

Strategic Enrollment Management Progress Report 2018 - 2019

Davidson County Community College

Core Oversight Group

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Davidson County Community College SEM Progress-At-A-Glance			
Enrollment Goal	2017-2018	2018-2019	Enrollment Goal Measurement
1. Overall Applications			Increase the overall total number of persons applying to DCCC each year by 5%.
2. Applicant Yield			Increase the percentage of applicants enrolling at the college by 5% each year.
3. High School Graduate Participation			Increase the overall percentage of high school graduates from service area schools, including Career & College Promise graduates, enrolling at DCCC by 10% each year.
4. Financial Aid Applicants			Increase the percentage of aid applicants that are offered an award by 5% each year.
5. Student Withdrawals			Decrease the number of <i>new</i> students who withdraw from one or more courses within their first fall term.
6. Online Program Options			Increase the number of new students enrolled in 100% online degree, certificate or diploma programs.
7. Online course Success			Increase the success rate of students enrolled in online classes to be comparable with the success rate of students enrolled in the same hybrid and/or face-to-face classes.
8. Gateway Math			Increase the number of <i>new</i> students who complete a gateway math (100 level) course within their first year of study.
9. Fall to Spring Retention			Increase the percentage of students who are retained fall to spring semester by 5% each year.
10. Fall to Fall Retention			Increase the percentage of students who are retained fall to fall semester by 10% each year.
11. On Track to Completion			Increase by 10% each year the percentage of degree-seeking students progressing toward degree completion.
12. Degree Completion			Increase the percentage of students who indicate they are enrolled to earn a <i>degree</i> do so within 150% time of their program of study by 5% each year.
13. Completion- African American Students			Increase the completion rate of African-American students to be comparable to the overall completion of all students.
KEY			
	Meeting or exceeding goal	Movement toward goal at a positive rate	
		Stagnation or backwards movement from goal	

Executive Summary

Background

In Fall 2010 the college began experiencing a steady decline in FTE production that has continued through Spring 2018. In Fall 2015 the college president created the Strategic Enrollment Management (SEM) Team to develop a plan to address the enrollment and retention needs of the student body. The first SEM plan covered the 2015-2018 years. Using 2016-17 data as the baseline year, the SEM Core Oversight Group developed the 2018-2021 SEM Plan.

The 2018-2021 Plan has been in the implementation phase for two reporting cycles with improvements being made during this reporting cycle. Progress on the strategies and action items can be viewed in Appendix B.

2018-2019 Progress Report Highlights

For the second consecutive year, the college exceeded the enrollment target for two of the thirteen goals: *Applicant Yield and Degree Completion*. Positive progress was made on six goals from the previous reporting cycle: *High School Participation, Financial Aid Applicants, Student Withdrawals, Fall to Fall Retention and African American Completion Rate*. The College continued to fall short in making progress on the *Gateway Math* goal.

Overall Applications: The admissions residency determination process continues to impact the completion of admissions applications. However, during the 2019 legislative session changes were made to the Residency Determination System in an attempt to streamline the application process for some students.

High School Participation: Overall the participation rate increased from the previous year with gains from East, North, South and West Davidson County Schools and Thomasville City School. However, there were significant declines in graduates from Ledford and Lexington; triggering an increased presence by recruitment staff in these schools.

Financial Aid Applicants: Students often apply for financial aid before they apply for admissions. This suggests that students are concerned with paying for college, thus having an award may help a student decide on enrolling sooner rather than later. Awarding financial aid to students early in the process is being used as a recruitment strategy.

Student Withdrawals: The focus of this goal is to help students not get “in the habit” of withdrawing from classes and changing the process for withdrawing appears to be working.

Gateway Math: Changes in course placement with RISE should positively impact the number of students enrolling in gateway math, however full implantation of RISE occurred in Fall 2019. Focus will be given to supporting students and math faculty in this goal.

Retention and Completion of African Americans: African American students who enroll in the fall tend to enroll the subsequent spring. However, fall to fall retention seems more problematic with African American students less likely to return. African Americans also made gain in the completion rate, and while the gain did not meet the goal of all students, the gap was lessened.

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Enrollment Goals and Progress

CONNECTION

Goal 1: Overall Applications

Measureable Goal

Increase the overall total number of persons applying to DCCC each year by 5%.

2017-2018 Progress

The overall number of admissions applications declined and may be in part due to the required statewide implementation of the Residency Determination Service (RDS). The RDS requires admissions applicants to complete the residency questionnaire before the application is considered complete. Many students stop the application process at this point. Tracking where students are in the process is critical to helping students complete the process.

2018-2019 Progress

The College continues to experience a decline in overall admissions applications, in part due to RDS. However, the state legislature modified the RDS process for the 2019 year in an attempt to ease the burden of proving residency. In addition, an increasing percentage (25%) of the DCCC student population are Career and College Promise students (CCP) and thus do not submit *new* admissions applications. This may account for the continuing decline in new student applications as that population increases. With the implementation of the updated DCCC Recruitment Plan, an increase in applications is expected.

Recommendations

1. *Track the number of incomplete traditional applications and follow-up with applicants for completion. (Antonio)*
2. *Report Career & College Promise applications in the SEM Report. (Anissa)*

Baseline Year 2016-2017

<i>Year</i>	<i>2016-17</i>	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>
<i>Applications</i>	4170	4008	3643	
<i>Target Applications</i>		4379	4597	4827

Goal 2: Applicant Yield

Measurable Goal

Increase the percentage of applicants enrolling at the college by 5% each year.

2017-2018 Progress

Even though the number of overall applications declined, the college was able to convert a higher percentage of applicants to enrollees. Since the targeted enrollment goal was exceeded, the SEM Team will consider an adjustment if the trend continues.

2018-2019 Progress

While the overall number of admissions applications declined, the conversion of applications to enrollments continues to exceed the targeted goal.

Baseline Year 2016-2017

<i>Year</i>	<i>2016-17</i>	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>
<i>Applications</i>	4170	4008	3643	
<i>% enrolling</i>	34.8%	39.5%	39.4%	
<i>Target Enroll</i>		36.5%	38.3%	40.2%

Goal 3: High School Graduate Participation

Measureable Goal

Increase the overall percentage of high school graduates from service area schools, including Career & College Promise graduates, enrolling at DCCC by 10% each year.

2017-2018 Progress

There was a slight increase in the percentage of high school graduates enrolling at the college, but fell short of the goal. With the implementation of Talent Search, Upward Bound and Career Coaches in six schools these programs are expected to impact this participation rate in the coming years.

2018-2019 Progress

The College is making progress on increasing the percentage of high school graduates enrolling, but still fell short of the enrollment goal. Increases were gained from East, North, South and West Davidson County Schools and Thomasville. There was a significant percentage decrease in graduates from Ledford and a continued steady decline in graduates from Lexington.

Recommendations

- 1. Provide a targeted focus on Ledford and Lexington High Schools in the updated Recruitment Plan. (Brandon & Antonio)*
- 2. Continue with IT and Cyber Security Pathways and other instructional pathway opportunities. (Margaret)*

Baseline Year 2016-2017

<i>Fall Start</i>	<i>Fall 2016</i>	<i>Fall 2017</i>	<i>Fall 2018</i>	<i>Fall 2019</i>
<i>High School Grads</i>	1954	1908	2,085	
<i>% Enrolled DCCC</i>	12.6%	12.7%	13.2%	
<i>Target Rate</i>		13.8%	15.2%	16.7%

Goal 4: Financial Aid Applicants

Measureable Goal

Increase the percentage of aid applicants that are offered an award by 5% each year.

2017-2018 Progress

While overall financial aid applications and the percentage awarded were down, it should be noted that applicants awarded are more likely to enroll (73%). This indicates that the goal of awarding financial aid does have a positive impact on the student enrolling.

2018-2019 Progress

A retirement in the financial aid office during the 2018-2019 year may have impacted the processing of applications toward meeting the goal. However, even with the change, the percentage of financial aid applications who were offered awards increased from the previous year.

Baseline Year 2016-2017

<i>Year</i>	<i>2016-17</i>	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>
<i>Applications</i>	6618	6497	6228	
<i>% Awarded</i>	52.3%	51.5%	53.7%	
<i>Target Goal</i>		54.9%	57.6%	60.5%

ENTRY

Goal 5: Student Withdrawals

Measureable Goal

Decrease the number of *new* students who withdraw from one or more courses within their first fall term.

2017-2018 Progress

The number of *new* students who withdrew increased by five students, but with the changes to the withdrawal process in fall 2018, the college expects to meet the goal next report period.

2018-2019 Progress

The number and percent of *new* students who dropped one or more courses continues to decline and of the 249 students who withdrew, only 40 of them withdrew from 100% of their courses. In the new withdrawal process, students talk with their faculty about withdrawing beforehand, which may be having a positive impact on this goal.

Recommendations

- 1. Investigate whether more than one reason can be selected for a student withdrawal on the retrieve withdrawal form. (Bryan)***
- 2. Use the information collected on the withdrawal form to learn why students are withdrawing from classes.***

Baseline Fall 2016

<i>Semester Start</i>	<i>Fall 2016</i>	<i>Fall 2017</i>	<i>Fall 2018</i>	<i>Fall 2019</i>
<i>Total Number of New Students</i>	1283	1259	1338	
<i># New Students who Withdrew</i>	265	270	249	
<i>% Total</i>	20.7%	21.4%	18.6%	

Note: New student is defined for this measure includes students first time attending the college and previously enrolled DCCC students who stopped out for two or more semesters and returned the fall semester.

Goal 6: Online Program Options

Measureable Goal

Increase the number of new students enrolled in 100% online degree, certificate or diploma programs.

2017-2018 Progress

Progress on this goal remained relatively flat, but plans for the expansion of the LPN online program will generate enrollment. In addition, work is being done to clarify the coding and create a website presence for the 100% online student. This will improve the overall goal.

2018-2019 Progress

The number of 100% online programs have not increased and the number of new students enrolled in the online programs decreased with the greatest decline in the Associate of Arts degree program. Through Frontier Set, the College is sending a team to visit the University of Central Florida to observe their digital campus layout and explore how DCCC might improve the online experience for students and the marketing of this instructional delivery option.

Recommendation

1. *DCCC-UCF Team provide a report with recommendations for moving forward with a digital campus. (Dori/David)*

Baseline Fall 2017

<i>Semester Start</i>	<i>Fall 2017</i>	<i>Fall 2018</i>	<i>Fall 2019</i>	<i>Fall 2020</i>
<i># of 100% Online Programs</i>	7	7	7	
<i>Number of new students enrolled in 100% online programs</i>	112	110	99	

PROGRESS

Goal 7: Online Course Success

Measureable Goal

Increase the success rate of students enrolled in online classes to be comparable with the success rate of students enrolled in the same hybrid and/or face-to-face classes.

2017-2018 Progress

While the enrollment goal was not met, the success rate for all three instructional delivery modalities increased. This is a good sign and indicates that students in hybrid courses (a mix of online and face-to-face) experience more success.

2018-2019 Progress

The success rate for each instructional delivery method improved from the 2016-2017 baseline year, but the overall success rate between online students and students enrolled in hybrid or face-to-face remained unchanged and is holding steady. The College is working to create a better experience for the 100% online student.

Recommendations

- 1. Examine online offerings where the success gap between online and face-to-face and hybrid are not comparable. (Margaret)*
- 2. Evaluate the support faculty and students need in an online environment. (David)*
- 3. Utilize the instructional designer to work with faculty teaching in an online environment. (Amy A.)*
- 4. Increase the visibility and marketing of the 24/7 tutoring services (Thinking Storm) available to students, especially those areas not offered on campus. (Jody & Carmen)*

Baseline Fall 2016 – Spring 2017

<i>Year</i>	<i>2016 -2017</i>	<i>2017-2018</i>	<i>2018-2019</i>	<i>2019-2020</i>
<i>Overall Online Success Rate</i>	69.7%	72.8%	71.9%	
<i>Overall Hybrid Success Rate</i>	76.6%	79.7%	79.3%	
<i>Overall Web-Assisted Success Rate</i>	75.1%	76.4%	76.8%	

Note: 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.

Goal 8: Gateway Math

Measureable Goal

Increase the number of *new* students who complete a gateway math (100 level) course within their first year of study.

2017-2018 Progress

Fewer students are enrolling in and completing math, particular 143. The math faculty is revising the curriculum to focus on learning outcomes. In addition, it is anticipated that the NCCCS - RISE (Reinforced Instruction for Student Excellence) requirement will positively impact this goal. Some students will be placed directly into the gateway math course and some with a math co-requisite course.

2018-2019 Progress

The percentage of new students enrolling in gateway math held steady (~35%) with approximately the same percentage completing math as in the previous year (53%). The percentage of students completing math, with the exception of Math 110 (90% completion) declined from the previous year with Math 171 having the fewest students complete at 37%. RISE started in Fall 2019.

Recommendations

- 1. Create a review of algebra or tutoring opportunity for students enrolling in Math 171 prior to the start of the term. (Carmen)*

2. *Investigate developing a report that lists new students who change their class registration, after meeting with their advisor, dropping math before classes start. (Keisha)*
3. *Examine the math requirement for the Associate in Science degree. (Margaret)*

Baseline Fall 2016

<i>Semester Start</i>	<i>Fall 2016</i>	<i>Fall 2017</i>	<i>Fall 2018</i>	<i>Fall 2019</i>
<i>Total New Students</i>	799	795	904	
<i># Attempting Math</i>	281	258	320	
<i># Completing Math</i>	179	137	170	

Note: Gateway Math Courses: Math 110, 121, 143, 152, 171 and 172

Goal 9: Fall to Spring Retention

Measureable Goal

Increase the percentage of students who are retained fall to spring semester by 5% each year.

2017-2018 Progress

All groups made positive progress, but the overall goal was not met. African Americans retention improved from the previous year, but still lagged behind all other students.

2018-2019 Progress

Retention is trending upward from the baseline year toward the goal. The greatest gained (~10%) was achieved by African-American students moving closer to the retention and graduation rate of all students.

Baseline Fall 2016

<i>Year</i>	<i>Fall 2016</i>	<i>Fall 2017</i>	<i>Fall 2018</i>	<i>Fall 2019</i>
<i>Total Enrolled</i>	3819	3627	3654	
<i>% Retained or Graduated</i>	75.6%	77.8%	79.1%	
<i>Target Retention</i>		79.3%	83.3%	87.5%

Goal 10: Fall to Fall Retention

Measureable Goal

Increase the percentage of students who are retained fall to fall semester by 10% each year.

2017-2018 Progress

A slight increase was made toward the goal, but the goal was not met. The retention rate for African American students were lower than any other ethnic group. With a focus on equity and reducing withdrawal rates, the college expects to improve retention in the next reporting cycle.

2018-2019 Progress

While the fall to fall retention showed slight improvement for every ethnicity, the goal was not met and the gap towards the goal widens. African-Americans students are less likely to return to DCCC the subsequent fall than any other student group.

Recommendations

1. *Follow-up with current students enrolled in spring who do not register for summer or fall classes and determine why they are not returning. (Keisha)*
2. *Conduct research on “no shows” – who they are and why they did not attend, after completing the entire enrollment process. (Brandon & Bryan)*
3. *Develop target marketing communications to students enrolled in spring who did not graduate to encourage and remind them to come back fall. (DeeDe)*

Baseline Fall 2016 to Fall 2017

<i>Semester Start</i>	<i>Fall 2016</i>	<i>Fall 2017</i>	<i>Fall 2018</i>	<i>Fall 2019</i>
<i>Total Enrolled</i>	3819	3627	3654	
<i>% Retained or Graduated</i>	62.3%	62.8%	63.4%	
<i>Target Retention</i>		68.5%	75.3%	82.9%

Goal 11: On Track to Completion

Measureable Goal

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

2017-2018 Progress

The College exceeded its target goal for all degree-seeking students, but fell short of the target for part-time students. With the development of NC-GPS pathways for part-time students, the College expects to see positive movement toward goal attainment in the next review cycles.

2018-2019 Progress

Progress cannot be assessed on this enrollment goal as the methodology and software used to collect institutional data changed this year. Institutional Research used Data Navigator and reviewed student academic transcripts to test the validity of the Data Navigator data extraction. Fall 2018 may become the new baseline year for this enrollment goal after next year.

Recommendations

1. *Investigate using Finish First Software in tracking student progress toward their intended goal. (Mark P.)*

Baseline Fall 2016 Cohort

<i>Cohort Year</i>	<i>Fall 2016</i>	<i>Fall 2017</i>	<i>Fall 2018</i>	<i>Fall 2019</i>
<i>Total Cohort</i>	593	364	351	
<i>% on Track to Completion</i>	72.3%	81.3%	63.0%	
<i>On Track Target</i>		79.5%	87.4%	96.1%
<i>Part-time Students on Track</i>	39.4%	39.2%	33.0%	
<i>Part-time Students Target</i>		43.3%	47.6%	52.4%

COMPLETION

Goal 12: Degree Completion

Measureable Goal

Increase the percentage of students who indicate they are enrolled to earn a *degree* do so within 150% time of their program of study by 5% each year.

2017-2018 Progress

This goal was exceeded. Students who started in fall 2015, graduated with the associates degree. The SEM Team will reevaluate the target if the trend continues in the next report cycle.

2018-2019 Progress

While the overall target was exceeded, there was a slight decrease in the percentage of female students receiving a degree and a slight increase in the percentage of males receiving a degree.

Baseline Fall 2011- 2014 Cohorts Averaged

<i>Cohort Year</i>	<i>Fall Cohorts 2011-2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>Total Degree Cohort</i>	1673	330	294	
<i>% Graduated</i>	18.6%	26.7%	25.5%	
<i>Target to Graduate</i>		19.5%	20.5%	21.5%

Goal 13: Completion – African American Students

Measureable Goal

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

2017-2018 Progress

The baseline data has been updated to the averaged cohort rate to account for any highs or lows in any given year. While there was a slight increase in the completion rate for African Americans, the rate was still well below the completion rate for all students.

2018-2019 Progress

The overall completion rate for all students increased as well as the rate for African Americans. However, even with the 6.5% gain for African American students, the completion rate still lags behind that of the averaged 2011-2014 cohort rate and the overall rate for all students.

Baseline Four-Year Cohort Rate - Averaged

<i>Cohort Year</i>	<i>Fall 2011- 2014 Cohort</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>
<i>African Am. Completion Rate</i>	14.5%	15.2%	21.7%	
<i>Completion Rate All Students</i>	26.8%	32.2%	37.0%	
<i>Target Rate African American Students</i>	26.8%	26.8%	26.8%	26.8%

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Appendix A

CONNECTION

<i>Goal 1: Overall Applications & Goal 2: Applicant Yield</i>			
<i>Academic Year</i>	<i>Total Applied</i>	<i>Total Enrolled</i>	<i>Yield</i>
2016 - 2017	4170	1452	34.8%
2017 - 2018	4008	1583	39.5%
2018 - 2019	3643	1434	39.4%
2019 - 2020			

<i>Goal 3 : High School Graduation Participation</i>												
<i>High School</i>	<i>Enrolled DCCC Fall 2016 & Graduated High School During 2015-16 Year</i>			<i>Enrolled DCCC Fall 2017 & Graduated High School During 2016-17 Year</i>			<i>Enrolled DCCC Fall 2018 & Graduated High School During 2017-18 Year</i>			<i>Enrolled DCCC Fall 2019 & Graduated High School During 2018-19 Year</i>		
	<i># Grads</i>	<i># Enroll</i>	<i>% Enroll</i>	<i># Grads</i>	<i># Enroll</i>	<i>% Enroll</i>	<i># Grads</i>	<i># Enroll</i>	<i>% Enroll</i>	<i># Grads</i>	<i># Enroll</i>	<i>% Enroll</i>
Central Davidson	203	37	18.2%	184	38	20.7%	195	40	20.5%			
East Davidson	215	36	16.7%	186	33	17.7%	193	40	20.7%			
Ledford	280	54	19.3%	266	48	18.0%	291	23	7.9%			
North Davidson	331	29	8.8%	364	37	10.2%	375	55	14.7%			
South Davidson	91	10	11.0%	95	12	12.6%	91	13	14.3%			
West Davidson	166	27	16.3%	152	14	9.2%	187	27	14.4%			
Davidson Co. School District Total	1,286	193	15.0%	1247	182	14.6%	1332	198	14.9%			
Lexington	152	15	9.9%	142	15	10.6%	201	17	8.5%			
Thomasville	153	17	11.1%	124	10	8.1%	151	26	17.2%			
Davie County	363	22	6.1%	395	35	8.9%	401	34	8.5%			
Total High School Graduates & Number Attending DCCC from Service Area High Schools	1954	247	12.6%	1908	242	12.7%	2085	275	13.2%			

Goal 4 : Financial Aid Applicants

<i>Academic Year</i>	<i>ISIR</i>	<i>ISIR Awarded</i>	<i>Percent Awarded</i>	<i>Awarded & Enrolled</i>	<i>Percent Awarded & Enrolled</i>
2016 - 2017	6618	3463	52.3%	2587	74.7%
2017-2018	6497	3343	51.5%	2440	73.0%
2018-2019	6228	3346	53.7%	2307	68.9%

Note: ISIR = Institutional Student Informational Record contains information reported by the student on the Free Application for Federal Student Aid (FAFSA)

Goal 5: Student Withdrawals

<i>Semester Start</i>	<i>Fall 2016</i>	<i>Fall 2017</i>	<i>Fall 2018</i>	<i>Fall 2019</i>
Number of New Students	1283	1259	1338	
New Students with Withdrawal(s)	265	270	249	
% New Students with Withdrawals	20.7%	21.4%	18.6%	

ENTRY

<i>Goal 6: Online Programs/Options Fall 2017</i>		
<i>Fall 2017 Fully Online Programs</i>	<i>Credentials Offered</i>	<i>Number of Students New to the Program</i>
Associate in Arts	Degree	33
Cancer Information Management	Degree	9
Emergency Medical Science-Bridging	Degree	13
Fire Protection Technology	Degree/Certificate	20
LPN to AND	Degree	29
Recreation and Leisure	Certificate	0
Supply Chain Management	Degree/Diploma/Certificate	8
Total		112

<i>Goal 6: Online Programs/Options Fall 2018</i>		
<i>Fall 2018 Fully Online Programs</i>	<i>Credentials Offered</i>	<i>Number of Students New to the Program</i>
Associate in Arts	Degree	28
Cancer Information Management	Degree	10
Emergency Medical Science-Bridging	Degree	4
Fire Protection Technology	Degree/Certificate	8
LPN to ADN	Degree	48
Human Services Technology	Certificate	0
Supply Chain Management	Degree/Diploma/Certificate	12
Total		110

*Goal 6: Online Programs/Options
Fall 2019*

<i>Fall 2019 Fully Online Programs</i>	<i>Credentials Offered</i>	<i>Number of Students New to the Program</i>
Associate in Arts	Degree	17
Cancer Information Management	Degree	8
Emergency Medical Science-Bridging	Degree	6
Fire Protection Technology	Degree/Certificate	10
LPN to ADN	Degree	45
Human Services Technology	Certificate	0
Supply Chain Management	Degree/Diploma/Certificate	13
Total		99

Progress

<i>Goal 7: Online Success Fall 2016 - Spring 2017</i>											
Fall 2016 - Spring 2017	Online				Hybrid				Face-to-Face (Web-Assisted)		
Subject	# Enrolled	# Successful	% Successful		# Enrolled	# Successful	% Successful		# Enrolled	# Successful	% Successful
ACC	66	37	56.10%		215	160	74.40%		23	19	82.60%
ART	210	121	57.6%		144	104	72.2%		69	56	81.2%
BUS	519	338	65.1%		118	88	74.6%		257	150	58.40%
CIS	246	159	64.6%		92	60	65.2%		112	78	69.60%
ENG	663	415	62.6%		361	254	70.4%		1137	870	76.50%
HIS	328	253	77.1%		286	249	87.1%		185	133	71.90%
HUM	327	256	78.3%		118	94	79.7%		201	170	84.60%
LEX	97	71	73.2%		189	154	81.5%				
MAC	17	9	52.9%		27	24	88.9%		101	81	90.10%
MAT	334	148	44.3%		330	217	65.8%		904	654	72.30%
MEC	12	10	83.3%		12	12	100.0%		7	7	100.00%
MED	160	131	81.9%		58	50	86.2%		141	122	86.50%
MKT	105	70	66.7%						28	21	75.00%
MUS	167	126	75.4%		118	79	66.9%		151	120	79.50%
NOS	78	58	74.4%		51	41	80.4%		13	9	69.20%
PED	37	18	48.6%		133	114	85.7%		277	189	68.20%
PHM	192	131	68.2%		11	9	81.8%		57	52	91.20%
PHY	57	38	66.7%		36	28	77.8%		47	36	76.60%
PSY	481	303	63.0%		157	107	68.2%		410	243	59.30%
SEC	28	14	50.0%		29	28	96.6%				
SOC	173	132	76.3%		75	67	89.3%		205	173	84.40%
SPA	343	260	75.8%		164	134	81.7%		295	254	86.10%
WEB	25	18	72.0%		21	17	81.0%		29	24	82.80%
ALL PROGRAMS	6,836	4,766	69.7%		6,069	4,649	76.6%		9193	6904	75.10%

**Goal 7: Online Success
Fall 2017 - Spring 2018**

Fall 2017- Spring 2018	Online				Hybrid				Face-to-Face (Web-Assisted)		
Subject	# Enrolled	# Successful	% Successful		# Enrolled	# Successful	% Successful		# Enrolled	# Successful	% Successful
ACC	72	43	59.7%		214	151	70.6%		12	11	91.7%
AHR	44	29	65.9%		28	12	44.9%		67	37	55.2%
BIO	169	110	65.1%		237	131	55.3%		1,054	738	70.0%
BUS	531	360	67.8%		40	35	87.5%		142	80	56.3%
CIS	252	139	55.2%		106	64	60.4%				
CTS	147	99	67.3%		66	47	71.2%		10	7	70.0%
ENG	751	489	65.1%		436	333	76.4%		893	694	77.7%
INT	40	18	45.0%						15	10	56.7%
ISC	20	13	65.0%						19	15	78.9%
MAT	294	170	57.8%		284	198	69.7%		896	582	65.0%
MKT	84	55	65.5%						24	14	58.3%
NOS	32	22	68.8%		66	46	69.7%		25	19	76.0%
PED	32	10	31.3%		88	82	93.2%		251	178	70.9%
PHY	54	29	53.7%		54	49	90.7%		36	30	83.3%
PSY	477	312	65.4%		231	166	71.9%		353	221	62.6%
SOC	210	153	72.9%		138	122	88.4%		111	105	94.6%
WLD	24	10	41.7%		102	90	88.2%		50	48	96.00%
ALL PROGRAMS	6,950	5,059	72.8%		5,859	4,667	79.7%		7,611	5,812	76.4%

Goal 7: Online Success
Fall 2018 - Spring 2019

Fall 2018- Spring 2019 Subject	Online				Hybrid				Face-to-Face (Web-Assisted)		
	# Enrolled	# Successful	% Successful		# Enrolled	# Successful	% Successful		# Enrolled	# Successful	% Successful
ACC	118	64	54.2%		128	92	71.9%		41	36	87.8%
AHR	46	26	56.5%		51	23	45.1%		65	41	63.1%
BIO	165	121	73.3%		224	129	57.6%		1,095	742	67.8%
BUS	502	314	62.5%		18	14	77.8%		158	119	75.3%
CIS	254	149	58.7%		100	67	67.0%		27	17	63.0%
COM	158	106	67.1%		160	129	80.6%		290	224	77.2%
CTS	97	67	69.1%		29	25	86.2%		5	4	80.0%
EDU	86	59	68.6%		173	105	60.7%		172	127	73.8%
ENG	796	545	68.5%		523	397	75.9%		824	633	76.84%
HEA	49	41	83.7%		20	8	40.0%		11	8	72.7%
HIS	294	221	75.2%		309	277	89.6%		160	95	59.4%
LOG	112	73	65.2%								
MAT	300	189	63.0%		432	280	64.8%		747	464	62.1%
MKT	79	46	58.2%						52	32	61.5%
NET					21	18	85.7%		46	30	65.2%
NOS	55	40	72.7%		11	11	100%		22	19	86.4%
PED	31	26	83.9%		83	73	88.0%		260	168	64.6%
PHM	111	70	63.1%		20	16	80.0%		27	26	96.3%
PHY	73	38	52.1%		45	30	66.7%		60	46	76.7%
PSY	504	340	67.5%		173	141	81.5%		408	276	67.6%
SPA	338	271	80.2%		44	25	56.8%		347	309	89.0%
WEB	35	22	62.9%		11	9	81.8%		13	11	84.6%
ALL PROGRAMS	7,164	5,148	71.9%		5,397	4,278	79.3%		7,986	6,131	76.8%

<i>Goal 8: Gateway Math Fall 2016</i>		
Fall 2016 Courses	# Attempting	# Successfully Completing (A, B, C or P)
MAT- 110	2	1
MAT- 121	7	3
MAT- 143	167	116
MAT- 152	25	12
MAT- 171	78	46
MAT- 172	2	1
Total	281	179

<i>Goal 8: Gateway Math Fall 2017</i>		
Fall 2017 Courses	# Attempting	# Successfully Completing (A, B, C or P)
MAT- 110	6	2
MAT- 121	5	2
MAT- 143	144	77
MAT- 152	28	17
MAT- 171	74	38
MAT- 172	1	1
Total	258	137

*Goal 8: Gateway Math
Fall 2018*

Fall 2018 Courses	# Attempting	# Successfully Completing (A, B, C or P)
MAT- 110	10	9
MAT- 121	12	6
MAT- 143	155	94
MAT- 152	39	23
MAT- 171	104	38
MAT- 172	0	0
Total	320	170

**Goal 9: Fall to Spring Retention
2016 - 2017**

Ethnicity	# Enrolled Fall 2016	# Retained Spring 2017	% Retained Spring 2017	# Graduated Before Spring 2017	% Graduated Before Spring 2017	# Retained Spring 2017 or Graduated Before Spring 2017	% Retained Spring 2017 or Graduated Before Spring 2017
American Indian	22	15	68.2%	0	0.0%	15	68.2%
Asian/Pacific Islander	77	60	77.9%	5	6.5%	65	84.4%
Black/African-American	604	372	61.6%	30	5.0%	402	66.6%
Hispanic	305	229	75.1%	21	6.9%	250	82.0%
White	2,670	1,853	69.4%	192	7.2%	2,045	76.6%
Multiple	79	58	73.4%	3	3.8%	61	77.2%
Unknown	62	42	67.7%	9	14.5%	51	82.3%
Total	3,819	2,629	68.8%	260	6.8%	2,889	75.6%

**Goal 9: Fall to Spring Retention
2017 - 2018**

Ethnicity	# Enrolled Fall 2017	# Retained Spring 2018	% Retained Spring 2018	# Graduated Before Spring 2018	% Graduated Before Spring 2018	# Retained Spring 2018 or Graduated Before Spring 2018	% Retained Spring 2018 or Graduated Before Spring 2018
American Indian	25	19	76.0%	2	8.0%	21	84.0%
Asian/Pacific Islander	73	60	82.2%	6	8.2%	66	90.4%
Black/African-American	495	296	59.8%	35	7.1%	331	66.9%
Hispanic	295	230	78.0%	15	5.1%	245	83.1%
White	2,571	1,810	70.4%	224	8.7%	2,034	79.1%
Multiple	92	62	67.4%	7	7.6%	69	75.0%
Unknown	76	55	72.4%	2	2.6%	57	75.0%
Total	3,627	2,532	69.8%	291	8.0%	2,823	77.8%

**Goal 9: Fall to Spring Retention
2018 - 2019**

Ethnicity	# Enrolled Fall 2018	# Retained Spring 2019	% Retained Spring 2019	# Graduated Before Spring 2019	% Graduated Before Spring 2019	# Retained Spring 2019 or Graduated Before Spring 2019	% Retained Spring 2019 or Graduated Before Spring 2019
American Indian	27	20	74.1%	2	7.4%	22	81.5%
Asian/Pacific Islander	73	52	71.2%	6	8.2%	58	79.5%
Black/African-American	471	308	65.4%	30	6.4%	338	71.8%
Hispanic	352	264	75.0%	20	5.7%	284	80.7%
White	2,558	1,884	73.7%	170	6.6%	2,054	80.3%
Multiple	86	57	66.3%	7	8.1%	64	74.4%
Unknown	87	64	73.6%	6	6.4%	70	80.5%
Total	3,654	2,649	72.5%	241	6.6%	2,890	79.1%

**Goal 10: Fall to Fall Retention
2016 - 2017**

Ethnicity	# Enrolled Fall 2016	# Retained Fall 2017	% Retained Fall 2017	# Graduated Before Fall 2017	% Graduated Before Fall 2017	# Retained Fall 2017 or Graduated Before Fall 2017	% Retained Fall 2017 or Graduated Before Fall 2017
American Indian	22	8	36.4%	6	27.3%	14	63.6%
Asian/Pacific Islander	77	36	46.8%	15	19.5%	51	66.2%
Black/African-American	604	189	31.3%	93	15.4%	282	46.7%
Hispanic	305	145	47.5%	62	20.3%	207	67.9%
White	2,670	1,039	38.9%	693	26.0%	1,732	64.9%
Multiple	79	31	39.2%	18	22.8%	49	62.0%
Unknown	62	27	43.5%	17	27.4%	44	71.0%
Total	3,819	1,475	38.6%	904	23.7%	2,379	62.3%

**Goal 10: Fall to Fall Retention
2017 - 2018**

Ethnicity	# Enrolled Fall 2017	# Retained Fall 2018	% Retained Fall 2018	# Graduated Before Fall 2018	% Graduated Before Fall 2018	# Retained Fall 2018 or Graduated Before Fall 2018	% Retained Fall 2018 or Graduated Before Fall 2018
American Indian	25	14	56.0%	5	20.0%	19	76.0%
Asian/Pacific Islander	73	29	39.7%	17	23.3%	46	63.0%
Black/African-American	495	149	30.1%	95	19.2%	244	49.3%
Hispanic	295	141	47.8%	63	21.4%	204	69.2%
White	2,571	989	38.4%	681	26.5%	1,670	65.0%
Multiple	92	33	35.9%	15	16.3%	48	52.2%
Unknown	76	31	40.8%	14	18.4%	45	59.2%
Total	3,627	1,386	38.2%	890	24.5%	2,276	62.8%

**Goal 10: Fall to Fall Retention
2018 - 2019**

Ethnicity	# Enrolled Fall 2018	# Retained Fall 2019	% Retained Fall 2019	# Graduated Before Fall 2019	% Graduated Before Fall 2019	# Retained Fall 2019 or Graduated Before Fall 2019	% Retained Fall 2019 or Graduated Before Fall 2019
American Indian	27	15	55.6%	6	20.2%	21	77.8%
Asian/Pacific Islander	73	26	35.6%	27	37.0%	53	72.6%
Black/African-American	471	139	29.5%	94	20.0%	233	49.5%
Hispanic	352	138	39.2%	94	26.7%	232	65.9%
White	2,558	963	37.6%	705	27.6%	1,668	66.2%
Multiple	86	29	33.7%	21	24.4%	50	58.1%
Unknown	87	35	40.2%	23	26.4%	48	66.7%
Total	3,654	1,345	36.8%	970	26.5%	2,315	63.4%

**Goal 11: On Track to Completion
Fall 2016**

<i>Cohort Year</i>	<i>Fall 2016</i>	<i># >33%</i>	<i>% >33%</i>	<i># Full Time >33%</i>	<i># Part Time >33%</i>	<i># >33%</i>	<i>% Full Time >33%</i>	<i>% Part Time >33%</i>
Active	403	293	72.7%	204	89	293	69.6%	30.4%
Students Active but Changed Mind	171	117	68.4%	55	62	117	47.0%	53.0%
Graduated in Original Program	19	19	100%	1	18	19	5.3%	94.7%
Total Active Cohort	593	429	72.3%	260	169	429	60.6%	39.4%
Not Active, Completed Some Classes	188	42	22.3%	22	20	42	52.4%	47.6%
Total Active & Non-Active Cohort	781	471	60.3%	282	189	471	59.9%	40.1%

**Goal 11: On Track to Completion
Fall 2017**

<i>Cohort Year</i>	<i>Fall 2017</i>	<i># >33%</i>	<i>% >33%</i>	<i># Full Time >33%</i>	<i># Part Time >33%</i>	<i># >33%</i>	<i>% Full Time >33%</i>	<i>% Part Time >33%</i>
Active	238	193	81.1%	129	64	193	66.8%	33.2%
Students Active but Changed Mind	98	75	76.5%	45	27	75	64.0%	36.0%
Graduated in Original Program	28	28	100.0%	3	25	28	10.7%	89.3%
Total Active Cohort	364	296	81.3%	180	116	296	60.8%	39.2%
Not Active, Completed Some Classes	301	54	17.9%	33	21	54	61.1%	38.9%
Total Active & Non-Active Cohort	665	350	52.6%	213	137	350	60.9%	39.1%

*Goal 11: On Track to Completion
Fall 2018*

<i>Cohort Year</i>	<i>Fall 2018</i>	<i># >33%</i>	<i>% >33%</i>	<i># Full Time >33%</i>	<i># Part Time >33%</i>	<i># >33%</i>	<i>% Full Time >33%</i>	<i>% Part Time >33%</i>
Active	287	181	63.1%	126	55	181	69.6%	30.4%
Students Active but Changed Mind	51	27	52.9%	19	8	27	70.4%	29.6%
Graduated in Original Program	13	13	100%	3	10	13	23.1%	76.9%
Total Active Cohort	351	221	63%	148	73	221	67%	33%
Not Active, Completed Some Classes	261	62	23.8%	31	31	62	50%	50%
Total Active & Non-Active Cohort	612	283	46.2%	179	104	283	63.3%	36.7%

Completion

Goal 12: Degree Completion																
IPEDS Graduation Rate Survey																
First-Time, Full-Time, Degree/Diploma/Certificate Seeking Students Graduation within 150% of Time																
		Four-Year Average Cohorts 2011-2014			Cohort Start Fall 2015			Cohort Start Fall 2016			Cohort Start Fall 2017			Cohort Start Fall 2018		
		Cohort	Grads	%	Cohort	Grads	%	Cohort	Grads	%	Cohort	Grads	%	Cohort	Grads	%
I.	Degree															
	Male	719	136	18.9%	159	37	23.3%	156	40	25.6%						
	Female	954	176	18.4%	171	51	29.8%	138	35	25.4%						
	Total - Degree	1,673	312	18.6%	330	88	26.7%	294	75	25.5%						
II.	Diploma															
	Male	81	15	18.5%	10	2	20.0%	9	3	33.3%						
	Female	81	43	53.1%	9	3	33.3%	5	5	100.0%						
	Total – Diploma	162	58	35.8%	19	5	26.3%	14	8	57.1%						
III.	Certificate															
	Male	147	150	102.0%	36	28	77.8%	27	36	133.3%						
	Female	31	20	64.5%	6	5	88.3%	6	7	116.7%						
	Total- Certificate	178	170	95.5%	42	33	78.6%	33	43	130.3%						
IV.	Degree/Dipl/Cert															
	Male	947	301	31.8%	205	67	32.7%	192	79	41.1%						
	Female	1066	239	22.4%	186	59	31.7%	149	47	31.5%						
	Grand Total	2,013	540	26.8%	391	126	32.2%	341	126	37.0%						

Note: Cohort consists of first-time, full-time, degree/diploma/certificate seeking students.

Goal 13: Completion - African-American Students

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

<i>Cohort</i>		<i>Fall 2011-2014 Cohort Averaged</i>			<i>Fall 2015</i>			<i>Fall 2016</i>			<i>Fall 2017</i>			<i>Fall 2018</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	Ethnicity															
	American Indian/Native American	19	3	18.8%	1	0	0.0%	1	0	0.0%						
	Asian/Pacific Islander	34	15	44.1%	16	2	12.5%	9	3	33.3%						
	Black/African American	344	50	14.5%	46	7	15.2%	46	10	21.7%						
	Hispanic	105	26	24.8%	23	7	30.4%	23	9	39.1%						
	White	1448	428	29.6%	288	103	35.8%	240	96	40.0%						
	Multiple	32	9	28.1%	10	2	20.0%	12	3	25.0%						
	Unknown	31	9	29.0%	7	5	71.4%	10	5	50.0%						
	Total	2013	540	26.8%	391	126	32.2%	341	126	37.0%						

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Appendix B

Goal 1: Overall Applications

Increase the overall total number of persons applying to DCCC each year by 5%.

Updated November 2019

Strategy I: Diversify the recruitment of student applicants.

a. Develop a recruitment plan that includes investigating the recruitment of international, bilingual and homeschooled students. (Brandon)	Ongoing, however, completion date is targeted for the end of November 2019
b. Convert Career and College Promise graduates to regular students. (Anissa)	The CCP team has partnered with Recruitment on communication to all CCP graduates. Students are invited to attend a Fast Track session - a model that recognizes the student's college enrollment and gets them through the orientation process quicker than traditional entry. The Advantage Scholarship has also been a great recruitment tool to encourage students to continue at DCCC after graduation.
c. Schedule the enrollment van to attend community and church events and develop a process for faculty, staff and students to host the van at the events. (Jenny F.)	The enrollment van has attended over 80 community and church events with over 500 visitors touring the van and receiving information. We have developed a process for faculty and staff to contact the Recruitment team with ideas and events for the enrollment van to attend
d. Contact students who submitted a FAFSA, but did not apply for admission. (Antonio)	A report of 1186 students was provided in terms of all students that have submitted a FAFSA and have chosen DCCC as a college to attend. Students were reached out during the Spring Call Campaign. There were no applications received from this report. This is an ongoing project.

Strategy II: Expand the outreach and recruitment efforts.

a. Provide Enrollment Information Sessions and New Student Orientations at the high school and engage more with high school counselors. (Keisha & Brandon)	<p>Fast Track Sessions were held for CCP students at various high schools and on campus. These are sessions that are combined EIS and New Student Orientation. In addition, we gave CCP students access to online orientation.</p> <p>Davie High School: Enrollment Information Session for non-CCP students held at Davie High School with 13 students attending on 3/22/19. Plans made to host more EIS events at the high school in 2019/2020. Worked closely with Davie High School counselors and attended Senior Parent Night, College Panel Night, College Fair (CACRAO), Career Expo, FAFSA night, 7 lunch visits, and Senior Awards.</p>
b. Schedule "open enrollment" days where anyone can come to get help with the online admissions and residency applications. <ul style="list-style-type: none"> i. Train students (i.e. Phi Theta Kappa members, work-study, NSLS) to conduct the sessions. ii. Focus on helping applicants complete the admissions and residency applications (Antonio) 	Project is in progress. College Recruiters have set-up Open Enrollment days at the local high schools; students were able to come to a designated room and a designated time to have assistance with the enrollment process - such as completing applications, RDS and FAFSA.

<p>c. Send college representatives (faculty and staff) to various events (i.e. school PTA meetings, parent nights, career fairs, local businesses) to present on curriculum and continuing education offerings. (Pres Staff)</p>	<p>Attended High school career fairs at Thomasville, South Davidson, North Davidson, Ledford, Oak Grove, Lexington, Gospel Light Christian, and East Davidson.</p> <p>Attended Career Expo and Senior Parent Night (financial aid presentation) at Davie High School.</p>
<p>d. Connect college faculty with high school teachers and their classes to present on college offerings. (Assoc. Deans)</p>	<p>Davie Early College and faculty had a luncheon in October to share information and formulate a plan. Allison Holmes talked with Early College students in their seminar classes twice in fall and again in the spring semesters about college offerings and transfer options. Davie faculty toured Davie HS. Will make connections between faculty for next year--will have meeting with HS about connecting faculty for 2019-2020 school year and beyond. Sent various faculty to Valley Academy to discuss various programs.</p> <p>Since January 2019, HWPS has provided 7 presentations to both high school and Valley Academy students in the Smith Health Sciences Center as well as in the high school classes. Additionally, high school partners are a part of advisory boards for Criminal Justice, Cosmetology, Esthetics, Emergency Medical Science, Health Information Technology, Human Services, Paralegal Education, Medical Assisting, Medical Lab Technology, Therapeutic Massage, Nurse Aide, Nursing (both ADN and Practical Nursing), and Pharmacy Technology.</p>
<p><i>Strategy III: Enhance marketing and targeted communications.</i></p>	
<p>a. Invest in an automated Customer Relationship Management database that can be used to send various types of communications to different students. (Brandon)</p>	<p>Text software is currently being reviewed with a decision by December 1, 2019.</p>
<p>b. Revise the website, social media venues and materials to focus on college programs, career pathways, including the AA and AS pathways and the value of a community college education. (DeeDe & Laura)</p>	<p>Advertising (print, digital, social, etc.) for the college includes focus on all of these areas. This is accomplished both by general messaging and storytelling via student testimonials. The admissions view book was updated to focus more on Areas of Interest (AOI)/pathways as well as cost value and other benefits. This effort continues with the gathering of student testimonials for a web and social series launching in the spring.</p>
<p>c. Develop marketing tactics specific for high school graduates, students older than 20, on-line students and Davie County. (DeeDe & Laura)</p>	<p>Support for Ignite Davie kickoff via social media countdown and tracking Increased presence in Davie Life magazine through quarterly advertising Additional billboard with Ignite Davie messaging Digital and social ads are targeted by age demographic We have included specific ads related to online opportunities in the past; however, we haven't singled this out in recent ad flights. We will incorporate in a fashion similar to Areas of Interest for the spring</p>
<p><i>Strategy IV: Explore instructional opportunities.</i></p>	

a. Create new programs that appeal to different constituents, including more “career in a year” options. (Margaret)	Sustainable Ag application underway for 2020-21 start. Ophthalmic Tech also under consideration for start in Davie.
b. Reduce book costs. (Laura & Margaret)	Continuing to expand IncludEd program, as well as options through publishers to reduce costs through subscriptions. OER continues to be a focus to reduce costs to students. OER currently in new Frontier Set budget.
c. Increase access to on-line instruction. (Margaret & Dori)	Additional resources have been purchased to support faculty in the development/enhancement of online instruction. New courses being developed for online delivery are being supported by instructional designers, and QM framework is guiding development.
d. Create more customized training for employers so new students can enroll. (Pat)	Currently CTP has 7 active projects, with three more in the process of applying. We will have an increase of at least 3 over the number we had last year.
e. Formalize Credit for Prior Learning. (Margaret)	Currently in final stages at NCCCS level.

Goal 2: Applicant Yield

Increase the percentage of applicants enrolling at the college by 5% each year.

Updated November 2019

Strategy I: Build a communications strategy to engage applicants throughout the on-boarding process.

a. Collect data on why applicants drop out in the process and invite them to “re-join” us. (Antonio)	There were 467 In-progress applications this past academic year; 203 were turned to completed applications. The reasons for varied from deciding on a different institution to attend to just not remembering the application had been started and not submitted.
b. Use current students to connect with applicants to answer questions and encourage enrollment. (Lynne W.)	During summer 2019 the student ambassadors called prospective students to invite them to the Meet and Greet as well as answer any questions they may have about the campus culture and getting involved.
c. Review admissions acceptance letters, emails, etc. for compelling language to enroll and create accompanying communications for excitement. (Antonio & DeeDe)	There have been discussions with Marketing to develop a timeline of reviewing the admissions correspondence to students. This project is ongoing and Admissions will continue working with Marketing to ensure letters have been revamped and properly branded.
d. Utilize School Messenger and Call Campaigns to better connect with applicants. (Keisha & Brandon)	We use School Messenger to send reminders for placement testing and missed appointments for the Enrollment Information Session. Spring 2019 we used the call campaigns to call students who had not completed the enrollment process, had unlinked ICERS, incomplete residency status, and currently enrolled students who have not registered.
e. Use faculty to connect with applicants; build faculty website bios. (Patti & DeeDe)	Marketing will initiate working on a solution at the request of faculty. Patti will need to set up a meeting so we can determine what’s required and how best to accomplish this task. Suggest working with Nathanael Gough, as he has been writing up faculty spotlights for the faculty cafe/instructional design newsletter.

Strategy II: Engage in equity-minded practices to create a welcoming and unique front door experience.

a. Examine the steps for enrolling, including the changes in placement process. (Christy & Antonio)	Director of Recruitment and Admissions and Director of College Transition Center have met on a number of occasions to ensure the steps for enrolling at DCCC have been properly outlined for students that need the RISE assessment. These meetings and communication are ongoing; as updates and changes are made to the RISE initiative, the two Directors remain in constant communication.
b. Explore varied financial assistance for a variety of students. (Crystal & Brandon)	Gathered information on the NC Assist Loan and the NC Education Forgiveness Loans. Provided handouts to the Enrollment Center.
c. Utilize the Lexington and Thomasville Centers to build relationships with GED students. (Pat & Antonio)	Currently, we do discuss CE pathways with students at Uptown and Thomasville Centers as well as Get REAL. Students may be fee-waived for certain CE or CU classes through the Backpacks to Briefcases program in approved pathways.
<i>Strategy III: Connect instructional design with employer and industry needs.</i>	
a. Align instructional program outcomes with employer outcomes. (Deans & Assoc. Deans)	Advisory Board meetings focused on outcomes and received employer feedback about outcomes. For HWPS, advisory board meetings occur annually (at a minimum). Advisory board meetings include both industry partners and state-level credentialing agencies (such as the Office of EMS). Suggestions regarding program outcomes are integrated into the upcoming academic cycle. Furthermore, programs that are accredited through 3rd party entities (Cancer Information Management, Emergency Medical Science, Health Information Technology, Medical Assisting, Medical Lab Technology, Nursing, Pharmacy Technology, and Surgical Technology). Accredited programs frequently update their curriculum to align with national level employer outcomes.
b. Formalize process for awarding credit for life/work experience. (Margaret & Bryan)	Included in Credit for Prior Learning guidelines being finalized by NCCCS
<i>Strategy IV: Increase instructional opportunities for enrollment.</i>	
a. Offer more evening, weekend and online programs with support for the population. i. Explore using Early Childhood students to provide childcare. (Tim G.)	The child development center is licensed by state agencies for only their current operating hours. All the current Early Childhood students are already working.
b. Offer more summer courses for special credit students. (Christy)	Associate Deans continue to monitor summer enrollment and add sections as need is demonstrated. PED 110, PSY 281, BIO 112 and MAT 285 has been added to the summer course offerings to meet the needs of students. Additional sections of MAT 152 and 171 were added in SU 19 to meet demand. HWPS programs have been structured to filter more students into general-education courses over the summer. This builds the demand and support the need for gen-ed summer courses that can be taken by a collective of students from various programs.
c. Create a “transfer certificate” for university students sent to complete 12-14 credits. (Bryan, Kim B & Christy)	Dr. Lisa Eads, the Director, Academic Programs at the System Office, stated colleges cannot award certificates using the Associate in Arts or Associate in Science curriculum standards. When asked why, she referenced the reason below, found in State Board Code, 1D

	SBCCC 200. <i>The certificate programs are designed to lead to employment or to provide skills upgrading or retraining for individuals already in the workforce. A certificate program may be a standalone curriculum program title, or a college may award a certificate under the college's associate degree or diploma curriculum program for a series of courses taken from the program of study.</i>
d. Increase capacity for high demand programs in varied delivery options. (Deans & Assoc. Deans)	ADs continue to investigate different delivery options for high demand programs given the limitations provided by external accrediting bodies for some of the high demand programs. More ideas will be addressed and reviewed in 2019-2020. HWPS programs have increased their capacity for high-demand programs (Health Information Technology, Medical Assisting, Medical Lab Technology, Nursing, Practical Nursing) as well as increased evening and weekend opportunities (Human Services Technology and Pharmacy Technology). Additionally, HWPS has increased the number of programs that can be taken remotely (Health Information Technology, LPN to ADN Nursing).
e. Establish pathways for Continuing Education to Curriculum transitions. (Margaret)	Currently being explored through work with NC GPS, including opportunities to integrate CU and CE to build credential completion.

Goal 3: High School Graduate Participation

Increase the overall percentage of high school graduates from service area schools, including Career & College Promise graduates, enrolling at DCCC by 10% each year.

Updated November 2019

a. Highlight study abroad and international education opportunities. (Suzanne)	Marketing materials have been distributed at several high schools.
b. Increase the DCCC Advantage Scholarship presence in schools and throughout the counties. (Anissa & DeeDe)	Advantage flyers have been provided to CDC's within each high school and all students who participate in CCP. Materials are also shared with prospective students during high school events such as Recruitment Day, Career Fairs and Parent/College nights, as well as community events where DCCC is represented. In October 2018, a postcard was mailed to the homes of high school students in Davidson and Davie Counties that highlighted both CCP and Advantage.
c. Focus more attention on community college transfer, articulation agreements and the costs/benefits of attending DCCC versus a university. (Christy & DeeDe)	A team of people has been looking at the portion of the website related to articulation agreements. The group has gathered a list of challenges related to the current structure as well as suggestions for improvement for consideration. These items will be shared with Margaret for discussion in President's Staff and consideration as the website is reviewed. Once a consensus has been met, Marketing will work on establishing the desired information on the website.
d. Create "talking points" for CCP faculty and others to engage population. (DeeDe)	This has not been completed yet but will be delivered by the end of December. Current CCP materials will be consolidated into five benefit talking points.

Strategy II: Maintain a presence in the middle and high schools.

a. Schedule the enrollment van to be at the schools. (Jenny F & Antonio)	The College Recruiter has developed a schedule of having the Enrollment Van at various high schools in Davidson and Davie Counties; this is an ongoing strategy; DCCC's College Recruiters will continue to visit service area high schools yearly.
b. Showcase success of students (Dean's List, campus leadership, involvement, videos) back to their high schools. (DeeDe)	The following page is used to post the dean's list to the website: https://www.davidsonccc.edu/deans-list/ . I believe Bryan McCullough submits the updates for this, which is done via the website update form. With the recent collection of testimonials, we can start the process of identifying which students belong to which high schools. Before embarking upon any use of this in relation to this specific goal we will collaborate with those who hold relationships with the high schools (admissions) to see how this fits their current strategy. We recently assisted in creating posters for areas of interests that were placed in the high schools. Something similar could be done featuring students.
c. Discover opportunities at the schools where faculty can attend and meet students, teachers and parents. (Patti, Anissa & Jenny)	College faculty participated in Recruitment Day and visited various high schools across our 4 school districts. Classroom visits have allowed DCCC faculty to collaborate on program specific information related to similar high school offerings. In addition, local high schools host Career Fairs for students where faculty have an opportunity to engage students and teachers through displays that showcase DCCC programs.
d. Support, assess and build connections between Talent Search and Upward Bound and pipeline to DCCC. (Paula, Antonio & Kendra)	Hosted college tours for middle and high school students to DCCC. Hosted summer camps and workshops at DCCC. Hosted FAFSA nights and school sites and parent orientations at DCCC. Assisted students with completing DCCC application for college enrollment. Utilized DCCC staff to host workshops and speaking engagements to students (i.e. career services, financial aid, enrollment services, counseling services, athletics, TRIO SSS, Student Life). Provide DCCC program specific information as needed/requested. Hosted DCCC information session onsite at schools. Assist students with completing RDS, College Application and FAFSA; will continue to follow-up with students.
<i>Strategy III: Create intentional outreach and recruitment efforts to high school and CCP students.</i>	
a. Faculty attend college career days. (Patti)	Faculty attend college career fairs at local high schools to bring awareness to programs and offerings to high school students.
b. Invite a high school to bring seniors to campus to experience a visit, attend class and experience college life. (Brandon)	Part of recruitment plan, scheduled for end Spring 2020 with modification (potentially junior class)
c. Use bilingual messaging to promote CCP to Latino/a students and their families. (Anissa & DeeDe)	CCP participated in a Latino Festival and shared program information with prospective students and families. We will continue to look for opportunities to reach this population. Marketing helped assist Jane with materials in preparation for a meeting with Hispanic churches. I believe the meeting was a successful start of forming the relationship; however, I'm unsure what next steps were taken.
d. Investigate how to get CCP students to campus and back to the high school. (Laura & Anissa)	This continues to be a work in progress. To help reduce transportation barriers, college courses are being taught on high school campuses so that all students have access to CCP.

<p>e. Enhance effort to transition students in high school equivalency to DCCC. (Assoc. Deans & Antonio)</p>	<p>Director of Recruitment and Admissions and Associate Dean of Academic Support continue to communicate with the best ways to transition students successfully into the traditional enrollment process. This is currently being done on an as needed basis. The conversations will be ongoing.</p> <p>Associate Dean of Arts, Science and Education (CCR) and Director of Advising developed and implemented a plan where advising, career services and enrollment meet on an ongoing basis with HSE (high school equivalency) students during their program to prepare the students for a seamless transition to DCCC. The RISE placement assessment is given as soon as they complete their HSE.</p> <p>Continue with conversations with advisors and CCR to allow transitions. Continue faculty conversations with CCR to build pathways for students.</p> <p>Work on GPS will begin to address these issues in 2019-2020.</p> <p>HWPS programs have presented discipline-specific content to high school equivalency students.</p>
<p>f. Build connections between high school seniors, CCP students, Talent Search, Upward Bound and Trio Student Support Services and Legacy (minority males). (Brandon & Keisha)</p>	<p>The TRIO programs have all coordinated and collaborated on various events to build connections. In addition, the Talent Search and Upward Bound programs provide TRIO, SSS with all of their senior information to do follow up to see if they attended DCCC and invite them to participate in the SSS program. We have been able to some of those students to enroll in the SSS program. The Legacy program was combined with a TRIO position therefore those students who were in TRIO and met the requirements for Legacy were also enrolled. We will do more to partner the Legacy program with Talent Search and Upward Bound once the new coordinator gets on board.</p>
<p>g. Expand and utilize summer camps to entice students to connect with DCCC. (Pat. P.)</p>	<p>We offered 44 summer camps with an enrollment of 545 in summer of 2019, an increase of 27% from the 2018 summer camp year. Plans for 2020 include new offerings as well as the most popular camps offered in 2019.</p>
<p>h. Develop additional CCP pathways and investigate creating youth apprenticeships. (Christy & BETS AD)</p>	<p>CCP pathways have been added for Accounting and IT (Cybersecurity and Digital Media).</p>
<p>i. Engage current DCCC students into the recruitment of students from their respective Alma Mater high schools. (Jenny F.)</p>	<p>The Recruitment team has partnered with SGA and Student Ambassadors to have students attend recruitment events. We have also established lunch room visits in our local high schools and sent students from their Alma Mater high schools.</p>

Goal 4: Financial Aid Applicants

Increase the percentage of aid applicants that are offered an award by 5% each year.

Updated November 2019

Strategy I: Streamline communications and reduce the fear of applying for financial aid.

a. Continue to sponsor FAFSA Fridays and create new ways for students to interact and meet with staff. (Crystal & Brandon)	Continued with FAFSA Friday and provided handouts from the DOE explaining the FSA ID and how to complete and on the FAFSA Process.
b. Investigate ways that can explain financial aid to students and parents to reduce application errors. (Crystal)	Supplied handouts to explain the FSA ID and the FAFSA Process. Continue with FAFSA Friday to assist students with the FAFSA.
c. Continue hosting financial aid nights and having a presence in the high schools. (Crystal)	Hosted multiple FAFSA nights at the area high schools. Provided posters to all the high schools and the early college to promote the FAFSA and started presentations for the early college to educate the students on FA.
d. Continue to integrate financial aid into the recruitment and admissions processes. (Crystal & Brandon)	Participated in EIS to help students better understand the FA processes. Provided FSA ID handout and FAFSA process handout to recruiters to provide to prospective students. EIS/Orientation under review and structural change to reorg FA Staff into Enrollment Center location
e. Market the cost-savings benefits of attending the college. (DeeDe)	Marketing updated the cost comparison handout to be used by admissions and academics We included a section on cost comparison in the updated view book. A digital version of the financial aid guide is available on ISSUU https://issuu.com/davidsonccc in English and Spanish. Messaging in key materials also leverages this value point as well as student testimonials/quotes.
<i>Strategy II: Expand scholarship and financial opportunities for students.</i>	
a. Investigate scholarships for students not eligible for federal aid. (Jenny V)	Foundation scholarships are available for non-eligible federal aid students. However, a FAFSA must still be submitted.
b. Promote external scholarship opportunities. (Kristi & Crystal)	Kristi has been looking at external scholarship opportunities offered mainly to NC students only, & have begun creating a Word document with links to the different applications. Plans to go through each one to see if they would be relevant to our students & before posting, I will share with financial aid.

<p>c. Develop more apprenticeship and internships. (Charles & Academic Deans)</p>	<p>In 2018, the Career Development Office, and more specifically the PT Student Job Developer, established 6 paid student internships off campus while in 2019 an additional 4 paid student internships were added.</p> <p>In 2018, had a meeting with Baptist Hospital about possible apprenticeships for health programs at Davie. Also talking to HS partners about building possible apprenticeships for CCP students in health care especially. Fall 2019, in process of finalizing apprenticeship opportunity with Baptist. Working closely with consultant on the pathway. Continuing conversations for other apprenticeships.</p> <p>Cosmetology has 2 students taking the apprenticeship model associated with the NC Board of Cosmetic Arts Examiners. In this model, students enter our certificate program and obtain discipline-specific content and skills and earn 1200 hours (out of the 1500 required by the State Board). Students then obtain their provisional license and work independently with a licensed Cosmetologist for an additional 1000 hours.</p> <p>BETS currently has 30 apprentices spread over 9 different companies.</p>
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Goal 5: Student Withdrawals

Decrease the Number of New Students who Withdraw each Fall from One or More Courses in the Semester.

Updated November 2019

Strategy I: Engage students earlier with the college.

<p>a. Invite new students to become a Global Scholar. (Suzanne & Kim Bays)</p>	<p>Materials in orientation packets; many classroom visits early in the semester</p>
<p>b. Form freshman interest groups, affinity groups, cohorts and study groups. (Jody L. & Lynne W)</p>	<p>The Learning Commons offered a MAT 143 and 171 study groups in Spring 2019. Due to low attendance, we changed how we were offering math study groups in Fall 2019. Our full-time Lead Math Coach keeps a Google Doc shared with faculty to enter the current topic they are on, or that students are struggling with. The Lead Coach then creates mini workshops and works with students at least once a month during common hour for the following courses: MAT 143, 152, 171, and 271.</p> <p>Biology study groups were offered in BIO 168 and 169 in Spring 2019 semester. We continued those groups for Fall 2019. The BIO 168 study group has continued to do well, but we are looking at changing to an embedded or SI study group for BIO 094 students in Spring 2020 as those are the BIO 168 students who are attending the current study group. BIO 111 and 112 do not have a study group, but students are required to attend tutoring if their overall course grade drops below 70%. We are looking at the possibility of adding Early College cohorts for those courses after 3:30 pm.</p>

	<p>Our Coaches who lead the study groups, work very closely with the faculty teaching these courses. We will continue to partner with the instructors to evaluate the effectiveness of the study groups.</p>
<p>c. Create ways for faculty to interact and have conversations with students. (Patti)</p>	<p>Faculty participated in open house and high school visits November 2018. A number of faculty are advisors for international trips, clubs, honor societies and undergraduate research (e.g. International education, ZAS club, DCCANS club, Music club, PTK, Undergraduate research project).</p>
<p>d. Communicate the expectations and requirements of the course. (Assoc. Deans & Kim Bays)</p>	<p>Continue to address discrepancies in accessibility for students and to focus on communicating with students about expectations for classes. Faculty express a desire to link to students earlier about programs and expectations--working on how to get more involvement. Ideas about sharing syllabi templates or basic info about courses so students can look at some ideas for some courses of requirements before registering for courses. Still in the discussion stage. Need to connect new students to programs upon application completion.</p> <p>Students are informed about the expectations for online science and math courses.</p> <p>Course and program-specific expectations have been added to the “Comments” section for HWPS courses. For example, the comments list specific entry requirements (such as need for clinical clearance), soft/hardware compatibility (i.e. chromebooks are not compatible with the software used in the Health Information Technology Program), course meeting expectations (i.e. the total number of clinical hours associated with a course), and course expectations (i.e. the need to wear a uniform).</p>
<p>e. Develop multiple ways for students to learn about and access resources. (Jody L. & Keisha)</p>	<p>Students can learn about Learning Commons, Testing Center, and Library services online and through onsite print materials. Support Services are a part of the walking tour for orientation to include the Learning Commons and library. each area has an opportunity to talk briefly about their services to each orientation group. This helps in marketing support services to students early in the process.</p> <p>The Learning Commons does class visits at the beginning of the semester and for several second 8 week courses. The Library provides online and in person classroom instruction as requested by faculty and staff. In addition, individual coaches reach out to online students via Moodle to explain our services. The Learning Commons has created a video which meets the accessibility criteria of one of our students talking about our services. Faculty can post the video to Moodle and it is accessible to all students.</p> <p>The Learning Commons has part-time College Success Coaches who follow-up with students based on referrals from coaches, faculty, advisors, other staff and Starfish flags. The Coaches initially reach out to students via email and if they do not respond than a Coach calls the student. The College Success Coaches also reach out to any student that has a tutoring flag raised. College Success Coaches have reached out to 67 students who had College Success referrals in Fall 2018, 47 in Spring 2019, and 30 so far in fall 2019.</p>

	We are working on making all of our workshops, databases, resources, and materials to meet accessibility criteria. These will be posted online and available 24/7 to reach more distance students.
f. Check-in with new students on their chosen program, career pathway, college experience within the first three weeks of the semester. (Kim Bays)	Each semester, DCCC Ambassadors, Advising and Enrollment work study students and this year SGA students contact all new students for a check in and answer any questions and address concerns. Beginning SP2020 Peer Mentors will also be reaching out to all new students.
g. Provide targeted academic support to students. (Jody L.)	During Fall 2018 and Spring 2019 semesters, the reference and Instructional Librarian provided one-on-one research assistance to students in person and online via email and 24-hour chat reference service as well as in classroom workshops. Beginning in Fall 2019, the Library targeted Schools of Learning in order to build faculty and student relationships as well as better meet discipline needs. So far this semester, the Library has participated in 20 meetings with Schools and their faculty. Library Services also provides course research guides and assignment specific instruction to classes. After review of testing procedures, a need was identified to allow students taking curriculum tests some flexibility with their arrival time. Curriculum students still need to make an appointment for testing so we know our resources and capacity. Learning Commons Coaches continue to work with faculty and staff to refer students into the center. We are also providing more in class support via in-class workshops.

Strategy II: Examine college practices and procedures.

a. Expand the role of academic advising to be more case management. (Kim Bays)	Academic Advisors have participated in several case management training and are currently monitoring their caseloads, meeting with students and monitoring their progress, updating their academic plans, making sure students are registered and communicating regularly with students.
b. Review how the early alert system is being utilized across campus. (Rhonda & Margaret)	In Academic Affairs, faculty have been engaged in considering what is working and where gaps currently exist in early alert processes. Changes were made to have alerts go directly from faculty to the student. Also, Student Affairs staff has been trained on Starfish and departments are determining the best use of the various functionalities in the software, including “to dos and success plans”.
c. Review course requisites and course sequences in program pathways. (Christy & Julie)	Reviewing course requisites is an ongoing process. Requisites were updated to meet the new RISE criteria and continue to be refined. Course sequences in program pathways are updated every year in publishing the current catalog or as needed
d. Identify the impact of late registration and on-line course enrollment on new students. (Christy & Keisha)	In progress
e. Develop procedures in academics when students want to drop a course and for program directors to access student progression. (Rhonda & Margaret)	Withdrawal process has been streamlined using e-forms. Students talk with faculty about withdrawing beforehand. Additional work needed for program directors to track student progression.

Strategy III: Become an equity-minded college.

a. Review campus policies, practices and course syllabi. (VPs)	A comprehensive review of all college polices has begun. President’s staff does an initial review of policies, then the campus community has an opportunity for review and comment. President’s staff reviews the campus comments and make changes as appropriate. The policies go to the Board of Trustees for review and approval. Equity Champions are asked to review policies with an equity lens.
b. Collect and analyze data to better understand why new students drop classes. (IR)	Will develop a process to match the new students to the new withdrawal process.

Goal 6: Online Options	
<i>Increase the number of new students enrolled in 100% online degree, certificate or diploma programs.</i>	
Updated November 2019	
<i>Strategy I: Expand online program and course options with supporting services.</i>	
a. Create diplomas that lead to other technical programs/credentials. (Assoc. Deans & Deans)	Exploring current diplomas to increase enrollment and “challenge” opportunities. Created a Human Services Technology diploma that provides students with the core content needs associated with the AAS. Therefore, students who struggle to earn the AAS can obtain the diploma along the way as they continue working towards the AAS requirements.
b. Explore or develop programs that can be 100% online. (Dori & Deans)	The Digital Campus Project supported by the Frontier Set grant will support the exploration, development, and evaluation of 100% online programs. A DCCC team visited UCF in Oct. 2019 and are currently compiling and sharing out observations. Recent changes in state legislature will result in some online courses for the Cosmetology and Esthetics programs.
c. Increase the number of online sections of courses. (Assoc. Deans)	Added more courses as staffing allowed and as demand raised; used waitlists to see demand and then try to open additional sections as possible. 100% of Health Information Technology courses can be taken remotely. Criminal Justice, Fire Protection, Emergency Medical Science Bridging option, and Pharmacy Technology can also be taken 100% online. Human Services Technology has placed many of their courses online, meeting only 1 evening per week
<i>Strategy II: Market online offerings to students.</i>	
a. Promote to high school students, younger audiences and parents with children. (DeeDe)	Incorporated SnapChat advertising Targeted digital and social by age demographics Leveraged student stories in marketing materials
b. Promote to businesses, employers and at career fairs. (Charles)	At job fairs in 2018 and 2019, we have had representatives from the Admissions staff to provide program information to attendees at these events.

<i>Strategy III: Improve the online student experience.</i>	
a. Revise the recruitment of online students and help students determine if online courses are right for them. (Dori, Brandon & Johnnie)	Part of Recruitment Plan, to be explored Spring 2020 and implemented Summer 2020.
b. Create a portal designed for the online student. (Dori & DeeDe)	This is still in the research phase. A team recently visited U of Central Florida to learn from their model. Once a clear direction is determined we will initiate the process of identifying what technology needs to be in place to achieve the desired goals for the portal. (DeeDe)
c. Create an online enrollment information session and an orientation. (Antonio, Kim & Dori)	An initial Online EIS was created. The vetting process has happened. The feedback is being considered and a second iteration will hopefully be developed. This is an ongoing project.
d. Make clearer to the student the method of instruction (online vs hybrid vs face-to-face). (Julie O.)	Updated the “how sections are named” on the StormTrac Search for Sections page. Made the pdf more readable and accessible.
e. Investigate the need for proctored exams and alternate ways for exams to be administered. (Jody L.)	The Testing Center continues to coordinate distance testing for students whether that be for another institution or through an online company. We partner with Examity to provide online proctoring for curriculum courses as needed. The Testing Center is assisting faculty who are piloting a new online proctoring system (ProctorU). The pilot will end in May 2020 and a decision will be made to either partner with ProctorU or continue with Examity while pursuing other vendors.
f. Create ways to build community for online students so they feel a sense of belonging. (Dori)	The required Online Certification Course for online/hybrid faculty addresses how to build a community of learners. Our QualityMatters work continues to support this as well. The Digital Campus Project, supported by the Frontier Set grant, will also address the specific needs of the online students. A DCCC team visited UCF in Oct. 2019 and are currently compiling and sharing out observations.

Goal 7: Online Course Success

Increase the success rate of students enrolled in online classes to be comparable with the success rate of students enrolled in the same hybrid and/or face-to-face classes.

Updated November 2019

Strategy I: Engage students into the college experience.

<p>a. Create events and activities that can be accessed virtually and tied to the curriculum. (Lynne)</p>	<p>Students interested in leadership can complete the steps to induction for the National Society of Leadership on-line.</p> <p>The Student Government meetings are now accessible virtually using Google Meets. Students can log on and join the meeting as well call in with questions and use the Chat box to post comments.</p> <p>Two student organizations, the AV Club and Dungeons and Dragons, have a virtual meeting space and can meet other DCCC students online to interact.</p> <p>Working on more ways to access events and activities that can be accessed virtually.</p>
<p>b. Develop a way for the assessment of students' skills for online courses before enrolling. (Dori)</p>	<p>eLearnReady, an online readiness assessment, was implemented during the onboarding process as a result of a Frontier Set Implementation project led by Donald Beck.</p>
<p>c. Provide information about course expectation and workload to students about the course. (Assoc. Deans & Kim)</p>	<p>eLearnReady, an online readiness assessment, was implemented during the onboarding process as a result of a Frontier Set Implementation project led by Donald Beck.</p> <p>Course and program-specific expectations have been added to the "Comments" section for HWPS courses. For example, the comments list specific entry requirements (such as need for clinical clearance), soft/hardware compatibility (i.e. chromebooks are not compatible with the software used in the Health Information Technology Program), course meeting expectations (i.e. the total number of clinical hours associated with a course), and course expectations (i.e. the need to wear a uniform). Furthermore, HWPS maintains a close working relationship with the advising team to provide information about program/course expectations to students. Lastly, all HWPS programs have technical standards online so potential students could understand program-specific requirements as they relate to the physical, social, and cognitive requirements for each profession.</p>
<p>d. Create ways to build community for online students so they feel a sense of belonging. (Dori)</p>	<p>The required Online Certification Course for online/hybrid faculty addresses how to build a community of learners. Our QualityMatters work continues to support this as well.</p>
<p>e. Investigate allowing students to purchase laptops and computer supplies using financial aid. (Laura)</p>	<p>In progress - new calculations for R2T4 may alleviate the current financial risk to the college.</p>

Strategy II: Improve the instructional outcomes.

<p>a. Invest in virtual labs and incorporate virtual classroom meetings. (Dori)</p>	<p>David Whitehead has done some exploration of science virtual lab options and will be sharing these options with science faculty in Spring 2020. The Digital Campus Project, supported by the Frontier Set grant, will address exploring alternatives to our current technology used for virtual classroom meetings.</p>
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b. Create standards for engagement and content for courses. (Dori)	We have implemented Quality Matters that provides a rubric with quality standards that address this.
c. Assess success factors and create ways for students to access those factors. (Dori & Kim)	Students are provided an Online Readiness assessment to complete prior to orientation. This assessment provides students the opportunity to assess their readiness to be successful in online courses and provides them with learning opportunities to improve their knowledge about taking online courses.
d. Create ways to build community for online students so they feel a sense of belonging. (Dori)	The required Online Certification Course for online/hybrid faculty addresses how to build a community of learners. Our QualityMatters work continues to support this as well.
e. Assist faculty in the development of content to create an engaging and interactive online course. (Dori & Deans)	We have added one additional full time instructional designer to support faculty in the development of courses. Rhonda Hanks worked with the Distance Learning team to develop engaging content for NAS 106. Furthermore, Health Information Technology faculty (Watson and Grubb) have worked with the Distance Learning team to redesign the HIT program as it transitions to an online format.
f. Investigate the use of Academic-Zone for use within the online environment. (David)	Academic Zone was undergoing a restructuring when I spoke with them several months ago and we agreed to follow up at a later date. I have not gotten a response to several subsequent emails or voicemails, and from some online investigating it seems that one of the principals is no longer at Brock University, where the product was developed and hosted. I think it would be beneficial to clarify what specific need this product was recommended for so we can explore other solutions besides this one product. From the limited information I got earlier from Academic Zone, it seems that at least some of the offerings are similar to what we have access to from NROC
g. Build in early-on support services and supplemental tutoring for first-term online students. (Jody L.)	The Learning Commons offered a workshop on how to be successful in an online course in Spring 2019. Our part-time Lead College Success Coach collaborated with Distance Education and faculty to develop the workshop. The Learning Commons and Library are exploring engaging and interactive workshop possibilities. Information will be gathered to identify first term online students from Advising, so we can create targeted supplemental resources for those students.

Goal 8: Gateway Math

Increase the number of new students who complete a gateway math (100 level) course within their first year of study.

Updated November 2019

Strategy I: Build expectations of success into math.

a. Examine all program pathways for the sequence and placement of gateway math; enroll students accordingly. (ASE AD Associate Deans)	Note: It seems this goal should be the responsibility of academic ADs who own the programs and advising rather than an ASE AD. (Reassigned) With the GPS work program specific ADs are reviewing the placement of ENG and MAT.
b. Investigate software that notifies the advisor if a student changes their program. (Keisha & Christy)	We worked with Ferrilli and looked at EAB to see if we could notification when a program is changed but was unable to do this. However, we did change our processes that program changes can be done by advisors therefore they would know when changes occur.
c. Explore bringing LRC tutors to the classroom; offer tutoring on Saturdays; in the middle and high schools; around the bus schedule. (Jody L.)	<p>The Learning Commons is working towards piloting embedded math tutoring. We are planning to use our current math tutors for the embedded tutoring once details are worked out regarding the specific section of MAT 143 course we will run the pilot in.</p> <p>The full-time Lead Math Coach works with faculty on dates they can visit the classrooms. We had a part-time Math Coach attend two classes in Fall 2019. Student feedback was that this helped to become more familiar with the coach thus leading them to utilize tutoring services in the Learning Commons drop-in tutoring lab. Also, students shared that having a tutor present in the classroom provides extra support and gave them more individualized attention. We plan to continue having coaches attend as many classes as possible.</p> <p>Math Coaching is available in-person in the Learning Commons from 7:45-5pm Monday-Thursday, and 8am-12:30pm on Friday. Online support is available 24/7.</p>
d. Examine ways to globalize the math curriculum. (Suzanne)	All MAT 143 and 152 sections are now globalized. Amanda Klinger has presented on Globalizing Math courses at NCMATYC and AMATYC.

Goal 9: Fall to Spring Retention

Increase the percentage of students who are retained fall to spring semester by 5% each year.

Updated November 2019

Strategy I: Target communication to students enrolled in fall to continue in spring.

a. Provide faculty with roster of current, not enrolled students. (IR & Keisha)	Faculty are provided rosters each term with students in their classes that are not registered. IR provides the weekly report that is sent to faculty twice a term.
b. Send communications over fall break to students not enrolled. (Keisha)	Communications are sent regularly to students not enrolled. This messages range from emails to robo calls.
c. Conduct a call campaign to determine why students not enrolling. (Brandon & Keisha)	<p>During all call campaigns if students decide not to enroll they ask them why and what institution they are going to.</p> <p>Call campaign for students with both incomplete/inactive apps and incomplete FASFA apps. (Spring 2020)</p>

d. Advisors attend classes and enroll students, especially in CTE programs. (Kim & Deans)	Each semester advisors attend program specific courses to provide group advising and ensure program progression, registration and completion. Continue to build relationships between advisors and faculty. Advising sets up semester visits with CTE programs to discuss registration for future semesters.
e. Promote year-long registration opportunity. (Christy & Keisha)	We are in our second year of multi-term registration. This has allowed us to increase enrollment.
<i>Strategy II: Set the expectations and increase the engagement of students.</i>	
a. Increase student engagement events that commit them to spring. i. Sign-up for spring study abroad in fall ii. Internships or work opportunities for spring iii. Engage ASE faculty in providing more “college-like” events (music, art, theater) (Lynne, Suzanne L, Charles & Tim)	54% increase in study abroad applications in fall of 2019 vs. fall of 2018 Several information sessions have been held on campus to promote engagement in paid internships related to programs of study. In addition, several hiring events and job fairs have been held on both campuses including the Spring Job Fair Each semester Student Life provides meaningful out classroom learning experiences for students. Some of our co-curricular programming for 2018-19 included, Tam Tam Mandingue African Drumming Workshop, “Ain’t I a Woman” a musical production honoring four remarkable African-American women, “The History of Women in Jazz “Performance & lecture by Master Flutist, The Story of Anne Frank, Distinguished Speaker Series, Arrive Alive Tour, Latin Heritage celebration, and LGBTQ Safe Zone Training to name a few. (Suzanne) Continue to offer 40+ passport events per semester, including language hours with Fulbrights.
b. Create a peer-to-peer support system for students. (Kim B)	Peer Mentor Program is up and running A social is scheduled to introduce Mentors and Mentees. Peer Mentors are now meeting, have participated in several trainings, holding regular meetings, and are registered as an official campus organization.
c. Utilizing intake information, advisors intentionally connect with first time students after orientation with a focus on students with high-risk factors. (Kim B.)	This year the intake form has been created in Starfish. Communication to students to complete the form is in place in the admissions letter students receive and during EIS.
d. Refer and connect students to on-campus services. i. Single Stop and Counseling Services ii. LRC; contextualized remediation; open labs (Keisha & Jody L.)	The Learning Commons continues to work closely with faculty and staff to refer to students to support services on campus. College Success Coaches follow-up with students via email and phone based on referrals from coaches, faculty, advisors, other staff, and Starfish flags. Learning Commons Coaches work with faculty to provide targeted tutoring and workshops. Each Coaching Center has either a part-time or full-time Coaching Lead who collaborates with faculty on a regular basis in an effort to meet the needs of students.
<i>Strategy III: Become an equity-minded college.</i>	
a. Increase the diversity of faculty. (Patti & Margaret)	Continuing to work with HR and Equity Champions group to explore opportunities to recruit more diverse candidate population. Faculty are involved in the discussion surrounding hiring of a more diverse faculty and have a group within Equity Champions to address concerns and provide suggestions.

b. Examine providing an incentive for students to continue their enrollment. (Christy & Keisha)	In progress.
c. Review courses to ensure classes are interesting, challenging and engaging. (AD, Faculty, & Dori)	<p>Faculty regularly review data from courses to assess learning, looking for methods to improve student retention, success and engagement.</p> <p>Faculty are observed by supervisors each year. Student surveys also are reported to supervisors giving an indication to the nature of a course. Continuing to encourage the utilization of instructional designers to strengthen classes.</p> <p>Course evaluations (which were updated in Fall 2019) are reviewed annually and relevant student suggestions are discussed and integrated into future course offerings.</p>
d. Examine course taking patterns to identify possible problem combinations. (GPS Team)	<p>The NC GPS team has completed or is currently working on the following steps:</p> <ul style="list-style-type: none"> • Identified difficult course combinations at the program level. • Identified gateway courses for each program area. • Identified low performing gateway/gatekeeper courses at the program level. • Researched appropriate gateway math course for each program area. • Discuss ways to improve success, completion, and retention regarding gateway courses; what supports are needed.
e. Investigate a payment program, especially for students with a tuition balance. (Laura)	Current payment plan vendors are costly. Pilot for TDT students has yielded (20%) in non-payment. Due to the level of non-payment, the payment plan was eliminated. Internal management without a 3rd party vendor is not likely.
f. Learn from students what they want and need to stay enrolled and engaged. (IR)	DCCC will administer the Community College Survey of Student Engagement (CCSSE) in the Spring of 2020, which should provide some insight to some of these questions.

Goal 10: Fall to Fall Retention

Increase the percentage of students who are retained fall to fall semester by 10% each year.

Updated November 2019

Strategy I: Engage students more into the college.

a. Encourage students to enroll summer. (Kim)	Advisors create academic plans that include courses for Summer semesters. Advisors ale communicate with students informing them when registration opens for summer term and ensure students get registered for summer courses. When summer courses registration is open advising new students includes planning for summer terms and registration
b. Utilize year-round registration. (Reg. Cmte.)	Done!
c. Increase activities during the summer and promote fall. (Lynne)	Promotion of co-curricular activities included- Meet and Greet bookmark with events listed, Campus Labs Engage, Toilet Paper, college website, school messenger, digital display monitors, and orientation resource fairs. We have had little to no response with activities in the summer. We'll continue to work on this.
d. Collect data on programming students want. (Lynne & IR)	Lynne and IR will discuss - unsure if programming refers to curriculum programs or student life programs.
e. Investigate sponsoring a study abroad opportunity to occur in fall semester. (Suzanne)	We are planning to move our Ireland study abroad program to the fall, starting in October 2021.
<i>Strategy II: Target communications to spring enrolled students.</i>	
a. Send reminders to students to register. (Keisha)	Communications are sent regularly to students using email and robo calls.
b. Contact current students who have not registered. (Keisha)	Communications are sent regularly to students using email and robo calls.
c. Send students messages over the summer. (Keisha)	Reminders were sent to students regarding upcoming things for the fall. More to come.
d. Promote services to students. (Jody L. & Keisha)	The Learning Commons, Testing Center, and Library participate in the walking tour for new student orientation, open house, meet and greet, and club rush. By being visible at open house and meet and greet it has given all of our services an opportunity to interact with parents and guardians as well, so they know what is available for their students. We also visit classes, hand out fliers, provide workshops in and out of class, give class tours, email and call students based on referrals from faculty and staff as well as participate at special events on campus.
<i>Strategy III: Use instructional strategies to enroll and engage students.</i>	
a. Create cohorts for AA and AS degree seeking students. (GPS Team)	The NC GPS team has completed or is currently working on the following steps: <ul style="list-style-type: none"> Analyzed needs for different pathways specifically part time. Developed prioritization of sequences for each pathway at the program level to be utilized for creation of part time pathways. Continue to develop navigation plans to ensure students are succeeding and making positive progress along their pathway.
b. Increase summer course offerings. (Margaret)	Additional courses being offered, especially to address the needs of special credit population who enroll at DCCC to meet program requirements at their home universities.
c. Increase the diversity of instructors. (Laura & Margaret)	Continuing to work with HR and Equity Champions group to explore opportunities to recruit more diverse candidate population.
d. Connect faculty to students. (Patti)	Faculty participated in open house and high school visits November 2018.

A number of faculty are advisors for international trips, clubs, honor societies and undergraduate research (e.g. International education, ZAS club, DCCANS club, Music club, PTK, Undergraduate research project).

Goal 11: On Track to Completion

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

Updated November 2019

Strategy I: Empower students to know where they are in completing their program.

a. Send a reminder of where they are in their pathway at the end of each semester. (Margaret & Rhonda)	Existing technology does not support this as an automated process. Manual data pulls and communication must be developed to allow this strategy to be implemented.
b. Investigate technology for students to see progress at any point in their enrollment. (Reg. Cmte.)	Students can use planning and STORM Trac to see their progress at any point in their enrollment.
c. Utilize technology for students to see how their decisions impact progress. (Margaret & Rhonda)	Existing technology does not support this as an automated process. Manual data pulls and communication must be developed to allow this strategy to be implemented.
d. Engage students in their degree planning and career goal setting. (Kim & Charles)	In 2018 and 2019, staff from Career Development Office and the Office of Academic Advising partnered and went into ACA 122 classes to present an overview of career exploration resources and goal setting as well as researching colleges and programs of study that will help students plan for additional education and achieve their career goals. We plan to collaborate and continue these classroom visits in 2020 and future semesters.

Strategy II: Communicate to students regarding progression.

a. Faculty connect and contact with students to encourage completion. (Patti)	Starfish surveys are completed to help students be aware of what their course grades are, with suggestions for tutoring, meeting with instructor, etc. Faculty often send emails and post in the LMS announcements to students to remind students of due dates for assignments. Many faculty work with students who may be having a difficult life situation for them to complete their work for the course at a different time.
b. Show benefits to students of program completion (employment & transfer). (Margaret & Rhonda)	Existing technology does not support this as an automated process. Manual data pulls and communication must be developed to allow this strategy to be implemented.
c. Utilize advising staff to continuously engage with students regarding their progress. (Kim Bays)	Advisors reach out to all students receiving flags indicating poor academic performance. Advising also communicates with students on academic warning, and probation to create a success plan that includes referrals for a success coach and other student specific resources.
d. Facilitate a process for faculty and advisors to connect around a student's progress. (Patti & Kim)	Advisor spend a minimum of 2 hours a week in the academic buildings providing advising services. Collaboration between Faculty Senate and Advising to improve this process. Starfish assists with connection, and Advisors can see notes that Faculty enter into Surveys regarding grades and suggestions for students to improve their course grades

Goal 12: Degree Completion

Increase the percentage of students who indicate they are enrolled to earn a degree do so within 150% time of their program of study by 5% each year.

Updated November 2019

Strategy I: Provide incentives for students to persist to completion.

<p>a. Create stackable credentials for students to get a sense of accomplishment. (Bryan M, Deans, & Assoc. Deans)</p>	<p>Academics has already gone through each AAS program and designed course sequences that allow students to fulfill the requirements for a certificate or diploma earlier in their plan rather than waiting for the end to earn everything. This was completed during the CbD Curriculum Review process. Student Records has also begun using Wake Tech’s Finish First process which allows us to better identify students who have earned these credentials and graduate them without them having to apply for graduation.</p> <ul style="list-style-type: none"> • In 18/19, new CCP certificates were created for CJC, MED, COS, PHM, LEX, and HSE. These certifications flow into the AAS. • FIP has 6 stackable credentials that lead to the AAS. • Welding has certificates that are stackable. • ASE has CCP certificates that lead to transfer degrees.
<p>b. Create completion scholarships to incentivize students to finish degree in 150% time. (Jenny V.)</p>	<p>Currently have scholarships for students completing the degree. Will investigate using a portion of the current Foundation Scholarship pool administered by Financial Aid for this incentive.</p>
<p>c. Provide holistic support services for students and build into 150% degree/career plan. (Keisha & Jody)</p>	<p>The Learning Commons and Library continue to provide in-person and online one-on-one assistance to meet the specific needs of students. College Success workshops are built into classes to help students be successful in those classes. Discipline and assignment specific library research guides are created upon faculty request.</p>
<p>d. Have students apply for graduation at least a semester in advance, register for remaining courses and complete. (Bryan M.)</p>	<p>This is complete. The Graduation Application in StormTrac is made available as soon as registration for that semester opens. For example, students can currently apply for fall ‘19, spring ‘20, and summer ‘20 semesters.</p>

Strategy II: Offer alternate ways for students to complete degree requirements.

<p>a. Allow cooperative work experience to replace required courses. (Deans & Assoc. Deans)</p>	<p>Explore credit for prior learning opportunities. Market current opportunities to increase enrollment in the pathways.</p> <p>In Emergency Medical Science, students are granted course credit for their EMT and/or Paramedic credential. Depending upon their credential, students can be awarded up to 45 credits of coursework, leaving only 22 credits remaining to complete their degree. In the Therapeutic Massage program, students who have the Massage and Bodywork License in North Carolina are granted credit for 26 hours of coursework, leaving only 38 credits remaining to complete the AAS. For Pharmacy Technology, students who have relevant work</p>
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	<p>experience and hold a CPhT credential are eligible to receive up to 30 hours of credit through both challenge exams and credit for credential. This leaves only 34 credits remaining to complete the AAS. Lastly, students in the LPN to ADN Nursing option receive credit for 28 credits worth of NUR-prefix courses, leaving 33 credits of general education and LPN to ADN content remaining. We continue to critically evaluate and consider any requests from students regarding credit for their previous work experience.</p>
b. Investigate flexible class scheduling. (Deans & Assoc. Deans)	<p>Investigating options for flexibility. Moving to 8 week format for 2020-2021. (Myers & Rowley) For the upcoming academic year, all HWPS programs have been evaluated and flexibility has been incorporated where applicable. Furthermore, the HWPS Associate Deans work closely with admissions and advising staff to identify barriers to student progression related with curriculum structuring. HWPS Associate Deans have provided the advising team with a comprehensive document that details program-specific options so that advising staff can contextualize academic plans based off student needs. Furthermore, HWPS programs maintain fairly flexible general-education requirements. This allows students to substitute prior coursework into current programs of studies</p>
c. Increase summer course offerings. (Deans & Assoc. Deans)	<p>Exploring options for cohorts or best offerings in summer based on programs of study changes by GPS. HWPS programs have been structured to filter more students into general-education courses over the summer. This builds the demand and support the need for gen-ed summer courses that can be taken by a collective of students from various programs</p>
d. Offer alternate degree plans. (Margaret)	<p>Currently being explored through work with NC GPS, including opportunities to integrate CU and CE to build credential completion</p>
e. Review course sequencing and impact on completing the degree. (GPS Team)	<p>The NC GPS team has completed or is currently working on the following steps:</p> <ul style="list-style-type: none"> • Identified program areas where sequencing has been recently updated. • Identified program areas with lower completion and success rates. • Discussed with faculty/AD within program areas the goal of sequencing within pathways. • Have re-sequenced program areas identified as needing to be. • Developed prioritization of sequences for each pathway at the program level to be utilized for creation of part time pathways.
<i>Strategy III: Use technology and data to inform college and student decision-making</i>	
a. Gather information on high school sophomores and seniors on career interests and align instructional programs accordingly. (Charles)	<p>Two Career Coaches housed at Davie County High School and South Davidson High School meet with high school students on a regular basis, assess their career interests and help them establish career goals and determine possible programs of study.</p>
b. Investigate ways for students to learn the impact of dropping a course. (Margaret, Kim & Rhonda)	<p>Existing technology does not support this as an automated process. Manual data pulls and communication must be developed to allow this strategy to be implemented.</p> <p>Advisors meet with students prior to dropping classes and discuss how the drop impacts their progress and updates their plan as needed. Advisors also inform students that dropping classes</p>

	will have a negative impact on their FA eligibility and refer them to speak to someone in the FA office prior to dropping their course.
c. Use technology so students, faculty and advisors can access progress toward degree at any point in time. (Rhonda & Margaret)	Existing technology does not support this as an automated process. Manual data pulls and communication must be developed to allow this strategy to be implemented.
d. Track incoming cohort groups and follow to degree. (IR, Rhonda & Margaret)	Existing technology does not support this as an automated process. Manual data pulls and communication must be developed to allow this strategy to be implemented.
e. Investigate technology that allows students to follow their progress and create “what if” scenarios. (Rhonda & Margaret)	Existing technology does not support this as an automated process. Manual data pulls and communication must be developed to allow this strategy to be implemented.

Goal 13: Completion- African American Students

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

Updated November 2019

Strategy I: Provide more targeted opportunities to engage students.

a. Offer scholarships for study abroad. (Jenny V)	The Foundation offers a number of study abroad scholarships each year through an application process
b. Strengthen the minority male program and create a peer mentoring program for the first two semesters of enrollment. (Keisha)	Just hired a new coordinator. In progress.
c. Recruit more African-American students to be Ambassadors, peer tutors, peer mentors, SGA members and encourage club creation/involvement. (Lynne & Kim)	For 2019 SGA has 10 officers of which 1 is an African-American male and 1 is an African-American female. Of the 12 student ambassadors there are two African American males, 1 Latino and 3 Asian students. While there has been some progress this continues to be a recruitment struggle; my team and I are going to try to brainstorm unconventional ways besides just the traditional recruitment methods for this population.
d. Showcase minority-owned business leaders in programs/classes. (Charles)	In 2019, the Career Development Office collaborated with the Small Business Center to hold the first Minority Business Showcase bringing students enrolled in Business Administration together with local employers in an informative discussion session on campus. A future collaboration is planned for April of 2020.
e. Engage students in courageous conversations and listen to what’s happening with them. (Equity Team)	The Equity Steering Committee has developed a series of professional development opportunities, of which one is facilitating courageous conversations. This training is scheduled for March 6, 2020.
f. Offer more co-curricular events that spotlight African-Americans. (Lynne & Keisha)	Black History Month several events were hosted around various African Americans. In addition, in partnership with Career a Black Owned Business Fair was hosted. Student Life in the spring 2019 sponsored two programs that spotlighted African-Americans. “Ain’t I a Woman” a musical production honoring four remarkable African-American women

	ex-slave Sojourner Truth, novelist Zora Neale Hurston, folk artist Clementine Hunter and civil rights worker Fannie Lou Hamer. We also sponsored a performance & lecture by Master Flutist, Galen Abdur-Razzaq.
g. Reach out to Talent Search, Upward Bound and middle and high school students to engage earlier in the DCCC college experience. (Brandon)	Active Visits Fall 2019 and Spring 2020 by Brandon, exploration of marketing strategies with UB and TS Directors.
h. Strengthen relationships with HBCUs. (Keisha)	Just hired a new coordinator. In progress.
<i>Strategy II: Become an equity-minded college.</i>	
a. Recruit more African-American faculty; consider using HBCU graduate interns. (Laura & Margaret)	Continuing to work with HR and Equity Champions group to explore opportunities to recruit more diverse candidate population.
b. Provide professional development for faculty that positively impact student learning outcomes and progression. (Margaret & Patti)	Center for Teaching & Learning established to support faculty learning; Title III grant specifically addresses professional learning to support student learning, success, and completion.
c. Conduct diversity training. (Equity Team)	An Equity Tab on the Intranet acts as a repository for professional development opportunities, calendar of events, articles and videos which can be accessed by any employee. The Equity Champions have read and discussed articles / books (Teachers with Subconscious Bias Punish Blacks More, Between the World and Me; White Privilege: Unpacking the Invisible Knapsack) , engaged in webinars followed by discussion (Challenge White Supremacy, Addressing Implicit Bias and Micro-aggressions, All the Differences; and What White's Got to Do with It) and attended workshops/events (Diversity in the Workplace and Selma).
d. Increase inclusivity practices. (Equity Team)	The Equity Champions conducted an environmental scan of college buildings – through the lens of a student of color – and developed a list of action items to be addressed to make the student experience more inclusive, welcoming and equity-minded.
e. Create a climate of success and completion. (VPs)	Equity Champions conducted an environmental scan of the college and presented recommendations for improving campus climate. Electronic displays in buildings showing successful graduates or people of color who have contributed to society, painting the Strom Cellar and removing the taxidermy animals were examples that emerged from the scan.
f. Conduct focus groups to learn more about the African-American student experience. (IR & Keisha)	Hosted focus groups with African American students to discuss their experiences on campus and to name the now Legacy program.