

**Institutional Effectiveness Planning Process Manual**  
**Mississippi Gulf Coast Community College**



## **TABLE OF CONTENTS**

I.	Strategic Planning for Institution .....	4
II.	Strategic Planning Model for Administrative, Student Support, and Educational Units .....	10
III.	Student Learning Outcomes.....	16
IV.	Organization for Planning: Groups, Roles, and Responsibilities.....	18
	a. Executive Council Membership & Responsibilities.....	20
	b. Planning Council Membership & Responsibilities .....	22
	c. Instructional Affairs Council Membership & Responsibilities .....	24
	d. Enrollment Management & Student Success Council Membership & Responsibilities .....	27
	e. Finance Council Membership & Responsibilities .....	29
	f. Learning Resource Council Membership & Responsibilities .....	31
	g. Technology Council Membership & Responsibilities .....	33
	h. General Education Committee Membership & Responsibilities .....	35
	i. Athletic Council Membership & Responsibilities .....	37
V.	College Planning Units and Direct Council Affiliation.....	39
VI.	Appendixes.....	42
	a. Appendix A - Online Planning System Template .....	42
	b. Appendix B Core Educational Metrics .....	43
	c. Appendix C Student Learning Outcome Template .....	46
	d. Appendix D Student Learning Outcome Data Source Template.....	53
	e. Appendix E MGCCC IE Planning Units .....	54

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 Dr. Stacy Carmichael, Associate Vice-President of Administration, Perkinston Campus, P. O. Box 609, Perkinston, Mississippi 39573, telephone number 601-928-6672, email address [compliance@mgccc.edu](mailto:compliance@mgccc.edu).

# 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.

*Making a positive difference...*

## **Strategic Planning Model for Institution**

### **About Strategic Plan 2020**

The institutional effectiveness (IE) planning process at MGCCC is a model rooted in assessment that supports the mission and institutional commitments outlined in Strategic Plan 2020. Strategic Plan 2020 provides the overarching blueprint for institutional effectiveness initiatives at the macro-level and has been vetted through various internal and external stakeholders, including students, employees, community partners, and the board of trustees. The plan outlines the vision for MGCCC through 2020 as well as the institutional mission, values and core institutional commitments.

### **Mission Statement**

- 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.
- The emphasis in the organization and operation of the Mississippi Gulf Coast Community College is that it is a single institutional entity with three traditional campus locations, four centers and a non-traditional campus without walls. The same general policies, philosophies of operations, purposes and objectives, as well as the same procedural methods, apply to all campuses equally, and exceptions can be made only when based on purely local factors.

### **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. **Vision:** To anticipate, welcome, and meet future challenges.

## Core Institutional Commitments

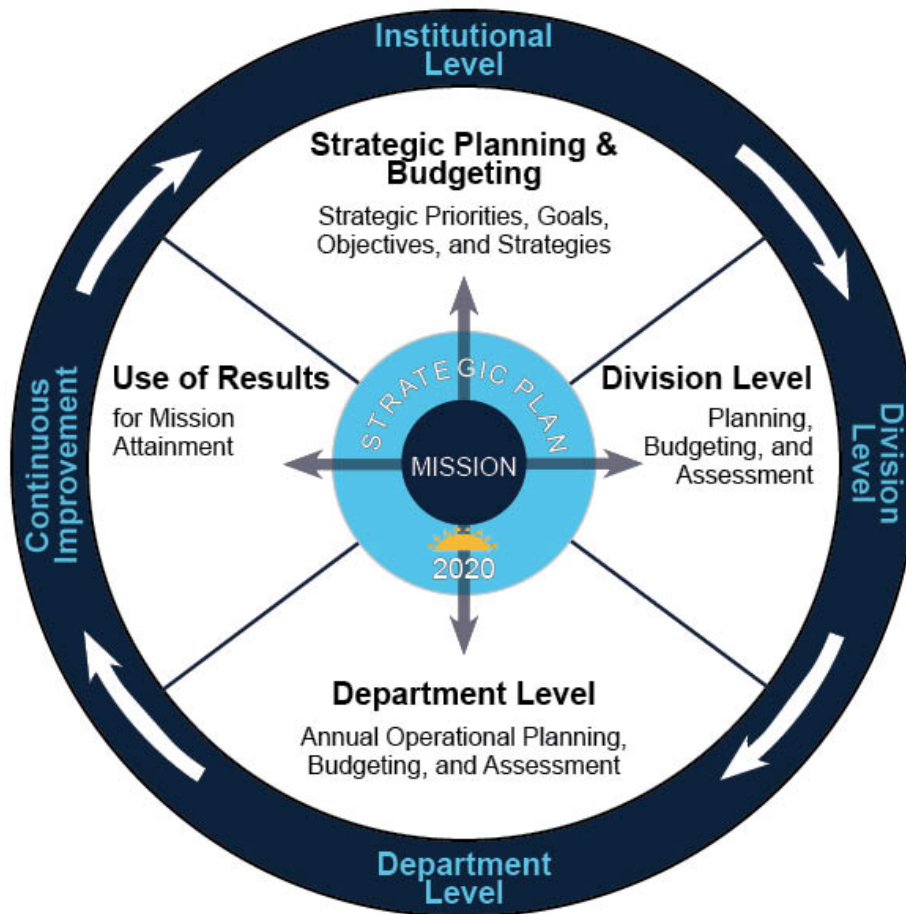
All planning activities at the institution are aligned with the mission statement and must be connected to one of the four core 2020 institutional commitments.



- **Teaching and Learning:** MGCCC will design and implement initiatives utilizing various delivery methodologies allowing students to achieve high levels of learning and completion
- **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.
- **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.
- **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.

## Institutional Effectiveness Model

MGCCC's IE model begins with a planning, budgeting, and assessment process at the macro level with the development of an institution-wide strategic plan, which stems from the mission. The institution-wide plan drives division-level strategic planning, budgeting, and assessment. At the micro level, division-level plans are supported by the annual operational plans and evaluation of academic programs and administrative/educational support units. This approach allows for a stratified structure. That is, the organizational level (macro) provides direction to and assessment of the divisions and departments (micro), and the micro-level units (divisions and departments) inform the macro level.



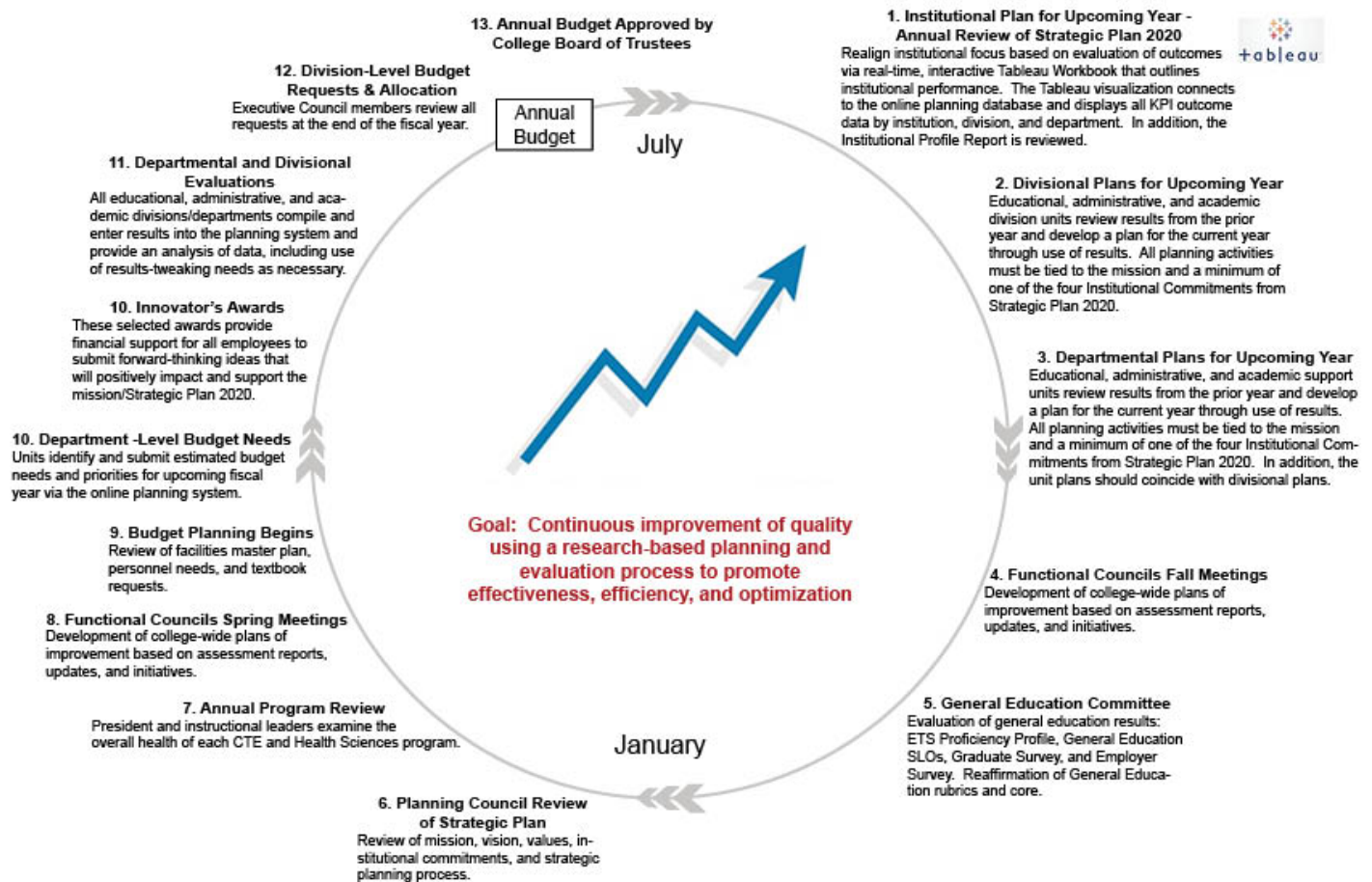
The planning and evaluation process at MGCCC is integrated throughout the College encompassing all divisions, departments, and educational programs, and includes the element of budget planning. Each college division is responsible for conducting and documenting planning, evaluation, and participation in budget development. Inclusive in this process is the use of research-based components that assist in providing validity to the design of plans, evaluations, and improvement efforts. The IE Model diagram above provides a visualization of this integrated IE process. The implementation of MGCCC's comprehensive IE plan and the resulting institutional impact will be discussed in the following section.



## Overview of the Planning Timeline

The systematic MGCCC IE process is based on a one-year (12 month) cycle. MGCCC’s Planning Council oversees strategic planning activities at the institution. All units stem from the work of the MGCCC Planning Council. The annual IE process addresses the review of institutional and unit purpose, effectiveness indicators, measurement of expected outcomes, determination of budget needs, and reporting of annual improvement plans. The timeline of the implementation of this process is illustrated in the chart below.

### TIMELINE FOR INSTITUTIONAL EFFECTIVENESS PROCESS



*1. Institutional Plan for Upcoming Year - Annual Review of Strategic Plan 2020 (Institutional Profile Report)* – The President’s Office initiates the planning process by coordinating a Leadership Retreat with the college leadership team and all members of the Executive Council during each summer. In support of the Leadership Retreat, the Office of Institutional Research & Effectiveness publishes the Strategic Plan 2020 Institutional Profile Report. This real-time report pulls in data from a variety of data sources and provides a comprehensive view at how well the institution is performing along the Strategic Plan 2020 metrics. The Planning Council and Executive Council evaluate the progress of the plan, and during the Leadership Retreat, the President and college leadership team realign institutional focus based on the evaluation of the outcomes.

2. *Divisional Plans for Upcoming Year* – Stemming from the realigned institutional plan, all educational, administrative, and academic divisions define plans for the current year in the planning system. In order to create the plan for the current year, all divisions must be closed out of the prior year planning documents by no later than July 15<sup>th</sup>. All divisions incorporate what they learned in the prior year planning cycle and use that knowledge to drive continual improvement in the current year.

3. *Departmental (Unit) Plans for Upcoming Year* – Following the formulation of division plans, all educational, administrative, and academic support units meet via one of five college planning workshops to set up their planning document for the year: Academic Programs, Career & Technical Education Programs, Health Sciences Programs, Administrative Support Services, and Enrollment Management and Student Success. In order to create the plan for the current year, all planning units must be closed out of the prior year documents. All units incorporate what they learned in the prior year planning cycle and use that knowledge to drive continual improvement in the current year. In addition, the unit plans should coincide with division plans.

4. *Functional Councils Fall Meetings* – All the functioning councils of the institution meet during the Fall term to provide updates and review and vote on new business items related to the council. For instance, the Instructional Affairs Council (IAC) reviews and approves recommendations for each educational program to improve effectiveness and efficiency. MGCCC's functioning councils include Instructional Affairs Council, Student Services Council, Finance Council, Technology Council, Learning Resources Council, and Executive Council.

5. *General Education Committee* – The General Education Committee in the Fall term evaluates the results associated with General Education assessments (ETS Proficiency Profile, General Education Student Learning Outcomes, Graduate Survey, and Employer Survey) from the prior year and reviews the general education rubrics and core.

6. *Planning Council Review of Strategic Plan* – The Planning Council meets to reaffirm the mission and vision of Strategic Plan 2020 and evaluate the results of the Strategic Plan 2020 Institutional Profile Report. The council reviews and approves items that impact the college-wide planning process and approve all changes in the Planning Manual.

7. *Annual Program Review* – The college's CTE and Health Sciences programs undergo an annual program review to more closely examine budget needs and other indicators critical to the continued success of each program.

8. *Functional Councils Spring Meeting* – The work of the councils continues through the spring term. MGCCC's functioning councils include Instructional Affairs Council, Student Services Council, Finance Council, Technology Council, Learning Resources Council, and Executive Council.

9. *Budget Planning Begins* – The President and Executive Council review progress toward the facilities master plan, examine anticipated personnel needs, and consider the annual textbook requests submissions.

10. *Department-Level Budget Needs* – All educational, administrative, and academic support units identify and submit estimated budget needs and priorities for the upcoming fiscal year via the online planning system. Each Vice President prioritizes these requests and submits the budget needs to the President for both Capital funds and Education and General (E&G) funds (attached examples are from one campus).

11. *Innovator's Awards* – These selected awards provide financial support for all employees to submit forward-thinking ideas that will positively impact and support the mission and Strategic Plan 2020. This opportunity is designed to



recognize and support employees' cutting-edge programs and projects, which promote a dynamic and innovated learning environment. MGCCC's QEP was initially submitted by students as part of the Innovator's Awards.

*12. Departmental and Divisional Evaluations* – At the end of the planning cycle, the operational units enter results into the planning system and provide an analysis of data, including “use of results and plan for improvement next year.” The identified strategies for "improvement" can be used to tweak the budgetary needs requests, and the "improvements" are implemented to drive optimization, effectiveness, and efficiency for the next year.

*13. Division-Level Budget Requests and Allocation* – The Executive Council members review all new budgetary requests at the end of the fiscal year, both Capital funds and E&G funds. There is a strong linkage between the annual IE planning process and the budgetary process. In order for units to be considered for new budget item(s), the requests must be linked to an effectiveness indicator in the planning system and tied to the mission and Strategic Plan 2020. The Executive Council Members review all budgetary requests for their respective division and offer recommendations to the President for which items to support.

*14. Annual Budget Approved by College Board of Trustees* – During June of each year, the President brings a recommended Capital budget and E&G budget to the Board of Trustees. As a precursor to the official vote from the Board of Trustees, there is a Special Meeting for the Board Building Committee (a subcommittee of the Board of Trustees) to review the Capital budget, and there is a Special Meeting for the entire board to review the proposed E&G budget.

### **Assessment of Strategic Plan 2020: A Systematic Review of Institutional Goals and Outcomes**

Performance of the Strategic Plan 2020 key performance metrics is evaluated annually using a variety of data sources compiled into the [Strategic Plan 2020 Institutional Profile Report](#) with the goal of driving year-to-year progressive improvement. This report is designed to display the outcomes associated with the institutional strategic plan. The Planning Council and Executive Council evaluate this report.



## **Strategic Planning Model for Administrative Units, Student Support Units and Educational Programs**

Administrative units, student support units and educational programs use the annual planning process to document the outcomes associated with performance indicators, drive continuous year-to-year improvements, and foster an environment that supports exemplary programs, offices, and departments. The planning cycle runs on a 12-month fiscal year, effective from July 1 to June 30<sup>th</sup>.

<b>Planning and Evaluation Timeline for Operational Units</b>			
Planning Period	Planning Workshop – Setup the Plan	Deadline to Finalize the Plan	Deadline to Closeout Plan
2018-2019	July 16 – August 10, 2018	August 15 <sup>th</sup> , 2018	July 15 <sup>th</sup> , 2019
2019-2020	July 16 – August 10, 2019	August 15 <sup>th</sup> , 2019	July 15 <sup>th</sup> , 2020
2020-2021	July 16 – August 10, 2020	August 15 <sup>th</sup> , 2020	July 15 <sup>th</sup> , 2021

The President’s Office initiates the planning process by coordinating a Leadership Retreat with the college leadership team and all members of the executive council. The retreat provides an opportunity for the leadership team to introduce college-wide initiatives and discuss divisional goals for the upcoming academic year. The divisional goals are communicated to all IE planning members via one of the scheduled planning workshops. A series of annual planning workshops are scheduled after the Leadership Retreat, from July 16<sup>th</sup> to August 10<sup>th</sup>, and the official unit-level plan must be finalized by no later than August 15<sup>th</sup>. The outcomes associated with the performance metrics from the prior year are reviewed at the planning workshop. These workshops allow planning members an opportunity to receive updates on the IE process, reflect on success stories and areas of opportunity from the prior planning year and listen to an executive council member introduce the divisional goals for the upcoming year. Planning members are asked to collaborate within their unit and work as a team to identify strategic goals for the upcoming year.

### Scheduled Planning Workshops at the Beginning of Each Planning Cycle

- Administrative Support Services Planning Workshop
- Enrollment Management & Student Success Planning Workshop
- Career & Technical Education Planning Workshop
- Academic Department Planning Workshop
- Health Sciences Planning Workshop

At the end of the process, planning members add the results to each KPI, analyze the data that was collected and discuss strategies they can employ in the next planning cycle to improve the effectiveness and/or efficiency of the metric. The core purpose for this structured process is to promote continuous year-to-year improvement. See appendix E for a list of all IE planning units at the institution.

## Annual Strategic Planning Workshops for Operational Units



### Components of the Unit-Level Planning Document

The annual planning and evaluation document is assessable via an internal online system and each document contains the following elements:

- **MGCCC Mission:** The mission statement of Mississippi Gulf Coast Community College.
- **Unit Purpose:** The unit purpose is a description of the program/department/office and should be in direct alignment with the institutional mission, values and vision.
- **Key Performance Indicator (KPI)** – A statement containing a quantifiable metric that can be measured to demonstrate how effectively the unit is achieving a key objective for performance. The KPI should be clearly written and avoid ambiguous language.
- **Budgetary Explanation:** The justification and reasoning for requesting additional funds. Budgetary requests must be tied to one or more KPIs in the planning system to be considered during the budgetary request process.
- **Budgetary Type:** The budgetary source of the KPI: Current Operating Budget, New E&G and Auxiliary Funds; New Capital Budget Funds; Grant Funds.
- **Strategic Plan 2020 Institutional Commitment** – Every KPI needs to relate directly to a Strategic Plan 2020 Institutional Commitment: Teaching & Learning, Student Success, Community Engagement and Partnerships and/or Culture of Innovation.

- **Expected Outcomes** – A clearly written statement that outlines the quantifiable threshold by which a KPI has successfully been met or not met. The expected outcome associated with the KPI should be measurable, realistic and attainable.
- **Assessment Instrument** – The specific instrument by which data will be collected during the planning year.
- **Results** – The data/datum associated with the KPI. The results should be written in clear manner so the reader can understand the reported results.
- **Results Dropdown** – One of the following alternatives must be flagged for each effectiveness indicator: 1) Successfully met KPI expected outcome, 2) did not meet the KPI expected outcome, 3.) NA – not able to implement and/or assess. This field of data is used to provide rollup reports by division and the institution as a whole.
- **Use of Results / Plan for Improvement** – The unit must analyze the data collected for the KPI in the results section and discuss how that the information can be used to drive continuous improvement and effectiveness within the unit for the next planning year. This process should promote excellence, drive continuous year-to-year improvements and foster exemplary programs and departments at the institution. Units should be detailed when writing this section.

See Appendix A for a template of the online planning system template.

### **Integration between IE Planning & Budget Request Process**

Budgetary decisions and resource allocation is grounded in this IE planning model. The IE planning process integrates with the budgetary process in that all requests for new funds must tie back to an effectiveness indicator within the strategic planning document in order for that budgetary request to be considered. The President oversees the planning process through resources and recommendations provided by governance councils and planning units.

- **Step 1: Request for New Funds:** The unit must have at least one key performance indicator (KPI) that provides the justification/evidence for why new funds are needed \*and\* that unit must tie the KPI(s) to one of the following budget type options within the current year planning document:
  - Request for New E&G and Auxiliary Funds
  - Request for New Capital Budget Funds
  - Request for New Grant Funds
- **Step 2: Completing the E&G and Auxiliary / Capital Budget Request Form:** The budget request forms tie directly back to the planning unit and ask individuals how the unit would track the effectiveness of the item in the event that the funds were approved. If the budget item is approved then the KPI, institutional commitment, expected outcome and assessment instrument data within the budget request form will be migrated into their planning document for the upcoming year. The Executive Council Member over the unit is responsible for reviewing and prioritizing all budgetary requests for the division.
- **Step 3: Approved E&G and Auxiliary and/or Capital Funds:** If the college unit received new funds for an item, that unit would be responsible for tracking the effectiveness of that item within the planning system for up to five years. This allows the institution to provide an integrated IE budget report which details the effectiveness of all approved budget items by fiscal year and outlines the return on investment.

The linkage between the IE planning process and budgetary information is presented in an interactive visualization. This Tableau visualization allows those who have direct oversight of the budgetary process to see a linkage between effectiveness indicator data and requests to fund new items. See below for sample screenshots taken from the IE Planning & Budgetary Request Tableau Workbook.

### Budgetary Requests by Division in the Planning System

A budgetary request visualization is setup from the planning system database to show all requests for Capital Budget, E&G and Auxiliary Funds, Grant Funds documented in the planning system. Requests for new budget items must be accounted for in the IE planning system - a budget request will not be reviewed if the item does not directly tie back into the IE planning system. All Executive Council Members have access to review budgetary requests, explanations for the request, and the amount of requested money at the divisional-level through this visualization.

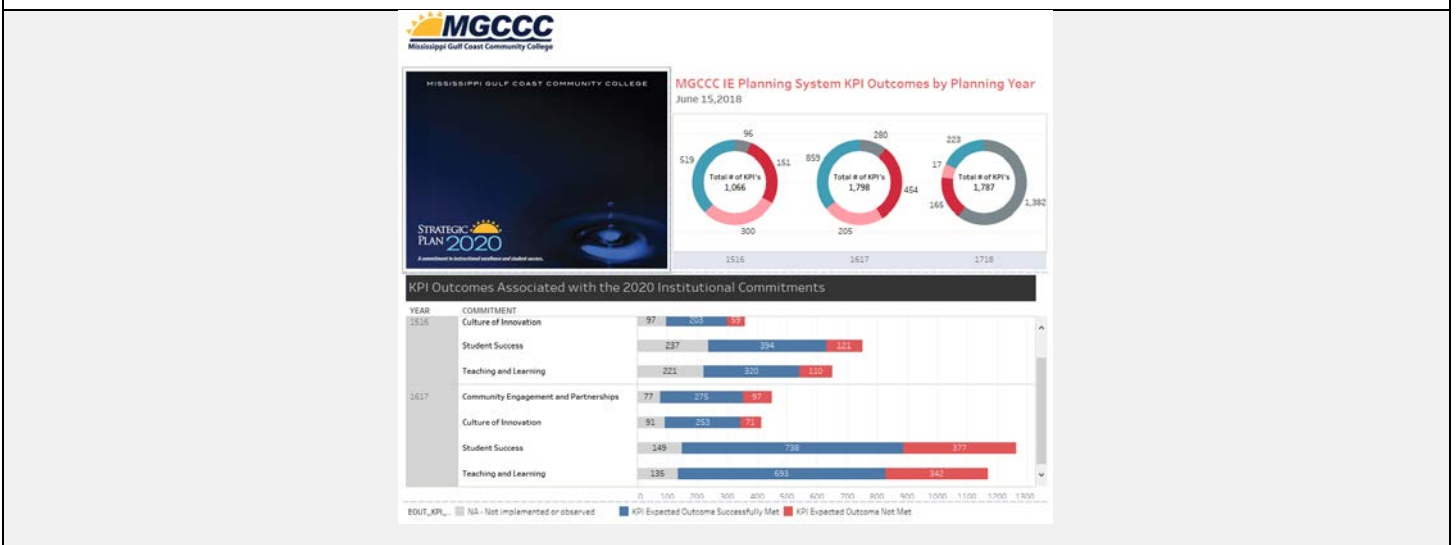
UNIT	BEXP	BTYP		
		B1. Capital Budget It..	E&G and Auxiliary Fu..	Operating Budget
Comptroller	Evaluation of Budget Analyst position shows current salary is below nationally recognized benchmarks. Additional funds are requested to bring salary closer to national average for position.		\$4,076	
Information Technology	Null	\$695,000		
			\$73,158	
Maintenance and Grounds	Additional funds are being requested for Custodian salary and benefits - \$13,000.00			\$13,000

## Relationship between Micro and Macro Planning & Evaluation Activities

The overall effectiveness of the institution at-large is a reflection of all of its moving pieces and hinges on the success of its micro-operational units. In an effort to promote alignment of the institutional commitments addressed in the 2020 Strategic Plan, all key performance indicators in the planning system must directly relate to strategic commitment outlined in the 2020 Strategic Plan. A member of the Executive Council conveys the institutional and divisional priorities to their direct reports during the planning workshop. This provides a connection between the long-term strategic goals and unit-level planning. In an effort to monitor the year-to-year effectiveness by division and MGCCC as a whole within the planning system, the outcomes associated with every effectiveness indicator in the planning system are rolled up by unit, division, and the institution.

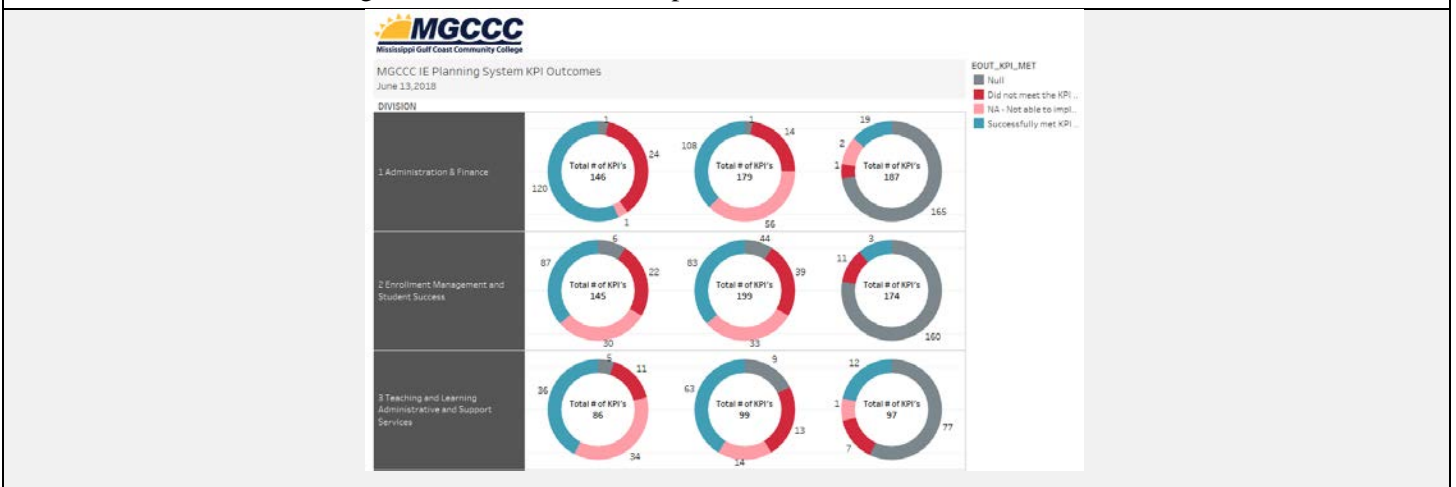
### KPI Outcomes Associated with the 2020 Strategic Institutional Commitments

The outcomes associated with all the KPI's in the online planning system are rolled-up at the institutional-level and reported for each 2020 Strategic Commitment. The visualization displays planning three years of unit-level planning and evaluation data.



### MGCCC IE Planning System KPI Outcomes by Division

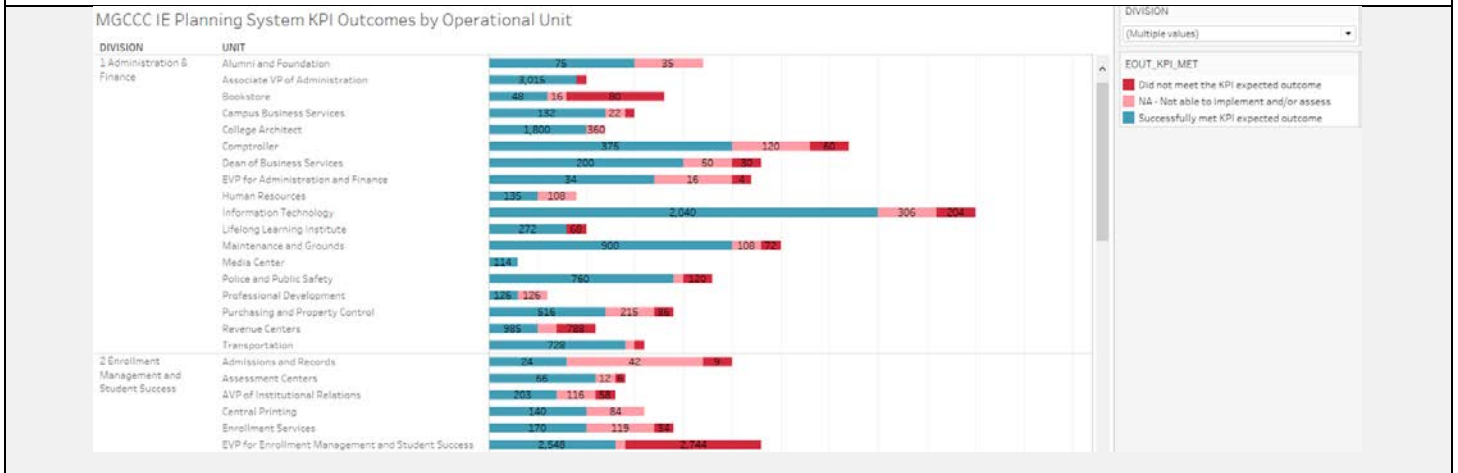
This visualization displays the KPI outcomes associated with each division at the institution for the past three years. For example, the Executive Vice President of Teaching and Learning can see how many Career and Technical Education indicators were assessed in the planning year and the corresponding percentage of indicators that met the targeted outcome, did not meet the targeted outcome, and not implemented or observed.





## MGCCC IE Planning System KPI Outcomes By Unit

To provide a more granular view, a dashboard was created to display KPI outcomes associated with each operational unit at the college. All visualizations have a live data feed and automatically updated when changes are applied in MGCCC's internal planning system.



## **Student Learning Outcomes**

MGCCC collects student learning outcome data from traditional and online students on an annual basis by using a standardized electronic student learning outcome form. Student learning outcomes are statements that describe what students should know or be able to do or demonstrate as a result of completing courses within a program. The MGCCC faculty who teach courses in academic, career, technical, and health science programs are responsible for assessing the five core general education skills and program-level student learning outcomes. Student learning outcome objectives should align with the college mission statement and unit purpose, be focused on actual student learning and not on teaching or another aspect of the program, be clearly stated, and be directly observed and measurable.

### Components of the Student Learning Outcome Report

The components of the online student learning outcome form include:

- Program of Study
- Program Curriculum
- Reporting Period
- Primary SLO Report Writer
- Site(s) that Program is Offered:
- Student Learning Outcome Objective
- Expected Outcome
- Assessment Instrument
- Number of Online Students Assessed
- Number of Online Students who Successfully Met the Expected Outcome
- Percentage of Online Students who Successfully Met the Expected Outcome
- Number of Traditional Students Assessed
- Number of Traditional Students who Successfully Met the Expected Outcome
- Percentage of Traditional Students who Successfully Met the Expected Outcome
- Use of Results / Plan of Improvement

See Appendix C for a template of the Annual Student Learning Outcome template and Appendix D for the Student Learning Outcome Data Source template.

### General Education Student Learning Outcomes

The institution has identified five core general education skills that all educational programs are responsible for providing to the student body and assessing in the classroom. The five core general education student learning outcomes are critical thinking, mathematical problem solving, oral communication, written communication, and application to technology. Each program is responsible for assessing the general education skills in the classroom for online and traditional students. These core general education skills are supported by the elements common to the general education core curricula for AA, AS, AAS, AASOE, diploma, and certificate programs.

### Program-Level Student Learning Outcomes

The MGCCC faculty track program-level student learning outcomes that are tied directly to the curriculum of the program. The results are tracked and reported out separately for online and traditional students because there may be a difference in learning outcomes based on the course format.

#### Use of Results / Plan for Improvement

All Student Learning Outcome results are published via a Tableau visualization and available for publication in the MGCCC College Factbook. The data obtained from the Student Learning Outcome process is used when conducting program reviews for career, technical, and health sciences programs. As demonstrated by the “use of results” sections of both the program outcome assessment and student learning outcome assessment, MGCCC regularly uses the results and findings of its annual planning cycle for improvement. A notable example of this that is holistic to the College is the inclusion of the college’s institutional commitments and planning goals in the college budgeting process.

**ORGANIZATION FOR PLANNING:  
GROUPS, ROLES, AND PLANNING RESPONSIBILITIES SUMMARY**

The groups involved in the Planning Process are listed below with a brief outline of the roles/responsibilities of each.

**Board of Trustees**

- Approves Strategic Plan (Mission, Visions, Values, and Institutional Commitments)
- Approves annual budget
- Monitors advancement of Strategic Plan and financial health of MGCCC

**President**

- Provides leadership for planning process and monitors overall planning process
- Approves resource allocation and oversees budget implementation
- Makes final recommendations for changes to institutional mission and other strategic plan components to the Board of Trustees
- Presents annual budget to Board of Trustees
- Appoints membership of governance councils

**Executive Council**

- Monitors financial health
- Monitors continual improvement of institutional quality
- Acts upon recommendations from governance councils
- Oversees implementation of Facilities Master Plan
- Recommends resource allocations based on unit planning process
- Approves statements of purpose for instructional, administrative, and educational support service units
- Approves and monitors plans of improvement for General Education
- Monitors student success indicators
- Reviews recommendations for changes to Strategic Plan and makes final plan recommendations to President

**Planning Council**

- Reviews Strategic Plan (Mission, Vision, Values, and Institutional Commitments statements) to guide development of effectiveness and accomplishment of mission
- Recommends changes in Strategic Plan to Executive Council
- Provides assessment of planning process (purpose statement, effectiveness indicators, expected outcomes, and improvement plans) for all planning units
- Reviews and approves core effectiveness indicators of student success
- Reviews annual report of core indicators of student success and presents final plan to Executive Council
- Reviews and approves annual report of Strategic Plan and submits final report to Executive Council

**Functional Councils**

- Review and revise program and service review instruments
- Develop college-wide plans of improvement for general education and student success indicators
- When appropriate, provide action plans needed to implement plans of improvement
- Review and recommend changes in policies, procedures, curriculum, or resources needed for continuous quality improvement to Executive Council

**Planning Units - Educational, Administrative, and Service**

- Develop unit purpose statements which support the mission and lead to the development of effectiveness indicators and performance outcomes
- Develop annual short- and long-term effectiveness indicators in support of the Strategic Plan
- Develop annual expected outcomes which are based on metrics resulting in continual improvement of quality
- Identify and report priority of budget needs for assessment plan implementation
- Provide plans for improvement based on the results of assessment

### **Office of Institutional Research & Effectiveness**

- Maintains records of all unit planning documents
- Coordinates planning activities associated with the planning process
- Assists units in developing unit statements of purpose, effectiveness indicators, expected outcomes, and plans for improvement
- Provides support for assessment activities

## COUNCIL ORGANIZATION AND MEMBERSHIP

### **EXECUTIVE COUNCIL**

The Executive Council advises the President on improvements in policies, procedures, and all budget and operational aspects of the institution. The primary function of the Executive Council is to establish and maintain cohesiveness of policy and operation throughout the college. The Executive Council acts upon recommendations from other governance councils.

The Executive Council is comprised of executive administrative leadership for all educational, service, and administrative units of the institution. As the executive leadership of the institution, members have the authority to carry out the action items and activities resulting from meetings and other duties assigned by the President. Executive Council meetings are chaired by the President, and meeting agenda items are coordinated through the office of the President.

All minutes of the Executive Council are distributed to college employees via the college website. Changes in administrative policy or statements are published to all stakeholders of the institution.

The President appoints members of the Executive Council. The membership of the Executive Council is shown in Table 1.

**TABLE 1. Executive Council Membership**

#### **Standing Members**

President

Executive Vice President for Administration and Finance

Executive Vice President for Teaching & Learning and Community Campus

Executive Vice President for Enrollment Services & Student Success

Executive Vice President of Institutional Advancement

Vice President of Jackson County Campus

Vice President of Jefferson Davis Campus

Vice President of Perkinston Campus

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#### **Responsibilities of the Executive Council**

1. Monitors and implements strategies to enhance financial health of the College.
2. Monitors institutional quality and ensures continual improvement.
3. Acts upon recommendations from governance councils.
4. Oversees implementation of Master Campus and Facilities Plan.
5. Recommends resource allocations based on the Strategic Plan.
6. Assists the President in preparation of the annual budget.
7. Provide to the President timely information, reports, or studies in both current and prospective developments affecting the institution.



8. Approves statements of purpose for instructional, administrative, and educational support service units.
9. Approves and monitors plans of improvement for General Education.
10. Monitors core effectiveness indicators.
11. Reviews recommendations for changes to Strategic Plan and makes final plan recommendations to Board of Trustees.
12. Recommends events and activities to increase alumni and foundation support.
13. Provides leadership for respective areas of responsibility.

## PLANNING COUNCIL

The Planning Council is a college-wide council with representation from all segments of the college. The President appoints members of the Planning Council upon recommendation of the College Associate Vice President of Institutional Research & Effectiveness. Rotating members serve staggered two-year terms. Planning recommendations from the Planning Council require approval of the Executive Council and the President. Council membership is shown in Table 2, and the membership rotation schedule for rotating membership is given in Table 3.

**TABLE 2. Planning Council Standing Membership**

Standing Members	Rotating Members – 2 year
President (chairperson)	Assistant Dean (1 center)
Associate Vice President of Institutional Research and Effectiveness (co-chairperson)	Dean of Business Services (1 campus)
Executive Vice President for Administration and Finance	Dean of Teaching & Learning (1 campus)
Executive Vice President for Teaching & Learning and Community Campus	Dean of Student Services and Enrollment Management (1 campus)
Executive Vice President for Enrollment Services & Student Success	Assistant Dean of Learning Resource Center (1 campus)
Executive Vice President of Institutional Advancement	Supervisor, Buildings and Grounds (1 campus)
Vice President of Jackson County Campus	Chief of Police (1 campus)
Vice President of Jefferson Davis Campus	Faculty, Chair Business and Office Admin (1 campus)
Vice President of Perkinston Campus	Faculty, Chair Fine Arts (1 campus)
Associate Vice President of Finance/Comptroller	Faculty, Chair Health and Physical Ed (1 campus)
Associate Vice President of Administration	Faculty, Chair Language Arts (1 campus)
College Dean of Health Sciences	Faculty, Chair Math and Computer Science (1 campus)
Associate Vice President of Community Campus and Career-Technical Education	Faculty, Chair Science (1 campus)
Dean, Workforce Education	Faculty, Chair Social Studies (1 campus)
	Faculty, Chair ADN Nursing
	Faculty, Chair Career and Technical (1 campus)
	Faculty, representative (1 center)

**TABLE 3. Planning Council Rotating Membership Schedule**

Rotating Member	Two Year Membership Rotations		
	Rotation I*	Rotation II	Rotation III
Dean of Student Services and Enrollment Management (1 campus)	JC	PK	JD
Dean of Teaching & Learning I (1 campus)	PK	JD	JC
Dean of Business Services (1 campus)	JD	JC	PK
Assistant Dean of Learning Resource Center (1 campus)	PK	JD	JC
Supervisor, Buildings and Grounds (1 campus)	JD	JC	PK
Chief of Police (1 campus)	JC	PK	JD
Faculty, Chair Business and Office Admin (1 campus)	JC	PK	JD
Faculty, Chair Fine Arts (1 campus)	PK	JD	JC
Faculty, Chair Health and Physical Ed (1 campus)	JD	JC	PK
Faculty, Chair Language Arts (1 campus)	PK	JD	JC
Faculty, Chair Math and Computer Science (1 campus)	JD	JC	PK
Faculty, Chair Science (1 campus)	JC	PK	JD
Faculty, Chair Social Studies (1 campus)	PK	JD	JC
Faculty, Chair ADN Nursing (1 campus)	JD	JC	PK
Faculty, Chair Career and Technical (1 campus)	JD	JC	PK
Assistant Dean (1 center)	GC	WH	GC
Faculty, representative (1 center)	GC	WH	GC

\*Rotation III: 2019-2020, Rotation I 2020-2021 & 2021-2022, Rotation II 2022-2023 & 2023-2024

### **Responsibilities of the Planning Council**

1. Reviews Strategic Plan (Mission, Vision, Values, and Institutional Commitments statements) to guide development of effectiveness and accomplishment of mission
2. Recommends changes in Strategic Plan to Executive Council
3. Provides assessment of unit plans effectiveness indicators, expected outcomes, improvement plans for all educational, administrative, and service units
4. Reviews and approves modifications made to the online planning system.
5. Review and approves core key performance metrics associated with specific units and/or divisions
6. Reviews and approves the Institutional Effectiveness Planning Process Manual.

## **INSTRUCTIONAL AFFAIRS COUNCIL**

The Instructional Affairs Council (IAC) serves as the college-level body for planning and administration of educational programs. Recommendations of the Council require approval of the Executive Council and the President.

The major purpose of this Council is to study and to formulate proposals relating to instructional policies and procedures, curriculum and course changes, and other matters concerning the total educational program of the college. Proposals that have been approved by the Council are subject to approval by other appropriate councils and/or the President prior to implementation.

The President appoints membership of the Instructional Affairs Council. The membership is given in Table 4. The one-year rotating membership schedule is given in Table 5. The rotating membership for academic department chairs is given in Table 6.

**TABLE 4. Instructional Affairs Council Membership**

<b>Standing Members</b>	<b>Rotating Members – 1 year</b>
Executive Vice President for Teaching & Learning and Community Campus (chairperson)	Dean of Student Services and Enrollment Management (1 campus)
College Dean of Health Sciences	Dean of Business Services (1 campus)
Associate Vice President of Career and Technical Instruction and Industrial Training	Assistant Dean of Learning Resource Center (1 campus)
College Director of eLearning	Faculty, representative from WH or GC
Dean of Teaching & Learning – Jackson County	Faculty, academic department chair (1per campus)
Dean of Teaching & Learning – Jefferson Davis	Faculty, academic department chair (1campus)
Dean of Teaching & Learning – Perkinston	Faculty, academic department chair (1campus)
Assistant Dean – George County Center	Faculty, nursing department chair (1campus)
Assistant Dean of Instruction over Keesler/Navy Base (JD)	Faculty, department chair career/technical (1 campus)
Faculty Association President from JC	<b><u>Resource Members*</u></b> Chief Information Officer
Faculty Association President from JD	Associate Vice President of Institutional Research & Effectiveness
Faculty Association President from PK	
Dean of Workforce Education	
Faculty, Nursing Department Chair	
Faculty, Allied Health Department Chair	

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\* non-voting member

**TABLE 5. Instructional Affairs Council Rotating Membership Schedule**

Rotating Member	One Year Membership Rotations		
	Rotation I*	Rotation II*	Rotation III*
Dean of Student Services and Enrollment Management (1 campus)	PK	JD	JC
Dean of Business Services (1 campus)	JC	PK	JD
Assistant Dean of Learning Resource Center (1 campus)	PK	JD	JC
Faculty, nursing department chair (1 campus)	JC	PK	JD
Faculty, department chair career/technical (1 campus)	PK	JD	JC
Faculty, representative from WH or GC	*	GC	WH

\*Rotation III: 2019-2020, Rotation I 2020-2021, Rotation II 2021-2022

**TABLE 6. IAC Rotating Academic Department Membership Schedule**

Rotating Member	One Year Membership Rotations		
	Rotation I*	Rotation II*	Rotation III*
Perkinston Campus Academic Dept	BUS	FA	SCI
Jefferson Davis Academic Dept	HPR	LANG	BUS
Jackson County Academic Dept	MAT	SS	HPR

Rotating Member	One Year Membership Rotations		
	Rotation IV*	Rotation V*	Rotation VI*
Perkinston Campus Academic Dept	SS	MAT	LANG
Jefferson Davis Academic Dept	FA	SCI	SS
Jackson County Academic Dept	BUS	LANG	FA

Rotating Member	One Year Membership Rotations
	Rotation VII*
Perkinston Campus Academic Dept	HPR
Jefferson Davis Academic Dept	MAT
Jackson County Academic Dept	SCI

\*Rotation VI: 2019-2020, Rotation VII: 2020-2021, Rotation I: 2021-2022, Rotation II: 2022-2023, Rotation III: 2023-2024, Rotation IV: 2024-2025, Rotation V: 2025-2026

### **Instructional Affairs Council Responsibilities**

1. Monitors and initiates proposals for changes needed in instructional policies and procedures
2. Identifies and initiates proposals for needed changes in instructional courses and programs and recommends development of new curricula
3. Periodically reviews program admissions policies and procedures and program/curricular graduation requirements
4. Systematically studies and coordinates instructional programs with transfer institutions and requirements of business and industry
5. Monitors, evaluates, and formulates proposals relating to such matters as grading practices, faculty loads, teaching methods and techniques, and classification of instructional courses and programs for enrollment and reporting purposes

6. Discusses and resolves college-wide problems concerning the total instructional program of the college
7. Reviews catalog descriptions of courses and recommends corrections
8. Recommends study of the instructional program and reviews implications for curriculum and instruction
9. Transmits recommendations to the Executive Council for action

### **Procedures for Curriculum Changes/Proposals**

1. Proposals for curriculum changes can be submitted by any faculty member to the appropriate department chair or dean of instruction. For university transfer curricula, the counterpart department chairpersons on all three campuses shall act on a proposal.
2. Proposal forms are accessible to all college employees on the college website forms repository. The form name is "Instructional Proposal Form."
3. The Council will strive for consensus on all issues that are presented for action and recommendation.
4. Establishment and change in the curriculum is a function of the faculty, governing board, and the administration.



## **ENROLLMENT MANAGEMENT & STUDENT SUCCESS COUNCIL**

The Enrollment Management & Student Success Council (EMSS) serves as the college-level body for administration of enrollment management and student success activities. Recommendations of the Council require approval of the Executive Council and the President. The major purpose of this Council is to study and formulate proposals relating to all matters of enrollment management and student success and to provide consistency in the operations of enrollment management at all locations of MGCCC. The Enrollment Management & Student Success Council (EMSS) considers matters of enrollment management including recruitment of students, admissions and records, student financial aid services, enrollment services, retention, registration, special populations, student activities, assessment center operations, conduct administration, residence life, and graduation.

The College President appoints membership of the Enrollment Management & Student Success Council. Faculty eligible for appointment to the Enrollment Management & Student Success Council cannot be a current member of the Instructional Affairs Council or Planning Council. The membership is given in Table 7. The rotating membership schedule is provided in Table 8.

**TABLE 7. Enrollment Management & Student Success Council Membership**

<b>Standing Members</b>	<b>Rotating Members - 1 year</b>
Executive Vice President for Enrollment Services & Student Success (chairperson)	Director, Financial Aid (1 campus)
Dean of Student Services and Enrollment Management – Perkinson	Director, Admissions (1 campus)
Dean of Student Services and Enrollment Management – Jackson County	Director, Enrollment Services (1 campus)
Dean of Student Services and Enrollment Management – Jefferson Davis	Dean of Teaching & Learning (1 campus)
Dean of Teaching & Learning – George County Center	Dean, Business Services (1 campus)
Assistant Dean of Instruction over Keesler/Navy Base (JD)	Assistant Dean, Learning Resource Center (1 campus)
Director of Residence and Student Life – Perkinson Campus	Special Populations Coordinator (1 campus)
	Chief, Campus Police (1 campus)
	Student, President Student Government (1 campus)
<b><u>Resource Members*</u></b>	
Chief Information Officer	
College Director of eLearning	
AVP of Institutional Relations, District Office	
Associate Vice President of Institutional Research & Effectiveness	
Faculty Association Representative – PK Campus	
Faculty Association Representative – JD Campus	
Faculty Association Representative – JC Campus	
Coordinator of Student Services	
Director of Recruitment	
Student Services Data Specialist/CRM Administrator	

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\* non-voting member

**TABLE 8. Enrollment Management & Student Success Council Rotating Membership Schedule**

Rotating Member	One Year Membership Rotations		
	Rotation I*	Rotation II*	Rotation III*
Director, Financial Aid (1 campus)	JD	PK	JC
Director, Admissions (1 campus)	PK	JC	JD
Director, Enrollment Services (1 campus)	PK	JD	JC
Dean of Teaching & Learning (1 campus)	JC	JD	PK
Dean of Business Services (1 campus)	JD	PK	JC
Assistant Dean of Learning Resource Center (1 campus)	JC	JD	PK
Special Populations Coordinator(1 campus)	JD	JC	PK
Lead Counselor	PK	JD	JC
Chief, Campus Police (1 campus)	PK	JD	JC
Student, President Student Government(1 campus)	JC	PK	JD

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\*Rotation III: 2019-2020, Rotation I 2020-2021, Rotation II 2021-2022

**Enrollment Management & Student Success Council Responsibilities**

1. Monitors and initiates proposals for changes needed in enrollment management policies and procedures.
2. Identifies and initiates proposals for needed changes in enrollment management and recommends the development of new programs and services.
3. Evaluates effectiveness of enrollment management programs.
4. Monitors, evaluates, and formulates proposals relating to such matters as recruitment, admissions, financial aid, enrollment services, special populations, retention, registration, student activities, assessment center, conduct administration, residential life, and graduation for enrollment and reporting purpose.
5. Discuss and resolves college-wide problems concerning the total enrollment management program of the college.
6. Transmits recommendations to the Executive Council for action

## **FINANCE COUNCIL**

The Finance Council serves as the college-wide body for research and administration of financial matters. Recommendations of the Council require approval of the Executive Council and the President.

The major purpose of this Council is to study and to formulate proposals relating to all matters of human resources, buildings and grounds, college ERP (Banner) operations, administrative technology, and other related financial matters. Additionally, this council outlines procedures necessary for consistent implementation of policies related to finance at all college locations.

The President appoints membership of the Finance Council. The membership is given in Table 9.

**TABLE 9. Finance Council Membership**

<b>Standing Members</b>	<b>Rotating Members – 1 Year</b>
Executive Vice President for Administration and Finance (chairperson)	Dean of Teaching & Learning (1 Campus)
Dean of Business Services (JC)	Dean of Student Services & Enrollment (1 Campus)
Dean of Business Services (JD)	
Dean of Business Services (PK)	
Dean of Business Services (Community Campus)	
Associate Vice President of Human Resources	
Associate Vice President of Finance/Comptroller	
Associate Vice President of Administration	
CIO	
Director of Purchasing & Property Control	
Administrative Dean (GC)	
College Architect	

**TABLE 10. Finance Council Rotating Membership Schedule**

<b>Rotating Member</b>	<b>One Year Membership Rotations</b>		
	<b>Rotation I*</b>	<b>Rotation II*</b>	<b>Rotation III*</b>
Dean of Teaching & Learning (1 campus)	JD	JC	PK
Dean of Student Services & Enrollment	JC	PK	JD

\*Rotation III: 2019-2020, Rotation I 2020-2021, Rotation II 2021-2022

### **Finance Council Responsibilities**

1. Reviews administrative and financial policies and procedures of the college.
2. Formulates and initiates proposals for policy and/or procedural changes in administrative and financial areas of the college.

3. Ensures consistent implementation of policies and procedures related to administrative and financial matters at all campuses and centers.
4. Develops appropriate measures for monitoring the ongoing effectiveness of the administrative and financial functions of the college.
5. Transmits recommended changes in administrative and financial policies and procedures to the Executive Council for appropriate action.

**LEARNING RESOURCES COUNCIL**

The major function of the Learning Resources Council (LRC) is to aid Learning Resources Center personnel in carrying out the various functions required to provide learning resources which support and enhance all educational programs of MGCCC. The college President appoints the membership of the Learning Resources Council. The membership is given in Table 11. The LRC’s membership rotation schedule is given in Table 12.

**TABLE 11. Learning Resources Council Membership**

Standing Members	Rotating Members – 2 Year
Executive Vice President for Teaching & Learning and Community Campus (chairperson)	Faculty, social studies or business area (1 campus)
Assistant Dean of LRC - Perkinston	Faculty, language arts or fine arts (1 campus)
Assistant Dean of LRC – Jefferson Davis	Faculty, science or math area (1 campus)
Assistant Dean of LRC – Jackson County	Faculty, learning lab (1 campus)
Technical Services Librarian	Faculty, representative George County
Dean of Teaching & Learning – Jefferson Davis	Faculty, representative West Harrison
Dean of Teaching & Learning – Jackson County	Nursing Instructor, Chair Resources Committee
Dean of Teaching & Learning – Perkinston Campus	** Online teaching experience preferable
Faculty, Allied Health Department Chair	
Associate Vice President, Institutional Relations	

**Resource Members\***

- College Director of Distance Learning
- Chief Information Officer
- Associate Vice President of Institutional Research & Effectiveness

\* non-voting member

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**TABLE 12. Learning Resources Council Rotating Membership Schedule**

Rotating Membership	2 Year Membership Rotations		
	Rotation I*	Rotation II*	Rotation III*
Dean of Teaching & Learning (1 campus)	PK	JD	JC
Faculty, social studies or business area (1 campus)	JD	JC	PK
Faculty, language arts or fine arts (1 campus)	PK	JD	JC
Faculty, science or math area (1 campus)	JC	PK	JD
Faculty, learning lab (1 campus)	JD	JC	PK

\*Rotation III: 2019-2020, Rotation I 2020-2021 & 2021-2022, Rotation II 2022-2023 & 2023-2024

### Learning Resources Council Responsibilities

1. Monitors and evaluates the LRC function to ensure the services provided support and enhance all educational programs at MGCCC
2. Identifies and initiates proposals for needed changes in LRC services and recommends development of new programs and services
3. Evaluates effectiveness of LRC services college-wide
4. Monitors, evaluates, and formulates proposals relating to such matters as selection and purchase of LRC resources and equipment and shared online resources, student use of services, data collection, and operational procedures
5. Monitors and initiates proposals for needed changes in LRC policies and procedures
6. Discusses and resolves college-wide problems (issues) concerning the LRC services
7. Transmits recommendations to the Executive Council for action

## **TECHNOLOGY COUNCIL**

The Technology Council serves as the college-wide body for research, standardization, governance and recommendations of technology related needs. The major purpose of the Technology Council is to identify and align campus technology related needs with the institutional strategic plan. To accomplish this mission, the Technology Council focuses on six functional areas: Banner ERP, process modernization, teaching and learning technologies, web presence, MGCCC communications, and innovative technology.

The President appoints membership of the Technology Council. The membership is given in Table 13, and the rotating membership schedule is given in Table 14.

**TABLE 13. Technology Council Membership**

<b>Standing Members</b>	<b>Rotating Members – 1 year</b>
Executive Vice President, Administration & Finance	Dean of Business Services
Associate Vice President of Administration	Dean of Teaching & Learning
Dean of Workforce Education	Dean of Student Services & Enrollment
Associate Vice President, Finance/Comptroller	Assistant Dean of Learning Resource Center
CIO	President Student Council Member (Appointed)
Athletic Director	
Student Services Data Specialist/CRM Administrator	
College Director of eLearning	
Director, Marketing, Advertising & Recruiting	
Associate Vice President of Institutional Research & Effectiveness	
Chief of Staff	
Associate Vice President of Institutional Advancement	

**TABLE 14. Technology Committee Rotating Membership**

<b>Rotating Member</b>	<b>One Year Membership Rotations</b>		
	<b>Rotation I*</b>	<b>Rotation II*</b>	<b>Rotation III*</b>
Dean of Teaching & Learning (1 campus)	PK	JD	JC
Dean of Business Services (1 campus)	JC	PK	JD
Dean of Student Services & Enrollment (1 campus)	JD	JC	PK
Assistant Dean, Learning Resource Center (1 campus)	PK	JD	JC
Student, President Student Council (1 campus)	JC	PK	JD

\*Rotation III: 2019-2020, Rotation I 2020-2021, Rotation II 2021-2022

## **Technology Council Responsibilities**

1. Performs research and planning for implementation of proposals for new instructional technologies.
2. Submits recommendations and proposals for new or upgraded technology to the executive council.
3. Defines college-wide standards for technology hardware, software, networking, and other infrastructure requirements in order to meet the technological needs of all education programs.
4. Provides recommendations and resources for professional development needs designed to improve instructional technology and the technology skills for all faculty members.



## **GENERAL EDUCATION COMMITTEE**

The General Education Committee is responsible for the review of the general education components of associate type degree graduation requirements. The Committee is also responsible for identifying expected outcomes within the general education curriculum, providing assessment of general education outcomes, and providing recommendations to the Instructional Affairs Council for the improvement of general education.

A major purpose of this committee is to review proposals submitted for course inclusion or exclusion of credit towards general education requirements. The committee prepares proposals and makes recommendations for changes to general education components for the consideration of the Instructional Affairs Council.

The President appoints the standing membership of the General Education Committee. Committee members are chosen by an interview process from campus, department and/or self-nominations. The process is conducted by the Executive Vice President for Teaching & Learning and Community Campus and the Associate Vice President of Institutional Research and Effectiveness based on outcome and assessment criteria. The criteria will ensure equal representation from the campuses and centers. The membership is given in Table 15.

### **TABLE 15. General Education Committee Membership**

#### **Standing Membership**

Executive Vice-President for Teaching & Learning and Community Campus (Chair)

Dean of Teaching & Learning – Jackson County Campus

Dean of Teaching & Learning – Jefferson Davis Campus

Dean of Teaching & Learning – Perkinston Campus

Faculty – Career and Technical

Faculty – Career and Technical

Faculty – Career and Technical

Faculty – Computer Science

Faculty – Fine Arts

Faculty – Health and Physical Education

Faculty – Language (English)

Faculty – Mathematics

Faculty – Science (biological)

Faculty – Science (physical)

Faculty – Social Studies

Faculty – Social Studies

Faculty – Speech

Faculty – Full-time Online Instructor

Counselor

Associate Vice President of Institutional Research & Effectiveness

### **General Education Committee Responsibilities**

1. Reviews assessment plan for General Education Outcomes on an annual basis.  
Makes recommendations for changes to assessment plan to Instructional Affairs Council
2. Reviews assessment data for General Education Outcomes, and makes recommendations to Programs, Departments, Academic Deans, Instructional Affairs Council, and Department of Research and Planning for the improvement of General Education of Mississippi Gulf Coast Community College
3. Reviews general education requirements for all degree levels, and makes recommendations for revisions to Instructional Affairs Council.
4. Reviews applications for course inclusion in any component of the general education requirements.

## **ATHLETIC COUNCIL**

The Athletic Council recommends policies and procedures for all intercollegiate and intramural athletics to the President. The Council assists in the regulation of all athletic programs in accordance with state and national organizations.

The college President appoints membership of the Athletic Council. The membership is given in Table 16, and the rotating membership schedule is given in Table 17.

**TABLE 16. Athletic Council Membership**

Standing Members	Rotating Members – 1 year
MGCCC President	Faculty, appointed (1 campus)
Vice President of Perkinson Campus (chairperson)	Staff, appointed (1 campus)
Executive Vice President of Teaching and Learning/Community Campus	
Vice President of Jackson County Campus	
Vice President of Jefferson Davis Campus	
College Athletic Director	
Perkinson Campus Student Government President	
Director of Transportation Services	
<b><u>Resource Members*</u></b>	
Executive Vice President, Enrollment Management and Student Success	
Director of Recruiting	
IT CIO	
Sports Information Director	

\* non-voting member

**TABLE 17. Athletic Council Rotating Membership Schedule**

Rotating Member	One Year Membership Rotations		
	Rotation I*	Rotation II*	Rotation III*
Faculty, appointed (1 campus)	PK	JD	JC
Staff, appointed (1 campus)	JC	PK	JD

\*Rotation III: 2019-2020, Rotation I 2020-2021, Rotation II 2021-2022

### **Athletic Council Responsibilities**

1. Recommends policy and procedure changes to ensure all athletic programs conform to the policies and procedures of the National Junior College Athletic Association (NJCAA) and the Mississippi Association of Community and Junior Colleges (MACJC)
2. Monitors effectiveness of athletic programs
3. Approves the schedules for all athletic programs

## **COLLEGE PLANNING UNIT/COUNCIL ORGANIZATION**

College planning encompasses all educational, administrative, and service units. Each planning unit corresponds to at least one of the eight governance councils:

- Executive
- Planning
- Instructional Affairs
- Finance
- Enrollment Management
- Learning Resources
- Athletic Council

All governance councils are chaired by members of the Executive Council.

**TABLE 18. College Planning Units and Direct Council Affiliation**

DIRECT COUNCIL AFFILIATION	PLANNING UNIT(S)
EXECUTIVE COUNCIL	<ul style="list-style-type: none"> <li>▪ Office of the President</li> <li>▪ Campus Vice President</li> <li>▪ Executive Vice President, Administration and Finance</li> <li>▪ Executive Vice President, Teaching &amp; Learning and Community Campus</li> <li>▪ Executive Vice President, Enrollment Services &amp; Student Success</li> </ul>
PLANNING COUNCIL	<ul style="list-style-type: none"> <li>▪ ALL Educational, Administrative and Planning Units</li> </ul>
ATHLETIC COUNCIL	<ul style="list-style-type: none"> <li>▪ Office of the President</li> <li>▪ Campus Vice Presidents</li> <li>▪ Athletics</li> </ul>
FINANCE COUNCIL	<ul style="list-style-type: none"> <li>▪ Executive Vice President Administration and Finance</li> <li>▪ Bookstore</li> <li>▪ Campus Business Services</li> <li>▪ College Construction Management</li> <li>▪ Associate Vice President of Finance/Comptroller</li> <li>▪ Deans of Business Service</li> <li>▪ Human Resources</li> <li>▪ Information Technology</li> <li>▪ Maintenance and Grounds</li> <li>▪ Media Center</li> <li>▪ Police and Public Safety</li> <li>▪ Professional Development</li> <li>▪ Purchasing and Property Control</li> <li>▪ Transportation</li> <li>▪ Revenue Centers</li> </ul>
INSTRUCTIONAL AFFAIRS COUNCIL GENERAL EDUCATION COMMITTEE	<ul style="list-style-type: none"> <li>▪ Executive Vice President Teaching &amp; Learning and Community Campus</li> </ul> <p data-bbox="824 1165 938 1197"><b>Academic</b></p> <ul style="list-style-type: none"> <li>▪ Administration for Academic Instruction</li> <li>▪ Business Administration</li> <li>▪ Fine Arts</li> <li>▪ Health and Physical Education</li> <li>▪ Language Arts</li> <li>▪ Mathematics and Computer Science</li> <li>▪ Science</li> <li>▪ Social Studies</li> </ul> <p data-bbox="824 1470 1177 1501"><b>Career &amp; Technical Education</b></p> <ul style="list-style-type: none"> <li>▪ 3D Modeling and Design Technology</li> <li>▪ Accounting Technology</li> <li>▪ Administrative Office Technology</li> <li>▪ Apprentice Electric Lineman</li> <li>▪ Automation/Mechatronics Technology</li> <li>▪ Automobile Collision Repair Technology</li> <li>▪ Automotive Light Duty Diesel Technology</li> <li>▪ Automotive Technology</li> <li>▪ Baking and Pastry Technology</li> <li>▪ Business and Marketing Management Technology</li> <li>▪ Business Management Technology</li> <li>▪ Commercial and Residential Maintenance</li> <li>▪ Commercial Truck Driving</li> <li>▪ Computer Networking Technology</li> <li>▪ Computer Programming Technology</li> </ul>

- 
- Computer Servicing Technology
  - Construction Engineering Technology
  - Cosmetology
  - Criminal Justice Technology
  - Culinary Arts Technology
  - Database Administration Technology
  - Early Childhood Education Technology
  - Electrical Technology
  - Electronics Technology
  - Graphic Design Technology
  - Heating, Air Conditioning, and Refrigeration
  - Hotel Restaurant Travel and Tourism Management
  - Human Services Technology
  - Instrumentation and Control Technology
  - Interpreter Training Technology
  - IT Specialist Technology
  - Marine Pipefitting Technology
  - Massage Therapy
  - Mechanical Maintenance Technology
  - Medical Billing and Coding
  - Medical Office Technology
  - Medical Transcription Technology
  - Network Security Technology
  - Paralegal Technology
  - Precision Manufacturing and Machining Technology
  - Process Operations Technology
  - Telecommunications Technology
  - Travel and Tourism Management Technology
  - Web Development Technology
  - Welding Technology

#### **Health Sciences**

- Administration for Health Science Division
- Emergency Medical Service/Paramedic
- Funeral Services Technology
- Health Care Assistant
- Health Information Technology
- Medical Assisting Technology
- Medical Laboratory Technology
- Nursing (ADN)
- Nursing (PN)
- Physical Therapist Assisting
- Radiologic Technology
- Respiratory Care Technology
- Surgical Technology
- Healthcare Non-Credit Continuing Education Training
- Interdisciplinary Simulation Education
- Nursing Allied Health Simulation Center

#### **Teaching & Learning Administration & Support Services**

- Assistant Deans of Learning Resources
- Continuing Education
- Developmental Studies
- eLearning
- EVP for Teaching & Learning and Community Campus
- Honors College
- Institutional Effectiveness Research and Planning
- Learning Lab
- Library

- Adult Education
-

- 
- Asst. Deans of LRC
  - eLearning
  - Institutional Effectiveness, Research, and Planning
  - Learning Lab
  - Library

**Health Sciences**

- Emergency Medical Tech
- Health Information Technology
- Funeral Services
- Medical Assisting Tech
- Medical Laboratory Tech
- Nursing Allied Health Sim Center

**Workforce & Win-Job Center**

- Adult Education
- WIOA Career Outreach
- Workforce Development

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TECHNOLOGY COUNCIL

- Executive Vice President Administration and Finance
- Information Technology
- Institutional Effectiveness, Research, and Planning
- eLearning
- Administrative for Academic Programs
- Administrative for CTE Programs
- Student Services Administration
- Deans of Business Service
- Associate Vice President of Finance/Comptroller

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LEARNING RESOURCES COUNCIL

- Executive Vice President Teaching & Learning and Community Campus
- Dean of Instruction
- Learning Lab / Library

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ENROLLMENT MANAGEMENT COUNCIL

- Executive Vice President, Enrollment Services & Student Success
  - Admissions and Records
  - Assessment Centers
  - Counseling
  - CTE Support Services
  - Financial Aid
  - Fitness and Wellness Center
  - Housing and Residence Life
  - Military Centers
  - Student Activities
  - Student Services Administration
-

**APPENDIX A - ONLINE PLANNING SYSTEM TEMPLATE**



**UNIT:**

Planning Cycle Period:

**College 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. The college embraces lifelong learning, productive citizenship, service learning, and leadership development in a dynamic and innovative learning environment.

**Unit Purpose:**

**Unit Lead: Unit**

**Supervisor:**

**Division:**

**Amount Requested:** \$

Effectiveness Indicator	Institutional Commitment	Expected Outcome	Assessment Instrument	Assessment Results	Use of Results & Plan for Improvement	Budget Type
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**Budget Type Key:**

COB	Current Operating Budget
GRANT	Grant Funded
ABR	Additional Budget Request - Acct Number must be included and budget request forms submitted
CI	Capital Improvement - Acct Number must be included and budget request forms submitted



## APPENDIX B – CORE EDUCATIONAL METRICS

During the 2016-2017 academic year, a project was undertaken to improve upon the IE planning process for educational units and add more value to the process. The project was initiated to address the inconsistencies in the definitions of commonly referenced metrics and the expected outcomes. For example, an analysis of common educational program indicators found that most educational programs tracked and evaluated enrollment within their program but their definitions for enrollment varied from unit-to-unit: (1) Program A stated they wanted to increase enrollment from Fall 14-to-Fall 15 term by 5%. (2) Program B stated they want to increase enrollment from the academic year 2014 (Fall, Spring, Summer) to academic year 2015 (Fall, Spring, Summer) by 3%. (3) Program C stated they want to be “within 5% of average enrollment growth” of the college. Although most programs included indicators on enrollment figures, from a divisional and institutional perspective, the misalignment in the definitions made it difficult to process all the information at hand and make meaningful interpretations regarding the KPI outcomes.

The project entailed reviewing all educational planning indicators in the system for commonalities and aligning the definitions of the recurring educational metrics. A standardized list of educational metrics, which incorporate both direct and indirect measures of assessment, were drafted for academic instruction and career and technical education programs and vetted through the Dean of Instructions Office, Office of Institutional Research and Effectiveness, Executive Vice President of Teaching and Learning, General Educational Committee, and MGCCC Planning Council. The Deans of Instruction met to establish expected outcomes for each of the core educational program metrics. The faculty received training to accommodate the model, and as an indirect impact, many faculty members commented that the standardization of definitions helped them to better understand and consume their data.

### Automation of Results into IE Instructional Planning Documents

To improve upon the accuracy of the data submitted in the results section, the Office of Institutional Research and Effectiveness agreed to query data directly from the student information system database and the survey research database to automate over 120 data elements, unique to each program, into each educational IE planning document on an annual basis. Feeding the data directly from the student information system into the results section in the online planning system database improves data accuracy by controlling for human error and reduces the amount of time instructors and program coordinators spend on interpreting IE tables and manually inputting the results into the planning system. The program coordinators interpret the results and provide strategies to improve up each indicator from year-to-year. Additionally, programs are required to evaluate a minimum of two additional effectiveness metrics that are unique and relevant to the program. This formal process is intended to promote year-to-year continuous improvement for all educational programs and foster exemplary educational programs.

## ACADEMIC DEPARTMENTS - CORE KEY PERFORMANCE METRICS (15 METRICS)

- A1. DISTINCT STUDENT HEADCOUNT BY ACADEMIC DEPARTMENT
- A2. STUDENT CREDIT HOURS
- A3. STUDENT SUCCESS & WITHDRAWAL RATE BY ACADEMIC DEPARTMENT
- A4. STUDENT-TO-FACULTY RATIO
- A5. FALL-TO-FALL RETENTION RATE
- A6. GRADUATION RATE AT 150%
- A7. DISTINCT NUMBER OF GRADUATES BY ACADEMIC YEAR
- A8. FACULTY TRAINING HOURS & DEVELOPMENT

General Performance Indicators  
(8 Metrics)



- B1. SURVEY RESEARCH: ANNUAL STUDENT SATISFACTION SURVEY – How satisfied are university parallel students with the different dimensions of their educational experience?
- B2. SURVEY RESEARCH: GRADUATE EXIT SURVEY - How satisfied is our graduate population with the quality of instruction that they received at MGCCC?
- B3. SURVEY RESEARCH: STUDENT EVALUATION OF COURSE & FACULTY - How satisfied are students with faculty at the course-level?

Survey Results  
(3 Metrics)



- C1. TRANSFER-OUT RATES FOR MGCCC UNIVERSITY PARALLEL GRADUATES – What percentage of MGCCC graduate cohorts transfer to a four year university?
- C1. TRANSFER-OUT STUDENTS - UNIVERSITY GPA – How do our MGCCC students perform in the classroom at four year universities relative to students of the MS CC system and native students?

Academic Transfer-Out  
(2 Metrics)



- D1 & D2 – PROGRAM LEVEL METRICS
- Planning report writers need to come up with a minimum of two program-level metrics that are unique to the program.
- Examples:
  - Pedagogy
  - Class Format
  - Seating Arrangements
  - Technology
  - Faculty Advising Initiatives
  - Books & Reading Materials
  - Interaction w/ LRC Services
  - Faculty Performance Indicators
  - Initiatives of Exemplar Higher Education Program Models
  - Initiatives to improve student achievement and learning outcomes.

Program-Level Metrics  
(Minimum of 2)



## CTE PROGRAMS - CORE KEY PERFORMANCE METRICS (17 METRICS)

- A1. STUDENT HEADCOUNT BY DECLARED MAJOR
- A2. STUDENT CREDIT HOURS
- A3. STUDENT SUCCESS & WITHDRAWAL RATE:
- A4. STUDENT-TO-FACULTY RATIO
- A5. FALL-TO-FALL RETENTION RATE
- A6. GRADUATION RATE AT 150%
- A7. DISTINCT NUMBER OF GRADUATES BY ACADEMIC YEAR
- A8. FACULTY TRAINING HOURS & DEVELOPMENT

General Performance Indicators  
(8 Metrics)



- B1. SURVEY RESEARCH: ANNUAL STUDENT SATISFACTION SURVEY – How satisfied are CTE students with the different dimensions of their educational experience?
- B2. SURVEY RESEARCH: GRADUATE EXIT SURVEY - How satisfied is our graduate population with the quality of instruction that they received at MGCCC?
- B3. EMPLOYER SATISFACTION SURVEY- How satisfied are employers with our CTE graduates?

Survey Research  
(3 Metrics)



- C1. PERKINS REPORTING IPI: TECHNICAL SKILL ATTAINMENT –
- C2. PERKINS REPORTING 2PI: CREDENTIAL, CERTIFICATE, OR DIPLOMA
- C3. PERKINS REPORTING 3PI: STUDENT RETENTION OR TRANSFER
- C4. PERKINS REPORTING 4PI: STUDENT PLACEMENT RATE

Perkins Indicators IPI-4PI (4 Metrics)



- D1 & D2 – PROGRAM LEVEL METRICS
- Planning report writers need to come up with a minimum of two program-level metrics that are unique to the program.
- Examples:
  - Pedagogy
  - Class Format
  - Seating Arrangements
  - Technology
  - Faculty Advising Initiatives
  - Books & Reading Materials
  - Interaction w/ LRC Services
  - Faculty Performance Indicators
  - Initiatives of Exemplar Higher Education Program Models
  - Initiatives to improve student achievement and learning outcomes.

Program-Level Metrics  
(Minimum of 2)



## APPENDIX C – STUDENT LEARNING OUTCOME TEMPLATE

### Student Learning Outcome Reporting Template



**Student Learning Outcome Annual Report Template\*** \* The template mirrors the official online Student Learning Outcome Submission Form and can be updated throughout the year.

<b>GENERAL EDUCATION CORE STUDENT LEARNING OUTCOMES</b>						
All educational units are required to						
<b>STUDENT LEARNING OUTCOME OBJECTIVE</b>	<b>EXPECTED OUTCOME</b>	<b>ASSESSMENT INSTRUMENT</b>	<b>STUDENT TYPE</b>	<b>NUMBER OF STUDENTS ASSESSED</b>	<b>NUMBER OF STUDENTS WHO SUCCESSFULLY MET OBJECTIVE</b>	<b>USE OF RESULTS / PLAN OF IMPROVEMENT</b>
<b>WRITTEN COMMUNICATION (SLO #1)</b>						
			Traditional Students			
			Online Students			
<b>CORE ORAL COMMUNICATION (SLO #2)</b>						
			Traditional Students			
			Online Students			

**MATHEMATICAL PROBLEM SOLVING (SLO #3)**

			Traditional Students			
			Online Students			

**CORE CRITICAL THINKING (SLO #4)**

			Traditional Students			
			Online Students			

CORE APPLICATION OF TECHNOLOGY (SLO #5)

			Traditional Students			
			Online Students			

PROGRAM-LEVEL STUDENT LEARNING OUTCOMES						
STUDENT LEARNING OUTCOME OBJECTIVE	EXPECTED OUTCOME	ASSESSMENT INSTRUMENT	STUDENT TYPE	NUMBER OF STUDENTS ASSESSED	NUMBER OF STUDENTS WHO SUCCESSFULLY MET OBJECTIVE	USE OF RESULTS / PLAN OF IMPROVEMENT
<b>PROGRAM-LEVEL STUDENT LEARNING OUTCOME (SLO #6)</b>						
			Traditional Students			
			Online Students			
<b>PROGRAM-LEVEL STUDENT LEARNING OUTCOME (SLO #7)</b>						
			Traditional Students			
			Online Students			



**PROGRAM-LEVEL STUDENT LEARNING OUTCOME (SLO #8)**

			Traditional Students			
			Online Students			

**PROGRAM-LEVEL STUDENT LEARNING OUTCOME (SLO #9)**

			Traditional Students			
			Online Students			

PROGRAM-LEVEL STUDENT LEARNING OUTCOME (SLO #10)						
			Traditional Students			
			Online Students			

**APPENDIX D – STUDENT LEARNING OUTCOME DATA SOURCE TEMPLATE**



**Student Learning Outcome Data Source Form**

Program Name: TYPE IN HERE

Curriculum:

Reporting Period: Academic Year 2018-2019

**GENERAL EDUCATION CORE STUDENT LEARNING OUTCOMES**

**CORE WRITTEN COMMUNICATION**

Assessment Instrument:					RESULTS					
					Traditional/Hybrid			Online		
					Number Assessed	Number Satisfactory	Percent Satisfactory	Number Assessed	Number Satisfactory	Percent Satisfactory
Instructor First	Instructor Last	Instructor E-mail	Course(s) Assessed	Campus						
<b>Total</b>					<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>	

**CORE ORAL COMMUNICATION**

Assessment Instrument:					RESULTS					
					Traditional/Hybrid			Online		

APPENDIX E – MGCCC IE PLANNING UNITS

IE Planning Units for Administration & Finance

Alumni and Foundation	Bookstore	Campus Business Services	College Architect	Associate Vice President of Finance/Comptroller	Dean of Business Services	Human Resources	Information Technology
Lifelong Learning Institute	Maintenance and Grounds	Military Centers	Police and Public Safety	Professional Development	Purchasing and Property Control	Revenue Centers	Transportation

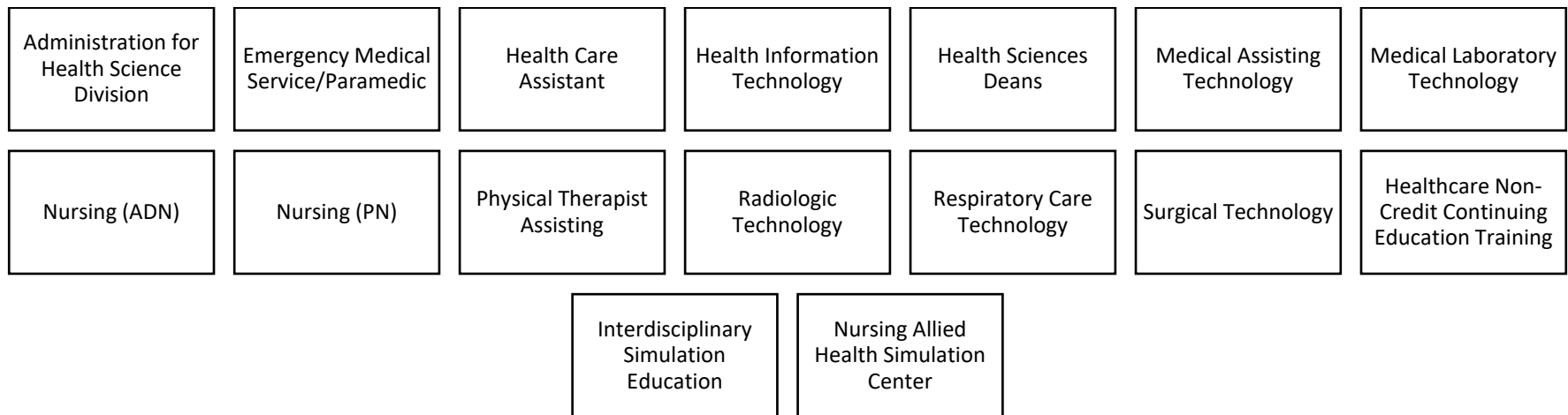
IE Planning Units for Enrollment Management & Student Success

AVP of Institutional Relations	Admissions and Records	Assessment Centers	Central Printing	Enrollment Services	Financial Aid	Fitness and Wellness Center
	Housing and Residence Life	Recruitment	Student Activities	Student Services Administration		

## IE Planning Units for Academic Instruction



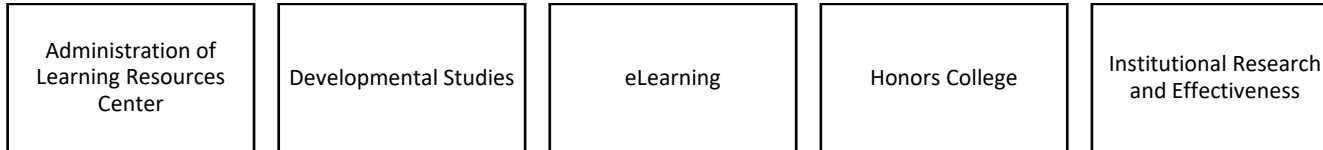
## IE Planning Units for Health Sciences Instruction



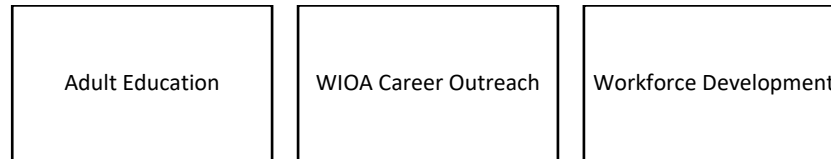
## IE Planning Units for Career & Technical Education Instruction

Admin for CTE Instruction	3D Modeling and Design Technology	Accounting Technology	Administrative Office Technology	Apprentice Electric Lineman	Automobile Collision Repair Technology	Automotive Light Duty Diesel Technology
Automotive Technology	Baking and Pastry Technology	Business and Marketing Management Technology	Business Management Technology	Commercial and Residential Maintenance	Computer Networking Technology	Computer Programming Technology
Construction Engineering Technology	Cosmetology	Criminal Justice Technology	Culinary Arts Technology	Database Administration Technology	Early Childhood Education Technology	Electrical Technology
Electronics Technology	Graphic Design Technology	Heating, Air Conditioning, and Refrigeration	Hotel Restaurant Travel and Tourism Management	Human Services Technology	Instrumentation and Control Technology	Interpreter Training Technology
IT Specialist Technology	Marine Pipefitting Technology	Mechanical Maintenance Technology	Medical Billing and Coding	Medical Office Technology	Medical Transcription Technology	Network Security Technology
Paralegal Technology	Precision Manufacturing and Machining Technology	Process Operations Technology	Travel and Tourism Management Technology	Web Development Technology	Welding Technology	

## IE Planning Units for Teaching & Learning Administrative and Support Services



## IE Planning Units for Workforce & Non-Credit Programs



## IE Planning Units for Administrative Units

