ANGELINA COLLEGE
LONG-RANGE PLAN
2020 – 2040

Description of AC Planning Process

Angelina College engages in ongoing, comprehensive, and integrated research-based planning that focuses on institutional quality and effectiveness and incorporates a systemic review of institutional goals and outcomes consistent with its mission. The planning process occurs in three integrated and iterative levels. The planning levels are (a) long-range planning in twenty-year cycles, (b) strategic planning in five-year cycles, and (c) unit planning in one-year cycles.

At the first level, the president of the college engages stakeholders from the college and community to research political, educational, technological, regulatory, social, and economic trends, and to consider how various trends might impact the college. The president of the Angelina College Board of Trustees appoints three trustees to the Long-Range Planning Standing Committee to consider strategic priorities for the long-term direction, quality and effectiveness, and general development of the college. The standing committee monitors the development of the long-range plan and recommends adoption of and revisions to the long-range plan to the board.

Each long-range plan adopted by the board forms the basis for four strategic plans, which compose the second level of planning. The college president engages administrators, instructors, students and alumni, staff, and external stakeholders to develop a five-year strategic plan identifying research-based, measurable strategies and tactics to achieve the priorities identified in the long-range plan. Once the board approves the strategic plan, college managers develop annual unit plans and performance goals for individual employees that align with the current strategic plan, which is the third planning level.

Each year, the college analyzes outcomes and performance data collected from annual plans, employee performance reviews, and other sources to measure progress toward strategic and long-range goals. The college president reports institutional performance and progress toward long-term and strategic goals to the standing committee and to the board. As necessary, the college president also suggests changes to the long-range plan and to the current strategic plan to the standing committee and to the board in response to institutional performance and/or unanticipated changes in the college's operating environment or service area.

2020-2040 Long-Range Plan

Strategy: deliver the most relevant and efficient credit and noncredit programs in East Texas

- **Goal**: develop and implement clear and efficient pathways aligning learning from high school instruction or workforce experience, adult basic education, noncredit certificates, and associate of applied science degrees

- **Goal**: grow the institution's capacity and effectiveness at delivering online education
  - **Objective**: strengthen training and orientation programs for students to ensure they can thrive in online instructional environments and in technology-mediated, in-person instructional environments
  - **Objective**: strengthen training and orientation programs for instructors in general, especially for those instructors assigned to teach and otherwise interact with students online
  - **Objective**: invest in necessary equipment and infrastructure to ensure students and instructors have the tools necessary to effectively learn and teach online

- **Goal**: grow the institution's capacity to use outcomes assessment data, program review data, stakeholder input, and student/alumni feedback to evaluate program relevance and efficiency as well as to guide which programs to grow or to considered for closure

- **Goal**: explore new educational practices to improve student outcomes
  - **Objective**: research place-based education, which is an approach that connects learning and communities with the primary goals of increasing student engagement, boosting academic outcomes, impacting communities and promoting understanding of the world
  - **Objective**: research competency-based education, which is a systems model in which teaching and learning are designed to ensure students are becoming proficient by advancing on demonstrated mastery, and institutions are organized to provide timely and differentiated support to ensure equity

- **Goal**: monitor the changing higher education environment and adopt best practices to improve the curriculum, pedagogy, delivery modality, and institutional efficiency and effectiveness
  - **Objective**: monitor current trends including stackable credentials, erosion of the Carnegie Unit, open badges, new entrants, et cetera
  - **Objective**: include environmental monitoring as an aspect of strategic planning

- **Goal**: grow institutional capacity and pursue authorization to offer Bachelor of Applied Science and/or Bachelor of Applied Technology degrees

- **Goal**: ensure academic programs develop workplace skills including the following:
    - information literacy[1],
    - written and interpersonal communication skills,
    - Science, Technology, Engineering, Arts, and Mathematics (STEAM) competency,
    - teamwork and work ethic,
    - critical thinking and problem solving,
    - and technology proficiency

Strategy: position the college to recruit, develop, supervise, and retain full-time and adjunct instructors who are highly qualified, focused on teaching excellence, technologically proficient, and student oriented

- **Goal**: invest in the professional development of full-time and adjunct instructors by developing a calculus for instructional efficacy at the individual instructor level and deploying in-house training to grow the proficiency of each instructor

- **Goal**: develop and update as necessary instructional technology standards for instructors as well as internal training and support programming to help instructors meet the standards

- **Goal**: grow the institution's ability to recruit, supervise, evaluate, and retain instructors who work 100 percent online

Strategy: improve student retention and completion rates to exceed the national averages for those rates among public, two-year colleges in the United States

- **Goal**: develop and implement an Enrollment Management plan

- **Goal**: develop the institution's capacity to college and use initiative performance data and to engage in continuous improvement of retention and completion initiatives

Strategy: increase brand awareness and the participation rates of working adults; students in poverty; senior citizens; international students; and African-American, American Indian, and Latino/a students

- **Goal**: develop expertise and programming to recruit, serve, and support students in poverty, international students, African-American males, and Latino/a students

- **Goal**: expand student housing to accommodate growth in international student enrollment

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[1] Information literacy is a competency enabling a person to recognize when information is needed and to have the ability to locate relevant information, evaluate the quality and perspective of information sources, and synthesize and apply information to his/her need

- **Goal**: launch programs in response to the growing proportion of the East Texas population that will be aged over 65
    - **Objective**: explore the market demand and viability of a noncredit certificate in eldercare and launch a certificate if conditions and data suggest it will be successful
    - **Objective**: explore the feasibility of launching an AAS in gerontology or in adding content relevant to gerontology to an existing program and launch a degree or make curriculum changes if conditions and data suggest it will be successful
    - **Objective**: develop and launch a senior-citizen caregiver "care" program
    - **Objective**: develop and offer activities, programs and services marketed to people aged over 65

- **Goal**: leverage relationships developed through the Nonprofit Leadership Center to deliver services to AC students, especially students in poverty

- **Goal**: increase the participation rate among African-American males and people of Latino/a descent residing in the service area

Strategy: grow the college's market share of recent high school graduates from schools in the service area who pursue postsecondary education to at least 30 percent

- **Goal**: develop an approach to dual credit offerings that leverages pathways identified by the college to facilitate certificate or degree completion and/or results in enrollment in AC after high school graduation

- **Goal**: invest in branding, marketing, advertising, and recruiting activities to improve the effectiveness of these initiatives

Strategy: develop and continuously improve co-curricular programs and student services (in-person and online) as well as recruit, supervise, and retain nonteaching staff to ensure the college exceeds student expectations in the campus climate

- **Goal**: implement and/or strengthen co-curricular programs focusing on cultural competency[2], pluralism[3], citizenship, and community leadership

- **Goal**: establish a student service standard that aligns with Angelina College values and exceeds student expectations, and provide leadership and supervision that ensures all employees consistently meet the established standard

- **Goal**: Evaluate the feasibility and relevance of a competition-level intercollegiate gaming team

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[2] Cultural competency is the ability to effectively interact with people across cultures
[3] Pluralism is the conviction to organize communities and organizations such that various religious, ethnic, racial, and political groups can thrive in a single society

Strategy: maintain a strong financial position while growing institutional capacity to invest in programs, services, technology, and facilities that meet student and community expectations

- **Goal**: adopt a facilities master plan that identifies and prioritizes the current and anticipated built environment needs of the college, identify and select approaches to fund renovation or construction projects, and execute the facilities master plan

- **Goal**: increase the ability to recruit, supervise, develop, and retain adjunct instructors in general and especially qualified adjunct instructors who (a) work 100 percent online, (b) have retired from non-academic careers, or (c) simultaneously server other institutions of higher education

- **Goal**: By 2040, increase financial resources for the Foundation and/or College by $1,000,000

- **Goal**: ensure the campus remains accessible and improve wayfinding signage, especially relating to access ramps and elevators

- **Goal**: continue to reduce the institution's energy footprint by implementing processes to reduce, reuse, and recycle as well as upgrading energy systems whenever feasible

- **Goal**: address the gap in resources available for middle-income families to pay the cost of attendance through student loans, institutional scholarships, or other sources

Definitions of Terms

Strategy: the overall campaign plan, which may involve complex operational patterns, activity, and decision-making that govern tactical execution

Goal: a brief, clear, broad, tangible statement of an outcome

Objective: a specific, measurable, attainable, relevant, and time-bound condition that must be attained in order to accomplish a particular goal. Several objectives may need to be attained in order to achieve a goal.

Tactic: the actual means used to gain an objective.