

Davidson County Community College

Strategic Enrollment Management Plan

Progress Report 2015–2016

December 2016

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**Davidson County Community College
SEM Progress-At-A-Glance**

I. Applicant Yield		Increase the applicant yield (percentage of applicants enrolling) by 5% each academic year.	
II. High School Graduate Participation		Increase the overall participation of high school graduates from our service area schools enrolling at DCCC by 20% over the next three years.	
III. Financial Aid Applicant		Increase the percentage of aid applicants that are reviewed and awarded by 10% each year.	
IV. Financial Aid Recipients		Increase the percentage of aid applicants, selected for verification, to complete the verification process by 10% each year.	
V. Math Placement		Decrease the percentage of students starting in DMA 020 as their required first math course at the college by 10% each year.	
VI. Online Course Success		Increase the success rate of students enrolled in online classes to be comparable with the baseline success rate of students enrolled in hybrid courses.	
VII. Fall to Fall Retention		Increase the percentage of students who are retained from fall to fall semester by 15% each year.	
VIII. On Track to Completion		Increase by 10 % each year the percentage of students progressing toward degree completion.	
IX. Degree Completion		Increase the percent of students who indicate they are enrolled to earn a degree do so within 150% time of their program of study by 10% each year.	
X. Completion – African American Students		Increase the completion rate of African-American students to be comparable to the cohort baseline completion rate of all students.	
XI. Credential Attainment & Transfer Out		Increase the percent of students graduating or transferring out within 150% time by 10% over the next three years	
K E Y	 Meeting or exceeding goals	 Movement toward goals at a positive rate	 Stagnation or backwards movement from goals

Executive Summary

Background

In Fall 2015, the Strategic Enrollment Management (SEM) Team developed an enrollment plan that supports the College's 2013-2016 Strategic Plan and Momentum and Loss Framework. After analyzing institutional data, the Team identified eleven goals designed to impact the enrollment and retention of DCCC students. Four sub-groups consisting of faculty and staff established strategies and action items for each of the eleven goals. At the end of each academic year, the SEM-Team analyzes the data and assesses the progress toward goal attainment.

2015-2016 Progress Report Highlights

The college met or exceeded the benchmark set for four of the eleven enrollment goals: ***Applicant Yield, Math Placement, Degree Completion, and Credential & Transfer-Out Attainment.***

The college made little to no progress on the remaining seven enrollment goals. However, in its analyses the SEM-Team learned more data points that influenced the implementation of the strategies and goal attainment.

High School Graduate Participation: While the college lost its market share of recent high school graduates this decline may be due to the increased emphasis on enrolling more high school students into the Career and College Promise (CCP) dual enrolment program.

Financial Aid Applicants: Students who listed DCCC as their first choice on the FAFSA is more likely to enroll than students who listed DCCC as their second or third choice. Staff will focus on students who selected DCCC as their first choice college.

Financial Aid Recipients: The Department of Education requires the college to “verify” the FAFSA information on selected students. With the IRS change in the FAFSA application and the redirection of financial aid staff to assist students this goal should improve.

On-line Course Success: While the success rate for students enrolled in on-line courses improved, the rate did not meet the benchmark.

Fall to Fall Retention: This goal changed from the original SEM Plan; therefore, the impact of the efforts may not be realized until fall 2017.

On Track to Completion: While the objective is to assess the progression of students toward their educational goal, the data revealed that a significant number of students changed their minds about their educational goal and stopped attending. Career exploration and goal clarification have been implemented in the new enrollment process.

Completion African-American Students: While the graduation rate for African-American students (17.9%) improved from the baseline year, the rate still lags behind the graduation rate for all students (26.5%) – which also improved. Additional research is needed on the impact specialized programs such as TRiO and Men Moving Mountains have on improving graduation rates for students.

Enrollment Goals & Progress

CONNECTION

I. Enrollment Goal

Applicant Yield

Measureable Enrollment Goal

Increase the applicant yield (percentage of applicants enrolling) by 5% each academic year.

2014–2015 Baseline Data

During 2014–2015 the college received 4092 applications from potential students and of those applicants, 1534 of those students enrolled.

2015–2016 Data/Progress toward Goal

While the college received fewer admissions applications overall, the yield rate exceeded the target.

<i>Year</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
<i>Applications</i>	4092	3862		
<i>% enrolling</i>	37.5%	40.3%		
<i>Target Enroll</i>		40%	42%	44%

Note: Includes CCP students

2016–2017 Recommendation

1. Continue with current strategies and action items outlined in the SEM Plan.
2. Monitor and assess the new enrollment and orientation process implemented Fall 2016.

II. Enrollment Goal

High School Graduate Participation

Measureable Enrollment Goal

Increase the overall participation of high school graduates from our service area schools enrolling at DCCC by 20% over the next three years.

2014 Graduates Baseline Data

Of the 2027 high school graduates from our service area, only 16.2% enrolled at the college.

2015-2016 Progress toward Goal

For the first time in three years, there was a marked decrease in the percentage of high school students enrolling directly after high school graduation into the college. However, for five service area high schools (Central Davidson, East Davidson, West Davidson, Lexington, and Davie), enrollment in Career and College Promise (CCP) more than doubled; thus potentially affecting high school graduate participation.

<i>Graduation Year</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>
<i>High School Grads</i>	2027	1979		
<i>% Enrolled DCCC</i>	16.2%	13.4%		
<i>Target Rate</i>		19%	23%	28%

2016–2017 Recommendation

1. Continue to monitor the impact of Career and College Promise (CCP) enrollment on the number of high school graduates enrolling.
2. Investigate a scholarship opportunity for high school graduates who are not CCP, but also high achieving students.

III. Enrollment Goal *Financial Aid Applicant*

Measureable Enrollment Goal

Increase the percentage of aid applicants that are reviewed and awarded by 10% each year.

2014–2015 Baseline Data

The college received 8364 financial aid applications and 52% of those applications were awarded.

2015–2016 Data/Progress toward Goal

The college received 1055 fewer financial aid applications than in the previous 2014-2015 year and correspondingly awarded fewer students. This was a transition year for the financial aid with several changes to improve the application process implemented during this year.

<i>Year</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
<i>Applications</i>	8364	7309		
<i>% Awarded</i>	52%	49.2%		
<i>Target Goal</i>		57%	63%	70%

2016–2017 Recommendation

1. Monitor the financial aid application process and how students are moving through the process to enrolling in classes.
2. Students who indicate DCCC as their first choice on the FAFSA are more likely to enroll than students who indicated DCCC as the second and third choice. Focus effort on helping students who indicated DCCC as their first choice in reviewing and awarding aid.

ENTRY

IV. Enrollment Goal *Financial Aid Recipients*

Measureable Enrollment Goal

Increase the percentage of aid applicants, selected for verification, to complete the verification process by 10% each year.

2014–2015 Baseline Data

During the 2014-2015 year, 2060 students were selected by the Department of Education for verification. Of those 55% completed the verification process (verification requires the financial aid office to document and verify that the information the student/parent entered into the FAFSA is correct before awarding any funds).

2015–2016 Data/Progress toward Goal

While the Department of Education selected 1018 more students for verification than in the previous year fewer of them completed the process. During 2015-2016 several changes occurred in the financial aid office, including changes in staffing. With these changes, the college expects to see an increase in the percentage of students completing the process in the next 2016-2017 year.

<i>Year</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
<i>Selected for Verification</i>	2060	3076		
<i>% Completed Verification</i>	54%	47%		
<i>Target Goal</i>		60%	66%	72%

2016–2017 Recommendation

1. Monitor the effects of the changes in financial aid staffing and verification process on students completing the process and enrolling.

V. Enrollment Goal *Math Placement*

Measureable Enrollment Goal

Decrease the percentage of students starting in DMA 020 as their required first math course at the college by 10% each year.

2014–2015 Baseline Data

During 2014 almost half (49.1%) of the students taking the math placement did not place out of Developmental Math 020 (DMA 020).

2015–2016 Data/Progress toward Goal

There was a decrease in the number of students not passing DMA 020. There was intentional communication and focus during the enrollment process in providing preparation and practice skills opportunities to students before taking the placement test. In addition, with the implementation of multiple measures, fewer students are required to enroll in developmental education courses.

<i>Year</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>
<i>% not passing</i>	49.1%	42.7%		
<i>Target Goal</i>		44%	40%	36%

2016–2017 Recommendation

1. Continue to provide communications and focused effort on preparing students to take the placement test.

PROGRESS

VI. Enrollment Goal

Online Course Success

Measureable Enrollment Goal

Increase the success rate of students enrolled in online classes to be comparable with the baseline success rate of students enrolled in hybrid courses. Success rate is calculated by dividing the number of students earning an A, B, C or P by the total number of students enrolled at the census date.

2014–2015 Baseline Data

In 2014-15, 69.2% of students successfully completed their online courses as compared to a success rate of 78.2% in hybrid courses, a difference of 9.0%.

2015–2016 Data/Progress toward Goal

In 2015-16, 71.5% of students successfully completed their online courses as compared to a success rate of 79.5% in hybrid courses, a difference of 8.0%. These results reflect an increase in both online and hybrid success rates, as well as a narrowing of the gap between the two.

<i>Year</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-2017</i>	<i>2017-18</i>
<i># Enrolled Online</i>	5,978	6,593		
<i># Online Success</i>	4,138	4,713		
<i>% Online Success</i>	69.2%	71.5%		
<i>% Change from Prior Year</i>		2.3%		
<i># Enrolled Hybrid</i>	5,675	6,355		
<i># Hybrid Success</i>	4,438	5,050		
<i>% Hybrid Success</i>	78.2%	79.5%		

2016–2017 Recommendation

1. Continue to implement the strategies and action items from the SEM Plan.
2. Investigate developing a tool for students to assess their readiness for 100% online instruction.

VII. Enrollment Goal

Fall to Fall Retention

Measureable Enrollment Goal

Increase the percentage of students who are retained from fall to fall semester by 15% each year.

2014–2015 Baseline Data

In Fall 2014 the college enrolled 4120 students and while 69.2% of those students were retained through Spring 2015, only 39.5% of those students returned in Fall 2015.

2015–2016 Data/Progress toward Goal

For Fall 2015, the college enrolled 3797 students and 39.5% of those students returned in Fall 2016. Consequently, the retention rate for Fall 2015 enrollees was nearly the same as for Fall 2014 enrollees but was 5.5% below the goal retention rate of 45%.

<i>Year</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Total Enrolled</i>	4,102	3,797		
<i># Retained</i>	1,628	1,500		
<i>% Retained</i>	39.7%	39.5%		
<i>Target Retention</i>		45%	52%	60%

2016–2017 Recommendation

1. Implement the strategies and action items from the SEM Plan with focus on those spring and summer retention strategies.

VIII. Enrollment Goal

On Track to Completion

Measureable Enrollment Goal

Increase by 10 % each year the percentage of students progressing toward degree completion.

2014–2015 Baseline Data

The percent of students starting the college in 2013FA who were at or above 67% complete of their associates degree at the 150% of time to completion was 26.7%.

2015 – 2016 Data/Progress toward Goal

Note that Fall 2012 data is not available to be reported as Colleague does not store “point in time” progress in Degree Audit. While we have no comparison to prior periods there are some take aways from this data. Students who start in a program and not change their minds are more likely to graduate than those who changed their minds. However, a high percentage of students change their mind about what program to pursue from their start program. This is a significant factor in lowering overall progress. If DCCC can improve students understanding of pathways leading to a preferred degree, and what courses keep them on track, this measure will improve.

<i>Cohort Year</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Cohort Active at 150% time</i>	No data	307		
<i>% Progress >67% at 150% time to degree</i>		71.3%		
<i>Target % on track</i>			78.4%	86.3%

<i>Cohort Year</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>
<i>Total Cohort</i>	No data	924		
<i>Number Students >.67</i>		247		
<i>% Progress >67% at 150% time to degree</i>		26.7%		
<i>Number Changed Mind; Not Enrolled</i>		617		
<i>Target % on track</i>			78.4%	86.3%

Note: All full and part-time associate degree seeking students (non-CCP) with a fall 2013 start term

2016–2017 Recommendation

1. Improve the intake process to help students clarify their educational pathway.

COMPLETION

IX. Enrollment Goal *Degree Completion*

Measureable Enrollment Goal

Increase the percent of students who indicate they are enrolled to earn a degree do so within 150% time of their program of study by 10% each year.

Baseline Four-Year Cohort Rate

For the entering IPEDS Cohorts of first-time, full-time, associate degree seeking students from Fall 2008-Fall 2011, the 4-Year Average Student Right-to-Know Graduation Rate was 17.2%. This means that 17% of associate degree students earned a degree within 150% of time (3 years).

2015–2016 Data/Progress toward Goal

The graduation rate for the Fall 2012 IPEDS Cohort of first-time, full-time, associate degree seeking students was 20.5%. This means that 20.5% of associate degree students earned a degree within 150% of time (3 years). Although it is difficult to draw conclusions from one year of data, the upward trend may be due to interventions such as mandatory orientation, intrusive advising, and the implementation of Starfish.

<i>Cohort Year Start</i>	<i>Fall 2008- Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>
<i>Total Cohort</i>	1436	376		
<i># Graduated</i>	244	77		
<i>% Graduated</i>	17%	20.5%		
<i>Target to Graduate</i>		20%	22%	25%

2016–2017 Recommendation

1. Continue to implement the strategies and action items from the SEM Plan.

IX. Enrollment Goal

Completion – African American Students

Measureable Enrollment Goal

Increase the completion rate of African-American students to be comparable to the cohort baseline completion rate of all students.

Baseline Four-Year Cohort Rate

For the entering IPEDS Cohorts of first-time, full-time, degree, diploma, or certificate seeking students from Fall 2008-Fall 2011, the 4-Year Average Student Right-to-Know Graduation Rate was 15.8% for African-Americans and 26.3% for all students. This means that 15.8% of African-American students and 26.3% of all students earned a degree, diploma, or certificate within 150% of time (1-3 years, depending on the credential).

2015–2016 Data/Progress toward Goal (Fall 2012 Cohort)

The graduation rate for the Fall 2012 IPEDS Cohort of first-time, full-time, degree, diploma and certificate seeking students was 17.9% for African-Americans and 29.7% for all students. This means that 17.9% of African-American students and 29.7% of all students earned a degree, diploma, or certificate within 150% of time (1-3 years, depending on the credential). While there was some progress made in the completion rate of African –American students, the achievement gap continues to exist. Although it is difficult to draw conclusions from one year of data, the upward trend for both groups may be due to interventions such as mandatory orientation, intrusive advising, and the implementation of Starfish

<i>Cohort Start Year</i>	<i>Fall 2008- Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>
<i>Total in African American Cohort</i>	228	84		
<i># African American Cohort Grads</i>	38	15		
<i>% African American Graduation Rate</i>	16.7%	17.9%		
<i>% Graduation Rate All Students</i>	26.5%	29.7%		
<i>Target Rate – African American Students</i>		26.5%	26.5%	26.5%

2016–2017 Recommendation

1. Continue to implement the strategies and action items from the SEM Plan.
2. Continue with current interventions of mandatory orientation, intrusive advising and Starfish.

X. Enrollment Goal

Credential Attainment & Transfer Out

Measureable Enrollment Goal

Increase the percent of students graduating or transferring out within 150% time by 10% over the next three years.

Baseline Four-Year Cohort Rate

For the entering IPEDS Cohorts of first-time, full-time, degree, diploma, or certificate seeking students from Fall 2008-Fall 2011, the 4-Year Average Student Right-to-Know Graduation and Transfer-Out Rate was 48.5% for all students. This means that 48.5% of all students earned a degree, diploma, or certificate or transferred to another postsecondary institution within 150% of time (1-3 years, depending on the credential).

2015–2016 Data/Progress toward Goal (Fall 2012 Cohort)

The Graduation and Transfer-Out Rate for the Fall 2012 IPEDS Cohort of first-time, full-time, degree, diploma and certificate seeking students was 53.7% for all students. This means that 53.7% of all students earned a degree, diploma, or certificate or transferred to another postsecondary institution within 150% of time (1-3 years, depending on the credential). Although it is difficult to draw conclusions from one year of data, the upward trend may be due to interventions such as mandatory orientation, intrusive advising, and the implementation of Starfish.

<i>Cohort Start Year</i>	<i>Fall 2008- Fall 2011</i>	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>
<i>Total Cohort</i>	1794	458		
<i># Graduated</i>	476	136		
<i># Transferred Out</i>	394	110		
<i>% Graduated or Transferred Out</i>	48.5%	53.7%		
<i>Target Graduation or Transferred Out</i>		53%	59%	65%

2016–2017 Recommendation

1. Continue to implement the strategies and action items in the SEM Plan.

Appendix A

CONNECTION

I Goal: Applicant Yield

<i>Academic Year</i>	<i>Total Applied</i>	<i>Total Enrolled</i>	<i>Yield</i>
2014-2015	4092	1534	37.5%
2015-2016	3862	1557	40.3%

II Goal: High School Graduation Participation

High School	Enrolled DCCC Fall 2012/Graduated High School During 2011-12 Year			Enrolled DCCC Fall 2013/Graduated High School During 2012-13 Year			Enrolled DCCC Fall 2014/Graduated High School During 2013-14 Year			Enrolled DCCC Fall 2015/Graduated High School During 2014-15 Year		
	# Grads	# Enroll	% Enroll	# Grads	# Enroll	% Enroll	# Grads	# Enroll	% Enroll	# Grads	# Enroll	% Enroll
Central Davidson	201	55	27.4%	207	46	22.2%	220	57	25.9%	208	40	19.2%
East Davidson	194	25	12.9%	211	47	22.3%	225	61	27.1%	217	34	15.7%
Ledford	260	30	11.5%	262	34	13.0%	273	26	9.5%	282	49	17.4%
North Davidson	330	33	10.0%	351	50	14.2%	346	47	13.6%	336	31	9.2%
South Davidson	100	18	18.0%	86	18	20.9%	96	14	14.6%	92	15	16.3%
West Davidson	170	28	16.5%	160	28	17.5%	165	42	25.5%	165	27	16.4%
Davidson Co. School District Total	1,255	189	15.1%	1,277	223	17.5%	1,325	247	18.6%	1,300	196	15.1%
Lexington	198	17	8.6%	179	18	10.1%	175	23	13.1%	155	13	8.4%
Thomasville	161	5	3.1%	143	15	10.5%	121	22	18.2%	156	27	17.3%
Davie County	370	13	3.5%	404	32	7.9%	406	36	8.9%	368	30	8.2%
Total High School Graduates & Number Attending DCCC from Service Area High Schools	1,984	224	11.3%	2,003	288	14.4%	2,027	328	16.2%	1,979	266	13.4%

III Goal: Financial Aid Applicant

<i>Academic Year</i>	<i>ISIR</i>	<i>ISIR Awarded</i>	<i>Percent Awarded</i>	<i>Awarded & Enrolled</i>	<i>Percent Awarded & Enrolled</i>
<i>2014 - 15</i>	8364	4370	52.2%	3187	72.9%
<i>2015 - 16</i>	7309	3596	49.2%	2362	65.7%

ENTRY

IV Goal: Financial Aid Recipient

<i>Academic Year</i>	<i>Selected for Verification</i>	<i>Number Completing Verification</i>	<i>Percent Completing Verification</i>	<i>Number Verification Completed/Enrolled</i>	<i>Percent Verification Completed/Enrolled</i>
<i>2014 - 15</i>	2060	1118	54%	854	76.4%
<i>2015 - 16</i>	3076	1446	47%	1035	71.6%

V Goal: Math Placement

<i>DMA 020</i>	<i>Total Taking DMA 020</i>	<i>Total Not Passing DMA 020</i>	<i>Percent Not Passing DMA 020</i>
<i>2014 - 15</i>	1278	627	49.1%
<i>2015 - 16</i>	1578	674	42.7%

PROGRESS

<i>VI Goal: Online Course Success Fall 2014 – Spring 2015</i>						
Method of Instruction	# of Course Sections	# Enrolled at Census Date	Total Number of Grades (A/SA-F/R/U)	% Getting Grades	Total Success (Earned A-C, P);	% Success (= # Total Success / # Enrolled at Census Date)
Online	237	5,978	5,141	86.0%	4,138	69.2%
Hybrid	370	5,675	4,983	87.8%	4,438	78.2%
Web-Assisted	951	12,449	10,528	84.6%	9,532	75.1%
All Others	67	639	570	89.2%	529	82.8%
Total	1,625	24,741	21,222	85.8%	18,457	74.6%

<i>Online Course Success Fall 2015 – Spring 2016</i>						
Method of Instruction	# of Course Sections	# Enrolled at Census Date	Total Number of Grades (A/SA-F/R/U)	% Getting Grades	Total Success (Earned A-C, P)	% Success (= # Total Success / # Enrolled at Census Date)
Online	278	6,593	5,752	87.2%	4,713	71.5%
Hybrid	480	6,355	5,586	87.9%	5,050	79.5%
Web-Assisted	620	9,848	8,549	86.8%	7,461	75.8%
All Others	50	421	392	93.1%	374	88.8%
Total	1,428	23,217	20,279	87.3%	17,598	75.8%

VII Goal: Fall to Fall Retention

**All Students Fall 2014
Retained Fall 2015 or Graduated**

Fall 2014 - All Students	#	Graduated (Prior Fall 2015)		Retained Fall 2015 (Did Not Graduate)		Total Graduated or Retained	
Enrollment Status		#	%	#	%	#	%
Full-Time	1,805	411	22.8%	591	32.7%	1,002	55.5%
Part-Time	2,297	410	17.8%	1,037	45.1%	1,447	63.0%
Total	4,102	821	20.0%	1,628	39.7%	2,449	59.7%

**All Students Fall 2015
Retained Fall 2016 or Graduated**

All Students	#	Graduated (Prior to Fall 2016)		Retained Fall 2016 (Did Not Graduate)		Total Graduated or Retained	
Enrollment Status		#	%	#	%	#	%
Full-Time	1,601	505	29.9%	601	37.5%	1,106	69.1%
Part-Time	2,196	381	17.3%	899	40.9%	1,280	58.3%
Total	3,797	886	23.3%	1,500	39.5%	2,386	62.8%

VIII Goal: On Track to Completion

Cohort Year	Fall 2013	# >67% @150 Point		>67% @ 150 Point
<i>Students Active in Original Program</i>	47	28		59.6%
<i>Part-time</i>	19	12		63.2%
<i>Full-time</i>	28	16		57.1%
<i>Students Active but changed Mind</i>	186	118		63.4%
<i>Part-time</i>	60	34		56.7%
<i>Full-time</i>	126	84		66.7%
<i>Graduated in Original program</i>	74	74		98.6%
<i>Part-time</i>	25	25		100%
<i>Full-time</i>	49	49		98%
<i>Total Active Cohort</i>	307	219		71.3%
<i>Part-time</i>	104	71		68.3%
<i>Full-time</i>	203	148		72.9%
<i>Not Active, completed some classes</i>	617	28		4.5%
<i>Total Active & Non-Active Cohort</i>	924	247		26.7%

COMPLETION

IX Goal: Degree Completion

IPEDS Graduation Survey

First-Time, Full-Time, Degree/Diploma/Certificate Seeking Students Graduating within 150% of Time

		<i>Fall 2008-Fall 2011 (4 Year Average-Baseline)</i>			<i>Fall 2012</i>			<i>Fall 2013</i>			<i>Fall 2014</i>			<i>Fall 2015</i>		
		<i>Cohort</i>	<i>Grads</i>	<i>%</i>	<i>Cohort</i>	<i>Grads</i>	<i>%</i>	<i>Cohort</i>	<i>Grads</i>	<i>%</i>	<i>Cohort</i>	<i>Grads</i>	<i>%</i>	<i>Cohort</i>	<i>Grads</i>	<i>%</i>
I	Degree															
	Male	622	96	15.4%	154	35	22.7%									
	Female	814	148	18.2%	222	42	18.9%									
	Total - Degree	1,436	244	17.0%	376	77	20.5%									
II	Diploma															
	Male	82	27	32.9%	16	2	12.5%									
	Female	85	43	50.6%	18	10	55.6%									
	Total – Diploma	167	70	41.9%	34	12	35.3%									
III	Certificate															
	Male	159	138	86.8%	41	40	97.6%									
	Female	32	24	75.0%	7	7	100%									
	Total – Certificate	191	162	84.8%	48	47	97.9%									
IV	Degree/Diploma/Certificate															
	Male	863	261	30.2%	211	77	36.5%									
	Female	931	215	23.1%	247	59	23.9%									
	Grand Total	1,794	476	26.5%	458	136	29.7%									

X Goal: Completion - African-American Students

**IPEDS Graduation Survey
First-Time, Full-Time, Degree/Diploma/Certificate Seeking Students Graduating within 150% of Time
By Ethnicity**

		<i>Fall 2008-Fall 2011 (4 Year Average-Baseline)</i>			<i>Fall 2012</i>			<i>Fall 2013¹</i>			<i>Fall 2014²</i>			<i>Fall 2015³</i>		
		Cohort	Grads	%	Cohort	Grads	%	Cohort	Grads	%	Cohort	Grads	%	Cohort	Grads	%
I	Ethnicity															
	American Indian/Native American	7	3	42.9%	4	0	0%									
	Asian/Pacific Islander	20	12	60.0%	10	4	40.0%									
	Black/African American	228	38	16.7%	84	15	17.9%									
	Hispanic	59	17	28.8%	21	9	42.9%									
	White	1,419	388	27.3%	327	103	31.5%									
	Multiple	14	1	7.1%	5	2	40.0%									
	Unknown	47	17	36.2%	7	3	42.9%									
	Total	1,794	476	26.5%	458	136	29.7%									

¹ Fall 2013 cohort data will be available in spring 2017

² Fall 2014 cohort data will be available in spring 2018

³ Fall 2015 cohort data will be available in spring 2019

XI Goal: Credential Attainment or Transfer Out

IPEDS Graduation Survey

**First-Time, Full-Time, Degree/Diploma/Certificate Seeking Students Graduating within 150% of Time
or Transferring Out to a 2-Year or 4-Year Institution**

		Fall 2008-Fall 2011 (4 Year Average-Baseline)				Fall 2012				Fall 2013¹				Fall 2014²				Fall 2015³				
		Cohort	Grads	Transfer Out	% of Grads or Trans Out	Cohort	Grads	Transfer Out	% of Grads or Trans Out	Cohort	Grads	Transfer Out	% of Grads or Trans Out	Cohort	Grads	Transfer Out	% of Grads or Trans Out	Cohort	Grads	Transfer Out	% of Grads or Trans Out	
I	Degree																					
	Male	622	96	173	43.2%	154	35	33	44.2%													
	Female	814	148	197	42.4%	222	42	71	50.9%													
	Total - Degree	1,436	244	370	42.8%	376	77	104	48.1%													
II	Diploma																					
	Male	82	27	5	39.0%	16	2	3	31.3%													
	Female	85	43	12	64.7%	18	10	2	66.7%													
	Total - Diploma	167	70	17	52.1%	34	12	5	50.0%													
III	Certificate																					
	Male	159	138	4	89.3%	41	40	1	100%													
	Female	32	24	3	84.4%	7	7	0	100%													
	Total - Certificate	191	162	7	88.5%	48	47	1	100%													
IV	Degree/Diploma/Certificate																					
	Male	863	261	182	51.3%	211	77	37	54.0%													
	Female	931	215	212	45.9%	247	59	73	53.4%													
	Grand Total	1,794	476	394	48.5%	458	136	110	53.7%													

¹ Fall 2013 cohort data will be available in spring 2017; ² Fall 2014 cohort data will be available in spring 2018; ³ Fall 2015 cohort data will be available in spring 2019

Appendix B

I. Enrollment Goal: Applicant Yield

	Progress
<i>I: Strategy A: Target efforts to traditional age students and their parents.</i>	
<ul style="list-style-type: none"> Promote the College Transfer Program and the advantages from an academic, financial and educational environment perspective. 	Marketing materials to promote college transfer has been developed.
<ul style="list-style-type: none"> Develop marketing materials showing the financial comparisons of 4 year public, private and NC community colleges. 	In progress
<ul style="list-style-type: none"> Broaden scholarship opportunities and how they work for this population. 	Developed the “DCCC Advantage” – guarantees a scholarship to cover in-state tuition and fees for the first 2 semesters at DCCC. Start Fall 2017
<ul style="list-style-type: none"> Develop a “carrot” to get an earlier commitment from the student. 	Developed the “DCCC Advantage” – guarantees a scholarship to cover in-state tuition and fees for the first 2 semesters at DCCC. Start Fall 2017
<i>I: Strategy B: Maximize resources for recruitment.</i>	
<ul style="list-style-type: none"> Engage every employee (faculty and staff) in at least one recruitment function each academic year. 	With the adjustment of the academic calendar, Faculty Senate has proposed a “recruitment” day during fall 2017. Enrollment developing a Recruitment Tool Kit
<ul style="list-style-type: none"> Sponsor an open house focused on programs and careers. (Jenny F., Deans) 	Open House was held on April 23, 2016. There were 286 attendees. Open House for 2017 is under development.
<ul style="list-style-type: none"> Students conduct a phone-a-thon to invite prospective students to campus. 	Students participated in the call campaign via Blackboard. Working with Student Life to better utilize current students in the recruitment process
<i>I: Strategy C: Maximize points of student inquiry for follow-ups.</i>	
<ul style="list-style-type: none"> Utilize the prospective student tour reservation system database. 	Done
<ul style="list-style-type: none"> Utilize the Datatel Inquiry System for establishing a prospective student relational database. 	Using Starfish to record prospective student and CFNC CrossConnect to capture prospective students who began an admissions application, but did not submit.
<ul style="list-style-type: none"> Participate in parent nights at the high school, sponsor information sessions at local libraries and other places potential students might be. 	Attended parent night at 6 area high schools. Monthly information sessions at Lexington, Thomasville, and Denton Libraries; Davidson Works and Joblink.

<i>I: Strategy D: Improve communication to prospective students.</i>	
<ul style="list-style-type: none"> ● Conduct an audit of all communications targeted to prospective students, to include timing, language and develop targeted communication points until the prospective student enrolls. 	Done
<ul style="list-style-type: none"> ● Improve appearance of documents geared to students and employ more graphics-oriented and provide hip look. 	In progress – some materials have improved appearance seeking an agency that has demonstrated cutting-edge design
<ul style="list-style-type: none"> ● Reduce wordiness of publications to enhance readability. 	In progress – most new and revised materials done
<ul style="list-style-type: none"> ● Push/publish more info about hybrids for working adults. 	In progress; some targeted marketing for the online AA and Saturday programs
<ul style="list-style-type: none"> ● Publish information in our “Events Calendar” to attract people to campus. 	Done

II. Enrollment Goal: High School Graduate Participation	
	Progress
<i>II: Strategy A: Provide incentives for high school students to attend DCCC.</i>	
<ul style="list-style-type: none"> ● Investigate offering a tuition scholarship to each high school in the service area. 	Developed the “DCCC Advantage” - guarantees a scholarship to cover in-state tuition and fees for the first 2 semesters at DCCC. Start Fall 2017
<ul style="list-style-type: none"> ● Investigate offering tuition scholarships to dual enrolled students to finish their college degree. 	Developed the “DCCC Advantage” - guarantees a scholarship to cover in-state tuition and fees for the first 2 semesters at DCCC. Start Fall 2017
<ul style="list-style-type: none"> ● Expand faculty meet and greets. 	The college sponsored a Meet & Greet Fall 2016 for all new students on August 12, 2016.
<ul style="list-style-type: none"> ● Develop a fall freshman student kick-off day and open the campus to students and their families. 	The college sponsored a Meet & Greet Fall 2016 for all new students on August 12, 2016.
<ul style="list-style-type: none"> ● Create an “Early Decision Plan” with perks for students to commit. 	In Progress – Enrollment Services brainstorming ideas

<i>II: Strategy B: Matriculate more CCP, Early College, Home School and next tier high school students.</i>	
<ul style="list-style-type: none"> ● Create marketing materials outlining the benefits of completing pathways after high school at DCCC. 	Priority for upcoming year
<ul style="list-style-type: none"> ● Produce marketing materials to address each unique population. 	In progress – high school and 50+ populations are most developed to date
<ul style="list-style-type: none"> ● Develop a message of hope and opportunity for “next tier” students. 	“Start here. Go Anywhere” campaign used over last 6 months
<ul style="list-style-type: none"> ● Develop messages about transfer and career opportunities. 	Done – Cost comparison marketing for transfer
<i>II: Strategy C: Increase the awareness and visibility of the college.</i>	
<ul style="list-style-type: none"> ● Advertise in places where high school students go (e.g. the movie theater). 	Done – Movie theater advertising continues; Billboards; High School magnets; Be a Sport; Yearbook Ads; Hi-Toms ad in program and billboard on field; Superbowl ads; Social media - more active
<ul style="list-style-type: none"> ● Highlight Student Life and the college experiences, including leadership and club activities. 	Done – Toilet Paper and Storm Report; TV ad, brochures and social media
<ul style="list-style-type: none"> ● Utilize students to convey their experiences, especially a typical and/or first semester. 	SGA and Student Ambassadors conduct tours and Jump Start sessions during new student orientation.
<ul style="list-style-type: none"> ● Create and disseminate publications/ads for high school parents showing best value/best price with comparisons to other colleges. 	In progress – Priority for upcoming year

III. Enrollment Goal: Financial Aid Applicant

	Progress
III: Strategy A: Reimagine DCCC role in the verification process.	
<ul style="list-style-type: none"> • Conduct personalized outreach to students to offer assistance. 	<p>Done – conducted an outbound call campaign to students in June 2016; students invited to FAFSA Friday; conducted personal calls and appointments to resolve issues.</p> <p>Enrollment Specialists email students within 24 hours and to personalize the email; Staff dedicated to respond to student inquiries.</p>
<ul style="list-style-type: none"> • Clarify the exact steps students should take to complete the verification process. 	<p>Students received emails and follow-up phone calls in May and June 2016.</p>
<ul style="list-style-type: none"> • Review the communications sent to students. 	<p>Completed as part of the A to Z Discovery Report. Missing document and Satisfactory Academic Progress letters updated, April 2016.</p>
<ul style="list-style-type: none"> • Offer workshops on completing verification. 	<p>FAFSA Fridays and added 3 afternoon/early evening events for students/families in spring</p>
<ul style="list-style-type: none"> • Examine the effectiveness of the external contract with CFNC. 	<p>Done – discontinue the verification contract with CFNC, effective for 2016-2017.</p>
III: Strategy B: Expand FAFSA assistance.	
<ul style="list-style-type: none"> • Offer FAFSA workshops to include evenings and off-campus locations. 	<p>Added 3 afternoon/early evening FAFSA events for students and families Spring 2016</p>
<ul style="list-style-type: none"> • Identify specific populations to target personalized outreach assistance. 	<p>Done – outbound call campaigns and follow-up emails about individual financial aid statuses and next steps.</p>
<ul style="list-style-type: none"> • Expand the capacity to help students complete the financial aid process. 	<p>FAFSA Fridays. FAFSA Nights. Additional evening opportunities were offered.</p>
<ul style="list-style-type: none"> • Review the communications sent to students applying for financial aid. 	<p>Completed as part of the A to Z Discovery Report. Missing document and Satisfactory Academic Progress letters were updated in April 2016. Financial aid webpages were reviewed and updated with new forms, processes, etc. in 2016.</p>

IV. Enrollment Goal: Financial Aid Recipient

	Progress
<i>IV: Strategy A: Improve communication and build a connection with students.</i>	
<ul style="list-style-type: none"> ● Invite students to meet with financial aid staff. 	Financial Aid staff moved into the Enrollment Center to provide more in-depth immediate financial aid counseling and assistance.
<ul style="list-style-type: none"> ● Ensure the academic advisor knows that the student was selected for verification so they can reinforce the importance of completing the process. 	Done – academic advisors have access to see verification status.
<ul style="list-style-type: none"> ● Institute a call campaign to students selected for verification of what documents are missing. 	Completed Spring/Summer 2016.
<ul style="list-style-type: none"> ● Move communication sooner in the enrollment process and the importance of completing the process. 	The new enrollment process started August 22, 2016 moving customized communication sooner and throughout the enrollment process.
<ul style="list-style-type: none"> ● Teach new students how to utilize the college’s email system for important messages. 	Done – covered in the new Enrollment Information Session.
<i>IV: Strategy B: Improve faculty and staff communication.</i>	
<ul style="list-style-type: none"> ● During orientation make a connection with students selected for verification. 	This connection is made in the new Enrollment Information Session.
<ul style="list-style-type: none"> ● Inform faculty and staff on verification and how to refer appropriately. 	No action

V. Enrollment Goal: Math Placement

	Progress
<i>V: Strategy A: Improve communications to students.</i>	
<ul style="list-style-type: none"> ● Incorporate the use of the study guide and the importance of preparing for the placement exam into the enrollment process. 	Study guides and online resources were updated on the webpage. Paper and electronic review sheets are available for students before testing.
<ul style="list-style-type: none"> ● Inform students on the impact of failing a course (transcript and GPA). 	Advisors discuss with students during advising sessions
<ul style="list-style-type: none"> ● Update the college website so students can find the Accuplacer App. 	Website will be redone in next 6 months
<i>V: Strategy B: Improve internal controls.</i>	
<ul style="list-style-type: none"> ● Revise enrollment checklist and website to include strategies before taking the placement exam. 	Completed. New checklists were created for use with students in the Enrollment Center Placement review materials were updated on the webpage
<ul style="list-style-type: none"> ● Create an open drop-in tutoring opportunity for placement test prep. 	Learning Commons hired a part-time Coordinator Test Preparation Lab in June 2016.
<ul style="list-style-type: none"> ● Examine using the TABE test through ACE (Achieving College Entry) for placement. 	TABE cannot be used as NC System Office mandates that we use College Board NC-DAP for curriculum placement.
<ul style="list-style-type: none"> ● Create an additional option for remediation after the student completes the MOOC. 	A drop-in Test Prep Lab was created June 2016

VI. Enrollment Goal: Online Course Success

	Progress
<i>VI: Strategy A: Develop on-line resources for on-line students.</i>	
<ul style="list-style-type: none"> ● Conduct an assessment of on-line resources for students. 	Conducting a digital accessibility study and a digital information plan
<ul style="list-style-type: none"> ● Create online office hours for online faculty. 	Evaluating the status and encouraging implementation
<ul style="list-style-type: none"> ● Develop tips for success. 	Created a student success guide for distribution to students attending New Student Orientation.
<ul style="list-style-type: none"> ● Create an online orientation and investigate requiring students to complete before enrolling in online classes. 	Done – academic advising will launch Spring 2017 implementation.
<ul style="list-style-type: none"> ● Investigate having a 24/7 hotline for questions and problems for students. 	We do not have a 24/7 hotline, but via Mentor Mailbox students can text a question to the Learning Commons Welcome Desk
<ul style="list-style-type: none"> ● Implement the use of FOCUS as a career assessment tool. 	The Career Coach assessment tool is being used in the Enrollment Information Session.
<ul style="list-style-type: none"> ● Create an early alert system to remind students of deadlines. 	Plans to use School Messenger and/or Blackboard starting Fall 2016. Faculty can use Starfish to remind students of deadlines.
<ul style="list-style-type: none"> ● Create opportunities for students during the first week of classes to get assistance with using Moodle and other technology. 	Support being provided through Learning Commons tutoring, Library help desk and the Brooks Student Information Desk
<i>VI: Strategy B: Focus efforts on-line student population.</i>	
<ul style="list-style-type: none"> ● Equip advising staff with tools to better counsel students planning to enroll in an online course. 	Advisors discuss with students difference in traditional and online classes and strategies for success
<ul style="list-style-type: none"> ● Conduct research on the success and failures of on-line students. 	Done – data provided to SEM-Team
<ul style="list-style-type: none"> ● Create opportunities for faculty and advisors to videotape sessions so students can watch at other times. 	Faculty creating videos via Media site. Advising creating a link in Moodle for students to access success resources.
<ul style="list-style-type: none"> ● Investigate the use of technology that can support students in high-risk courses. (Dori L.) 	
<ul style="list-style-type: none"> ● Investigate limiting enrollment of students in online classes who have not experienced success. 	Done – academic advisors provide this service to students.

VI: Strategy C: Create an environment where students feel a sense of community.	
● Explore using a midway “check-in” call to engage students and build rapport.	PTK leaders will call and check-in with all new students during the 2nd week of the semester
● Create an opportunity with faculty to share promising practices in online classes.	Created the Aspen Task Force comprised of faculty to define teaching excellence
VI: Strategy D: Develop professional development opportunities for faculty teaching in on-line	
● Establish professional development opportunities for faculty/staff. These should include opportunities to discuss and share ideas on ways to collaborate across disciplines on what works for students and on how to interact with students including in an online environment.	Created the Aspen Task Force comprised of faculty to define teaching excellence.
● Continue requiring the Online Certification Course for faculty to teach online.	In process
● Help faculty create a “welcome- first class day” video for students.	In process

VII. Enrollment Goal: Fall to Fall Retention	
	Progress
VII: Strategy A: Increase student activities to keep momentum of engagement going.	
● Develop summer internships.	Created a new Student Employment position to increase off-campus work for students
● Invite students to program specific events prior to the end of spring semester and give incentives to attend.	Students invited to pinning ceremonies, industry tours and industry sponsored conferences
● Sponsor a kick-off event in the fall for returning students.	Sponsored a Meet & Greet for new students and utilized returning students in the event
● Create an advising opportunity for students to plan the entire next year.	Implemented the Student Planning tool during spring semester 2016.

VII: Strategy B: Increase academic opportunities in the summer for the college to engage with students.	
● Schedule more course and program offerings.	In Progress – funding and space limitations
● Rearrange sequencing of course to allow for summer options.	Most CTE programs have summer course requirements
● Partner with business and industry for continuing education options which can articulate into credit.	On-going
● Investigate Foundation scholarships to pay tuition and transportation assistance.	The DCCC Foundation is pursuing opportunities to help summer students through existing scholarships

VIII. Enrollment Goal: On Track to Completion	
	Progress
VIII: Strategy A: Track degree-seeking students' progress toward goal completion.	
● Hire staff to focus efforts on student degree completion.	Done – A part-time Completion Coach was hired for TRiO to help students focus on finishing their program. Academic advisors use Student Planning to monitor completion.
● Use degree audit to track students near completion in their 2nd Fall Semester.	Done – using Informer Report to generate data
● Create a mechanism for students to “see” their progress toward completion.	Done – Students can see their progress by using the status bar in the new Student Planning tool.
VIII: Strategy B: Provide incentives for students to stay on track to completion.	
● Host job fairs for students completing 75% of their intended program of study.	DCCC hosted a Spring Job Fair in 2016.
● Provide “earlier” registration and advising times for students based on credit completed toward their intended degree.	Done - students who are closer to finishing their program have been given earlier registration dates beginning Fall 2016
● Develop academic options for students to accelerate and get back on track.	Use CE to CU articulated credit.

<i>VIII: Strategy C: Help students better clarify their educational and career goals.</i>	
<ul style="list-style-type: none"> ● Enhance students' interaction with Career Services earlier in the enrollment process. 	Redesigning the enrollment process to include career services. Effective August 2016.
<ul style="list-style-type: none"> ● Investigate using interest and career inventories with prospective students. 	Started using Focus 2 Career Assessment Fall of 2015.
<ul style="list-style-type: none"> ● Identify “intrusive advising” activities for timely intervention with students and provide professional development for advising staff to implement the activities. 	Changes were made to Starfish to better utilize the tool for faculty and advisors. Academic Recovery plans implemented. Designing a Peer to Peer Mentoring program
<ul style="list-style-type: none"> ● Explore requiring career coaching for students not progressing by 50% of their time toward degree completion. 	In Progress
<ul style="list-style-type: none"> ● Develop study and group tutoring sessions that can be built into a daily course schedule. 	Labs for ENG and MAT classes available; all math courses are mandating tutoring and certain classes based on student grades
<i>VIII: Strategy D: Build systems for students to be self-directed in their educational journey.</i>	
<ul style="list-style-type: none"> ● Teach new students how to use the new degree planner tool during the enrollment process. 	Done – started using Spring 2016 and incorporated into new enrollment process
<ul style="list-style-type: none"> ● Create a hotline for students to get quick answers to questions. 	Designated an Enrollment Services staff person for student direct communications
<ul style="list-style-type: none"> ● Develop study sessions and group tutoring sessions and market to students. 	Done – Success Week, Survive and Thrive, social media, digital displays, website banner, Toilet Paper, Storm Report. Have group tutoring, drop-in, study skills and Success Coaches

VIII: Strategy E: Personalize the interactions with students beyond initial intake.	
<ul style="list-style-type: none"> ● In collaboration with faculty and advisors, customize the use of Starfish as an early alert tool. 	Done – Revised Starfish templates, parameters for faculty and staff usage, implemented more features for broader staff participation.
<ul style="list-style-type: none"> ● Evaluate the automated messages sent to students about faculty and staff availability. 	Done
<ul style="list-style-type: none"> ● Increase faculty involvement with students. 	In Progress – Actions expected from the faculty via the Aspen Task Force. Faculty participated in the Fall 2016 Meet & Greet.
<ul style="list-style-type: none"> ● Implement Student Planner feature via Advisement. 	Done – Implemented April 2016.
<ul style="list-style-type: none"> ● Use degree audit to track students near completion in their 2nd Fall Semester. 	IR staff able to pull data for SEM-Team
<ul style="list-style-type: none"> ● Streamline “paperwork” processing in advisement to allow for more intentional and personal advising. 	Revised the enrollment process and orientation effective Fall 2016. Using Academic Planning and Starfish to reduce paperwork.

IX. Enrollment Goal: Degree Completion	
	Progress
IX: Strategy A: Provide incentives for students to complete their degree.	
<ul style="list-style-type: none"> ● Schedule students who are closer to graduation priority registration appointments. 	Done – Effective Fall 2016.
<ul style="list-style-type: none"> ● Market the advantages and benefits of degree completions. 	Done – Commencement, social media campaigns that featured graduating students
<ul style="list-style-type: none"> ● Investigate offering 4-year degrees, such as in Nursing and Education. 	Would require changes in state legislation
<ul style="list-style-type: none"> ● Offer day trips for students to 4-year universities/colleges. 	Done – TRiO, the Transfer Center and 3M sponsored trips to baccalaureate institutions.
<ul style="list-style-type: none"> ● Host job fairs for students reaching 75% of their degree. 	DCCC hosted a Job Fair in Spring 2016.

IX: Strategy B: Schedule classes when students need them.	
<ul style="list-style-type: none"> ● Create on-line and hybrid options for associate degrees. 	Done – offering online AA
<ul style="list-style-type: none"> ● Research the impact and correlation of course length with successful course completions. 	Done – research showed that the 8-week or less courses had the highest success and passing rates and had a retention rate that was 7.4% higher than the 16-week courses.
<ul style="list-style-type: none"> ● Create a “compressed schedule” of classes (e.g. 8 week classes rather than 16 week classes). 	Offering enough general education classes in the 2nd 8 weeks that a student would have at least 12 hours.

X. Enrollment Goal: Completion – African American Students	
	Progress
X: Strategy A: Provide opportunities of encouragement.	
<ul style="list-style-type: none"> ● Invite African-American role models to campus. 	Sponsored motivational speaker, Richard Taylor, to campus
<ul style="list-style-type: none"> ● Investigate an ROTC program with a leadership emphasis. 	No action
<ul style="list-style-type: none"> ● Reinforce male mentoring. 	The college still supports male mentoring efforts via 3M (Men Moving Mountains).
<ul style="list-style-type: none"> ● Incorporate transfer goals in ACA 090 cohorts. 	Transfer Goals in ACA 122
<ul style="list-style-type: none"> ● Promote and market the idea of students as learners and going to college is good. 	Rotating banners show students in positive light; all marketing is focused on student success and has positive message of learning
<ul style="list-style-type: none"> ● Include families in the educational journey of the students. 	Developing a parent information session to be added to the new student orientation session

XI. Enrollment Goal: Credential Attainment & Transfer Out

XI. Enrollment Goal: Credential Attainment & Transfer Out	
	Progress
<i>XI: Strategy A: Provide personal interactions for students.</i>	
<ul style="list-style-type: none"> ● Market the advantages and benefits of degree completions. 	Done - Commencement, social media campaigns that featured graduating students
<ul style="list-style-type: none"> ● Identify the momentum/loss points and provide pro-active and intrusive advising to students at these critical junctures. 	Revised Starfish parameters to align with critical points for faculty and advisors. Using Student Planning to monitor progress
<ul style="list-style-type: none"> ● Create opportunities of recognition for students when they achieve milestones in their educational plan. 	Academic advisors are utilizing the “Kudo” function in Starfish. Consideration being given to when and by whom should the recognition occur
<i>XI: Strategy B: Provide incentives and strategies for students to finish.</i>	
<ul style="list-style-type: none"> ● Showcase academic pathways. 	Flyers/Rack cards that are program specific; Some marketing materials emphasize pathway
<ul style="list-style-type: none"> ● Create on-line and hybrid options for associate degrees. 	Done – offering online AA degree
<ul style="list-style-type: none"> ● Research the impact and correlation of course length with successful course completions. 	Done - research showed that the 8-week or less courses had the highest success and passing rates and had a retention rate that was 7.4% higher than the 16-week courses.
<ul style="list-style-type: none"> ● Assess the effectiveness of the College Transition Center in moving students through college ready courses. 	Done - 93% success rate in completing developmental education math courses. 100% success for African American and Hispanic students.