



DMACC Strategic Plan 2017-2020

DMACC STRATEGIC PLAN

Strategic Priorities



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

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

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

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

Contact: Carolyn Farlow - cdfarlow@dmacc.edu or 515/965-7067