
Strategic Planning Summary

Focused on Student Success

Purpose

Values

Organizational Competencies & Practices

Vision

Initiatives

2009 - 2010



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The Davidson County Community College Strategic Planning Summary is the culmination of the annual planning and assessment processes, bringing together information from across the College, including Program/Service Planning and Review sessions; and local, state, and national data and trends. The Planning Summary reflects the College's commitment to learning and to the continuous improvement of academic programs and student support services.

Status

Focused on Student Success



As the Fall 2009 semester begins, Davidson County Community College is focused on facilitating learning and holistic student development, which together form the basis for Student Success. This decade has been a time of dramatic change for both Davidson County Community College and its service areas of Davidson and Davie Counties. This has been a time of economic upheaval, with **1 in 11** workers in Davidson County alone losing their jobs. Fortunately nearly 25% of these individuals have chosen to enroll in programs at the College to update and expand their skills to reenter the job market. The result has been a remarkable **60%** increase in curriculum full-time equivalent enrollment since 2000-01, and another **19%** growth in enrollment is projected over the next 5 years.

A marked change is occurring in the community as people re-imagine their own personal capabilities, their futures, and the futures of Davidson and Davie Counties. In anticipation of and in response to these dramatic changes, the College is shifting and growing in programs and services, in physical facilities, in technology, and in its vision for the future.



5 SCHOOLS *of* LEARNING

A marked change is occurring in Academic Programs & Services, as faculty and staff have also re-imagined their collective future. After a considerable amount of dialogue about the best ways to organize for student success, and to increase collaboration and

communication, the 5 Schools of Learning model was born. Under the leadership of Dr. Kandi Deitemeyer, Vice President of Academic Programs and Services, and with the support of the Board of Trustees, the President, Dr. Mary Rittling, and the entire President's staff, the DCCC faculty and academic staff spent the Spring semester reorganizing and refocusing on teaching and learning.

The new schools that were formed include:

- The School of Arts, Sciences, and Education
- The School of Health, Wellness, and Public Safety
- The School of Business, Engineering, and Technical Studies
- The School of Community Education, Workforce Development, and Entrepreneurship, *and*
- The School of Foundational Studies and Academic Support

The new structure, and the sharing process of creating and implementing it, has generated renewed conversation and collaboration across academic units as programs and services are linked together in different ways. Curriculum, continuing education, and basic skills are being blended to become more seamless for students, who can move more smoothly between areas to better meet their individual lifelong educational goals.

Monthly faculty meetings provide an opportunity for sharing information and ideas, including Teaching Moments, where faculty members present innovative ideas to facilitate learning like:

- providing feedback via audio files for written assignments,
- using digital portfolios to showcase student skills,
- creating instructional DVDs to reinforce instruction,
- implementing creative assessments to provide immediate feedback to students,
- using video to better assess skills practice assignments,

School of Foundational Studies & Academic Support

The cornerstone of the 5 Schools of Learning model is the School of Foundational Studies and Academic Support, which includes Basic Skills, Developmental Education, High School Programs, Library Services, the Learning Assistance Center, Coaching Centers, Distance Education and Instructional Technology. This structure brings together the students who need the most academic support with the services designed to support them and to encourage a smooth, confident transition from pre-college to college level courses.



- providing additional out of class support through supplemental instruction, and
- using PDAs to simulate professional practice in Nursing.

Sharing and learning together, faculty and academic staff are refocusing on what is truly important—student learning and continued professional growth.

Continuing to Expand

Many exciting physical changes are in progress at the beginning of the Fall semester. A new entrance way to the College is being constructed, two new buildings are slated to open, renovations are underway to expand the library and construction on a new bookstore is slated to begin in August.



On the Davidson Campus, the Conference, Training, and Technology Center is scheduled to open in August. This 20,000 square-foot facility will include large, versatile spaces including a 96-seat auditorium/classroom. A large conference area will accommodate up to 240 students or meeting participants and provide a catering kitchen for group use. As part of the construction project, a new roadway into the campus is being built on the north side of Old Greensboro Road. The second entrance will help improve traffic flow toward the north side of campus.

The Transportation Technology Building is scheduled to open in this fall. A 1.65 million dollar project funded by a \$810,000 US Dept of Commerce Economic Development Administration (EDA) grant and matched by a NCCCS Facilities and Equipment grant for \$850,000, this facility will consist of a one-story, 9,100 square foot laboratory and classroom building. It will house the new Heavy Equipment and Transportation Technology program.

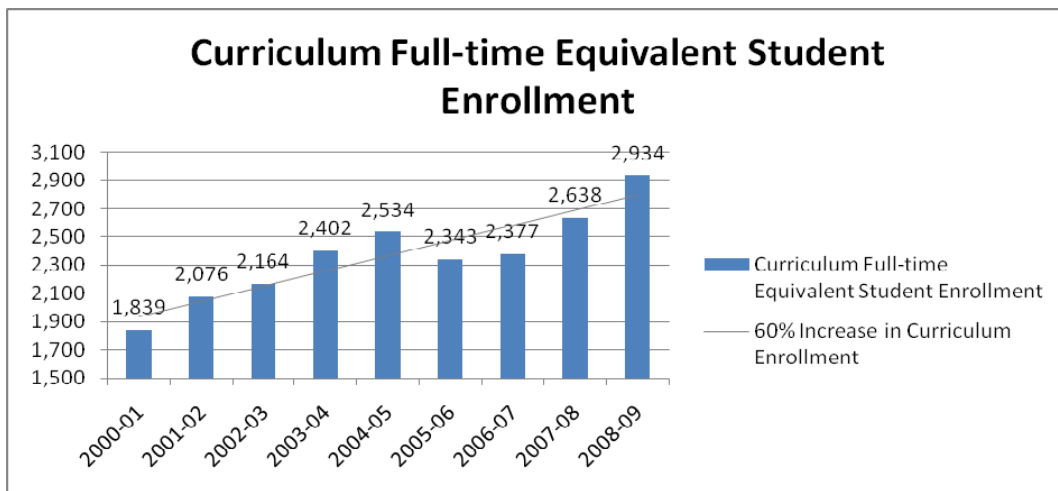
Renovations are occurring to the Love Learning Resource Center to provide much-needed study and meeting room space. The renovated areas will be technology-rich “people spaces” and include a digital production studio; four collaboratories (i.e., rooms with LCD panels and a switch box to allow students to join laptops, view and share files together); and two Smart Technology-equipped Library classrooms. Funded by a \$95,000 congressional appropriation championed by US Congressman, Mel Watt, a \$30,000 Library Services and Technology Act (LSTA) grant, and a matching grant of \$7,600 from the DCCC Foundation, this specialized equipment will greatly enhance student collaborations and presentations, as well as library instruction.



On the Davie Campus, future plans include a new roadway that will reduce traffic congestion and effectively recast the Laboratory Building as the new “front door” to the campus. These exciting changes are important steps to not only meeting the current needs, but for preparing for projected future needs. A new Facilities Master Plan is being drafted to keep up the dramatic changes that have occurred since the last plan in 2005.

Growing Student Population

Continuing a pattern of steady enrollment growth, a total of 16,902 students took curriculum, continuing education and basic skills courses at DCCC in 2008-2009. In terms of BFTE, the College has experienced an increase of 11.4% in 2008-09 over totals for 2007-08. While all socioeconomic levels are represented within the DCCC student population, a majority are economically challenged. Last year, 81% of curriculum students received need-based financial aid last year—up 4% over the previous year. With slightly more females than males, the student body represents ranges in age from 15 to 92. The average age of curriculum students is 29; while the average age of continuing education students is 41, and basic skills students is 32, for an overall average of 36 years of age.



However, younger students are queuing up to attend. Initiatives like the Early College movement are further encouraging motivated high schoolers to begin earning college credit while still in high school. The Davidson Early College High School, which is located on the Davidson campus, is beginning its sixth year and includes 110 students from grades 9-12. The Davie Early College High School, which is located on the Davie campus, is starting its third year and includes 145 students from grades 9-11.

Davidson and Davie Early College High School students take both high school and college courses, allowing them to earn a number of tuition-free college credits toward an Associate’s Degree by the time they graduate from high school, thus providing a seamless transition from high school to



college. In fact, 4 Davidson County Early College High School students earned a college degree at DCCC this spring--before actually receiving their high school diplomas.

Launching New Academic Programs

The College is continuing to grow programmatically, responding to the needs of the community by revising and introducing new curricula. Two new academic programs will be launched this year: Human Services Technology, and Heavy Equipment and Transportation Technology.

The Human Services Technology program prepares individuals for entry-level positions within institutions and agencies that provide social, community and educational services. Graduates of the program should qualify for entry-level positions in mental health, child care, family services, social services, rehabilitation, correction, and educational agencies.



The Heavy Equipment & Transportation Technology curriculum is designed to prepare individuals with the knowledge and skills needed to service, troubleshoot, and repair medium and heavy duty vehicles. Graduates of the curriculum should qualify for entry-level employment opportunities in a dealership, fleet shop, or independent garage as a technician. Graduates that have met the work experience requirement should also be prepared to take the ASE certification exam.

DCCC's current programs and services include curricula in seven of the nation's ten top growth occupations for careers requiring an Associate's Degree: registered nurses, computer support specialists, preschool teachers, automotive service technicians, cosmetologists, health information technologists, and emergency medical technicians/paramedics. Maintaining and creating relevant educational programs is essential to the College's ability to provide more employment opportunities and to respond to area needs.

The New Programs Investigation Team is currently exploring a number of new programs including two green technologies programs, Sustainability and Low Impact Development, as well as Veterinary Medical Technology (laboratory research emphasis).



Embracing the World: International Education

The College recognizes that developing an understanding and appreciation of other cultures is essential to an individual's role as an effective citizen of the world and has recognized cultural literacy as a core competency. To better prepare students, the College is embarking on several exciting international partnerships that will allow students, faculty, and staff opportunities to travel and learn with individuals from other nations including Thailand, Turkey, Egypt, Mexico, France, Italy, China, Germany, Macedonia, and Scandinavia.



Dr. Rittling is currently serving as Past President of the Community Colleges for International Development (CCID) board for 2009-10. She is also serving as a board member for the American Association of Community Colleges' Commission on Global Education. Both of these commitments are opening up exciting opportunities for international and national collaboration. One such exciting opportunity this year is hosting 4 Egyptian students, who will be enrolled in the HVAC program. The campus community is gearing up to welcome these students and support their academic experience.

Thanks to a successful WIRED Initiative grant, a global languages and cultural studies consortium has been formed. Through this strategic collaboration, member colleges (Montgomery, Randolph, Rockingham and Surry community colleges) are sharing global languages faculty via video conferencing. This allows DCCC students to remotely join with students from other colleges to learn less commonly taught languages beyond Spanish and French. So far, the consortium has provided courses in Japanese and German. In subsequent years, other languages and cultures that may be offered include Middle Eastern languages, Russian, and Portuguese. Educational exchanges and immersion experiences like these promise to expand the worldview of participants and better prepare students for careers within the global economy.



Going Green and Sustainable

Thinking globally, the College is also working to create a culture of sustainability. As part of the North Carolina Community College System-wide initiative, Code Green, the College is forming a Green Team to lead local green initiatives. This team, led by Davie faculty member Holly Weir, will be exploring ways to engage students and faculty in thinking green, expanding recycling, reducing resource consumption, and integrating sustainability into the classroom.

The College is also exploring a connection with the sustainability initiatives of NACUBO, the National Association of College and University Business Officers, which encourage a formal institutional commitment to green



practices, curricula, and communities. Federal stimulus funds promise to provide support for the development of one such curriculum, weatherization, a program that could help prepare students for careers like energy auditing.

Conserving /maximizing resources is one of the major areas of focus. All areas of the institution are actively looking for ways to increase efficiency and save resources, especially those related to fuel and electricity consumption. With construction occurring on both campuses, the College has an opportunity to build energy efficient features into new construction whenever possible and to retrofit existing buildings with technology like light sensors for rooms and auto-shut off software for computers.

Measures such as scheduling evening and weekend classes into fewer buildings, offering more hybrid and online courses, arranging for cleaning services during daylight hours, and consolidating computer labs are being explored. The key to future success will be the College's ability to manage its resources and increase sustainability.

Maximizing Human Resources

New roles for President's staff members will help keep the organization moving forward effectively in lean times. Dr. Rittling has realigned to reduce the size of her team and tasked each member with additional duties. Titles have been adjusted accordingly. The President's staff is now made up of **Kandi Deitemeyer**, Vice President, Academic Programs and Services; **Rusty Hunt**, Vice President, Financial and Administrative Services; **Kim Sepich**, Vice President, Student Services and Enrollment Management; **Christine Herrick**, Executive Director, Human Resources and Auxiliary Services; and **Jenny Varner**, Executive Director, External Affairs and DCCC Foundation.

The Storm Rages On!



This year will be the third for the DCCC Storm athletics teams. No one could have anticipated the high levels of success that these inaugural teams would have achieved in just two years. The Men's Basketball team has gone to the Division III of the National Junior College Athletic Association finals both years. This season should be particularly exciting as the schedule will include tougher opponents like Pitt Community College and Guilford Tech. The Women's Volleyball team continues on a path of success as well, winning the 2009 Region 10, Division III Conference Championship.



There are lots of people cheering them along the way, including the student club the Storm Chasers, the Pep band, and the fabulous Storm Dancers. Having athletics not only adds to the richness of campus life, it also reaches out to the community. Currently around 25 volunteers are working to assist with these programs and make them a success by helping with score keeping, the stop clock, line judging, coaching, and announcing.



Being Prepared

The College is committed to providing a safe learning and work environment. To this end, a number of steps have been taken to improve campus safety and preparedness. Crisis Response Teams have been formed on each campus to manage crisis situations. Members of both teams participated in National Incident Management Systems (NIMS) training in 2008-2009.

The College has also formed the DCCC Care Team, which is charged with responsibility for assessing and addressing reported campus safety concerns as early as possible and for offering needed assistance to students in distress. Both the Crisis Response and DCCC Care Teams regularly engage in preparedness drills to practice responding to a safety concern or emergency.

The College is currently researching mass notification systems to communicate emergency messages to students, faculty, and staff in the event of campus-wide emergency.



Increased Mental Health & Disability Support

The newly formed DCCC Office of Mental Health and Disability Services will now be offering professional counseling services for students dealing with anger, stress, anxiety, depression, abuse, and other personal challenges that can impede student success.

Mental Health and Disability Services also offers assistance with accommodations, including access to assistive technology, for students with documented disabilities.

Looking Back on Title III, Looking Forward to the Future

As the Fall semester begins, the 5-year Title III grant project is drawing to a close. Significant strides have been made across the institution through the support of these funds. Students now have access to more seamless admissions, financial aid, and career services, through the establishment of the one-stop Enrollment Services Center. Students are also better supported and therefore retained, through the services provided by the Advisement and Transfer Center. And students are more engaged learning through the integration of advanced technology in the classroom.

Through this project, the College learned the importance of having a comprehensive approach and collaboration across the institution to affect systemic change. Over the next 18 months, the College will undergo a planning process to determine the focus of the next Title III project. Initial ideas include revamping advisement support, implementing a call center, and enhancing student tracking.

Committed to Excellence

The College is committed to the success of students, faculty, staff, and the community. By regularly analyzing where we are in proximity to where we want to be and adjusting plans as necessary, the College continues to grow and improve strategically, not as an end unto itself, but as a way of effectively moving forward the mission of the institution. As part of this cycle of improvement, the College has initiated a renewed look at Student Learning Outcomes. Over the next 3 years, all programs and services of the College will be assessed in terms of Student Learning Outcomes.

We define Student Learning Outcomes as what we want students to get out of the learning experiences we facilitate. Each year, units select a third of their programs and/or services to review, and then refine or create student learning outcomes for each, along with a plan of how to assess those outcomes. Faculty and staff then implement their assessment plans and make adjustments based upon the results. Through this process, we hope to determine:



- Are students learning?
- Can they apply what they have learned?
- Are students achieving the learning outcomes of the program?
- Do our services enhance the learning environment?
- How can we better assist students with their academic success?

These questions go to the heart of the College's reason for being.



Monitoring and self study are key to continued institutional health. As part of the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) Fifth Year Interim Review process, the Compliance Team (a standing committee dedicated to monitoring compliance issues to promote institutional effectiveness) conducted a mini-compliance audit last year. Key components of the Principles of Accreditation were considered including core requirements, comprehensive standards, and federal requirements related to effectiveness, financial stability, student support, program coordination, and faculty. The report was accepted by the Commission with no additional follow-up required—and the Team used the momentum gained from the process to continue the self-study process, recommend improvements, and begin drafting the Compliance Certification Report, which will be due in March of 2012.

This year, the College will continue with two additional focused studies. Dr. Rittling has commissioned a presidential task force on Student Advisement. With the help of a consultant from NACADA, the National Academic Advising Association, the 20+ members of the Advisement Taskforce will be conducting an analysis of the College's current advising model and recommending improvements based upon the principles of best practice. A second presidential taskforce will be studying staff compensation. With the help of an experienced external consultant, the taskforce will analyze compensation data and position analysis data to determine market comparability, and recommend adjustments, if needed.



Purpose

Why the College exists:

Davidson County Community College provides quality educational programs and services to prepare people for enhanced employment and educational opportunities.

Approved by the Board of Trustees January 13, 1998, Reviewed annually

Values

What binds us together, as individuals and as an organization:

Values are the personal values of the individuals in the organization, which collectively, are the organizational values. They connect us and bind us, creating a strong and unique organizational fabric. The following personal values are embraced by the individual members of the College community and constitute the core values of the College as an organization:

FOCUS ON PEOPLE AND COMMUNITY

Caring about our students and other members of the College community and responding to their needs.

BELIEF IN SELF-DIRECTION

Assuming responsibility for self-development and sharing responsibility for the development of others in the College community.

COMFORT WITH CHANGE AND ZEST FOR IMPROVEMENT

Collaboration, adaptability, creativity, innovation, and risk-taking.

QUEST FOR QUALITY

Commitment to excellence in the programs and services we offer.

TRUST IN PROCESSES AND EACH OTHER

Honesty, integrity, openness, equity, inclusion, and respect for all.

PASSION, JOY, AND FUN

Passion for our purpose, joy in our work, and fun on our journey



Organizational Competencies and Practices

How we achieve and maintain alignment between College purpose, values, vision, and action:

Faculty, staff, students, and constituents who comprise the College as an organization demonstrate the following competencies and practices in their actions:

TRANSLATING COLLEGE PURPOSE, VALUES, AND VISION INTO ORGANIZATIONAL ACTION

Identifying the learning needs of the communities, students, and colleagues we serve and using that information to guide our learning, teaching, programs, and services

Practicing inclusive, learning-centered planning and action, based on data-informed decisions and our best judgment.

Promoting, both individually and collectively, understanding of College purpose and vision in the community.

Using relevant data to measure, evaluate, and improve effectiveness in our work and learning.

COLLABORATING AND FACILITATING

Recognizing problems and collaborating to seek root causes and to implement effective solutions.

Empowering and freeing employees and students to make responsible, data-informed decisions.

Using processes to promote learning, decision-making, problem solving, and synergy.

CREATING AND INNOVATING

Welcoming new opportunities for learning and professional growth.

Learning and sharing learning with others.

Identifying new opportunities and rewarding exploration by others.



Challenging old assumptions and seeking new learning.

ANTICIPATING AND RESPONDING TO CHANGE

Maintaining flexibility and fluidity in the organization.

Responding to opportunities with agility.

Recognizing and understanding new paradigms.

Understanding monitoring, and adjusting processes/systems and reinventing them as needed.

Recognizing reality without being limited by it, as well as seeking alternatives, thinking about the future, and dreaming about possibilities.

PROVIDING VISION AND LEADERSHIP

Aligning individual needs with organizational synergy.

Performing effectively in a self-directed environment.

Modeling personal and interpersonal leadership qualities.

Holding and communicating high standards for self, students, and colleagues

Providing direction for self and others.



Vision

The future of the College as we want it to be:

Vision statements are future-oriented. They describe directions we are moving toward or conditions we hope to create as a result of our strategic journey. Sometimes we embark on this journey without knowing exactly how we will arrive at our destination. In response to the trends, challenges, and opportunities that are currently impacting the College, we envision the following future for Davidson County Community College for the next two to five years:

STRATEGIC VISION STATEMENT ONE

The College is a strong and effective organization capable of addressing emerging needs and conditions.

- Mutual trust pervades the campus climate.
- A positive organizational climate is maintained through the intentional selection and development of faculty and staff.
- Decisions and actions of students, faculty, and staff reflect the core values of the College.
- Learning, growth, and improvement are encouraged and nurtured.
- Students, faculty, and staff assume responsibility for their own future.
- Strategic priorities are established and maintained to focus efforts and maximize the use of finite resources.

STRATEGIC VISION STATEMENT TWO

Programs and services help build, rebuild, and move the community forward.

- Programs and services stress learning outcomes.
- Learning outcomes of programs and services enhance student opportunities to obtain good jobs and additional education.
- The College continues to lead and partner in community economic recovery, growth, and development.
- The College effectively communicates its vital role in serving the community.



- Funding is adequate to support existing programs and services and the development of new programs and services in response to the needs of the community.

STRATEGIC VISION STATEMENT THREE

The College models exemplary, state-of-the-art practices.

- Core competencies for lifelong learning are integrated into programs and services.
- Quality of programs and services meets or exceeds expectations of individuals and organizations.

**Learning
Competencies**

*All Associates Degree Graduates
Should Be Able to Demonstrate
These Skills:*



**Davidson County Community College
Learning Competencies**

Davidson County Community College requires each degree-earning student to demonstrate mastery of content relative to their unique field of study as well as DCCC’s Learning Competencies. A learning competency is a skill that enables student success in a professional setting and in education opportunities throughout life. What follows is a list of learning competencies with equal emphasis placed on all competencies.

Communication Skills: Communicate effectively by listening, speaking, and writing.

Examples of Student Skills:

- Use context appropriate grammar
- Use appropriate vocabulary
- Listen for main ideas
- Follow directions
- Conduct interviews
- Demonstrate civility
- Deliver clear, well-organized verbal presentations
- Write effective papers, reports, memos, letters, etc.

Examples of Student Work:

- Research projects or papers
- Verbatim, analysis of interviews
- Presentations
- Professional letters, reports, memos, etc.
- Group project and/or presentation



Critical Thinking: Think critically to analyze and solve problems

Examples of Student Skills:

- *Identify problems*
- *Identify patterns, inferences, or ambiguity in a line of reasoning*
- *Formulate potential outcomes*
- *Develop solutions*
- *Evaluate results*
- *Apply mathematical reasoning to the discipline of study*
- *Manage conflict*
- *Develop goals*
- *Choose ethical course of actions*

Examples of Student Work:

- *Case studies*
- *Problem-based learning activities*
- *Work place simulations*
- *Short-term and long-term student goals*

Information Literacy: Identify, locate, evaluate, and use information effectively

Examples of Student Skills:

- *Identify information needs*
- *Locate, retrieve, and evaluate information*
- *Use electronic and print resources*
- *Use information technology effectively and ethically to accomplish a specific purpose*

Examples of Student Work:

- *Case studies*
- *Problem-based learning activities*
- *Research projects or papers*
- *Educational materials for discipline of study*

Cultural Literacy: Observe, analyze, and participate in the diverse human experience

Examples of Student Skills:

- *Identify student's own cultural heritage*
- *Research other cultures*
- *Practice civility toward people of different cultures*
- *Interact appropriately and effectively with people of other cultures*
- *Identify and avoid culturally discriminating language*
- *Demonstrate appropriate work place skills*
- *Identify self as a world citizen*

Examples of Student Work:

- *Clinical experiences*
- *Research projects*
- *Participation in community events*
- *Peer mentoring*



Initiatives

The 2009-10 initiatives and benchmarks are priorities for action that were identified through Davidson County Community College's planning and evaluation processes. Benchmarks provide a mechanism for units to account for progress toward and degree of success with major initiatives.

Academic Programs & Services

Offer quality instructional programs that are the programs of choice and fulfill the College's purpose.

- *Focus on learning and continuous improvement--adjusting curricula, and organizational structure and practices to best meet needs.*
- *Meet students wherever they are in their educational experience using technology and partnerships to enhance learning and expand access.*
- *Expand educational opportunities for students and increase enrollment at all locations.*
- *Promote activities that prepare students to live and work in an increasingly interdependent global environment.*
- *Research and develop new curriculum programs through Continuing Education.*

Benchmarks—Schools of Learning:

- Fully establish all 5 of the Schools of Learning by January 2010.
- Continue to integrate Curriculum, Continuing Education, and Basic Skills into a seamless, blended model by May 2010.
- Increase Curriculum (Preliminary Baseline: 5,055), Continuing Education (Preliminary Baseline: 10,150), and Basic Skills (Preliminary Baseline: 3,350), student enrollment by 10% over 2008-2009 by (1) expanding capacity in at least 5 programs and (2) increasing high quality online course offerings by June 2010.
- Achieve an IPEDS graduation rate of 35% for degree/diploma/certificate seeking students by May 2010.
- Maintain 50+ BFTE at Uptown Lexington Education Center by June 2010. (Baseline: 57.70)



- Maintain 50+ BFTE at the Thomasville Education Center by June 2010. (Baseline: 57.36)
- Explore and/or implement 10-15 new programs, diplomas, and/or certificates that meet the needs of the changing economy by May 2009.
- Identify and engage in three additional International Education initiatives by June 2010.
- Submit the final grant proposal for a National Science Foundation (ATE) grant in support of the expansion of the Zoo and Aquarium Science program. (Aquarium emphasis) by October 2009.
- Establish Science Technology Engineering & Math (STEM) pathway offerings by January 2010.
- Continue to monitor and adjust developmental course curricula and policies to improve student success in order to meet Measure D of the Performance Measures and Standards for 2010-11.
- Conduct a comprehensive review of distance learning offerings by June 2010.
- Involve the Schools of Learning in reviewing and developing appropriate policies and procedures to ensure (1) ample support for distance learning students and faculty and (2) excellent quality distance learning experiences by May 2010.
- Establish an Instructional Technology plan by July 2010.
- Develop, deliver, and assess the 12 in 6 Programs by October 2010.
- Reform and recharge program advisory boards by December 2009.

Benchmarks—Davie:

- Achieve 400 BFTE for the Davie campus by June 2010. (2008-09 BFTE = 325)
- Achieve 25+ BFTE at the Davie Education Center by June 2010. (2008-09 BFTE = 3)
- Evaluate faculty position needs for continued delivery of programs by March 2010.
- Provide at least four learning opportunities for the Davie community (College employees and Davie citizens) by June 2010.
- Increase awareness of Davie programs and services among members of the College and Davie communities by June 2010.



Student Services & Enrollment Management

Promote student interest, enrollment, engagement, retention, and completion.

- *Work in concert with Academic Programs and Services to provide support needed to ensure student success and retention.*
- *Restructure student advisement that will provide consistent service for students.*
- *Create an easily identifiable Student Life department within the Student Services and Enrollment Management division that provides opportunities for student involvement and leadership.*
- *Communicate with the campus community about efforts to improve campus safety.*
- *Establish the College as a tobacco-free campus.*

Enrollment Management Benchmarks:

- Maintain a Fall to Spring semester persistence rate of 86% for first-time, full-time freshmen entering DCCC in Fall 2009. (Fall 2008-Spring 2009 persistence rate = 86%).
- Maintain a Fall to Fall annual return/graduation rate of 70% for all students enrolling in Fall 2008 by June 2010.
- Develop and administer learning outcomes assessment instruments for Disability Services, Career Services, Student Activities, and Student Support Program.
- Facilitate the implementation of Web Advisor for student use (not including registration) by December 2009.
- Facilitate the implementation of Web Advisor for student registration by June 2010.
- Expand student access to assistive technologies by providing 2 additional units by December 2009.
- Provide online access to financial aid and cost of attendance calculators, and a sample Accuplacer skills assessment by October 2009.
- Implement strategic packaging of Student Financial Aid, as recommended by the Noel-Levitz study, to maximize financial aid resources by June 2010.
- Research the feasibility and functionality of a campus call center and prepare a recommendation for implementation by December 2010.

Campus Safety Benchmarks:

- Increase communication regarding campus safety policies and procedures by developing and disseminating printed safety materials by December 2009.



- Arrange for two campus safety professional development sessions by June 2010.
- Implement the Alert Now emergency notification system by October 2009.
- Form the College's Crisis Management Team by December 2009.
- Engage in one crisis management practice drill in both the Fall and Spring semesters by June 2010.

Foundation & External Affairs

Build support for the College in the community and enhance the College's ability to provide high quality programs and services for students, and promote Davidson County Community College as the "College of Choice" for Davidson and Davie County residents.

- *Foster relationships with local, state and federal legislators to convey the College's vision and needs*
- *Develop Alumni support to enhance College programs and services.*
- *Progress on resource development for the Facilities Master Plan*
- *Explore new revenue-generating activities to enhance support for academic programs and student services.*
- *Expand the number and scope of community, business and government partnerships to enhance opportunities for education and employment in Davidson and Davie Counties.*
- *Create College marketing to consider generational appeal, demographic changes and the latest technology.*
- *Increase targeted marketing of the Davie campus and other off-site locations in order to expand enrollment and increase awareness of programs and services.*

Benchmarks:

- Finalize new process for scholarship applications by September 2009.
- Develop and communicate to faculty/staff a new process for funding Foundation requests by September 2009.
- Develop a long-range strategic marketing plan by December 2009.
- Develop and distribute a comprehensive, monthly electronic newsletter for all constituencies by December 2009.



- Host a Davie County fundraising event by December 2009.
- Explore the potential marketing applications for social networking by March 2010.
- Research and adopt a new process for the posting of flyers on campus by March 2010.
- Invite each major local media outlet to visit campus for an informal update by March 2010.
- Extend invitations to 5 new groups to visit the campus and use College meeting facilities by March 2010. Begin promoting and booking Conference Center by September 2009.
- Expand efforts to reach alumni by involving or inviting them to at least three existing College events/programs by June 2010.
- Launch targeted fundraising appeal for alumni by June 2010.
- Send at least one new thank-you/appeal to current donors by June 2010.
- Meet with federal, state and local elected officials at least twice a year by June 2010.
- Form new partnerships with 5 businesses or community groups to help market DCCC through posters, banners, etc. by June 2010.

Human Resources and Auxiliary Services

Enhance programs and services through the development of the College's most valuable resource—its people.

- *Explore and use best practices for Human Resources and Auxiliary Services.*
- *Participate in the planning and support of College initiatives as they relate to Human Resources and Auxiliary Services.*

Benchmarks:



- Go live with Novus HR employment application tracking system by September 2009.
- Integrate imaging process for storing full- and part-time employee records by September 2009.
- Evaluate effectiveness of spring and summer four-day work week schedule and other piloted alternatives by September 2009.
- Initiate external Salary Compensation Study by September 2009.
- Work with College leadership team to review part-time contract generation and monthly payroll processes to identify potential efficiencies by December 2009.
- Explore database options and make decision on the implementation of an Employee Credentials Database by December 2009.
- Collaborate with College units to complete transition of all part-time personnel files to the Human Resources Office by December 2009.
- Collaborate with College leadership team to review policies and procedures in section 4 of Faculty/Staff Handbook by December 2009.
- Implement changes recommended by pilot group for electronic time sheet in collaboration with Payroll Office. Roll-out to full-time staff and consider plan for part-time employees by March 2010.
- Update Human Resources manuals, documenting procedures, and develop ongoing maintenance schedule by June 2010.
- Evaluate the potential for additional employee benefits, such as 1) annual summary statement of benefits and 2) an analysis and comparison summary of College supplemental retirement and investment options by June 2010.
- Complete Human Resources assessment plan in areas of 1) evaluating best practices for hiring through supervisor interviews and 2) enhancing the working environment through retention rate evaluation and employee satisfaction survey by June 2010.
- Enhance Food Services by investigating 1) additional revenue-generating ideas and 2) remote ordering through website by June 2010.



Financial & Administrative Services

Support College growth and expansion needs, and enhance access, learning, and decision-making through the use of technology.

- *Effectively manage the financial resources of the College.*
- *Implement the Facilities Master Plans for Davidson and Davie Campuses to enhance programs and services for students.*
- *Manage construction and renovation projects in a way that promotes a positive learning environment.*
- *Assess physical plant needs and maintain on-going preventive maintenance.*
- *Implement actions that ensure that the College Information System data is secure, accessible, valid, and reliable.*
- *Expand network accessibility and infrastructure.*
- *Explore new technology that could enhance teaching and learning.*
- *Explore and implement consolidated services and specific outsourcing options to improve access, efficiencies, and support.*

Benchmarks:

- Complete Conference Center construction and Love Learning Resource Center renovation by September 2009.
- Complete campus roadwork and expand campus parking by September 2009.
- Begin Bookstore construction by September 2009 and complete construction by March 2010.
- Facilitate and provide technical support to implement WebAdvisor for students by September 2009.
- Expand utilization of E-checks to all faculty and staff, and to select vendors by December 2009.
- Explore providing college student email by December 2009.
- Provide technical support to implement the digital production studio and learning laboratories in the Learning Resource Center by December 2009.
- Expand IT support for Davie campus by March 2010.
- Expand campus-wide wireless access on both campuses by March 2010.
- Expand student computer purchase program by June 2010.
- Establish ongoing technology training for faculty, staff, and students by June 2010.
- Cross train all IT staff by June 2010.

Institutional Effectiveness



Assure effectiveness and the observance of best practices.

- *Maintain compliance with SACS principles of accreditation.*
- *Educate campus members with an eye toward preparing for SACS reaffirmation in 2013.*

Benchmarks:

- Work with students and external constituents, including university partners, local employers, and program advisory boards, to gain their perspectives on possible QEP Topics and narrow possible topics to 2 or 3 by December 2009.
- Provide SACS-related professional development experiences for another core group of campus members, who will lead the preparations for the next reaffirmation self-study, by February 2010.
- Increase campus-wide awareness and understanding of the North Carolina Community College System Performance Measures and Standards by January 2010.
- Engage campus community, including the Board of Trustees, in revisiting the College Mission, Values, and Vision by April 2010.
- Review/define student learning outcomes for another third of all programs and services by May 2010.
- Conduct review of the literature around the 2 or 3 identified topics to inform the final QEP topic selection by May 2010.

