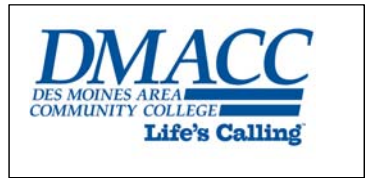




# DMACC Strategic Plan 2017-2020

# DMACC STRATEGIC PLAN



## Strategic Priorities

Phase I			Phase II	
Strategic Area		Emphasis	Goal Statements	Indicators
<b>Going to College</b>  <b>Increasing the number of students pursuing a college degree</b>	Telling Our Story	<ul style="list-style-type: none"> <li>Non-traditional</li> <li>High School Students</li> <li>Underrepresented populations</li> </ul>	<ul style="list-style-type: none"> <li>Enhance the positive public perception of DMACC quality.</li> <li>Keep every DMACC employee informed about current activities and initiatives, as well as the future direction, of the College.</li> </ul>	<ul style="list-style-type: none"> <li>From Marshall Survey – “What college would you consider attending?” and “Would you support the decision for your children to go to DMACC?”</li> <li>From PACE Survey – Questions #10, #16, #41 and #53</li> </ul>
	Cultivating Potential Students	<ul style="list-style-type: none"> <li>Non-traditional</li> <li>High School Students</li> <li>Underrepresented populations</li> </ul>	<ul style="list-style-type: none"> <li>Attract quality applications with pathway-driven recruitment plans that are efficient, effective and centered-around student needs.</li> <li>Nurture personal relationships with current and past students by engaging in their past, present and future circumstances.</li> </ul>	<ul style="list-style-type: none"> <li># Potential students in system</li> <li>% Potential students completing application</li> <li>% Applications to enrolled at DMACC</li> </ul>
	Becoming a DMACC Student	<ul style="list-style-type: none"> <li>Non-traditional</li> <li>High School Students</li> <li>Underrepresented populations</li> </ul>	<ul style="list-style-type: none"> <li>Communicate and utilize academic pathways during the admissions process that match student long-term career and transfer needs.</li> <li>Improve the admissions and intake process to ensure all students have the appropriate knowledge and expectations to be successful before they start attending classes.</li> <li>Utilize technology to enhance our interaction with students in their preferred manner.</li> <li>Ensure each faculty and staff member understands their role in executing a coordinated student intake process.</li> </ul>	<ul style="list-style-type: none"> <li>% Students with plan in DegreeWorks</li> <li>% Students with contact from Student Services staff prior to start of term</li> </ul>
	Paying for College	<ul style="list-style-type: none"> <li>Non-traditional</li> <li>High School Students</li> <li>Underrepresented populations</li> </ul>	<ul style="list-style-type: none"> <li>Improve affordability through an effective financial aid process that moves students from awareness to application to award.</li> <li>Reduce the need for student debt as a result of their education.</li> <li>Align long-term academic goals to a student financial plan.</li> <li>Assist students in making informed financial decisions before, during and after attending DMACC.</li> </ul>	<ul style="list-style-type: none"> <li>% Students who have completed FASFA</li> <li>Average student loan debt</li> </ul>
	Enrolling at DMACC	<ul style="list-style-type: none"> <li>Non-traditional</li> <li>High School Students</li> <li>Underrepresented populations</li> </ul>	<ul style="list-style-type: none"> <li>Provide high quality advising and counseling services to students throughout their entire tenure with DMACC.</li> <li>Build a personalized schedule for each student that meets their work and personal needs, attends to their academic development and meets the sequencing and other requirements of their program.</li> </ul>	<ul style="list-style-type: none"> <li>Point in Time Enrollment – Headcount</li> <li>Point in Time Enrollment – Credit</li> <li># Credits per non-high school student</li> <li># Non-high school students</li> </ul>

# DMACC STRATEGIC PLAN

Phase I			Phase II	
Strategic Area		Emphasis	Goal Statements	Indicators
<b>Finishing What You Start</b>  <b>Increasing the retention, persistence and completion rates of students</b>	Succeeding in Your Classes	<ul style="list-style-type: none"> <li>Non-traditional</li> <li>High School Students</li> <li>Underrepresented populations</li> <li>Developmental Ed (four times)</li> </ul>	<ul style="list-style-type: none"> <li>Provide timely assistance to students by ensuring every faculty member utilizes the Early Alert System appropriately.</li> <li>Ensure that all students and faculty members have basic knowledge of available student services.</li> <li>Respect the complicated lives of community college students and actively participate in their success.</li> </ul>	<ul style="list-style-type: none"> <li>Early Alerts - % Students served</li> <li>Early Alerts - # Faculty utilizing system</li> <li>Course Retention Rates</li> <li>Course Success Rates</li> </ul>
	Staying at DMACC	<ul style="list-style-type: none"> <li>Non-traditional</li> <li>High School Students</li> <li>Underrepresented populations</li> </ul>	<ul style="list-style-type: none"> <li>Celebrate milestones and encourage next steps throughout the student life cycle.</li> <li>Create student friendly and easily understandable policies and procedures.</li> <li>Propagate the navigator model.</li> </ul>	<ul style="list-style-type: none"> <li>F2S Persistence Rates</li> <li>F2F Persistence Rates</li> <li>% Students involved in Clubs</li> <li>% Students satisfied with opportunities to get involved</li> <li>% Students utilizing Academic Achievement Center</li> </ul>
	Completing at DMACC	<ul style="list-style-type: none"> <li>Non-traditional</li> <li>High School Students</li> <li>Underrepresented populations</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate uncomplicated re-entry to DMACC students who are not currently attending by utilizing effective reengagement strategies and communication.</li> <li>Fortify the auto conferral and reverse transfer policies and procedures to increase awards and student success.</li> </ul>	<ul style="list-style-type: none"> <li>% of Associate Degree seekers at 32+ hours completed</li> <li>% of Re-engaged students</li> </ul>
	Continuing Your Education and/or Pursuing a Career	<ul style="list-style-type: none"> <li>Non-traditional</li> <li>High School Students</li> <li>Underrepresented populations</li> </ul>	<ul style="list-style-type: none"> <li>Work with each student on their long-term career and educational goals throughout their tenure at DMACC.</li> <li>Integrate general education and workplace skills across the curriculum.</li> <li>Ensure that all students have a clear transition plan as they exit to another institution or enter the workforce.</li> </ul>	<ul style="list-style-type: none"> <li>% Graduates/Completers pursuing education or employed in their field</li> <li>% Students who felt prepared for further education or career</li> <li>First Year Regent University GPA (after transfer from DMACC)</li> <li>Regent University Graduation Rate (3 years after transfer from DMACC)</li> </ul>

# DMACC STRATEGIC PLAN

Phase I			Phase II	
Strategic Area		Emphasis	Goal Statements	Indicators
<b>Advancing Your Career</b>  <b>Increasing the number and percent of central Iowans accessing short term career related education and training</b>	Training the Incumbent Workforce	Department of Business Resources and Continuing Education	<ul style="list-style-type: none"> <li>• Serve as the primary training entity for business and industry in Central Iowa.</li> <li>• Strengthen strategic partnerships with business and industry to meet their workforce needs by providing training for their current employees to advance within the company and by hiring our successful students.</li> <li>• Meet the needs of incumbent workforce in Central Iowa by providing opportunities for accessible training for current workers to advance their career.</li> <li>• Increase awareness of educational opportunities to the underemployed.</li> <li>• Better serve students throughout the district by strengthening delivery methods and improving access to continued education at DMACC.</li> <li>• Reduce non-educational barriers for unemployed and underemployed through improved staff knowledge of and access to services available.</li> </ul>	<ul style="list-style-type: none"> <li>• ESL - # Enrolled and % of capacity</li> <li>• ESL - # Matriculated into credit courses</li> <li>• HiSET - # Enrolled and % of capacity</li> <li>• HiSET - # Matriculated into credit courses</li> <li>• DBR - # of Company Projects</li> <li>• DBR – Gross Revenue</li> <li>• Continuing Ed - # Enrolled</li> <li>• Continuing Ed – Gross Revenue</li> </ul>
	Teaching English and Other Adult Basic Skills	English as Second Language		
		HiSET and Adult Diploma		
	Addressing the Needs of the Unemployed & Underemployed	Workforce Training Academy		

# DMACC STRATEGIC PLAN

Phase I			Phase II	
Strategic Area		Emphasis	Goal Statements	Indicators
<b>Improving What We Do</b>  <b>Utilizing systematic processes for continuous improvement</b>	Enhancing Instruction	All Instructional Departments	<ul style="list-style-type: none"> <li>Provide faculty with resources and institutional support to ensure that students are successful in their learning at DMACC.</li> <li>Ensure academic content is cutting edge and current in the field to meet the needs of industry and transfer institutions.</li> <li>Assess student learning to demonstrate course and program competencies are being met.</li> </ul>	<ul style="list-style-type: none"> <li>% Courses actively being assessed</li> <li>% Disciplines currently assessing courses</li> <li>% Students satisfied with quality of instruction in their courses</li> </ul>
	Serving our Stakeholders	Internal	<ul style="list-style-type: none"> <li>Develop and steward quality, active relationships with every individual or organization the college has a relationship with.</li> </ul>	<ul style="list-style-type: none"> <li>% Students who felt someone at DMACC showed concern for them as an individual</li> <li>Extent to which student needs are central to what we do</li> <li>Extent to which we meet the needs of Central Iowa businesses &amp; communities</li> <li>% Faculty/Staff who completed Title IX Training</li> <li>% Students who completed Alcohol Awareness training</li> <li>% Students who completed SaVE (Sexual Violence Awareness) Training</li> </ul>
		External		
	Developing Faculty and Staff	Professional	<ul style="list-style-type: none"> <li>Strengthen professional fulfillment by providing training, leadership opportunities and career progression for both faculty and staff.</li> </ul>	<ul style="list-style-type: none"> <li># Faculty participating in Teaching and Learning activities</li> <li>From PACE Survey – Questions #8, #38, #46 and Custom Question</li> </ul>
		Personal	<ul style="list-style-type: none"> <li>Encourage healthy lifestyle choices by providing a variety of opportunities for employees to improve physically, emotionally and mentally.</li> </ul>	
	Improving Efficiencies (Cost, Time, Sustainability and Service)	All Departments (i.e., Business Office, Human Resources, Physical Plant, Grants Office)	<ul style="list-style-type: none"> <li>Maintain an effective environment of continuous improvement through the Continuous Improvement Commission.</li> </ul>	<ul style="list-style-type: none"> <li>PACE Q#52 – Extent to which there is shared process of continuous improvement</li> <li>Many metrics being measured via Continuous Improvement Commission</li> </ul>

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