



DESIGN FOR OUR FUTURE

JSC College Plan 2003-2006

The Johnson State College Mission

The mission of Johnson State College is to provide a learning community characterized by active engagement in teaching and learning, by high standards of academic work and human relations, and by seriousness of purpose. We endeavor to provide our students with the skills, knowledge, and understanding which are the basis of productive employment, civic involvement, and lifelong learning.

Strategic Plan

I. INTEGRATE ACADEMIC AND STUDENT LIFE EXPERIENCES

When we reach this goal, we will have advanced our commitment to the entire learning experience at JSC. We will be known as a college that does not see 'in the classroom' teaching and learning as an experience apart from 'co-curricular' teaching and learning. We will have developed a full and accessible range of co-curricular programming that is dynamic, well-supported, linked to academic curricula, and deeply embedded in the life of the college.

A. Integrate our 'in the classroom' work with our co-curricular programs.

1. Commit to a new student orientation process (designed by faculty and student services staff) that engages students in the academic life of the college.
2. Design, create, and implement a First Year Experience.
3. Through identified activities, commit to improving the retention rate from first to second year by 8%.
4. Expect all student activity groups, teams, and clubs to identify and publish their goals each year.
5. Expedite the offering of brief, non-credit events and workshops for students, faculty, and staff.

B. Utilize and coordinate all college resources (e.g., time, personnel, facilities) more effectively.

1. Schedule learning and co-curricular activities seven days a week.
2. Determine our current usage patterns; publish the full range of available places and times to teach, learn, socialize, and engage in co-curricular activities.
3. Increase opportunities for student employment on campus during weekends.

C. Ensure that life in and out of the classroom supports the goal of a comprehensive diversity education for all students.

1. Review current course offerings in light of their diversity content; add to the stock of courses that have diversity content.
2. Recruit and retain under-represented students, faculty, and staff.
3. Increase number of students, faculty and staff taking advantage of exchange opportunities, field trips, and visiting scholars and experts.
4. Infuse all teaching and learning experiences with divergent thinking about critical issues.
5. Expand library resources to support diversity initiatives.

D. Expect all graduates (by graduation 2005) to have had at least one extended classroom experience (e.g., field research, internship, student leadership development, peer tutoring, service learning, or ongoing co-curricular commitment).

1. Create the systems to name and track these opportunities, identify relevant resource people and off-campus sponsors, and update this databank continually.
2. Identify JSC faculty and staff who are interested in and qualified to supervise students in these experiences; develop tools to guide faculty and staff in this supervision.

E. Define 'academic success' to include the obligations of learning as well as the process and content of learning.

1. Update the student handbook to be an Academic and Student Life Handbook.
2. While holding students ultimately responsible for their own success, strengthen supports and accountability across the college.
3. Review the current array of academic supports; adjust hours of operation, approaches, and resources as needed.
4. Clearly articulate and continually reinforce the responsibilities of students to participate fully in the academic life of the college; this will be accomplished through programming, enforcement of policy, and the development of students' tools for functioning independently and with self-direction.

II. PROMOTE STUDENT LEARNING THROUGH EXCELLENT TEACHING IN A MORE FLEXIBLE AND CREATIVE ACADEMIC ENVIRONMENT

When we reach this goal, we will have an academic organization that promotes well-articulated goals, well-supported by human, fiscal, and physical resources. We will offer high-quality academic programs that cut across traditional departmental structures to take advantage of the expertise and accessibility of teaching and learning at a small college. We will have an increased enrollment allowing for increased dialogue, participation, and fiscal strength.

A. Create an academic structure that ensures excellence by strengthening learning across academic areas.

1. Reduce number of academic programs in order to allocate resources more effectively.
2. Consider the number of and specificity of credits within programs.
3. Encourage use of related or cognate courses within programs.
4. Create more cross-disciplinary opportunities.
5. Review course offerings and scheduling in order to match student needs with course availability.

6. Examine models of creative course delivery; commit to experimentation.
7. Examine advising system to foster students' interdisciplinary opportunities.
8. Strengthen internship development and oversight.
9. Create an Honors program.
10. Ensure library and resource support for above commitments.

B. Provide full and part-time faculty and academic staff with professional development opportunities to support and realize identified curricular objectives.

1. Establish peer mentoring programs.
2. Provide professional development opportunities related to our student population, innovations, teaching within and across disciplines, and tools for teaching with technology.
3. Target money for college-wide curricular objectives.
4. Hold orientation for new faculty.
5. Offer workshops and/or guidance for multi-section course offerings.

C. Examine the aims, standards, practices, outcomes, and assessment of reading, writing, quantitative, creative, and critical thinking skills.

1. Ensure that all sections of courses reflect a commitment to developing these skills.
2. Move aggressively toward articulating and assessing graduation standards.
3. Review and revise, as appropriate, the General Education Core Curriculum in support of the above commitments.
4. Review and revise, as appropriate, majors in support of the above commitments.

D. Reach out to potential audiences not yet included in the JSC student population through a strong enrollment and marketing plan. Integrate more fully our on-campus programs with our extended-campus programs.

1. Create a plan for enrollment growth predicated on a 20% increase in numbers of on-campus students and an equally ambitious goal in External Degree Program students.
2. Design a range of continuing education programs.
3. Examine the organizational structure for non-traditional academic programs.

4. Forge better linkages with public and private entities in order to create more internships for JSC students.
5. Further promote JSC as a provider of professional development opportunities for public and private entities.

III. DEVELOP ONGOING PLANNING TOOLS TO ADVANCE THE COLLEGE'S GOALS FOR TEACHING AND LEARNING

When we realize this goal, we will have established the tools to help with data-based decision-making; we will know our resources and resource challenges; we will avoid unnecessary duplication of effort and confusion over conflicting data. We will be able to move from planning to action more swiftly and confidently.

A. Become more expert in all aspects of report generation and usage.

1. Review and make necessary changes in the ways we gather data and generate reports to assist in making academic and general college decisions.
2. Develop the capabilities of preparing shareable reports by staff responsible for information preparation and generation.
3. Reduce areas where we are unnecessarily or unknowingly preparing duplicate reporting and use different sets of numbers and information to do so.

B. Commit to ongoing planning in all aspects of college operations.

1. Review the processes by which students move from enrollment to continuing status.
2. Complete inventory of our facilities and equipment; update our deferred maintenance needs.
3. Assign responsibility for external grant writing; commit to a plan for grant development and support.
4. Develop a Human Resources system that relies on articulated and shared policies.
5. Create a system by which plans as they are developed are cataloged and easily accessible.

Priority Planning Objectives

<u>Objective</u>	<u>Lead Person</u>	<u>Target Date</u>
1. Design a student orientation and first-year experience	Dave Bergh	Fall '04
2. Utilize and coordinate all college resources more effectively	Ron Chesbrough	December '03
3. Insure that life in and out of the classroom supports the goal of a comprehensive diversity education for all students	David Hutchinson	June '04
4. Design a program to insure that all undergraduate students have at least one extended classroom experience	Ellen Hill	Fall '04
5. Define academic success to include the individual and social responsibilities of learning as well as the process and content of learning	Andrea Kelly	December '03
6. Create an academic structure that ensures excellence by strengthening learning across academic areas	Dan Regan	June '04
7. Provide full and part-time faculty and academic staff with professional development opportunities to support and realize curricular objectives.	Todd Comen	Spring '04
8. Examine the aims, standard, practices, outcomes, and assessment of reading, writing, quantitative, creative, and critical thinking skills.	Dan Regan	Spring '04
9. Enrollment Management Plan	Penny Howrigan	January '04
10. Become more expert in all aspects of report generation and usage	Valerie Edwards	June '04
11. Commit to ongoing planning in all aspects of college operations.	Dan Seitz	Fall '04

Steering Committee Members

David Bergh	David Hutchinson
Ron Chesbrough	Andrea Kelly
Todd Comen	Ken Leslie
Jerry Davis (02-03)	Barbara Murphy*
Liz Dolci	Dan Regan*
Valerie Edwards	Kate Riley (02-03)
Joe Farara	Dan Seitz
Ellen Hill	Carol Story
Penny Howrigan	*Co-chair

Strategic Planning Steering Subcommittee Members:

Dave Bergh, Chair Susan Green Linda Kramer	Ken Leslie Karen Madden	Todd Comen, Chair Leila Bandar Sally Searles	Carol Story Karen Uhlendorf
Ron Chesbrough, Chair Lori Adams	Laurie Burnham Jerry Davis	Dan Regan, Chair Dave Cavanagh Kit Cooke Liz Dolci	Joe Farara Andy Perham Glenn Sproul
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