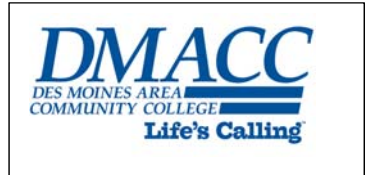


# STRATEGIC PLAN – DRAFT including Input from All

## Strategic Priorities



Phase I			Phase II		Input from Campus Forums/Meetings
	Strategic Area	Emphasis	Goal Statements	Indicators (Summative and Formative)	
<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>	•	<ol style="list-style-type: none"> <li>1) Dollars spent on building general brand/Image</li> <li>2) Fall survey of parents regarding brand and image (survey those student prospects who chose not to attend DMACC)</li> </ol>	<ul style="list-style-type: none"> <li>• More collaboration needed with high schools – High school classes are not connected to even a general degree at DMACC</li> <li>• What populations do each campus serve? Don't overgeneralize.</li> <li>• Market individual campuses; get ahead of the curve; what is our audience?</li> <li>• Add millennials to target/emphasis area</li> <li>• Add to metrics: Community survey on brand vitality – How is DMACC relevant? What differentiates us from other Higher Ed institutions?</li> <li>• Has digital footprint until prospect goes into Banner</li> <li>• Possible Metric: Dollars spent on marketing targeted programs</li> <li>• Possible Metric: Number students attending Discovery Days, Kids Camps and other events</li> <li>• Need to measure thoughts, feelings and emotions</li> <li>• Possible Metric: Market segmentation</li> <li>• Possible Metric: Market penetration</li> <li>• What is our potential population of students and are we getting them?</li> <li>• Are billboards effective?</li> <li>• Do we track effectiveness of kiosks via coupon offers, etc.?</li> <li>• Need to get stories from students who attended other institutions FIRST</li> <li>• Use Rec Center as a tool</li> <li>• Have students do radio spots and speak at local events</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>	•	<ol style="list-style-type: none"> <li>1) Number of prospects identified [inquiry form with CRM]</li> <li>2) Conversion rate of qualified FT and PT prospects to applications</li> <li>3) Number of applications [current goal of 1,000 increase]</li> </ol>	<ul style="list-style-type: none"> <li>• Promoting cost comparison to other Higher Ed institutions would be helpful</li> <li>• Form better partnerships with area high schools</li> <li>• Use TV advertising and host a "Parent Night" to target parents</li> <li>• Target high school teachers and counselors/need to educate them about DMACC</li> <li>• Need to serve "well elders" with computer classes, etc.</li> <li>• Need guidelines on where we can promote our programs (such as nursing) in high schools and when we are stepping on toes</li> </ul>

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					<ul style="list-style-type: none"> <li>• Survey indicates that 75% of high school population intend to attend college by only 53% actually attend (loss of prospects)</li> <li>• Need to ensure a “sense of belonging” to prospects</li> <li>• Need to clarify the roles of academic advisor vs. recruiter</li> <li>• Possible Metric: Percentage of concurrent enrollment students converted to credit students – <b>8 times</b></li> <li>• Possible Metric: Number participate in college tours</li> <li>• Possible Metric: Number of high school visits and college fairs</li> <li>• Possible Metric: Number of contacts by high school recruiters</li> <li>• Application numbers inflated by “change of program” applications</li> <li>• Call Center currently uses Access but will switch to TargetX</li> <li>• Use Rec Center as a tool</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>	•	<ol style="list-style-type: none"> <li>1) Number and percent of applicants fully admitted</li> <li>2) Number and percent of applicants attending orientation</li> </ol>	<ul style="list-style-type: none"> <li>• Possible Metric: Number admitted and/or attend orientation but never show up (<b>three</b>)</li> <li>• Possible Metric: Number of prospects taking Compass, ALEKS, etc. (<b>twice</b>)</li> <li>• Possible Metric: Number of incoming students already on warning (<b>twice</b>)</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>	•	<ol style="list-style-type: none"> <li>1) Number or percent of students accessing financial aid at DMACC (<b>need to take dual enrollment, incarcerated, already have B.A., etc. out of this calculation</b>)</li> <li>2) Number or percent of students receiving Pell (? – <b>only use this metric if we want to target that demographic</b>)</li> <li>3) Average DMACC debt per student (<b>break down online vs F2F?</b>)</li> </ol>	<ul style="list-style-type: none"> <li>• Offer discount to students who pay by _____</li> <li>• Need to evaluate how Student Academic Progress policy affects financial aid – Is it effective?</li> <li>• Possible Metric: Number of students who appealed SAP and went on to complete college</li> <li>• Possible Metric: Number of high school students reached regarding financial aid implications of taking college courses in high school</li> <li>• Possible Metric: Evaluate student knowledge of financial literacy (assess student when they arrive and when they leave)</li> <li>• Possible Metric: Special Grants/Scholarship Dollars Awarded (<b>twice</b>)</li> <li>• Possible Metric: Student Loan Default Rate/Loan repayment rates (<b>twice</b>)</li> <li>• Possible Metric: Excessive Time and credits to credential</li> <li>• Possible Metric: Bad Debt</li> <li>• Possible Metric: Tuition Waivers/Measure unpaid credits</li> <li>• Possible Metric: Purge as % of total enrollment</li> </ul>

# STRATEGIC PLAN – DRAFT including Input from All

	Enrolling at DMACC	<ul style="list-style-type: none"> <li>• Non-traditional</li> <li>• High School Students</li> <li>• Underrepresented populations</li> </ul>	•	<ol style="list-style-type: none"> <li>1) Point-in-time enrollment of FT and PT students [goal of 7% increase]</li> <li>2) Census enrollment of FT and PT students</li> </ol>	<ul style="list-style-type: none"> <li>• Possibly disaggregate by level of academic preparation, credential level and program of study</li> <li>• Should be broken down by age group (especially 22-35)</li> <li>• Filter by Liberal Arts vs. CTE</li> <li>• Possible Metric: Number credits per student</li> <li>• Eligible to register calls from Call Center</li> </ul>
<b>Finishing What You Start</b> <hr/> <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>• <b>Developmental Ed (four times)</b></li> </ul>	•	<ol style="list-style-type: none"> <li>1) Course retention, pass and success rates</li> <li>2) Number and percent of students referred through early alert (Bobby Nalean to upload info to Joe D for SAS; possibly combine early alert info with NA and QA data)</li> </ol>	<ul style="list-style-type: none"> <li>• Possible Metric: Number participating in tutoring, AAC, disability services (<b>five</b>)</li> <li>• Possible Metric: Tutoring budget at centers/campuses</li> <li>• Possible Metric: Percentage of faculty using Early Alert referral system (<b>twice</b>)</li> <li>• Possible Metric: Number students participating in PTK, Honors, etc.</li> <li>• Possible Metric: Percentage of Developmental Ed students progressing to credit classes and succeeding/continuing their path</li> <li>• Possible Metric: SDV108 measurements and/or completers (<b>twice</b>)</li> <li>• Possible Metric: Library usage</li> <li>• Possible Metric: Effectiveness of placement exam in placing students</li> <li>• Possible Metric: Percentage pass/fail Gateway courses</li> <li>• Possibly take attendance in class</li> <li>• Filter by Liberal Arts vs. CTE</li> <li>• Possible progress report during term</li> <li>• Need to design course schedule for student ease and not faculty convenience</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>	•	<ol style="list-style-type: none"> <li>1) Number and percent of Fall students earning an award and/or returning for the Spring and Fall terms</li> <li>2) Academic standing status percentages (financial aid implications – includes GPA and term completion rate)</li> </ol>	<ul style="list-style-type: none"> <li>• What happens to those students who quit attending after the 60% mandatory reporting deadline? (<b>twice</b>)</li> <li>• Number of students utilizing career services, wellness events, student extracurricular activities (<b>five</b>) – <b>Intramurals are easy to track (Erin and Andy have numbers)</b></li> <li>• Track how student employment and internships affect retention</li> <li>• Mandate community service and measure participation</li> <li>• Possible Metric: Number dropped by non-payment but don't re-enroll</li> <li>• Possible Metric: Use of DegreeWorks by students, advisers, etc. (<b>twice</b>)</li> <li>• Possible Metric: Number of students completing educational plans</li> <li>• Possible Metric: Average student grade in each class (improving?)</li> <li>• <b>Possible Metric: Credit accumulation</b></li> </ul>

# STRATEGIC PLAN – DRAFT including Input from All

					<ul style="list-style-type: none"> <li>• Possible Metric: Gateway course completion</li> <li>• Possible Metric: Program of study selection</li> <li>• Filter by Undecided vs. Career Path students</li> <li>• Offer retention incentives</li> <li>• Need to follow-up with students who have stopped out</li> <li>• Implement mandatory touchpoint with students regarding career goals, etc. – 2<sup>nd</sup> semester?</li> <li>• Eligible to register calls from Call Center</li> <li>• Possible Metric: Number of students working with faculty on projects</li> <li>• Cost of books may be a factor</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>	•	<ol style="list-style-type: none"> <li>1) Number of certificates, diplomas and degrees conferred</li> <li>2) Completion rate</li> </ol>	<ul style="list-style-type: none"> <li>• How do we load students here for only one year?</li> <li>• Incorporate mentoring, job shadowing (even at DMACC, such as IT)</li> <li>• Need to separate out non-degree seeking students so they are not counted in completion numbers</li> <li>• Possible Metric: Number of third party credentials conferred</li> <li>• Possible Metric: Reverse transfer numbers</li> <li>• Possible Metric: How many times students change their major</li> <li>• If they drop out of nursing, do they start another DMACC program?</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>	•	<ol style="list-style-type: none"> <li>1) Number and percent of DMACC AA AS completers continuing their education</li> <li>2) Number and percent of DMACC completers obtaining employment</li> </ol>	<ul style="list-style-type: none"> <li>• Could break 1) continuing their education down into a) at DMACC; b) at 4-year school; c) at 2-year school</li> <li>• Could break 2) obtaining employment down into a) related field; b) unrelated field</li> <li>• Possible Metric: Percentage employed that work in Iowa</li> <li>• Promote transfer scholarship opportunities to universities</li> <li>• Possible Metric: Number of students DMACC utilizing Career Services</li> <li>• Can we track their transcript request to determine their transfer institution?</li> </ul>
<b>Advancing Your Career</b> ----- <b>Increasing the number and percent of central Iowans accessing short-term</b>	Training the Incumbent Workforce	Department of Business Resources and Continuing Education		<ol style="list-style-type: none"> <li>1) Number of students or participants served</li> <li>2) Number of business partnerships <b>[update quarterly]</b></li> </ol>	<ul style="list-style-type: none"> <li>• New Metric: Number or Percentage of New Programs offered <b>[update quarterly]</b></li> <li>• Possible Metric: Number of Training Events</li> <li>• Possible Metric: Number of Industry Credentials and/or certifications earned</li> </ul>
	Teaching English and Other Adult Basic Skills	English as Second Language		<ol style="list-style-type: none"> <li>1) Number of students enrolled</li> <li>2) Number persist to next level</li> <li>3) Number enrolled in credit courses</li> </ol>	<ul style="list-style-type: none"> <li>• Number of students who achieve successful level of achievement</li> <li>• Track test scores and how they relate to persistence</li> <li>• Promote to counselors at elementary schools</li> <li>• Promote at businesses during lunch hour, etc.</li> </ul>

# STRATEGIC PLAN – DRAFT including Input from All

career-related education and training		HiSET and Adult Diploma		<ol style="list-style-type: none"> <li>1) Number of students enrolled</li> <li>2) Number of students who persist to credential</li> <li>3) Number enrolled in credit courses</li> </ol>	<ul style="list-style-type: none"> <li>•</li> </ul>
	Addressing the Needs of the Unemployed & Underemployed	Workforce Training Academy		<ol style="list-style-type: none"> <li>1) Number of completers</li> <li>2) Number employed</li> <li>3) Number enrolled in credit courses</li> </ol>	<ul style="list-style-type: none"> <li>• New Metric: Number of New Certificates offered [update quarterly]</li> <li>• Possible Metric: Number enrolled in non-credit and/or Industry Credentials programs</li> </ul>
<b>Improving What We Do</b> ----- <b>Utilizing systematic processes for continuous improvement</b>	Enhancing Instruction	All Instructional Departments		<ol style="list-style-type: none"> <li>1) Number participating in Teaching &amp; Learning Center activities</li> <li>2) Course assessment of learning</li> <li>3) Student course evaluations</li> </ol>	<ul style="list-style-type: none"> <li>• Could break 1) number participating down into a) full-time faculty; b) part-time faculty</li> <li>• Teaching &amp; Learning activities currently being assessed via <b>paper</b> assessments of courses – need to be electronic and mobile friendly</li> <li>• Teaching &amp; Learning Center should be a virtual institute – to pull everything together</li> <li>• Jim Casey indicated that they will conduct a faculty survey in Fall 2016</li> <li>• Possibly add to Metric: Number TIs earned on annual basis</li> <li>• Possible Metric: Number classes taught by full-time vs. adjuncts</li> <li>• Possible Metric: Faculty Peer Review/360 evaluation</li> <li>• Possibly evaluate method of delivery – cost benefit per channel/method</li> <li>• Need to offer faculty mentorship/opportunities to talk with others in your area</li> <li>• Need better training of adjuncts at our Centers</li> </ul>
	Serving our Stakeholders	Internal		<ol style="list-style-type: none"> <li>1) Student satisfaction survey</li> <li>2) PACE survey</li> </ol>	<ul style="list-style-type: none"> <li>• Use of focus groups</li> <li>• Erin and Andy have surveyed students in the past and will possibly repeat when Bldg. 5 reopens</li> </ul>
		External		<ol style="list-style-type: none"> <li>1) Employer survey</li> <li>2) Advisory Committee survey</li> </ol>	<ul style="list-style-type: none"> <li>• Use of focus groups</li> <li>• Possible Metric: Number involved in Rotary, Chamber, etc.</li> <li>• Possible Metric: Number of community partnerships</li> </ul>
	Developing Faculty and Staff	Professional		<ol style="list-style-type: none"> <li>1) Number of employees participating in trainings/classes</li> <li>2) Number of hours of professional leave used per FT employee</li> </ol>	<ul style="list-style-type: none"> <li>• Ned – safety training participation numbers</li> <li>• Staff training is currently department-based</li> <li>• Add to Metric: Number of training opportunities available to faculty and staff</li> <li>• Train all staff to advise students</li> <li>• Possible Metric: Number of employees attending professional conferences (requested vs. approved) - twice</li> </ul>

# STRATEGIC PLAN – DRAFT including Input from All

					<ul style="list-style-type: none"> <li>• Possible Metric: Number attending tech training in Ankeny</li> <li>• Possible Metric: Number of concurrent instructors attending training</li> <li>• Possible Metric: Memberships in organizations</li> <li>• Possible Metric: How many employees promoted, including lateral moves</li> <li>• Possible Metric: Attrition rate</li> <li>• Possible Metric: Employee survey regarding job satisfaction: Does institution provide opportunity to advance; work equity across departments and campuses</li> </ul>
		Personal		<ol style="list-style-type: none"> <li>1) Number involved in wellness activities</li> <li>2) Number registered for Healthy Connections Points Program/Number that reach different levels</li> </ol>	<ul style="list-style-type: none"> <li>• Participation in Health Screenings/Blood draws</li> <li>• Participation in Financial Wellness</li> <li>• Overall goal to increase male participation</li> <li>• Possible Metric: Community service/volunteer participation (<i>twice</i>)</li> </ul>
	Improving Efficiencies (Cost, Time, Sustainability and Service)	All Departments (i.e., Business Office, Human Resources, Physical Plant, Grants Office)		<ol style="list-style-type: none"> <li>1) Cost avoidance (reduction of overtime, staff processing time, work steps, handoffs) and reduction of materials' expense</li> <li>2) Space utilization [Target is 80%]</li> </ol>	<ul style="list-style-type: none"> <li>• Possible Metric: Number employees cross-trained across duties</li> <li>• Possible Metric: Energy efficiency</li> <li>• Possible Metric: Quarterly overtime report</li> </ul>

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\*\*Should always include Career Advantage in numbers whenever possible

## Need to Add to Plan:

- Section on Improving Communications and Collaboration
- Is ABE represented in this plan? Does DMACC still provide these services?
- Roles of technology, space/facility issues and budget/finance in strategic plan (five times)
- Need to get input from external stakeholders, such as K-12 principals (Consortium meetings)
- Add international students to Emphasis Area?
- Add returning student to Emphasis Area
- Emphasis Area – Does high school students include both concurrent and non-concurrent enrollment students? Need to separate out? (three times)
- Need to benchmark data to other Higher Ed institutions
- Need to provide opportunity to get narrative input/comments (not only measurable outcomes)
- Need to list more specific goals/sub goals

## General Notes:

1. As more DMACC Centers open, it is hard to get enough students in certain classes (such as Lit) at all campuses and centers
2. Is there a load issue with concurrent enrollment at Ankeny High Schools and at DMACC in general?
3. We need to do specific program recruiting at high schools for low enrollment programs
4. Carroll needs to offer more programs, such as Ag, Vet Tech, Med Tech
5. Carroll needs a physical science lab and NOT a sit down lab – this is a safety concern/issue
6. Urban needs better facilities – especially Science
7. Need to evaluate campus-based and institutional aid – Are we using the dollars appropriately?
8. Student loan default rate/prevention plan – Do our processes and policies ensure sustainability?
9. We should pull all non-credit resources together on a grid (use as Communications Tool)
10. Explore High Impact Practices, such as Honors Program
11. Determine proper touchpoints for Undecided Students – how to advise and counsel them (twice)
12. Should offer introductory courses to explore career options
13. Need to connect with students and develop one-on-one relationships
14. Define role of Student Services personnel vs. role of faculty (both full-time and adjunct)
15. Send informational correspondence to high schoolers, such as change in FAFSA requirements
16. Need to evaluate the use of faculty members and class schedules throughout the metro area (coordinate this) – Are students forced to travel to another campus unnecessarily?
17. Need to evaluate the timing of our assessments/placement exams – purpose, outcome, etc.
18. Student mental health issues are increasing: need more faculty supports and ongoing training; student support group; safe person on every campus
19. Building 1 and 5 have slow internet connections which affect conference center and student activities
20. Need to work with IT and technology – wireless and bandwidth on campus
21. IT needs to effectively work with online classes
22. DMACC serves as intermediary between K-12, 4-year schools and employers