

Davidson County Community College

Strategic Enrollment Management Plan

Progress Report 2016–2017


























November 2017

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Davidson County Community College SEM Progress-At-A-Glance			
Enrollment Goal	2015-2016	2016-2017	Enrollment Goal Measurement
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 goal	 Movement toward goal at a positive rate	 Stagnation or backwards movement from goal

Executive Summary

General Overview

The Core Oversight Team reviewed the annual data and determined, based on the significant progress made on the completion of action items, that a new 2018-2021 Strategic Enrollment Management (SEM) Plan is needed. In addition, several enrollment goals and corresponding data items from the original 2015-2018 SEM plan, have been modified to reflect either a change in the definition of the goal itself or a change in the methodology in which the data was collected.

The recommendations in this report are intended to inform the development of the enrollment goals for the 2018-2021 SEM Plan.

2016-2017 Progress Report Highlights

Even though the College made significant progress on implementing action items associated with the enrollment goals, with the exception of one goal, little to no progress was made on meeting the established targets. However, it should be noted that while many of the action items were completed, the impact to goal attainment may not be realized for another year or so. Thus some of the enrollment goals, strategies and action items will be kept for the 2018-2021 SEM Plan.

- *Goal III. Financial Aid Applicant* – Since more than 75% of students enrolling at DCCC receive some form of financial assistance, having students apply and receive a financial aid award, in turn helps enrollment. Students needing financial assistance are more likely to enroll than those who need aid, but never receive it.
- *Goal V. Math Placement* – The College’s efforts to support students and prepare them for college have yielded positive results. From creating test preparation labs in the Learning Commons to having students spend time in the College Transition Center, these and other supports have improved math placement and success.
- *Goal VIII. On Track to Completion* – Students enrolled in two-year degree programs are expected to complete in three years (150% of time), but to do so, students must be making progress toward that goal. Measuring students’ progress at the two-year mark (67% of time) is an indicator of whether the student is on track to graduate on time. Based on the data, students are on track to graduate at the 150% point. This might be attributed to the creation of guided pathways within curriculum programs and the use of the Student Planning tool.
- *Goal X. African-American Students* – While the completion rate for all students is 25%, the completion rate for African-Americans, the second largest student population at the college, is 13.9%. This is a decline from previous years and an enrollment goal for the next SEM plan.

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.

2016–2017 Data/Progress toward Goal

The percent enrolling from the applicant pool was down; however more work is needed to use the same methodology to collect application data so strategies can be developed more appropriately.

<i>Year</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
<i>Applications</i>	4092	3862	4170	
<i>% enrolling</i>	37.5%	36.4%	34.8%	
<i>Target Enroll</i>		40%	42%	44%

Note: *Includes CCP students*

Note: *Percent enrolling for 2015-2016 was corrected to reflect the use of Colleague for data collection. This will be the data collection point moving forward.*

SEM Plan Recommendation

- Investigate a Customer Relationship Management system to track and communicate with prospective students and admissions applicants.
- Within the applicant pool identify the “low-hanging” fruit that can yield the greatest impact.
- Revise the data collection elements and goal to consider “no shows” in the enrollment process.
- Monitor the EIS and New Student Orientation Sessions for applicants stopping out of the process.

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.

2016-2017 Progress toward Goal

While the number of high school graduates overall declined, the percentage of graduates enrolling at the college also declined. However, the college saw increases in enrollment from Lexington, East Davidson and Ledford, but decreases in enrollment from Davie, Thomasville and South Davidson.

<i>Graduation Year</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>
<i>High School Grads</i>	2027	1979	1954	
<i>% Enrolled DCCC</i>	16.2%	13.4%	12.6%	
<i>Target Rate</i>		19%	23%	28%

SEM Plan Recommendation

1. Investigate where high school students are enrolling.
2. Continue to monitor the impact of the CCP program.
3. Monitor the impact of the DCCC Advantage Scholarship on high school enrollment.
4. Support Talent Search, Upward Bound and Career Coach Programs to build a pipeline to higher education in the service area schools.
5. Utilize DCCC faculty and current student leaders in the recruitment effort.

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.

2016–2017 Data/Progress toward Goal

Financial Aid applications are from all students (new and continuing) who listed DCCC on the FAFSA. While financial aid applications decreased from the previous year, the percentage awarded increased.

<i>Year</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
<i>Applications</i>	8364	7309	6618	
<i>% Awarded</i>	52%	49.2%	52.3%	
<i>Target Goal</i>		57%	63%	70%

SEM Plan Recommendation

1. Consider using the number of applications where DCCC was listed as the first or second choice on the FAFSA. For 2016-17, the percent awarded would have been 72%.

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).

2016–2017 Data/Progress toward Goal

Fewer students were selected for verification during the year, with fewer completing the process. It is not clear of those selected for verification whether they listed DCCC as their first or second choice college or had any intention of completing the process. However, it should be noted that students who complete the process are more likely to enroll at the college – 72% of the students selected and completed, actually enrolled.

<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	2708	
<i>% Completed Verification</i>	54%	47%	45%	
<i>Target Goal</i>		60%	66%	72%

SEM Plan Recommendation

1. Remove this goal as completing the verification process is within the student’s control and the financial aid office has developed a communication strategy and dedicated personnel to assist students with this process.

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).

2016–2017 Data/Progress toward Goal

The percentage of students required to enroll in DMA 020 continues to decline. The College reinforces the importance of taking the placement exam seriously with prospective students and has invested in personnel and tools to help students refresh their skills before taking the test.

<i>Year</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>
<i>% not passing</i>	49.1%	42.7%	39.4%	
<i>Target Goal</i>		44%	40%	36%

SEM Plan Recommendation

1. The College should drop this goal moving forward as the goal has been met and the College will continue to provide communications and tools to prepare students to take the placement test; including the support from the College Transition Center. In addition, DCCC may be a part of the NCCCS initiative to stop requiring placement exams in the enrollment process.

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%.

2016–2017 Data/Progress toward Goal

The success gap between online students and hybrid students closed during the year; however that is contributed to fewer hybrid students completing classes successfully, not that a greater percentage of online students successfully completed. More work is need to increase the success of both hybrid and online students.

<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	6836	
<i># Online Success</i>	4,138	4,713	4766	
<i>% Online Success</i>	69.2%	71.5%	69.7%	
<i>% Change from Prior Year</i>		2.3%	-1.8%	
<i># Enrolled Hybrid</i>	5,675	6,355	6069	
<i># Hybrid Success</i>	4,438	5,050	4649	
<i>% Hybrid Success</i>	78.2%	79.5%	76.6%	

SEM Plan Recommendation

1. Consider disaggregating the success data by discipline.
2. Consider comparing face-to-face success with on-line success for disciplines that have both online and face-to-face comparable classes.
3. Investigate opportunities to provide support to on-line students.

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.

2016–2017 Data/Progress toward Goal

While there was a slight increase in Fall 2016 enrollment from the previous year, fewer students continued their enrollment the following fall. While the College is losing both full and part-time students, part-time students are not continuing at a higher rate than full-time.

<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	3819	
<i># Retained</i>	1,628	1,500	1486	
<i>% Retained</i>	39.7%	39.5%	38.9%	
<i>Target Retention</i>		45%	52%	60%

SEM Plan Recommendation

1. Continue this goal for the 2018 SEM Plan and consider adding an additional goal for fall to spring retention.
2. As the needs of students are different, implement retention strategies unique to address full-time students and part-time students.

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%.

2016 – 2017 Data/Progress toward Goal

Students in the Fall 2014 cohort are still enrolled and on track to finish their program. While it appears it will take students longer to complete their program beyond the 150% time frame, the good news is that they are still enrolled and have completed a third of the program of study and on track to graduate.

<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	241	
<i>% Progress >67% at 150% time to degree</i>		71.3%	85.1%	
<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	873	
<i>Number Students >.67</i>		247	253	
<i>% Progress >67% at 150% time to degree</i>		26.7%	29.0%	
<i>Number Changed Mind; Not Enrolled</i>		617	632	
<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

SEM Plan Recommendation

1. Improve the intake process to help students clarify their educational pathway.
2. Consider capturing the cohort data at the 67% point of the cohort start to determine if students are on track to completion. The current methodology captures students' progress at 150% of the cohort start to determine how many have completed at least 67% of their program at 150% of time.

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).

2016–2017 Data/Progress toward Goal

While the overall percentage of students in the cohort graduated in the 150% time decreased from the previous year, the percentage graduating was still higher than the baseline year.

<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	489	
<i># Graduated</i>	244	77	87	
<i>% Graduated</i>	17%	20.5%	17.8	
<i>Target to Graduate</i>		20%	22%	25%

SEM Plan Recommendation

1. Focused strategies on helping students stay enrolled full-time.
2. Review class schedule offerings to ensure classes are available for students to enroll full-time.

X. 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).

2016–2017 Data/Progress toward Goal (Fall 2012 Cohort)

African-American students are not progressing nor graduating at the same rate as all students with the completion gap growing. It appears that African American students start at the college, but fewer and fewer are not completing.

<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	101	
<i># African American Cohort Grads</i>	38	15	14	
<i>% African American Graduation Rate</i>	16.7%	17.9%	13.9%	
<i>% Graduation Rate All Students</i>	26.5%	29.7%	25	
<i>Target Rate – African American Students</i>		26.5%	26.5%	26.5%

SEM Plan Recommendation

1. Undertake an equity-minded initiative at the college.

XI. 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).

2016–2017 Data/Progress toward Goal (Fall 2013 Cohort)

The total number of students starting in the cohort increased in 2013, while the total number of students graduating or transferred out increased, the percentage declined. It should be noted that reverse transfer could have impacted the Fall 2012 rate.

<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	587	
<i># Graduated</i>	476	136	147	
<i># Transferred Out</i>	394	110	127	
<i>% Graduated or Transferred Out</i>	48.5%	53.7%	46.7%	
<i>Target Graduation or Transferred Out</i>		53%	59%	65%

SEM Plan Recommendation

1. Keep this goal for the 2018-2021 SEM Plan and develop specific strategies to assist students.

Appendix A

CONNECTION

I Goal: Applicant Yield

Academic Year	Total Applied	Total Enrolled	Yield
2014-2015	4092	1534	37.5%
2015-2016	3862	1407	36.4%
2016-2017	4170	1452	34.8%

II Goal: High School Graduation Participation

High School	Enrolled DCCC Fall 2016/Graduated High School During 2015-16 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	203	37	18.2%	207	46	22.2%	220	57	25.9%	208	40	19.2%
East Davidson	215	36	16.7%	211	47	22.3%	225	61	27.1%	217	34	15.7%
Ledford	280	54	19.3%	262	34	13.0%	273	26	9.5%	282	49	17.4%
North Davidson	331	29	8.8%	351	50	14.2%	346	47	13.6%	336	31	9.2%
South Davidson	91	10	11.0%	86	18	20.9%	96	14	14.6%	92	15	16.3%
West Davidson	166	27	16.3%	160	28	17.5%	165	42	25.5%	165	27	16.4%
Davidson Co. School District Total	1,286	193	15.0%	1,277	223	17.5%	1,325	247	18.6%	1,300	196	15.1%
Lexington	152	15	9.9%	179	18	10.1%	175	23	13.1%	155	13	8.4%
Thomasville	153	17	11.1%	143	15	10.5%	121	22	18.2%	156	27	17.3%
Davie County	363	22	6.1%	404	32	7.9%	406	36	8.9%	368	30	8.2%
Total High School Graduates & Number Attending DCCC from Service Area High Schools	1954	247	12.6%	2,003	288	14.4%	2,027	328	16.2%	1979	266	13.4%

<i>III Goal: Financial Aid Applicant</i>					
<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%
<i>2016 - 17</i>	6618	3463	52.3%	2223	64.2%

ENTRY

<i>IV Goal: Financial Aid Recipient</i>					
<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%
<i>2016 - 17</i>	2675	1215	45%	886	72.9%

<i>V Goal: Math Placement</i>			
<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%
<i>2016 - 17</i>	1606	632	39.4%

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%

Online Course Success Fall 2016 – Spring 2017						
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	296	6,836	5,868	85.8%	4,766	69.7%
Hybrid	437	6,069	5,595	92.1%	4,649	76.6%
Web-Assisted	606	9,193	8,294	90.2%	6,905	76.6%
All Others	42	328	300	91.4%	266	81.1%
Total	1,381	22,426	20,057	89.4%	16,586	74.0%

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%

All Students Fall 2016							
<i>Retained Fall 2017 or Graduated</i>							
All Students	#	Graduated (Prior to Fall 2016)		Retained Fall 2016 (Did Not Graduate)		Total Graduated or Retained	
Enrollment Status		#	%	#	%	#	%
Full-Time	1,511	509	33.7%	544	36.0%	1,053	69.7%
Part-Time	2,308	398	17.2%	942	40.8%	1,340	58.1%
Total	3,819	907	23.7%	1,486	38.9%	2,393	62.7%

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%

VIII Goal: On Track to Completion			
Cohort Year	Fall 2014	# >67% @150 Point	>67% @ 150 Point
<i>Students Active in Original Program</i>	45	25	55.6%
<i>Part-time</i>	18	7	38.9%
<i>Full-time</i>	27	18	66.7%
<i>Students Active but changed Mind</i>	67	51	76.1%
<i>Part-time</i>	27	23	85.2%
<i>Full-time</i>	40	28	70.0%
<i>Graduated in Original program</i>	129	129	100%
<i>Part-time</i>	39	39	100%
<i>Full-time</i>	90	90	100%
<i>Total Active Cohort</i>	241	205	85.1%
<i>Part-time</i>	84	69	82.1%
<i>Full-time</i>	157	136	86.6%
<i>Not Active, completed some classes</i>	632	48	7.6%
<i>Total Active & Non-Active Cohort</i>	873	253	29.0%

COMPLETION

IX Goal: Degree Completion																
IPEDS Graduation Survey																
First-Time, Full-Time, Degree/Diploma/Certificate Seeking Students Graduating within 150% of Time																
		Fall 2008-Fall 2011 (4 Year Average-Baseline)			Fall 2012			Fall 2013			Fall 2014			Fall 2015		
		Cohort	Grads	%	Cohort	Grads	%	Cohort	Grads	%	Cohort	Grads	%	Cohort	Grads	%
I	Degree															
	Male	622	96	15.4%	154	35	22.7%	221	37	16.7%						
	Female	814	148	18.2%	222	42	18.9%	268	50	18.7%						
	Total - Degree	1,436	244	17.0%	376	77	20.5%	489	87	17.8%						
II	Diploma															
	Male	82	27	32.9%	16	2	12.5%	24	5	20.8%						
	Female	85	43	50.6%	18	10	55.6%	33	16	48.5%						
	Total – Diploma	167	70	41.9%	34	12	35.3%	57	21	36.8%						
III	Certificate															
	Male	159	138	86.8%	41	40	97.6%	32	35	109.4%						
	Female	32	24	75.0%	7	7	100%	9	4	44.4%						
	Total – Certificate	191	162	84.8%	48	47	97.9%	41	39	95.1%						
IV	Degree/Diploma/Certificate															
	Male	863	261	30.2%	211	77	36.5%	277	77	27.8%						
	Female	931	215	23.1%	247	59	23.9%	310	70	22.6%						
	Grand Total	1,794	476	26.5%	458	136	29.7%	587	147	25.0%						

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 2013</i>			<i>Fall 2014¹</i>			<i>Fall 2015²</i>		
		Cohort	Grads	%	Cohort	Grads	%	Cohort	Grads	%	Cohort	Grads	%	Cohort	Grads	%
I	Ethnicity															
	American Indian/Native American	7	3	42.9%	4	0	0%	7	2	28.6%						
	Asian/Pacific Islander	20	12	60.0%	10	4	40.0%	12	5	41.7%						
	Black/African American	228	38	16.7%	84	15	17.9%	101	14	13.9%						
	Hispanic	59	17	28.8%	21	9	42.9%	28	5	17.9%						
	White	1,419	388	27.3%	327	103	31.5%	413	112	27.1%						
	Multiple	14	1	7.1%	5	2	40.0%	15	5	33.3%						
	Unknown	47	17	36.2%	7	3	42.9%	11	4	36.4%						
	Total	1,794	476	26.5%	458	136	29.7%	587	147	25.0%						

¹ Fall 2014 cohort data will be available in spring 2018

² 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 2013				Fall 2014¹				Fall 2015²				
		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%	221	37	56	42.1%									
	Female	814	148	197	42.4%	222	42	71	50.9%	268	50	64	42.5%									
	Total - Degree	1,436	244	370	42.8%	376	77	104	48.1%	489	87	120	42.3%									
II	Diploma																					
	Male	82	27	5	39.0%	16	2	3	31.3%	24	5	1	25.0%									
	Female	85	43	12	64.7%	18	10	2	66.7%	33	16	6	66.7%									
	Total - Diploma	167	70	17	52.1%	34	12	5	50.0%	57	21	7	49.1%									
III	Certificate																					
	Male	159	138	4	89.3%	41	40	1	100%	32	35	0	109.4%									
	Female	32	24	3	84.4%	7	7	0	100%	9	4	0	44.4%									
	Total - Certificate	191	162	7	88.5%	48	47	1	100%	41	39	0	95.1%									
IV	Degree/Diploma/Certificate																					
	Male	863	261	182	51.3%	211	77	37	54.0%	277	77	57	48.4%									
	Female	931	215	212	45.9%	247	59	73	53.4%	310	70	70	45.2%									
	Grand Total	1,794	476	394	48.5%	458	136	110	53.7%	587	147	127	46.7%									

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

Appendix B

I. Enrollment Goal: Applicant Yield

I. Enrollment Goal: Applicant Yield	
	2016-2017 Updates
<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. 	A 'Price Comparison' sheet was developed and the College Transfer Program was promoted at all events and through one-on-one and group visits.
<ul style="list-style-type: none"> Develop marketing materials showing the financial comparisons of 4 year public, private and NC community colleges. 	Done
<ul style="list-style-type: none"> Broaden scholarship opportunities and how they work for this population. 	Implemented DCCC Advantage Scholarship. 216 students were mailed scholarship information in February 2017 and 77 were eligible to apply after graduation.
<ul style="list-style-type: none"> Develop a "carrot" to get an earlier commitment from the student. 	Implemented DCCC Advantage Scholarship for CCP students as an incentive to continue enrollment.
<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, "recruitment day" proposed by Faculty Senate took place November 7, 2017. Enrollment is developing a Recruitment Information Packet.
<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 scheduled for November 7, 2017.
<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 s 'google doc' to track prospective students.
<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. Library visits to Lexington, Thomasville,

	and Denton were not very well attended. Therefore, others plan of more intentional library visits are being coordinated. As well as using the Recruitment Van as a vehicle for attracting interests.
<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. 	Done
<ul style="list-style-type: none"> ● Reduce wordiness of publications to enhance readability. 	Done / On-going
<ul style="list-style-type: none"> ● Push/publish more info about hybrids for working adults. 	Done / On-going – digital and print ads, website slider.
<ul style="list-style-type: none"> ● Publish information in our “Events Calendar” to attract people to campus. 	Done / removed non-student essential information, added relevant academic and campus life dates.

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. 	Implemented the “DCCC Advantage Scholarship” to cover in-state tuition and fees for the first 2 semesters at DCCC. 216 high school seniors were mailed eligibility information.
<ul style="list-style-type: none"> ● Investigate offering tuition scholarships to dual enrolled students to finish their college degree. 	Implemented the “DCCC Advantage Scholarship” for CCP students to continue enrollment at DCCC.
<ul style="list-style-type: none"> ● Expand faculty meet and greets. 	The college sponsored a Meet & Greet for all new students on August 12, 2016. Over 1000 students were invited, 73 sent a RSVP, and 52 students attended.
<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. Over 1000 students were invited, 73 sent a RSVP, and 52 students attended.
<ul style="list-style-type: none"> ● Create an “Early Decision Plan” with perks for students to commit. 	Enrollment Services brainstorming ideas.

II: Strategy B: Matriculate more CCP, Early College, Home School and next tier high school students.	
<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. 	On-going work through Belk grant, additional target populations include first generation students, career focused, transfer focused, African American, and Hispanic audiences.
<ul style="list-style-type: none"> ● Develop a message of hope and opportunity for “next tier” students. 	Revisited/updated with “The Future is Here” campaign; new digital, print and website properties.
<ul style="list-style-type: none"> ● Develop messages about transfer and career opportunities. 	Done – Cost comparison marketing for transfer.
II: Strategy C: Increase the awareness and visibility of the college.	
<ul style="list-style-type: none"> ● Advertise in places where high school students go (e.g. the movie theater). 	Targeted digital and social media advertising; relevant print advertising and work on the Enrollment Bus.
<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. 	Done - SGA and Student Ambassadors conduct tours and two out of three sessions for new student orientation. During these sessions the students discuss things that will make new students successful and teach them how to use the various technology tools needed for class and more.
<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. 	Done

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. 	Done – repeated June 2016 call campaign to students in Summer 2017; students invited to FAFSA Friday; conducted personal calls and appointments to resolve issues.

	Enrollment Specialists email students within 24 hours and to personalize the email; Staff dedicated to respond to student inquiries.
<ul style="list-style-type: none"> • Clarify the exact steps students should take to complete the verification process. 	Students receive emails and follow-up phone calls.
<ul style="list-style-type: none"> • Review the communications sent to students. 	Financial aid letters & emails for needed actions and steps are updated annually to reflect specific student needs.
<ul style="list-style-type: none"> • Offer workshops on completing verification. 	Repeated FAFSA Completion afternoons and evening special events Summer 2017.
<ul style="list-style-type: none"> • Examine the effectiveness of the external contract with CFNC. 	Done – discontinue the verification contract with CFNC, effective for 2016-2017.
III: Strategy B: Expand FAFSA assistance.	
<ul style="list-style-type: none"> • Offer FAFSA workshops to include evenings and off-campus locations. 	Repeated FAFSA Completion afternoons and evening special events Summer 2017.
<ul style="list-style-type: none"> • Identify specific populations to target personalized outreach assistance. 	Repeated Call Campaign Strategy in Summer 2017 as well.
<ul style="list-style-type: none"> • Expand the capacity to help students complete the financial aid process. 	FAFSA Fridays. FAFSA Nights. Additional evening opportunities were offered.
<ul style="list-style-type: none"> • Review the communications sent to students applying for financial aid. 	Financial aid letters & emails for needed actions and steps are updated Annually to reflect specific student needs.

IV. Enrollment Goal: Financial Aid Recipient	
	Progress
IV: Strategy A: Improve communication and build a connection with students.	
<ul style="list-style-type: none"> • Invite students to meet with financial aid staff. 	Done – 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. 	Done – Completed Spring/Summer 2016.
<ul style="list-style-type: none"> ● Move communication sooner in the enrollment process and the importance of completing the process. 	Done - Customized communication to student in Enrollment Information Session (EIS).
<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 (EIS).
<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. 	Offered a Top 10 Financial Aid Facts for Faculty Spring 2017.

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. A face to face test prep lab has been established within the Learning Commons. Paper and electronic review sheets are available for students before testing. Preparing for testing included in EIS.
<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 and withdrawals. Academic plans are updated to ensure the student is on track to completion.
<ul style="list-style-type: none"> ● Update the college website so students can find the Accuplacer App. 	Website redesign has been significantly delayed. Will work with appropriate contact on interim solution.
<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. 	Done – 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. 	<p>Learning Commons hired a part-time Coordinator Test Preparation Lab in June 2016. The lab runs all year round and helps students prepare or remediate in DRE, DMA and computer skills. Data shows that 91% of students who had already tested and sought tutoring in the Test Preparation Lab achieved a higher retest score on at least one part of the placement test.</p>
<ul style="list-style-type: none"> ● Examine using the TABE test through ACE (Achieving College Entry) for placement. 	<p>Done - TABE cannot be used as NC System Office mandates that we use College Board NC-DAP for curriculum placement.</p>
<ul style="list-style-type: none"> ● Create an additional option for remediation after the student completes the MOOC. 	<p>Done - A drop-in Test Prep Lab was created June 2016.</p>

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. 	<p>During 2017SP, the Distance Education Advisory Committee used the <u>C-RAC guidelines pdf</u> (Council of Regional Accrediting Commission) to guide their exploration of online resources and support for students at DCCC. While conducting the assessment, the committee documented how DCCC meets each C-RAC guideline as well as opportunities for DCCC to strengthen its strategies of support for online students and providing quality online educational experiences. This work was documented in preparation for the SARA-NC application, which required compliance with C-RAC.</p>
<ul style="list-style-type: none"> ● Create online office hours for online faculty. 	<p>All faculty and staff have access to Blackboard Collaborate, a web conferencing software that can facilitate live synchronous online meetings. Use of the software is introduced in the Online Certification</p>

	Course as well as supported by our Instructional Technology Specialist (Michelle Folkman) through one-on-one training, weekly Instructional Tech Tune-up emails, and video tutorials made available on our <u>Instructional Technology Resources webpage.</u>
<ul style="list-style-type: none"> • Develop tips for success. 	Done - Created a student success guide for distribution in New Student Orientation. This guide includes information regarding various terms used across campus, resources available to students, a semester by semester checklist, how to search and register, and more
<ul style="list-style-type: none"> • Create an online orientation and investigate requiring students to complete before enrolling in online classes. 	Online Orientation is in the creation phase and will roll out in Spring 2018. The online orientation will include a small quiz on online course work preparation. The Distance Education Advisory Committee is currently investigating online readiness assessments. The committee plans to provide a recommendation to leadership by either the end of Fall 2017 or early Spring 2018 with a plan including an assessment that could be incorporated into the onboarding process to help prepare and educate students prior to enrolling in an online course.
<ul style="list-style-type: none"> • Investigate having a 24/7 hotline for questions and problems for students. 	Done - 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. 	Done - The Career Coach assessment tool is being used in the Enrollment Information Session. This tool is used to help the student determine their program.
<ul style="list-style-type: none"> • Create an early alert system to remind students of deadlines. 	Done – Purchased School Messenger in Summer 2017 to begin communicating with students and sending reminders via text, automatic calls, emails, and computer pop-ups. 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. 	<p>Done - Support being provided through Learning Commons tutoring, Library help desk and the Brooks Student Information Desk.</p>
<p><i>VI: Strategy B: Focus efforts on-line student population.</i></p>	
<ul style="list-style-type: none"> ● Equip advising staff with tools to better counsel students planning to enroll in an online course. 	<p>As a part of the online orientation there will be a section to discuss online courses. In addition resources are being created to house in a resource section in Moodle.</p>
<ul style="list-style-type: none"> ● Conduct research on the success and failures of on-line students. 	<p>Data provided to SEM-Team and an Enrollment Goal was developed for on-line student success.</p>
<ul style="list-style-type: none"> ● Create opportunities for faculty and advisors to videotape sessions so students can watch at other times. 	<p>All faculty and staff have access to Mediasite video software and storage. Faculty are introduced to this software during the Online Certification Course. Their continued use is supported by our Instructional Technology Specialist through one-on-one training, weekly Instructional Tech Tune-up emails, and video tutorials made available on our <u>Instructional Technology Resources webpage</u>. DCCC has storage dedicated to sustained use of the software as well as captioning capabilities to support the accessibility of videos created for instruction.</p> <p>In the creation of the online option of the New Student Orientation, several videos were created to support Student Planning, Starfish, StormTrac account activation, Moodle, Gmail, Calendar, etc. While the videos are embedded in the course, they can also be linked or used outside of the course as well. (For example, they could be added to the page of success resources that currently exists in Moodle.)</p>
<ul style="list-style-type: none"> ● Investigate the use of technology that can support students in high-risk courses. (Dori L.) 	<p>As part of the Frontier Set grant, DCCC has opened up an internal grant opportunity to faculty and staff. There are currently projects underway to explore the use of adaptive learning software and its potential impact on</p>

	course engagement and success rates. Projects are being conducted in MAT, BIO, MED, and MLT.
<ul style="list-style-type: none"> Investigate limiting enrollment of students in online classes who have not experienced success. 	Done - Advisors have a discussion with students to address concerns with online classes and discuss how these courses are different from the traditional classroom.

VI: Strategy C: Create an environment where students feel a sense of community.	
<ul style="list-style-type: none"> Explore using a midway “check-in” call to engage students and build rapport. 	Done - PTK leaders call all new students during the 3 rd week of the semester. 284 were called in Spring 2016. This will continue each term.
<ul style="list-style-type: none"> Create an opportunity with faculty to share promising practices in online classes. 	<p>The Online Certification Course has a module dedicated to the Community of Inquiry Model. This is a well-known instructional design model for creating an effective online learning community by establishing social presence, cognitive presence, and teaching presence. It is based around the idea that learning occurs in a community. In a required assignment, instructors must self-assess their online course on all three presences providing specific examples of how their course is either strong in certain areas or identify activities and/or strategies that would strengthen it.</p> <p>Also, two questions have been added to the online course evaluation to provide faculty with a sense of their students’ perception of both student-to-student and instructor-to-student interaction. This can aid faculty in knowing if their strategies in building a sense of community are effective from the students’ viewpoint.</p>

VI: Strategy D: Develop professional development opportunities for faculty teaching in on-line	
<ul style="list-style-type: none"> Establish professional development opportunities for faculty/staff. These should include opportunities to discuss and share ideas on ways to collaborate across 	The Aspen Task Force comprised of faculty developed a set of six principles that define teaching excellence.

<p>disciplines on what works for students and on how to interact with students including in an online environment.</p>	<p>The Teaching & Learning Excellence project extends the work of the Aspen Task Force, with faculty teams integrating the principles into four primary areas: hiring & onboarding, rank & evaluation, assessment, and professional learning.</p> <p>The Online Certification Course is discussion-based and creates an environment where faculty are engaging in discourse around teaching best practices, sharing their online course successes as well as brainstorming solutions to each other’s challenges.</p> <p>Also, per Frontier Set grant funds, our office has just recently acquired an institutional affiliate membership with Quality Matters. Through this membership DCCC will certify two staff members within the Distance Education and Instructional Technology to facilitate training on using the Quality Matters rubric. This will provide additional professional development opportunities for faculty around online course design and development.</p>
<ul style="list-style-type: none"> ● Continue requiring the Online Certification Course for faculty to teach online. 	<p>All online and hybrid instructors are currently required to successfully complete the Online Certification Course with an 80% or better within 1 year of hiring. To date, 182 instructors have successfully completed this course. The breakdown of completers is as follows: 2014FA = 21, 2015SP = 34, 2015SU = 37, 2015FA = 26, 2016SP = 24, 2016SU = 24, 2016FA = 5, 2017SU = 12. When we first started in 2014FA, the course was offered in Fall, Spring, and Summer with multiple sections as needed to meet the demand. Now, with lower enrollment, we offer the course every Spring and Summer.</p>
<ul style="list-style-type: none"> ● Help faculty create a “welcome- first class day” video for students. 	<p>Faculty completing the Online Certification Course are required to create a welcome video to be shared with the class participants for critique. The instructors are also</p>

	required as part of the assignment to provide feedback to their peers based on video best practices provided in the course content. Instructors also learn how to embed their video within their Moodle course and how to provide captions for accessibility.
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VII. Enrollment Goal: Fall to Fall Retention	
	Progress
<i>VII: Strategy A: Increase student activities to keep momentum of engagement going.</i>	
<ul style="list-style-type: none"> Develop summer internships. 	Created a new Student Employment position to increase off-campus work for students. Three students were placed in the first year of the program.
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Sponsor a kick-off event in the fall for returning students. 	Academic Deans mailed postcards to all returning students in Summer 2016. SGA holds a Welcome Back event the first week of classes for all students.
<ul style="list-style-type: none"> Create an advising opportunity for students to plan the entire next year. 	Done – Advisors use Student Planning Tool to create an academic plan for the student for a minimum of a year up to completion. Adjustments are made to this plan as things change with the student. The student then has access to this plan each term. All new and current students have at least a one year plan for the entire program.
<i>VII: Strategy B: Increase academic opportunities in the summer for the college to engage with students.</i>	
<ul style="list-style-type: none"> Schedule more course and program offerings. 	In Progress – funding and space limitations; program and course offerings are being strategically reviewed to maximize enrollment in high demand fields.
<ul style="list-style-type: none"> Rearrange sequencing of course to allow for summer options. 	Most CTE programs have summer course requirements; Gen Ed courses have been expanded to encourage students to use summer term to gain additional credit hours toward their credential.

<ul style="list-style-type: none"> ● Partner with business and industry for continuing education options which can articulate into credit. 	On-going; process has been devised to articulate CE to CU credits.
<ul style="list-style-type: none"> ● Investigate Foundation scholarships to pay tuition and transportation assistance. 	The DCCC Foundation authorizes funds to be awarded directly by Single Stop for transportation and financial aid for tuition scholarships.

VIII. Enrollment Goal: On Track to Completion

VIII. Enrollment Goal: On Track to Completion	
	Progress
<i>VIII: Strategy A: Track degree-seeking students' progress toward goal completion.</i>	
<ul style="list-style-type: none"> ● 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.
<ul style="list-style-type: none"> ● Use degree audit to track students near completion in their 2nd Fall Semester. 	Done-using Informer Report to generate data.
<ul style="list-style-type: none"> ● 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.
<i>VIII: Strategy B: Provide incentives for students to stay on track to completion.</i>	
<ul style="list-style-type: none"> ● Host job fairs for students completing 75% of their intended program of study. 	DCCC hosted a Spring Job Fair in 2017. A total of 300 visitors attended; half were from the community and the other half were students. The focus was not primarily on those completing 75% of their intended program.
<ul style="list-style-type: none"> ● Provide “earlier” registration and advising times for students based on credit completed toward their intended degree. 	Done – Effective Fall 2016 registration dates and times were implemented to provide all students with a specific date and time they were to log on and register. Priority given to students who have the most credits towards degree completion.
<ul style="list-style-type: none"> ● Develop academic options for students to accelerate and get back on track. 	Use CE to CU articulated credit; summer offerings allow students to increase credits toward completion.
<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. 	Redesigned the enrollment process to include career services. Effective Fall 2016.
<ul style="list-style-type: none"> ● Investigate using interest and career inventories with prospective students. 	Focus 2 Career Assessment implemented into the Enrollment Information Session and required of new students wishing to enroll. Each student is required to complete an assessment prior to program selection.
<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; some courses include mandatory tutoring. Embedded tutors provided by Perkins funding for some CTE courses. Most math faculty mandate tutoring based on student grades or provide incentives for participating in tutoring. Study groups for MAT 143 and 171 were added in spring 2017 to help students be more successful in these courses.
<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 in new enrollment process. Students learn how to use this tool in New Student Orientation during the STORM Tools training.
<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 & Thrive, social media, digital displays, website banner, Toilet Paper, Storm Report. Have group tutoring, drop-in, study skills and Success Coaches. In addition to face-to-face and online tutoring in a variety of subjects, the Learning Commons created study group sessions for MAT 143 and 171 in spring 2017. These were closely aligned with weekly course

	assignments to help the students be more successful. These study groups were marketed by faculty and the full-time Math Coach in the Learning Commons sent Google calendar invites to students in those courses. Study group sessions were expanded to biology 165 and psychology 150 in fall 2017.
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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 Meet & Greet annually.
<ul style="list-style-type: none"> Implement Student Planner feature via Advisement. 	Done - Implemented April 2016. All advisors use Student Planning during new student orientation and individual advising sessions with returning students.
<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. An Enrollment Goal was established using the data.
<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. 	Produced commercial and video properties with recent graduates / all marketing efforts.

<ul style="list-style-type: none"> ● Investigate offering 4-year degrees, such as in Nursing and Education. 	Would require changes in state legislation; increasing 2+2 articulation agreements with university partners.
<ul style="list-style-type: none"> ● Offer day trips for students to 4-year universities/colleges. 	Done - TRIO, Academic Advising and 3M sponsored trips to UNC Greensboro, UNC Charlotte, East Carolina, NC Central, and NC State.
<ul style="list-style-type: none"> ● Host job fairs for students reaching 75% of their degree. 	DCCC hosted a Job Fair in Spring 2016. A total of 300 visitors attended; half were from the community and the other half were students. The focus was not primarily on those completing 75% of their intended program.
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. 	New campaign tone and execution captures this as well as all collateral.

<ul style="list-style-type: none"> ● Include families in the educational journey of the students. 	<p>A parent session is included in New Student Orientation. Also families are invited to the Meet & Greet hosted for new students.</p>
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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. 	Produced commercial and video properties with recent graduates / all marketing efforts.
<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. 	Will incorporate into new website design in the future.
<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 in some DMA courses. Equity gaps have been eliminated.