Institutional Goals 2019-20

Dabney S. Lancaster Community College Strategic Plan

Approved by DSLCC Local Board – June 17, 2019
Approved by Chancellor – June 24, 2019

DSLCC Changes Lives, Strengthens Community, and Provides Pathways to Success

Dabney S. Lancaster Community College Mission, Vision, and Values

Mission Statement

Dabney S. Lancaster Community College provides an opportunity for the extension of knowledge, skills and personal enrichment in a forum that maintains high academic standards, is financially and geographically accessible and respects students' diverse backgrounds, rights, responsibilities, and abilities. In partnership with local business, industry, government, professions and other educational institutions, DSLCC provides programs and services that prepare members of the community to reach their potential as engaged and learned citizens.

Approved by the President's Council: March 9, 2015
Approved by Local Board: March 9, 2015

Vision Statement

Dabney S. Lancaster Community College changes lives, strengthens community, and provides pathways to success.

Endorsed by the President's Council: April 27, 2015

Values Statement

Accessibility. We value the opportunity to provide the residents of our service region appropriate pathways through which they can achieve educational and professional goals without barriers of cost, distance, or time.

Learning. We value the process of teaching and learning, the sharing of knowledge, the importance of innovation, and the empowering of all students with the tools to reach their academic potential and maximum career success.

Community. We value the diverse perspectives, backgrounds, and beliefs that collectively form the DSLCC community, and we embrace these differences among students, employees, and community members as ways to enrich, grow and thrive—as individuals and as an institution.

Integrity. We value the belief that the dream of educational attainment is best realized when all members of the DSLCC community respect academic honesty, promote accountability, and demonstrate responsibility for themselves and others.

Approved by the President's Council: March 9, 2015

Virginia Community College System Strategic Plan

Complete 2021

Virginia's Community Colleges will lead the Commonwealth in the education of its people by tripling the number of credentials awarded for economic vitality and individual prosperity. The Chancellor of the Virginia Community College System establishes biennial objectives for the system in order to meet the VCCS Complete 2021 goal.

DSLCC Commitment – Pathways 2021

Dabney S. Lancaster Community College is committed to achieving the Chancellor's goal of tripling the number of credentials awarded annually to citizens of the Commonwealth of Virginia.

The College will implement strategies targeting increased enrollments, improved student success, and the development of seamless, relevant, and timely pathways to industry-recognized credentials and transferable degrees. The College must be creative in its efforts to achieve the VCCS goal, targeting specific potential student populations and focusing on increasing access through expanded distance learning courses and new satellite locations. The College must work to keep students--many of whom come from diverse backgrounds and underserved populations--persisting towards completion of their educational goals, creating a supportive, engaging environment for learning to occur and providing the resources necessary to keep students on the pathway to success. College leaders are dedicated to leaving no stone unturned in order to increase resources that support current services and make innovative ideas possible. However, without a supported, competent family of faculty and staff, the goal of student success cannot be achieved. The College is committed to supporting efforts to foster a positive workplace, developing trained, compassionate individuals who work together for a common cause—the success of our students and continued prosperity of the communities we serve.

The President's Council approved the DSLCC Strategic Plan, *Pathways 2021,* on May 18, 2015. The Plan was presented to the Local Board on June 1, 2015 where it was approved.

The Institutional Priorities presented below are based on nine (9) Strategic Goals in the Strategic Plan.

DSLCC Institutional Priorities 2019-2020

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

Advising:
- Create a unified advising framework (form to be determined) overseen centrally to create consistent advising practices and policies.
- Improve the advisor experience through training, professional development, common practices, and common job descriptions.
- 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.

Connection (Initial interest through submission of application):
- Increase fall admissions application enrollment yield (real applications) for credit programs by 5% (Fall 18=37.6%).
- 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.
- 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.
- Hold a campus-wide community open house during spring semester.
- Redesign the website to ensure accessibility and a user-friendly experience.
- Utilize the new athletics program to connect with future students.

Entry: (Enrollment through completion of "gatekeeper" courses):
- Increase annualized headcount by at least 2% (FY19=1,411)
- Increase the annualized FTE's by at least 1% (FY19=602).
- Increase dual enrollment headcount and FTE by at least 2% (FY19=560 HC; 150 FTE).
- Increase enrollment at Rockbridge Regional Center from 202 to 250 HC.
- 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.

- Run query and follow-up to find students who filed a FAFSA but did not matriculate.
- Increase annualized workforce and community education enrollment by at least 2% (FY19=502).

Progress: (Entry into course of study through completion of 75% of requirements):

- 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.
- Implement mandatory new student orientation and advising sessions for recent high school graduates and adults.
- Improve student engagement and increase participation in campus activities and clubs.
- Improve developmental education and reduce time to entry in college-level courses.

Completion: (Complete course of study through earning a credential with labor market value):

- Increase by 10% the number and percent of students obtaining industry certifications and licensures based on the 2018-19 numbers.
- 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.
- Evaluate course offerings to ensure timely completion of academic credential.
- Develop stackable pathways for high demand, high wage jobs.
- Provide targeted communication to students who qualify for certificates of accomplishment or achievement.
- Ensure students are notified and understand graduation requirements and deadlines.
- Ensure timely communication regarding graduation and other commencement-related ceremonies.
- Implement a continuous process to reverse awarding of degrees.
- Provide a priority registration period for students close to graduation to ensure that they enroll in needed classes.

- 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.
- Review all credit curricula to align industry certifications with courses. Align course outcomes to prepare students to sit for industry certifications and exams.
- Expand relationships with four-year colleges and universities to facilitate improved transfer for DSLCC students.

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

Programming:
- Utilize the recent EMSI Program Gap Analysis and other labor and financial data to review and evaluate all academic and workforce programs.
- Plan for or implement new programs in: Mechatronics, Electrical Engineering Technology, Early Childhood Education, Amazon Web Services, CDL-B and move Phlebotomy & Pharmacy Technician programs in-house.
- Strengthen partnerships with local businesses on workforce program development.
- Utilize the G3 Planning Grant to develop pathways for high school students to earn certificates and associate degrees.
- Collaborating with Blue Ridge Community College, DSLCC will offer inmate courses and credentials in the Augusta Correctional Facilities.

Fundraising/Resource Development:
- Increase overall fundraising efforts by 10% by the DSLCC Educational Foundation (AY19=$293,183).
- Secure continuous funding for the TRiO Student Support Services program.
- Secure funding for continue funding of the Rural Virginia Horseshoe Initiative (RVHI).
- Fund the new athletics program to support the two, new basketball programs.
- Explore an alternative funding model with the localities and other supporters to expand the *Dabney Promise* scholarship 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.

Shared Services/Efficiencies:
- Analyze the organizational structure and make changes necessary to maximize institutional efficiency, integration, and effectiveness.

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

Deliver Outstanding Customer Service
- Provide training for the entire college on customer service.
- Create customer service advocates in each division who represent students as well as staff.
- Develop a tracking system to evaluate customer service performance.
- Evaluate the feasibility of creating a one-stop approach for all students (credit and workforce) entering DSLCC.

Innovation
- Explore the feasibility of a housing partnership as a vehicle to recruit students from outside the region.
- Explore with the Jackson River Governor's School the feasibility of introducing an Arts related program.
- Participate fully in the VCCS shared services initiative.
- Collaborate with the localities, workforce boards, GO Virginia Regions, Chambers of Commerce, and regional planning districts.
- 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.

Community and Civic Engagement
- Reinvent the College and Community Outreach Standing Committee by developing a clearer purpose and mission.
- Create and support new avenues for student engagement and leadership in civic engagement.

- Utilize Student Senate, National Society of Leadership and Success (NSLS) and Phi Theta Kappa (PTK) student groups to engage campus and community engagement.
- Implement a "Day of Caring" approach for DSLCC employees to volunteer in the community.
- Promote a semi-annual collection of food for the DSLCC Cubby Closet (Food Bank).
- Promote the use of employee community service hours.
- Participate at key meetings of civic, business, industrial, educational, and cultural groups that act to advance goals and strategies to improve the community.
- Support efforts to raise the bar of educational attainment by working with local superintendents, principals and directors of career and technical education centers.

New Program Development
- Utilize the recent EMSI Program Gap Analysis and other labor and financial data to review and evaluate all academic and workforce programs.
- Utilize the results of the G3 Planning Grant to implement new programs in Fall 2020.
- Implement new programs in AY20: Implement new programs in: Mechatronics, Electrical Engineering Technology, Early Childhood Education, Amazon Web Services, CDL-B and move Phlebotomy & Pharmacy Technician programs in-house.

Diversity
- Increase outreach and recruitment efforts to underrepresented groups.
- Continue to host College-wide events to facilitate understanding among diverse populations and to bring the community to the College.
- Monitor, evaluate, and assess goal achievement of the College Diversity & Inclusion Plan to support and sustain diversity goals and objectives.
- 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.

Focus Area 4: Employee Development (DSLCC Strategic Goal 6)

- Implement the new employee recognition programs for excellence and outstanding service.
- Complete the review of the compensation study and determine the next actions.
- Implement a comprehensive orientation process for new employees.
- Strengthen employee diversity, training, accountability, and compensation.
- Increase professional development opportunities for all employees (including adjunct faculty), fostering currency in knowledge and commitment to the mission of the College.
- Regularly assess employee satisfaction through "Employee Rounding" and surveys; using data to continually improve campus work/life culture.

Focus Area 5: Other Key Initiatives

- Prepare and submit a successful SACSCOC Fifth-Year Report by Fall 2019.
- Collaborate with economic development partners to promote entrepreneurial opportunities and job growth within the region.
- Increase professional development opportunities for faculty, staff and adjunct faculty.
- Continue to find innovative ways to hire additional full-time faculty.
- Review and evaluate the organizational structure on a regular basis, making changes necessary to maximize institutional efficiency, integration, and effectiveness.