

Dabney S. Lancaster Community College

2019-20 Institutional Goals

Dr. John J. Rainone, President

Results as of June 30, 2020

Focus Area 1: Enrollment Stabilization/Progress/Completion (DSLCC Strategic Goal 1, 2, 3, 4, 5)

| Objective | Met | Partial | Not | Explanation |
|---|-----|---------|-----|---|
| · Create a unified advising framework (form to be determined) overseen centrally to create consistent advising practices and policies. | ■ | | | Creation of advising handbook and Coordinator of Academic Advising and Disability Services position |
| · Improve the advisor experience through training, professional development, common practices, and common job descriptions. | ■ | | | Advising meetings/trainings for all units led by Coordinator of Academic Advising and Disability Services |
| Define roles in which professional advisors can provide holistic services through long-term relationships, and faculty can engage with students in meaningful, discipline specific ways | ■ | | | Expanded role of Success Coaches, Career Coaches and advisors to provide a more holistic approach for students. |
| · Increase fall admissions application enrollment yield (real applications) for credit programs by 5% (Fall 18=37.6%). | ■ | | | Enrollment increased to 48.06% in Fall 2019, an increase of 10.46% (Quinn). |
| · Increase admissions and recruiting events including parent open house nights at high schools and information sessions focused on adults at the College and strategic locations in the service region. | | ■ | | Partially met; COVID-19 disrupted on-ground, face-to-face events at local schools for spring. |
| · Raise awareness of DSLCC by attending community events with special emphasis on events related to underserved populations including low income, minority, working adults and veterans. | ■ | | | VPFAS serves as the DSLCC rep. on the community Bridges Out of Poverty Project. |
| · Hold a campus-wide community open house during spring semester. | | ■ | | Have one planned for July 16 |
| · Redesign the website to ensure accessibility and a user-friendly experience. | ■ | | | The college website was redesigned to ensure accessibility and provide a more student-friendly experience. |
| · Utilize the new athletics program to connect with future students. | ■ | | | Launched men's basketball program. Able to reach a number of students outside the college's immediate service region. |
| · Increase annualized headcount by at least 2% (FY19=1,387) | ■ | | | Annualized headcount increased 4.25% (1,446) |

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|---|--|--|--|--|---|
| · Increase the annualized FTE's by at least 1% (FY19=602). | | | | | Annualized FTE's increased by 0.13% (603) |
| · Increase dual enrollment headcount and FTE by at least 2% (FY19=560 HC; 150 FTE). | | | | | Annualized headcount increased by 5.18% (589) and FTE's increased by 3.43% (155). |
| · Increase total enrollment at Rockbridge Regional Center from 202 to 250 HC. | | | | | Annualized headcount increased by 47.5% to 298 in both credit and noncredit enrollments. |
| · Increase means of communicating with students who will be dropped for non-payment. Use personal email, text messages, postcards, and call students one week prior to the non-payment drop deadline. | | | | | Invoice sent; text messaging used; emails used; phone calls. |
| · Run query and follow-up to find students who filed a FAFSA but did not matriculate. | | | | | Implemented in fall 2019 semester |
| · Increase annualized workforce and community education enrollment by at least 2% (FY19=502). | | | | | Workforce Solutions & Community Education enrollment increased by 27.5% (enrollments increased from 502 in FY19 to 640 in FY20) |
| · Increase the number of previously dual-enrolled students who choose to attend DSLCC by 5% (FY19=106). | | | | | |
| · Implement mandatory advising sessions for all students at the 30 and 45-credit threshold. | | | | | The process is ongoing with initial process in place. |
| · Implement mandatory new student orientation and advising sessions for recent high school graduates and adults. | | | | | We continue to have a high percentage (over 90%) of incoming freshman participate in new student orientatation. |
| · Improve student engagement and increase participation in campus activities and clubs. | | | | | Increased club involvement with athletics; creation of two new clubs; free admission to basketball games for students; use of |
| · Improve developmental education and reduce time to entry in college-level courses. | | | | | Increase of 19% in Mathematics and 11% in English. |
| · Increase by 10% the number and percent of students obtaining industry certifications and licensures based on the 2018-19 numbers. | | | | | Industry certifications & licensures in FY19 =117 & FY20 =98 as of 6/17/20 with 140 pending. Should easily be able to reach the 10% increase after restarting the the credentialing process. Increase of 12 credentials needed to meet the 10%. |
| · Target students who have completed 45+ credits toward their degrees and ensure scheduling of courses for students who have earned 45+ credits toward their degree. | | | | | We did not explore this as a strategy at this time. |

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2019-20 Institutional Goals

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| · Evaluate course offerings to ensure timely completion of academic credential. | | | | | | Courses are now offered based on the guided pathways of each program as well as utilizing technology tools to analyze |
| · Develop stackable pathways for high demand, high wage jobs. | | | | | | As part of the G3 project, all programs developed stackable pathways. Note: FastForward programs included in G3 pathways as appropriate. |
| · Provide targeted communication to students who qualify for certificates of accomplishment or achievement. | | | | | | Using EAB and other tools, students received different forms of communication. |
| · Ensure students are notified and understand graduation requirements and deadlines. | | | | | | Using EAB and other tools, students received different forms of communication. |
| · Implement a continuous process to reverse awarding of degrees. | | | | | | In progress. Limited staff did allow us to complete the process. |
| · Provide a priority registration period for students close to graduation to ensure that they enroll in needed classes. | | | | | | We did not explore this as a strategy at this time. |
| · Utilize technology in SIS to identify students who have met all graduation requirements but who have not formally applied for graduation. Present them with their award. | | | | | | Using EAB and other tools, students received different forms of communication. |
| · Review all credit curricula to align industry certifications with courses. Align course outcomes to prepare students to sit for industry certifications and exams. | | | | | | As part of the G3 project, all programs developed stackable pathways. Note: FastForward programs included in G3 pathways as appropriate. |
| · Expand relationships with four-year colleges and universities to facilitate improved transfer for DSLCC students. | | | | | | Hosting of VACRAO fair; virtual open house events for 4-year schools (ODU); |

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2019-20 Institutional Goals

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Results as of June 30, 2020

Focus Area 2: Financial Stability and Sustainability (DSLCC Strategic Goal 7, 8)

| Objective | Met | Partial | Not | Explanation |
|---|-----|---------|-----|--|
| · Utilize the recent EMSI Program Gap Analysis and other labor and financial data to review and evaluate all academic and workforce programs. | ■ | | | President and VP of Academics met with each Program Head to review enrollment trends, financial data, and future plans. |
| · Plan for or implement new programs in: Mechatronics, Electrical Engineering Technology, Early Childhood Education, CDL-B and move Phlebotomy & Pharmacy Technician programs in-house. | | ■ | | Early Childhood Education program option developed; CDL-B program implemented and Phlebotomy and Pharmacy Technician programs moved from 3rd- party delivery to in-house delivery. |
| · Strengthen partnerships with local businesses on workforce program development. | | ■ | | On-going efforts continue to strengthen partnerships with local businesses on workforce program development. Due to the effects of COVID-19 on the workforce needs, much attention needs to be focused on this effort as soon as possible. |
| · Utilize the G3 Planning Grant to develop pathways for high school students to earn certificates and associate degrees. | ■ | | | G3 assisted each program to develop clear pathways from high school credentials to college certificates and associate degrees. |
| · Collaborating with Blue Ridge Community College, DSLCC will offer inmate courses and credentials in the Augusta Correctional Facilities. | | ■ | | DSLCC Delivered three sections of SDV 100 in the fall term. We submitted an application to be a "Second Chance Pell" experimental site, but was denied. In conversations now to possibly deliver Culinary Arts courses and additional AAS courses once COVID-19 restrictions are lessened. |
| · Increase overall fundraising efforts by 10% by the DSLCC Educational Foundation (AY19=\$293,183). | | | | |
| · Secure continuous funding for the TRIO Student Support Services program. | | ■ | | The grant was submitted and the College has not received notification. |

Dabney S. Lancaster Community College

2019-20 Institutional Goals

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|---|--|--|--|--|--|--|
| · Secure funding for continue funding of the Rural Virginia Horseshoe Initiative (RVHI). | | | | | | Secured \$60,000 to support the Career Coach program. |
| · Fund the new athletics program to support the two, new basketball programs. | | | | | | Raised in excess of \$50,000 to support athletics at DSLCC. |
| · Explore an alternative funding model with the localities and other supporters to expand the Dabney Promise scholarship program. | | | | | | Held discussions with two jurisdictions on support of Program. |
| · Increase members to Lancaster Legacy Society (FY19=14). | | | | | | |
| · Expand grant-writing efforts to address the needs of expanding the Rockbridge Regional Center and to support the college's Entrepreneurial efforts. | | | | | | Significant efforts as grants to USDA, EDA, private businesses, and private foundations have been completed. |
| · Analyze the organizational structure and make changes necessary to maximize institutional efficiency, integration, and effectiveness. | | | | | | Ongoing discussions to best serve students, improve communication, and reduce duplication of services. |

Focus 3: Leadership and Innovation (DSLCC Strategic Goal 5, 9)

| Objective | Met Partial Not | | | Explanation |
|--|-----------------|---------|-----|--|
| | Met | Partial | Not | |
| · Provide training for the entire college on customer service. | | | | Workshops provided during Professional Development Day. |
| · Create customer service advocates in each division who represent students as well as staff. | | | | Discussed process and changed tactics. |
| · Develop a tracking system to evaluate customer service performance. | | | | Discussed inviting colleagues from sister colleges to perform Smartshopper check. |
| · Evaluate the feasibility of creating a one-stop approach for all students (credit and workforce) entering DSLCC. | | | | Significant efforts and discussions took place in the fall 2019. No additional discussions due to COVID19. |

Dabney S. Lancaster Community College

2019-20 Institutional Goals

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| · Explore the feasibility of a housing partnership as a vehicle to recruit students from outside the region. | | | | | President had discussions with local representatives and still maybe an option in the future. |
| · Explore with the Jackson River Governor’s School the feasibility of introducing an Arts related program. | | | | | Discussions with representatives in fall 2019. Some interest and further follow-up necessary. |
| · Participate fully in the VCCS shared services initiative. | | | | | DSLCC participates in all processes of SSC. VPFAS served as Vice Chair of the SSC Management Council. She will serve as chair in FY21. |
| · Collaborate with the localities, workforce boards, GO Virginia Regions, Chambers of Commerce, and regional planning districts. | | | | | DSLCC participates in community initiatives for future economic growth and development of the region, explaining the ways in which the College can support workforce training and development. |
| · Engage faculty and staff in the discovery, exploration and implementation of new and innovative scheduling (evening, 8-week terms) as a pilot in two academic programs for Fall 2020. | | | | | Continous discussions of how to better serve student needs. |
| · Reinvent the College and Community Outreach Standing Committee by developing a clearer purpose and mission. | | | | | Committee met and began to focus on a different strategy including responsibiliy for the Cubby Closet (Food Bank). |
| · Create and support new avenues for student engagement and leadership in civic engagement. | | | | | Students participated in the Day of Caring as well as other activities. Additional student involvement is a goal. |
| · Utilize Student Senate, National Society of Leadership and Success (NSLS) and Phi Theta Kappa (PTK) student groups to engage campus and community engagement. | | | | | Phi Theta Kappa continued with their various community services projects. NSLS took a step back with no advisor. More focus on this in the next year. |
| · Implement a “Day of Caring” approach for DSLCC employees to volunteer in the community. | | | | | A first "Day of Caring" was held in November with participation from students, faculty, and staff. Over 60 individuals participated and the program is being expanded into a "week of caring" in 2020. |
| · Promote a semi-annual collection of food for the DSLCC Cubby Closet (Food Bank). | | | | | Annual "Miles for Meals" event was held in the Fall Term as well as a "Cubby Closet Night" at a DSLCC Basketball game. |

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2019-20 Institutional Goals

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| | | | | | | |
|---|--|-------|--------|--|--|--|
| · Promote the use of employee community service hours. | | | Yellow | | | More employees utilized their community services hours through the "Day of Caring" and other activities in the various communities. |
| · Participate at key meetings of civic, business, industrial, educational, and cultural groups that act to advance goals and strategies to improve the community. | | Green | | | | DSLCC staff participate in key meetings of civic, business, industrial, educational, and cultural groups as appropriate. |
| · Support efforts to raise the bar of educational attainment by working with local superintendents, principals and directors of career and technical education centers. | | | Yellow | | | President and School Superintendents meet twice a year to discuss ways to serve their students through dual enrollment and post graduation strategies. |
| · Utilize the recent EMSI Program Gap Analysis and other labor and financial data to review and evaluate all academic and workforce programs. | | Green | | | | President and VP of Academics met with each Program Head to review enrollment trends, financial data, and future plans. |
| · Utilize the results of the G3 Planning Grant to implement new programs in Fall 2020. | | Green | | | | G3 assisted each program to develop clear pathways from high school credentials to college certificates and associate degrees. |
| · Increase outreach and recruitment efforts to underrepresented groups. | | | Yellow | | | Marketing funds directed at recruitment of underrepresented groups in CTE programs included in the AY20 Perkins V Postsecondary Local Grant |
| · Continue to host College-wide events to facilitate understanding among diverse populations and to bring the community to the College. | | | Yellow | | | DSLCC hosted a Workforce Summit in the fall to listen to the various needs of the local businesses. In addition, community forums were developed on a number of areas including housing and food insecurity. |
| · Monitor, evaluate, and assess goal achievement of the College Diversity & Inclusion Plan to support and sustain diversity goals and objectives. | | | Yellow | | | The study body of color increased from 8.7% in 2012 to 13.9% in 2019. More work is necessary for faculty and staff recruitment. |
| · Participate and support the new Search Advocate program to improve the quality of the college's selection process to consider the range of qualified applicants for positions at DSLCC. | | Green | | | | The college has two certified Search Advocates (SA) and has committed to include SA's in every full-time faculty and staff searches. |

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2019-20 Institutional Goals

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Results as of June 30, 2020

| Focus Area 4: Employee Development (DSLCC Strategic Goal 6) | | | | | |
|---|------------|----------------|------------|--------------------|---|
| Objective | Met | Partial | Not | Explanation | |
| · Implement the new employee recognition programs for excellence and outstanding service. | | | | | The college developed a new employee recognition program that will be implemented in Fall 2020. |
| · Complete the review of the compensation study and determine the next actions. | | | | | HR Director and VCCS HR Consultant are in mid-stream of completing the salary survey analysis for full-time classified staff. Any pay compression issues identified after salary survey completed, a plan will be developed and reviewed by the second quarter of FY 21. |
| · Implement a comprehensive orientation process for new employees. | | | | | FT Faculty orientation is hosted by HR Director and VP of Academic Affairs. HR provides comprehensive introduction to employment and benefits. VP of Academic Affairs host Faculty Seminar that includes special guest to start a high level conversation that leads to further discussion. For example, VP of Financial and Administrative Services covers financial best practices and budget oversight. This orientation is completed in eight monthly sessions. |
| Strengthen employee diversity, training, accountability, and compensation | | | | | Diversity and Inclusion training was a component of Professional Development Day in February 2020. The college will continue utilizing PD Day to create and sustain change that fosters a more creative, inclusive, and respectful campus environment. |

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| <p>· Increase professional development opportunities for all employees (including adjunct faculty), fostering currency in knowledge and commitment to the mission of the College.</p> | | | | | | <p>DSLCC has committed to enhanced professional development for all employees. The 3rd annual Professional Development Day and In-Service week provided development for all staff and faculty. The new membership in NISOD provided continuous workshops for faculty.</p> |
| <p>· Regularly assess employee satisfaction through “Employee Rounding” and surveys; using data to continually improve campus work/life culture.</p> | | | | | | <p>College administrators completed two rounds of meetings with every full-time and part-time employee. Excellent feedback on job satisfaction and college vision.</p> |

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Focus Area 5: Other Key Initiatives

| Objective | Met | Partial | Not | Explanation |
|---|-----|---------|-----|--|
| · Prepare and submit a successful SACSCOC Fifth-Year Report by Fall 2019. | ■ | | | Report submitted. Follow-up report submitted in March and another is due in September. |
| · Collaborate with economic development partners to promote entrepreneurial opportunities and job growth within the region. | ■ | | | College President and VP of Workforce are involved with economic development leaders, Workforce Development Boards, and Chambers of Commerce. The College is part of all Rapid Response Teams for prospect companies. |
| · Increase professional development opportunities for faculty, staff and adjunct faculty. | ■ | | | DSLCC has committed to enhanced professional development for all employees. The 3rd annual Professional Development Day and In-Service week provided development for all staff and faculty. The new membership in NISOD provided continuous workshops for faculty. |
| · Continue to find innovative ways to hire additional full-time faculty. | | ■ | | The total number of full-time faculty increased by one (1) during the past year. |
| · Review and evaluate the organizational structure on a regular basis, making changes necessary to maximize institutional efficiency, integration, and effectiveness. | | ■ | | This is an ongoing discussion to find the best ways to serve students and the community. |