



NORTHWEST[®]
MISSISSIPPI COMMUNITY COLLEGE

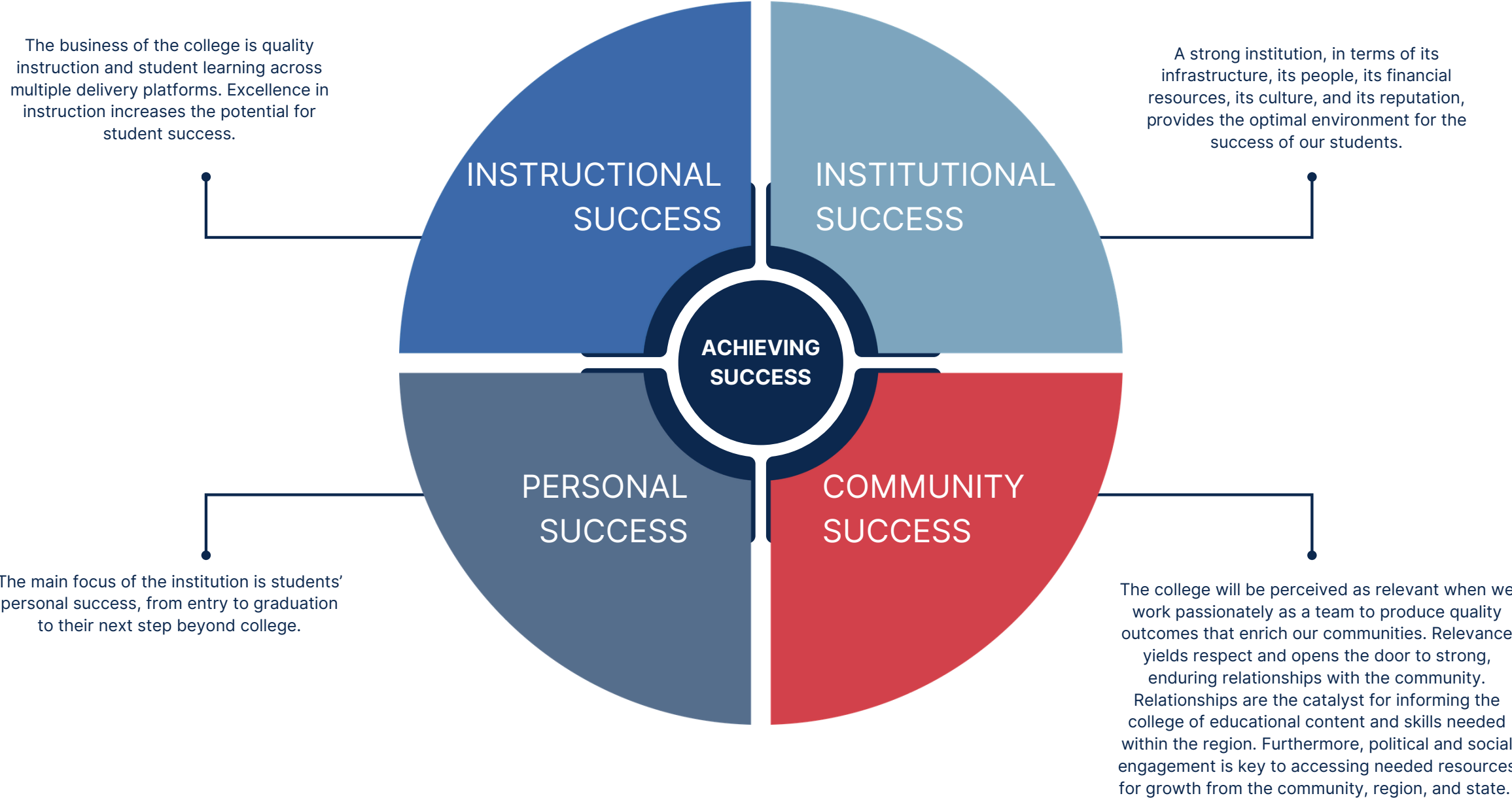
2025-2026

STRATEGIC PLAN ANNUAL ASSESSMENT REPORT

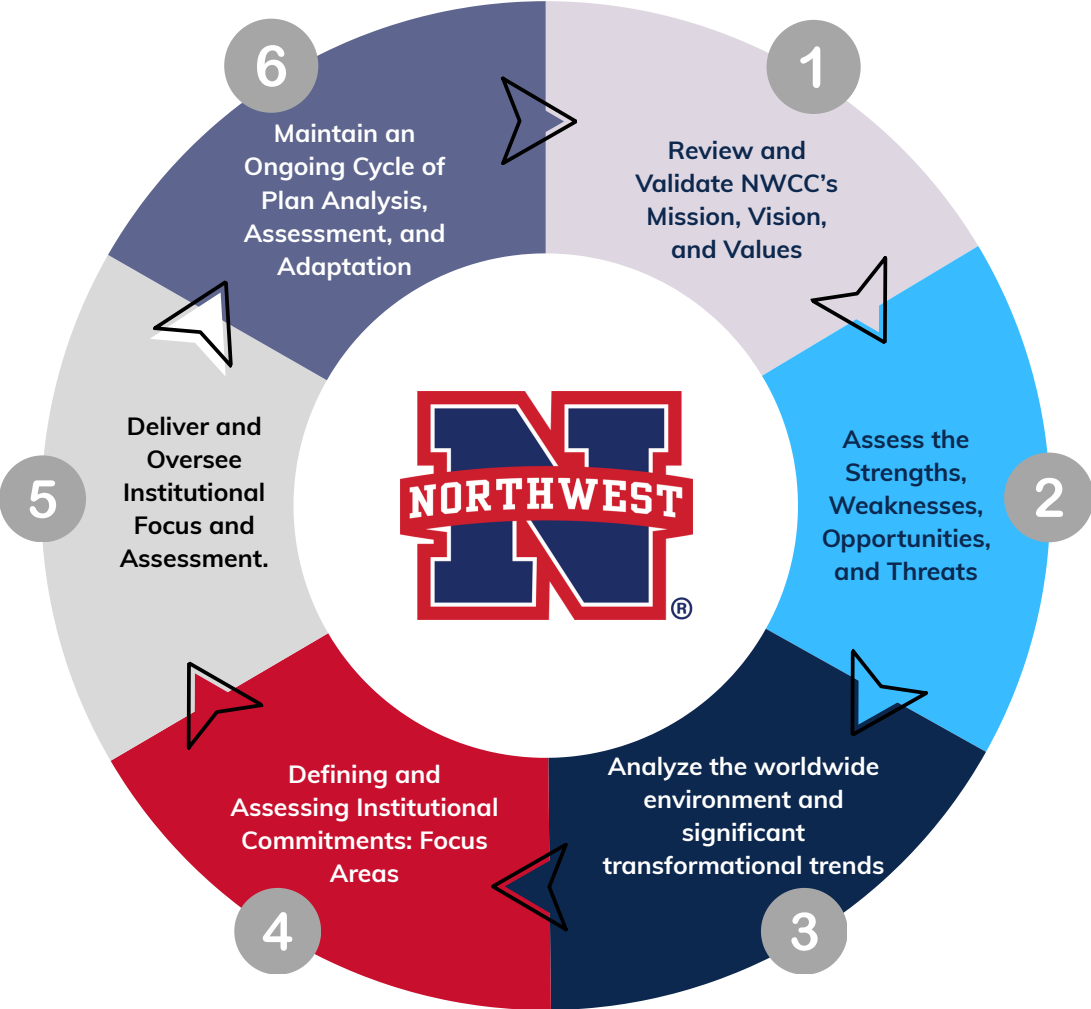
Prepared by the Office of
Institutional Research and Effectiveness

NORTHWEST MISSION

Northwest Mississippi Community College is an open-access, public, two-year institution primarily serving Benton, DeSoto Lafayette, Marshall, Panola, Quitman, Tallahatchie, Tate, Tunica, and Yalobusha counties. NWCC is a learning-centered community providing educational opportunities with quality instruction for students from all walks of life. Our college fosters a culture of innovation, collaboration, and student success. We strive for continuous improvement, with a standard of excellence in every area of the institution. Our college partners with businesses and industries that seek to grow the economy and the workforce, as well as partners with alumni, friends, and others. Engagement takes place in all communities that the college serves.



STRATEGIC PLAN CYCLE



INSTITUTIONAL EFFECTIVENESS MODEL



COMMITMENT 1 – INSTRUCTIONAL SUCCESS

Overseen by: Dr. Matthew Domas, Vice President of Instruction

Rationale: The business of the college is quality instruction and student learning across multiple delivery platforms. Excellence in instruction increases the potential for student success. As stated in the NWCC mission, “NWCC is a learning-centered community providing educational opportunities with *quality instruction* for students from all walks of life.”

Goal 1.1: Course Success

NWCC will ensure that student performance in all academic and technical coursework will be exemplary.

Objective 1.1.1: Ensure that student performance in all academic and technical coursework is exemplary.

Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
Achieve a 1% increase in students who completed courses successfully with a C or greater each year of the strategic plan cycle.	Utilize grade distribution for all courses to measure percentage of students passing with a C or higher for academic year	80.50%	Implement techniques and resources obtained from ACUE. Evaluate alignment and make adjustments in courses. Encourage faculty to utilize DropOut Detective as a resource for advising, retention, providing services.	79.1%	The current result of 79.1% represents a 1.4 percentage point decrease from the baseline of 80.5%. While the targeted increase was not achieved, faculty increased utilization of early-alert interventions through DropOut Detective. These efforts provided a foundation for improving student engagement and support, although additional strategies are needed to positively impact course completion rates.	Increase early-alert outreach efforts by using DropOut Detective, provide additional faculty training on student engagement and retention practices, enhance collaboration with advising and student support services, monitor high-risk courses for targeted interventions, and continue evaluating course alignment to identify barriers to student success.
Achieve a 1% increase in course outcomes success rates each year of the strategic plan cycle.	Measure the percentage of all course outcomes that were met	82.2%	Modify strategies on embedding assessments, provide training to faculty on implementing some of the ACUE tools to increase the effectiveness of teaching and providing meaning feedback to students.	81.2%	The current result of 81.2% reflects a 1.0 percentage point decrease from the baseline of 82.2%. Although the desired increase was not attained, faculty development efforts strengthened assessment practices and increased awareness of strategies that support learning. Continued refinement and implementation of these practices will be necessary to improve outcome achievement rates.	Continue professional development related to ACUE practices, expand training on meaningful feedback and formative assessment techniques, conduct regular reviews of course outcome data, identify outcomes with lower success rates for targeted improvement plans, and encourage faculty collaboration to share effective instructional strategies.

Objective 1.1.2: Ensure that students gain the knowledge needed in gateway/core courses for their program and subsequent course work.

Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
Achieve a 1% increase in students who completed core courses successfully with a C or greater each year of the 2023-2027 strategic plan cycle.	Utilize grade distribution for core courses to measure percentage of students passing with a C or higher for academic year	78.40%	To enhance advising services with the ARC, we must invest in advisor training that focuses on ARC proficiency, data analysis, and communication skills. We should also promote the First-Year Experience course and College Study Skills, to make sure they are integrated with the ARC for maximum effectiveness. Proactive advising, including early intervention through tools like Drop Out Detective, personalized advising plans, and regular follow-ups, is crucial. Fostering a collaborative advising culture involves teamwork, professional development, and feedback mechanisms. By implementing these strategies, we can leverage the ARC to provide more effective and personalized advising services, ultimately leading to improved student success and retention rates.	77.5%	The baseline result for 2024-2025 was 78.4%, while the current result for 2025-2026 was 77.5%, representing a 0.9 percentage point decrease. Although the target of a 1% increase was not achieved, several key initiatives were implemented to strengthen advising and student support services. Expanded use of the Academic Resource Center (ARC), proactive advising practices, promotion of First-Year Experience and College Study Skills courses, and early intervention efforts through DropOut Detective improved outreach and support for at-risk students. While these changes have not yet resulted in increased course success rates, they have established a stronger framework for identifying and assisting students before academic difficulties become barriers to success.	Future efforts will focus on increasing advisor engagement with students through more frequent and targeted interventions, expanding faculty and advisor training on ARC resources and student success technologies, and strengthening collaboration between advising, tutoring, and instructional staff. Additional emphasis will be placed on monitoring high-risk students early in the semester, promoting participation in First-Year Experience and College Study Skills courses, and evaluating advising practices to ensure students are connected with appropriate support services.
Achieve a 1% increase in course outcomes success rates for core courses each year of the 2023-2027 strategic plan cycle.	Measure the percentage of core course outcomes that were met	83.4%	To improve student success and streamline the academic pathway, we are actively streamlining foundational courses to ensure a more seamless transition for students. Introducing a combined pre-college algebra course that integrates beginning and intermediate algebra concepts. This works to reduce the need for multiple developmental course semesters, accelerating student progress. Developing and ENG 1114 course specifically designed to support students with an ACT score of 15-16, enabling them to complete their English Composition requirement without needing an additional, not-credit bearing semester. Expanding tutoring services through our partnership with Brainfuse offers comprehensive tutoring for a wide range of academic courses, accessible to all students through Canvas 24/7. Strengthening advising for accurate placement into appropriate courses and support for those Career Technical and Health Sciences students who were not accepted into the program of choice.	81.5%	The baseline course outcomes success rate for 2024-2025 was 83.4%, while the current result was 81.5%, reflecting a 1.9 percentage point decrease. Although the strategic goal of a 1% increase was not met, several significant initiatives were implemented to support student learning and progression. These included streamlining developmental coursework, developing pathways that reduce barriers to college-level English and mathematics courses, expanding access to Brainfuse tutoring services, and strengthening advising processes related to course placement and program entry. These efforts improved access to academic support resources and helped create more efficient pathways for student progression, even though outcome success rates declined during the assessment period.	Future strategies will include continued evaluation of streamlined course pathways to ensure students are adequately prepared for academic success, increased promotion and utilization of Brainfuse tutoring services, and enhanced monitoring of student performance in gateway and core courses. Faculty will continue to review course outcome data to identify areas needing improvement and implement targeted instructional interventions. Collaborate with advising efforts to focus on accurate placement, early identification of academic challenges, and connecting students with support resources. Additionally, departments will collaborate to share best practices that improve student achievement of course-level learning outcomes.

Objective 1.1.3: Ensure that students are ready to achieve course success at the college level.

Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
Achieve a 1% increase in students who completed developmental mathematics courses successfully with a C or greater each year of the 2023-2027 strategic plan cycle.	Utilize grade distribution for developmental math courses to measure percentage of students passing with a C or higher for academic year	56.30%	Offer a more comprehensive and targeted approach for developmental mathematics. enhance instructional support by sharing tutoring options with the Math Lab and online support of Brainfuse. Redesign course formats, for example, by piloting the MAT 1134 Pre-College Algebra course that combines MAT 0123 and MAT 1233 to allow a more supportive environment. Work to increase student engagement and motivation by increasing faculty development opportunities focused on active learning and student engagement strategies.	50.5%	The baseline success rate for developmental mathematics courses was 56.3%, while the current success rate is 50.5%, representing a 5.8 percentage point decrease. Although the goal of a 1% increase was not achieved, several initiatives were implemented to strengthen support for students enrolled in developmental mathematics courses. These efforts included promoting Math Lab and Brainfuse tutoring resources, piloting the MAT 1134 Pre-College Algebra course, and increasing faculty development opportunities focused on active learning and student engagement. While these strategies provided additional support and resources for students, the overall decline in successful course completion indicates that additional interventions are necessary to address barriers affecting student achievement in developmental mathematics.	Future efforts will focus on expanding the use of early-alert systems to identify and support at-risk students, increasing awareness and utilization of tutoring services, and continuing to evaluate the effectiveness of the MAT 1134 course model. Faculty will review course-level data to identify challenging concepts and implement targeted instructional interventions. Additional faculty training on evidence-based teaching practices, active learning, and student engagement strategies will be provided to improve student success and persistence in developmental mathematics courses.
Achieve a 1% increase in students who completed developmental English course successfully with a C or greater each year of the 2023-2027 strategic plan cycle.	Utilize grade distribution for the developmental english course to measure percentage of students passing with a C or higher for the academic year	57.90%	Conduct a review of student performance data to identify any patterns related to modality, instructional practices, and student demographics. Work with the Division of Humanities to establish a system for progress monitoring in the ENG0123 courses. Expand and promote the Writing Center services. Consider developing an ENG 1114 course that allows a more supportive environment. Offer professional development opportunities for faculty focused on engaging students. Consider adding a peer mentoring program and student success workshops focused on academic writing.	56.9%	The baseline success rate for developmental English was 57.9%, while the current result is 56.9%, reflecting a 1.0 percentage point decrease. Although the target increase was not achieved, the division implemented several initiatives designed to strengthen student support and improve course success. These efforts included reviewing student performance data, expanding Writing Center services, exploring the development of an ENG 1114 course, and providing professional development opportunities focused on student engagement. These actions increased awareness of student needs and enhanced academic support resources; however, additional measures will be required to improve overall course completion rates.	Future strategies include strengthening progress monitoring within ENG 0123 courses, expanding Writing Center services and outreach, implementing peer mentoring opportunities, and offering student success workshops focused on academic writing skills. Faculty will continue reviewing course data to identify achievement gaps and effective instructional practices. Additional professional development focused on student engagement, differentiated instruction, and writing support strategies will help improve student success in developmental English courses.

Of the students who completed developmental mathematics courses successfully with a C or greater, there will be a 1% increase of students who successfully complete the gateway mathematics courses each year of the 2023-2027 strategic plan cycle.	Utilize grade distribution for students who completed developmental mathematics courses and completed gateway mathematics courses to measure percentage of students passing with a C or higher for academic year	64.90%	Implement a tracking system to monitor student progress in developmental courses. Using early alerts to identify students at risk and connect them with tutoring, advising, or other academic support services. Evaluate the current formats and determine if they are effective. Consider revising the contact hours or supplemental instruction. Pilot sections, for example, with the MAT 1134 pre-college algebra course. Analyze grade trends to identify which topics or units are most challenging. Then, use the data to inform targeted workshops, review sessions, or curriculum adjustments. Lastly, offer training on teaching practices, active learning, and data-informed instruction. Encourage collaboration among faculty to share successful strategies and resources.	60.5%	The baseline gateway mathematics success rate for students completing developmental mathematics was 64.9%, compared to the current result of 60.5%, representing a 4.4 percentage point decrease. While the desired increase was not achieved, several initiatives were implemented to improve student progression from developmental to gateway mathematics courses. These included enhanced student tracking, expanded use of early-alert systems, evaluation of course formats, analysis of performance trends, and faculty development focused on effective teaching practices. These efforts provided additional support structures and valuable data to inform future improvements, though they did not produce the anticipated increase in gateway course success during this assessment cycle.	Future improvement efforts will focus on strengthening the monitoring of students transitioning from developmental to gateway mathematics courses, expanding targeted tutoring and supplemental instruction opportunities, and using assessment data to identify specific content areas where students struggle. Faculty will continue reviewing curriculum alignment between developmental and gateway courses and implementing instructional strategies that support successful progression. Additional collaboration among mathematics faculty will be encouraged to share effective practices and improve student outcomes.
Of the students who completed the developmental English course successfully with a C or greater, there will be a 1% increase of students who successfully complete the gateway English course each year of the 2023-2027 strategic plan cycle.	Utilize grade distribution for students who completed the developmental English course and completed the gateway English course to measure percentage of students passing with a C or higher for academic year	78.90%	Although there was a slight increase of .2% in gateway course success, the baseline for developmental English completion has declined. Implementing an early alert system to monitor student performance in ENG 0123. Provide timely interventions such as tutoring, writing labs, or peer mentoring to support students before they fall behind. By reviewing the effectiveness of online, hybrid, and face-to-face formats, a shift in course design may be needed. Piloting sections with more interactive and student-centered learning approaches. Ensure that ENG 0123 builds the foundation skills and is aligned. Analyze grade distribution data to identify the challenge areas. Offer professional development on differentiated instruction and collaboration on best practices and successful strategies.	72.6%	The baseline gateway English success rate for students completing developmental English was 78.9%, while the current result is 72.6%, representing a 6.3 percentage point decrease. Although the goal of a 1% increase was not met, the division implemented several interventions aimed at strengthening student preparation and support. These included enhanced progress monitoring through early-alert systems, increased referrals to tutoring and Writing Center services, evaluation of instructional delivery formats, and faculty discussions regarding curriculum alignment between developmental and gateway English courses. While these strategies improved awareness of student needs and support opportunities, additional measures will be necessary to improve gateway English course success rates.	Future strategies will focus on strengthening the transition from developmental English to gateway English courses through improved curriculum alignment, expanded tutoring and writing support services, and more proactive student outreach. Faculty will continue analyzing student performance data to identify areas of difficulty and implement targeted interventions. Additional professional development opportunities related to differentiated instruction, student engagement, and effective writing support practices will be offered. The division will also explore peer mentoring and other student success initiatives designed to improve persistence and achievement in gateway English courses.

Goal 1.2: Instructor Success

NWCC will provide purposeful, strategic instruction.

Objective 1.2.1: Provide exemplary instruction from highly-qualified instructors

Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
100% of full-time instructors will complete a minimum 5 hours of approved professional development each academic year	Percent of instructors who achieved a minimum of 5 hours of approved professional development	100%	To further enhance faculty development and support, we propose implementing several strategies. First, we will review and improve the faculty onboarding Canvas course to ensure it provides a comprehensive introduction to the institution and its expectations. Second, we can create Professional Development opportunities that include training modules on effective classroom strategies and best practice collaboration. Third, we should fully implement the Accessibility Improvement Plan, requiring all faculty to complete the necessary training. Finally, encouraging faculty to complete the ACUE program can provide valuable professional development opportunities and enhance their teaching skills. By implementing these strategies, we can create a more supportive and effective environment for faculty, leading to improved student outcomes and a continued 100% success rate of professional development expectations.	98%	The baseline result for 2024-2025 was 100%, while the current result for 2025-2026 was 98%, representing a 2 percentage point decrease. The target was not fully achieved; however, the decrease was primarily due to faculty retirements and resignations during the reporting period, which affected the overall completion rate. Despite this slight decline, the institution maintained a very high level of professional development participation. Efforts to enhance faculty onboarding, expand professional development opportunities, implement accessibility training, and encourage participation in the ACUE program contributed to a strong culture of continuous improvement and professional growth among full-time instructors.	To return to and sustain a 100% completion rate, the division will continue enhancing the faculty onboarding Canvas course and will develop an in-house professional development Canvas course that provides faculty with a readily accessible, cost-effective resource for strengthening teaching and learning practices. In addition, Academic Instruction will expand department-specific professional development opportunities to address the unique instructional needs of various disciplines and teaching modalities. The division will continue implementing the Accessibility Improvement Plan, monitor professional development participation throughout the academic year, and provide timely reminders and support to faculty to ensure completion of professional development requirements. These efforts will strengthen instructional effectiveness, encourage continuous professional growth, and support improved student outcomes.

Objective 1.2.2: Ensure that students are satisfied with their instructors and the quality of instruction they receive.

Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
Maintain student satisfaction with instruction is above 97%.	Percent of students satisfied with instruction on the Student Satisfaction Survey	98.1%	Although the results are strong, continued improvement and sustainability are key. Expert training and support for faculty to use the New Design Plus effectively. Monitor feedback timelines and provide support or a reminder to instructors to maintain this standard. Encourage faculty to actively use Dropout Detective and follow up with students who are identified at risk. Collaborating with advising. Promote and expand access to honors program, student government, leadership roles, and extracurricular activities for online and non-traditional students. Highlight instructors or departments with high satisfaction scores and share their strategies across the institution.	97.1%	The baseline student satisfaction rate for 2024-2025 was 98.10%, while the current result for 2025-2026 was 97.10%, representing a 1.0 percentage point decrease. Although there was a slight decline from the previous year, the institution successfully met its goal of maintaining student satisfaction above 97%. Efforts to support faculty through instructional design resources, timely communication with students, use of early-alert systems, and collaboration with advising services contributed to sustaining a high level of student satisfaction. These results suggest that students continue to have positive instructional experiences across the institution despite the minor decline.	Future efforts will focus on maintaining and improving student satisfaction by expanding faculty professional development opportunities related to instructional design, student engagement, and effective online teaching practices. Additional support will be provided to faculty utilizing Design Plus and other instructional technologies to enhance course quality and consistency. Faculty will be encouraged to maintain timely communication and feedback practices while continuing to collaborate with advising and student support services to address student needs proactively. The institution will also continue promoting student involvement opportunities and sharing successful instructional practices across departments to strengthen the overall student experience.
Maintain an overall 4.5 or higher average score for all course evaluations	Average score of course evaluations	4.59	While the increase is modest, it reflects a stable and positive trend. To build on this success and continue improving, offer ongoing training in instructional design, inclusive teaching practices, and technology integration. Encourage peer mentoring and sharing best practices. Continue implementing tools like Design Plus and explore additional platforms that support interactive learning, personality feedback, and student collaboration. Track evaluation scores by course type, modality, and instructor to identify areas for target support.	4.57	The baseline average course evaluation score for 2024-2025 was 4.59, while the current result for 2025-2026 was 4.57, reflecting a slight decrease of 0.02 points. Although the score decreased marginally, the institution exceeded its goal of maintaining an overall average course evaluation score of 4.5 or higher. The results indicate continued student satisfaction with instructional quality and course delivery. Efforts to support faculty through instructional resources, technology integration, and sharing of effective teaching practices helped sustain strong performance despite the minor fluctuation.	Future strategies will include the development and implementation of an in-house professional development Canvas course that provides faculty with accessible training focused on effective teaching practices, student engagement, and course design. Academic Instruction will also expand discipline-specific professional development opportunities tailored to the instructional needs of individual departments. Evaluation data will continue to be reviewed by course type, modality, and discipline to identify opportunities for targeted improvement. Additionally, faculty collaboration, peer mentoring, and the sharing of successful instructional strategies will be encouraged to maintain high levels of instructional effectiveness and student satisfaction.

COMMITMENT 2 – INSTITUTIONAL SUCCESS

Overseen by: Jeff Horton, Vice President of Administration and Finance

Rationale: A strong institution, in terms of its infrastructure, its people, its financial resources, its culture, and its reputation, provides the optimal environment for the success of our students. As stated in the NWCC mission, “We strive for continuous improvement, with a standard of *excellence in every area of the institution*.”

Goal 2.1: Fiscal Strength

NWCC will be an example of fiscal strength through judicious spending and maximized resource generation, while simultaneously keeping educational opportunities affordable and accessible to the community.

Objective 2.1.1: Monitor institutional expenditures and implement cost-saving opportunities that would allow for appropriate resource allocation to advance the mission and goals of the college.

Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
Use Oracle workflow system to evaluate the need to fill all future vacant positions.	Determine the percentage of full-time positions evaluated using the workflow system.	100%	Continue using as we currently are for approvals.	100%	Yes. Oracle Recruiting is used for all vacant positions.	Continuously optimize workflow processes by maintaining an effective system and implementing improvements that enhance efficiency, accuracy, and service delivery.
Improve process review of contracts via electronic workflow system for all full-time employees	Determine the percentage of contracts being processed through the improved electronic workflow system.	100%	Continue to review the contract procedure to ensure a streamlined process is utilized for all full-time employee contracts.	100%	All full-time employee contracts are processed through the Oracle workflow.	Continue to utilize the current workflow in Oracle for contracts. The current workflow allows a paperless transaction and effecient workflow to serve both the employee and the HR department.

Objective 2.1.2: Identify opportunities to increase revenue from external partnerships and non-traditional sources to assist in providing a high-quality educational experience at a minimal cost to the student.

Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
Increase grant revenue to the college to \$10 million over a 5 year time period or \$2 million a year by the end of the strategic plan time period.	Amount of dollars received in grant revenue	The College received \$4,205,045 in grant revenue, more than doubling the annual goal.	Lifecycle grant management, including prospecting, will be improved with newly-acquired software. The software will create efficiencies in grant management, freeing up time for prospecting. Grant writing KPIs will be measured and an annual grant strategy will be developed to include new funders.	The College recieved approximately \$6,605,195.64 in grant revenue in FY26.	The FY26 results have more than tripled the goal and significantly increased over FY25 results.	Continue utilizing grant managment technology. Incorporate artificial intellegence tools where appropriate in the grant lifecycle to increase efficiencies. Add Grants Accountant & Compliance Manager to assist in compliant management of federal awards.

Objective 2.1.3: Purposefully budget for future years based on needs and plans.

Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
Cover expenditures for each fiscal year in the annual budget.	Compare budget to actual expenditures	Total revenue exceeded total expense by 18.36%	More scheduled analysis of budget spends for the college.	Total revenue exceed total expense by 5.34%	The College continues to operate with a positive margin, consistent with its budgetary goal of generating sufficient revenues to cover expenditures while increasing fund balance by approximately \$5 million. The current year's results reflect that the College achieved its objective of maintaining financial stability and strengthening its overall financial position.	The College will continue to closely monitor actual expenditures against budgeted amounts throughout the fiscal year. Budget performance and available balances will be communicated regularly to budget managers to promote informed decision-making and ensure expenditures remain within approved budget targets.
Increase fund balance annually.	Compare fund balance from fiscal year to fiscal year.	Fund balance grew by 10% from FY24 to FY25	We will continue to budget stragetically, closely monitor expenditures for variations, and compare actual results against projections to ensure financial stability.	Fund balance grew by 5% from FY25 to FY26	Fund balance continued to grow in accordance with the College's original goal of maintaining annual growth through revenues exceeding expenditures.	The College will continue to budget for annual growth in fund balance by targeting revenues in excess of expenditures of approximately 5% to 10%. Maintaining a positive operating margin within this range will help strengthen the College's financial position, provide resources for future capital and strategic initiatives, and ensure long-term financial sustainability.

Goal 2.2: Human Capital

NWCC will attract and retain a high-quality workforce with the technical and professional skills needed to operate the college and be a leader among our peers for our working environment and campus culture.

Objective 2.2.1: Attract a diverse and highly qualified group of applicants with the technical and professional skills needed for each job opening.

Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
Ensure applicants technical and professional skills meet the job requirements	The percentage of employees put on an Action Plan during the annual review period below 2%	00.0003% 2 out of 652 employees were put on an action plan	Improve the overall prescreen applicant process to suppport hiring managers through an improved prescreen questionnaire and background chcekcs to obtain the best qualified applicant.	00.0043% 3 out 688 employees were put on an action plan	Yes, the current results is below 2%. The employees affected are hires before the newly implemented prescreen questionnaire and background check implementaton.	To continue using best practices for hiring utlizing the new prescreen application/prescreen and background checks.
Achieve successful applicant searches leading to job fulfillment over the strategic plan period	The percentage of jobs successfully filled divided by the total number of jobs posted each fiscal year	91.0% 58 out of 64 job postings were filled	Increase recruiting platforms and provide additional benefits to attract highly qualified applicants.	84.0% 56 out of 67 jobs postings were filled	Hires decreased by 6% due to the timing of newly approved positions. Many jobs were posted later in the fiscal year, delaying recruitment and hiring into the next reporting period. This decrease reflects the timing of job postings rather than a decline in hiring demand or recruitment efforts.	Find recruiting platforms for speciality positions that are more challenging to hire. We currently utilized Indeed and occasionally ZipRecruiter.

Objective 2.2.2: Develop and retain a diverse and highly qualified group of employees with the technical and professional skills needed to operate the college.

Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
Increase employee salaries through regular raises	The percentage of raises given during the strategic plan period	3.0%	Research and evaluate opportunities through college, state, and local resources to benchmark salaries to remain competitive	3.0%	The current results are consistent with last year's raises.	Implement enhanced employer-paid supplemental benefits as part of a long-term total compensation strategy designed to attract top talent, improve employee satisfaction, and maintain market competitiveness
Ensure all employees have access to professional development opportunities	Utilize the annual Employee Feedback Report to evaluate employee perceptions of access to professional development opportunities, including satisfaction levels, barriers to participation, and suggestions for improvement.	88%	Communicate LinkedIn Learning platform opportunities. Implement opportunities utilizing Vector Solutions.	90%	The current results from the survey increased by 2%.	Strengthen employee engagement and organizational alignment by enhancing communication efforts through targeted email campaigns and meaningful monthly newsletters.

Objective 2.2.3: Create a working environment and campus culture that is a leader among peers.

Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
Increase ratings on the Employee Survey to be above 90%	Percentage of the overall employee satisfaction	86%	Ensure employees have access to the necessary resources that promotes a secure work environment, and a supportive, positive organizational culture.	89%	There was a 3% increase in the overall employee satisfaction from last year. Trending upward in meeting our goal.	Strengthen workplace culture by offering enhanced employee benefits and resources that promote well-being, engagement, and productivity.

Goal 2.3: Technological Infrastructure

NWCC will create and maintain a technological infrastructure with sufficient capacity for institutional needs and future goals.

Objective 2.3.1: Implement new technologies to provide users with more efficient and data-driven processing college-wide.

Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
Implementation of Oracle Student Cloud.	Monitor progression throughout implementation stages scheduled to go live 2026-2027	Oracle has delayed implmentation of the OSM product until Fall of 2027 Transact payment and payment plans have been implemented for student payments and with one maektplce installed for non-student transactions. Budget has been allocated for VM hardware in FY26.	We have analyzed what features of the Oracle student system are lacking and have begun purchasing and implementing solutions that benefit students now and in the future.	We continue to work with Drivestream, our Oracle implementation partner, to develop integrations with our other 3rd party software systems and create report that our SME's use in our current system in Oracle. We have contracted with 3rd party companies like Slate and Transact to provide services that would not exist with the Oracle offering to the first wave of schools.	We have implemented Transact Marketplace for non-student transactions. The product has significantly reduced the number of no-shows for ACT residual testing and is integrated with Oracle ERP. We have also developed an attendance solution with Aplus and Canvas for connection with Oracle. We have had good feedback from instructors using the sytem. Finally, we have implemented a bookstore POS system which will connect with Oracle OSM via API's .	We have developed a detailed project plan for our work and deadlines to follow to accomplish a Go-live date in the Fall 2027. We have also developed IRDW sessions to test and analyze quarterly upgrades that Oracle will be pushing out to evaluate and learn about the improvements delivered.
Increase wireless access points on each campus	Install a total of 1,000 wireless access points across all campuses.	We have increased the number of access points to 855. The primary focus was to add Access Points to each classroom	We will continue to install WiFi points to all classrooms across all NWCC campuses	All Classrooms on all our campuses now have wifi points installed	Drastically lowered the number of complaints and showed significant increase in network connectivity speeds	All new buildings will have Wi-Fi points included as part of the build.

Objective 2.3.2: Provide students with the technology needed to be successful in achieving their goals.

Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
Maintain 95% student satisfaction with technology services.	Utilize the fall student satisfaction survey to monitor technology satisfaction with students.	Fall 24 - 97.37%	Increase wireless access points for increased wifi availability and add wireless booster to Oxford campus Server upgrades to better support students with online learning and virtual work Continued Implementation of Oracle Student Cloud, Add additional Transact marketplace offerings, and change our CRM solution to allow better communications to our students	Fall 25 - 98.46%	The team continues to improve on the student satisfaction survey. The team is working on a solution through our student system, Athena/Campus key which will allow students to reset their own passwords. That will significantly reduce the call volume received by the help desk.	The team continues to learn about the new student facing technology to develop a working knowledge of the sytems to assist students with their problems and questions. For example, the team is participating in the implementation of the CRM system which will change our communications with students and recruits.
100% of student technical support tickets will be completed within 30 business days.	Utilize Manage Engine ticketing system to monitor the percentage of tickets completed within 30 days.	98%	Allow our change management team to schedule sessions during the semester to train and educate students, faculty and staff on IT issues and solutions. Document processes and make videos of our steps for fix or help customers.	100%	The team is focused on answering student tickets. The team is working hard to keep closing those tickets within 30 days.	The team has scheduled sessions on each campus to train and educate students, faculty and staff on IT issues and solutions. The team also is working on Document processes and make videos of our steps for fix or help customers.

Goal 2.4: Environment

NWCC will maintain and expand the facilities to provide a safe, clean, functional and welcoming environment for students, employees, community members and visitors.

Objective 2.4.1: Create and maintain state-of-the-art, world-class facilities that are built with the future in mind.

Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
Develop and utilize a College Facilities Master Plan that addresses existing and future needs to enhance campus life	Projects started or completed compared to plan	July 1, 2024 to June 30, 2025 <u>Completed Projects:</u> ROC Courts Refurbishment Band Practice Field sidewalks and lighting Sidewalks from Taylor Dorm to Haraway Baseball Pressbox and Bleacher Upgrades Coliseum Lobby Renovation Phase 1 Men's Residence Hall Desoto Ranger Center--Health Sciences and Workforce Facility Farm Improvements Project Phase 1 Strategic Marketing and Communication Renovation Baseball Locker Room Facility ARPA Utility Upgrades Haraway Re-Roof Soccer Field Fence Replacement Humanities Interior Renovations, PH 1 Desoto Center Campus Entrance on Church Road Desoto Center LED Interior Upgrades PH 1 Campus ADA Door Upgrades <u>Started Projects:</u> McCormick Administration Restoration R. C. Pugh Library Renovation Fine Arts Theater Facility Renovation ARPA Utility Upgrades Boiler Replacement Project Desoto Center Paving Project Athletic Performance Facility	The following construction projects are continuing to progress this year: Library Renovation Construction Fine Arts Renovation Construction MDOT Grant Heindl Center Entrance Athletic Performance Facility Construction Oxford Health Sciences Facility Design Agricultural Technology Facility Design McCormick Administration Restoration Construction Warehouse #3 Project Construction Centennial Clock Tower Construction	July 1, 2025 - June 30, 2026 <u>Completed Projects:</u> Library Renovation Construction Fine Arts Renovation Construction MDOT Grant Heindl Center Entrance Construction Athletic Performance Facility Construction Warehouse #3 Facility Construction McCormick Administration HVAC Replacement Tunica Building and Admin Basement Boiler Replacement Oxford Health Sciences Facility Design Agricultural Technology Facility Design Football Field Improvement Design <u>Projects started and in progress:</u> McCormick Administration Restoration Construction Centennial Clock Tower Construction Football Field Improvement Construction Coliseum Hall of Honor Construction Soccer Dugout and Pressbox Construction Fine Arts Auditorium Grant Upgrades Project MDOT Grant Campus Sidewalks Design	All project projects were started. All project projected for completion are either 90-100% complete by the target date.	The following construction projects are contining progress this year and scheduled for completion next year: McCormick Administration Restoration Construction Centennial Clock Tower Construction Football Field Improvement Construction Coliseum Hall of Honor Construction Soccer Dugout and Pressbox Construction Fine Arts Auditorium Grant Upgrades Project MDOT Grant Campus Sidewalks Design New Student Housing Complex Design MDOT Grant Campus Sidewalks Design Campus Chapel Design and Construction

Objective 2.4.2: Create and maintain an overall campus environment that is aesthetically pleasing.

Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
Maintain student satisfaction with the campus facilities is above 4.5.	Percent of students satisfied with overall maintenance and condition of campus facilities on the Student Satisfaction Survey	Fall 2024 = 4.26 Spring 2025 = 4.28 Overall Average 4.27	The student survey will be modified to acheive move defined responses that can be targeted for improvement.	Fall 2025 = 4.27 Spring 2026 = 4.25 Overall Average 4.26	The current results were slightly lower than the baseline.	We should clarify the question for students like we did for employees.
Maintain employee satisfaction with the campus facilities is above 90%.	Percent of employees satisfied with overall maintenance and condition of campus facilities on the Employee Climate Survey	74.0%	The employee survey will be modified to acheive move defined responses that can be targeted for improvement. Building Representatives will participate in required training/ education to better inform them and other building occupants of maintenance timelines.	82.0%	We clarified the maintenance questions on the survey this year and got a much better response.	Continue to improve communication to building supervisors. Start a line of communication with all building occupants on the difference between maintenance and improvements.

Objective 2.4.3: Create and maintain an environment that is safe for students, employees, community members, and visitors.

Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
Student satisfaction with the health, safety, and security campus environment is above 95%.	Percent of students that felt that the environment at NWCC was healthy, safe, and secure on the Student Satisfaction Survey.	Fall 2024 = 98.7% Spring 2025 = 99% Overall Average 98.8%	Continue providing training for officers to improve their job performance. Continue to meet with students at the beginning of the semesters to provide safety tips and expectations. Continue to provide in person safety training to student leadership groups.	Fall 2025 = 98.6% Spring 2026 = 97.8% Overall Average 98.3%	Internal active shooter preparedness training was provided to all department officers. Threat de-escalation training was completed by multiple members of the department through the CIT (Crisis Intervention Team) program in Oxford. Participation in new student and parent orientation sessions provided an opportunity to establish direct points of contact for campus safety questions and concerns.	Continue with current projects and training. Add call stations to strategic high traffic areas of campus to increase police presence and accessibility.

Employee satisfaction with the health, safety, and security campus environment is above 90%.	Percent of employees that felt that the environment at NWCC was healthy, safe, and secure based on the Employee Climate Survey.	90.0%	Continue providing in person training to staff and faculty. Continue to distribute the flyer with safety protocols to instructional personnel. Provide online training through the new Oracle program.	93.0%	The department will continue current safety initiatives and training programs while expanding resources that improve campus security and emergency response capabilities. Additional emergency call stations will be installed in strategic high-traffic areas across campus to increase police accessibility, reduce response times, and provide students, faculty, staff, and visitors with a direct means of requesting assistance during emergencies. Campus Police will continue to enhance officer preparedness through ongoing professional development and specialized training. Faculty and staff will receive continued education through the Oracle platform on active shooter awareness, Automated External Defibrillator (AED) use, CPR, Clery Act compliance, and Title IX compliance. These initiatives are intended to strengthen the college's overall emergency preparedness, promote a culture of safety, and ensure the department remains equipped to respond effectively to evolving campus security needs.	Continue on the same path with training and instruction. Add additional topics related to safety in the Oracle platform.
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Objective 2.4.4: Provide a welcoming environment for community members and visitors.						
Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
Develop, offer and maintain auxiliary services to support student and community experience	Number of current and new services offered.	New: The college completed renovations to accomodate the Tate County Economic Development Foundation on the Senatobia Campus. The Desoto Ranger Center construction was successfully completed in December 2024. The conference facilities will open for college and community use in fall 2025. Maintained: One-Stop Enrollment Center, The Heindl Center for the Performing Arts, and Chick-fil-A, Ranger Nutrition, Ranger Roast	Work with area community organizations to establish use of the Desoto Ranger Center conference facilities. Provide a gathering space at the heart of campus for the Centennial Clock and Bell Tower for students and visitors to experience events.	New: The college fully operated conference facilities at the Desoto Ranger Center for college and community use in fall 2025. Maintained: One-Stop Enrollment Center, The Heindl Center for the Performing Arts, and Chick-fil-A, Ranger Nutrition, Ranger Roast. Projects started and in progress: A gathering space at the heart of campus for the Centennial Clock and Bell Tower for students and visitors to experience events is nearing completion.	All new projects were started. All projects projected for implementation met the target date. Projects in progress are on schedule.	Provide a campus chapel at the heart of campus for students community groups to experience events.

Goal 2.5: Governance

NWCC will create and maintain a culture of shared governance that provides appropriate decision-making.

Objective 2.5.1: Collaborate appropriately and effectively with all stakeholders in the governance of the college.						
Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
Improve the ratings on shared governance on the NWCC Employee Survey	Comparison of the initial rating on the survey compared to the more recent rating	The 2024-25 Employee Feedback Survey Results on the four statements measuring principles of shared governance include: 1) Question 4: 88% agreed that the staff provides effective communication, quality support, and are accessible; 2) Question 11: 89% agreed that my department meets as a team to plan and coordinate work; 3) Question 16: 79% agreed that NWCC policies and procedures ensure fair treatment of issues and personnel; and 4) Question 22: 79% agreed that I am aware that all council and Leadership Forum meeting minutes are available to me on the Northwest website.	On Questions 16 and 22 (addressing fairness of policies and awareness of Leadership Forum minutes), the percentage of agreement lags behind the other two questions. The Leadership Forum may want to gather more information and develop strategies to increase agreement in these areas.	The 2025-26 Employee Feedback Survey Results on the four statements measuring principles of shared governance include: 1) Question 4: 91% agreed that the staff provides effective communication, quality support, and are accessible; 2) Question 11: 90% agreed that my department meets as a team to plan and coordinate work; 3) Question 18: 82% agreed that NWCC policies and procedures ensure fair treatment of issues and personnel; and 4) Question 24: 78% agreed that I am aware that all council and Leadership Forum meeting minutes are available to me on the Northwest website.	Employee satsifaction continues to improve especially in the areas of staff communication, support, and accessibility as well as policies and procedures that ensure fair employee treatment (3% year-over-year increase). No statistically significant changes were seen in satisfaction on team collaboration and awareness of council and Leadership Forum meeting minutes. Overall, there has been a net positive change on empolyee satisfaction of shared governance.	With a slight decline in awareness that council and Leadership Forum meeting minutes are available on the website, the weekly Ranger Report may want to include a link to that section of the faculty/staff portal.

The duplicated count of employees included in the council and committee structure demonstrates the broad based participation in governance of the college	Break out of employees by job title and campus location	In 2024-2025, 66 Executive Staff from two campuses served on councils and committees. Additionally, 84 faculty across five campuses, 274 staff from three campuses, and 12 student representatives served. Executive Council members lead and/or serve on all other committees, ensuring there is a process to communicate policies reviewed and recommendations to the Executive Council and and Board of Trustees.	Continue to review council and committee membership annually, seeking opportunities to engage new employees representing different cohorts. Consider whether offering virtual participation would be an effective strategy to engage constituents at different campuses.	In 2025-2026, 61 Executive Staff from three campuses served on councils and committees. Additionally, 84 faculty across eight campuses, 351 staff from five campuses, and 14 student representatives served. Executive Council members lead and/or serve on all other committees, ensuring there is a process to communicate policies reviewed and recommendations to the Executive Council and and Board of Trustees.	Broad based support continues on councils and committees providing the opportunity for diverse perspectives in college governance. More campuses were represented by faculty, staff, and executive leadership on councils and committees.	Continue to offer the council and committee structure. Annually review committee make-up to ensure all campuses and staff cohorts are represented. Consider including student representatives on committees like campus safety and disability services.
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Objective 2.5.2: Communicate with all stakeholders in a timely and transparent manner about decisions and issues that affect the college.

Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
Increase ratings on communications in the NWCC Employee Survey	Based on the Employee Feedback Results	On Question 4 of the 2024-25 Employee Feedback Survey Results, 88% agreed that the staff provides effective communication, quality support, and are accessible.	Implement a communications request queue with automated responses so that employees can provide information and make requests directly to the Communications Department and know the ongoing status of requests. This will also help the Communications Team efficiently handle projects.	On Question 4 of the 2025-26 Employee Feedback Survey Results, 91% agreed that the staff provides effective communication, quality support, and are accessible.	There was a statistically significant increase of 3% in employee satisfaction with communication, quality of support, and accessibility. The communications queue implemented this past year contributed to increases in satisfaction.	Continue the communications request queue, all-staff email updates from Dr. Heindl, and post minutes of meetings in a timely manner on the faculty/staff website portal.
Documentation from the Leadership Forum demonstrates that communication is flowing regarding decisions, issues, and events that affects the college	Verification that the documentation of minutes is posted and taking place. Verification that the activities committee is being utilized by the employees.	The Leadership Forum met five times between July 2024 and June 2025. Meeting minutes are posted in the Faculty & Staff portal of the college's website.	Ensure that Leadership Forum meeting minutes include next steps and how stakeholder input was used. Regularly communicate how the Leadership Forum actions have addressed stakeholder concerns, reinforcing the value of engagement. Encourage stakeholder input in think-tank topics with survey in weekly newsletter. Include link to Leadership Forum minutes in weekly newsletter.	The Leadership Forum met five times during 2025-26, and meeting minutes are posted to the faculty staff website portal.	The Leadership Forum continues to meet regularly and engage stakeholder feedback through think tank topic group studies that address college values and culture. Discussion of findings generate ideas for the President and cabinet. Detailed minutes from the think tank presentations are posted online showing inclusion and responsiveness to stakeholder input.	Continue to use the Leadership Forum as a means of engaging diverse perspectives. Group discussion and recommendations on relevant and pressing college issues will engage diverse perspectives. Continue posting Forum minutes online.

COMMITMENT 3 – PERSONAL SUCCESS

Overseen by: Dr. Tonyalle Rush, Vice President of Student Services and Enrollment Management

Rationale: The main focus of the institution is students’ personal success, from entry to graduation to their next step beyond college. As stated in the NWCC mission. “Our college fosters a culture of innovation, collaboration, and *student success* .”

Goal 3.1: Awareness

NWCC will promote awareness and understanding of the college’s programs and services and their role in community and personal success.

Objective 3.1.1: Develop targeted marketing and communications to increase awareness of College programs and services.

Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
To increase the number of followers on Facebook and Instagram for awareness.	Pulling the actual analytics; Compare the number of followers from 2023-2024 on the social media platforms for Northwest .	Main NW FB page End of 2024 - 27,991	The increase in followers suggests that efforts to engage students—particularly through events like Ranger Round-Up—were effective in boosting visibility and interest. To continue this momentum, future strategies could include more interactive content, student-led posts, behind-the-scenes event coverage, and cross-platform campaigns that link Facebook and Instagram engagement. Consistent posting and highlighting student experiences will help sustain growth and deepen awareness.	July 1,2025 to Present - 32,962	Yes, our method of communication through social media probably has doubled by now. We are currently reaching out to students, whether they are current, prospective or have graduated. We currently have 33K followers and growing on the Northwest Mississippi Community College Facebook page. Also, 2.9K followers and growing on the Facebook Northwest Student Life Page and 3.3K followers and growing on the Instagram Northwest Student Life Page. Our Housing and Residence Life, Student Counseling, Disability, & Testing Department, The ARC, Student Activities and Intramurals, Athletics and just Student Services in general utilize this tool in meeting the students where they are. We also use these social media platforms to help spread useful, helpful and positive information for our student needs and for them to stay informed with the most and current up to date changes we as a college are making.	Our future strategies is to continue posting on the Northwest Student Life Page on Facebook and Instagram by widening our overall communication to our students that solely look at Social Media as their sole point of getting their information. We are always trying and thinking of current trends of how to get our students engaged and involved through the social media pages, but also let them be aware of what is going on here on campus. I think our students appreciate the fact that we are trying to meet them through social media. We always need to be mindful of what we do post, make sure we proof read and that it is accurate. We also want to make sure we are welcoming, inviting, inclusive to all students, and be positive in our posts when communicating with our students.

To increase student enrollment at NWCC - Desoto through the establishment of marketing campaign.	Pulling Desoto Center enrollment numbers from First Look Enrollment Report	Fall 2024 First Look - 877	The introduction of new programs, the opening of the Ranger Center building, enhanced signage, and media outreach—including radio segments and TV appearances—contributed to the enrollment increase. To build on this momentum, future strategies could include expanding digital advertising, increasing community engagement through local events, and continuing to refine messaging through data-driven reviews of campaign performance. Highlighting student success stories and offering virtual tours could also help attract prospective students.	Fall 2025 First Look - 1007	The current results show clear growth when compared to the baseline starting point. Enrollment increased from 877 students in Fall 2024 to 1,007 students in Fall 2025, an increase of 130 students. This demonstrates that the strategies implemented were effective in improving enrollment at the DeSoto Center. Efforts such as introducing new programs, opening the Ranger Center building, improving signage, and increasing media outreach contributed to stronger visibility and interest in the campus. Overall, the changes were successful and resulted in measurable enrollment gains.	Based on these results, future strategies will focus on maintaining and building on this growth. Continued expansion of digital advertising, including social media and online campaigns, will help reach a wider audience. Increasing engagement within the community through events and partnerships with local schools will strengthen local connections. Ongoing review of marketing data will allow for more targeted and effective messaging. In addition, highlighting student success stories and offering virtual tours and information sessions will make the college more accessible and appealing to prospective students. Continued promotion of programs and campus facilities will also remain a priority.
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Objective 3.1.2: Provide effective outreach to high school students, high school equivalency completers and prospective adult learners.

Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
Increase the number of direct from high school students who enroll as degree seeking students to include dual enrolled students	Compare the number of direct from high school freshman (to include dual enrolled students)from 2024 - 2028	2024 = 1597	Future efforts could focus on expanding outreach through high school partnerships, enhancing digital engagement campaigns, and offering early advising or registration incentives to dual enrolled students. Strengthening relationships with counselors and career coaches will remain key to sustaining growth.	2025 = 1568	While we implemented new recruitment strategies and outreach efforts, we did not achieve the desired increase in enrollment. Several factors likely contributed to the outcome, including students transferring to four-year institutions, changing student enrollment patterns, financial concerns, no housing available, and other challenges converting Dual Enrollment students into degree-seeking students after high school graduation. Although the strategies increased engagement with prospective students, they did not translate into the enrollment growth that was anticipated. While the enrollment goal was not met this cycle, the experience provided valuable insight into areas where recruitment efforts can become more strategic and data-driven. These adjustments will help create a stronger pipeline of degree-seeking students in future enrollment cycles.	Moving forward, we will focus on developing a more intentional enrollment conversion plan for Dual Enrollment students by: Implementing a structured communication campaign during students' senior year that includes text messages, emails, phone calls, and personalized outreach. Increasing parent engagement through informational sessions and targeted communications about financial aid, scholarships, and enrollment steps. Partnering more closely with high school counselors to identify students who are likely to continue after graduation and address barriers before they arise. Using recruitment data and CRM tools to identify students who need additional follow-up and to personalize communications based on student interests. Emphasizing on-campus events specifically designed for Dual Enrollment students to help them envision themselves as full-time Northwest students. Continuously evaluating recruitment efforts and adjusting strategies throughout the recruitment cycle based on participation and conversion data.
Increase the number of adult learners who enroll as degree seeking students (age 25 or older)	Compare the number of adult learners from 2024 - 2028	Fall 2024 = 212	Outreach efforts such as visiting businesses and industries, leveraging the Amazon partnership, and using CX and Eloqua for targeted communication helped drive a notable increase in adult enrollment. To continue this momentum, future strategies could include expanding employer partnerships, offering flexible course formats, and enhancing personalized messaging to address adult learners’ unique needs and schedules.	2025 = 235	The baseline enrollment was 143, and the current enrollment is 235, representing an increase of 92 students. This is approximately a 64.3% increase from the baseline, demonstrating substantial progress toward the enrollment goals. The primary strategy implemented was to increase outreach efforts, including expanding communication with prospective students and strengthening recruitment initiatives. The significant growth in enrollment indicates that these changes were successful. The increased outreach efforts effectively attracted more prospective students and contributed to a meaningful rise in enrollment compared to the baseline. Continued investment in these outreach strategies is recommended to sustain and build on this positive trend.	Future strategies will focus on sustaining the successful outreach efforts while identifying additional opportunities for growth. These strategies include expanding partnerships with local community organizations, increasing the use of digital marketing and social media campaigns, hosting more recruitment events and campus tours, and strengthening follow-up communication with prospective students. Regularly reviewing enrollment data and outreach outcomes will help identify which recruitment methods are most effective, allowing resources to be directed toward the highest-impact activities. Continuing to evaluate and refine these strategies will support ongoing enrollment growth and help achieve future enrollment goals.

Increase the percentage of students receiving a high school equivalency diploma who enroll as degree seeking students	Compare the number of HSE students from 2024-2028	Fall 2024 = 70	To improve outcomes, future efforts could focus on more personalized outreach, stronger partnerships with adult education centers, and dedicated support services for HSE students. Enhancing visibility at recruiting events and offering clear pathways from HSE completion to college enrollment may also help reverse the downward trend.	2025 = 88	The baseline percentage of degree-seeking students enrolled was 54, and the current result is 88, representing an increase of 34 students, or approximately 63% from the baseline. However, program participation also increased during this period, with 267 students in the program and 70 enrolled in 2024, compared with 314 students in the program and 88 enrolled in 2025. So the percentage of students in 2024 that enrolled was 26% and in 2025 28%. The primary strategy implemented was to increase outreach efforts to prospective and current students. These efforts contributed to both an increase in the overall number of students participating in the program and a higher number of degree-seeking students enrolling. The results indicate that the outreach initiatives were successful in supporting the goal of increasing the percentage and number of degree-seeking students. The growth in enrollment, alongside the increase in program participation, demonstrates that the strategies were effective in attracting and converting more students into degree-seeking enrollment.	To build on the progress achieved, future strategies will focus on expanding and refining outreach efforts to continue increasing the enrollment of degree-seeking students. Planned initiatives include strengthening partnerships with community organizations, and workforce agencies to increase awareness of program opportunities. Additional strategies include enhancing digital marketing and social media outreach, hosting more recruitment events and campus visits, and implementing personalized follow-up communication with prospective students throughout the enrollment process. The program will also continue to monitor enrollment data to identify recruitment trends, evaluate the effectiveness of outreach activities, and target populations with the greatest potential for growth. By using data to guide recruitment decisions and continuously improving engagement strategies, the program aims to increase both the number and percentage of degree-seeking students while sustaining long-term enrollment growth.
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Goal 3.2 Access

NWCC will provide seamless and easy access to the student experience.

Objective 3.2.1: Provide an efficient enrollment process for students.

Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
Reduce the percentage of student who are missing admissions records requirements dcouments	Utilize the state audit process for the percentage of students who did not provide documentation	0.29%	Continue doing weekly audit checks, increase reminder emails and contact the students via phone calls or text messgages to further reduce the number of missing documents.	0.27%	The percentage of students missing required admission documents decreased from 0.29% to 0.27%, representing a reduction of 0.02 percentage points. This improvement indicates that the strategies implemented, including weekly audits, increased communication through reminder emails, and direct outreach via phone calls and text messages, were successful in reducing the number of students with incomplete admission records.	To continue improving outcomes, monthly audit reviews will be maintained and enhanced by identifying students with missing documentation earlier in the admissions process. Additional targeted communication through emails, phone calls, and text messages will be implemented, along with more frequent follow-up reminders before enrollment deadlines. Collaboration with admissions staff will also be strengthened to ensure students receive timely assistance in completing documentation requirements, with the goal of further reducing the percentage of missing admission records.

Implement a new CRM system that centralizes student communication and streamline the enrollment process for admissions to the institution.	Completion of key phases for implementing a new CRM	Narrowed it down to two choices of Software.	To make a final decision between the two softwares and begin implementing the chosen CRM software.	We chose Slate as our new CRM.	Yes, our changes were successful as we were able to select Slate as our CRM and are now in the implementation process.	To finish creating the admissions application along with communication templates to be prepared for a go live date of August 15, 2026.
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Objective 3.2.2: Make education affordable through a comprehensive program of financial assistance.

Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
Increase the number of full-time, first-time degree-seeking students receiving any form of aid	Compare the number of full-time, first-time, degree-seeking students receiving any aid based on Student Financial Aid IPEDS report.	81%	More involvement with Recruiting visiting high schools. More front-end mailers are needed for students to file FAFSA and complete scholarship applications. Offer more one-on-one sessions.	64%	Our number of first time students decreased by 357 students. We did attend more school FAFSA days. We did not get a communication plan in place.	We are sending weekly notifications to students who are pre registered for the FA2026 term on a weekly basis this summer. VIA email, letters, and text messages.

Objective 3.2.3: Orient, advise, and register students for their chosen program or pathway.

Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
Increase student participation in new student orientation	Compare the number of students who participated in the prior year	Summer 2024 = 2071	Offering online orientation helped boost numbers by making it easier for students to participate. To keep improving, consider enhancing online features, offering hybrid options, and using reminders or incentives to encourage attendance.	Summer 2025 = 1870	The goal was to increase student participation in New Student Orientation. While we did not meet the established target, participation remained strong and came close to the goal. Compared to the previous year, attendance decreased by approximately 200 students. Several factors may have contributed to the decline, including lack of housing assignments, scheduling conflicts, work and family obligations, and students opting out of orientation and calling the Advising Center directly. Although recruitment and communication efforts generated interest, additional strategies are needed to improve attendance and ensure students understand the value of participating in orientation before beginning classes.	Moving forward, we will focus on increasing orientation participation by: Beginning orientation communications earlier and maintaining consistent outreach through email, text messages, phone calls, and social media. Increasing personalized follow-up with admitted students who have not registered for an orientation session. More accurately monitoring students who actually meet with advising so there's minimal confusion with no-shows. Clearly communicating the benefits of orientation, including academic advising, registration assistance, financial aid support, and opportunities to connect with faculty, staff, and fellow students. Although the participation goal was not achieved during this evaluation period, attendance remained close to the target and provided valuable insight into opportunities for improvement. By strengthening communication, increasing flexibility, and providing more personalized outreach, I am confident we can improve orientation participation and better prepare students for a successful transition to Northwest.
Increase the number of students who are registered each semester.	Use IPEDS 12-month unduplicated headcount. Data is based on the previous completed academic year.	9772	Future strategies could include expanding personalized messaging, integrating automated reminders for registration deadlines, and using Canvas analytics to track student engagement. Offering virtual advising sessions and registration workshops could also help maintain momentum and reach students who need extra support.	10233	The number of registered students increased from 9,772 to 10,233, an increase of 461 students, or approximately 4.7%. This positive growth indicates that the strategies implemented to encourage registration were successful. Increased outreach efforts, proactive communication, and student support services contributed to higher enrollment and helped more students complete the registration process.	To continue increasing student registration, future strategies will include expanding personalized messaging, integrating automated reminders for registration deadlines, and using Canvas analytics to monitor student engagement and identify students who may need additional support. The institution will also offer virtual advising sessions, registration workshops, and targeted outreach campaigns to help students overcome barriers to enrollment and maintain positive registration growth trends.

Goal 3.3: Achievement

NWCC will assist and encourage students to successfully navigate and complete their educational goals

Objective 3.3.1: Provide students with effective assessment, goal-setting, mentoring, and ongoing advisement so that they persist to their career goal, pathway or degree.

Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
Increase the fall to fall retention for full-time, first-time degree-seeking students in degree programs	Compare to the 2024 fall to fall retention for full-time, first-time degree-seeking students in degree programs	64.1%	The implementation of Dropout Detective and promotion of academic resources had limited impact on retention. While the tools may have supported some students, the overall retention rate remained nearly flat. To improve outcomes, future strategies could include earlier academic intervention, more personalized advising, expanded peer mentoring, and increased engagement with students flagged as at-risk. Strengthening follow-up and support systems may help convert these efforts into measurable gains	63.9%	The retention rate decreased slightly from 64.1% to 63.9%, a decline of 0.2 percentage points. While the implementation of Dropout Detective and the promotion of academic resources provided support to students and enhanced awareness of available services, these strategies did not result in an increase in the overall retention rate. Consequently, the changes had a limited impact on achieving the desired outcome, indicating a need for additional and more targeted retention initiatives.	Future efforts will focus on implementing earlier academic interventions, providing more personalized academic advising, expanding peer mentoring opportunities, and increasing engagement with students identified as at-risk through Dropout Detective. Additional emphasis will be placed on proactive follow-up, strengthening support systems, and fostering student connections to campus resources. These enhanced retention strategies are intended to improve student persistence and increase the fall-to-fall retention rate in future reporting periods.

Objective 3.3.2: Help students develop the skills and qualities necessary for personal success.

Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
To assist students with engagement to campus resources for overall safety and well-being.	Obtain attendance data for NWCC Health, Safety, and Wellness meeting hosted every August since the Fall 2024 semester.	Housing and Residence Life: (2024-2025) Health, Safety, and Well-being meetings: Attendance: 312	To improve future outcomes, consider enhancing communication and promotion of these meetings, integrating feedback loops to better understand student needs, and offering incentives or more flexible formats. Strengthening partnerships with student groups and tailoring content to their interests may also help boost attendance and engagement.	Housing and Residence Life: (2025-2026) Health, Safety, and Well-being meetings: Attendance: 285	Attendance increased from 285 to 312 students, representing an increase of 27 students. The increase in participation indicates that efforts to engage students in health, safety, and wellness programming were successful. Higher attendance suggests that students are becoming more aware of available campus resources and are taking advantage of opportunities designed to support their overall well-being and success.	To continue increasing student engagement, future strategies will focus on enhancing communication and promotion efforts, expanding partnerships with student organizations, and utilizing student feedback to guide program topics and delivery methods. Additional efforts may include offering incentives for participation, providing more flexible meeting formats, and developing interactive programming that addresses student interests and needs. These initiatives are intended to further increase attendance and strengthen student awareness of campus health, safety, and wellness resources.

To implement collaborative support programs across departments	SCDTS: Monthly reporting on number of students receiving counseling, accommodations and testing services, frequency of services, and staff participation in collaborative events.	SCDTS (2024-2025): • 39: # of Collaborative Events Participated • 2308: Total Student/Staff Engagement at Department Sponsored Events • 61: Student Intakes for Counseling Services • 79: Referrals from Walk-Ins, Drop-out Detective and Ranger Referral • 243 : Student Receiving Disability Services • 6: Mandated Cases (SAP/Housing/Behavioral)	The implementation of collaborative support programs, including the Ranger Referral system and faculty and staff training, was successful in expanding outreach and improving coordination between departments. The sharp rise in event engagement and referrals suggests stronger visibility and access to services. To build on this progress, future strategies could include deeper integration of referral data into early intervention efforts, expanding psychoeducational programming, and continuing to train campus partners to recognize and respond to student needs. Monitoring counseling trends and refining outreach will help ensure students receive timely support.	SCDTS (2025-2026): • 53: # of Collaborative Events Participated • 1898: Total Student/Staff Engagement at Department Sponsored Events* • 61: Student Intakes for Counseling Services • 89: Referrals from Walk-Ins, Drop-out Detective and Ranger Referral •418 : Student Receiving Disability Services • 13: Mandated Cases (SAP/Housing/Behavioral)	The results compared to the baseline starting point increased in all, but one category. SCDTS collaborative events increased nearly 35%, including campus training and awareness events. Referrals for counseling services increased 12% since baseline. Students receiving disability services increased at the Senatobia campus by 12%; 418 students receiving disability services includes Desoto and Oxford campuses. Number of student/staff engagement at department sponsored events decreased by 17%.	Most outcome strategies were successful, however, there were a decreased in student/staff engagement at sponsored events. Future strategies to including: improve marketing/communication across campus and social media of events; implement newer and themed programming/events to increase interest; survey student/staff to gauge specific events and/or trainings.
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Goal 3.3: Achievement

NWCC will assist and encourage students to successfully navigate and complete their educational goals

Objective 3.3.3: Assist students to succeed and complete their personal goals of transfer to a four-year institution, graduation, or placement in a job in their chosen field.

Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
Increase the number of full-time, first-time degree-seeking students who graduated or transferred to a four-year college within 150% time.	Utilize IPEDS Graduation Report rates.	60%	To build on this momentum, future strategies will focus on deepening student support and engagement. This includes expanding transfer advising services, increasing collaboration with four-year institutions to streamline transfer processes, and enhancing communication around transfer events. Additionally, tracking student participation in these initiatives will help identify gaps and tailor interventions to ensure continued improvement in graduation and transfer rates.	65%	The graduation and transfer rate increased from 60% to 65%, representing an improvement of 5 percentage points. This increase indicates that the strategies implemented to support student persistence, graduation, and transfer success were effective. Enhanced advising, improved communication regarding transfer opportunities, and increased support for academic planning contributed to a greater number of students successfully graduating or transferring to a four-year institution within the established timeframe. There were 21 transfer sessions and three transfer fairs held for the 2025-2026 year where transfer counselors were on campus to speak with students.	To build on this success, future strategies will focus on strengthening student support and engagement throughout their academic journey. Efforts will include expanding transfer advising services, increasing collaboration with four-year institutions to streamline transfer pathways, enhancing communication about transfer and graduation opportunities, and providing earlier academic planning support. Additionally, student participation in transfer and completion initiatives will be monitored to identify service gaps and target interventions more effectively, ensuring continued improvement in graduation and transfer outcomes.

Increase the number of degrees awarded per academic year	Compare the number of degrees awarded to those of the prior academic year	2253	Graduation application signing events and consistent reminders via text, email, and Canvas helped ensure more students completed the necessary steps to graduate. To continue improving, future strategies could include earlier outreach to students approaching completion, personalized graduation checklists, and expanded advising support to identify and assist students who are close to meeting graduation requirements.	2146	A graduation application signing event was held in Fall 2025 and 2026 graduation applications were signed during the event. A graduation application signing event was held during Spring 2026 and 48 graduation applications were signed. Students near graduation were sent a text message and email on the morning of each event.	Future strategies will focus on identifying students who are close to degree completion earlier in their academic careers and providing more personalized support throughout the graduation process. Efforts will include expanding graduation application signing events, increasing targeted outreach through text messages, email, and Canvas, developing personalized graduation checklists, and strengthening advising interventions for students nearing completion. Additional degree audits and proactive monitoring of student progress will be utilized to identify barriers to graduation and connect students with resources needed to complete their programs and earn their degrees.
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COMMITMENT 4 – COMMUNITY SUCCESS

Overseen by: Dr. Andrew Dale, Associate Vice President for Community Relations

Rationale: The college will be perceived as relevant when we work passionately as a team to produce quality outcomes that enrich our communities. Relevance yields respect and opens the door to strong, enduring relationships with the community. Relationships are the catalyst for informing the college of educational content and skills needed within the region. Furthermore, political and social engagement is key to accessing needed resources for growth from the community, region, and state. As stated in the NWCC mission, “Our college partners with businesses and industries that seek to *grow the economy and the workforce* , as well as partner with alumni, friends, and others. Engagement takes place in all communities that the college serves.”

Goal 4.1: Economic Development

NWCC will be the driving force of economic development in our eleven counties.

Objective 4.1.1: Ensure the skills of our workforce meet the needs of our employers.

Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
EDA leaders will be satisfied with the job skills of new graduates.	Survey Local EDA leaders about recent graduates. Calculation Method:	Local economic leaders continue to praise the workforce readiness of Northwest graduates, highlighting how the college’s innovative programs and proven track record of success are helping attract new industries and create opportunities for the community.	Use the tools developed by the Tate County Council of Government to advocate for investment in local infrastructure that attracts businesses. Continue to build relationships with local businesses and industry.	Economic Development Authority (EDA) leaders and industry partners continued to express strong confidence in Northwest graduates and the College's workforce training efforts. Northwest strengthened relationships with local and regional economic development organizations through regular meetings, business and industry engagement, legislative advocacy, workforce announcements, and collaborative economic development initiatives. These partnerships contributed to continued recognition of Northwest as a valuable workforce development partner for existing employers and prospective industries considering investment in the region.	Results remained consistent with—and in several areas exceeded—the baseline established during the previous assessment period. Continued collaboration with economic development leaders strengthened Northwest's reputation as a responsive workforce partner. Ongoing communication, advocacy, and strategic partnerships helped reinforce confidence in the College's ability to prepare graduates with skills aligned to regional workforce needs. The strategies implemented were successful in maintaining strong relationships while positioning the College as a key contributor to regional economic growth.	Continue expanding engagement with local and regional EDA organizations by increasing participation in workforce planning initiatives, business recruitment efforts, and industry advisory groups. Strengthen data sharing on graduate employment outcomes and workforce impact while identifying emerging industry needs to support future program development. Continue advocating for infrastructure and economic development initiatives that promote business expansion and create additional employment opportunities for Northwest graduates.

The college will have 95% or higher job placement rates.	Data from Perkins reports	According to the 2024 Perkins report, 95% of our students either were employed in the field they were trained in, employed in a related field, or continued their education in another post-secondary program.	It is challenging to maintain a high standard of outcomes, given that there are many factors external to the college that could change the end result. Our Faculty and Staff will continue to work to help our students be successful through great instruction and through community relationships built through our Career Technical Education Advisory Boards that help local businesses and industry have influence on how the future workforce locally is trained.	According to the 2024–2025 Perkins performance report, Northwest achieved a 93.03% placement rate (4,740 of 5,095 concentrators), meeting the Mississippi Community College Board's Perkins performance benchmark. Graduates continued to secure employment in their fields, obtain related employment, or continue their education after program completion. Strong employer partnerships, Career Technical Education Advisory Boards, internships, and work-based learning opportunities continued to support successful workforce outcomes across the College's career and technical programs.	While the reported placement rate was slightly below the previous year's institutional benchmark of 95%, Northwest continued to exceed state performance requirements and remained Perkins compliant. Given changing labor market conditions and external economic factors, the College successfully maintained exceptionally strong placement outcomes through close collaboration with business and industry partners and continued alignment of academic programs with regional workforce needs.	Continue expanding employer partnerships, internships, apprenticeships, and work-based learning experiences while strengthening graduate follow-up efforts to improve placement reporting accuracy. Utilize advisory boards and labor market data to identify emerging workforce needs, align curriculum with industry demand, and pursue continuous improvement aimed at returning placement rates to or above the 95% institutional goal.
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Objective 4.1.2: Create an economic environment that is conducive to increasing the number of family-sustaining employment opportunities.

Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
EDA leaders will be satisfied with the growth of the economy in their district on the Economic Developers' Satisfaction Focus groups.	Positive responses on survey 1. Has Northwest ensured the skills of our workforce meet the needs of our employers? If so, how? 2. Are you satisfied with the job skills of new graduates? 3. Are college programs helping to recruit business and industry to the area with the programs we have and plan to add? 4. Has Northwest helped to create an economic environment that is conducive to increasing the number of family-sustaining employment opportunities in your counties? 5. Are you satisfied with the growth of the economy in your county? Explain. 6. In what ways has Northwest best partnered with your community to create sustainable growth for future generations?	1. Yes. Northwest aligns workforce skills with employer needs through targeted training and strong industry partnerships, boosting regional economic vitality. 2. Absolutely. NWCC grads are well-prepared, professional, and workforce-ready thanks to hands-on learning and employer engagement. 3. Yes. Northwest's adaptable programs in key industries help attract businesses by showing Tate County can meet long-term workforce demands. 4. Without question. Northwest supports job growth through workforce development, small business support, and career pathways that promote upward mobility. 5. Yes. Tate County's economic growth is strong, driven by planning, partnerships, and Northwest's commitment to shared development goals. 6. Northwest is a key partner in sustainable growth, aligning education with county goals through dual enrollment and tailored workforce training.	Looking ahead, Northwest will continue to build on its momentum by expanding access, strengthening partnerships, and aligning programs with emerging workforce needs. Key strategies include: Expanding high-demand programs: Launching new offerings such as the Registered Nursing program at the Ranger Center in DeSoto, while continuing to grow programs in advanced manufacturing, healthcare, and technology. Strengthening employer partnerships: Enhancing collaboration with local industries to ensure curriculum and training programs stay responsive to evolving labor market demands. Supporting student success: Investing in advising, dual enrollment opportunities, and transfer pathways to increase degree completion and create seamless transitions into the workforce or four-year universities. Advocating for regional growth: Continuing active participation in the Tate County Council of Governments and lobbying efforts in Washington, D.C., to support infrastructure and workforce projects that benefit our citizens. Through these strategies, Northwest is committed to sustaining enrollment growth, expanding economic opportunities, and preparing students for family-sustaining careers in our region.	1. Absolutely. Northwest has positioned workforce development as a top priority. They do not just implement workforce development programs; they consult with businesses on workforce needs prior to program implementation. 2. Indeed. Businesses have informed us that Northwest graduates bring solid technical skills, as well as professional conduct and work ethic, which are equally important. 3. There's no doubt about that. Northwest has turned into one of our key recruitment tools, because we can always say with confidence that the labor training is already in place, or that our college is ready to deliver customized training. 4. Yes. With every resident receiving a certification, degree or workforce training from Northwest, their economic potential increases. 5. We are positively impressed with the direction where we are going now. We face certain challenges in every community, but in Northwest we see investment, growth of industries and job opportunities. 6. We can see Northwest as an economic development partner rather than just a community college. Northwest works side-by-side with local governments, chambers of commerce, workforce boards, school districts and employers to address regional issues as a team.	Current results remained consistent with and strengthened the positive feedback received during the previous assessment period. Economic development leaders continue to recognize Northwest as an essential partner in workforce development and regional economic growth. The strategies of expanding workforce training, maintaining strong employer partnerships, participating in regional planning initiatives, and advocating for infrastructure and workforce investment proved successful in supporting business recruitment, business retention, and the creation of family-sustaining employment opportunities throughout the College's service area.	Northwest will continue strengthening partnerships with Economic Development Authorities, chambers of commerce, AccelerateMS, and regional employers to identify emerging workforce needs and support economic development initiatives. The College will continue expanding high-demand workforce programs, enhancing customized industry training, strengthening K-12 and university partnerships, supporting legislative initiatives such as the Jobs Promise Performance Program, and advocating for infrastructure investments that increase economic competitiveness while creating additional educational and employment opportunities for the citizens of Northwest Mississippi's service district.

Objective 4.1.3: Promote a labor force participation rate that is comparable to state and national levels.

Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
Increase the job placement rate	Data from Perkins data	From the 2024 Perkins report, 95% of our students either were employed in the field trained, employed in a related field, or continued their education in another post secondary program.	Strategies moving forward may be 1. Align programs with employer needs through workforce councils and labor market data. 2. Offer short-term training and credentials for quick re-entry into jobs. 3. Expand apprenticeships and work-based learning with local industries. 4. Provide career services and job placement to connect students with openings. 5. Partner in regional economic development to attract and support businesses.	According to the most recent Perkins Performance Report, Northwest Mississippi Community College achieved a 93.03% placement rate, with 4,740 of 5,095 concentrators obtaining employment, entering military service, or continuing their education following program completion. The College maintained compliance with Mississippi Community College Board Perkins performance benchmarks through strong employer partnerships, active Career and Technical Education Advisory Boards, work-based learning opportunities, internships, and curriculum aligned with regional workforce needs.	While the placement rate was slightly below the previous assessment benchmark of 95%, Northwest remained Perkins compliant and continued to demonstrate excellent workforce outcomes. The College successfully maintained a high level of graduate placement despite changing labor market conditions by strengthening relationships with employers, expanding workforce partnerships, and ensuring instructional programs remained responsive to industry demand. The strategies implemented during the assessment period were successful in sustaining strong employment and continuing education outcomes for graduates.	Northwest will continue strengthening partnerships with business and industry to expand internships, apprenticeships, clinical experiences, and other work-based learning opportunities. The College will utilize labor market information and employer feedback to align academic programs with emerging workforce demands while enhancing career services, graduate follow-up, and employer recruitment activities. Continued collaboration with Career Technical Education Advisory Boards will support continuous improvement with the goal of increasing placement rates beyond current performance levels.

Decrease the unemployment rate in our 11 counties.	MDES Employment Rate	The Unemployment rate in our 11-county district can be described as low. County by County our district has fluctuated but by-in-large the data suggests the region has a very low unemployment rate. Panola County up slightly to 4.2% for year 2024 Desoto County up slightly to 2.6% for 2024 https://mdes.ms.gov/media/8735/urate.pdf	1. Continue workforce training and alignment. 2. continue to develop partnerships with employers and economic developers in the county. 3. provide career navigation and support for students, career fairs.	Throughout the assessment period, unemployment across Northwest's 11-county service area remained relatively low compared to historical averages, although individual county rates fluctuated because of local economic conditions. Northwest continued supporting regional employment through workforce training, customized industry partnerships, career and technical education, dual enrollment opportunities, career fairs, and collaboration with local employers and economic development organizations. These efforts contributed to a well-prepared workforce capable of meeting current and emerging employment needs across the region. Desoto County is holding steady at 2.6%, Lafayette nudged down from 3.2% to 3.0, Panola nudged up to 4.6% and Tate is holding steady at 3.7% - for all 11 counties see statewide data set linked below. https://mdes.ms.gov/media/8735/urate.pdf	Overall unemployment trends remained stable across the College's service district despite minor fluctuations among individual counties. Northwest's continued investment in workforce education, employer engagement, and economic development partnerships helped sustain a favorable employment environment by providing employers with skilled graduates and expanding opportunities for residents to enter high-demand occupations. The strategies implemented during the assessment period were successful in supporting regional workforce development and economic resilience.	Northwest will continue expanding workforce education in high-demand industries while strengthening partnerships with employers, economic developers, and workforce agencies throughout the region. The College will increase customized workforce training, promote career exploration and job placement services, support regional economic development initiatives, and utilize labor market data to guide program development. These efforts will help ensure graduates possess the skills employers need while contributing to continued economic growth and low unemployment throughout the College's service area.
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Increase the number of participants served in workforce training	Annual College Data	The total number of participants trained across the Northwest's 11-county district decreased by over 200 from 1878 to 1628. This decrease can be tied to the district's overall unemployment rate and the reduced need for employers looking to fill positions or retool current employees for new roles.	We will continue to be a partner for local businesses and industries and stand ready to serve their future needs for business development and employee education.	Workforce training activity remained responsive to the needs of employers throughout Northwest's 11-county service area. Although the total number of participants served remained below previous peak levels, the College continued delivering customized workforce training, incumbent worker training, industry certifications, and professional development opportunities based on employer demand. This year student demand is basically at the same level as it was last year. Northwest continues to maintain strong partnerships with business and industry while remaining prepared to respond quickly to workforce shortages, business expansion projects, and new economic development opportunities. 2025 NWCC workforce student number Nonduplicated Head Count is 1,620.	Participant numbers remained lower than the previous assessment period, reflecting continued low regional unemployment and reduced demand for large-scale workforce training rather than decreased institutional capacity. Northwest successfully maintained its workforce infrastructure and employer relationships, ensuring training resources remained available as business needs evolved. The College's strategy of responding to market demand rather than pursuing participation numbers alone proved effective in maintaining strong business partnerships and workforce responsiveness.	Northwest will continue strengthening relationships with employers, economic development organizations, and workforce partners to identify emerging training needs. The College will expand customized training opportunities, short-term credential programs, incumbent worker training, and industry-recognized certifications while remaining responsive to new business recruitment and expansion projects. As workforce demands change, Northwest will continue adapting training offerings to support regional economic growth and increase participation as employer needs expand.
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Goal 4.2 Community Development

NWCC will provide seamless and easy access to the student experience.

Objective 4.2.1: Raise the level of educational attainment

Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
Increase the number of individuals who possess credentials awarded by the college (high school equivalency, career and technical certificates, associate degrees, workforce credentials/certifications)	Data from internal sources and Data from external organizations. (NSPARC)	The most recent college report card showed that Northwest's graduation rate had improved to 41%, up from 39%. Also, the Adult Education Program at Northwest has increased the number of HSE completers in the same time period, transitioning more students to college classes.	Looking ahead, future strategies for improvement will focus on expanding wraparound student support services such as advising, tutoring, and mental health resources to improve retention and persistence. Strengthening guided pathways and transfer partnerships will ensure that students move more seamlessly from certificate and associate programs into the workforce or four-year institutions, while scaling dual credit and adult education-to-college bridge programs will help more students arrive prepared and already earning credit. Northwest will also continue to enhance workforce-aligned programs through collaboration with regional employers, ensuring that graduates enter the job market with in-demand skills. By investing in data-driven interventions to identify at-risk students early and providing targeted outreach, the college can build on its proven strengths in adult education and job placement, close the gap with statewide averages, and further establish itself as a leader in both completion and workforce readiness.	The percentage of first-time, full-time students who either completed a credential, transferred to a university, or remained enrolled within 150 percent of expected completion time increased from 61.9 percent to 65.8 percent, substantially exceeding the statewide average of 61.8 percent. Graduation rates within this measure also improved from 41.4 percent to 44.8 percent, demonstrating meaningful gains in student persistence and completion. https://www.northwestms.edu/about/research-effectiveness/report-card https://resources.finalsite.net/images/v1761144869/northwestmsedu/c4xqlgtru3w53xjfvdrz/NWCC-Report-Card-2024-FINAL2.pdf	Current results built upon the previous assessment period by sustaining enrollment growth and strengthening student completion initiatives. Graduation rates remained above previous benchmarks, and Adult Education continued serving as an effective pipeline into postsecondary education. Investments in advising, guided pathways, workforce-aligned programming, and transfer partnerships successfully supported student persistence and credential completion. These strategies positioned Northwest to continue increasing educational attainment throughout its service district.	Northwest will continue expanding student success initiatives through enhanced advising, tutoring, early-alert interventions, and wraparound student support services. The College will strengthen Adult Education transition programs, expand dual enrollment and workforce credential opportunities, increase partnerships with universities and employers, and utilize data-informed decision-making to improve retention and completion rates. Continued investment in high-demand academic and workforce programs will ensure students earn credentials that lead to meaningful employment and continued educational advancement.

Increase the educational attainment in our 11-county district	Census Data.	Educational attainment across Northwest Mississippi Community College's 11-county service area continued to improve between the 2018–2022 and 2019–2023 American Community Survey 5-Year estimates. The adult population (age 25 and older) grew by more than 2,300 residents, while the number of adults with an associate degree or higher increased by 3,155. Bachelor's degree attainment grew by 1,118 residents (15.03% to 15.32%), graduate and professional degrees increased by 1,254 residents (9.36% to 9.76%), and the number of adults without a high school diploma declined by 890, reflecting continued progress toward a more highly educated workforce across Northwest's service area. https://data.census.gov/table/ACS/DT5Y2024.B07009?t=Educational+Attainment&g=050XX00US28009,28013,28033,28071,28093,28107,28119,28135,28137,28143,28155,28161	Looking ahead, Northwest’s future strategies will focus on keeping enrollment growth strong while turning that momentum into higher graduation and transfer rates. The college will continue strengthening student support services to improve retention, expand partnerships with schools and employers to create clear pathways into college and the workforce, and offer more flexible learning options to meet the needs of adult and working students. By building on the success of 12 straight semesters of growth, Northwest can ensure that more students not only enroll but also complete their degrees and move into good jobs or further education.	Analysis of U.S. Census American Community Survey data indicates that educational attainment has increased across Northwest Mississippi Community College's 11-county service area between 2020 and 2024. The percentage of adults who have completed at least some college, an associate degree, a bachelor's degree, or a graduate degree increased from 48.1% to 50.4% across the district—an increase of approximately 2.3 percentage points. Educational attainment improved in 10 of the college's 11 counties, with several rural counties experiencing particularly strong gains, including Quitman County (+7.1 percentage points), Yalobusha County (+4.3), Benton County (+3.9), Tallahatchie County (+2.4), and Tunica County (+2.3). These positive trends suggest that Northwest Mississippi Community College, together with its K-12, university, workforce, and community partners, is helping build a more highly educated population that is better prepared to meet the region's evolving workforce and economic development needs. https://data.census.gov/table/ACS/DT5Y2024.B07009?t=Educational+Attainment&g=050XX00US28009,28013,28033,28071,28093,28107,28119,28135,28137,28143,28155,28161	Although federal educational attainment data have not yet been released, institutional indicators suggest continued positive progress toward this long-term objective. Sustained enrollment growth, improved graduation outcomes, increased Adult Education participation, and expanded workforce credential opportunities indicate that Northwest continues making meaningful contributions toward increasing educational attainment throughout the region. The strategies implemented during the assessment period successfully strengthened the College's role as the primary provider of accessible postsecondary education within its service area.	Northwest will continue building educational attainment by expanding access to high-quality academic, workforce, and adult education programs while strengthening transfer pathways and employer partnerships. The College will focus on increasing credential completion through enhanced student success initiatives, expanding dual enrollment and adult learner recruitment, increasing flexible instructional options, and utilizing future Census and NSPARC data to evaluate long-term regional educational attainment trends. These efforts will help ensure more residents complete credentials that support economic mobility and regional workforce development.
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Objective 4.2.2: Create and support college-community partnerships.

Outcomes	Measurement Method	2024 - 2025 Results	Identify Strategies that you will implement to reach this outcome	2025 - 2026 Results	How do the Current Results Compare to the Baseline Starting Point? Were Your Changes Successful?	What are your future strategies for improvement based on your comparison?
Increase the number of community partnerships and participation	List the number of new partnerships	Most Recently Rust College MOU.	Continue to look for opportunities for NWCC to create partnerships with external enteties that are beneficial to our students.	New this year are agreements with Tate County Economic Development Foundation, Oxford Lafayette Inc., Panola Partnership, and Friends after Five.	Current results demonstrate continued growth in both the number and quality of community partnerships. The College successfully expanded opportunities for students while strengthening relationships that support workforce development, transfer success, and community engagement. These collaborative efforts continue to reinforce Northwest's role as a regional leader in education and economic development, and the strategies implemented during the assessment period proved effective in increasing community participation and institutional collaboration.	Northwest will continue identifying strategic partnership opportunities that benefit students, employers, and the communities it serves. The College will expand transfer agreements, strengthen business and industry collaborations, increase engagement with community organizations and school districts, and pursue innovative partnerships that improve educational access, workforce readiness, and regional economic development.
Increase the amount of support secured for the college through partnerships	List amounts and new events (non-monetary support)	The Capital Campaign outperformed to \$9.8 Million. Heindl Center's programming is still helping locals become aware of the college. We are currently hiring an Aviation Program Director. There is a New Nursing program in DeSoto County and an expansion of CTE programs in Batesville. Baseball Castle Complex. Lamar Hall—Men's Athletic Dorm. Library Renovation. Soiree, in its third year, continues to increase funding for college support.	The College will continue to execute its master plan of construction and renovations. At the same time, the Foundation/Alumni will continue to seek opportunities to help fund the college or support auxiliary units through gifts and grants.	Northwest continued securing significant financial and community support through strategic partnerships and philanthropic engagement. The College built upon the success of its \$9.8 million Capital Campaign by advancing major campus improvement projects, including the Library renovation, expansion of Career Technical Education programs at the Batesville, Senatobia and DeSoto campuses, and continued planning for an Aviation program. In addition, Foundation fundraising efforts—including the annual Soirée—continued generating increased private support (topping \$500,000 in 4 years) while the Heindl Center strengthened community engagement through high-quality cultural programming. The Foundation raised \$1.5million in 2025.	Current results exceeded the previous assessment period by continuing to leverage public and private partnerships that directly enhanced student learning, campus infrastructure, and community engagement. The successful completion of capital projects, expansion of academic programs, continued philanthropic growth, and increased community participation demonstrate that Northwest's partnership strategies remain highly effective. These investments have strengthened the College's ability to serve students while reinforcing its reputation as a regional leader in education, workforce development, and community enrichment.	Northwest will continue implementing its campus master plan while expanding philanthropic support through the Foundation, alumni engagement, corporate partnerships, grants, and private giving. The College will pursue additional funding opportunities that support strategic initiatives, academic innovation, workforce development, student scholarships, and facility improvements while continuing to cultivate partnerships that enhance the educational experience and strengthen the College's long-term financial sustainability.

Strategic Plan Assessment Rubric (SACSCOC 2024-Aligned)

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Needs Improvement (1)
Mission Integration <i>SACSCOC Standard 2.1: Institutional Mission</i>	Strategic plan is fully aligned with and operationalizes the institutional mission.	Plan supports the mission with clear connections.	Partial alignment; some goals not clearly mission-driven.	Mission is not clearly reflected in the plan.
Comprehensive Planning <i>SACSCOC Standard 7.1: Institutional Planning</i>	Plan is institution-wide, integrated, and data-informed with clear linkages across units.	Planning is broad and mostly integrated.	Planning is siloed or lacks full integration.	Planning is fragmented or ad hoc.
Institutional Effectiveness <i>SACSCOC Standard 7.3: Administrative Effectiveness</i>	Outcomes are clearly defined, assessed, and used for continuous improvement.	Outcomes are assessed and inform some improvements.	Assessment is inconsistent or not clearly linked to improvement.	No clear assessment or use of results.
Student Achievement <i>SACSCOC Standard 8.1: Student Achievement</i>	Plan includes measurable student success indicators (e.g., retention, graduation, job placement) with	Student achievement is addressed with general metrics.	Metrics are vague or inconsistently applied.	No clear focus on student achievement.
Academic & Learning Outcomes <i>SACSCOC Standard 8.2: Student Outcomes</i>	Academic goals are aligned with program and course-level learning outcomes and assessments.	Learning outcomes are included but not fully integrated.	Outcomes are mentioned but lack clarity or assessment.	No mention of learning outcomes.
Resource Planning & Allocation <i>SACSCOC Standard 13.2.c: Financial Documents</i>	Budgeting and resource allocation are clearly tied to strategic priorities.	Some alignment between planning and budgeting.	Weak or inconsistent connection to budgeting.	No evidence of resource alignment.
Governance & Leadership Engagement <i>SACSCOC Standard 7.1: Institutional Planning</i>	Plan reflects shared governance and active leadership involvement.	Leadership is involved; shared governance is somewhat evident.	Limited leadership or governance input.	No evidence of governance involvement.
Quality Enhancement & Innovation <i>SACSCOC Standard 7.2: Quality Enhancement Plan</i>	Includes initiatives that promote innovation and continuous quality improvement.	Some quality enhancement initiatives are included.	Few or unclear quality improvement strategies.	No focus on quality enhancement.
Community & Workforce Engagement <i>SACSCOC Standard 13.3: Financial Responsibility</i>	Strong partnerships with community and industry; aligned with workforce needs.	Partnerships are present but not fully strategic.	Limited or informal partnerships.	No mention of community or workforce engagement.
Documentation & Review Cycle <i>SACSCOC Standard 7.1: Institutional Planning; SACSCOC Standard 7.3:</i>	Plan is well-documented, accessible, and includes a regular review and update cycle.	Plan is documented and reviewed periodically.	Documentation is incomplete or outdated.	Plan is not documented or reviewed.

2025-2026 Strategic Plan Assessment Review Findings

The following table summarizes the Institutional Effectiveness Committee's results for each criteria reviewed regarding the assessment on the Strategic Plan.

<i>Strategic Plan Assessment Criteria</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Developing</i>	<i>Needs Improvement</i>
Mission Integration	19	2	0	0
Comprehensive Planning	14	6	1	0
Institutional Effectiveness	14	7	0	0
Student Achievement	16	5	0	0
Academic & Learning Outcomes	16	5	0	0
Resource Planning & Allocation	13	8	0	0
Governance & Leadership Engagement	17	3	1	0