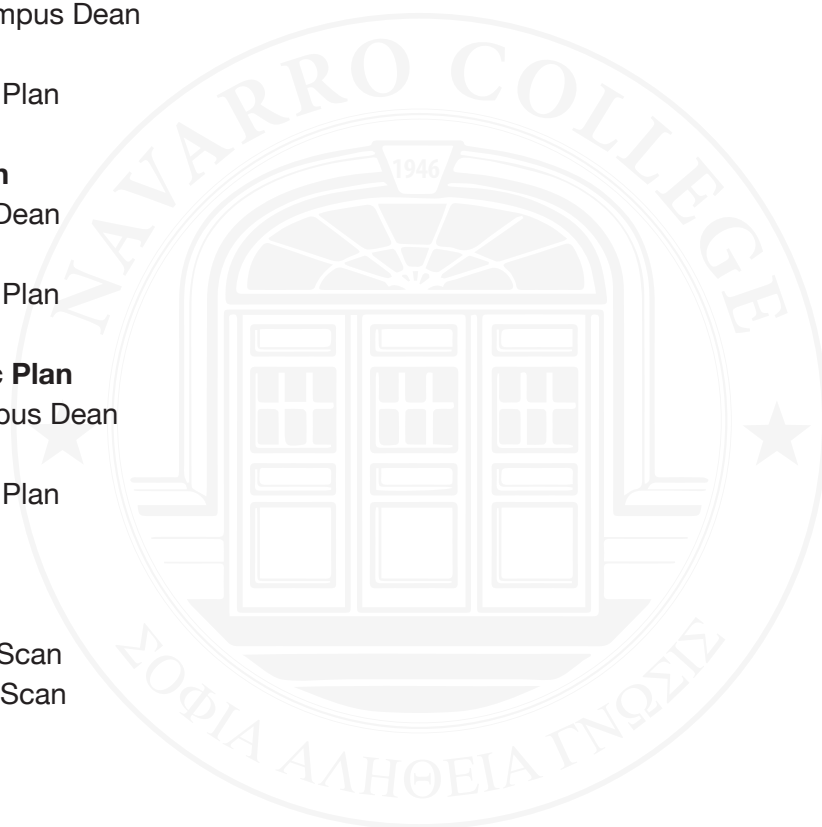




2021 - 2031 STRATEGIC PLAN

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I. MESSAGE FROM THE DISTRICT PRESIDENT

Navarro College is at an exciting point in its history. It began seventy-five years ago when the College opened its doors to provide higher education and training opportunities for local soldiers returning home from World War II. The open-door student-centered philosophy has continued to drive us as we educate and train today's students, aligning high demand programs and services with workforce needs, while continuing to advance corporate and educational partnerships. The College has expanded over the years to include four campus sites across five counties, a nationally acclaimed online program, and a vibrant dual credit program.

The new strategic plan is the result of intentional efforts over the past few years to build upon these strengths and to further advance the College, our students, and our communities. To this end, the College reviewed its vision, mission, and values for current relevance, assessed and evaluated its 2015-2020 strategic plan and goals, and convened into four new Strategic Plan Committees led by Strategic Plan Leads representing the institution and each campus sites. Through this process, it was recognized that past strategic plans were great to providing overarching goals for the district but did not speak to the individual communities served or address the individual needs of each campus. The committee's work is based upon core tenets of strategic planning, including broad participation of constituents, consideration of federal and state mandates, and evaluation of internal and external data. In addition, the College conducted thirty-six focus groups, including students, faculty, staff, senior leadership, community groups, business/industry groups, advisory groups, and the Board of Trustees to fully understand the strengths and challenges of the various constituencies and communities it serves.

A pathways model to support the student's journey to connect, enter, progress, and succeed beyond Navarro College emerged, informed by national research and best practices, and contextualized to meet the needs of Navarro College's students and communities.

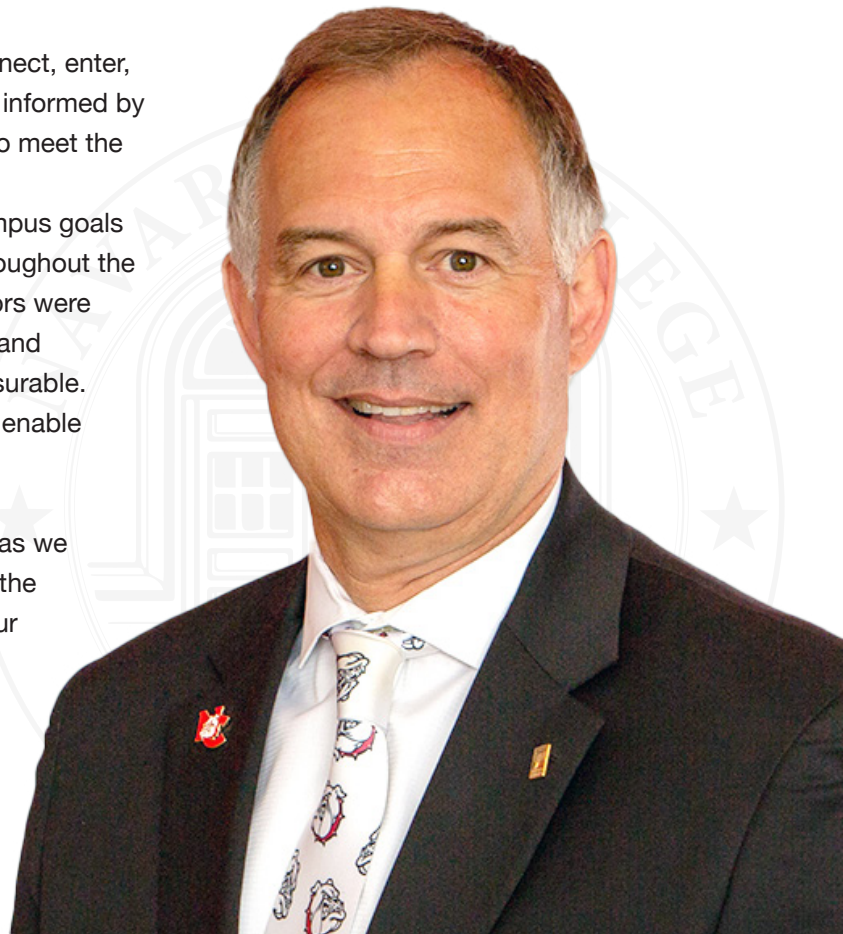
The proposed strategic directions, district-wide goals, campus goals and individualized campus strategic plans were vetted throughout the District. Strategic objectives and key performance indicators were identified to operationalize the visionary directions, goals, and strategies assuring that they are both actionable and measurable. Annual assessment and evaluation of these outcomes will enable us to chart our future more effectively.

It is with great pleasure that I invite you to engage with us as we move forward with bold expectations and resolve to meet the changing needs of the communities we serve and move our students closer to achieving the educational and career goals they seek.

With Bulldog Pride,

Dr. Kevin G. Fegan

District President



II. DEVELOPMENT OF THE STRATEGIC PLAN

During fall 2018, discussions regarding developing a new strategic plan were held among district leadership.

It was recognized that past strategic plans were great at providing overarching goals for the district but did not speak to the individual communities served nor did they address the individual needs of each campus.

It was decided that 5-year individualized campus plans would need to be created for the 2021-2031 district-wide strategic plan. A district-wide plan with broad overarching strategic directions and goals would be created, encompassing four campus plans with initiatives specific to each campus and the communities they serve. While each campus plan would be unique, they would all follow the same guiding principles.

A. Guiding Principles

- Driven by the Vision, Mission, and Core Values driven
- Informed by Data
- Centered on the Students and Communities Served
- Focused on the three pathways: Traditional, Prior Learning, and Business/Industry
- Creation of initiatives to meet socioeconomic and workforce needs of the communities served
- Involvement of all stakeholders in the creation of the strategic plan
- Compliant with requirements and regulations per the State of Texas, the United States of America, and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

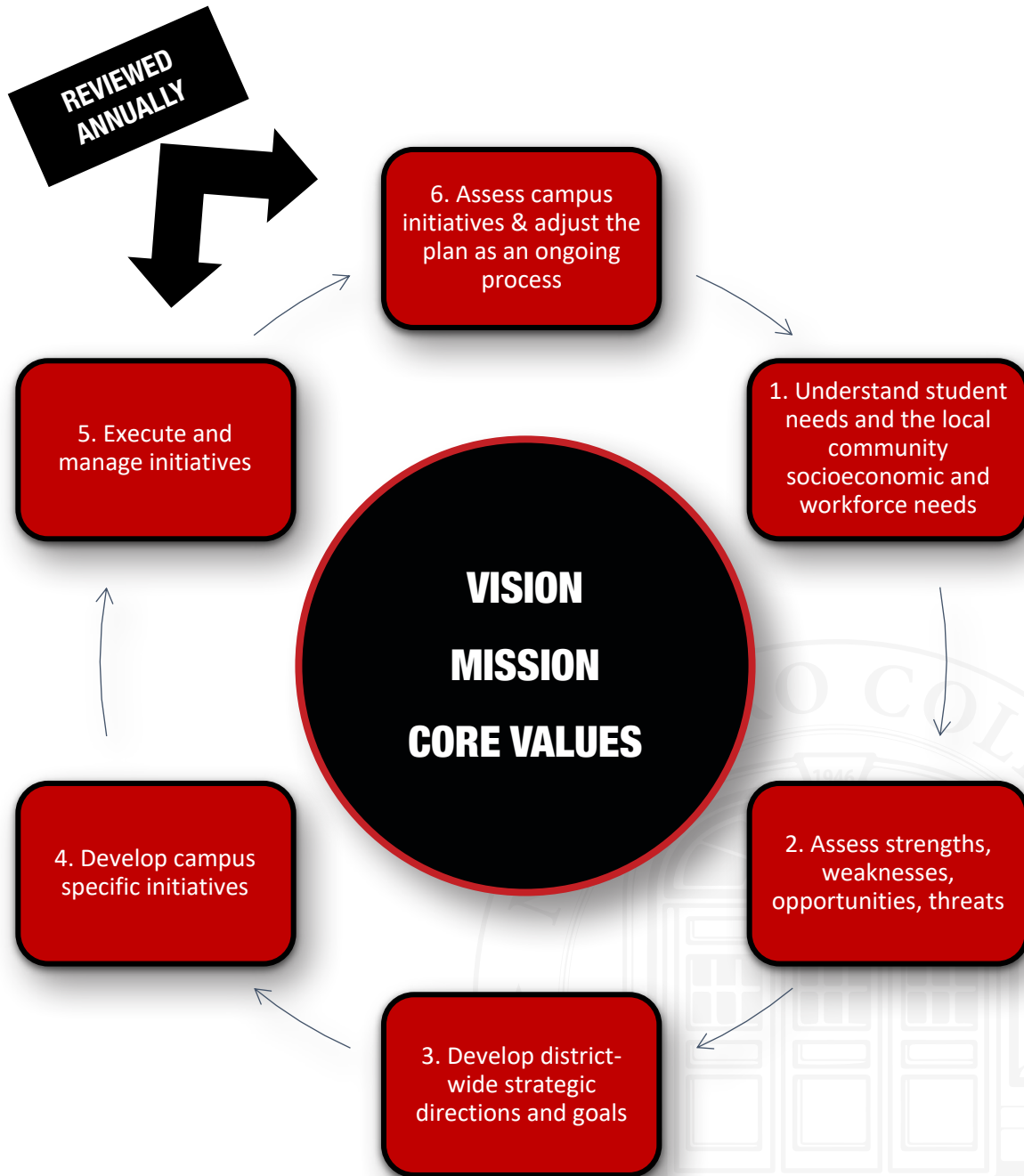
B. Campus Strategic Plan Lead Selection

Leadership elected the Campus Deans of the Waxahachie, Midlothian and Mexia campuses to serve as the leads for the development of the individual campus strategic plans. The Research Analyst was identified and selected to lead the Corsicana campus strategic planning process, based on the breadth and depth of knowledge and experiences earned while working across multiple departments in various roles.

C. Strategic Planning Process

The Navarro College Strategic Planning Process began with the College's Vision, Mission, and Core Values. Thirty-six focus groups, totaling 365 participants, were conducted across the district to gather stakeholders' thoughts about the college, specific campuses, departments, operations, and programs. Stakeholders included students, full-time and faculty, staff, paraprofessionals, administrators, service area ISDs, and local community business and industry partners. While questions varied slightly based on the target group, all participants were asked to share the strengths and challenges of their experience, program, or department at Navarro College. Committees were then formed to discuss findings and identify strategies to address the opportunities and direction for Navarro College over the next ten years. These committees focused on student needs and the socioeconomic and workforce needs of the community by conducting a SWOT analysis to identify strengths, weaknesses, opportunities, and threats. Together, the committee developed district-wide strategic directions, goals, and campus-specific initiatives. Annually, these initiatives will be executed, managed, and assessed. Depending on analysis of the results, adjustments and improvements will be made before the process begins again the next year. The Navarro College Strategic Planning Process is an ongoing, continuous process, and improvement is based on the analysis of the annual assessment.

NAVARRO COLLEGE STRATEGIC PLANNING PROCESS



III. NAVARRO COLLEGE HISTORY

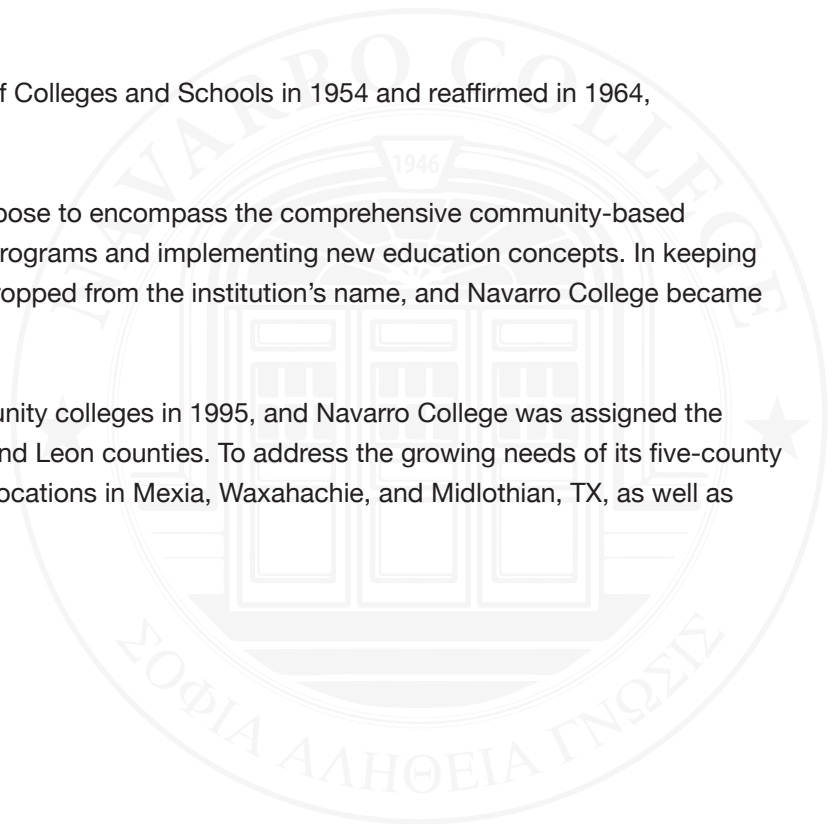


In spring 1946, a group of local citizens met to form a steering committee for the purpose of establishing a junior college in Navarro County. In a general election held July 16, 1946, voters approved the creation of Navarro Junior College and authorized a county tax to help finance the institution. The first students began class just two months later and consisted mostly of returning veterans from World War II who were taking advantage of assistance available under the newly enacted GI Bill. The first campus was the site of the Air Activities of Texas, a World War II primary flight school located six miles south of Corsicana, TX. In 1951, the campus was moved to a 47-acre tract west of downtown Corsicana on State Highway 31.

Navarro was accredited by the Southern Association of Colleges and Schools in 1954 and reaffirmed in 1964, 1974, 1985, 1995, 2006, and again in 2017.

In 1974, the college broadened its philosophy and purpose to encompass the comprehensive community-based educational concept, adding occupational education programs and implementing new education concepts. In keeping with the new educational role, the word “junior” was dropped from the institution’s name, and Navarro College became the official name.

The Texas legislature assigned service areas to community colleges in 1995, and Navarro College was assigned the territories within Navarro, Ellis, Freestone, Limestone and Leon counties. To address the growing needs of its five-county service area, the college invested in physical campus locations in Mexia, Waxahachie, and Midlothian, TX, as well as a virtual eLearning campus.



IV. VISION, MISSION AND CORE VALUES

VISION

Navarro College will be nationally recognized as a higher education institution committed to providing innovative career pathways and student-centered learning opportunities that result in students capable of succeeding in local and global communities.

MISSION

Navarro College provides educational opportunities that empower students to achieve their personal, academic, and career goals and that promote life-long learning for all communities served.

VALUES

Integrity

Actively building open relationships with students, employees, local business, and local communities. Serving all people we touch with a strong sense of ethics and personal and organizational responsibility.

Diversity

Fostering acceptance, multi-dimensional thinking, and respect and understanding the different experiences of all people. We know we are stronger for who we are together—as a college, as a community, as a culture, as part of a global village.

Innovation

Leadership invested in guiding and embracing change, seeking creative ways to tackle educational challenges. We encourage students and employees to be agents for change, championing new ideas informed by personal reflection, trends in education, and changes in local and global community.

Student Centeredness

Placing students at the heart of all we do, with an emphasis not only on excellence and learning, but, also, with a profound appreciation of personal, familial, economic, and civic responsibilities impacting our students and communities.

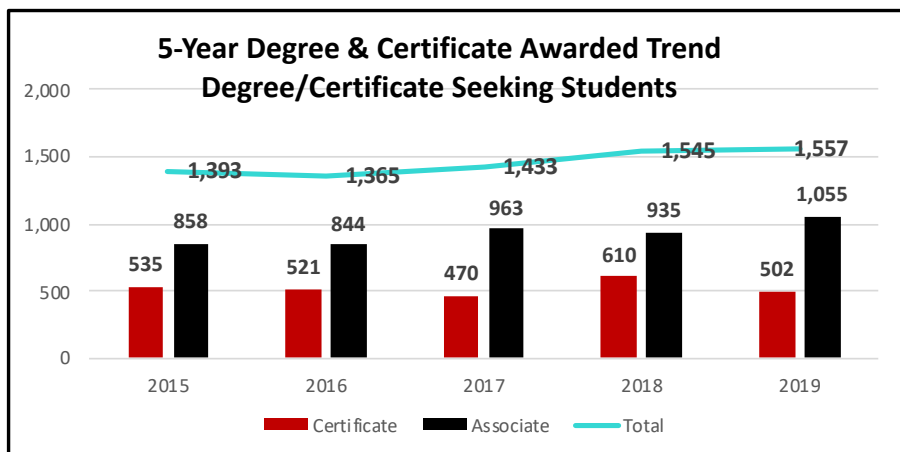
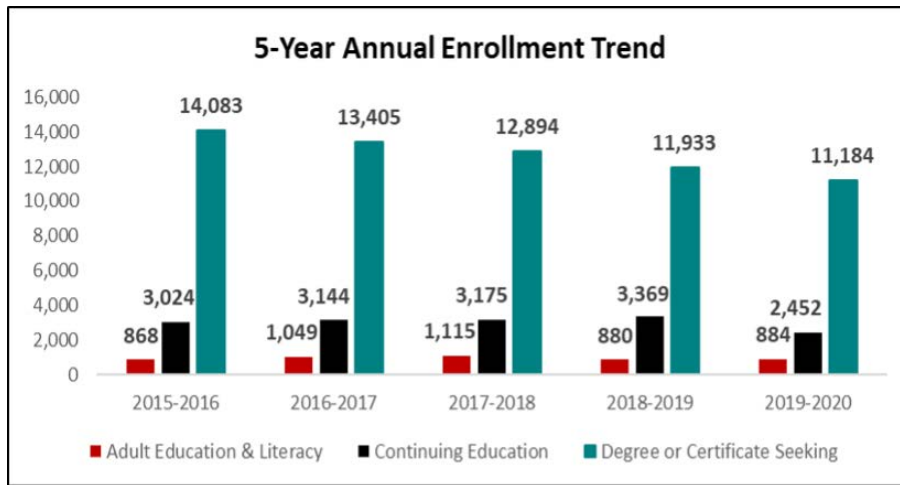
Accountability

Honoring commitments to students, educational partners, workforce partners, and the communities we serve. We intentionally foster respect, citizenship, civic responsibility, and humanitarianism as both individuals and an institution.



V. ENVIRONMENTAL SCAN – A. Internal Environment Scan

Internal Environment Scan - Enrollment and Credentialing



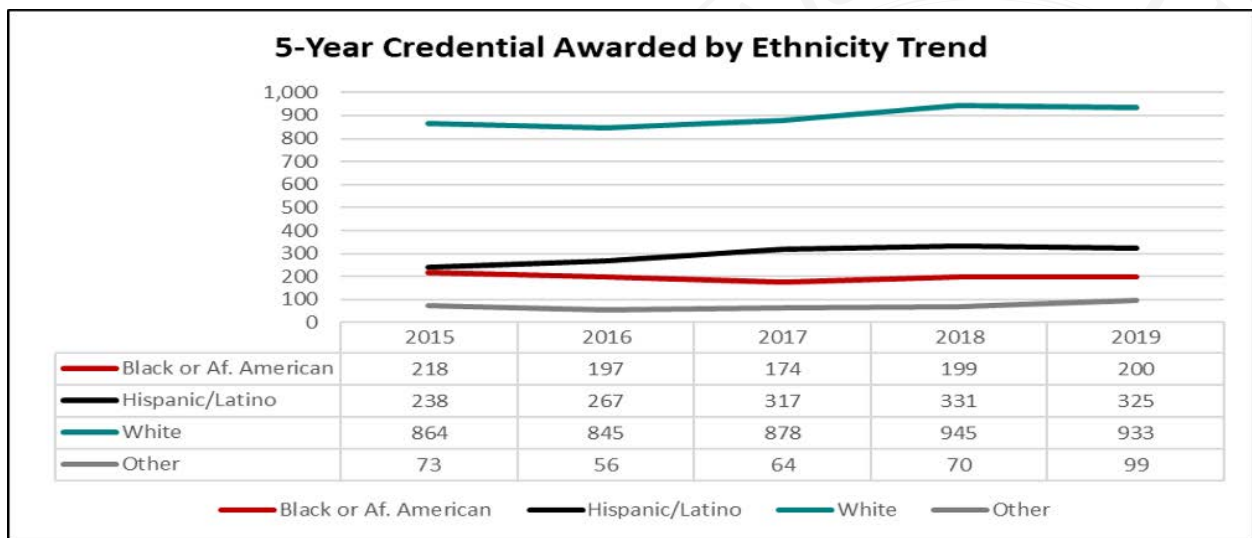
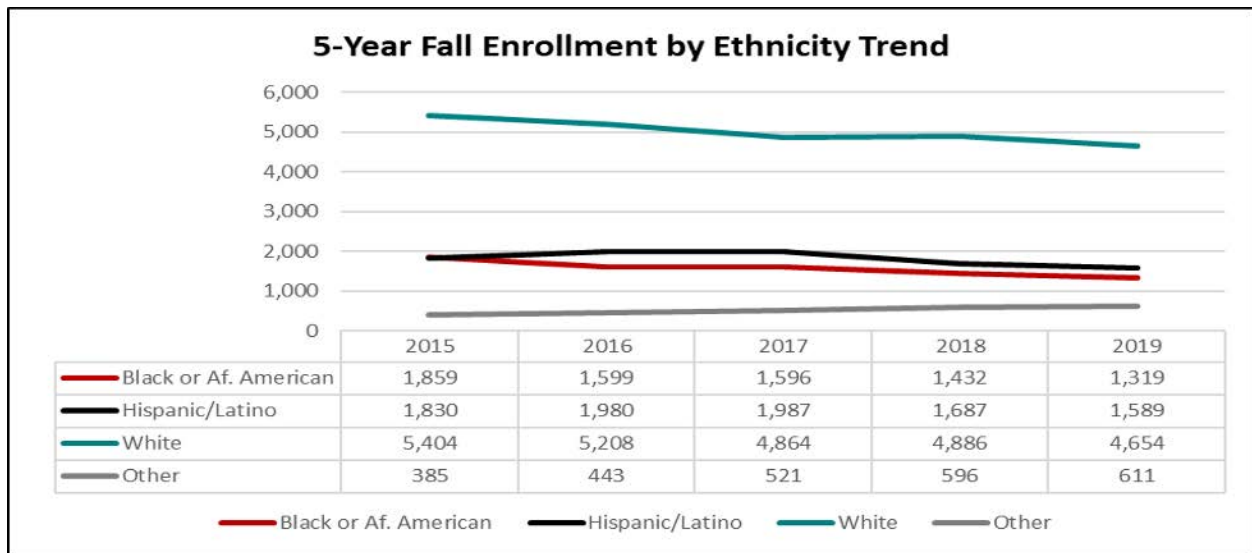
Navarro College’s 2019-2020 total annual enrollment has declined -19% compared to 2015-2016. Across the various student types, NC noted a -21% decline in credit students, -19% in continuing education, and a +2% increase in adult education and literacy students.

Over the past five years, NC has reported the opposite trend for credential attainment, which has continually increased year to year. Navarro College awarded 164 (12%) more credentials in 2019 than 2015. It is important to note an increase in associate degree awards while certificate awards have seen an overall decrease. Also, important to note, credit annual enrollment over the last five years averaged approximately 12,000 students, and a maximum of 1,557 (12%) earned a credential with the college. While many transfer to four-year higher education institutions, it will be critical to monitor student pathways and reengage with stop-out students.

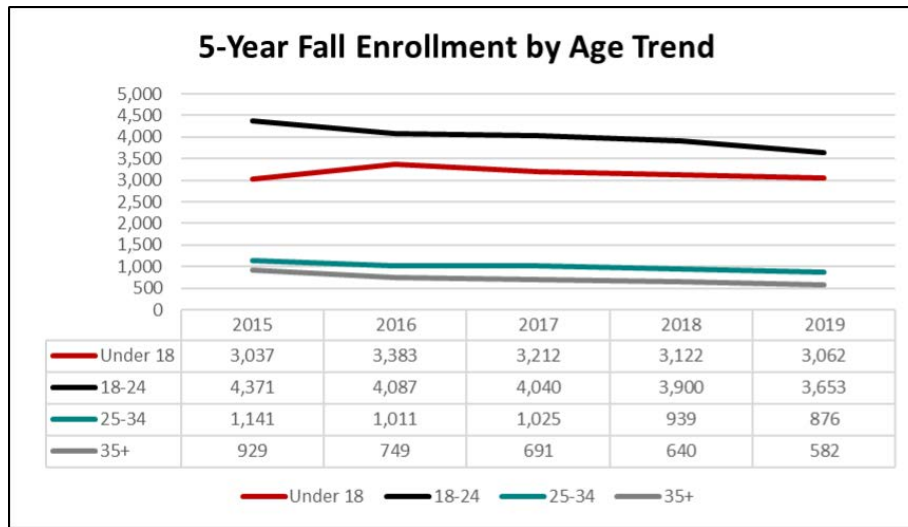
It is important to review both pieces of data at once in order to fully understand current students. It is not only critical to ensure every individual desiring to attend college has access to higher education, but also to ensure those students are successful.

Internal Environment Scan - Ethnicity

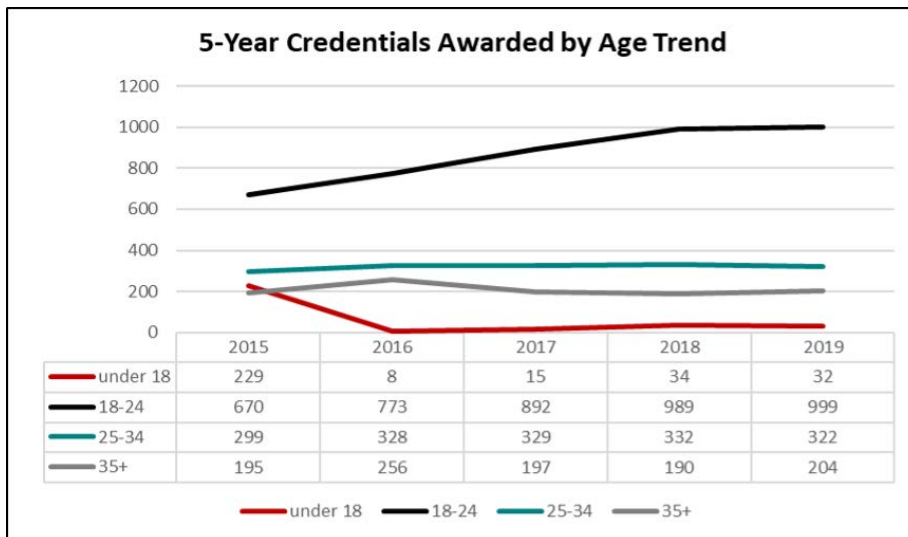
The fall headcount and annual credential attainment for credit students over the past 5 years is presented by ethnicity in the charts above. For the district overall, white students are enrolling and earning credentials at a substantially higher rate than any other ethnicity. One point to consider is how many students across all ethnicities, are enrolling versus earning a credential. It will be critical for Navarro College to identify students who stopped out of college altogether, work with them to identify and eliminate barriers to credential completion, and work with students within each ethnicity to see if specific barriers exist to prevent success.



Internal Environment Scan - Age

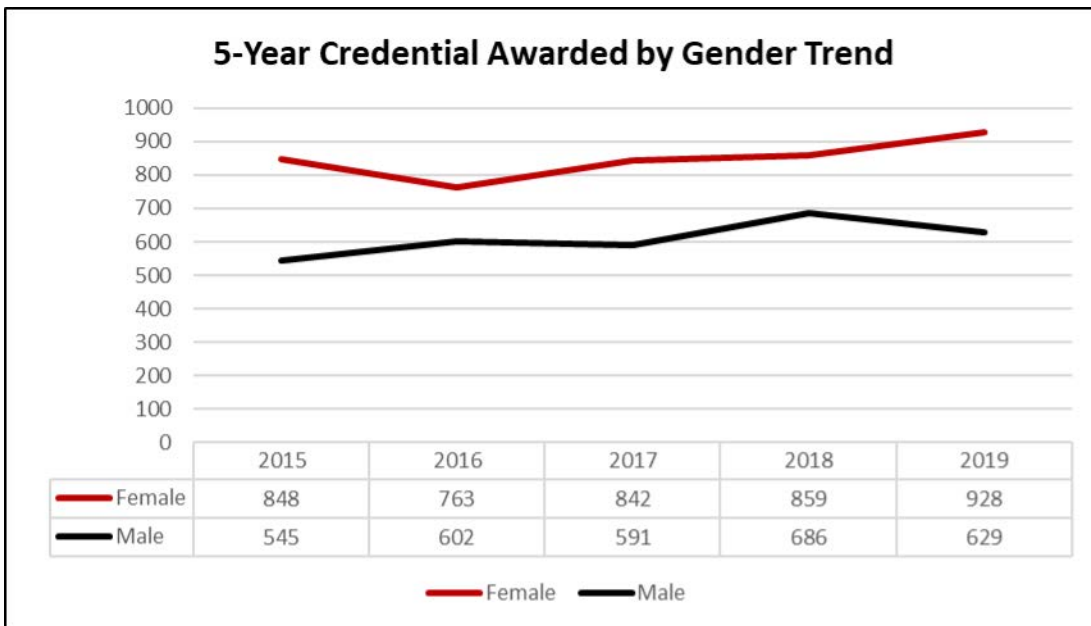
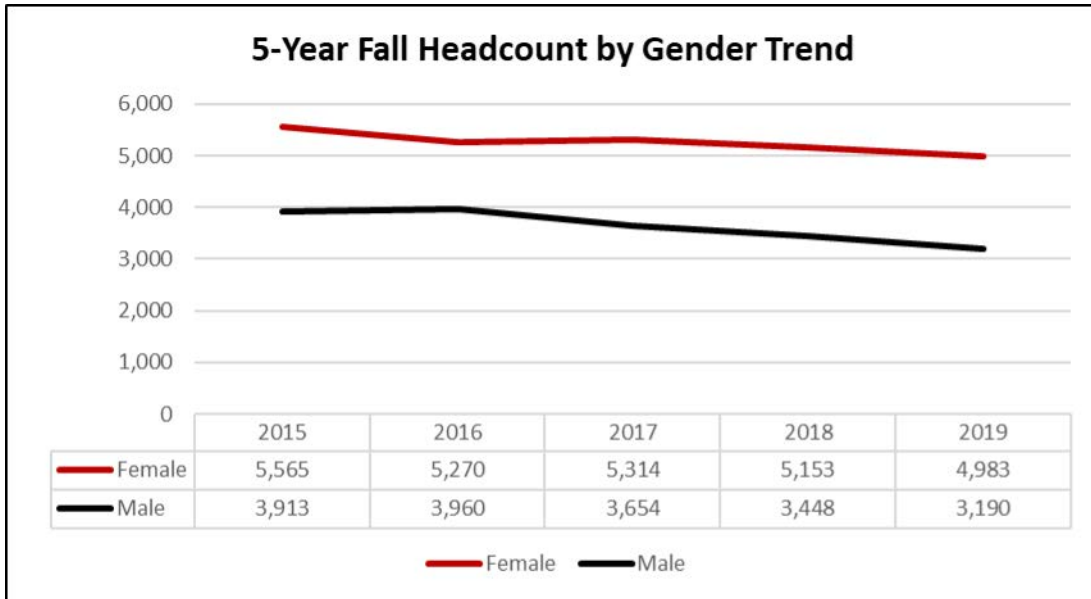


Comparing credit students by age in the charts above, the “under 18” and “18-24” categories are close in number enrolled and make up 82% of the entire student population. In fact, those populations reflect the largest decreases in enrollment in 2019 as compared to 2015. The age group “25-34” declined -23%, while age group “35+” decreased by -37%, age group “18-24” declined -16%, while age group “under 18” increased 0.8%



When reviewing credential attainment by age, it is evident that the “18-24” age group is out-pacing all other reported age groups. As of 2019, the “18-24” age group earned 64% of the credentials awarded. Interesting to note is that the “under 18” age group enrollment is almost equal to the “18-24” age group, yet it reflects the lowest number of credentials awarded, which includes both certificates and degrees. Exploring options for dual credit students to attain a credential is important, since only 50% pursue higher education immediately after high school graduation.

Internal Environment Scan - Gender



Comparing credentials awarded by gender, it is evident that a higher number of females are enrolling and earning credentials than males. When comparing 2019 to 2015 enrollments, male enrollment at NC declined by -2%; however, award attainment for males increased by 1%.

It will be imperative for Navarro College to encourage male enrollment via program offerings and other strategic initiatives to close the gap between males and females who are enrolled and attaining credentials.

Internal Environment Scan - High School Pipeline

High schools within the NC service area constitute a large pipeline into Navarro College. In reviewing the 2018 Navarro College service area high school graduates data, only 53% were enrolled in higher education. 47% of NC’s service area students chose not to enroll in any higher education institution immediately after graduation. Only 33.8% of Navarro County graduates who chose to enroll in college after graduation enrolled at Navarro College. This is a -3.1% decline compared to the prior year’s graduates.

2018 High School Graduates - Navarro College Service				
Service Area	2018 Total Graduates	% Attending College	% Not Attending College	% of College Bound Students Attending Navarro College
Ellis County	2,365	53.7%	46.3%	32.2%
Freestone County	304	48.7%	51.3%	34.4%
Leon County	207	49.8%	50.2%	0.0%
Limestone County	250	48.4%	51.6%	14.9%
Navarro County	614	55.5%	44.5%	58.4%
Service Area Total	3,740	53.0%	47.0%	33.8%

Source: THECB High School Graduates Enrolled in Higher Education the Following Fall by High School County, School District, High School, <http://www.txhighereddata.org/index.cfm?objectid=DE7B0990-D970-11E8-BB650050560100A9>

Navarro College service area high school student success measures for the 2008 high school cohort (tracked over 10 years) reflected that 80% earned a high school diploma, 58% enrolled in an institution of higher education, and 26% earned a certificate or degree in Texas. The chart above highlights the gaps among Hispanic, male, and economically disadvantaged students enrolling in higher education, compared to peers. These gaps widen when reporting those earning a credential, especially among African American and economically disadvantaged students.

2008 8th Grade Cohort Tracked Through Higher Education				
NAVARRO COLLEGE SERVICE AREA				
Profile	Total 8th Graders	High School Graduate (FY11-13)	Enrolled in Higher Education	Earned Certificate or Degree TX
Female	1,814	82%	64%	31%
Male	1,888	80%	53%	21%
African American	389	78%	64%	14%
Hispanic/Latino	964	81%	46%	19%
White	2,163	82%	64%	32%
Other	186	76%	52%	14%
Not Economically Disadvantaged	2,094	85%	68%	35%
Economically Disadvantaged	1,608	75%	46%	14%

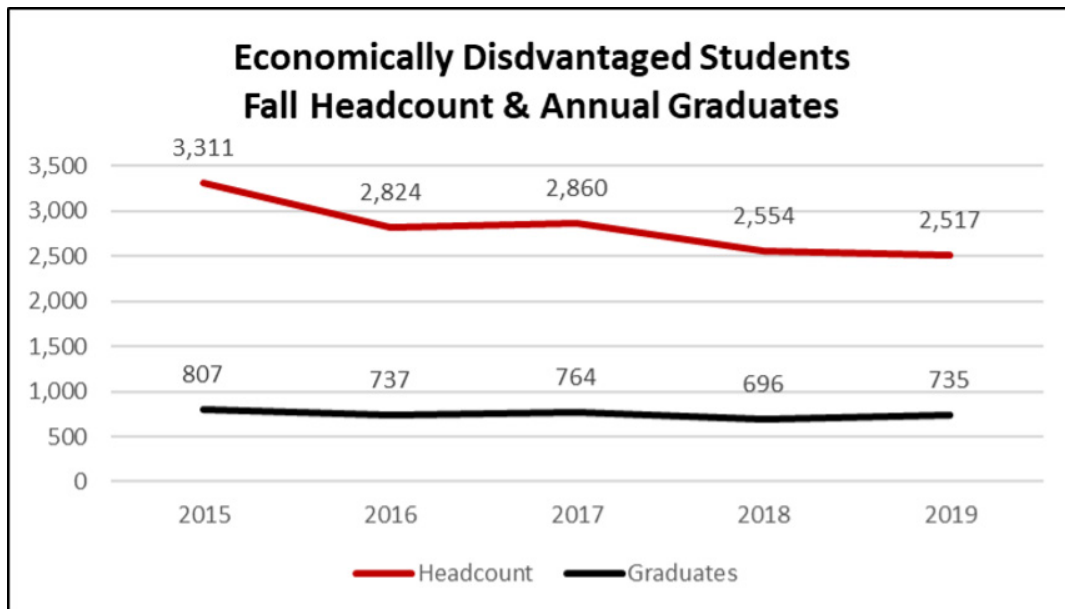
source: <http://www.txhighereddata.org/index.cfm?objectid=4E600400-D970-11E8-BB650050560100A9>

Internal Environment Scan - Socioeconomic Status

Students who are economically disadvantaged are least likely to attain education past high school. According to the THECB 60x30TX Strategic Plan, only about 10% of economically disadvantaged 8th graders will receive a certificate or degree. With 60% of K-12 students qualifying for free or reduced lunch in Texas (determinate of “economically disadvantaged” for K-12), colleges will need to make substantial efforts to reach out to students from all backgrounds.

At Navarro College, 14 out of every 100 students who were economically disadvantaged in high schools earn a certificate or degree. NC’s average is 10% ahead of the state average, but there is still significant work to be done with this population of students.

Results regarding our student’s financial health is provided above. In Fall 2018, a Financial Wellness Survey conducted by Trellis with NC students provides alarming data regarding our student’s socioeconomic struggles including paying for basic needs. This is high need the College must address to assist students toward academic success.

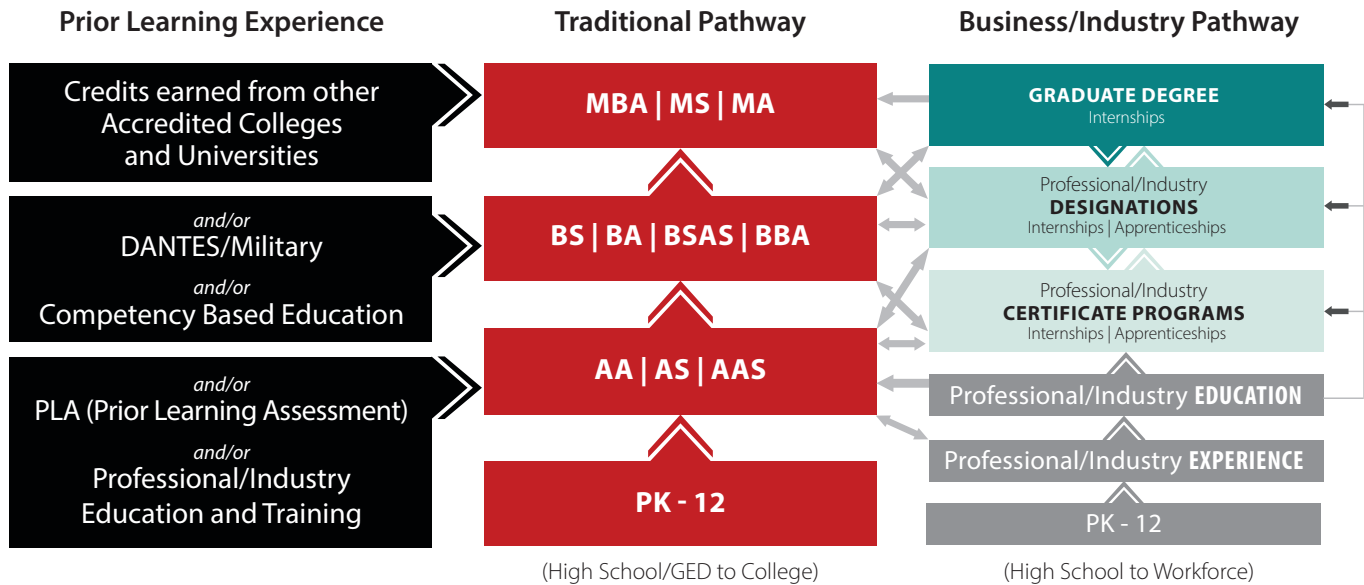


Financial Wellness of Navarro College Students	
28%	Skip meals, eat less or less nutritious food (<i>very low food security</i>)
29%	Pay for college with credit cards
40%	Overwhelmed with total family debt
52%	Struggle to pay rent/utilities, or need to move frequently (<i>housing insecurity</i>)
60%	Ran out of money 3 or more times in the past year
59%	Have more student loan debt than expected
61%	Pay for college using money from current employment
62%	Have trouble getting \$500 in cash or credit to meet unexpected needs
71%	Worry about having enough money to pay for school
74%	Would use financial support services offered by the school

Source: 2018 Trellis Research Student Financial Wellness Survey - Fall 2018

Internal Environment Scan - Business Model Analysis

CAREER & EDUCATIONAL PATHWAYS MODEL



The Navarro College Career & Educational Pathways Model was created and instituted Fall 2018. Historically, the District has focused primarily on traditional pathways, as evidenced in current credential enrollment numbers.

The majority of students enroll at Navarro College through the “traditional” route, defined as enrollment immediately following high school graduation; however, focusing only on that market is not a sustainable plan.

Outlining clear entry points, transitions, educational pathways, and career goals is critical. It is important that all educational programs work together to define and align to pursue new student markets clearly and efficiently, including prior learning assessment and business/industry partners.



V. ENVIRONMENTAL SCAN – B. External Environment Scan

External Environment Scan – Socioeconomic Status

Socioeconomic Status - Navarro College Service Area		
Socioeconomic Indicators	5 County Service Area	Texas
2018 Total Population <i>(estimate)</i>	277,743	27,885,195
Employment rate	52.1%	61.0%
Median Household Income	\$51,284	\$59,570
Language other than English spoken at home	18.0%	35.8%
Poverty rate	16.4%	14.9%
Poverty - children under 18yrs	25.3%	21.1%
People without health insurance	17.4%	17.7%
Households without a computer	16.5%	10.8%
Households without internet	29.0%	20.7%

Source: 2018 American Community Survey 5-Year Estimates, <https://www.census.gov/programs-surveys/acs>
<https://www.census.gov/quickfacts>

Navarro College’s socioeconomic status compared to Texas and the United States is of concern. The NC median household income is around \$9,000 less than that of the state/nation, which speaks to the need to increase degree attainment among our residents, as mentioned previously. The employment rate of the service area is 9% lower than the state’s and 8% lower than the US’s. The overall poverty rate is higher and the poverty rate among children is 7% higher compared to the nations. NC’s five-county service area reports that 17% of households are without a computer and 29% have no internet connection, which is 10% above the state and national averages.

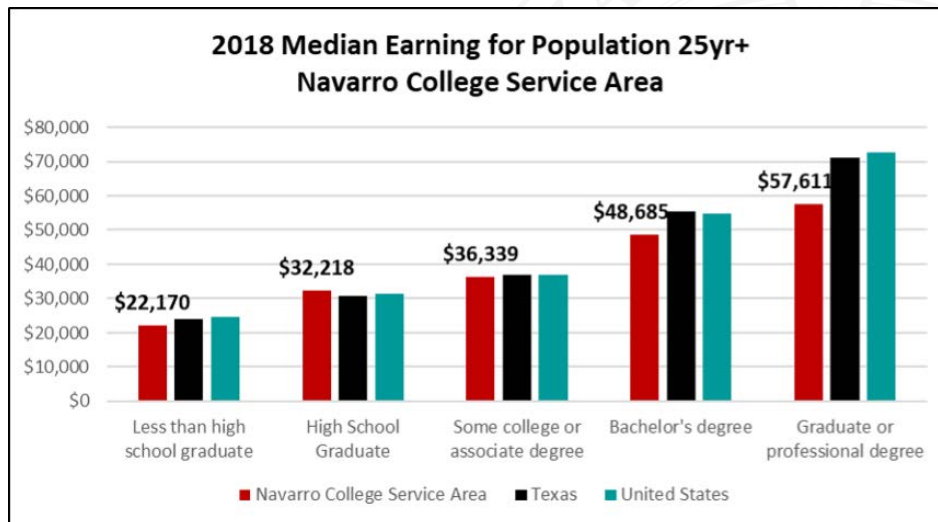
External Environment Scan – Educational Attainment and Earnings

Educational Attainment - Navarro College Service Area			
Educational Level	5 County Service Area	Texas	United States
Population 25 years and over	181,728	17,815,359	218,446,071
Less than high school graduate	18.1%	16.8%	12.4%
High school graduate or equivalent	32.8%	25.0%	27.1%
Some college, no degree	24.1%	21.8%	20.6%
Associate's degree	8.4%	7.1%	8.4%
Bachelor's degree	11.6%	19.1%	19.4%
Graduate or professional degree	4.9%	10.2%	12.1%

Source: 2018 American Community Survey 5-Year Estimates, <https://www.census.gov/programs-surveys/acs>

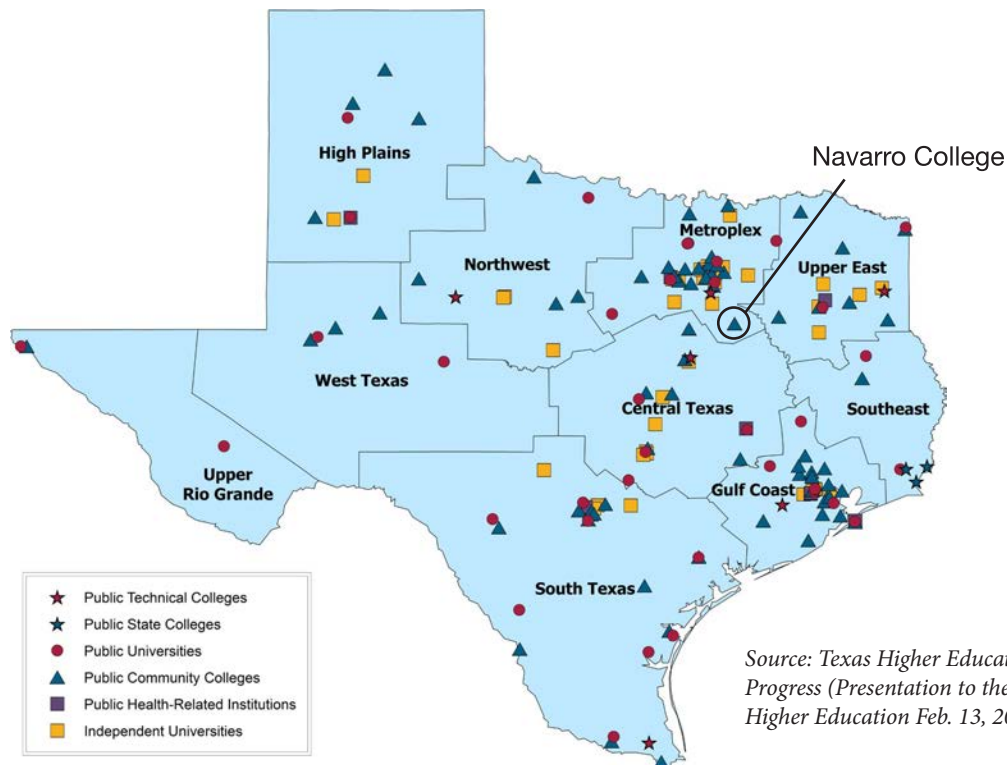
Source: US Census QuickFacts <https://www.census.gov/quickfacts>

The Navarro College service area educational attainment percentage in the table above reflects that the NC service area population has a higher percentage who earned less than a high school diploma (+6%) compared to the national average and a higher percentage who earned only a high school graduate/equivalent (+8%) compared to the state. In the 5-county service area, 75% of the 25+ year old population has earned some college credit, but has not earned a degree as compared to 64% in the state of Texas and 60% in the United States. There is a large opportunity to assist our community with degree attainment, especially starting the pipeline with high school graduates and moving them through the pipeline.



As individuals increase their level of education, their earning increases in proportion and this proves to be true in the Navarro College service area. It is critical to build a strong pipeline and transitions between Adult Education, Continuing Education, Career and Technical Education, and Transfer programs.

External Environment Scan – Competitors



Source: Texas Higher Education and 60x30TX Progress (Presentation to the House Committee on Higher Education Feb. 13, 2019)

The above map identifies what is referred to as “main campuses.” There are 106 public and 42 private institutions consisting of 50 Community College Districts with multiple campuses, 37 Universities, 10 health-related institutions, 6 technical colleges, and 3 state colleges. There are ten community colleges within 90 miles of one of the four physical Navarro College locations. In addition to main campuses, there are 344 other public higher education locations in Texas, including:

- Branch Campuses
- Multi-Institutional Teaching Centers
- University System Centers
- Single Institution Centers
- Remote Teaching Sites
- Off-campus Face-to-Face Teaching Sites
- 2,051-degree programs offered on-line by public institutions

In addition to college and universities relatively close to NC campuses, competition also exists with workplaces that develop and host their own in-house training programs. Businesses providing internal training programs is a growing trend. In-house training provides benefits such as increased convenience, cost savings, and hands-on experience with industry-specific equipment. It is imperative for Navarro College to partner with local business and industries to identify and provide training needs to ensure the college is meeting their needs.

V. ENVIRONMENTAL SCAN – C. SWOT Analysis

A Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis was conducted to identify and assess internal and external forces impacting the institution. Furthermore, this is a major component of developing NC's strategic plan.

STRENGTHS

- Affordable tuition
- Faculty rapport with students
- Desire among employees to act and succeed
- Presidential Leadership
- Campus aesthetics

WEAKNESSES

- Data accessibility
- Transitioning students across programs
- Communication among all employees
- Transparency in the workplace
- Campus infrastructure/technology
- Limited funding
- Insufficient staffing
- Customer base in one market

OPPORTUNITIES

- Bachelor's degree offerings
- Untapped target markets to educate
- Business/Industry Partnerships
- High School Partnerships
- Adult Education course offerings
- Continuing Education Course Offerings
- Career and Technical Workforce Program expansion
- State and Federal Grants

THREATS

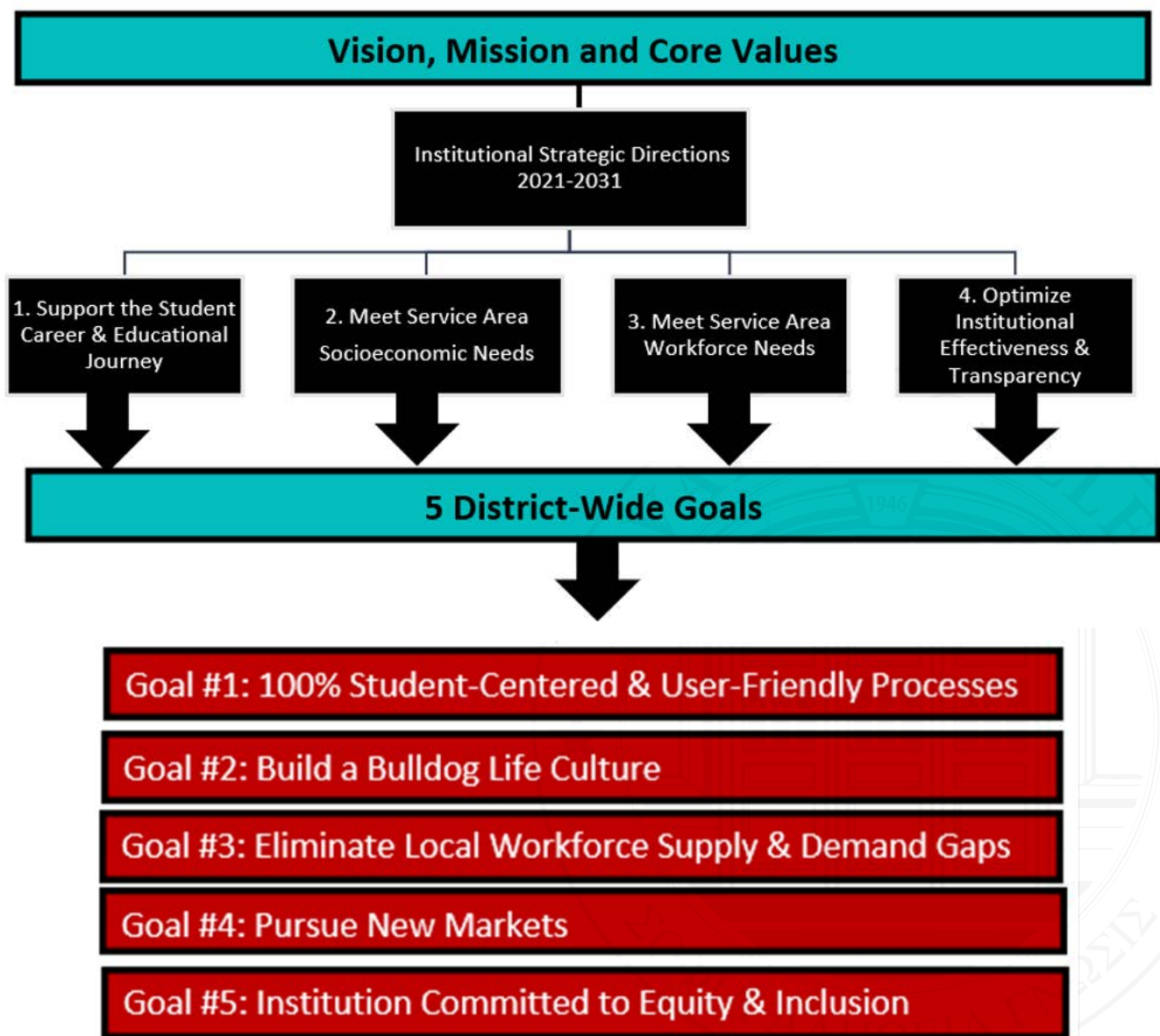
- Market saturation with current higher education institutions
- Gaining popularity of online education
- Businesses creating internal training programs
- Reduction in state funding



VI. INSTITUTIONAL STRATEGIC DIRECTIONS, DISTRICT-WIDE GOALS, STRATEGIC OBJECTIVES, AND KEY PERFORMANCE INDICATORS

After carefully analyzing all data collected, considering feedback from stakeholders, reviewing the SWOT Analysis, and considering Navarro College’s vision for the future, mission, and core values, four key strategic directions for the institution surfaced. Strategic Directions are the top level focuses to which every goal and campus initiative must relate.

Once the four strategic directions were identified and defined, five goals emerged to guide Navarro College District to achieve success over the next ten years. Below are the five goals, the key focus of each goal, the strategic objectives, and the key performance indicators.



Goal #1: 100% Student-Centered, User-Friendly Processes

Implement and revise strategies to enable each student to move from prospect to graduate with as few impediments as possible.

- A. Accountability for student success
- B. Career and transfer focus for all advising
- C. Program for student success with more responsive and purposeful scheduling
- D. Revise and contextualize Developmental Education

- 1.1 Connect: Partner with others to increase enrollment of targeted populations.
 - » Number of new and transfer student enrollment (Source: Institutional Research)
 - » Number of Adult Learners, Opportunity Youth and Hispanic Learners (Source: Institutional Research)
 - » Enrollment by Hierarchy (Source: Institutional Research)
- 1.2 Enter: Increase the number of students who complete the developmental sequence within one year and two years.
 - » Number of students who were mandated to take developmental math, reading, and/or writing as first time undergraduates and complete developmental work within one and two years. (Source: Texas Higher Education Coordinating Board)
- 1.3 Progress: Develop transition strategies to increase the persistence rate for all students.
 - » Persistence rate for all students from fall to spring. (Source: Institutional Research)
 - » Persistence rate for all students from fall to fall. (Source: Institutional Research)
- 1.4 Succeed: Develop quality processes to support students and increase the completion rates of certificates and degree.
 - » Student Achievement Rates (Source: Institutional Research)

Goal #2: Build a Bulldog Life Culture

Navarro College is committed to supporting student success outcomes by serving students holistically through meeting their educational, physiological, and safety and security needs.

- A. Scale Bulldog Life programs and training across all campus communities.
- B. Full integration of Bulldog Life through individual employees.

- 2.1 Implementation: Full implementation of all Bulldog Life Services (Learning, Living, and Launching) on all campuses, including a virtual option for online students.
 - » Number of Bulldog Life Services on each campus (Source: Bulldog Life)
 - » A virtual option for online students (Source: Bulldog Life)

- 2.2** Resources: Collaborate with community resources and partnerships to increase persistence and completion rates of students supported by Bulldog Life.
 - » Number of community partners and donors. (Source: Bulldog Life)
 - » Number and total amount of grants received. (Source: Bulldog Life)
- 2.3** Resources: Collaborate with community resources and partnerships to increase persistence and completion rates of students supported by Bulldog Life.
 - » Persistence and completion rate of students who received Bulldog Life resources (Source: Bulldog Life)
- 2.4** Employee Integration: Ensure individual employees recognize, understand, and are satisfied with Bulldog Life services.
 - » Employee survey on knowledge and satisfaction of Bulldog Life Services (Source: Institutional Research)

Goal #3: Eliminate Gaps in Local Workforce Supply & Demand

Navarro College will work closely with local business/industry partners and state leaders to evaluate the workforce and socio-economic needs of communities to create and support career paths that lead to sustainable jobs that pay our graduates a living wage.

- A.** Intentionally focus programs on quality, productivity, and viability
- B.** Cluster degree programs by career track
- C.** Focus transfer students on a “transfer degree”

- 3.1** Workforce Development: Increase Navarro College graduate satisfaction with preparedness for upper division studies and the workforce and increase partnerships to meet key workforce needs of the community.
 - » Satisfaction of graduates with preparedness for upper division studies and workforce (Source: Institutional Research)
 - » Number of business/industry partners served by Navarro College.
 - » Satisfaction of business/industry partners served by Navarro College.
- 3.2** University Partnerships: Partner with service area universities to increase the transfer rate of Navarro College students to increase the completion rate of a four-year degree.
 - » Transfer rate of Navarro College students to Texas A&M – Commerce, University of North Texas at Dallas, and Tarleton University. (Source: THECB)

Goal #4 Pursue New Markets

Navarro College will monitor and evaluate student completion attainment to determine programs that are not cost effective or producing completers and create intervention initiatives to either reallocate funds to other programs or provide support for programs to ensure that students enter high-value, high-demand occupations and that the local workforce is prepared for future growth opportunities.

- A. Resource reallocation for programs that do not meet the above criteria
- B. Constant market analysis
- C. Grant and fundraising activities that support college growth and expansion

- 4.1 Market Analysis: Increase the number of programs aligned to high-value, high-demand occupations in the service area.
 - » Number of high-value, high-demand occupations in the service area (Source: Texas Workforce Commission)
- 4.2 Resource Allocation: Increase the revenue generated from grant and fundraising activities that support college growth and expansion
 - » Revenue generated from grants and fundraising to support college growth and expansion (Source: Business Office/Foundation).

Goal #5 Institution Committed to Equity and Inclusion

Navarro College is committed to providing quality education to all students and service area constituents. To achieve this, the college will continually strengthen its efforts to enroll, advise, and ensure completion for students of all populations by connecting students to resources that support academic success, eliminate poverty barriers, and create an inclusive environment for all students.

- A. Professional development in best practices and standards toward equity gains
- B. Systematically remove barriers of poverty
- C. Ensure equitable access to all college resources

- 5.1 Closing Achievement Gaps: Close achievement gaps among students from diverse backgrounds and meet or exceed the completion target for each campus.
 - » Completion targets overall and by campus.
 - » Completion targets for Hispanic, African American, Male, Economically Disadvantaged and Texas High School Graduates Enrolling in Texas Higher Education.

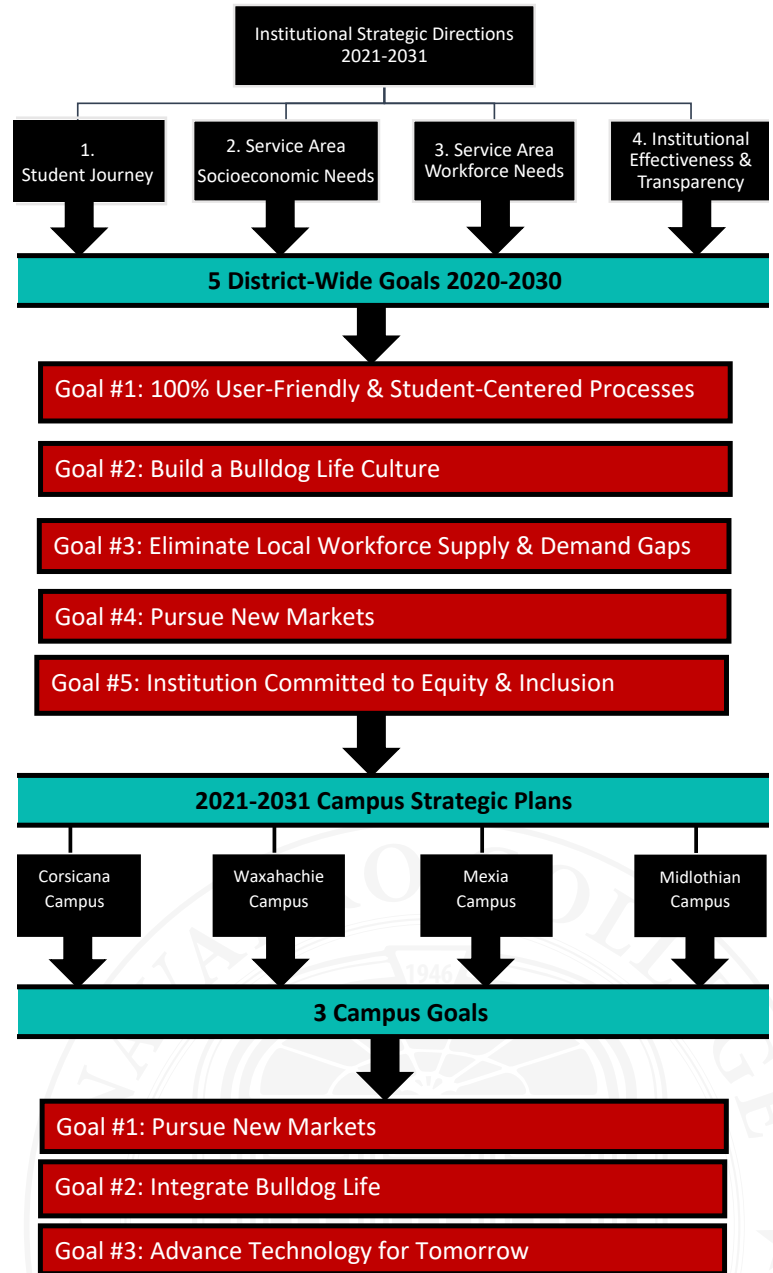
VI. 2021-2026 CAMPUS STRATEGIC PLANS

Leadership elected the Campus Deans of the Waxahachie, Midlothian and Mexia campuses to serve as the leads for the development of the individual campus strategic plans. The Research Analyst was identified and selected to lead the Corsicana campus strategic planning process, based on the breadth and depth of knowledge and experiences earned while working across multiple departments in various roles.

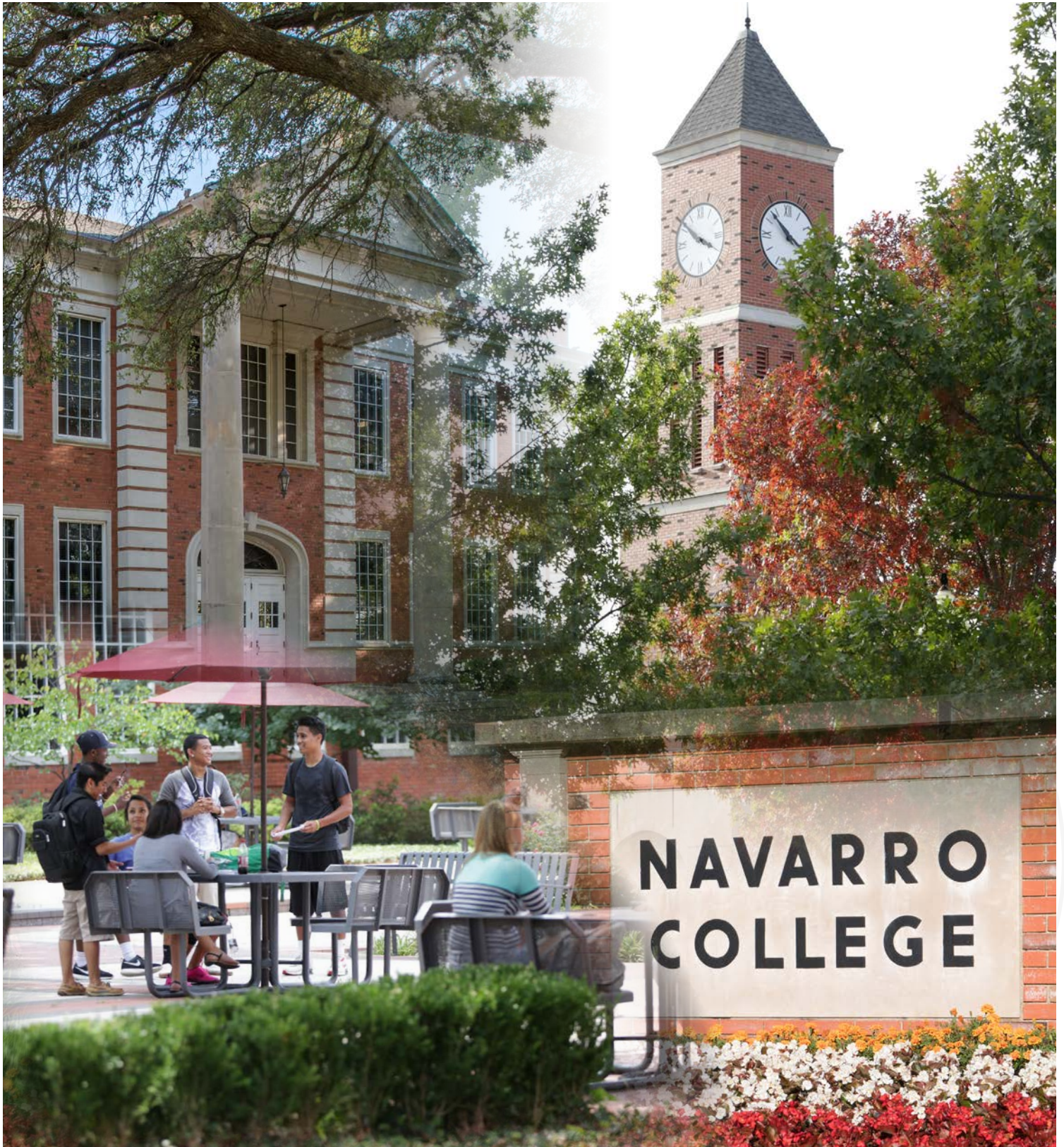
The institution established five district-wide goals, strategic objectives, and key performance indicators. Then each Strategic Plan Lead created a five-year Campus Strategic Plan to support the institutional goals. Each campus created individual initiatives to support the district-wide strategic directions and goals. Over the next five years, each campus is focused on three main goals:

- 1) Pursue New Markets
- 2) Integrate Bulldog Life
- 3) Advance Technology for Tomorrow

Each Campus Strategic Plan provides campus history, leadership, the process to developing the campus strategic plan, and priority initiatives for the next five years.



VIII. CORSICANA CAMPUS STRATEGIC PLAN



A. Message from the Corsicana Campus Strategic Plan Lead

It has been an honor and pleasure to be nominated and serve as the Corsicana Strategic Plan Lead. This opportunity allowed me to engage with and gather ideas from students, employees, school district personnel, and local business owners. The collaborative work towards the community's best interest made me hopeful and excited that the direction of the Corsicana Campus will be focused on meeting our community's workforce and socioeconomic needs. The greatest lesson learned is that all community members must continue to work together and discuss opportunities that arise to ensure success and growth in the future. Students must have a clear path from pre-K to credential to employment in order to succeed, and this will only occur through community collaboration.

The Navarro College Corsicana Campus prides itself on being a local, safe college that offers students the ability to receive the entire "college experience" at half the price. The campus serves all of Navarro County, including local commuter students and out-of-district, out-of-state, and international students in campus housing. The campus proudly promotes its NJCAA championship sports programs, including its 14-time national championship cheerleaders. It has award winning fine arts programs for theatre, choir, and band, as well as opportunities for students to be active in clubs, organizations, and intramural sports. There are also many opportunities for adult learners who may be starting a new career path or who want to upskill in their current career or reskill to a new career. The collaboration with Texas A&M University-Commerce affords students the ability to pursue bachelors and master's degrees locally.

- Susan Womack, Director of Institutional Research

Campus Leadership

Susan Womack is the Director of Institutional Research for the Navarro College District. Ms. Womack has held eight positions at Navarro College from 2010 through 2020. She started as the purchasing agent and then moved into various grant roles, eventually taking lead as the director for three grants. These experiences deeply expanded her knowledge in career and technical education, student needs, and budgeting. It also afforded her opportunities to present at conferences, to the Texas Higher Education Coordinating Board (THECB) and to be selected by the THECB to attend a national conference in Washington D.C. In 2018 she began a new endeavor as the research assistant in Institutional Research (IR), was then promoted in 2019 to senior analyst, and is now the Director of IR.

Ms. Womack received the James L. Collins Scholarship from Corsicana High School and attended Navarro College for her core classes. She transferred to Stephen F. Austin State University and earned a Bachelor of Business Administration with a major in marketing and minor in management. Susan is currently attending Texas A&M University – Commerce, where she will earn a Master's in Business Administration.



B. Campus History

In 1951, the college moved facilities at the old air base to a 47-acre tract which serves as the Corsicana Campus' present location. Today, the Corsicana Campus expands over 104 acres and offers students the entire college campus life experience operating as a fully functioning residential site. The 24 residence halls, dining hall, deli, and on-site laundry facilities afford students the opportunity to live on campus.

Campus life activities, student clubs, intramurals, counselors, academic advisors, TRiO Student Support Services, Carl Perkins Career and Technical Education Success Center, Adult Education and Literacy, Continuing Education, and the recent additions of a tutoring center (2016), Bulldog Health (2019) and Bulldog Life (2020) support students' journeys throughout their experiences on the Corsicana campus.

The campus has 31 degree programs designed to equip students to transfer to a university or pursue a career immediately. Unique to the campus are Industrial Equipment Maintenance, John Deere Ag Tech, Massage Therapy, Medical Lab Technology, Music, Petroleum Tech, Theater, and Welding. Partnerships with the seven Navarro County ISDs allow students to earn college credit while attending high school, and a 2006 partnership with Texas A&M Commerce allows students earn bachelor's and master's degrees without leaving Navarro County.

The Corsicana Campus is home to NJCAA championship athletic programs and the 14-time National and 5-time Grand National Cheerleading (co-ed) team. A 2020 docuseries "Cheer," centered on the cheerleading program, earned six Emmy nominations and won for Outstanding Structured Reality Program. The NJCAA sports have qualified for a combined 20+ Bowl Games and earned 56 Conference, 35 Regional, 7 District, and 4 NJCAA Championships & 14 NCA National and 5 NCA Grand National Championships. Men's football and basketball began in 1946, adding baseball shortly after. The first women's sports programs were basketball and tennis (co-ed), both discontinued in the mid-1980s. In the 1990s women's softball, volleyball and soccer began. The current co-ed sports are Cheerleading and eSPORTS, added in 2020. The Bulldog Hall of Fame was created in 2019, and inducting ten recipients into its inaugural class, honoring past athletes, coaches, and community supporters.

An award-winning fine arts program consists of choir, concert and jazz bands, a marching band and a theatre program, whose director's original play was produced off-Broadway in 2019.

The largest planetarium dome in Texas exists on the Corsicana campus. The Cook Education Center was built in 1997 and serves as a multi-faceted educational facility featuring three conference areas, a Planetarium, Pearce Civil War and Western Art Museums, and the Hunters and Gatherers Exhibit. The campus also has a Small Business Development Center which focuses on enriching the community and supporting the lives within by helping local businesses start, grow, and prosper.

C. Development of Campus Strategic Plan

Spring 2018

An initial survey was administered to all Corsicana Campus employees, asking for their input on various topics such as areas in which we are doing well/opportunities for improvement, uniqueness of the campus, and their vision for the future of the campus.

Fall 2018

Navarro College Corsicana Campus hosted a meeting with business and industry members throughout Navarro County to identify workforce gaps/needs and areas of success. The business/industry collaboration met again Spring 2019 to follow up on previous comments and identify additional needs to be considered. A total of 21 various business/industry partners were represented at the meetings.

Spring 2018 and Forward

Data specific to the Corsicana Campus and Navarro County was collected. Many sources were utilized to ensure a holistic approach to identifying needs of the county, including: (1) Navarro College Internal Data Records (2) The Texas Higher Education Coordinating Board (3) Texas Association of Community Colleges (4) Texas Workforce Commission (5) United States Census Bureau (6) Third Party National Surveys including Trellis & Noel Levitz.

Throughout Spring 2019

Thirteen focus groups were held involving 139 participants. The targeted groups consisted of students (6), Employees: Faculty, Staff and Administration (5), Dual Credit Parents (1), and Education Collaboration with ISDs (1). The topics of discussion were centered on needs, gaps in services, and areas of success related to the specific stakeholder group, focused solely on Navarro County and the Navarro College Corsicana Campus.

October 2019

The 35 member Corsicana Campus Strategic Planning Committee met to form strategies focused on meeting Navarro County's socioeconomic and workforce needs based on collected data. The committee consisted of a mix of Navarro County business/industry partners, students, university partners, ISD superintendents, and Navarro College faculty, staff, administrators.

May 2020

Data findings and key initiatives of focus were shared with Navarro College leadership. The Leadership Team provided feedback and additional initiatives to consider for the Corsicana Campus Strategic Plan and the overall District Plan. The Fall 2020 Campus plan was then presented to leadership for review. Revisions occurred until a final version was approved. See Appendix A for the Corsicana Strategic Plan Environmental Scan and SWOT Analysis.

D. Campus Initiatives

1. Pursue New Markets

- I. Cultivate Relationships
 - A. Cultivate and strengthen local business/industry partnerships and identify specific industry training needs to develop an employable workforce.
 - B. Strengthen Navarro County ISD partnerships to identify opportunities to connect with K-12 students and allow them to explore interests in all career opportunities.
 - C. Incorporate Community Leaders into new market discussions
- II. Identify funding streams to support growth and expansion
 - A. Create and implement Capital Campaign
 - B. Create and implement an Alumni Campaign
 - C. Maximize grants received
- III. Meet Navarro County Workforce Demands
 - A. Offer career services to all students on campus to strengthen connection to employment opportunities in Navarro County
 - B. Expand internship opportunities for students in workforce and academic programs
 - C. Expand the Welding facility to allow for program growth
 - D. Expand the Health Professions facilities to include additional classroom and simulation lab space to allow program growth
 - E. Expand the Industrial Technology program to include continuing education, certificate, and associate degree offerings.

2. Integrate Bulldog Life

- I. Develop a Bulldog Life Culture across all departments on the Corsicana Campus
 - A. Map the student's journey, detailing a clear alignment and student transition process from every program's entry point to high value jobs. The mapping includes Adult Education, Continuing Education, Career and Technical, and Academic Transfer programs.
 - B. Increase student success by expanding and targeting new cohort groups, specifically in Residence Life, Athletics and Fine Arts.
 - C. Identify and prioritize the resource needs for Student Services to accomplish a comprehensive college experience for all students.

3. Advance Technology for Tomorrow

- I. Implement Enterprise Resource Planning System
- II. Update the Wi-Fi across the entire Corsicana Campus
- III. Create standardized classrooms specific to program needs to ensure industry-standard equipment is available to students.

IX. WAXAHACHIE CAMPUS STRATEGIC PLAN



A. Message from the Waxahachie Campus Dean

The Waxahachie Campus of the Navarro College District, located at 1900 John Arden Drive, Waxahachie, TX, is committed to the future of Waxahachie and Ellis County. The NC Vision is to be nationally recognized as a higher education institution committed to providing innovative career pathways and student-centered learning opportunities that result in students capable of succeeding in local and global communities. Navarro College is proud of its relationship with stakeholders in Waxahachie and Ellis County, and will continue to strive to meet the workforce and socioeconomic needs of our residents.

- *Guy Featherston, Dean of Waxahachie Campus & Health Professions*

Campus Leadership

Guy Featherston currently serves as the Dean of the Waxahachie Campus. His tenure with the College began in 2001 when he became an adjunct instructor for Psychology on the Mexia Campus. In 2006, Featherston was appointed the Dean of the Mexia Campus. Since that time, he has also served as the Dean of Midlothian (twice) and the Dean of Health Professions.

Dean Featherston holds a Bachelor of Science in Psychology from Oklahoma State University, a Master of Science in Educational Psychology from Baylor University, and has completed post-graduate work with North Central University.



B. Campus History

Navarro College's strong partnership with the citizens of Ellis County has been in place for 47 years. Beginning in 1974, evening classes were offered at Waxahachie High School. Between that date and 1988, classes were held in a number of different locations in the communities of Waxahachie and Ennis. In 1987, the Ennis Center was closed, and operations were consolidated at the Waxahachie Center located on the spot where Marvin Elementary is currently located.

In 1991, Navarro College acquired a building on John Arden Drive. The 37,000 square foot building, formerly a woodshop, has been renovated and expanded three times to become the anchor of what the campus is today. Expansions continued throughout the next decade, culminating in the campus footprint today.

The Waxahachie campus sits on the intersection of John Arden Drive and Sam George Drive, running parallel to Highway 287. This prime location affords the College great visibility along a major thoroughfare, yet is removed enough not to be impacted by the traffic passing nearby. Four educational buildings make up the academic portion of the footprint. A physical plant building exists to meet the needs of the Waxahachie and Midlothian Campuses. The combined classroom, administrative and maintenance spaces encompass over 96,000 square feet, with an additional 11,000 square feet of leased space for the Cosmetology program. Classes are offered in general education, with specialized programs including Vocational and Registered Nursing, a Fire Academy, Police Academy, and Emergency Medical Technology. The campus has opportunities for students to engage in cultural enrichment activities like arts and music, workforce training including phlebotomy and certified nursing assistant, and professional development for adult workers in the surrounding communities.

Part of a vibrant and active campus, Waxahachie students, faculty and staff reflect the communities we serve throughout Ellis County and the surrounding communities.



C. Development of Campus Strategic Plan



Beginning in the spring of 2018, all Waxahachie Campus employees were invited to share their thoughts with campus leadership regarding the climate, strengths, and opportunities for the Waxahachie campus. Recognizing that our faculty and staff have unique experiences and outlooks enabled campus leadership to develop a narrative of how we see ourselves as an institution.

During the 2018-2020 academic years, the campus hosted a total of 11 round-table discussions with Ellis County business and industry partners, K-12 and university partners, students, and parents to identify workforce gaps, workforce needs, and areas that are successful. A total of 102 non-duplicated participants were engaged during these round-table discussions. This diverse group guided campus leadership in identifying areas of strengths, weaknesses, opportunities, and threats.

In May 2020, data findings and key initiatives, based upon stakeholder recommendations, were shared with the Navarro College Leadership Team. See Appendix B for the Waxahachie Strategic Plan Environmental Scan and SWOT Analysis.

D. Campus Initiatives

1. Pursue New Markets

- I. Cultivate Relationships
 - A. Incorporate Community Leaders into ongoing campus discussions
 - B. Collaborate regularly with business and industry partners to gauge workforce needs.
 - C. Host Community events on the Waxahachie Campus
 - D. Integrate Navarro College content experts in community events
- II. Identify funding streams to support growth and expansion
 - A. Fundraising and Capital Campaign
 - B. Brilliance
 - C. Donors
 - D. Endowments
- III. Meet Ellis County Workforce Demands
 - A. Collaborate with community business owners about community needs
 - B. Develop pathways from programs on the Waxahachie campus to industry with access points depending on education/prior learning levels
 - C. Strengthen the current partnership with Waxahachie ISD and develop programs to benefit all parties involved
 - D. Health Care and Information Technology

2. Integrate Bulldog Life

- I. Strengthen Bulldog Life services on the Waxahachie Campus
- II. Implementation of Career Pathways Model
- III. Implementation of Success Coach model
- IV. Collaborate with the City of Waxahachie for support for community services

3. Advance Technology for Tomorrow

- I. Make data informed decisions about the Waxahachie Campus needs.
 - A. Who's Next data
 - B. Monitor the effectiveness of campus technology
 - C. Update classrooms and common areas with appropriate technolog



X. MEXIA CAMPUS STRATEGIC PLAN



A. Message from the Mexia Campus Assistant Dean

The Mexia Campus is an intimate campus which prides itself on offering educational opportunities to a diverse population of students through small class sizes (often 20 students or less in a section) and a personable atmosphere while also providing students with the support services and academic rigor of a larger campus. Located in Limestone County, approximately 40 miles east of Waco on Hwy 84 and 35 miles south of the Corsicana Campus, the region served by the Mexia Campus includes Limestone, Freestone, and Leon counties. This rural region is primarily supported by agriculture, manufacturing, small businesses, local school districts, and health professions. Popular events and historic sites include the annual Mexia Rodeo, the annual Teague Rodeo, Fort Parker, Lake Limestone, and the Hilltop Lakes private residential property near Normangee.

The Mexia Campus consists of two buildings which include classrooms, faculty offices, a testing center, a skills lab for the LVN program, two computer labs, a library, a bookstore, and administrative/advising offices. In the fall of 2020, there were seven full time faculty members and two adjunct faculty members teaching on- campus, a part-time LVN Lab Coordinator, and one full-time Testing Center staff member. In addition, the Business Office, which houses advising, admissions and records, cashier, financial aid, dual credit, and the bookstore areas, employed three full-time staff members, two part-time employees, and the campus assistant dean. Therefore, many of the staff members are cross-trained to assist students in a variety of areas. Besides serving the students that come to the Mexia Campus, many online students who live within the tri-county area come to the Mexia Campus to access these services as well.

The population of Limestone County in 2019 was estimated to be 23,417 with 39% of the population being either Black or Hispanic and close to 19% were considered to be living in poverty. In 2017 and 2018, almost 48% of the students attending classes on the Mexia Campus were Black or Hispanic and approximately 47% were 25 years of age or older.

In addition to on-campus students, the Mexia Campus serves over 300 students across 11 school districts, with some schools located as much as 50 miles away. Navarro College provides dual credit opportunities to each of the eleven ISDs in the service area, including Coolidge, Groesbeck, Mexia, Fairfield, Teague, Wortham, Buffalo, Centerville, Leon, Normangee and Oakwood. One dual credit advisor offices on the Mexia Campus and coordinates programs at each of the eleven schools. In addition to advising and registration of dual credit students, the Mexia Campus also serves as the point of contact for books, transcripts, and tuition payments for the area dual credit students.

The Mexia State Supported Living Center (MSSLC) is one of the largest employers in Limestone County and provides care for mentally and physically disabled individuals. Navarro College has partnered with MSSLC since the 1970s and currently provide training for all 1200+ employees. Navarro provides three full-time paraprofessionals to conduct CE classes and other services on-site at MSSLC. The Mexia Campus oversees the partnership and handles the registration and billing for those classes. Annual Retraining Classes occur weekly at the MSSLC campus,



with pre-service training bi-weekly for all new employees. The partnership also provides opportunities for MSSLC employees to enroll in credit courses in a Mental Health degree program at Navarro College, with tuition paid by the State, providing the MSSLC employees a chance to receive an associate's degree at little cost to them and professional advancement opportunities within the facility.

The Mexia area is working to attract new industries, and the Mexia Campus anxiously anticipates the opportunity to partner with and serve both current and prospective industry partners to help provide trained employees who are prepared to join the local workforce. Partnerships with area ISDs also play an important role in the academic focus of the Mexia Campus. These endeavors support the overall Mission, Vision and Values of the Navarro College District.

- *Christina Mims, Assistant Dean of Mexia Campus*

Campus Leadership

Mexia Campus Assistant Dean Christina Mims assumed her role in the Summer of 2017. Previously, Ms. Mims served as the Interim Dean of Science, Kinesiology and Developmental Studies on the Corsicana Campus from 2016-2017 and as a member of the music faculty from 2010-2016. Her career with Navarro College began in 2002 on the Mexia Campus, where she served as an adjunct instructor.

Ms. Mims holds a Bachelor of Music Degree in Piano Pedagogy and a Master of Music Degree in Piano Pedagogy and Performance from Baylor University.

B. Campus History

After Navarro College opened its doors in Corsicana, TX, in 1946 there eventually became a need for students in Limestone and Freestone counties to take advantage of educational opportunities offered through Navarro College; therefore, a bus was sent to these southern counties to transport students to and from classes. In the 1970s the Mexia community identified a need for Licensed Vocational Nurses in the area, thus a partnership with the Mexia State School (now the Mexia State Supported Living Center) and Navarro College was formed, resulting in classes being offered through the college on the Mexia State School campus. This was the first physical presence of Navarro College in Limestone County.

In the 1980s a building in downtown Mexia became the home of the Navarro College Bi-Stone Center, which provided educational opportunities for Limestone and Freestone Counties. Daytime and evening classes were offered at this site for many years until the building became structurally unsound and the classes were temporarily moved to the Mexia State School. In 1998, property was donated by the Mexia Economic Development Corporation on Highway 14 (Martin Luther King Hwy) and a building was quickly built, providing a new home for Navarro College students. The campus was renamed the "South Campus" of Navarro College and is the present location of what is now termed the "Mexia" Campus. The original building was expanded in part due to a contribution from the Mexia Economic Development Corporation in 2004, and a new administration building was added in 2014 with an additional contribution by the Mexia Economic Development Corporation. One of the highlights of the Mexia Campus is its thriving Licensed Vocational Nursing Program which produces a strong cohort of LVN's each August who are prepared to take their place in the local workforce.

C. Development of Campus Strategic Plan

As part of the creation of a Mexia Campus strategic plan, focus groups were conducted involving 26 participants, in addition to surveys which were used to collect data from students, staff, faculty, community members, and business/industry partners. Stakeholders completed the surveys to provide feedback and input regarding the future goals of college. See Appendix C for the Mexia Strategic Plan Environmental Scan and SWOT Analysis. A diverse committee was then formed to review the data and assist in forming goals to guide the direction of the Mexia Campus.

This committee began meeting in October of 2019 and consisted of ISD partners, community members from the region, students, faculty, administrators, and business/industry representatives. Members of the Mexia Campus Strategic Plan Committee included:

- Dr. Harold Housley, V.P. of Institutional Advancement and Operations for Navarro College
- Ms. Leslie Smith, Executive Assistant to the Navarro College District President
- Dr. Jeanetta Groce, Executive Dean of Academics for Navarro College
- Ms. Amy Freeman, Navarro College Small Business Development Counselor for Freestone/Limestone Counties
- Ms. Eunice Williams, Heart of Texas Workforce representative
- Mr. Eric Garretty, Manager of the City of Mexia
- Ms. JoAnna Shivers, Economic Development Corp. Director
- Mr. Dick Flatt, Community Member and Navarro College Foundation board member
- Dr. Lyle Dubus, Superintendent of Mexia ISD
- Mr. Chris Skinner, Superintendent of Teague ISD
- Dr. Anna Alpert, Navarro College Math Instructor
- Ms. Kaylen Page, Navarro College LVN instructor
- Ms. Kimbria Robinson Navarro College LVN student
- Ms. Julia Thomas, Navarro College student



D. Campus Initiatives

1. Pursue New Markets

- I. Expand our recruiting base to include new student groups
 - A. Implement methods of connecting with and recruiting the adult learner as well as opportunity youth through visits to targeted 12th graders at the local high schools, connections through local employers and community members, and relationships with the Adult Education and Learning provider on the Mexia Campus, McLennan College.
 - b. Work with our Recruiting and Marketing departments to provide information to parents and potential students outlining the opportunities Navarro College has to offer them and the financial savings associated with community college. Make Spanish materials available and work with the local Spanish radio station and publications to reach the Hispanic community.
 - c. Network with area businesses and the local Economic Development Corporations and with Navarro College's Career and Technical Dean and Executive Director, as well as the Navarro College Small Business Development Center and Continuing Education department, to identify local training needs and apprenticeship opportunities.
 - d. Connect to local faith-based organizations and advocate to reach underserved populations and help them see the value in education.
 - e. Implement health professions programs through CE such as Certified Nurse Assistant, Medication Aide, and Certified Medical Aid courses.

2. Integrate Bulldog Life

- I. Support all students from start to finish by taking an interest in them as an individual and walking alongside them through each step from applying to Navarro College to applying for graduation:
 - A. Hold workshops on campus to assist students in the onboarding process, including ApplyTexas, FAFSA, and the validation process. In addition, training should be provided for online applications such as Self-Service and Canvas.
 - B. Connect to students, particularly those enrolling in classes through the partnership with MSSLC, to ensure awareness of support services available to them using technological resources
 - C. Implementation of intrusive advising to ensure each student's physical, emotional and academic needs are being met and establish a personal connection with them, offering support and encouragement throughout their academic career, helping students identify the proper pathway that will lead them to their desired career, and, when applicable, assist them with transfer advising. Success Coaches will follow-up with students throughout the semester and link them to support services such as TRiO, tutoring, Bulldog Life, and mental health counseling.

3. Advance Technology for Tomorrow

- I. Make data-informed decisions about the Mexia Campus needs.
 - A. Who's Next data.
 - B. Monitor the effectiveness of campus technology.
 - C. Update classrooms and common areas with appropriate technology.
- II. Integrate technology to pursue new markets
 - A. Implement virtual classes using the Interactive Television Video equipment provided through the Department of Agriculture Grant recently received, allowing students to enroll in classes previously not offered on the Mexia Campus.
 - B. Strategically utilize the new Mobile Go Trailer to recruit and expand CTE and CE in Limestone, Freestone and Leon counties.

XI. MIDLOTHIAN CAMPUS STRATEGIC PLAN



A. Message from the Midlothian Campus Dean

The Navarro College Midlothian Campus, located at 899 Mt Zion Rd, Midlothian, TX, is committed to the future of the Midlothian community. The College's mission is to provide educational opportunities that empower students to achieve their personal, academic, and career goals and that promote life-long learning for all community stakeholders. This mission is shared with our local area high schools and the Midlothian Higher Education Center (MHEC) partners: Tarleton State University and The University of North Texas at Dallas. The institutions in the MHEC work together to create a seamless transfer process between Navarro College and the universities. Navarro College Midlothian is proud to offer Adult Basic Education (ESL and GED Prep), Continuing Education (Small Business Development), Career and Technical (Business and Accounting), Academic transfer courses, and dual credit courses on local high school campuses to serve as the base for all MHEC programs. These endeavors support the overall mission of the Navarro College District.

- Jeanette Underwood, Dean of Midlothian Campus & Dual Credit

Campus Leadership

Jeanette Underwood has served as Dean of the Midlothian Campus and Dual Credit for the Navarro College District since January of 2020. Previously, Ms. Underwood held the position of Academic Dean of the Waxahachie Campus from 2018-2019, was a member of the Navarro College faculty from 2010-2018 in the mathematics department and served as the Student Government Association Advisor from 2011-2018. Ms. Underwood is the 2015-2016 Navarro College Faculty of the Year, 2018 Texas Junior College Student Government Association Advisor of the Year, 2018 NISOD (National Institute for Staff and Organizational Development) Award Recipient, and 2019 Texas Legend Award Recipient.

Ms. Underwood holds an Associate in Science Degree in Mathematics from Navarro College, a Bachelor of Science in Mathematics from Tarleton State University, a Master of Science Degree in Mathematics from The University of North Carolina at Charlotte, and a Graduate Certificate in Community College Leadership from The University of North Texas.



B. Campus History

Navarro College faculty have taught classes in Midlothian, TX since 1990. Navarro College offered core courses in high school facilities and enrollment remained consistent over the years at about 150 students each semester.

In spring 2006, Navarro College opened the doors of a 25,000 square foot building in Midlothian and welcomed 223 students to the new campus made up of seven classrooms, three science labs, one computer lab, a Licensed Vocational Nursing lab, a library, the testing center, a bookstore, and ten offices. Enrollment grew steadily throughout the years and the need for additional classroom space was remedied in 2011 with a second 25,000 square foot building. Students attending the Navarro College Midlothian campus have the option of enrolling in Academic, Career and Technical, Health Professions, Continuing Education, and Adult Education courses.

A partnership with Tarleton State University, Texas A&M University Commerce, and The University of North Texas at Dallas was developed in 2010 to provide students the option of completing a bachelor's degree by attending university junior and senior-level classes on the Midlothian campus after completing associate's degree classes with NC. The Midlothian High Education Center was established in 2012 as a Multi-Institutional Teaching Center. The MHEC enables students to enroll with Navarro College and a university partner to pursue a bachelor's degree with resources from both institutions.



C. Development of Campus Strategic Plan

In Spring 2018, an initial survey was administered to all Midlothian Campus employees, asking for their input on various topics such as areas in which we are doing well, opportunity for improvement, uniqueness of the campus, and their vision for the campus.

In Fall 2018, Navarro College Midlothian Campus hosted a meeting with business and industry members from the community of Midlothian to identify workforce gaps, needs, and areas that are successful. The business and industry collaboration met again Spring 2019 to follow up on needs and identify any further needs to be considered by Navarro College. Various business and industry partners were represented throughout the two meetings.

Throughout Spring 2019, six focus groups involving 52 participants were conducted. The targeted groups consisted of students (24), employees: faculty, staff and administration (6), education collaboration with ISDs (4), and industry collaborations (19). The topics of discussion were centered on needs, gaps in services, and areas of success related to the specific stakeholder group, focused solely on the Midlothian community and the Navarro College Midlothian Campus.

From Spring 2018 forward, data was collected specifically for the Midlothian Campus and Midlothian community. Many sources were utilized to ensure a holistic approach to identifying the needs of the county. Resources included:

- 1) Navarro College internal data records
- 2) The Texas Higher Education Coordinating Board
- 3) Texas Workforce Commission
- 4) United States Census Bureau
- 5) Third Party Administered Surveys: Trellis & Noel Levitz. See Appendix D for the Midlothian Strategic Plan Environmental Scan and SWOT Analysis.

In May 2020, data findings and key initiatives from focus groups were shared with Navarro College leadership. The Leadership Team provided feedback and additional initiatives to consider for the Midlothian Campus Strategic Plan and the overall District plan. Campus plans were presented to the Leadership Team and various stakeholders, including students, community representatives, faculty, and staff. Revisions occurred until the final version was presented to the Navarro College Board of Trustees.



D. Campus Initiatives

1. Pursue New Markets

- I. Cultivate Relationships
 - A. Strengthen the current Partnership with Tarleton State University and The University of North Texas Dallas
 - 1. Collaborate on Recruitment and Marketing
 - 2. Track the student journey between institutions
 - B. Incorporate Community Leaders
 - 1. Collaborate with local leaders about community needs
 - 2. Host community events on the Midlothian Campus
- II. Meet Ellis County Workforce Demands
 - A. Collaborate with community business owners about community needs
 - B. Develop pathways from programs on the Midlothian campus to industry with access points depending on education/prior learning level
 - C. Strengthen the current Partnership with MISD and develop programs to benefit all parties involved.

2. Integrate Bulldog Life

- I. Excellence in Service & Services
 - A. Establish yearly customer service training
 - B. Post service desk information where it is easily accessible to students
 - C. Create an advisory board with all Midlothian parties represented
 - D. Work with Tarleton and UNT Dallas to match services
- II. Eliminate Access and Achievement Gaps
 - A. Implement Bulldog Life services on the Midlothian Campus
 - B. Collaborate with the City of Midlothian for community services
 - C. Create an advisory board with all Midlothian parties represented

3. Advance Technology for Tomorrow

- I. Make data informed decisions about the Midlothian Campus Needs
 - A. Analyze the Who's Next data
 - B. Monitor the effectiveness of campus technology
 - C. Update classrooms and common areas with appropriate technology

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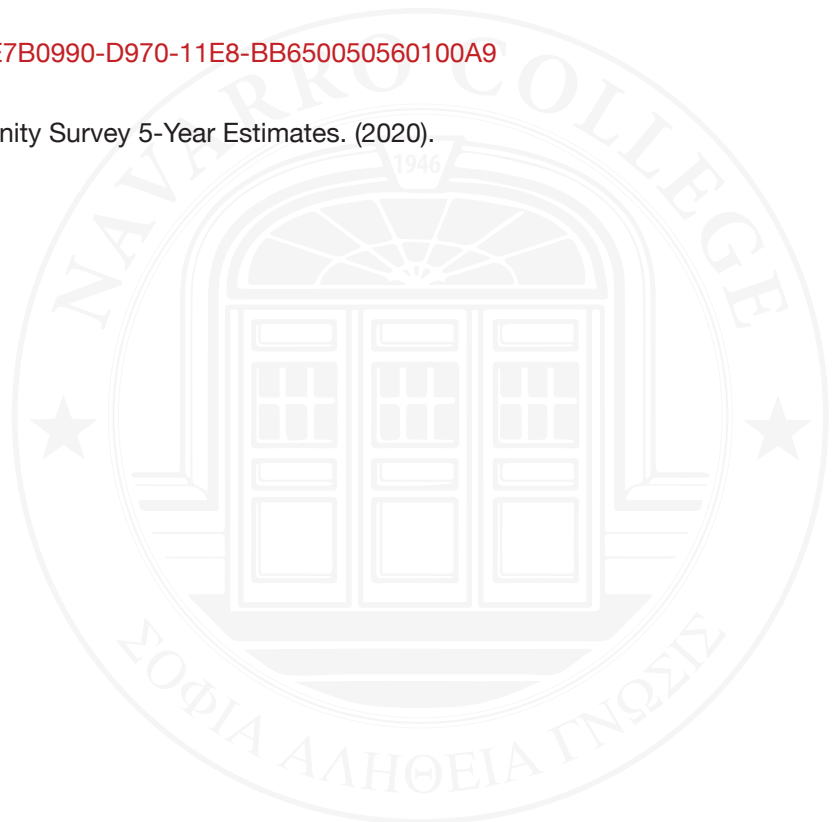
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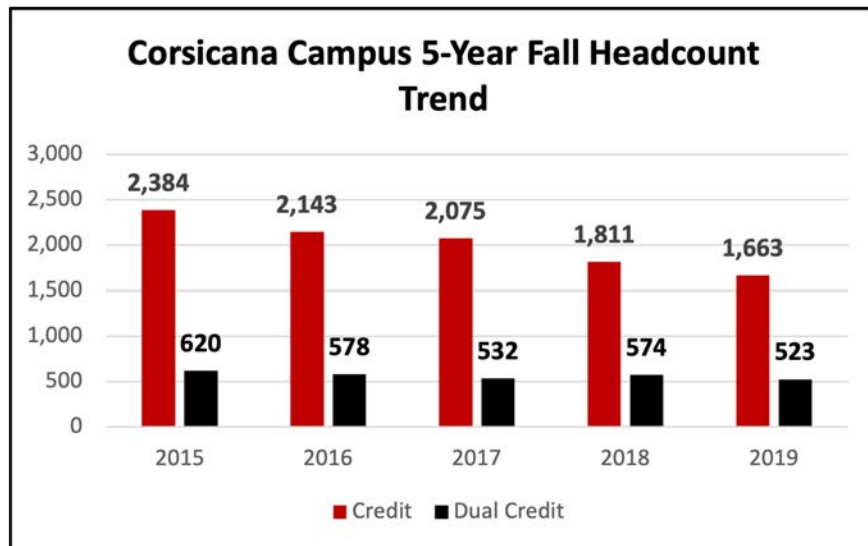
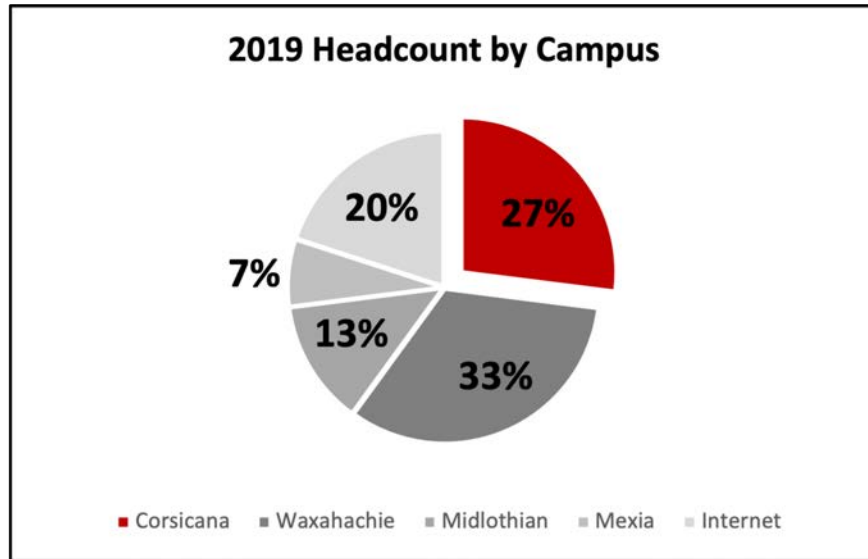
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XIII. APPENDICES – A. Corsicana Campus Environment Scan and SWOT Analysis

CORSICANA CAMPUS DATA

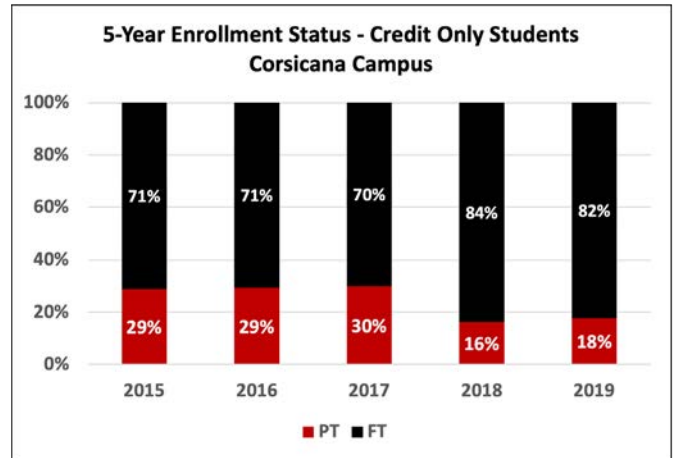
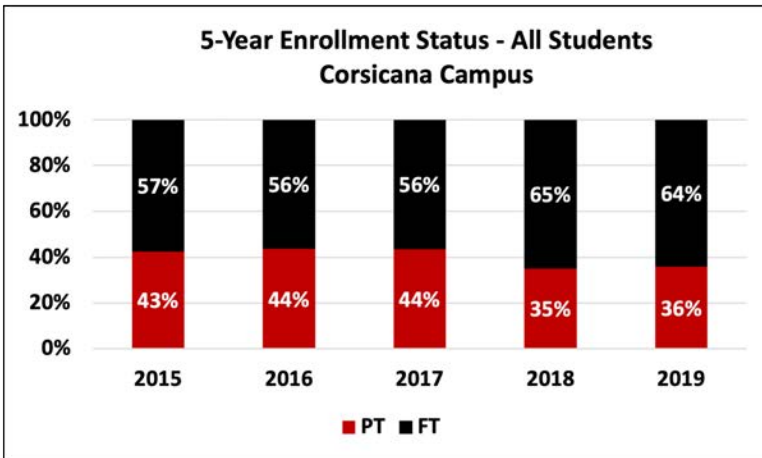
Internal Environment Scan – Headcount



As of Fall 2019, 27% of the Navarro College student population attended on the Corsicana Campus. This is a -5% decline from the Fall 2015 campus mix, where Corsicana had the largest overall campus headcount. While the Corsicana Campus maintains the highest credit population headcount of all campuses, that gap is slowly diminishing.

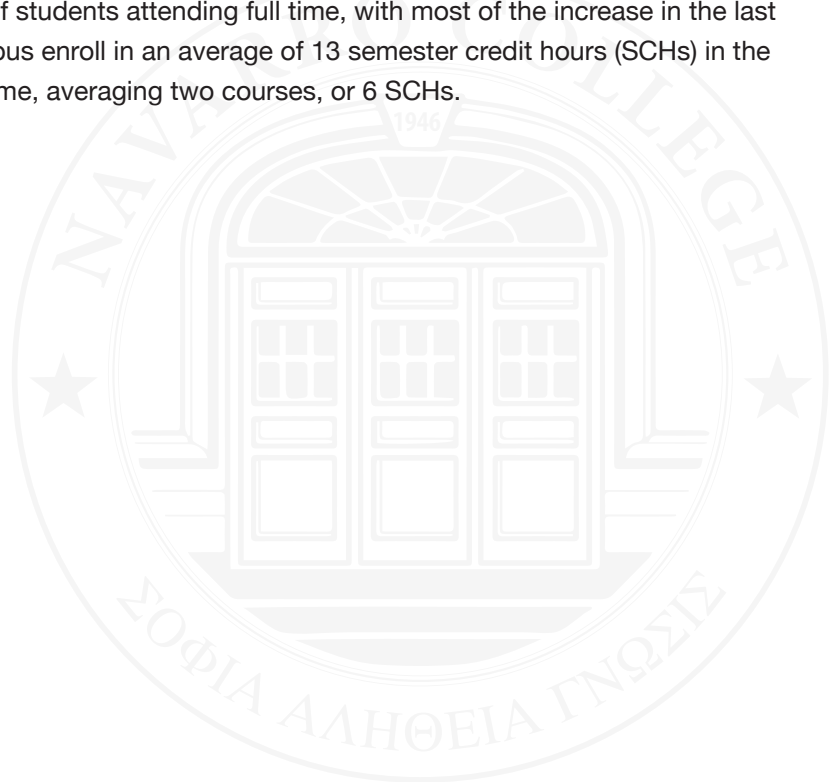
Over the past five years the Corsicana Campus has seen a -27% change in student headcount, comparing Fall 2015 to 2019. Currently, the Corsicana campus consists of 76% credit and 24% dual credit students. In 2015 the mix was 79% credit and 21% dual credit. Comparing Fall 2015 to Fall 2019 we see that dual credit students make up 16% of the decline, compared to credit students composing 30% decline.

Internal Environment Scan – Enrollment Status

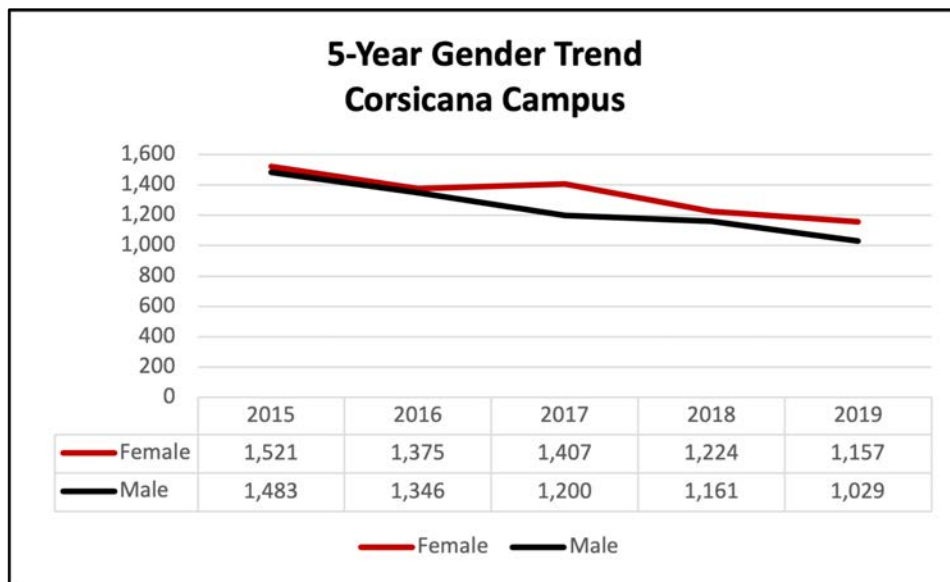
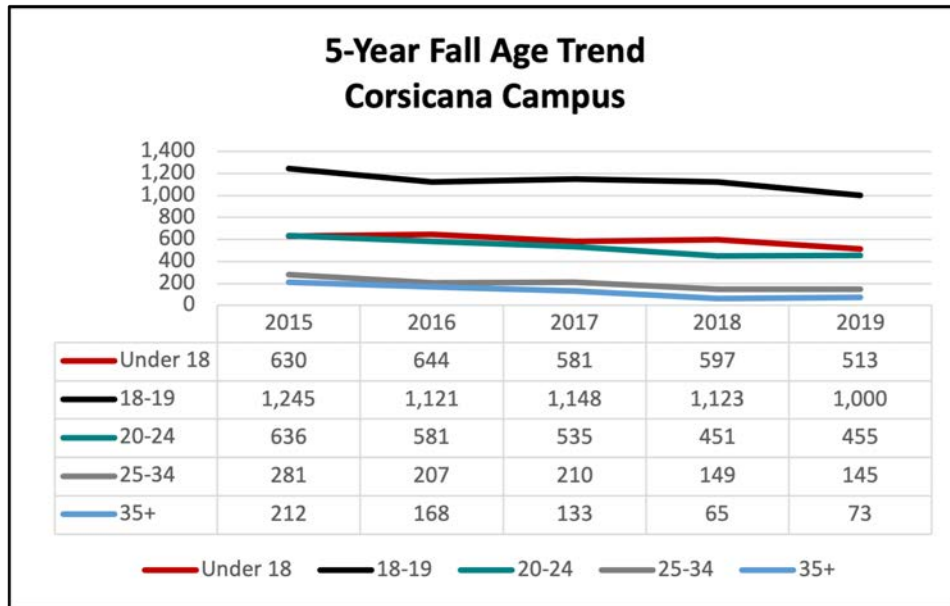


While headcount is a very important indicator to monitor and analyze, it is just as critical to review the enrollment status of our students. Enrollment status demonstrates how many hours our students are taking. According to the Texas Higher Education Coordinating Board 60x30 Strategic Plan, studies show that achieving 30 semester credit hours (SCHs) during the first year of college is critical for students to persist and complete. Maintaining full time status in fall and spring semesters is key in achieving this.

Looking at Corsicana’s enrollment, 64% of the students are attending full time; however, when removing the dual credit population and looking at our credit only students, we see that 82% of the population is full time in 2019. Over the five years there has been an 11% increase in the percent of students attending full time, with most of the increase in the last two years. Credit only students on the Corsicana campus enroll in an average of 13 semester credit hours (SCHs) in the fall. The dual credit population is predominantly part-time, averaging two courses, or 6 SCHs.



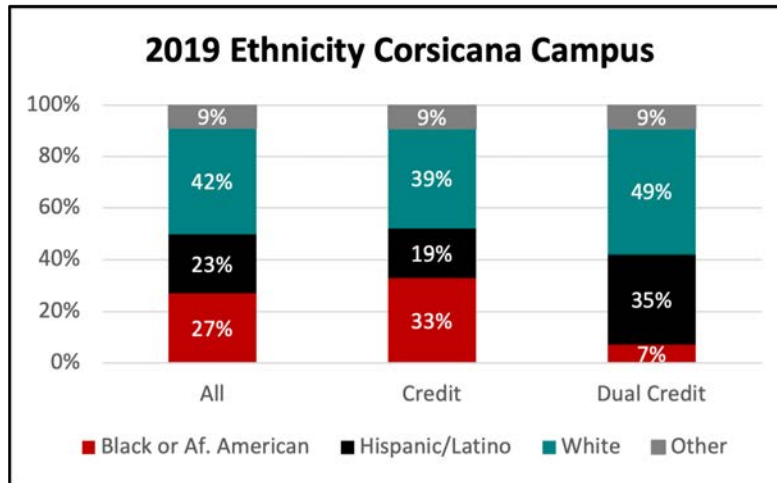
Internal Environment Scan – Age & Gender



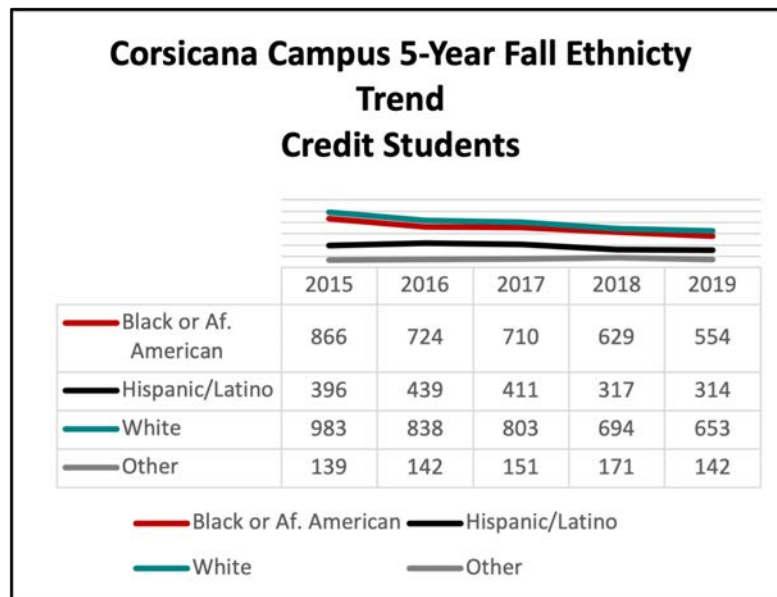
Over the past five years the Corsicana Campus has had declines across all age groups. The 18-19 year olds make up 46% of the campus population, compared to 41% in 2015; however, they have had the largest headcount decline of -245 when comparing 2019 to enrollment in 2015. The 20-24 year olds have consistently represented 21% of the population and had the next largest headcount decline of -181 from 2015 to 2019. 10% of the population is in age groups 25-34 and 35+. Combined they have declined -275 headcount from 2015 to 2019.

Both male and female populations have decreased on the Corsicana Campus over the past five years. In fall 2019 females represented 53% of the entire Corsicana campus, which grew 2% from 2015. The male population has been declining overall, but it is most prevalent among the dual credit population. The credit population consists of 52% female and 48% male, while dual credit gender makeup is 56% female and 44% male.

Internal Environment Scan – Ethnicity



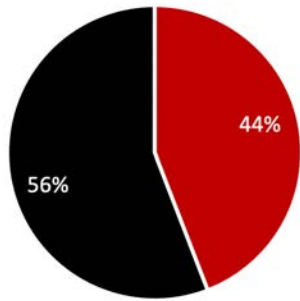
When looking at the Corsicana Campus ethnicity makeup, 59% of the entire campus population are students of color. As of fall 2019, student ethnicity for the entire Corsicana Campus population consisted of 42% White, 27% Black/African American, 23% Hispanic/Latino, and 9% other (consisting of Two or More Races, Asian, Indian, International, Pacific Islander).



Over the last five years all races have declined in enrollment, except for the “other” category, which saw a 2% increase in 2019 compared to 2015. When comparing the change from 2015 to 2019; Black students declined (36%), White students declined (34%), and Hispanic/Latino students declined (21%).

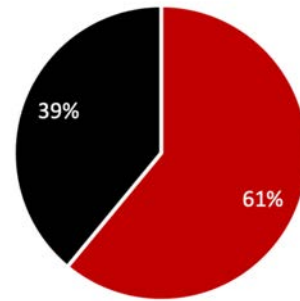
Internal Environment Scan – Residence Life Student Demographics

Credit Students Living in Housing Fall 2019



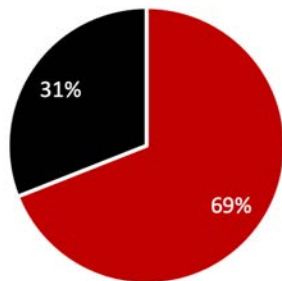
■ NC Residential Student ■ Not

2019 Housing Students by Gender



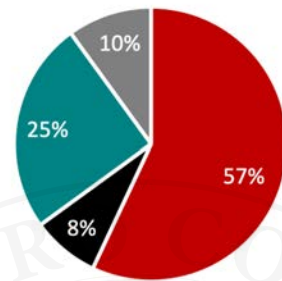
■ Male ■ Female

2019 Housing Students by Economic Status



■ Economically Disadvantaged ■ Not

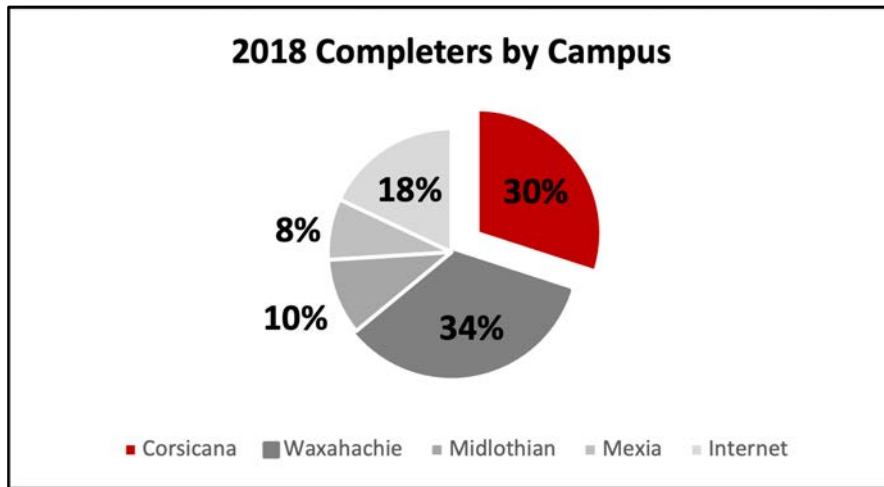
2019 Housing Students by Ethnicity



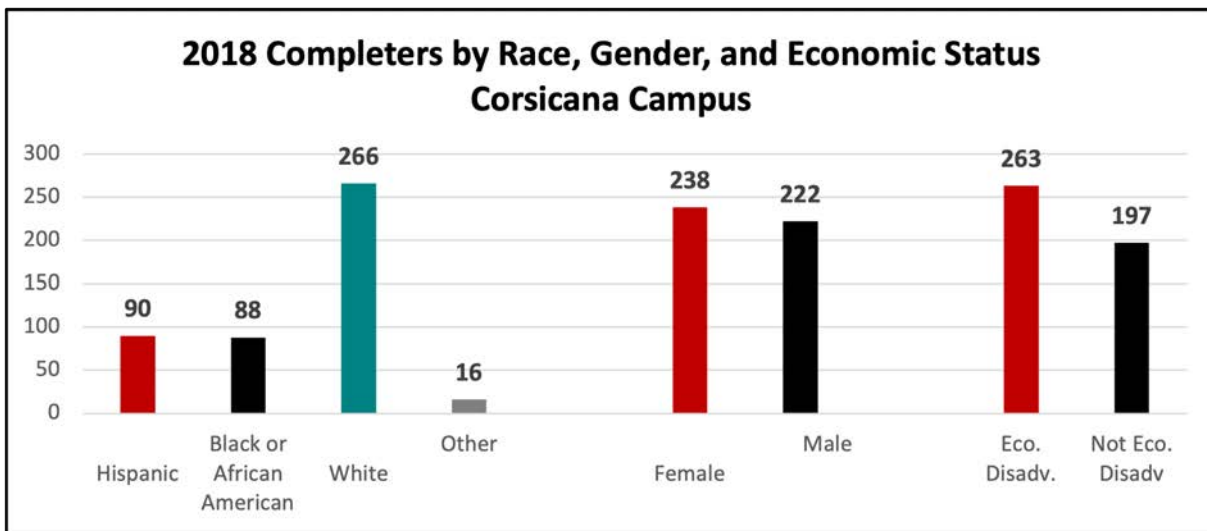
■ Black or Af. American ■ Hispanic/Lation ■ White ■ Other

During Fall 2019, the Corsicana Campus had 736 students living on-campus, which accounted for 44% of the total credit student population. The charts above demonstrate that a majority of students are either black/African American, male, and/or economically disadvantaged. Evidence from the State of Texas' 60x30 Plan shares that all three of these groups are at high risk of not keeping pace with their peers in degree obtainment and are each a targeted population to increase awards. Further investigation found that 36% of all the housing students meet all three high-risk factors of Pell recipient and males of color. Since the housing population consists predominately of students who are more likely not to persist and complete, it is critical to examine financial barriers and academic support systems for our housing students.

Internal Environment Scan – Completers



In 2018, 30% of the certificates and degrees awarded across the Navarro College District were to students on the Corsicana Campus. The campus has enrolled 1,600+ degree-seeking students each year over the last five years and issued 460 awards at Navarro College in 2018. The campus with the highest number of degree-seeking students has the second highest campus completers.



Looking at 2018 completers by demographics, we see that white students earning credentials at a significantly higher rate than all other races. There are also large gaps across every race when comparing the number enrolled each year to those earning an award.

When comparing completers by gender, it is noted that females represent 52% and males 48% of awards, which is almost exactly the proportion of students enrolling by gender on the Corsicana Campus.

Last, when we look at completers by economic status, 57% of the students who earned an award in 2018 are economically disadvantaged. With 60% of the credit students on the Corsicana Campus being economically disadvantaged, it is not surprising that many would fall into this category upon completion. It is positive to see that those who are economically disadvantaged are earning more awards than those who are not. To maintain this momentum, it is critical that support systems are in place to ensure student success.

Internal Environment Scan - High School Pipeline

ISDs have always been a large pipeline into the Navarro College Corsicana Campus. As of Fall 2019, 50% of the students attending on the Corsicana Campus are from the Navarro County District. In looking at our 2018 Navarro County High School Graduates by ISD, we see that only 55.5% enrolled in Higher Education. 273 (44.5%) of our service area students chose not to enroll in any higher education institution immediately after graduation. Of those Navarro County graduates who choose to enroll in college after graduation, 58.4% are attending at Navarro College, which is a 4.5% decline compared to the prior year's graduates.

2018 High School Graduates - Navarro County					
High School	2018 Total Graduates	% Attending College	% Not Attending College	% of College Bound Students Attending Navarro College	Increase/Decrease 2018 to 2017 Attending NC
Blooming Grove High School	61	62.3%	37.7%	60.5%	-1.2%
Corsicana High School	362	53.3%	46.7%	58.6%	-5.1%
Dawson High School	30	46.7%	53.3%	57.1%	-19.5%
Kerens High School	49	63.3%	36.7%	54.8%	-8.2%
Mildred High School	59	69.5%	30.5%	61.0%	0.1%
Rice High School	53	45.3%	54.7%	54.2%	4.1%
Navarro County Total	614	55.5%	44.5%	58.4%	-4.5%

*high school's with less than 25 graduates are not included in this report, to protect anonymity

Navarro County high school student success measures for the 2008 High School cohort (tracked over 10 years), shows that 76% earned a high school diploma, 60% enrolled in a higher educational institution, and 24% earned a certificate or degree in Texas. We can see from the chart above that there are gaps among Hispanic, male, and economically disadvantaged students when it comes to enrolling in higher education. We see these gaps in success further increase when looking at those who actually earned a credential, especially among African American and economically disadvantaged students.

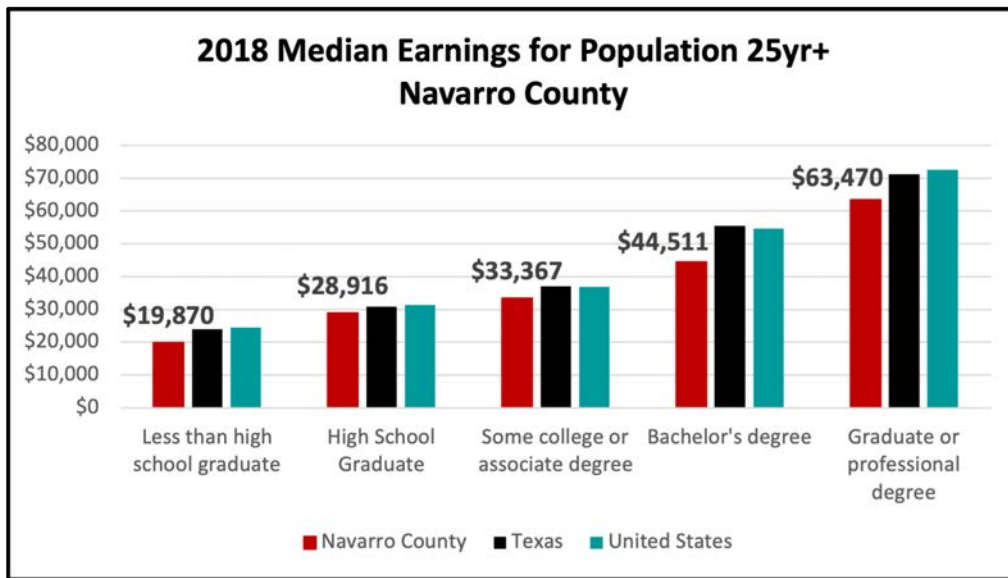
2008 8th Grade Cohort Tracked Through Higher Education				
NAVARRO COUNTY				
Profile	Total 8th Graders	High School Graduate (FY11-13)	Enrolled in Higher Education	Earned Certificate or Degree TX
Female	309	76%	66%	29%
Male	333	75%	54%	19%
African American	104	73%	68%	13%
Hispanic/Latino	188	76%	43%	22%
White	336	77%	67%	29%
Other	14	57%	36%	14%
Not Economically Disadvantaged	276	83%	75%	36%
Economically Disadvantaged	366	70%	48%	15%

source: <http://www.txhighereddata.org/index.cfm?objectId=4E600400-D970-11E8-BB650050560100A9>

External Environment Scan - Educational Attainment & Earnings

Educational Attainment - Navarro County				
Educational Level	Navarro County	5 County Service Area	Texas	United States
Population 25+	31,679	181,728	17,815,359	218,446,071
Less than high school graduate	21.8%	18.1%	16.8%	12.4%
High school graduate or equivalent	29.4%	32.8%	25.0%	27.1%
Some college, no degree	23.6%	24.1%	21.8%	20.6%
Associate's degree	9.1%	8.4%	7.1%	8.4%
Bachelor's degree	10.3%	11.6%	19.1%	19.4%
Graduate or professional degree	5.8%	4.9%	10.2%	12.1%

Source: 2018 American Community Survey 5-Year Estimates, <https://www.census.gov/programs-surveys/ac>
 Source: US Census QuickFacts <https://www.census.gov/quickfacts>



Educational attainment within Navarro County aligns very closely to the Navarro College Service area but varies when comparing to Texas and the United States. 75% of the 25+ year old population in Navarro County has some college, no degree or below as their highest level of educational attainment. This compares to 75% in the 5-county service area, 64% in the state of Texas and 60% United States. The greatest difference is among those with less than a high school graduate. With nearly 24,000 adults in Navarro County without a degree, and almost 7,000 with less than a high school diploma, there is a large opportunity to assist our community with degree attainment. As individuals increase their level of education, the earning potential increases in proportion, which proves to be true in Navarro County. We have an opportunity to upskill 25% of our residents. It is critical to build a strong pipeline and transitional programs between Adult Education, Continuing Education, Career and Technical Education and Transfer programs.

External Environment Scan - Socioeconomic Status

Socioeconomic Status - Navarro County			
Socioeconomic Indicators	Navarro County	5 County Service Area	Texas
Total Population	48,583	277,743	27,885,195
Employment rate	56.0%	52.1%	61.0%
Median Household Income	\$47,920	\$51,272	\$59,570
Language other than English spoken at home	24.2%	18.0%	35.8%
Poverty rate	18.2%	16.4%	14.9%
Poverty - children under 18	26.5%	25.3%	21.1%
People without health insurance	17.4%	17.4%	17.7%
Households without a computer	15.5%	16.5%	10.8%
Households without internet	28.9%	29.0%	20.7%

Source: 2018 American Community Survey 5-Year Estimates, <https://www.census.gov/programs-surveys/acs>

Source: US Census QuickFacts <https://www.census.gov/quickfacts>

Navarro County's socioeconomic status compared to Texas and the United States is of concern. The median household income is around \$10,000 less compared to the state/nation, which speaks to the increase in degree attainment among our residents, as mentioned previously. The employment rate of the county is just slightly lower than the state and nation, yet many social services issues are present. The overall poverty rate is higher in the county and the poverty among children is 9% higher compared to the nation. We have 16% of our households without a computer and 29% with no internet connection, which is 10% below the state and nation's average. 24% of our residents live in a home where a language other than English is spoken in the house.

It is important to understand the social make up of our community and the issues they face in order to provide the correct and needed services, to best assist our specific population. It does no good to offer training and educational opportunities without considering the barriers and work needed to eliminate obstacles for anyone wanting to further their educational attainment. Half of the students coming to the Corsicana Campus are from within Navarro County, and many might have come from households with many socioeconomic barriers. It is key to ensure access and success is possible for the entire community.

External Environment Scan - Industry

A majority of Navarro County residents are employed within four industries:

- 1) Education services, health care, social services
- 2) Manufacturing
- 3) Retail trade
- 4) Construction.

The Corsicana Campus offers continuing education, certificate, and degree options directly tied into the health care professions. There are career/technical and transfer degree plans for those seeking employment in the educational industry. The campus also offers programs in industrial maintenance, welding, business, and accounting that align with the next two industries and occupations: manufacturing, and retail trade.

Texas Workforce Solutions, North Central Texas provides Navarro County with a quarterly county summary report that provides demographic profiles, employment and wage trends, cost of living index and industry and occupation snapshots. The 2020 economy overview report provided by Emsi, a labor market data company, for Navarro County, TX shows that the top five growing industries for Navarro County are:

- 1) Manufacturing (*far outpacing all industries*)
- 2) Accommodation and food service
- 3) Administrative and support and waste management and remediation services
- 4) Transportation and warehousing
- 5) Arts, entertainment and recreation

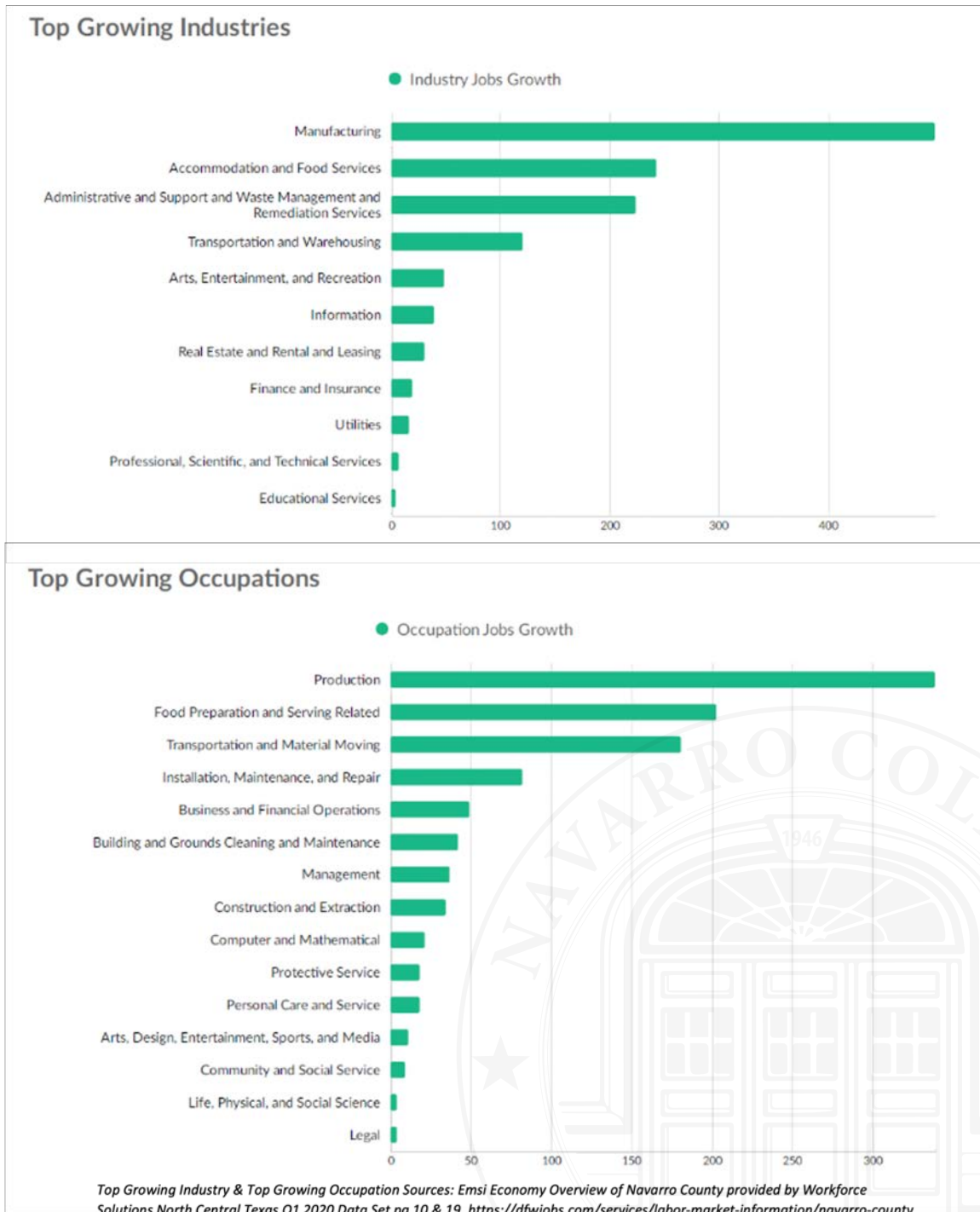
The top five growing occupations are also identified by Emsi for Navarro County and include:

- 1) Production
- 2) Food preparation and serving related
- 3) Transportation and material moving
- 4) Installation, maintenance, and repair
- 5) Business and financial operations.

Percent of Population Employed in Various Industries within Navarro County	
Industry	Navarro County
Employed Population 16+	20,941
Educational, Services, Health Care, Social Services	23%
Manufacturing	15%
Retail Trade	11%
Construction	10%
Arts, Entertainments	9%
Transportation, Warehouse, Utilities	6%
Public Administration	6%
Management, Admin, Waste Mgmt	5%
Other Services, Except Public Admin	5%
Agriculture, Forestry, Fishing, Hunting, Mining	4%
Finance, Insurance, Real Estate	4%
Wholesale Trade	2%
Information	1%

The following two charts are graphs provided in the 2020 economy report.

External Environment Scan - Industry



It will be critical for Navarro College to work with business/industry partners to ensure program offerings are aligned with their needs. This includes training available at all levels from adult education to continuing education opportunities to workforce, career and technical certificates and degrees and transfer options. Working with the business community to identify its immediate and long-term needs will allow the college to provide the correct training and employment opportunities for our community that lead to local high-wage, high-demand jobs.

CORSICANA CAMPUS SWOT ANALYSIS

Strengths

- Full-residential experience
- Affordable
- Comradery and family-feel among employees
- Reputation of certain programs offered on campus
- Scholarship programs to help with affordability
- Small class sizes
- Quality of faculty, staff, and administration
- Strong, successful athletics program

Weaknesses

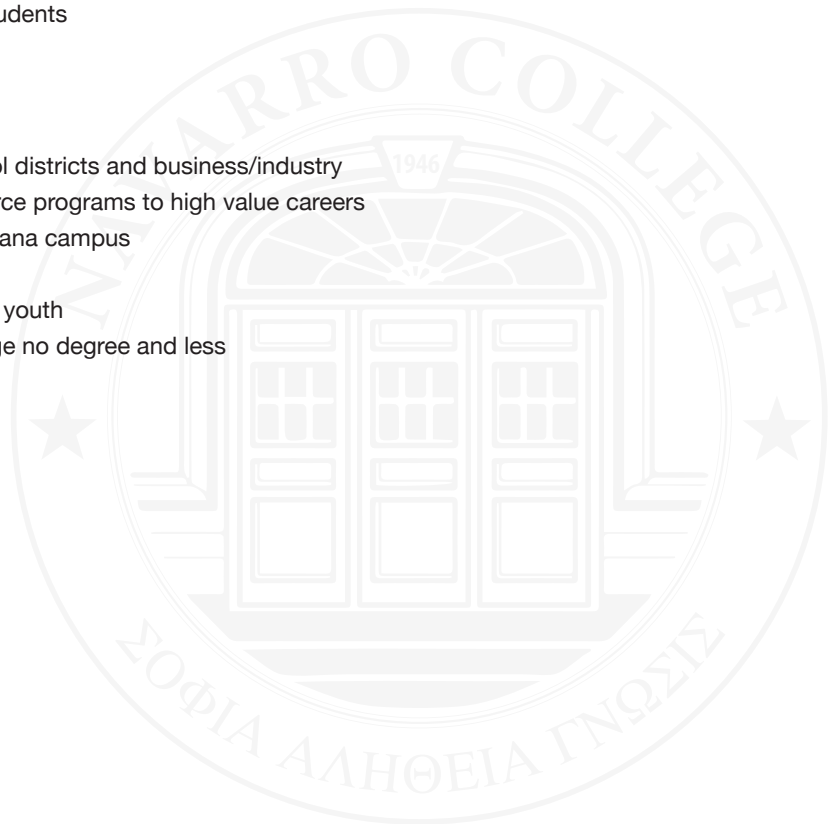
- Continuous excellence in customer service
- Local community lack of awareness of all the campus offerings and even the campus itself
- Technology is outdated and not sufficient for needs of both students and employees
- Systems and processes to complete tasks are not uniformed or streamlined
- Communication breakdowns across all employee types
- Data is reactive and outdated by the time end users access for decision making
- Lack of training, or standardized training for each department/position/duty
- Hours of services for students living on campus (food, library)
- Students receive the run-around across all departments - multiple calls, visits, and emails
- Better connection to students after recruiting
- Clear, understandable communication with high school counselors, students, and parents
- The overall on-campus experience for residential students

Opportunities

- Pursuance of offering a Bachelor Degree in Nursing
- Strengthen partnerships with Navarro County school districts and business/industry
- Identify specific industry needs and align all workforce programs to high value careers
- Market the programs, events activities of the Corsicana campus
- Embed industry-recognized certifications
- Work with high schools to connect with opportunity youth
- Connect with 25+ population who have some college no degree and less
- Retention and completion among all students
- Access and success of underserved populations
- Strengthen social services
- Leverage technology to increase efficiency
- Sports programming and new offerings
- 24/7 campus service approach

Threats

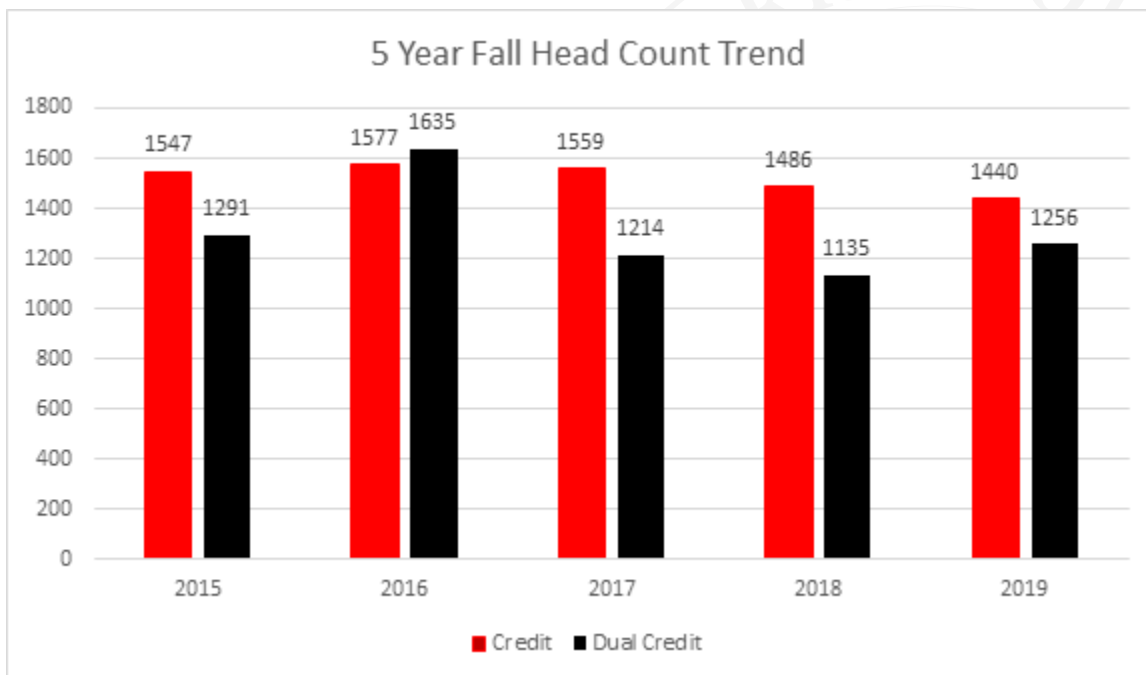
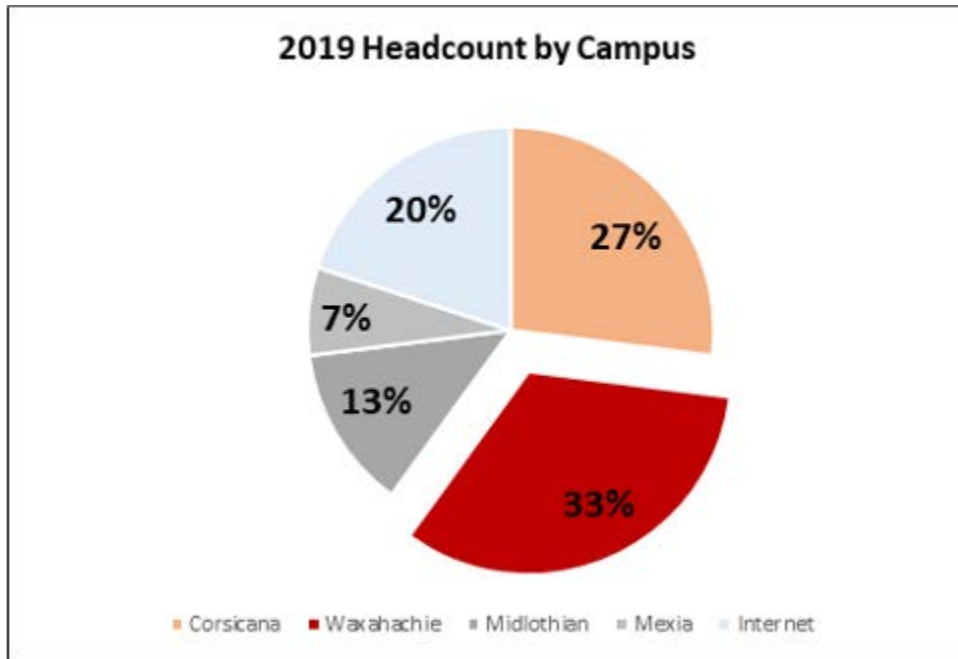
- Reduction in funding from state
- College affordability
- Labor market needs
- Business/Industry in-house training programs
- Online educational training providers

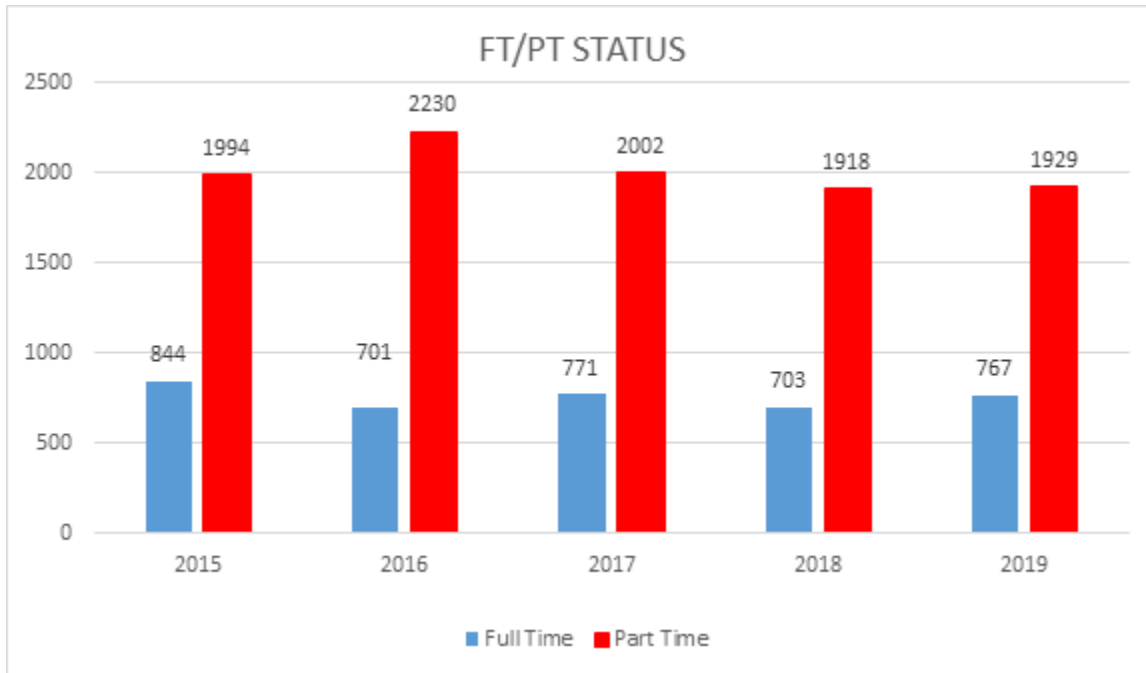


XIII. APPENDICES – B. Waxahachie Campus Environment Scan and SWOT Analysis

WAXAHACHIE CAMPUS DATA

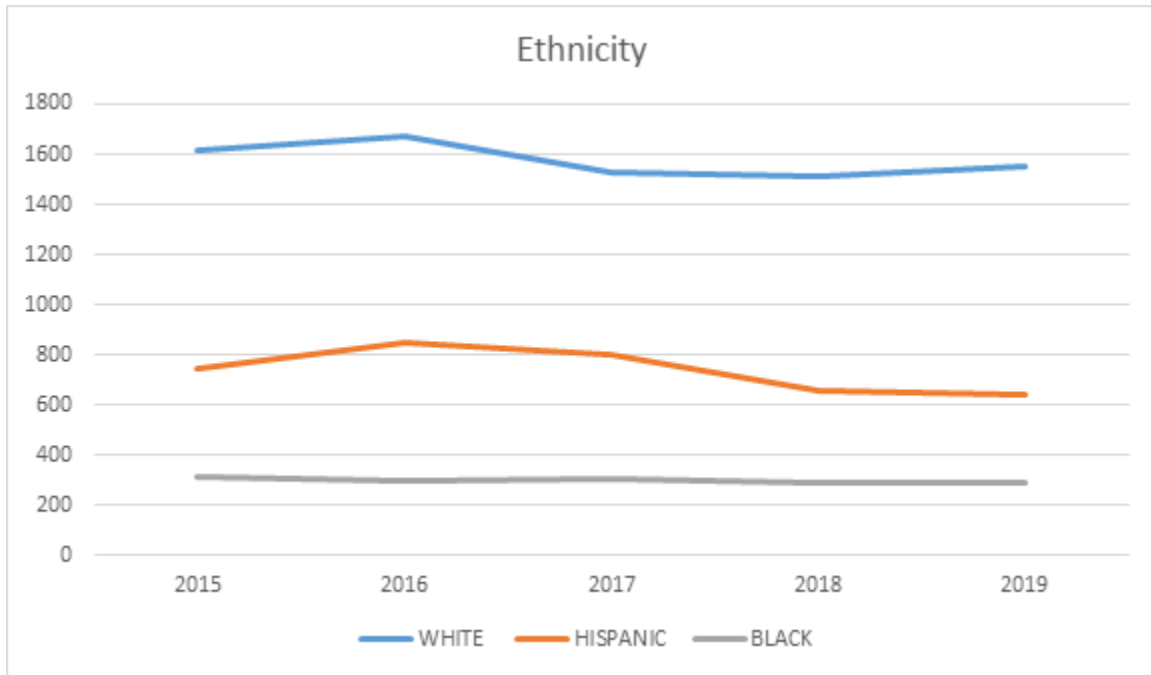
Internal Environment Scan – Headcount





Age Group	2019	2018	2017	2016	2015
Under 18	1,214	1,113	1,220	1,370	1,269
18-19	587	592	637	611	594
20-21	289	269	330	327	312
22-24	175	217	187	207	209
25-29	157	176	170	168	179
30-34	112	96	83	92	93
35-39	79	66	62	56	63
40-29	67	75	66	80	85
50-64	15	16	16	20	33
65 and Over	1	1	2	0	1
Total	2,696	2,621	2,773	2,931	2,838

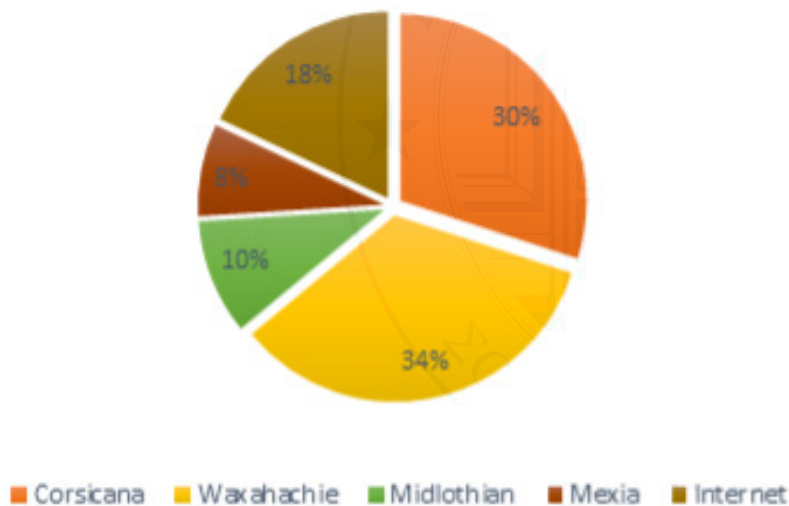
The average age of a student on the Waxahachie campus has been relatively steady between 2015 and 2019. The most significant decline has been for students between ages 22-29. Conversely, a comparable percentage increase was seen in students aged 30-40. Sixty percent of all Waxahachie Campus students are female.



The Waxahachie Campus is an ethnically diverse campus, reflecting the community. The city of Waxahachie is comprised of 59.9% white residents, slightly higher than the campus average of 58.9 % in 2019. Hispanic residents make of 17.2% of the Waxahachie community, and 23.7% of Navarro College Waxahachie students in 2019. There has also been a five-year increase in the number of students identifying as two or more races: thirty-two (32) in 2015 to 107 in 2019.

Internal Environment Scan – Completers

2018 Completers by Campus



Internal Environment Scan - High School Pipeline

2008 8th Grade Cohort Tracked Through Higher Education				
ELLIS COUNTY				
Profile	Total 8th Grade	High School Graduate (FY11-13)	Enrolled in Higher Education	Earned Degrees or Certificates Texas
Female	1,134	84%	65%	32%
Male	1,157	82%	56%	25%
African American	226	81%	61%	14%
Hispanic/Latino	662	83%	48%	19%
White	1,377	83%	67%	35%
Other	26	88%	50%	31%
Not Economically Disadvantaged	1,470	85%	67%	36%
Economically Disadvantaged	821	79%	48%	15%

2018 High School Graduates - Ellis County					
High School	2018 Total Graduates	% Attending College	% Not Attending College	Increase/Decrease 2018 to 2017 Attending NC	% of College Bound Students Attending Navarro College
Ennis High School	358	48.32%	51.68%	-0.75%	47.40%
Ferris High School	201	39.30%	60.70%	-7.03%	31.65%
Italy High School	48	56.25%	43.75%	10.42%	40.74%
Maypearl High School	79	53.16%	46.84%	-0.87%	38.10%
Midlothian High School	613	58.08%	41.92%	-5.20%	31.74%
Palmer High School	84	29.76%	70.24%	-12.46%	52.00%
Red Oak High School	439	56.72%	43.28%	0.12%	23.69%
Waxahachie High School	543	58.56%	41.44%	-2.72%	27.99%
Ellis County Total	2,365	53.66%	46.34%	-2.95%	32.15%

Source: THECB High School Graduates Enrolled in Higher Education the Following Fall by High School County, School District, High School, <http://www.txhighereddata.org/index.cfm?objectid=DE7B0990-D970-11E8-BB650050560100A9>

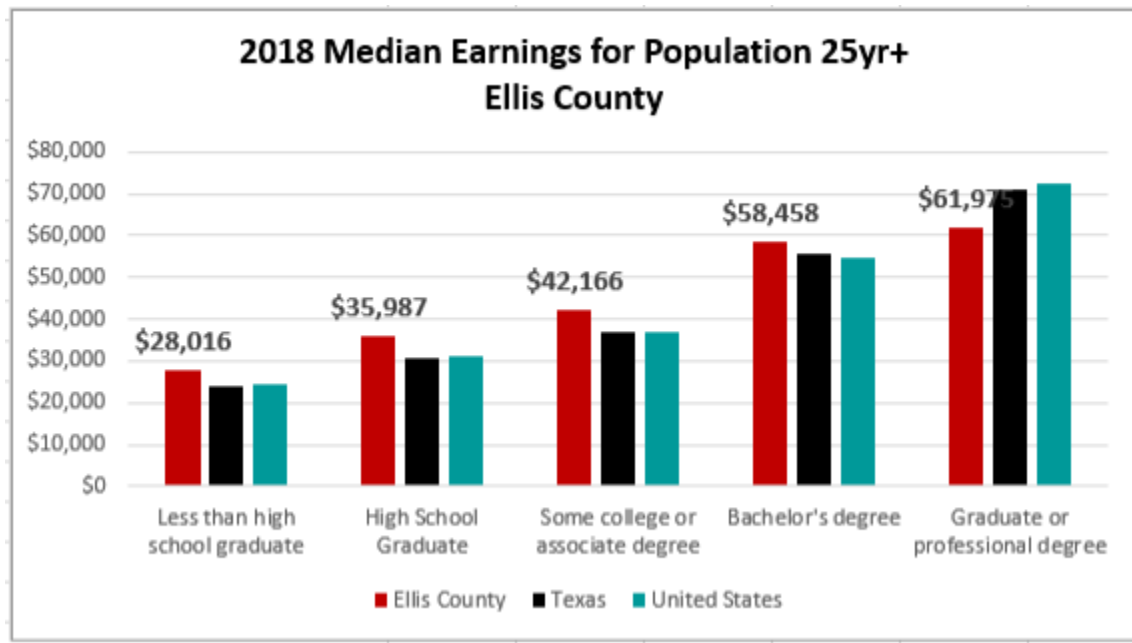
Ellis County high schools partner with Navarro College through Dual Credit programs and recruitment efforts to encourage students to attend Navarro College after graduating from high school. In 2018, about 17% of the graduating seniors attended a Navarro College campus.

Starting in 2008, a cohort of 8th grade students was tracked over a ten-year period. The success measures found over this time for the Ellis County students show that 83% earned a high school diploma, 60% enrolled in higher education, and 28% earned a certificate or degree from a higher education institution in Texas. There are significant gaps for the Hispanic, male, and economically disadvantaged populations earning a higher education credential.

In 2018, 54% of the high school graduates from Ellis County schools attended a higher education institution, while 46% chose not to enroll immediately after graduation.

External Environment Scan - Educational Attainment & Earnings

Educational Attainment - Ellis County				
Credential Earned	Ellis County	5 County Service Area	Texas	United States
Population 25+	108,071	181,728	17,815,359	218,446,071
Less than high school graduate	14.2%	18.1%	16.8%	12.4%
High school graduate or equivalent	28.3%	32.8%	25.0%	27.1%
Some college, no degree	26.0%	24.1%	21.8%	20.6%
Associate's degree	8.3%	8.4%	7.1%	8.4%
Bachelor's degree	16.3%	11.6%	19.1%	19.4%
Graduate or professional degree	6.9%	4.9%	10.2%	12.1%



The educational attainment of Ellis County residents is slightly higher than the Navarro College Service area but varies compared to Texas and the United States. Just under 86% of the Ellis County population 25 years of age and older has earned the equivalent of a high school diploma while 57.5% has some college, no degree or a college credential. The 2018 median earnings for the population of 25 and older in Ellis County are above both Texas and the United States for all categories except Graduate or Professional degree.

External Environment Scan - Socioeconomics Status

Socioeconomic Status - Ellis County				
Socioeconomic Indicators	Ellis County	5 County Service Area	Texas	United States
2018 Total Population	168,838	277,743	27,885,195	322,903,030
Employment rate	63.8%	52.1%	61.0%	59.8%
Median Household Income	\$72,213	\$51,284	\$59,570	\$60,293
Language other than English spoken at home	18.8%	18.0%	35.8%	21.9%
Poverty rate	9.3%	16.4%	14.9%	13.1%
Poverty - children under 18	13.9%	25.3%	21.1%	18.0%
People without health insurance	15.2%	17.4%	17.7%	8.9%
Households without a computer	7.1%	16.5%	10.8%	11.2%
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The socioeconomic status of the residents of Ellis County is considerably higher than Navarro College’s service area, Texas, and the United States. The median household income for Ellis County is higher, over \$10,000, while the poverty rate is lower. One area of concern is the percentage of people without health insurance. While it is lower than the percentage of people in the Navarro College service area and Texas, it is significantly higher than United States.

As Navarro College plans for the future, it is important to make educational opportunities available for our students knowing that in Ellis county 7.1% of the population is without a computer and 15.3% are without the internet. These are critical elements to being a successful college student in the current course delivery model. College students need to be able to access these services through Navarro College.

External Environment Scan - Industry

Percent of Population Employed in Various Industries within Ellis County	
Industry	Ellis County
Employed Population 16+	81,964
Educational, Services, Health Care, Social Services	20%
Manufacturing	13%
Retail Trade	11%
Management, Admin, Waste Mgmt	10%
Construction	9%
Arts, Entertainments	7%
Transportation, Warehouse, Utilities	7%
Finance, Insurance, Real Estate	7%
Other Services, Except Public Admin	5%
Public Administration	4%
Wholesale Trade	3%
Agriculture, Forestry, Fishing, Hunting, Mining	2%
Information	2%

The majority of the employed Ellis County population work in Educational Services, Health Care, Social Services, Manufacturing, Retail Trade, Management, Administrative, and Waste Management. Within the last seven years, two new major hospitals have opened in Ellis County: Baylor Scott and White Waxahachie and Methodist Midlothian. The employment rate in Health Care will increase in the coming years. In recognition of this increase, Navarro College has greatly expanded Health Professions programming in Ellis County during the past several years. Occupational Therapy Assistant and Physical Therapist Assistant Programs started on the Midlothian Campus, and the Licensed Vocational Nursing program is set to begin in fall 2021.

The Waxahachie Campus opened a new cohort of Associate Degree Nursing students and has doubled the enrollment for LVN students in the past 3 years. Additional plans include the ability to offer a Bachelor of Science of Nursing (BSN) degree on in both Corsicana and Waxahachie pending Legislative and accreditation approvals.

The Waxahachie campus has identified Health Care, Industrial Maintenance, Information Technology and Manufacturing support as the areas to focus onto meet the workforce and socioeconomic needs of our community.

WAXAHACHIE CAMPUS SWOT ANALYSIS**Strengths**

- Strong visionary leadership
- Outstanding faculty/dedicated and loyal staff
- Highly caring/experienced/credentialed and quality faculty
- Attractive, aesthetically pleasing campus
- Competitive tuition
- Health Professions and Protective Services
- Located in a high growth community and county
- Land to expand

Weaknesses

- Personnel needs: understaffed in some areas/overstaffed in others
- Strong communication between campuses and departments
- Communication across campuses with department chairs and faculty
- Multi-campus cohesiveness
- Perception as a dual credit college in the community
- Visibility within the community
- Marketing directed toward Corsicana Campus and residential students
- Aging facilities, particularly the Administration Building
- Technologically antiquated

Opportunities

- Market programs and events on campus
- Opportunity Youth
- Expanded CTE to meet workforce needs
- Increase non-traditional student outreach programs
- Continuing Education with community partners
- NCJAA and club athletics

Threats

- Proximity to Dallas County and Tarrant County
- Online Programs and Institutions
- College affordability
- Dual Credit
- Non-taxing District



XIII. APPENDICES – C. Mexia Campus Environment Scan and SWOT Analysis

MEXIA CAMPUS DATA

Environment Scan

The table below shows the headcount of the Mexia Campus from 2015-2019:

Gender	2019	2018	2017	2016	2015
Female	390	472	617	669	729
Male	216	272	362	421	384
Total	606	744	979	1,090	1,113
FT/PT Status	2019	2018	2017	2016	2015
PT	466	589	817	900	873
FT	140	155	162	190	240
Total	606	744	979	1,090	1,113
Residency	2019	2018	2017	2016	2015
In District	19	36	25	28	38
Out of District	586	706	951	1,059	1,070
Out of State	1	1	3	2	4
Foreign	0	1	0	1	1
Total	606	744	979	1,090	1,113

While this chart does include dual credit students who are serviced at their high school campus, a significant decline in headcount has occurred on the Mexia Campus across the past four years as a result of enrollment decreases in both on-campus classes and dual credit.

On-Campus Headcount:

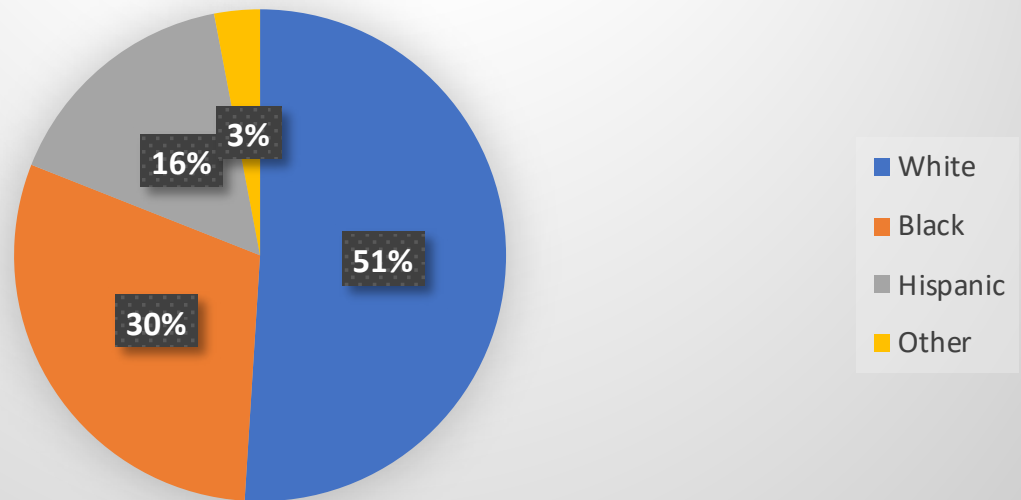
Gender	2019	2018	2017	2016	2015
Female	223	252	278	306	396
Male	57	84	95	129	136
Total	280	336	373	435	532

Dual Credit Headcount:

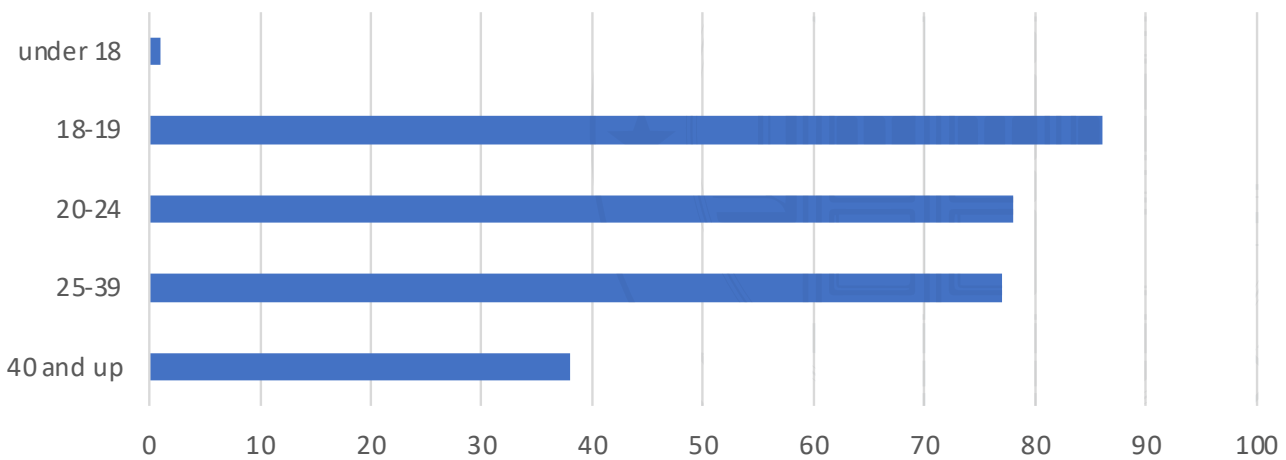
Gender	2019	2018	2017	2016	2015
Female	167	220	339	363	333
Male	159	188	267	292	248
Total	326	408	606	655	581

In Fall of 2019, 51% of students on the Mexia Campus were white, with 30% of students being Black and 16% Hispanic. Of 280 students, 86 were between the ages of 18-19 years, 78 were between 20-24 years, 77 were 25-39 years and 38 were 40 years or older.

Mexia Campus Ethnicity Fall 2019 Credit Students



Mexia Campus Age Distribution Fall 2019 Credit Students



In 2018, the Household Income and Educational Attainment for the Mexia Campus service area was as follows:

	Freestone County	Leon County	Limestone County	Texas	United States
2018 Population Estimate	19,709	17,098	23,515	27,885,195	322,903,030
Median Household Income	\$48,731	\$44,875	\$42,680	\$59,570	\$60,293
Educational Attainment	Freestone County	Leon County	Limestone County	Texas	United States
Population 25 years and over (Estimate)	13,854	12,025	16,099	17,815,359	218,446,071
Less than 9th grade	6.9%	6.1%	8.2%	8.5%	5.3%
9th to 12th grade, no diploma	10.9%	11.5%	10.7%	8.3%	7.1%
High school graduate (includes equivalency)	32.8%	38.8%	34.9%	25.0%	27.1%
Some college, no degree	25.6%	19.7%	25.8%	21.8%	20.6%
Associate's degree	10.7%	7.5%	6.4%	7.1%	8.4%
Bachelor's degree	9.7%	11.9%	10.0%	19.1%	19.4%
Graduate or professional degree	3.4%	4.5%	4.0%	10.2%	12.1%
Percent high school graduate or below	50.6%	56.4%	53.8%	41.8%	39.5%
Percent high school graduate or higher	82.2%	82.4%	81.1%	83.2%	87.7%
Percent Bachelor's degree or higher	13.0%	16.4%	14.0%	29.3%	31.5%

Source: 2014-2018 American Community Survey 5 Year Estimates U.S. Census DP02

Thus, for the three-county service area of the Mexia campus, only about 14% of the population hold a bachelor's degree or higher, and an alarming percentage have only graduated from high school, approximately 35.5%. In addition, 17% did not complete even high school. These numbers indicate that there is a need for Adult Education programs in the area. However, the Mexia Campus is currently in the McLennan College district for Adult Education services, which prevents Navarro College from implementing such programs in the service area. The median household income for the service area is also well below the median household income for the State of Texas, demonstrating the economic needs of many of the Mexia Campus students.

Local Employment Data

In 2019 the Annual Unemployment Rate ranged from 3.9 in Limestone County to 4.7 in Freestone County. (Texas Labor Market Information).

Annual Unemployment Rate:

Year	Freestone	Leon	Limestone	Texas	US
2015	5.9	5.7	5.2	4.2	4.8
2016	6.7	6.6	5.5	4.6	4.5
2017	5.3	5.7	5.0	3.7	3.9
2018	5.1	4.8	4.4	3.6	3.7
2019	4.7	4.1	3.9	3.3	3.4

Source: Texas Labor Market Information

According to the 2014-2018 American Community Survey 5-year Estimates U.S. Census DP03, the three highest ranking industries for the Mexia Campus service area in 2018 were:

- Educational Services, Health Care and Social Assistance
- Retail Trade
- Agriculture, Forestry, Fishing and Hunting, and Mining



MEXIA CAMPUS SWOT ANALYSIS**Strengths**

- Employees take pride in Navarro College
- The College's focus on students, families, the community, and relationships
- The focus on the needs of students, both academic and personal
- Good relationships among faculty and adjunct faculty
- Quality employee benefits
- Students feel prepared to transfer to a four-year institution
- Competitive tuition cost
- Quality instruction
- Administrators, faculty, and staff are approachable
- The campus is well-maintained
- Faculty are understanding of students' unique life circumstances

Weaknesses

- Aging technology
- Some students do not feel safe and secure on campus
- Computer labs are not adequate
- Limited scheduling options and course offerings
- Lack of student resources (tutoring, student services, clubs etc.)
- Financial support for students/cost of supplies
- Policies and procedures regarding registration and course selection are not always clear and well-publicized
- Students do not have convenient options for paying their tuition bill
- Accuracy of information provided to students/uninformed staff
- Staff/Faculty perceive themselves as less important and less informed than those of larger campuses

Opportunities

- Perception of Navarro College in the community is not that of a serious academic institution or is largely overlooked, not well advertised
- Not reaching the Hispanic community and non-traditional students

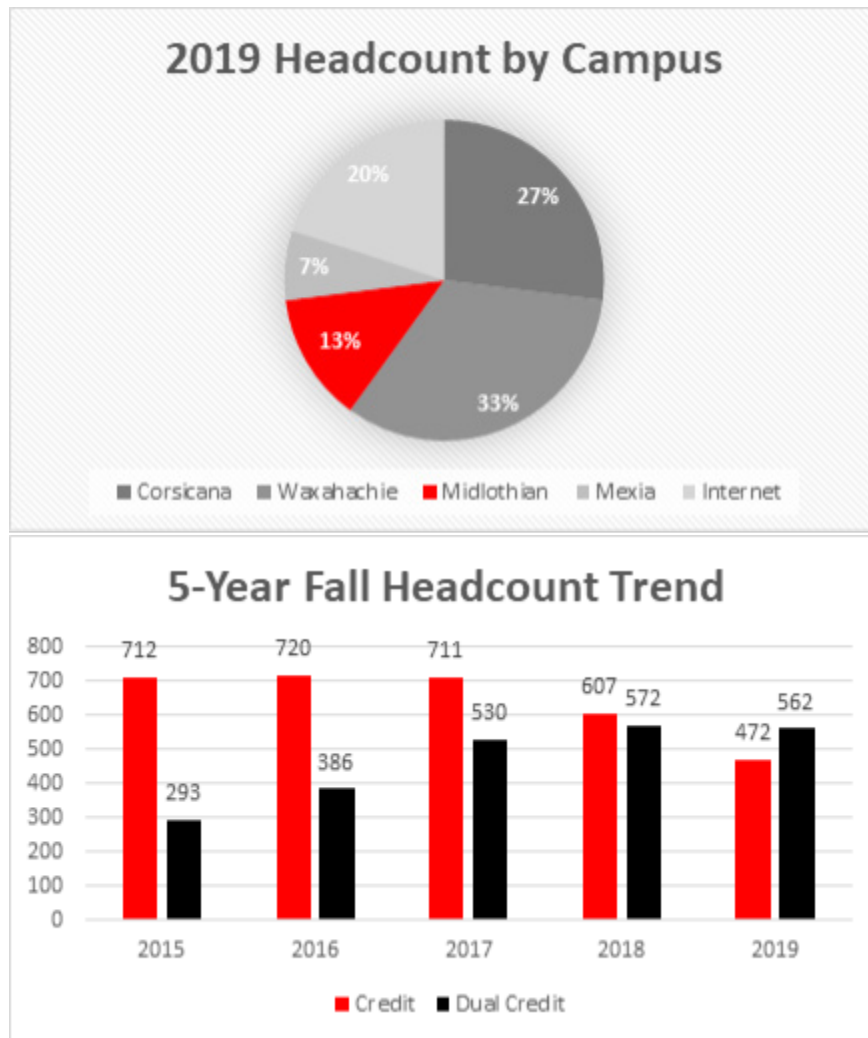
Threats

- Limited office staff and resources
- Lack of economic/business and industry growth in the service area
- Other CTE providers close by are better able to meet needs of our students
- Limited availability of qualified instructors within proximity to campus
- High poverty communities with little understanding of the advantages of receiving higher education certification / degrees

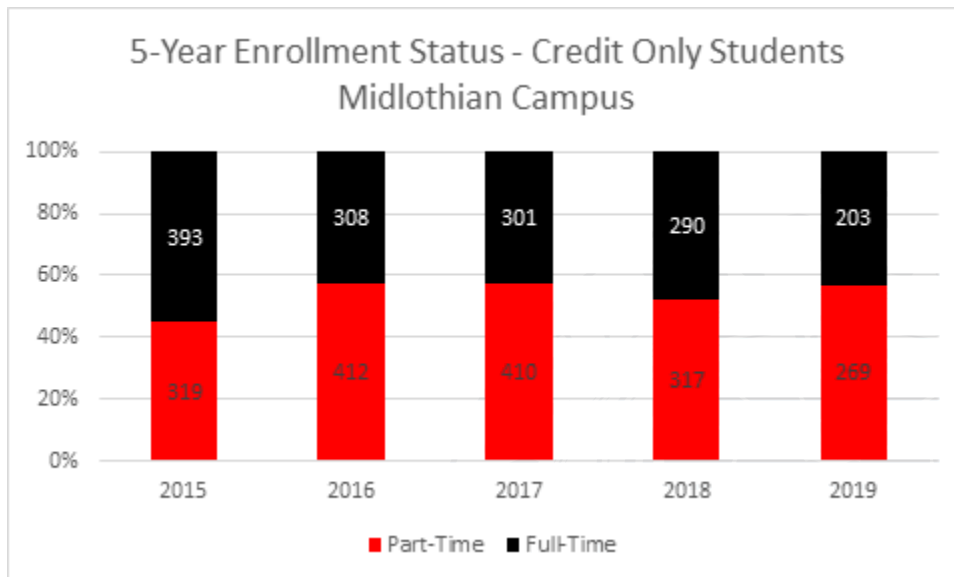
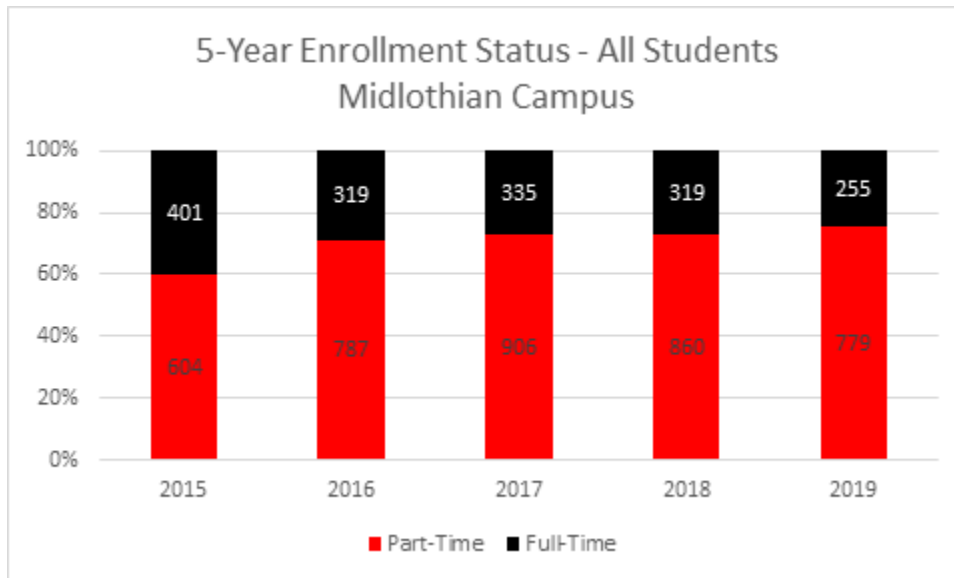
XIII. APPENDICES – D. Midlothian Campus Environment Scan and SWOT Analysis

MIDLOTHIAN CAMPUS DATA

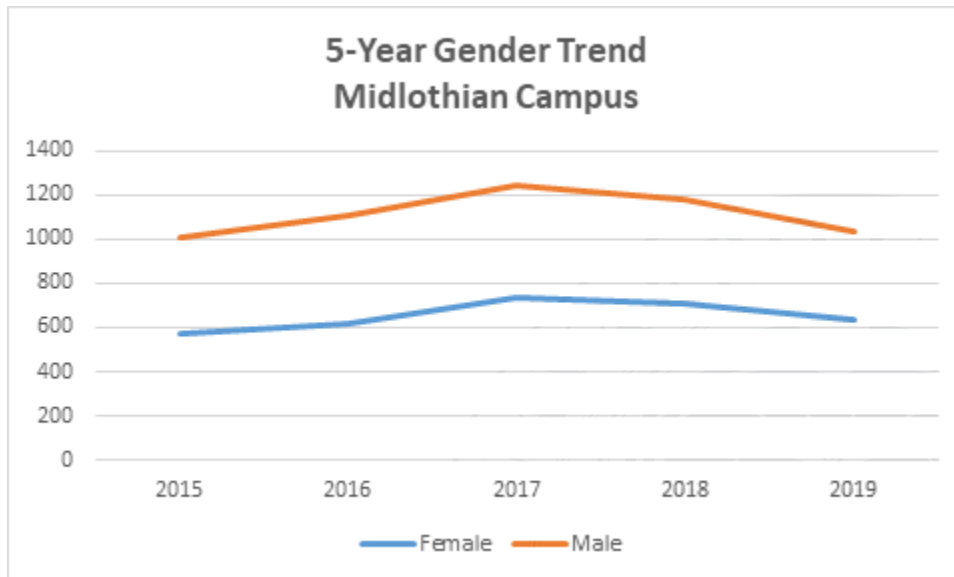
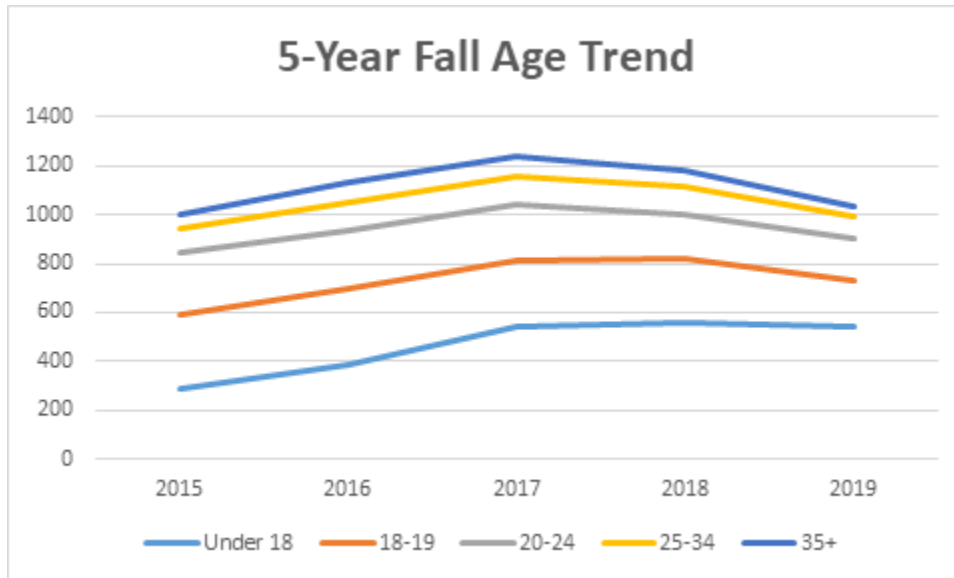
Internal Environment Scan - Headcount



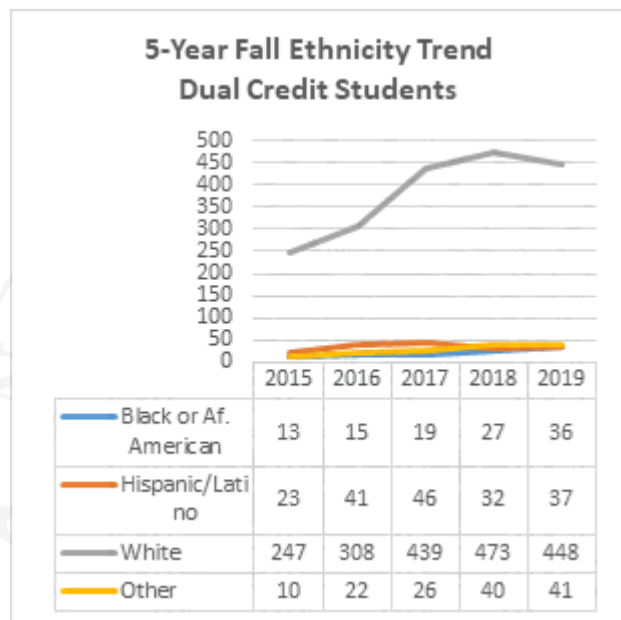
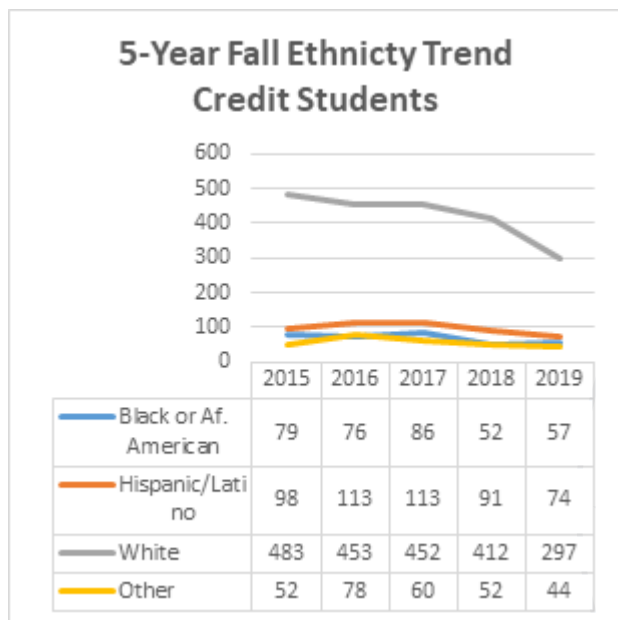
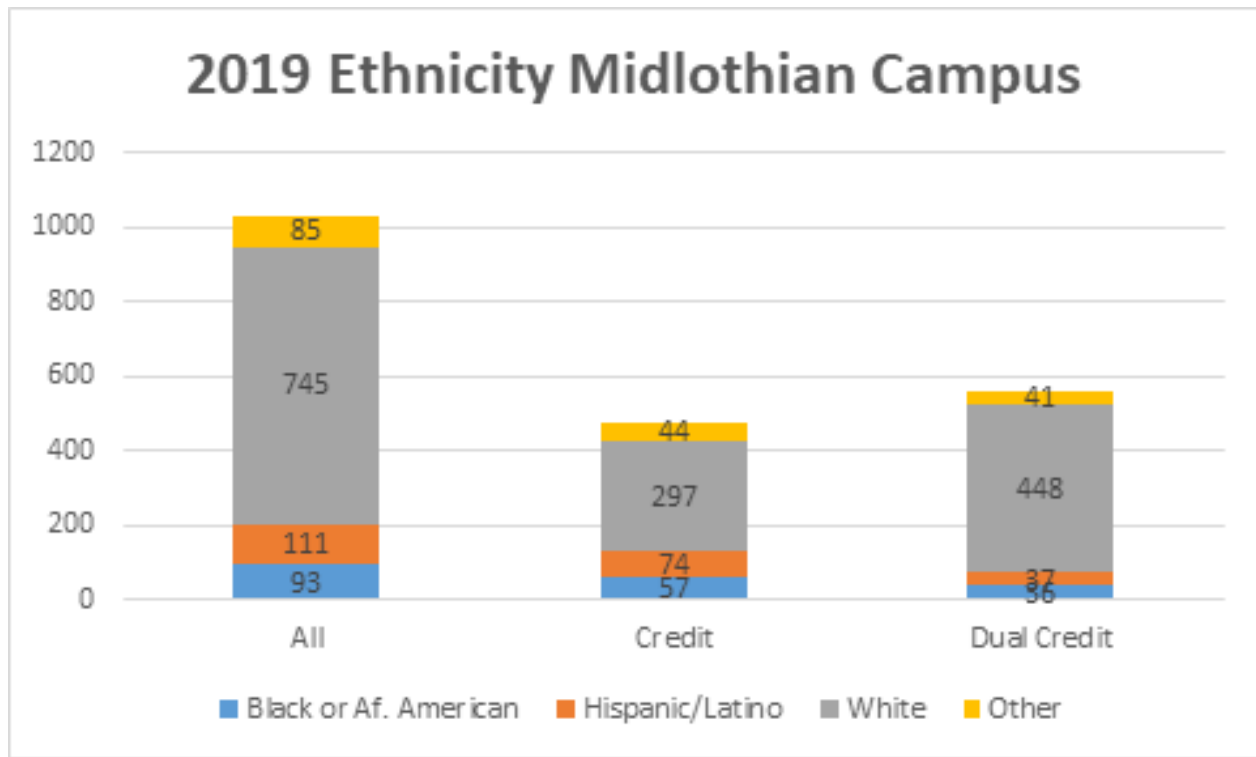
Enrollment trends on the Midlothian campus have been affected by an increase in online course offerings and dual credit programs. Midlothian Independent School District established a dual credit cohort program designed to help students finish their associate’s degree during their high school career. This program has created awareness of the dual credit program and the headcount has increased consistently since 2015. Students who would traditionally attend the Midlothian campus after high school are taking advantage of the dual credit program and completing college courses before graduating from high school. This has caused a decrease in the on-campus enrollment. The availability of online courses has also created a shift in on-campus enrollment. Many students prefer the access and flexibility of online courses compared to face to face courses.



The ratio between full-time and part-time students who attend the Midlothian has stayed fairly consistent over this five-year period. The majority of dual credit students are classified as part-time and take an average of two courses per semester. Non-dual credit students who commute to the Midlothian campus are split almost in half in terms of enrollment status. Many on-campus students work full or part time and have responsibilities at home in addition to taking courses at Navarro College.

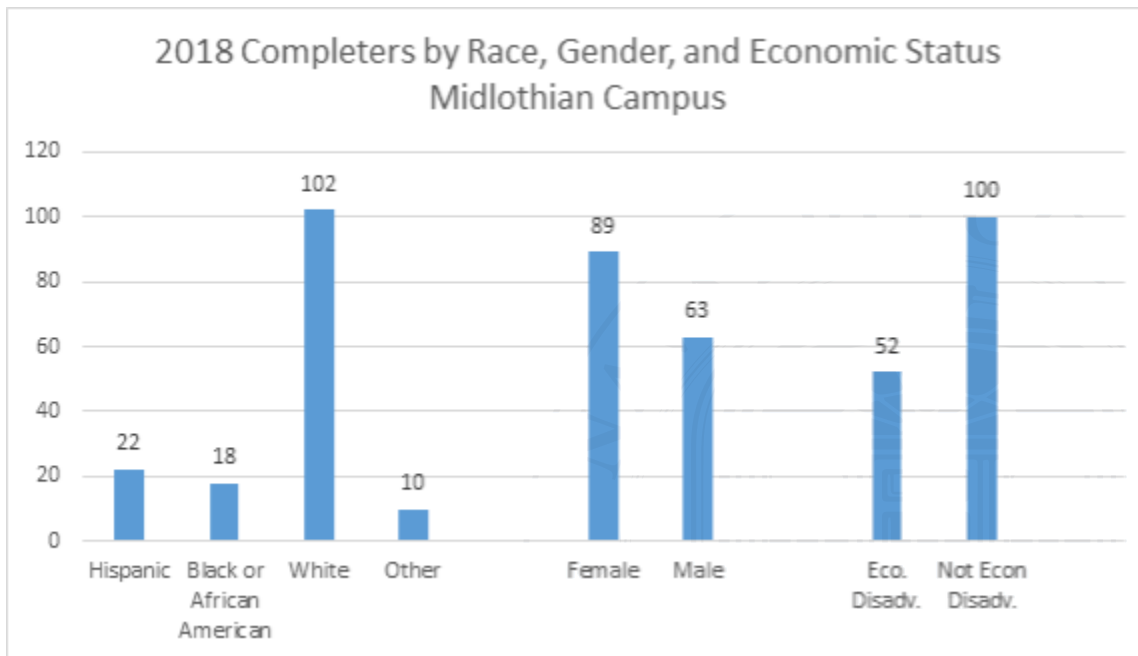
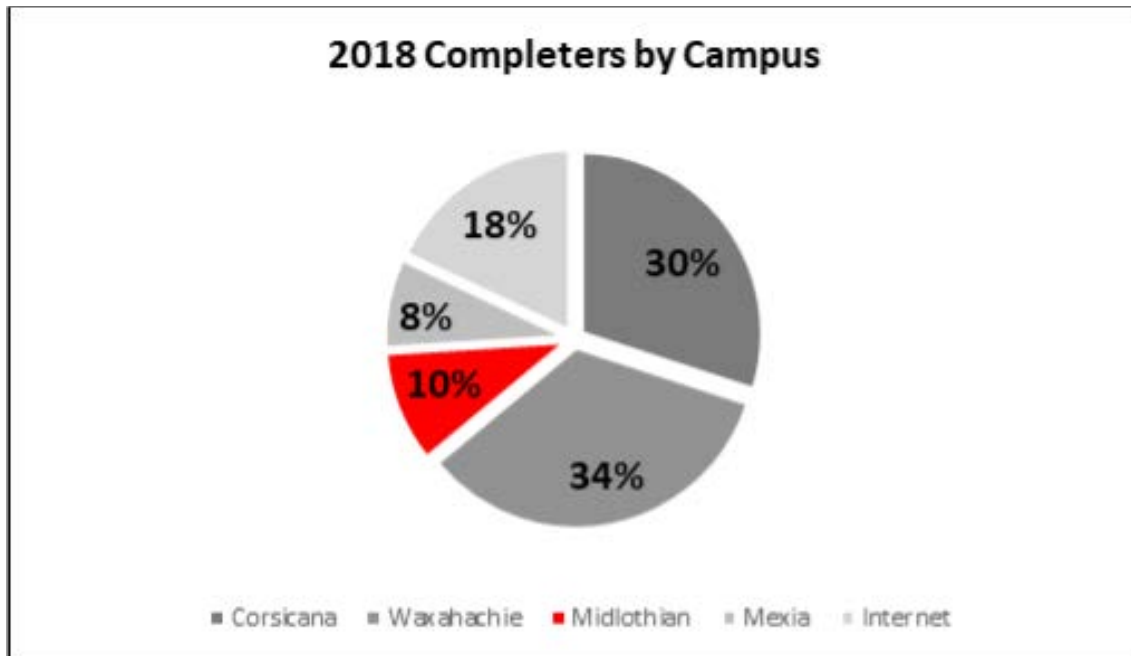


The average age of a student on the Midlothian campus has decreased as the Dual Credit student population has increased between 2015 and 2019. The predominate gender of the students attending the Midlothian Campus is female.



The Midlothian student population is predominantly white and is representative of the Midlothian community (88% White). The Midlothian Campus is developing programs to increase the number of Hispanic students on campus.

Internal Environment Scan - Completers



In 2018, the Midlothian Campus had a total of 152 completers. Sixty-seven percent of these completers were white, 14.4% were Hispanic, 11.8% were African American, and 6.8% were other. This represents the Midlothian student population very well and the Midlothian community population as a whole. A little over 58% of the completers were female and 34.2% were economically disadvantaged.

Internal Environment Scan - High School Pipeline

2008 8th Grade Cohort Tracked Through Higher Education				
ELLIS COUNTY				
Profile	Total 8th Grade	High School Graduate (FY11-13)	Enrolled in Higher Education	Earned Degrees or Certificates Texas
Female	1,134	84%	65%	32%
Male	1,157	82%	56%	25%
African American	226	81%	61%	14%
Hispanic/Latino	662	83%	48%	19%
White	1,377	83%	67%	35%
Other	26	88%	50%	31%
Not Economically Disadvantaged	1,470	85%	67%	36%
Economically Disadvantaged	821	79%	48%	15%

2018 High School Graduates - Ellis County					
High School	2018 Total Graduates	% Attending College	% Not Attending College	Increase/Decrease 2018 to 2017 Attending NC	% of College Bound Students Attending Navarro College
Ennis High School	358	48.32%	51.68%	-0.75%	47.40%
Ferris High School	201	39.30%	60.70%	-7.03%	31.65%
Italy High School	48	56.25%	43.75%	10.42%	40.74%
Maypearl High School	79	53.16%	46.84%	-0.87%	38.10%
Midlothian High School	613	58.08%	41.92%	-5.20%	31.74%
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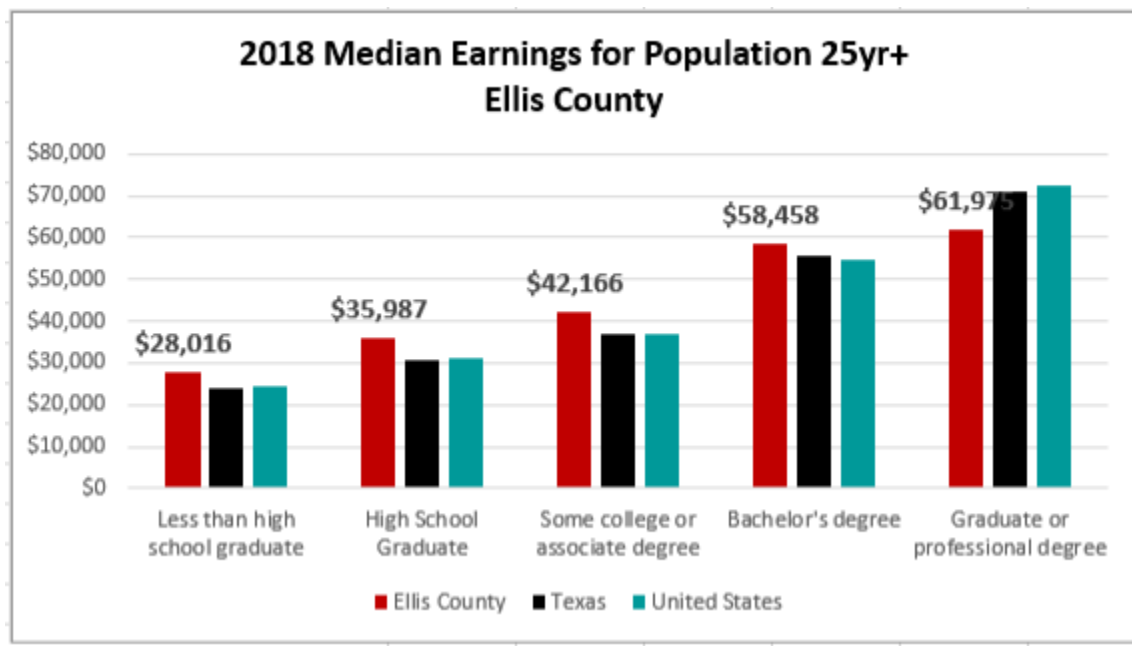
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External Environment Scan - Socioeconomic Status

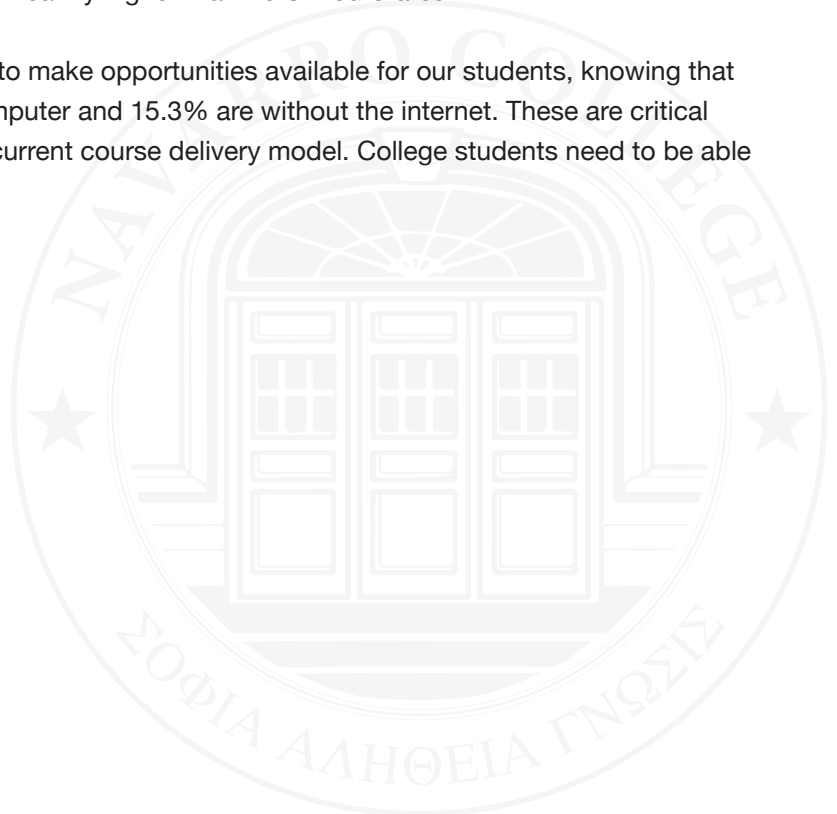
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Source: 2018 American Community Survey 5-Year Estimates, <https://www.census.gov/programs-surveys/acs/>

Source: US Census QuickFacts <https://www.census.gov/quickfacts>

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As Navarro College plans for the future, it is important to make opportunities available for our students, knowing that in Ellis County, 7.1% of the population is without a computer and 15.3% are without the internet. These are critical elements to being a successful college student in the current course delivery model. College students need to be able to access these services through Navarro College.



External Environment Scan - Industry

Percent of Population Employed in Various Industries with Ellis County	
Industry	Ellis County
Employed Population 16 years+	81,964
Educational Services, Health Care, and Social Assistance	20%
Manufacturing	13%
Retail Trade	11%
Management, Admin, and Waste Management	10%
Construction	9%
Arts, Entertainment, Recreation, Accommodation, and Good Services	7%
Transportation, Warehousing, and Utilities	7%
Finance, Insurance, Real Estate, Rental, and Leasing	7%
Other Services, Except Public Administration	5%
Public Administration	4%
Wholesale Trade	3%
Information	2%
Agriculture, Forestry, Fishing & Hunting, and Mining	2%

Source: 2014-2018 American Community Survey 5 Year Estimates DP03

The majority of the employed Ellis County population work in Educational Services, Health Care, Social Services, Manufacturing, Retail Trade, Management, Administrative, and Waste Management. With the addition of two hospitals in the Midlothian community, the employment rate in Health Care will increase in the coming years. In preparation for this increase, the Midlothian Campus will be offering the Licensed Vocational Nursing program starting in Fall 2021.

The Educational Services industry will continue to grow as additional K-12 school buildings and additional housing are constructed in Ellis County to keep up with the growing population. The partnership between UNT Dallas and Navarro College is focused on K-12 Educational pathways to increase the availability for bachelor level teacher certification programs on the Midlothian campus. The Midlothian population is growing rapidly and, with it, the need for educators.

Navarro College is committed to working with our local communities to provide continuing education. It is critical for the Midlothian campus to partner with the city of Midlothian and the business in the community to provide support through educational opportunities, meeting space, and program development.

MIDLOTHIAN CAMPUS SWOT ANALYSIS

Strengths

- The campus is safe and secure for all students.
- Students are able register for classes with few conflicts.
- Faculty are knowledgeable in their fields.
- Faculty are fair and unbiased in their treatment of individual students.
- On the whole, the campus is well-maintained.
- Academic advisors are knowledgeable about program requirements.
- Students feel welcome
- Program requirements are clear and reasonable.
- Admissions staff are knowledgeable.
- Academic advisors are approachable.
- It is convenient to pay for classes.
- Faculty are available after class and during office hours.
- The institution has a good reputation within the community.

Weaknesses

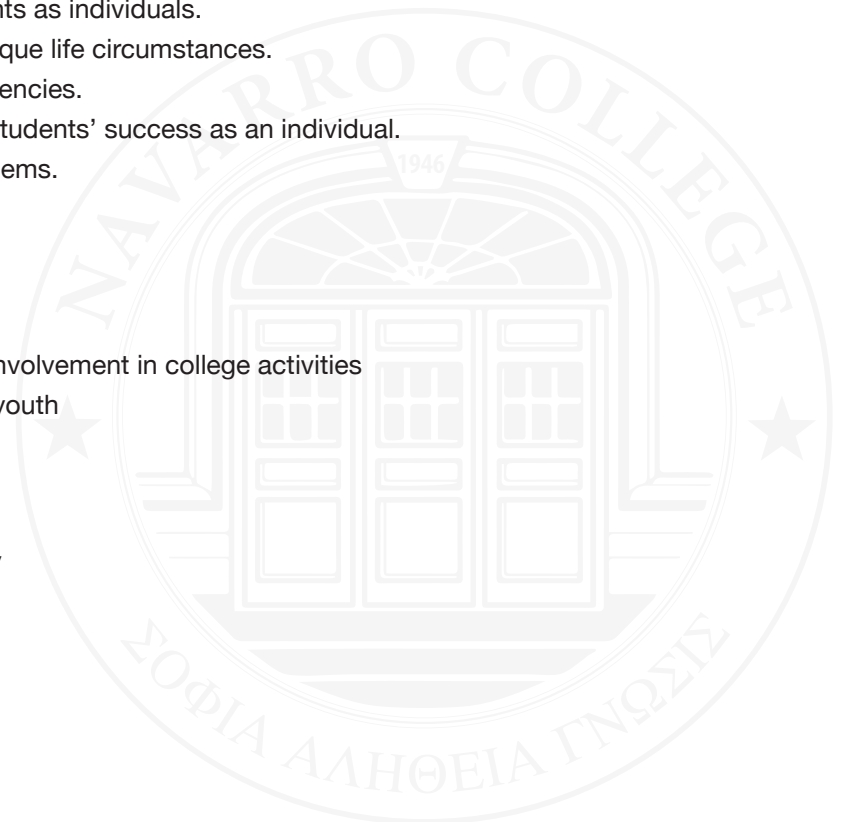
- Some classes are scheduled at times that are inconvenient for students.
- Students are not always able to experience intellectual growth here.
- Limited variety of courses provided on campus.
- Faculty are slow to provide feedback about student progress in a course.
- The college does not show concern for students as individuals.
- Faculty are not understanding of students' unique life circumstances.
- Security staff do not respond quickly in emergencies.
- Academic advisors are not concerned about students' success as an individual.
- Faculty are uninterested in my academic problems.

Opportunities

- Market programs and events on campus
- Provide a community meeting space
- Participate in local events and facilitate local involvement in college activities
- Work with high schools to recruit opportunity youth
- Develop short, stackable certificates

Threats

- Proximity to Dallas County and Tarrant County
- Online Programs and Institutions
- College affordability





N | NAVARRO
COLLEGE

Navarro College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities.