

Strategic Plan Progress Report

2014-2019





FOUNDATION HALL

Dear College Community,

In the fall of 2014, Danville Community College presented its new strategic plan for the College. That plan has guided where we planned to invest our resources and efforts surrounding five strategic priorities:

- ⦿ Student Success and Academic Support Services
- ⦿ Enrollment Growth
- ⦿ SACSCOC/QEP - Program Certifications
- ⦿ College and Organizational Structure and Personnel
- ⦿ Marketing

This progress update on the 2014-19 strategic plan highlights the significant successes experienced over the last five years across DCC and identifies areas to emphasize in future strategies.

We have achieved key accomplishments in each of the five strategic priorities. We have created a supplemental report, called *Danville Community College Five-Year Data Trends: Supplement to the Strategic Plan Progress Report 2014-19*, to provide an additional glimpse at those areas where we have seen improvement over the past five years and areas that need further attention.

To further clarify, much remains to be accomplished, and this strategic plan serves as a guide for future planning and implementation.

Sincerely,



Dr. Betty Jo Foster
Interim President

STRATEGIC PRIORITY I: STUDENT SUCCESS AND ACADEMIC SUPPORT SERVICES

Danville Community College continues to implement strategies to increase student success and retention.

Developing a Retention Plan

The development of a comprehensive retention plan was one of the original goals for our student success agenda. The College developed a combined **Student Success & Enrollment Management Plan** in the Fall of 2018 to address both enrollment and retention. This plan addresses strategies targeted at increasing the frequency of interactions with potential students, stop-out students, and enrolled students.

The strategies employed prior to the development of the Student Success & Enrollment Management Plan not only led to the 9% increase in IPEDS fall-to-fall, first-time, full-time student retention, but also DCC's fall-to-spring retention of both full-time and part-time students increased 3% from 68% in 2013-14 to 71% in 2018-19, which is the highest percentage retention for any term-to-term during the strategic plan cycle. Overall, this means that a **higher percentage of students are persisting at DCC now compared to five years ago.**

In 2018, DCC hired a full-time **Student Activities Coordinator** to improve student engagement on campus through promotion, organization, and coordination of campus activities including clubs and student organizations.

Enhancing Academic Support Services

DCC attributes this increase in student persistence to dedicated faculty and staff who take student success personally. For example, over the past five years students consistently express strong agreement with the following concepts: being treated with respect and dignity by faculty and staff, feeling welcomed and included at DCC, and believing that faculty and staff are willing to work with students to help them succeed at their educational goals.

Declining enrollments have affected DCC's staffing levels. Despite reduced staffing, DCC has experienced remarkable progress and the ability to maintain high quality engagement in specific

Selected Measures of Success:

- ⊙ **IPEDS Fall-to-Fall Retention**
- ⊙ **Student Satisfaction Across DCC**
- ⊙ **DCC Educational Foundation Scholarships Awarded per FTE**
- ⊙ **Navigate Software Usage & Associated Course Pass Rates**

Results At-A-Glance:

9% retention rate increase from Fall 2016 to Fall 2018. DCC's Fall 2018 IPEDS First-Time, Full-Time Retention Rate (Fall 17 to Fall 18) was 66% - the highest it has been in the last six years.

85% of students reported being pleased with their overall experience at DCC in 2018 vs. 79% of students reporting the same in 2014.

4.1 % increase in the percentage of students receiving DCC Educational Foundation scholarships per non-dual enrollment FTE from 12.4% in 2013-14 to 16.5% in 2017-18.

886% increase in Navigate software student usage from 176 students in 2016-17 to 1,735 students logging into the system in 2018-19.

areas. For instances, in 2018-19, **71% of students reported being satisfied or very satisfied with Financial Aid services**. This represents a 22% increase in satisfaction from 2015-16 to 2018-19 (Refer to *Five-Year Data Trends Report*, Figure 23, p. 18).

Students consistently express a high degree of satisfaction with the following areas over a four-year span from 2015 to 2019.

- An average of **80% of students** responded that they **are satisfied or highly satisfied with DCC's website** (the information provided and the ease of use).
- An average of **78% of students** responded that they **are satisfied or highly satisfied with the Learning Resource Center**.
- An average of **76% of students** responded that they **are satisfied or highly satisfied with the availability of academic program information** (schedules, brochures, catalog, etc.).
- An average of **74% of student customers** responded that they **are satisfied or highly satisfied with the DCC's Bookstore**.

On the 2017 Community College Survey of Student Engagement (CCSSE), the following measures compare activities at Danville Community College with a national cohort of similar community colleges

- **65.3% of DCC students**, compared with 51.5% of other students from the 2017 CCSSE cohort, responded *quite a bit or very much* to a statement about the college "providing the financial support you need to afford your education."
- **64.5% of DCC students**, compared with 59.2% of other students from the 2017 CCSSE cohort, responded that they **have received academic advising or planning assistance at least twice in the last academic year**.
- **69.2% of DCC students**, compared with 50.1% of other students from the 2017 CCSSE cohort, responded that they have **met with an academic advisor before registering for classes every academic term**. Another 22.4% of students reported meeting with an academic advisor before some academic terms, but not all academic terms.

DCC has noticed a decline in student satisfaction with certain services over the past five years, which will need to be addressed in the next strategic planning cycle.

- DCC does not have a designated Transfer Counselor. As a result, job placement and transfer assistance as a service has received a decreased student satisfaction rating. Thirty-seven percent of students in 2018–2019 expressed being satisfied or very satisfied with job placement and transfer assistance compared with 53% of students in 2015-2016 (Refer to *Five-Year Data Trends Report*, Figure 22, p. 17).

- Satisfaction with the overall quality of academic advisement has averaged 79% over the past five years. However, there has been a 15% decrease in the percentage of students who report satisfaction from 86% in 2015-16 compared with 71% in 2018-19 (refer to *Five-Year Data Trends Report*, Figure 21, p. 17).

Helping Struggling Students

In regards to intrusive advising for developmental students, DCC piloted the early alert and intervention strategies with developmental math students. DCC expanded the pilot to include developmental English students in Spring 2016. Based on the positive results from the developmental pilot, DCC expanded the early alert and intervention strategies to all courses (excluding Dual Enrollment). Related to our Quality Enhancement Plan, entitled *Academic Goals: Engaging, Navigating, and Training for Success*, the College began collecting data related to early alerts and interventions by faculty advisors across all courses in the Fall of 2016.

- Through the analysis of over 17,000 faculty-generated records from 2016 to 2019, DCC found that the intervention strategies being employed are effective for helping struggling students as early as possible (Refer to *Five-Year Data Trends Report*, Figure 24, p. 19).
- Specifically, students who were alerted of struggles prior to the withdrawal grade date, created a plan, and followed the plan were nearly as successful at passing a given course (**75.3% pass rate**) as students who were not marked as struggling prior to the withdrawal grade date (80.9% pass rate).
- Students who were alerted of academic performance struggles but did not follow-up with creating a plan and students who were alerted of struggles, created a plan, but did not follow the plan were much less successful at passing a course, with pass rates of 21.0% and 7.2%, respectively.
- The primary strategy adopted for early alert and intervention was utilizing alerts and appointment setting in **Navigate software**.
- In addition to the 886% increase in Navigate student usage, advisement appointments created in Navigate has increased 1,446% from 256 appointments with 223 distinct students in 2016-17 to 3,957 appointments with 1,784 distinct students in 2018-19.

Danville Community College is one of ten Virginia Community Colleges that offers a **College Success Coach Initiative (CSCI)** to increase college success through coaches who identify underserved students and provide support services when needed. The target population for CSCI are individuals considered underserved based on race or ethnicity, Pell status, and those who are first-generation college students.

- In the Fall 2017 cohort of CSCI students at Danville Community College, 31.1% of students completed at least 24 credits in one year with at least a 2.5 GPA, compared with 12.2% in the control group at DCC.
- During Fall 2017, compared to non-CSCI students, a greater percentage of CSCI students at DCC passed Development English (25.8% vs. 5.9%), Developmental Math (10.6% vs. 7.1%), and College English (31.5% vs. 22.0%).

Sharing Best Practices

The college's marketing and public relations efforts are oriented toward enrollment of new students. Every press release includes boilerplate content, which specifically mentions that DCC has more than 100 programs of study and also includes a call to action, which is to peruse those programs at the college's website, danville.edu.

The college transitioned from a print publication, *Le Courier*, to an electronic one, called *Knightly News*, which is prepared and disseminated by the Office of Public Relations using an email marketing service and sent to all students, personnel, community stakeholders, and any subscribers. The Office of Public Relations also produces a recurring internal newsletter, DCC Public Relations & Marketing Updates, which is sent to all personnel and the college board.

The college president's office delivers information of campus-wide importance as appropriate, in coordination with the Office of Public Relations. All other offices disseminate information to campus personnel as is appropriate via an employee email distribution list. Best practices for disseminating information to students via email have been identified by the Office of Public Relations, but were not uniformly adopted by certain other divisions of the college.



Funding Student Success

To support student success, the Danville Community College Educational Foundation provided **scholarships to 1,202 students** between 2013-14 and 2017-18 through both Foundation scholarships and STEM-H Tobacco Commission scholarships.

- The average scholarship awarded from the DCC Educational Foundation in 2017-18 was \$2,400.39. This represents a 16% increase over the average scholarship of \$2,069.32 awarded in 2013-14.
- In the five-year period from 2013-14 to 2017-18, the **total amount of scholarships funded was \$2.816 million.**



Streamlining Student Success and Admissions Process (One Door Onboarding)

In the Fall 2015, DCC in partnership with EAB conducted a study entitled *Assessing Opportunities at Danville Community College*. The research revealed the need to streamline our onboarding process noting unexplained delays, the dissemination of generic information to students with diverse needs,

confusing terminology, and countless transfers between departments as factors that get students off track. These factors caused students to experience multiple trips to campus, confusion of the steps to take, a lack of orientation to DCC, and underpreparedness to take the placement exam.

In response to these results, DCC revised and streamlined the onboarding process. In 2017, a new orientation process, called **DCC ROCKS** (Registration, Orientation, Computer, Knowledge, Support), was implemented. DCC ROCKS provides a streamlined registration and orientation day as the next step after an acceptance letter. During DCC ROCKS, students receive:

- Critical computer training to log into and use the student portal (MyDCC workshop)
- Navigate software training
- Important information regarding dates and resources
- Assistance with completing FERPA (The Family Educational Rights and Privacy Act of 1974) privacy forms
- Advising and a schedule of classes
- Financial Aid assistance
- Student ID card
- Parking permit
- Campus tour
- Information on what to know to be successful in the first two weeks

In addition, DCC's Learning Resource Center began offering the Virginia Placement Test using the Testing Center allowing DCC to expand the testing times and offerings. This change allows placement testing to better fit students' schedules and allows students ample time to prepare.

Since implementing DCC ROCKS in Summer 2016, 996 students have participated. Students complete an evaluation survey related to each aspect of the orientation (Refer to *Five-Year Data Trends Report*, Figure 7, p. 7).

- 85% of students who attended DCC ROCKS reported satisfaction (from somewhat satisfied to very satisfied) with Academic Advising.
- 81% of students who attended DCC ROCKS reported satisfaction with the Campus Tour.
- 73% of students reported satisfaction with the Financial Aid Assistance portion of DCC ROCKS.
- 87% of students reported satisfaction with the MyDCC Computer Workshop.

In Spring 2019, DCC hired three new persons to further address the need to streamline the onboarding process, to bridge recruitment and enrollment, and to help students navigate the registration processes for both Workforce Services and Arts, Sciences, & Business Programs. An **Enrollment Outreach Specialist** was hired to coordinate outreach and recruitment activities. An **Enrollment Navigator** was hired to guide potential and current students as well as parents through

the admissions and enrollment processes including registration. Also, an **Assistant Enrollment Navigator** was hired to assist students to apply and register, to guide students through the enrollment process, schedule placement tests, and assist students with program information and placement. The Enrollment Navigators now work with curricular/non curricular and credit/noncredit students to help them enroll using a One Door approach.

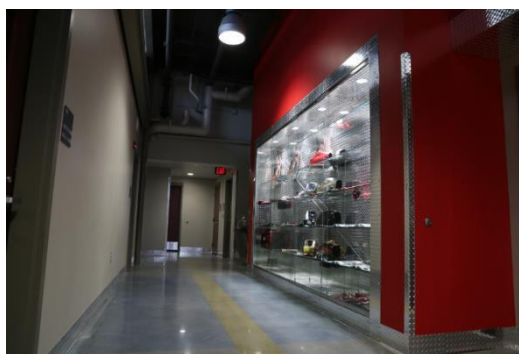


Identifying Alternative Funding & Fundraising

Over the past five year, the Danville Community College Educational Foundation has increased fundraising to support the College. The Foundation experienced a \$583,546 increase in average annual donor funding to a \$1.789 million average annually to the DCC Educational Foundation during the span of 2014-15 to 2018-19 compared with the baseline figure of \$1.206 million in 2013-14.

In addition, the Foundation:

- Averaged 12 new scholarships created per year. Scholarship amounts ranged from \$500 to \$50,000.
- Secured \$800,000 in new funding to name the Welding Building, classroom and labs.
- Acquired \$150,000 in new funding to name Tutoring Center.
- Procured \$50,000 annually to underwrite the Middle College and Great Expectations programs.
- Secured \$1 million in new funding to create the College's first endowed nursing instructor position.
- Arranged for \$100,000 in new funding for childcare tuition scholarships for children of students attending DCC.
- Gained \$100,000 in new funding for the Smarthinking 24/7 tutoring platform.
- Secured \$250,000 in new funding for Womack Scholar Awards-emergency scholarship funding for students tied to community service.
- Obtained \$100,000 in new funding to name the Metrology lab.



- Secured \$100,000 in new funding for non-STEM-H scholarships (Liberal Arts, Business).

Danville Community College has also secured over fifteen non-Foundation grants to enhance student services and/or provide funding directly to the student. Highlights include:

- **CAPE (Career Assisted Pathways to Employment)** - Provides tuition, transportation, work clothes, emergency housing and child care, stipends, paid internship, marketing material, supplies and travel
- **Chancellor's Student Success Coach Grant (CSCI)** - Provides mentoring, academic and non-academic support, including tutoring, transportation, career closet and food pantry
- **Fast Forward** - Provides tuition, books, fees, supplies, uniforms and testing fees. The grant pays 2/3 of the tuition for Virginia residents
- **Non-Credit Tobacco Commission Grant** - Covers tuition, testing, and licensure fees
- **SCALE-UP (Successful Credentialing Assistance Leadership to Employment to Upend Poverty)** - Provides transportation assistance, emergency funding, and short or long term program assistance
- **TARE (Training, Assessment, Retention, Employment)** - Provides transportation assistance, tuition assistance, emergency funding and incentive stipends
- **TRIO EOC (Educational Opportunity Center)** - Provides college access services including admissions application and FAFSA (Free Application for Federal Student Aid) completion assistance, career assessment and counseling, college information, academic counseling, scholarship and loan information, and transfer assistance

Instilling an Environment of Civility and Respect

Effective January 1, 2019, the Department of Human Resource Management (DHRM), in accordance with Governor Northam's first Executive Order that affirmed the administration's commitment to ensuring that our workforce be free from discrimination on the basis of protected classes, created Policy 2.35, *Civility in the Workplace*. This policy aims to further foster a work culture that values civility, diversity, and inclusion and ensures a safe and healthy workplace for all employees. This policy consolidates and supersedes the Workplace Harassment (Policy 2.30) and the Workplace Violence (Policy 1.80) policies which were deleted on December 31, 2018.

A mandatory training module on Policy 2.35 was made available in the Commonwealth of Virginia Learning Center (COVLC). As of this progress report, 46% of DCC's teaching faculty have completed the civility training; 33% of DCC's classified staff, and 33% of DCC's administrative faculty have completed the training. All DCC employees are expected to complete this training by June 30, 2019.

Also, the **Student Handbook**, distributed at DCC ROCKS, elucidates the *College Initiated Code of Student Conduct and Discipline* and *DCC's Policy on Sexual Violence, Domestic Violence, Dating Violence, and Stalking* in order to guide students within an environment of civility and respect. In addition, these topics are also discussed in the SDV 100 Course (Student Success Skills), which is a required course in all academic programs.

STRATEGIC PRIORITY II: ENROLLMENT GROWTH

A multitude of external factors has led to a ten-year downward trend in enrollment at Danville Community College; although this progress report focuses on the past five years. In 2013-14, DCC's headcount was 6,041 with 2,604 FTEs. In 2017-18, the headcount was down to 4,260 equating to 1,829 FTEs. This represents a 29% decrease in headcount and a 30% decline in FTEs over a five-year span. Danville Community College continues to pursue enrollment growth strategies.

A main strategy to stabilize enrollment management has been to create an **Enrollment Management Team** committee comprised of administrators, faculty, and staff. The **Student Success & Enrollment Management Plan** was developed based on input from the Enrollment Management Team. The plan elucidates the need to add critical personnel in Connection (recruitment) and Entry (enrollment) phases of the Completion by Design's Loss Momentum Framework adopted by the Virginia Community College System. In Spring 2019, DCC hired three new persons:

- An **Enrollment Outreach Specialist** to coordinate outreach and recruitment activities,
- An **Enrollment Navigator** to guide potential and current students as well as parents through the admissions and enrollment processes including registration, and
- An **Assistant Enrollment Navigator** to assist students to apply, to register, and to guide students through the enrollment process.

Selected Measures of Success:

- ⊙ **Enrollment in New Programs**
- ⊙ **Enrollment Growth in High Demand Programs**

Results At-A-Glance:

12 new career studies programs in Workforce Services were implemented from 2014-15 to 2018-19.

545 is the net yield of duplicated student headcount generated from the 21 new Workforce Services programs from 2014-15 to 2018-19.

26 new Arts, Sciences, and Business programs were implemented from 2014-15 to 2018-19.

346 is the net yield of duplicated student headcount generated from the 26 new Arts, Sciences, and Business programs from 2014-15 to 2018-19.

Electrical Concepts (221-940-05) had a **3000%** growth in enrollment in 2018-19 (31) compared with 2014-15 (1).

Phlebotomy (221-151-02) has experienced a **2025%** growth in enrollment in 2018-19 (85) compared with 2014-15 (4).

Project Management (221-212-21) has experienced a **900%** growth in enrollment in 2018-19 (30) compared with 2016-17 (3).

The impact of adding these key staff specialists has yet to be measured based on the newness of their arrival at DCC. However, a key goal for enrollment in the Student Success & Enrollment Management Plan is to achieve a non-dual enrollment headcount of 2,023 by the year 2,023.

Identifying Student Populations

DCC tracks both the reasons why students report attending the College and why high school graduates in the service region do not attend DCC. The data informs our marketing and recruitment strategies (refer to *Five-Year Data Trends Report*, Figure 6, p. 6).

- For example, over the past five years the top reasons that students have chosen DCC have shifted slightly. In 2014-15, **affordability** (36%) was the top reason, followed by **location** (26%) and **quality of programs** (15%).
- By **Fall 2018**, 78% of students named **location** as the top reason for attending, followed by **affordability** (71%) and **good financial aid package** (48%).

The primary three goals of students when first attending DCC has remained consistent from 2014 to 2019:

- 1) Obtain an Associate's degree and transfer to a four-year institution,
- 2) Obtain an Associate's degree and find employment in their field,
- 3) Complete a certificate/diploma program.

Students attend DCC workforce and technical programs for the following reasons:

- 1) Quality technical programs and a variety of offerings,
- 2) Cost of attending community college vs. technical schools or four-year colleges,
- 3) Job opportunities and economic earning potential.

Results At-A-Glance:

Welding (707) has experienced an **833%** growth in enrollment in 2018-19 (28) compared with 2014-15 (3).

Digital Imaging & Photography (221-502-10) has experienced a **420%** growth in enrollment in 2018-19 (31) compared with 2014-15 (5).

Integrated Machining (Technical Studies) (718-09) had a **257%** growth in enrollment in 2018-19 (25) compared with 2015-16 (7).

Cybersecurity (344) has experienced a **253%** growth in enrollment in 2018-19 (53) compared with 2016-17 (15).

Commercial Art (221-514-22) had **244%** growth in enrollment in 2018-19 (31) compared with 2014-15 (9).

Early Childhood Development (221-636-04) has experienced a **208%** growth in enrollment in 2018-19 (37) compared with 2014-15 (12).

Emergency Medical Services (221-146-06) had a **208%** growth in enrollment in 2018-19 (40) compared with 2014-15 (13).

Maintenance Mechanics (990) has experienced a **175%** growth in enrollment in 2018-19 (22) compared with 2014-15 (8).

While 27% or 1,689 of DCC's service area's 6,353 high school graduates chose to enroll at DCC from 2014 to 2019 (refer to *Five-Year Data Trends Report*, Appendix A, pp. 25-41):

- 37% (2,366 H.S. graduates) chose to not enroll in any postsecondary education.
- 18% (1,149 H.S. graduates) chose to enroll at a four-year public college or university.
- 9% (603 H.S. graduates) chose to enroll at a two-year college other than DCC.
- 8% (546 H.S. graduates) chose to enroll at a four-year private college or university.



The College also has sought to identify new market shares.

Military & Veterans. In the Fall of 2018, DCC registered on military websites: Go Army Ed, MyCAA (Military Spouse Career Advancement Accounts), and SOC (Service Members Opportunity College). DCC also keeps a Department of Defense (DoD) Memorandum of Understanding (MOU) up-to-date which lists us as a military friendly facility. Currently, DCC is working with the DoD to develop short-term training options.

Outreach to Youth and At-Risk Populations. Danville Community College has also engaged with community partners to work with youth in the area. The *Youth Task Force: Youth Violence Prevention and Intervention Program* (in partnership with the City of Danville) provides shadowing and mentoring opportunities for area youth to be mentored by DCC students, campus tours in which faculty presents program information, and opportunities for College personnel to serve on the Task Force and volunteer at events.

Inmates. Programs were established through the 2nd Chance Pell Grant to provide college credit for inmates in the following short-term programs (one year or less).

Building Trades Technology – Electrical
Building Trades Technology – Custodial Building Maintenance
Air Conditioning and Refrigeration Fundamentals
Drafting and Surveying - Drafting / CAD Concentration
Drafting and Surveying – Surveying Concentration

Currently programs are in VADOC - Green Rock Correctional Center and will be expanded to River North Correctional Center and Pocahontas State Correctional Center.

Dual Enrollment. In a study conducted in Fall 2018, DCC determined that **43% of DCC's former high school dual enrollment students (376 out of 877) decided to enroll at Danville Community College** after graduation.

- When compared to the average percentage of high school dual enrollment graduates who enroll at community colleges in Virginia, DCC enrolled 16% more of its dual enrollment graduates - 43% at DCC compared with 27% for all community colleges in the VCCS.
- The top five academic plans selected by these students were: Science, Precision Machining Technology, Business Administration, Electrical/Electronics Engineering Technology, and Liberal Arts – Social Science Specialization.
- From Fall 2018 to Spring 2019, 90% of these former dual enrollment students persisted with an average GPA of 2.917. Comparatively, the overall persistence rate from Fall 2018 to Spring 2019 was 71% with an average GPA of 2.440. This evidenced-based success indicates that recruitment of former dual enrollment high school graduates has been a wise enrollment strategy.

Increasing Economic Development Workforce Training

DCC is the primary provider for workforce and technical studies training in the service area. External agencies send clients to register in credit and non-credit program for workforce needs. DCC student program completers are sought out by local, regional and state employers who recognize the skills and educational attainment of the program graduates. Students earn recognized industry credentials which lead to many employment opportunities. Programs are

recognized for meeting the economic needs of the region and for student excellence in achievement.

- Twelve new career studies programs within DCC's Workforce Services Division were implemented from 2014 to 2019.
- These 12 programs have yielded a duplicated student headcount of 545 that were counted in DCC's enrollment figures.
- Over the past five years, an average of 15% of students graduate annually with two or more DCC-conferred credentials.
- In 2018-19, 874 industry certifications and licensures (not DCC-conferred) have been earned by DCC students. This represents a 63.4% increase compared with 535 industry certifications and licensures earned by DCC students in 2015-16.

Expanding Alternative Program Delivery

Another strategy employed by DCC have focused on expanding alternative program delivery methods.

- DCC leadership has discussed **3+1 articulation agreements** with Virginia Tech, James Madison University (JMU), and Old Dominion University (ODU) in Manufacturing Engineering since 2016. To date, no agreement has been made. JMU may no longer be a viable option but a partnership appears to be forming with ODU and discussions are ongoing with Virginia Tech.
- Over the five-year span from 2014-2019, other than a handful of DCC faculty making use of **Open Educational Resources (OER)** in few courses, very little has been done with OERs. Due to the enormous amount of time and energy required to curate OERs, many instructors were unable to develop them. In addition, a lack of funds available to provide a stipend for Faculty/Staff to develop these resources also contributed to this situation.
- Workforce services provides opportunities for incumbent workers to utilize **Open-Entry Open Exit Programs** to facilitate their work schedules in the mechanical programs located at the Regional Center for Advanced Technology & Training (RCATT).
- **Weekend college options** have been explored; but due to low enrollment and low student interest, the programs have not been successful. Some short term workshops / training opportunities have been successful.

In 2016, the Director of Distance Learning and the Instructional Designer, in conjunction with the Distance Learning Committee, created the Distance Learning Orientation. The purpose of this was to provide distance learning students the information they needed in order to succeed in online courses and **remove barriers for distance education students.**

- Since its operation, many members of the faculty complained that several students enrolled in online courses were not yet ready for them. Faculty believed that failing these courses was causing many students to get discouraged and leading to reduced retention.
- DCC staff took data from the Distance Learning Readiness Test (a component of the orientation) and determined that many of the students who scored low on it also scored a D or lower in these courses. Thus, the decision was made to apply the Distance Learning Readiness Test to the current orientation DCC has for all students (DCC ROCKS).
- Before meeting with their advisors, students were asked to take this test, which identifies behaviors and resources that indicate student success in distance learning courses. They would then print out a certificate to present to their advisors. The advisors were informed that if the student scored below a 24, they should not recommend distance learning courses to these students. Data are still being collected on the correlation between implementing these procedures and student success in online courses.

DCC explored optimal opportunities for developing online degree programs that fit DCC's mission and the College had the capacity to sustain. By the Fall of 2019, the following programs will be offered fully online:

Cybercrime Investigation (Certificate)
 Cyber Security Technician (CSC)
 Cyber Security (Certificate)
 Logistics Management (CSC)
 Networking with Cisco/CCNA (CSC)
 Project Management (CSC)
 Software Development (CSC)
 Administration of Justice (AAS)
 Business Management (AAS)
 IST-Gaming & Mobile Applications (AAS)
 Liberal Arts (AAS)

Overall, **26 new Arts, Sciences, and Business (ASB) programs** were implemented over the last five years. These 26 new ASB programs **have yielded a duplicated student headcount of 246** that were counted in DCC's enrollment figures from 2014-15 through 2018-19.

Expanding Enrollment Capacities in High Demand Programs

Sometimes, more students want into a program than the capacity of the program allows. Therefore, career program alternatives have been made available for students and industry partners who are looking for training in a short timeframe to meet employer short-term needs and satisfy student employment opportunities. Examples of these short-term training programs are:

Certified Nurse Assistant (NC)	Forklift Training Certification	Lean Manufacturing - Intro
Lean Manufacturing - Advanced	Supervisory and Leadership Skill	Lean Manufacturing
Six Sigma Green Belt	Six Sigma Yellow Belt	Professional Human Resources
Associate Human Resources	OSHA 10 - Construction	OSHA 10 – General Industry
OSHA 30 - Supervisory	Motorcycle Basic	Manufacturing Technician (MT1)
Manufacturing Specialist (MS)	Welding – GMAW - Aluminum	CDL – Class A Certification
CompTIA A+	CompTIA Networking	Concepts to UAS (Drones)
Introduction to Drones	UAS Industry Certification Prep	Culinary - ServSafe
Medication Aide	Basic First Aid / CPR / AED	CompTIA – Security

Over the past five years, alternative scheduling for courses and programs has been reviewed and delivered providing there were adequate student enrollment to sustain the course/program. In addition, efforts have been made to work with business/industry to provide alternative scheduling for participants to access the RCATT labs and courses through online theory and open labs to address employee schedules and industry needs.

New and expanded programs are being offered which present alternative solutions and more opportunities for employment and a trained skilled workforce.

- Precision Machining, Welding, Electrical/Electronics programs have been expanded in scope and facilities to provide more opportunities for student enrollment and growth in training and job opportunities.
- Two new programs are under development for enrollment expansion and economic development opportunities.

Electrical Power Utilities (preliminary planning and program development)
Automation and Robotics (preliminary planning and program development)

- DCC has expanded existing Workforce Services programs to meet economic development and industry needs including:

Integrated Machining Technology – Technical Studies A.A.S
Industrial Technician – Electrical – Technical Studies A.A.S.
Industrial Technician – Mechanical – Technical Studies A.A.S.

Workforce Services also has dual enrollment feeder programs at the secondary education level that provide college credit and educational exploration in the following areas:

Precision Machining Technology	Industrial Maintenance - Electrical
Industrial Maintenance - Mechanical	Automotive Technology
Welding Technology	Certified Nursing Assistant
Cosmetology	

Offering Quality of Life Programming

Quality of Life Programming was included as part of the 2014-19 Strategic Plan. However, community surveys and market research within and outside of the service region were not conducted in 2015 or since. Yet, courses for credit and non-credit have been developed and made available for personal interest and self-improvement in the past five year. Additionally, cultural awareness programs have not been developed.

STRATEGIC PRIORITY III: SACSCOC/QEP – PROGRAM CERTIFICATIONS

In the Ten-Year Reaffirmation process in 2016, Danville Community College was reaffirmed until 2026 and found to be in full compliance with all SACSCOC core requirements and standards.

This strategic priority has been completely accomplished. DCC's Fifth-Year Interim Report is due to SACSCOC on September 15, 2021 to be reviewed by SACSCOC Board of Trustees in December 2021.

Selected Measure of Success:

- ⦿ **Successful Reaffirmation with SACSCOC in 2016**

Results At-A-Glance:

DCC was reaffirmed in 2016 and is accredited by the Southern Association of Colleges Commission on Colleges until 2026.



STRATEGIC PRIORITY IV: COLLEGE AND ORGANIZATIONAL STRUCTURE AND PERSONNEL

Danville Community College evaluates its programs and services, as well as organizational structure and personnel to pursue efficiency and effectiveness in campus operations. In addition, DCC supports its programs and services by providing employee support and cultivating a College culture built on collaboration, collegiality, respect, accountability, and customer service.

Developing Orientation Plan for New Faculty & Staff

Beginning in the Fall of 2018, DCC implemented a **year-long orientation schedule** for faculty and staff. The topics covered in the Orientation include:

- Campus Tour
- Title IX, Minority Affairs, Diversity Plan, Ancillary Services (TARE, Middle College, etc.)
- Student Records

- Teaching load report; managing schedules; scheduling classes; class load and overload;
- Program Reviews & Outcomes
- Utilizing Microsoft Outlook
- Budgeting in CC system, define FTE, supplies and instructional books, purchasing; Safety
- How to handle less than ideal adult behavior in the classroom and on campus
- Scholarships and Grants
- LRC & LAC functions
- Canvas Basics
- DCC History, Organizational Charts, VCCS role
- Curriculum Management, Curriculum Committee; Advisory Committee; degree, diploma, certificate, or CSC, Gen Ed program vs. Gen Ed competencies
- Travel
- Purchasing and eVA

This year-long orientation will continue each year moving forward.

Reviewing Program Feasibility

Programs are evaluated annually by administration, faculty, and advisory committees to determine program changes, course revisions, equipment needs, industry credentialing and student success. Based upon those evaluations programs are expanded, discontinued or redesigned to meet the needs of industry and economic development opportunities. The process for adding, discontinuing or redesigning follows a process identified by the VCCS and all programs that are initiated, discontinued or modified must adhere to those checks and balances to ensure quality and proper

Selected Measures of Success:

- ⊙ **Orientation Plan**
- ⊙ **Updated Organizational Chart**

Results At-A-Glance:

A Year-Long Orientation Plan

for faculty and staff was implemented throughout 2018-19.

The Organizational Chart has been updated as of January 2019.

policy standards. There has been a form created to evaluate program viability for start-up programs.

- Programs are reviewed to determine program and student cost and adjusted to reflect the current need for requesting grants and maintaining student recruitment and retention.
- Efforts have been made to evaluate the potential impact of dual enrollment credit funding being transferred to secondary programs and students.
- The alignment of resources and facilities are reviewed to maximize the use of faculty and staff and to provide programs and courses that satisfy student schedules where possible and to coordinate academic and technical program offerings to meet the demands of students and program requirements.

Aligning Resources and Facilities to Maximize Program & Functional Area Productivity

DCC began using Ad Astra software in Fall 2018. The Fall of 2018 was spent aligning the software with SIS and the full functional use of the facilities utilization analysis began in the Spring of 2019. Workforce Services has begun to utilize Ad Astra more than others. Also, the software is used for student activities coordination to optimize student availability for activities.

Reviewing Programs and Functional Areas for Appropriate Staffing & Skill Needs

Next, staffing and skill needs are reviewed annually and efforts are made to provide continuous improvement for faculty and staff through professional development opportunities and college in-service and workshops to keep staff up-to-date on technical and community college initiatives. When appropriate, the Reduction in Force (RIF) process is enacted to keep resources balanced.

Using annual IPEDS Data Feedback Reports for DCC from 2013-14 through 2017-18, **Core Expenses per FTE** have risen from a total of \$8,908 in FY 2013 to \$11,858 in FY 2017. However, DCC's total core expenses per FTE averages 80% of the IPEDS identified cohorts' total core expenses per FTE from 2013-2017.

- Admissions has been reorganized for efficiency.
- Programs need further review.
- A comprehensive review of faculty salary scales has been conducted.

Reviewing the Organizational Structure of the College

While DCC does effectively coordinate services on an ongoing basis as evidenced by sustained levels of student satisfaction on the annual Institutional Effectiveness Survey, data reflects that areas such as academic advisement and transfer counseling need further coordination and increased oversight.

Next, the committee structure has been reviewed on an annual basis to ensure broad-based participation across administration, faculty, and staff. The President reviews committee make-up to

provide oversight. The College's administration has come to recognize that greater inclusion of students is needed in DCC's committees.

Evaluating the College's organizational structure is an ongoing process. DCC has maintained an updated organizational structure and chart to reflect changing roles and structure. The College reviews faculty salaries annually to compare it to ratios designated by the VCCS. Of particular interest is the *administrative to teaching faculty ratio* which gives some indication of potential imbalance in the College's cost structure. DCC is slightly over the recommended threshold but is not severely out of compliance.

The following activities also ensure continual review of our efficiencies and preparedness:

- **Acquisition and Timely Implementation of Technology.** DCC completes an annual technology plan that analyses the College's technology needs and creates spending plans for the upcoming year. The technology plan has resulted in savings to the college by identifying strategies that include the transition from desktop computers to thin clients which resulted in savings of over \$1,000 per unit, the transition from onsite servers to a data center which saved the college over \$60,000 and other innovations that have improved the college's technical infrastructure while reducing costs.
- **Cross-Training for the Continuity Plan.** DCC completes an annual Continuity of Operations plan that is submitted to the Virginia Department of Emergency Management and disseminated to local first responders via the agencies web portal.
- **Ensure Appropriate and Efficient Utilization of Institutional Resources.** DCC actively works with its supporting Foundation to identify grants for various activities that will promote access to educational opportunities for students. Recent examples include a \$638,000 grant from the Go Virginia initiative and an additional \$438,000 from the Tobacco Commission to purchase advanced manufacturing equipment for the College and area K-12 partners, a \$200K grant from the Tobacco commission to renovate the Cyber Security lab, and over \$1 million in equipment donations from Dominion Power to start a Substation training program.

STRATEGIC PRIORITY V: MARKETING

Danville Community College continues to execute strategic communications through marketing, public relations, and consistent branding efforts.

Developing a Comprehensive Marketing, Communication and Branding Plan

In the Spring of 2019, DCC's Office of Public Relations developed a comprehensive marketing plan for the upcoming fiscal year (FY2020), which will require revision, pending the outcomes of budget discussions at the executive management level of the College.

DCC has also completely redesigned the website and will fully launch the new site in the summer of 2019. DCC's website has seen a significant boost in visits since the initial phases of upgrades.

Showcasing Programs, Students' and Alumni Successes

Programs and students are routinely highlighted in press releases. Alumni successes are also included in some promotional material for the college.

The majority of alumni-related content is managed by the **DCC Educational Foundation**.

During the 2016-17 academic year, the DCC Educational Foundation ran one advertisement per week (52 total) promoting the College's 50th anniversary showcasing

successful alumni. These ads appeared in the *Danville Register & Bee*, *Star-Tribune* (Pittsylvania County), *Gazette Virginian* (Halifax County), and *News & Record* (Halifax County). The DCC Educational Foundation also ran one ad per month (12 total) in *Showcase Magazine* and *Evince Magazine*. All of the media outlets provided website coverage as well.

In 2017-18, the DCC Educational Foundation ran one advertisement per week (52 total) promoting the college's second Major Gifts Campaign showcasing successful alumni. These ads appeared in the *Danville Register & Bee*, *Star-Tribune*, *Gazette Virginian*, and *News & Record*.

For 2018-19, the DCC Educational Foundation purchased the entire content of the November issue of *Showcase* to promote the college's second Major Gifts Campaign. The Campaign Co-Chairs, faculty, staff, students and alumni were all included in this publication.

Selected Measures of Success:

- Website Analytics
- Social Media Analytics

Results At-A-Glance:

Up 131.40% Website Pageviews for March 2019 were 104,783 compared with 45,283 for March 2018.

Up 176.73% Website Unique Pageviews for March 2019 were 72,767 compared with 26,295 for March 2018.

5,529 is the number of followers of DCC on Facebook. As of April 11, 2019 DCC was more than halfway with reaching the annual goal of 1,000 new followers.

30,705 is the number of people reached for a four-week period from 3/14 to 4/11/2019.

Messaging about Quality of Instruction

Instructor competency is highlighted whenever relevant in press releases issued by the Office of Public Relations. This includes announcements about new hires, personnel certification achievements, and industry awards earned by college personnel. These announcements are routinely submitted to local and regional media outlets as well as being published on the college website and on college social media channels.

Sharing of Best Practices

When identified, best practices are shared with executive administration and with personnel, as appropriate, via the employee email distribution list or via the Public Relations & Marketing Update newsletter.

Effectively Communicating Internally

Danville Community College has made concerted efforts to increase effective communications throughout the College. Some of the major enhancements over the strategic planning cycle include:

- The Office of the Vice President of Academic and Student Services publishes an internal weekly email, “This Week at DCC”, which updates personnel on items of campus-wide importance,
- Minutes of all meetings are distributed in a timely manner,
- Open Door in President’s and VP’s office,
- *Knightly News*,
- Reports and Infographics from the Center for Organizational Excellence and Data Analytics,
- Marketing information on Facebook, Twitter, print material, etc., and
- More efficient Faculty/Staff meetings.

Developing an Effective External Communication Structure & Strategies

Usage of the email marketing system Constant Contact allows email open rates to be measured. Social media activity is also measured by the channel on which the messaging occurs (i.e. Facebook) and reports can be generated therein. This provides insight into the reach of college messaging to external audiences. Print advertising and other traditional forms of media are also routinely used by the college to disseminate information or to promote new student enrollment.

Establishing and Maintaining Proactive Relationships

The Office of Public Relations holds or has held a presence in the community through memberships on committees, task forces, collaboratives, etc.

Coordinating Conversations

The Office of Public Relations supports effective communication on campus by helping to make connections between individuals and departments that would benefit from sharing information with each other.