

STRATEGIC PLANNING SUMMARY

2010-12



DCCC IS FOCUSED ON STUDENT SUCCESS

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

Focused on Student Success

As the Fall 2010 semester begins, Davidson County Community College is focused on facilitating learning and holistic student development, which together form the basis for student success. Student success is at the heart of the College's mission to develop minds and inspire imaginations. The past decade has been a time of dramatic change for both Davidson County Community College and its service areas of Davidson and Davie counties. It has been a time of economic upheaval, as 1 in 10 workers in Davidson and Davie counties has lost his or her job since 2002. Fortunately, nearly 25% of these individuals have chosen to enroll in programs at the College to update and expand their skills to re-enter the job market. The result has been a remarkable 85% increase in curriculum full-time equivalent enrollment since 2000-01, and continued 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.

Five Schools of Learning

The development of the Five Schools of Learning has provided a comprehensive and integrated foundation upon which to build distinctive academic and career technical competencies. Through these competencies, the College will play a leadership role in the development of an innovation-based economy and workforce prepared to meet the future demands of an increasingly global marketplace. With a strong commitment to the College vision of effective teaching and learning, faculty and staff are working together to shape opportunities and growth; with new leaders emerging, new programs sparking the community's imagination, and a new sense of creativity and collaboration, the Schools are rekindling a sense of broad-based community engagement.

As Academic Programs and Services continue a primary focus on teaching and learning, the emphasis for 2010-11 will be on “Rigor, Relevance and Relationships.” Courses, whether credit or non-credit, will strive to engage learners in achieving learning outcomes while maintaining the academic rigor required for the student to be successful in future educational and employment opportunities. Faculty within the Schools have made the choice to be here and to commit their energies – both personal and professional – to their roles as guides to quality learning, providing the highest quality of instruction in their area of expertise. At the same time, student ownership of his or her individual learning is paramount. The College value of personal responsibility is expressed by a student who said, “To be successful, you need a positive attitude and the ability to accept the fact that you will be wrong sometimes.”

The Schools have begun to move from the traditional teaching model to a student learning model of engagement – which is vital to both student retention and success. At the same time, particular attention will be paid to ensuring and articulating the relevance of what students are learning to the paths that they will follow for future success. Ongoing assessment of learning outcomes will measure students’ progress and provide the framework for continuous improvement of the Schools’ programs and services.

With the foundation of the Schools of Learning in place, another key focus for this year will be on building relationships – among the Schools, across the college and with the broader community. These relationships will further strengthen the focus on relevance and will ensure the collaboration necessary to foster holistic success for all DCCC students as well as continued development of the Schools’ capacity to achieve their goals and respond to the needs of the Davidson and Davie communities.

The transformative process that has been implemented through the Schools of Learning is just beginning. Anytime realignment occurs there are uncertainties about how the pieces are fitting together, how things are working and if it is improving collaboration

and student outcomes. During fall semester 2010, the leadership teams of the Schools of Learning are working with the Office of Research, Planning and Institutional Effectiveness to develop and implement appropriate tools for engaging faculty, staff and the College community in assessing the model. Assessment of the model is critical for identifying strengths and opportunities and developing continuing improvements and refined strategies for our main purpose – student success.

Continuing to Expand

Many exciting physical changes have taken place in the past year. On the Davidson Campus, three new buildings opened (Conference Center, Transportation Technology Center, and Bookstore), renovations were made to the first floor of the Love Learning Resource Center, a new entrance road was added on the north side of campus, four new gravel parking lots were completed, and the main campus entrance gained a roundabout. The campus master plan has been updated and an advance plan for a new 60,000-square-foot Allied Health Building has been completed.

On the Davie Campus, the new Administration Building that opened in late 2008 continues to allow the College to offer a full range of student services to Davie County students, and the new library and internet lounge provide even more opportunities. In addition, the future physical growth of the Davie Campus is always under consideration in order to accommodate the ever-increasing number of students who depend on this location. Master planning for the Davie Campus involves current needs and the long-term goal of multiple facilities connected by a campus loop road.

Link Campus

In September 2009, DCCC announced a gift of 183 acres of land to the DCCC Foundation from Lexington residents Ed Hinkle and his sister, Talmadge Hinkle Silversides. The land, located across Business 85 from the Davidson campus, is called the Link Campus in memory of the donors' grandfather, Henry T. Link, a legend in the furniture industry.

The Link Campus gives DCCC the opportunity to expand as new partnerships are built and new initiatives pursued. Currently, a study of potential road improvements on Business 85 is underway, and the results of this study will help inform the N.C. Dept. of Transportation of the transportation needs for the Davidson Campus and the Link Campus. Discussions are also underway with possible partners to explore the beginning of development on the Link Campus.

Leveraging External Resources

While community colleges and other organizations used to be much more reliant on state and county resources, decreasing state and local budgets have forced additional creativity in resource development. At DCCC, the campus community knows that advancing the College's mission requires everyone to think creatively and strategically about obtaining needed resources to best serve students and communities.

In addition to generous and ongoing gifts from donors, such as the Link Campus gift described above, the College is able to pursue other initiatives to advance our mission because of grants and partnerships at local, state, and national levels.

A prime example of the role that external resources play in advancing the mission of the College is the new Transportation Technology Building, which opened in January 2010. The College's first fully grant-funded building was made possible through a federal grant from the Economic Development Administration, a state facilities grant through the NC Community Colleges System, and a foundation grant through the Golden LEAF Foundation. Thanks to these external resources, students can now enjoy enhanced facilities and new opportunities, including being part of the new Heavy Equipment and Transportation Technology program.

Other recent grants received include a renewal of DCCC's TRIO Student Support Services grant from the U.S. Dept. of Education, a 5-year, \$1.27 million grant to

improve the educational success of first-generation college students. Also, DCCC has received its first National Science Foundation grant of \$550,000, one which will support students and initiatives within DCCC's Zoo & Aquarium Science program. Basic Skills has received a Breaking Through grant to transition GED and Adult High School graduates into post-secondary pathways. Contextualized curriculum that has already been developed and implemented will continue to be used with Basic Skills students, and additional pathways of contextualized curriculum will be developed.

Student Population

Continuing a pattern of steady enrollment growth, over 5,500 students took curriculum courses at DCCC in 2009-10. In terms of Budget Full-time Equivalent students (BFTE), on which the College's funding is based, DCCC experienced an increase of 15.6% in 2009-10 over totals from 2008-09. While all socioeconomic levels are represented within the DCCC curriculum student population, a majority of students are economically challenged. In 2009-10, 80% of curriculum students received need-based financial aid. With 65% females and 35% males, the student body ranges in age from 15 to 80, with an average age of 29.

A number of new initiatives aimed at serving DCCC's diverse population are beginning in 2010-11. The newly renovated Learning Resource Center will feature a learning commons. The commons will assemble academic support services and testing into a common area. Students needing more than one intervention to be successful would find support from the learning assistance center and academic coaches all in one location.

Other initiatives include the Early College High School (ECHS) movement which is encouraging motivated high school students to begin earning college credit while still in high school. In spring 2010, 31 Davidson County Early College High School students earned an Associate's Degree at DCCC— before actually receiving their high school diplomas.

Overall, more than 16,000 students took curriculum, basic skills, and continuing education courses at DCCC in 2009-10. The average age of basic skills students was 33; 57% were female, 43% male. The average age of continuing education students was 41 and 62% were male, 38% female.

Launching New Academic Programs

The College is continuing to grow programmatically, responding to the needs of the community by revising and introducing new curricula.

The Healthcare Interpreting curriculum prepares students for entry-level positions in a medical or healthcare environment as bilingual professionals who will provide communication access to care and services to those whose language of preference is something other than English. The first students in this program will begin taking classes in fall of 2011.

The Logistics Management degree offers courses in support of the regional aerotropolis project, which began with the FedEx hub at the Piedmont Triad Airport. Four core courses will qualify students for a certificate in Supply Chain, Logistics and Transportation Management Education as part of the Virtual Regional Campus initiative. The curriculum will cover the international and domestic movement of goods from the raw materials source(s) through production and ultimately to the consumer. Courses in transportation, warehousing, inventory control, material handling, computerization, and federal transportation and OSHA regulations are emphasized. Local jobs include material handling foreman, transportation supervisor, traffic manager, warehouse manager, and inventory control manager. Students began taking courses in fall of 2010.

The Entrepreneurship diploma is a one-year degree program in conjunction with The School of Community Education, Workforce Development and Entrepreneurship designed to provide training in the knowledge and skills needed to start and grow a

small business. Students will explore entrepreneurial concepts learned in innovation and creativity, business funding, and marketing. An agreement with The North Carolina Entrepreneurship Center at UNCG for students who wish to transfer into a four-year program is in progress. Students began taking courses toward the diploma in fall of 2010. The School also is working with Basic Skills to identify continuing education classes and programs that facilitate the development of workforce competencies and offer those courses to students who are completing Basic Skills training. Students can build an initial career pathway toward a variety of career fields and curriculum programs.

The Information Systems Security program will serve the local area and expand the knowledge base that has been started with our networking program. Open to any student, this program is designed to work with the Networking Technology program. Course work includes networking technologies, operating systems administration, information policy, intrusion detection, security administration, and industry best practices to protect data communications. Upon completion, students will be prepared for positions as security administrators. Students entered this program of study in fall of 2010.

The College is exploring the possibility of developing and offering a **Computer Forensics** program which will combine courses in information systems, paralegal, and criminal justice to teach students to retrieve metadata in preparation for both criminal and civil actions.

Community Engagement

As the College of Davidson and Davie counties, members of the faculty and staff at the College reach out to both communities in service to over 100 nonprofit agencies, often in leadership positions. The organizations are diverse and range from chambers of commerce to medical ministries. Faculty and staff bring to these agencies their knowledge about education and their expertise in the academic subjects with which

they are involved. This volunteer service is one of the indirect ways in which DCCC contributes to the needs of the communities it serves.

Student Engagement

Developing minds and inspiring imaginations occurs both inside and outside the classroom. Students participate in numerous student-led clubs and organizations, some tied to programs of study and others to cultural diversity and service. Through these many clubs and organizations, student voices are heard on campus. The current president of the Student Government Association says, "... one of our main quests is to listen to the students' comments, questions and concerns. The feedback we receive allows us to address these concerns."

To ensure and increase institutional effectiveness, students complete the extensive Noel-Levitz student satisfaction survey every other year. The results of the last Noel-Levitz survey indicated that students were made to feel welcome, liked the campus, and were pleased with the quality of their program of study. Students will again be asked to complete the survey in fall of 2010. Students are asked for feedback in many other formal and informal ways. Students are asked to evaluate their courses, the library, and other services on campus they may have used. Beginning in January 2011, the CCSSE and SENSE surveys will be used to further assess student engagement and compare DCCC with national benchmarks.

Embracing the World: International Education

In order to promote understanding of our increasingly interdependent world and create engaged global citizens, DCCC is committed to embedding international education throughout the curricula and activities campus-wide. The college has recognized cultural literacy as a core competency for all graduates.

DCCC is a board-level member of Community Colleges for International Development (CCID) and participates actively in its conferences and activities. Dr. Rittling has also served 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. DCCC is also an active member of the Global Learners Consortium, a group focused on global education and comprised of representatives from each of North Carolina's 58 community colleges.

DCCC is currently participating in a CCID China Study Abroad Troika. This agreement involves a four-year commitment to travel to China with students to study Business along with three other U.S. community colleges. A group of five from DCCC traveled to China in May-June 2010. The college also continues to offer short-term study abroad programs to students, alumni and community members. A group of 27 from DCCC visited Hungary, Slovakia, Poland, the Czech Republic, and Germany on a tour of central Europe in June 2010. The trip included a visit to Auschwitz.

2010-11 marks the second year of DCCC's participation in the Community College Initiative Programs (CCI Programs). The Department of State, Bureau of Educational and Cultural Affairs (ECA) is partnered with Community Colleges for International Development (CCID) for the administration of this program. In the first year, DCCC hosted 4 Egyptian students enrolled in the HVAC program. Three of the students completed multiple certificates and participated in May's graduation ceremonies. The campus community now welcomes six new students from Ghana, Nicaragua and Pakistan. The students are enrolled in a variety of programs in the School of Business, Engineering and Technical Studies. Additionally, DCCC is hosting a visiting Fulbright Scholar in the fall of 2010. Dr. Irina Petrovska from Macedonia is teaching in our ESL program and providing seminars on Macedonian history and culture. In the spring of 2010, the College hosted two visitors from Lycée Brémontier Technique (LBT), a two-year international trade school in Bordeaux, France. For four years, DCCC faculty members have engaged a broad group of Business Administration students in case

studies and cultural exchanges through the use of videoconferencing classrooms. Plans are underway to continue this relationship during 2010-11. Increased collaboration is also a goal as DCCC launches a new program in Logistics.

The College is investigating several exciting new international partnerships that will allow students, faculty, and staff opportunities to travel and share best practices in education. In July, the College received a grant to work on entrepreneurship education with Colleges of Further Education in the United Kingdom. DCCC hosted a conference of 30 educators from the UK and from across North Carolina in October.

The International Education Committee is one of the largest and most active groups on campus. The Committee's goals/activities for 2010-11 include the following: planning the College's involvement in International Education Week in November, finding ways to better integrate exchange students and faculty into campus life, developing a strategic plan and process for short-term study abroad programs, using social media to disseminate information and foster two-way communication, offering students more opportunities to participate in cultural events and global service learning projects, and embedding international education throughout curricula.

In summary, the goals of DCCC's international education efforts are to help people acquire knowledge and experience for professional success; offer greater capacity for economic opportunity; create the ability to evaluate issues from multiple perspectives; provide cultural insights which empower people to use their education more effectively; promote understanding of how one's actions impact others; and give individuals a better understanding of themselves and their own culture and history.

Environmental Stewardship

Davidson County Community College has entered a new era of environmental stewardship. Fueled by the determination of students, faculty, and staff, DCCC is taking

small but dramatic steps to reduce its environmental impact. Simple renovations to current campus structures have increased the energy efficiency of the college.

Davidson County Community College is also involved in the NC Community Colleges Code Green Super Curriculum Improvement Project (CIP), a project that impacts all 58 community colleges. Davie faculty member Holly Weir will serve as the Environment Sector Project Director, examining any discipline that relates to the protection, conservation, remediation, management, or cultivation of natural resources. The goals of this CIP include revitalizing applied science programs and courses with specialized credentials in both continuing education and curriculum; increasing the number of students skilled in sustainable technologies; and providing a streamlined program structure with more flexibility for colleges.

DCCC is also an active participant in the state-wide Code Green initiative headed by Drs. Rose Johnson (Haywood CC) and Rusty Stephens (Wilson CC). Faculty and administrative staff are continually looking into potential program offerings that highlight "Green Collar" jobs. The college community has engaged in events that promote environmental awareness, from recycling contests to campus-wide celebrations for Earth Day.

In the spring, the DCCC Foundation purchased a house across Old Greensboro Road from the College. The house will be used not only for visiting scholars and other special guests, but also to provide sustainability-related educational opportunities to students and the community as renovations and upgrades take place. In addition to the students and faculty who will be part of renovations, members of the community also are contributing their time and resources. The team approach is a critical component of DCCC's strategy.

In addition to these efforts, DCCC's Green Team continues to explore other possibilities for the future of sustainability at the College.

Storm Athletics

Storm volleyball and basketball had outstanding 2009-2010 seasons, with both teams dominating their opponents and going undefeated in their conferences. Both teams were Tarheel Conference champions, District champions and competed in the NJCAA National Championship Tournaments as "Elite Eight" teams.

The Storm supporters continue to grow in numbers for both volleyball and basketball, filling Brinkley Gym to capacity. Both teams are in the process of recruiting new players and are gearing up for the upcoming 2010-2011 season and another run for the NJCAA National Championship titles. DCCC's mascot, Stormy, was a big hit not only with Storm fans but with the opponent's fans as well as he entertained the crowds with his slapstick humor.

The athletics program continues to provide volunteer opportunities for our students, players' parents and members of our community in capacities such as scoreboard operators, scorebook keepers, announcers, and stats keepers. Student organizations provide a service and raise money for their clubs by selling concessions during the games. DCCC Athletics is a win-win opportunity for the student athletes, student body, faculty, staff, and community. Go Storm!

A Healthy and Safe Environment

The College is committed to providing a safe and healthy learning and work environment. Approaching campus safety from multiple perspectives, the College has implemented several initiatives to improve safety.

Personnel: A DCCC Care Team has been developed to respond quickly to safety concerns involving students, and two mental health and disability counselors are now available to serve students who need assistance with personal and student life matters that may impact their education plans.

Training and Preparation: In 2008-2009, faculty and staff participated in National Incident Management Systems (NIMS) training to prepare the College to respond to an emergency. Faculty and staff will participate in a refresher NIMS course in fall 2010 to ensure that knowledge and skills remain current.

Facilities: New parking areas have been created to ensure that students have safe and adequate space to park vehicles, and a new roadway is being built between the Public Safety Services and Sinclair buildings to provide additional access to parking areas on both sides of the Davidson Campus. Additional parking and roadways will help with traffic flow and ease congestion, making it safer for pedestrian traffic to travel the campus. Lighting in parking areas has been improved and a mass notification system has been implemented to alert the campus community to safety concerns.

In addition to its focus on campus safety, the College is implementing a Healthy Me Initiative in the fall 2010 semester. Through this initiative, students, faculty, and staff will have opportunities to build healthy minds, healthy bodies, and a healthy environment through a number of exercise and nutrition programs.

Caring for minds is important, especially for those with busy, on-the-go lifestyles. To help members of the campus community care for their minds, the Mental Health and Disability Services Office will host group sessions and open talks related to health issues.

Several areas of the College are making it easier for the campus community to build healthy bodies. The Storm Cellar offers healthier menu options and provides customers with nutritional information for all items, and healthier snacks will be available in vending machines. The Fitness Center is offering a variety of exercise programs from express lunch workouts to helping novice runners train for their first 5k event. The

College plans to enter the Heart and Stroke Walk at Tanglewood in Winston-Salem on October 16th, an event in which all members of the campus community will be encouraged to participate. The Fitness Center is also facilitating several weight management and health programs: smoking cessation classes will be offered throughout the semester and health screenings will be available to faculty and staff. Additionally, the Human Resources Office will continue its incentive program for employees who complete an annual physical. Employees who complete their well appointments with their doctors and submit the appropriate documentation are entered into a drawing for a prize at the end of the academic year. At this time, 70 people are in the College's version of The Big Loser, 20 have joined Weight Watchers, 18 are participating in the Heart and Stroke walk at Tanglewood, 10 are training for the first 5K run, 15 are in the wrestling club, and over 20 students a day participate in the College's intramural offerings.

The College continues to promote sustainability and green practices to build a healthy environment. This summer, the College grew a community garden and the vegetables produced were given to local charities to help those in need. In August, faculty and staff received coffee mugs to use in the Storm Cellar. These reusable travel mugs will reduce the number of paper and Styrofoam cups currently used which will in turn reduce waste and cost. Students will be able to purchase mugs in the bookstore for a small cost.

Achieving the Dream

In spring 2010, Davidson County Community College was one of 26 colleges chosen to participate in *Achieving the Dream*. Funded in part by the Bill and Melinda Gates Foundation and The Lumina Foundation, this program is a national initiative to help community college students succeed, particularly those who have traditionally faced significant barriers to success. Achieving the Dream is committed to equity in community college education. Participating colleges learn to make more data-informed decisions about programs and services needed to support student success

At the heart of Achieving the Dream is the establishment of a Culture of Evidence. Participating colleges are assigned a coach and a data facilitator to guide the College to determine what information is needed to assess the current state of student success and to develop programs and services to increase the rate of success. This data will assist the college in evaluating institutional effectiveness in terms of student success. The College's focus on teaching and learning and vision for building, rebuilding, and moving the community forward require it to assess which populations are experiencing barriers to success. Only when that is ascertained can the College implement effective strategies for an equitable educational experience for all our students.

A team of five DCCC administrators, lead by President Mary Rittling, attended the Achieving the Dream kickoff in Austin, Texas in summer 2010. The College has made a two-year commitment to the organization, with a resulting four-year plan for improving student success at our institution.

Committed to Excellence

The College is committed to institutional effectiveness in assuring success of students, faculty, staff, and the community. By regularly analyzing where we are in relation to where we want to be and revising plans as necessary, the College continues to grow and improve strategically as it strives to fulfill the mission of the institution. As part of this cycle of improvement, in 2008-09 DCCC initiated a 3-year cycle of assessing all programs and services in terms of Student Learning Outcomes, or Learning Environment Outcomes (which support student learning).

We define Student Learning Outcomes as what we want students to get out of the learning experiences we facilitate. Each year, Schools or units select a third of their programs and/or services to review and then refine or create student learning outcomes or learning environment outcomes for each, along with a plan of how to assess those outcomes. Faculty and staff then implement their assessment plans for the designated

program or service and make adjustments based upon the results. Through this process, we seek to determine:

- Are students learning?
- Can they apply what they have learned?
- Are students achieving the learning outcomes of the program?
- Do College 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 mission.

The College's annual program review process focuses on student success and the role that each program and service at the college plays in that success. Rather than merely highlighting the achievements from the past year, program review asks all areas of the College to look critically at how they contribute to the College mission, values, and vision, and use data to assess its contribution to the shared goal of student learning and success. Only after this kind of reflective assessment, can College planning units make data-informed decisions on allocation of resources and plan for the coming years.

As part of the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) reaffirmation process, the College has established three Institutional Effectiveness Teams. The Steering Committee is comprised of the chairs of the two other committees and senior staff members. Its purpose is to oversee the reaffirmation process. The Compliance Team is a standing committee dedicated to monitoring compliance issues to promote institutional effectiveness. This committee has been in the process of drafting the Compliance Certification Report since May 2008. This document is due to SACS in March of 2012. After reviewing College data and getting input from all areas of the college community, the Quality Enhancement Plan (QEP) Team has identified the first-year experience for students at Davidson County

Community College as its topic for the plan which will improve student learning. The QEP is also due in the spring of 2012.

In July 2010, the Board of Trustees approved the following mission, vision, and values statement for Davidson County Community College:

Developing Minds and Inspiring Imaginations

Mission, Values, and Vision

Mission

Davidson County Community College develops minds, inspires imaginations, and prepares students for enhanced career and educational opportunities within a changing global environment.

Values

Community: Caring about our students, each other, and the people we serve and responding to their needs

Responsibility: Teaching, modeling, and cultivating an attitude of self-direction for ourselves and our students

Change: Embracing collaboration, adaptability, creativity, innovation and risk-taking

Excellence: Committing to excellence in the programs and services we offer

Trust: Embodying honesty, integrity, openness, equity, inclusion, and respect for all

Passion: Pursuing our mission with purpose, joy and fun

Strategic Vision

The College is a strong and effective organization, capable of addressing emerging needs:

- Mutual **trust** pervades the campus climate
- A positive organizational climate is maintained through intentional selection and development of faculty and staff
- Learning, growth, and improvement are encouraged and nurtured as we adapt to **change** in a global environment
- Students, faculty and staff assume **responsibility** for their own future

Programs and services build, rebuild and move the community forward:

- Programs and services stress relevant learning outcomes
- Learning outcomes of programs and services prepare students for enhanced employment and educational opportunities

- The College continues to lead and partner in **community** economic recovery, growth, and development
- International connections help expand student, faculty, and staff concepts of the **changing** world and our role in it

The College's primary focus is teaching and learning:

- **Excellent** programs and services meet the needs of individuals and organizations
- Faculty and staff model and inspire a **passion** for learning
- Core competencies for lifelong learning are integrated into programs and services
- Green and sustainable practices protect our natural resources and model best practices for the local **community**.

Learning Competencies

All Associate Degree Graduates Should be Able to Demonstrate These Skills:

- **Communication:** Communicate effectively by listening, speaking, and writing.
- **Critical Thinking:** Think critically to analyze and solve problems
- **Information Literacy:** Identify, locate, evaluate, and use information effectively
- **Cultural Literacy:** Observe, analyze, and participate in the diverse human experience

2010-2013 Goals and Objectives

Develop a culture of inquiry and evidence

- Build faculty and staff skills in data interpretation and analysis
- Create learning outcomes for each academic program
- Incorporate outcomes and assessment reporting as a measure of institutional effectiveness
- Use data in College-wide decision-making

Create opportunities to promote student success

- Develop/revise programs and/or educational options to address workforce needs
- Strengthen and establish new relationships with campus and community partners to influence student matriculation and retention
- Create and implement a student leadership development concept that will provide a learning framework for co-curricular activities, including civic engagement
- Showcase and share College programs, services and initiatives in ways that inspire learning and lead to student success
- Increase the rate of success in developmental coursework
- Expand learning communities, service learning opportunities and study abroad opportunities for students
- Increase the rate of success in gateway courses
- Increase student graduation rates
- Expand academic and campus activities that promote cultural competencies

Develop and cultivate innovation, entrepreneurship and excellence college-wide

- Engage faculty/staff in college-wide initiatives
- Explore ways to use existing program enrichment funds to encourage innovative teaching and learning
- Continue strategies to develop and measure outcomes and analyze results to improve organizational effectiveness and excellence
- Integrate sustainability across the curriculum and into campus operations

Expand technology throughout the College

- Implement best practices resulting from "Faculty Innovations in Technology" grants
- Implement, maintain and evaluate a call center
- Implement student web registration
- Automate the Financial Aid and Admission application processing function using Matrix and Colleague

- Increase use of new and existing technologies to provide resources needed to communicate internally and to market DCCC and its programs, services and initiatives
- Expand student access to services through use of technology
- Centralize and standardize computing resources, reducing cost of ownership for student computing

Maximize human, physical and financial resources to meet student and community needs

- Provide professional development opportunities, both on and off campus
- Pursue grant opportunities in alignment with mission, goals and master plan
- Implement employment and orientation process efficiencies and personnel policy and benefit enhancements