000 new retirees will be added to the Social Security and Medicare rolls each day. Unlike their parents' generation, Boomers will be a market with very different characteristics. They exercise twice as much as previous generations, and they will enjoy greater longevity and have increased needs for health care.

Generation X, the "Latchkey Kids," were reared by the early Baby Boomers. They were born into a world witnessing a strong trend to divorce and economic uncertainty. They observed the popularity of cable TV and video games and are characterized as individualists.

Generation Y, the "Millennials," are roughly 70 million people. The time spent on the internet for a Gen Y is greater than any other media, and Gen Ys are the first generation to grow up with technology. Gen Ys are diverse, socially minded, creative and entrepreneurial. The oldest of the Gen Ys entered our community colleges a few years ago, and the youngest and most tech-savvy are yet to come.

Generation Z, the "Digital Natives," are being reared by Generation X and are expected to be another "boom" in size. Born into a digital world, Gen Z are proficient with and dependent on technology, making it a critical part of how they interact, play and learn.

CREATING AN ENTREPRENEURIAL CULTURE

Entrepreneurial – actions marked by imagination, innovation, initiative, and readiness to undertake new projects.

An entrepreneurial environment will be critical to the college's survival and growth in the future.

The American Association of Community Colleges (AACC) identifies three characteristics of future success:

- Focusing our attention on value as determined by the benefits created by an institution for its stakeholders and how they stack up against those created by competitors which will be a critical determinant of effectiveness.
- Deepen our understanding of tangible growth (enrollment, graduation rates, regional market penetration) and broaden our interest in intangibles such as new ideas, competencies, quality and image.
- Enhance our ability to anticipate and respond to seismic shifts in the economy, technology, demographics, and the regulatory environment.

Source: Core Indicators of Effectiveness for Community Colleges, AACC

GENERATIONAL CHANGE

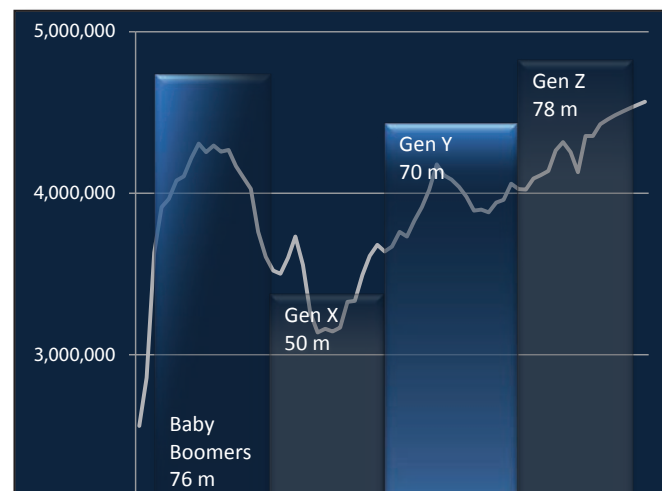
Baby Boomers 1945 – 1964, 76 million people

Gen X (Latchkey Kids) 1965 – 1979, 50 million people

Gen Y (Millennials) 1980 – 2000, 70 million people

Gen Z (Digital Natives) 2000 – 2015, 78 million people

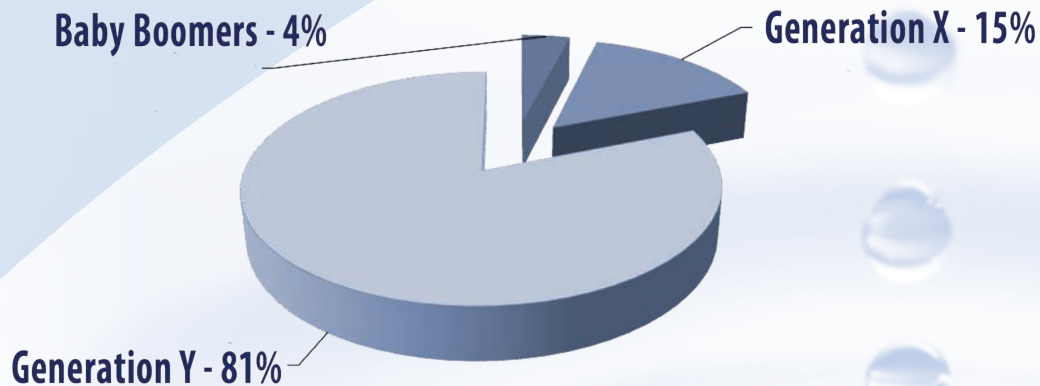
Source: U.S. Census Bureau



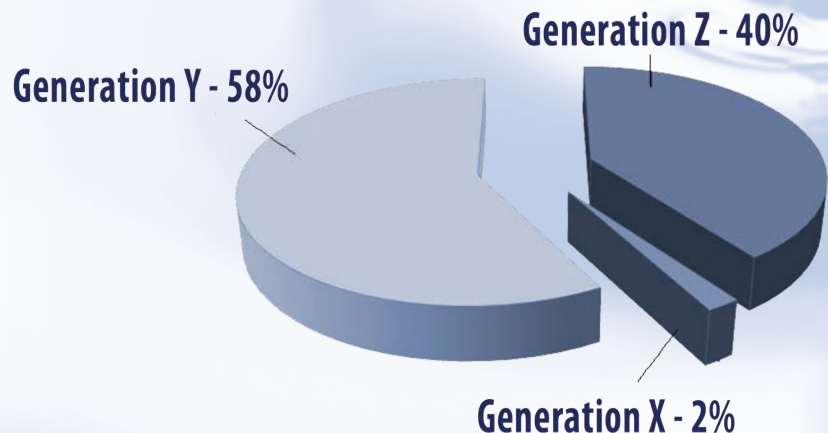
TRANSFORMATIONAL TRENDS

CHANGING DEMOGRAPHICS

**MGCCC CURRENT
STUDENT BODY 2011**



**MGCCC PROJECTED
STUDENT BODY 2020**



While the oldest of the Gen Z generation are just now becoming teenagers, by 2020, approximately 40 percent of the student body at MGCCC will be digital natives. This estimate is conservative as growth in dual-enrollment and dual-credit programs is expected to increase. If we combine the projected attendance of Gen Y and Gen Z students, approximately 98 percent of the 2020 students will be considered “always connected” and communicating through various social networking channels with sophisticated electronic devices.

The behavioral traits of Gen Z students predict a number of trends that will influence the learning environment.

Born into a world of environmental concerns: Improving energy efficiency is of primary concern as Gen Z, along with their families, will choose environmentally responsible companies.

Values constant connectivity: This past year, 31 percent of U.S. children, ages 6-12, wanted an iPad over any other electronic device for Christmas; followed by a computer (29 percent) and an iPod touch (29 percent).

Values digital approach to learning: In a recent survey to teens, 43 percent prefer the digital approach to learning and find it easiest to learn from the Internet; 38 percent like combined learning from print and online; and only 16 percent stated books as their preferred way of learning.

Parenting styles: Gen X is raising Gen Z with a high involvement parenting style. Gen X saw a social trend of divorces and is expected to instill stronger family values, along with “old” notions of work ethic, etiquette and resilience. This along with better education will make Gen Z more tolerant, respectful and responsible.

TRANSFORMATIONAL TRENDS

The population increase from 2010-2020 for the college's four county district is expected to be 11.4 percent. Projections prior to the 2010 Census predicted population loss for the college's four counties. Because of the recession, Mississippi was one of 10 states to lose people through migration and on the Gulf Coast, this loss was worsened by the effects of Hurricane Katrina. Mississippi made up for this loss with more births than deaths. Currently, Mississippi is ranked 31st most populous in the United States.

The median age of MGCCC four-county service district is 36. The most unique characteristic of coastal population is the high concentration of veterans. Harrison County ranks first in the state for the population of veterans, with a total of 21,543. Jackson County ranks third in the state with 14,186.

MGCCC DISTRICT POPULATION CHANGES

COUNTY	CENSUS POPULATION			CHANGES	
	2000	2010	2020*	2000-2010	2010-2020
George	19,144	22,578	25,448	17.9%	12.7%
Harrison	189,601	187,105	211,257	-1.3%	12.9%
Jackson	131,420	139,668	149,887	6.3%	7.3%
Stone	13,622	17,786	22,510	30.6%	26.6%
MGCCC District	353,787	367,137	409,102	3.8%	11.4%

* Projection based on birth, death, migration, economic assumptions

GULFPORT-BILOXI METROPOLITAN SERVICE AREA

Population 2000246,838

Population 2010249,611

Population 2020283,767

The 2010-2020 population growth estimate for the Gulfport-Biloxi MSA is 34,156 people or 13.4%.

PASCAGOULA METROPOLITAN SERVICE AREA

Population 2000 151,034

Population 2010 162,550

Population 2020 175,335

The 2010-2020 population growth estimate for the Pascagoula MSA is 12,785 people or 7.9%.

EDUCATION LEVEL CHANGES ASSOCIATE DEGREE OR HIGHER, PERCENT OF WORKFORCE POPULATION

COUNTY	2000	2010	CHANGE
George	11.1%	17.7%	6.6%
Jackson	24.3%	30.4%	6.1%
Harrison	25.9%	28.3%	2.4%
Stone	22.7%	23.2%	0.5%
District	24.4%	28.2%	3.8%

Source: American Community Survey for the U.S. Census Bureau

If enrollment keeps pace with population growth, the 2010-2020 change in enrollment is estimated at 4,500 students.



TRANSFORMATIONAL TRENDS

INDUSTRY GROWTH IN THE REGION

The region's population is expected to grow as will the demand for employees in sectors such as energy, tourism and hospitality, cyber security and information technology, maritime transportation and port operations, advanced manufacturing, marine sciences, metal work, professional services, retail and health care.

The Gulf Coast region is home to one of the nation's highest concentrations of defense contractors. Stennis Space Center, military bases and industries that flourish around the base missions will continue to be a strong economic presence in the region. Tourism, including casinos and ecotourism will continue to grow all along the Coast and inland. Energy sectors including traditional electricity companies, biomass and solar are growing on a daily basis.

Some predict that one of the most significant economic drivers in the economy over the next decade will be the International Port in Gulfport. Due to the widening and deepening of the Panama Canal and the significant improvements made to the port and inland transportation infrastructure, occupations such as logistical support and sheet metal workers should be in a high demand.

A Mississippi Gulf Coast region market assessment and target industry analysis (Accelerate to 2060), commissioned by the Harrison County Development Commission (HCDC) and Stone County Economic Development Partnership (SCEDP), pointed to seven target industries best suited for development in South Mississippi (www.accelerateto2060.com). The interrelationship of the target industries are shown at the right and reflect cluster concentrations. These targeted industries, along with existing industries located on the coast, drive a strong demand for engineers, designers, and technology innovators. However, opportunities for higher education degrees in these high demand careers are limited in South Mississippi.

Recommendations from the Accelerate to 2060 study included entrepreneurial development and technology commercialization as priority areas for development in coastal Mississippi over the next decade.

In addition to Accelerate to 2060, the Mississippi Economic Council released Blueprint Mississippi 2011 in January 2012. The Blueprint documented healthcare as an economic driver for the state's economy and the healthcare industry has been targeted as an economic development goal. The Bureau of Labor Statistics predicts that 26 percent of all new U.S. jobs by 2018 will be in the healthcare industry driven by the following:

- An aging population and increased life spans which will place more demand on health care. Health care over the next decade will move from a "reactive to illness" approach to a "preventative approach" requiring more wellness initiatives.

TARGET INDUSTRIES FOR THE GULF COAST

Tourism – gaming, eco-tourism, arts and cultural tourism, health tourism, continuing education tourism, and association conferences.

Marine Science – aquaculture, oceanography, and geospatial research and development.

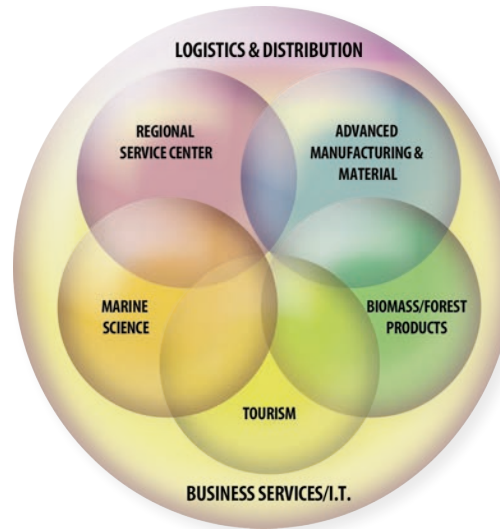
Advanced Manufacturing and Materials – aerospace product manufacturing, composite materials, component manufacturing, nanotechnology, ship building, repair and modification, and value-added food processing.

Biomass/Forest Products – biomass including algae and wood pellets, forest products, and biocomposites.

Logistics and Distribution – logistics and freight forwarding, container and intermodal shipping and warehousing.

Business Services/IT – software, cyber security, and back office support.

Regional Service Center – regional medical centers, specialized medical centers, medical back office, retail, and higher education.



- Advancements in research and medical technology allow treatment for diseases which were not previously curable. Health and Human Services (HHS) has acknowledged that the United States does not have enough qualified workers to create and maintain the complex, interoperable healthcare computer systems that must be in place by 2014. That's why HHS continues to provide grants for various IT workforce development programs.
- Traditional health care is being restructured to address issues related to access, delivery, cost and efficiency. Generation Y is expected to bring attitudinal changes to the health field – both as health care providers and as consumers – with new and innovative ideas and a push to change.

The skill set of many of these jobs will require less than a four-year degree and positions community colleges at the forefront of developing a health care workforce. Further, Blueprint 2011 research showed that economic growth potential is strengthened with an industry sector cluster approach to development specifically addressed the need to develop, attract and retain workers with science, technology, engineering and mathematics background. Blueprint highlighted opportunities and directed efforts to programs supporting entrepreneurship and the integration of entrepreneurial skills in K-20 education curricula. The Blueprint analysis emphasizes education programming clustering.

ENERGY SECTORS ON THE MISSISSIPPI GULF COAST

Reliable energy sources will remain a top priority over the next decade for local and state leaders to ensure sustainable growth in the economy of Mississippi and the Coast. Mississippi continues to be competitive with its energy supply and cost. Liquefied natural gas, oil refining, nuclear power and a new integrated gasification combined cycle process for power generation offer diverse sources for energy supply. According to Blueprint Mississippi 2011, the state is fast becoming a leader in producing renewable energy resources to include biomass wood pellets and fuel blend stocks, solar panels and energy-efficient glass.

The public/private partnerships developed by MGCCC in response to the energy industry's need for skilled workers have resulted in "best practices." Collaboration with energy sector companies and working with the Mississippi Gulf Coast Industry Council, energy growth occupations were identified, and training and curriculum modifications made. The Process Operations Technology program, with effective partnerships and an active Industry Advisory Committee, has been recognized as an outstanding best practice in community college programming.

The success of a long-standing partnership with Mississippi Power Company, a subsidiary of the Southern Company, and the college's response to the energy industry's workforce needs have led to a new state of the art Instrumentation and Controls Academy. The Academy is sponsored largely by Southern Company's multi-million-dollar investment in equipment resources and will become a model for electricity/energy occupation training.

MGCCC will continue to seek opportunities for these types of successful public/private partnerships and identify ways to support the growing renewable energy sector.

TRANSFORMATIONAL TRENDS

21ST CENTURY TEACHING AND LEARNING

21ST CENTURY LEARNERS ARE...

- Socially-minded
- Tech savvy
- Connected
- Entrepreneurial
- Easily bored
- Multi-taskers
- Collaborative
- Entitled

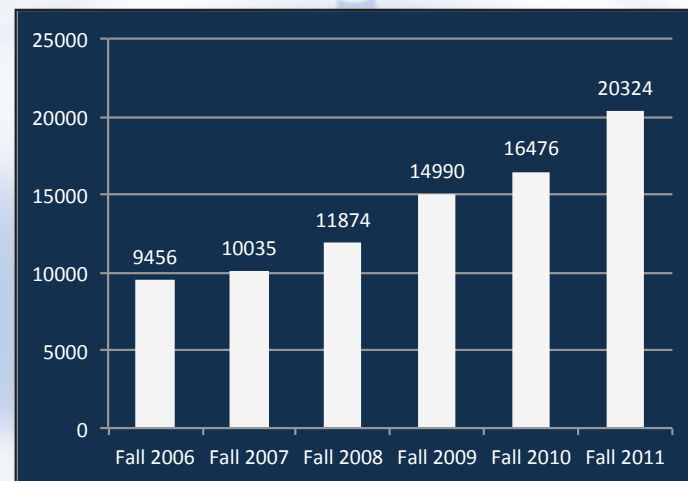
21ST CENTURY INSTRUCTORS MUST BE...

- Tech savvy
- Learning researcher
- Facilitator
- Creative
- Collaborative
- Entrepreneurial
- Innovative

INNOVATIONS IN TEACHING AND LEARNING

Key to MGCCC's success will be the ability of the college to change the educational environment to one that is entrepreneurial-principled that will foster innovation, collaboration, risk taking, ideation, creative instruction, and quality services. In other words, the college will provide 21st century learners with a 21st century teaching and learning environment. Professional development of employees will be critical to these efforts. The growing technologies, accountability outcomes, globalization and the need to innovate will make professional development critical to college effectiveness and an important catalyst for change.

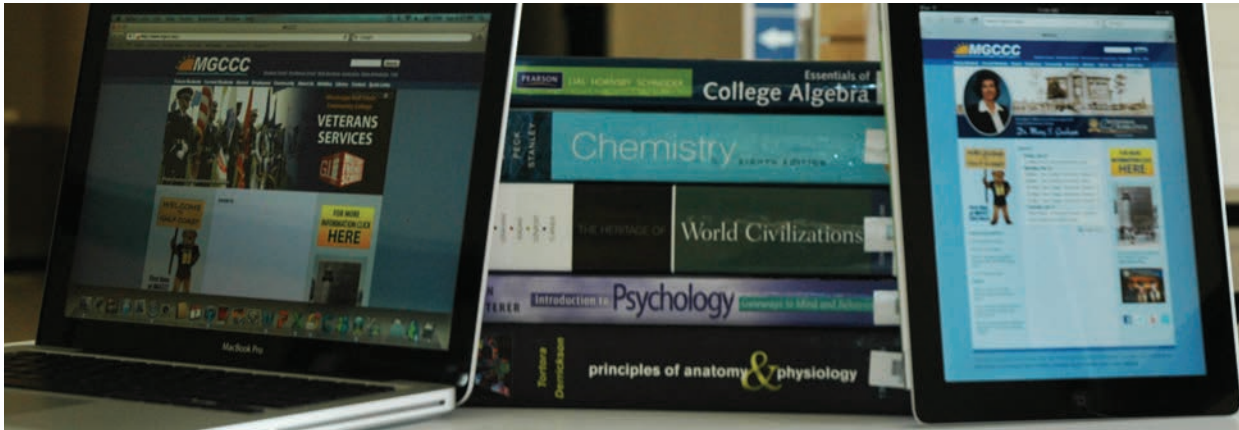
Faculty members of the future must have a skill set that extends far beyond being an expert in their content subject area. Faculty must facilitate active learning environments, master instructional technology, and be good stewards of learning research.



INCREASE IN CREDIT HOURS EARNED - ONLINE DEVELOPMENT AT MISSISSIPPI GULF COAST COMMUNITY COLLEGE

The fastest-growing trend in education is online learning, a concept that only a decade ago was questionable. Today, online learning is mainstream education. Online enrollment at MGCCC has more than doubled in the past five years. This trend is expected to continue.

For many, online delivery is a preferred method of learning for students seeking access to education programs. For others, it is a convenient alternative to traditional place-based, credit-for-contact education models.



As a component of the 2010 reaffirmation of accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC), MGCCC was tasked to select and implement a Quality Enhancement Plan (QEP). The QEP for MGCCC, Teaching Active Learning Strategies to Improve Reading Comprehension, is a comprehensive effort to train faculty in a variety of innovative teaching methods and student learning strategies.



Currently at the end of the second year of the project's implementation, the Quality Implementation Committee, based on the continual assessment of the project, has made recommendations for the future implementation of the QEP:

- Provide a hybrid-model of faculty professional development (online and face-to-face training).
- Extend training beyond the nursing and general education faculty to include all programs at MGCCC.
- Improve assessment by using value-added methods based on the student's ACT/COMPASS placement reading score and Collegiate Assessment of Academic Proficiency (CAAP) reading score.
- Integrate professional learning circles to support growth and sustainability of the QEP outcomes.

Good colleges are those that successfully create a culture of evidence and accountability in which data and inquiry drive the decision-making process. Few community colleges, however, have successfully infused experimental research methods into the improvement of the learning environment. This type of research will become even more important as the demands of the regulatory environment (i.e. accreditation, state and national outcomes) continue to increase. The role of faculty member as learning researcher will become increasingly important to the success of individual programs and the institution.

Strategic Plan 2020 will enhance the institution's capacity for data-informed decision making, a hallmark characteristic of institutional quality. The following recommendations are directions for the future based on changing accrediting standards and policies.

- *Support learning research: Improve faculty access to data and make certain faculty members are supported by institutional research in methodology design, data collection, and analysis of student learning outcomes.*
- *Assess online learning: Learning research assessment data from the online environment must be disaggregated from traditional ground classes. While learning outcomes may be the same in both environments, assessment and improvements should differ.*
- *Embrace eLearning mission: If an institution offers significant distance education, it should be reflected in the institution's mission.*

TRANSFORMATIONAL TRENDS

INNOVATIONS IN TEACHING AND LEARNING



"Third Spaces"

Defined as locations inside and outside of the physical buildings where students can work independently or collaboratively.

Classroom settings have become learning spaces infused with technology conducive to innovative instruction such as podcast lessons and mobile apps. Collaborative learning is where student environments and curriculum encourage group interaction and teamwork. Trends in education suggest that modifying existing space and building new space to encourage collaboration and teamwork will produce workers who are better prepared for working in a global environment.

Two current trends for learning spaces include "third spaces" and "think centers." These physical locations, with technology access, inside and outside the physical building where students can work independently or collaboratively are sometimes called "third spaces." Student think centers use a multi-modal approach of design-thinking to provide individualized student support, faculty development and flexible learning spaces.

The instructional process is both diverse and continually evolving. Faculty and students need a flexible and creative environment in which to teach and learn. Classroom designs should support discussions, group projects and other interactive pedagogies. Flexible configurations of furniture, vertical content displays, and multiple projection surfaces and whiteboards should be important considerations for developing instructional design settings for truly interactive learning.

LEARNING SPACES



Example of a multi-modal approach of design-thinking.

THE CREATIVE ECONOMY

- The path of economic globalization drives a supply chain where products are imagined, designed, produced and marketed. A structural shift has occurred in the economic base of the United States from low cost labor to a skilled, creative, innovative economy. Companies seek out the best talent at the lowest cost, wherever that may be. So while jobs that make products may have moved offshore; imagining, designing, marketing and selling products remain as the most rewarded links in the global supply chain. According to Thomas Friedman (Columnist for New York Times and author of *The World Is Flat* and "Hot, Flat and Crowded"), there is no higher imagination-enabling society than America where talent is more competitive and innovation is rewarded. The sector of Mississippi's economy that encompasses businesses that imagine, design, create and market has been defined as the creative economy and recently recognized for growth potential. Based on the study, *Mississippi's Creative Economy*, the Mississippi Arts Commission, Mississippi Development Authority and Mississippi Economic Council are promoting the development of the creative economy sector in Mississippi. (<http://mscreativeeconomy.com>)
- The analysis of Mississippi's creative economy, based in design, innovation and creativity, breaks into enterprise clusters of visual and performing arts, design, film and media, literary publishing, culinary arts and museums and heritage and supports occupations in such fields as architecture, graphic design and advertising, digital design, film and media production, product imagining and design, culinary arts and tourism. Nearly 70,000 people in Mississippi work directly in the creative economy. MGCCC will continue to collaborate with the Mississippi Arts Commission, Mississippi Development Authority and the Mississippi Economic Council to further the state's goal to develop a creative economy sector.

MGCCC has a long history of supporting the Gulf Coast's creative industries through programs leading to jobs in architecture, arts, design, performing arts, graphic design, culinary arts and tourism. In the next decade, MGCCC will need to instill entrepreneurial thinking in its faculty and students to enhance current programs and provide new programs to "grow" the creative sector.

✓ *For more than 85 years, the John C. Campbell Folk School has been a place to develop creative skills in a supportive, hands-on learning environment. More than 830 week-long and week-end classes in traditional and contemporary art, music, dance, cooking, gardening, writing, photography and nature studies are conducted. Billed as a creative learning vacation spot and located in Brasstown, North Carolina, the John C. Campbell Folk School celebrates life and creativity.*

✓ *Guilford Technical Community College in Jamestown, North Carolina established the Larry Gatlin Entertainment Technology Center and offers degree/certificate programming in technical aspects of the entertainment industry.*

✓ *Developmental students enrolled at Valencia College in Orlando, Florida, attend "supplemental learner" peer tutoring sessions with their classmates several times a week. These specialized learning communities link this at-risk group of students with both support and individualized instruction. This model has significantly increased student success in the developmental education sequences at Valencia.*

TRANSFORMATIONAL TRENDS

THE COMPLETION CHALLENGE



The United States ranks ninth in the world with 42 percent of its workforce having some type of post-secondary credential. To become the most educated workforce in the world, the nation must produce five million more degrees or post-secondary certifications by the year 2020. This is the National Completion Challenge, and translates into 8,298 more degrees awarded at MGCCC between now and 2020. Many states, including Mississippi, are responding to this challenge with consideration of legislation for performance-based funding. The Completion Challenge is a major trend that will guide community college service delivery to emphasize completion as well as enrollment.

The call to higher education leaders to increase higher education productivity (graduating more students within existing resources while maintaining quality) can be heard from national, state, and local sources. The Lumina Foundation's Productivity Work focuses on capturing more American talent to meet the economic challenges of the United States and internationally. To capture that talent, more college graduates (two- and four-year degrees) are needed. One factor identified by Lumina to increase productivity is a student's "time to completion" or reducing the time it takes students to complete an undergraduate degree or credential. "Time to completion" is critical to those calling for improvements in higher education productivity, and the students and states who pay for it. Research identifies four key issues that have the greatest impact on time to completion, degree and program requirements, transfer credits, developmental education, and financing. For community colleges, compressed time--or modularized--developmental education sequences or flexible entry/exit courses can reduce the time required for developmental work to advance students to credit courses.

According to Accelerate 2060, a traditional degree system will be challenged as students take the skill sets they need to the workplace rather than constricting themselves to a set amount of time for a degree. This encourages colleges to establish career paths with multiple degree options.

RESPONDING TO CHANGE

"If you have enough information to make a decision, you're too late."

Bill Gates

"By the time you catch up to change, the competition is ahead of you."

Peter Drucker

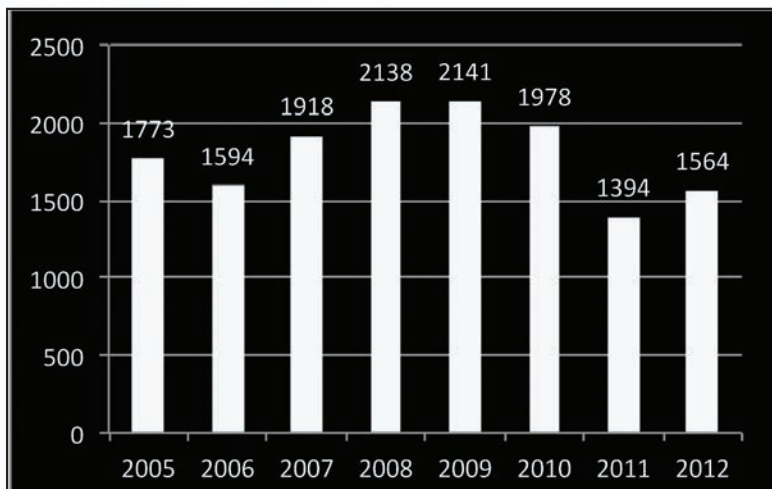
"You must be the change you wish to see in the world."

Ghandi

TRANSFORMATIONAL TRENDS

MGCCC will face several challenges that will also guide the way the college plans for student success over the next decade, including:

- Responding to technological changes and the implications to teaching, learning, communicating, educational and operational practices in a global environment.
- Changing the educational environment to an entrepreneurial principled environment that fosters innovation, collaboration, risk-taking, new ideas, creative teaching methods and delivery, and providing services in the most accessible, efficient manner.
- Responding to regulatory changes, funding implications and accrediting standards.
- Adapting teaching, learning, services, and facilities to the changing ways student learn, communicate and access information, while maintaining a personal and caring environment required for many students to succeed.
- Streamlining processes and prioritizing activities and functions to create a more efficient, effective and dynamic institution.
- Identifying, predicting, and responding to workforce demands and market conditions to maintain responsive programs.
- Providing transitional education that effectively and efficiently prepares students lacking in adequate academic preparation for college coursework.
- Reflecting the diversity of the community in the student and employment populations.



FUNDING CHALLENGES

This chart represents the per FTE Mississippi dollars per student, FY 2005 – FY 2012. One of the biggest challenges to MGCCC and other community colleges will be balancing the increased student demand with decreased levels of state and federal funding.

Source: Mississippi Community College Board

**NATIONAL
COMPLETION
CHALLENGE**
5 million more
degrees, certificates
or credentials by
2020

MISSISSIPPI
58,212 more
degrees, certificates
or credentials
by 2020

MGCCC
8,298 more
degrees,
certificates or
credentials
by 2020

Source: AACC is promoting the national goal to increase the number of students who complete degrees, certificates and other credentials with value in the work place. AACC invites the nation's 1,200 community colleges to join a call to action to engage community college institutions to advance 'the completion agenda' by pledging to increase student completion rates by 50 percent over the next decade. (see <http://www.aacc.nche.edu/About/completionchallenge/Pages/default.aspx>)



MEASURING SUCCESS

Strategic Plan 2020 will guide the institution's annual system of planning and accountability. The annual planning process is an institution-wide, research-based planning and evaluation process. Based on the organizational structure of the institution, college planning encompasses all employees of the institution. The Planning Council regulates this process to ensure quality and fulfillment of the college's mission.

The college has 89 educational, service, and administrative planning units. Each year planning units create effectiveness goals that are required to correlate to the outcomes of the strategic plan. These goals are then also tied to budget requests. Strategic Plan 2020 will be the catalyst for re-visioning the purpose, goals, and budget needs of each unit of the institution.

After a careful review of the college's planning and assessment processes, the institution should maintain its current practices of assessment. Recommendations for new assessments are listed below.

Assessment of front-door experience through use of the Survey of Entering Student Engagement (SENSE): The survey is administered early in the fall semester, and students are asked specific questions regarding admissions, registration, placement, orientation and financial aid subsequent to their experiences.

Assessment of Student and Employee satisfaction through use of the Noel-Levitz surveys: As the most popular among national benchmarks surveys for satisfaction, Noel-Levitz will provide more robust national benchmarks for the college to judge its performance.

PERFORMANCE AND ACCOUNTABILITY

Performance and accountability are transformational trends that are continually at work inside and outside the institution. Pressure on colleges to document their performance in light of accountability standards is increasing at the national, state, and local levels. Issues such as access, affordability, accountability, quality and innovation are on the minds of elected officials, government agencies, and business and industry employers. While accountability is about many issues, providing the proper stewardship of public funds is a central concern. Colleges are expected to perform, document their performance and produce a return on investment.

The Accountability Report Card for Mississippi's community colleges and many of the metrics MGCCC currently uses to assess its mission are based on the Voluntary Framework of Accountability (VFA). The VFA is a nationally funded project designed to develop a set of appropriate measures to determine how well community colleges are serving students. Lack of commonly accepted performance measures has often led to misperceptions and frequently an underestimation of community college effectiveness and contributions. It has also limited the ability of the institutions to identify problems and to set goals for improvement of outcomes. Thus, the VFA was designed to help community colleges create sector appropriate reporting formats and share them publicly.

INNOVATION CENTERS AND INITIATIVES

Centers of Innovation are educational centers at college or university campuses that focus on a targeted industry (or cluster of similar industries, such as hospitality) that drives the regional and state economies and is built upon a reputation for fast, flexible, quality education and training programs.

Centers are guided by industry representatives to lead collaborative and coordinated statewide education and training efforts to build a competitive workforce in a global economy. Centers will:

- Maintain an institutional reputation for innovation responsive education to community needs and training delivery for their targeted industry.
- Serve as a broker of information and resources related to target industry, community-based organizations, economic development organizations, community and technical colleges, secondary education institutions, and four-year colleges and universities.
- Provide system coordination, coaching, and mentoring to assist in building seamless educational and work-related systems; translate industry research into best practices.
- Train a competitive workforce for market-driven industries along the Mississippi Gulf Coast and within Mississippi.

Industry clusters with similar human resource needs will become the theme for each innovation center. These clusters will not only support the economic base for each county, but will align college plans with local and regional economic development efforts.

RECOMMENDATIONS FOR INNOVATION CENTERS OF EXCELLENCE

Innovation centers are education centers physically located on campus that support the economic base or industry clusters targeted for economic development.

- Hospitality and tourism
- Energy
- Estuarine education
- Transportation
- Entrepreneurial
- Healthcare simulation

RECOMMENDATIONS FOR INNOVATION INITIATIVES

Innovation initiatives represent broad-based efforts to improve education programs and services throughout the district.

- Transitional education
- University center
- Information technology

FACILITY MASTER PLANS

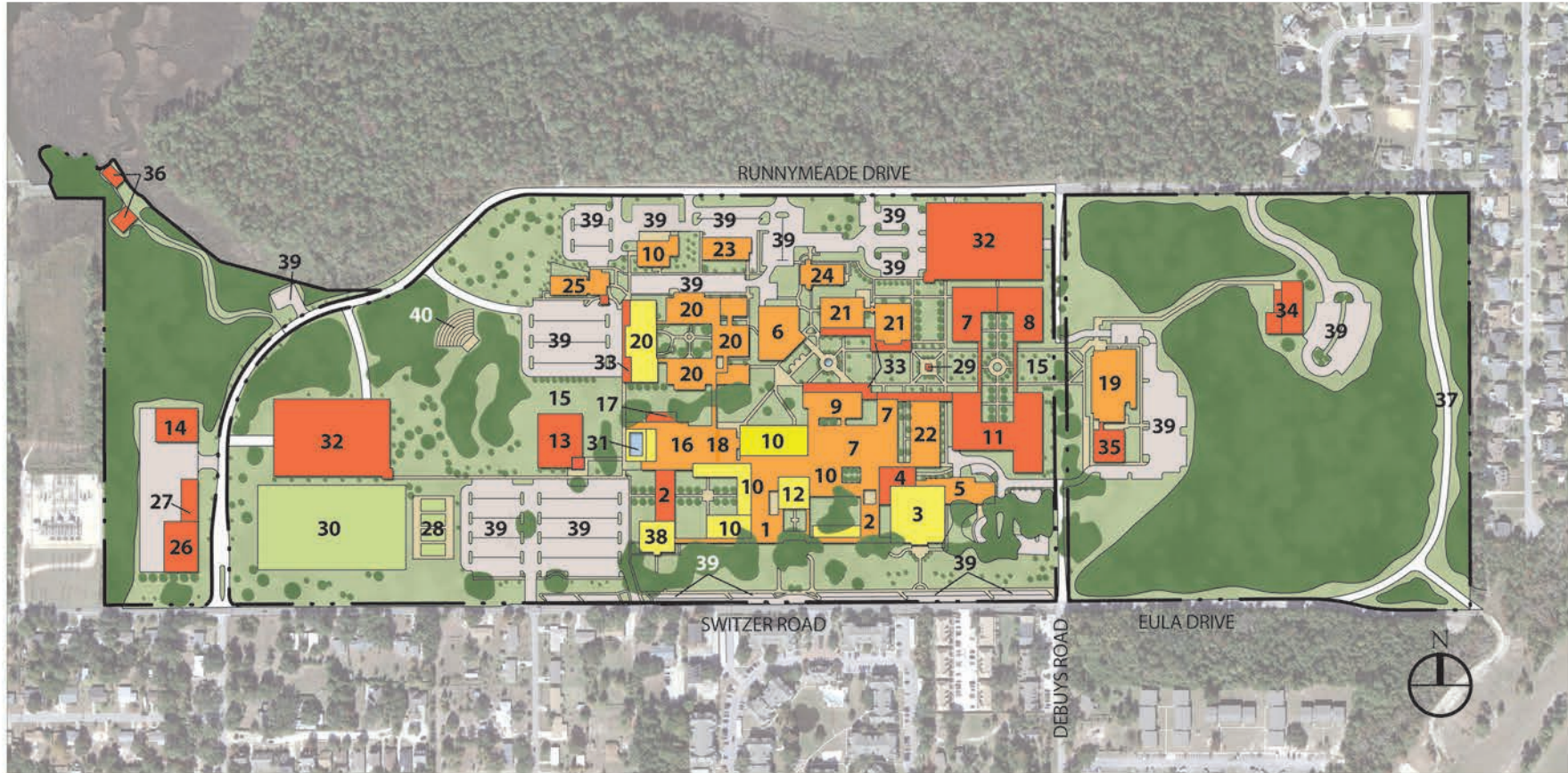
Facility Master Plans for campuses and centers provide a blueprint for expansion and growth to ensure the continued fulfillment of the college mission. Since the initial strategic plan was adopted in 2000, MGCCC has successfully and purposefully planned for growth in anticipation of meeting student and community needs in the four-county district. The respective campus/center facility master plans reflect the institution's commitment to achieving the vision of Strategic Plan 2020 with a focus on teaching and learning, student success, community engagement and partnerships, and culture of innovation.



FACILITY MASTER PLANS



FACILITIES MASTER PLANS



LEGEND

- | | | |
|--------------------------------|---------------------------------------|--|
| 1 Business | 17 Fitness Center | 33 Facade Renovation |
| 2 Music | 18 Bookstore | 34 Lodge |
| 3 Auditorium | 19 Hospitality Center | 35 Hospitality Center Companion Building |
| 4 Art Annex | 20 Career & Technical Complex | 36 Outdoor Classroom/Pier |
| 5 Arena Theater | 21 Nursing & Allied Health | 37 Bypass/Connector Road |
| 6 Cafeteria | 22 Developmental Education & Drafting | 38 Instructional Space/Campus Police |
| 7 Sciences | 23 Career & Technical Annex | 39 Parking |
| 8 Social Sciences | 24 Math & Computer Science | 40 Amphitheater |
| 9 Learning Lab/Faculty Offices | 25 Early Childhood Education Center | |
| 10 Instructional Space | 26 Maintenance | Existing |
| 11 Library | 27 Storage | New Facility |
| 12 Student Activities | 28 Tennis Courts | Renovation |
| 13 Student Services | 29 Clock Tower | |
| 14 Physical Plant | 30 Intramural Field | |
| 15 Green Space | 31 Outdoor Pool | |
| 16 Gymnasium | 32 Parking Garage | |

Mississippi Gulf Coast Community College
Jefferson Davis Campus
 Gulfport, Mississippi

FACILITIES MASTER PLANS



LEGEND

- | | | |
|------------|----------------|--------------|
| 1 Existing | 2 New Facility | 3 Renovation |
|------------|----------------|--------------|
-
- | | | | | |
|---|---|------------------------------------|-------------------------------------|--------------------------------|
| 1 Learning Resource Center | 12 Renovate Alumni House to Bed & Breakfast | 23 Baseball Field | 34 Press Box & Grandstand | 46 Intramural Gymnasium |
| 2 Repurpose as Needed | 13 Tennis Facility | 24 Softball Field | 35 Fill In Lagoon Bottoms | 47 Parking Garage |
| 3 Classrooms & Administration | 14 Driving Range Building | 25 Soccer Field | 36 Intramural Fields | 48 Bridge |
| 4 Instructional Building | 15 Campus Green | 26 Parking | 37 Disc Golf Course & Nature Trail | 49 Soccer Concessions/Pavilion |
| 5 Cafeteria/ Student Rec/ Police | 16 Water Tower | 27 Physical Plant | 38 Connector Road | 50 Acquire Property |
| 6 Fine Arts | 17 Greenhouses | 28 District Offices | 39 Early Childhood Education Center | |
| 7 Welcome Center | 18 Dormitory | 29 Administrative/Student Services | 40 Community Arts Center | |
| 8 Student & Wellness Center | 19 Married Student Housing | 30 Storage | 41 Fountain | |
| 9 Maintenance, Transportation, and Service Center | 20 President's House | 31 Printing | 42 Baseball/Softball Fieldhouse | |
| 10 CTE Building & Parking | 21 Football Stadium | 32 Band Practice Field | 43 District Shipping/Receiving | |
| 11 Gregory Chapel | 22 Football Team Facility | 33 Clock Tower | 44 District Data Center | |
| | | | 45 Arena | |



Mississippi Gulf Coast Community College
Perkinson Campus
 Perkinson, Mississippi

FACILITIES MASTER PLANS



THE MGCCC BOARD OF TRUSTEES

GEORGE COUNTY



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James Whittington

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Delores Sumrall

STONE COUNTY



Samuel Albritton Jr.



Brenton Alexander



L.D. Stringfellow

MILESTONES

The MGCCC Board of Trustees identified milestones for the college to achieve during the next eight years.

Board members cited an increase in credit enrollment as an important trend throughout the remaining decade. They also feel strongly about expanding the college's programming to meet the workforce training needs throughout the district and are interested in innovative delivery options for students, such as greater flexibility in scheduling and midnight programs. The Board unanimously agreed to focus the strategic plan on the teaching and learning process, and to continue the tradition of "making a positive difference" in the communities throughout the district.



MGCCC LOCATIONS

Community Campus/Advanced Manufacturing and Technology Center
10298 Express Drive • Gulfport, MS 39505 • 228-897-4360

George County Center
P.O. Box 77 • Lucedale, MS 39452 • 601-947-4201

Jackson County Campus
P.O. Box 100 • Gautier, MS 39553 • 228-497-9602

Jefferson Davis Campus
2226 Switzer Rd. • Gulfport, MS 39507 • 228-896-3355

Keesler Center
P.O. Box 5008 • Keesler AFB, MS 39534 • 228-432-7198

Naval Construction Battalion Center
1800 Dong Xoai Avenue • Gulfport, MS 39501 • 228-865-0675

Perkinston Campus/Central Office
P.O. Box 548 • Perkinston, MS 39573 • 601-928-5211

West Harrison County Center
21500 B Street • Long Beach, MS 39560 • 228-868-6057

www.mgccc.edu/plan2020

"In compliance with Title VI of the Civil Rights Act of 1964, Title IX, Education Amendments of 1972 of the Higher Education Act, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and other applicable Federal and State Acts, the Board of Trustees of the Mississippi Gulf Coast Community College hereby adopts a policy assuring that no one shall, on the grounds of race, religion, color, national origin, sex, age or qualified disability be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination in any program or activity of the College. The Mississippi Gulf Coast Community College is an Equal Opportunity Employer and welcomes students and employees without regard to race, religion, color, national origin, sex, age or qualified disability."

Compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Title II of the Age Discrimination Act and Title IX of the Education Amendments of 1972 is coordinated by the Vice-President for Administration and Finance, Perkinston Campus, P.O. Box 609, Perkinston, Mississippi 39573, telephone number 601-928-5211.

