



## *Strategic Plan*

**2010-2015**



*Focus on Student Success*

## PRESIDENT'S MESSAGE

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The College has reached the end of the ten-year planning horizon of “Vision 2010,” the strategic plan created for the first decade of the new millennium, and a new planning cycle is beginning. Through the efforts of its Board of Trustees, faculty, staff, students, and partners in the community, the College has had some remarkable achievements in the past ten years:

- Replacing the Collingdale Center with the new Southeast Center, and expanding service to residents of southeastern Delaware County.
- Creating a Center for Excellence in Teaching and Learning that supports the College’s vision of putting learning first and promoting the continuous improvement of educational programs and services offered to students and stakeholders.
- Participating in “Achieving the Dream,” and utilizing the data-driven techniques to help increase Fall to Spring retention from 69% to 71% in the last three years.
- Envisioning, building, and consolidating science, technology, engineering, and mathematics disciplines into the STEM complex, which established the College as a regional leader in STEM education.
- Expanding in Chester County, including opening the Downingtown Campus (2002) and the Technical College High School, (Pennocks Bridge campus, 2008), to better serve students in southern Chester County.
- Expanding full-time equivalent enrollment by over 57% in 10 years and over 24% in 5 years.
- Becoming the first college to pilot the Academy for College Excellence (ACE) program on the East Coast, to help identify further techniques for achieving student success.

- Increasing the yield of Chester County residents by 109%, to almost 4,900 students, in ten years.

In developing the Strategic Plan, the College looked at the major external and internal factors that it would need to address in the next five years. In general, the major external factors shaping the College’s strategic plan include:

- Chester County will continue to grow rapidly, growing fastest in the southern part of the county, with the central part remaining the most densely populated. Delaware County’s population will remain stable, with rapid changes in the ethnic mix.
- Most entering students will continue to be underprepared for college
- The 21st Century workplace will require education/training beyond high school but not necessarily a four-year degree.
- The post-Great Recession recovery will continue to lag for several years as the economy restructures itself, further accelerating the demand for higher levels of educational attainment.
- The costs of providing educational services will continue to rise due to energy, healthcare, and people-related expenses, while traditional funding from public sources at all levels will not keep up with our needs.
- Governmental agencies and accreditation bodies will require greater emphasis on assessment data, outcomes, and accountability in achieving student success.

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The major internal factors shaping the strategic plan were developed as part of the College's decennial self-study for accreditation prepared for the Middle States Commission on Higher Education. Overall, the self-study found that DCCC is a growing, sound, innovative institution, with many areas to commend. We recognized some areas that require further development and improvement, including:

- Enhancing communications with key College constituencies; encouraging engagement in decision-making and experimentation with new and improved administrative and educational practices.
- Utilizing more extensively institutional and student assessment data for institutional and academic planning and decision-making at all levels.
- Expanding, or developing new, strategies designed to increase student success and achieve retention and graduation objectives.
- Integrating part time faculty more fully in these student success strategies.
- Continuing to extend the reach of educational programs to underserved populations in both Delaware and Chester counties.
- Providing more convenient, accelerated options for busy adults seeking to acquire college-level education and training.
- Continuing to partner with area business and industry to ensure the availability of a highly skilled workforce.

Both the strategic plan and the self-study shared a focus on Student Success. This focus helped us update our Mission and Vision and defined the four areas within which Strategic Goals and Objectives were developed:

- Student Success
- Institutional Effectiveness
- Financial Strength
- Employee Capacity and Commitment

The strategic plan and the self-study benefitted greatly from the participation of the Board of Trustees, faculty, staff, students, and external constituencies. Progress toward the plan will be measured, monitored, and reported back to key constituencies on a regular basis.

The College is well positioned to take advantage of the opportunities and meet the challenges of the next five years, and will play an increasingly important role in meeting the education and training needs of our diverse communities and in developing our students' potential to compete and contribute in a regional work force and in a global society.

Sincerely,



Dr. Jerome S. Parker  
President



# DCCC's Guiding Statements: Our Mission, Vision, and Culture

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The first step in developing our strategic plan was a review of our mission, vision, culture, and values. After a broad-based review among faculty, staff, administration, community constituencies, and the Board of Trustees, we updated the Mission and Vision to reflect our emphasis on student success.

- **MISSION**

- The Mission of Delaware County Community College is to facilitate learning by providing quality educational programs and services that are student focused, accessible, comprehensive, and flexible to meet the educational needs of the diverse communities it serves. In doing so, the College will enable its students to develop themselves to the limit of their desires and capabilities, and to be successful.

- **VISION**

- Delaware County Community College will be known for enhancing student success by delivering quality, affordable, and responsive educational opportunities in a technologically rich and supportive learning environment. We will be respected as innovators and partners in meeting the education and training needs of our diverse communities and in developing our students' potential to compete and contribute in a regional work force and in a global society.

- **DCCC CULTURE** – DCCC Culture is one that includes:

- **Learning Community**  
We participate in a learning community, which is interactive, challenging, cooperative, and dedicated to the common goal of learning.
- **Cooperative and Caring Environment**  
We embrace a democratic and collegial attitude that encourages teamwork, inclusiveness, and mutual respect.
- **Friendliness**  
We provide a warm and welcoming atmosphere.
- **Community**  
We work together to get the job done.



# DCCC's Guiding Statements: Our Values

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- **DCCC VALUES** – We hold the following values:
  - **Put learning first**  
We commit to students and their success as our primary focus.
  - **Inclusiveness**  
We commit to an “open door” for students with varying levels of knowledge, skills, experiences, and needs.
  - **Diversity**  
We celebrate differences in the learning community in its many forms: race, ethnicity, age, gender, sexual orientation, social-economic status, and religious beliefs.
  - **Courtesy and Respect**  
We demonstrate courtesy, respect, and kindness in all our interactions.
  - **Honesty and Trust**  
We build trust and commitment through honesty in interpersonal relationships.
  - **Continuous Improvement**  
We promote continuous improvement of educational programs and services to students and stakeholders.
  - **Quality**  
We encourage quality in everything we do.



# DCCC: Who We Are

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Operating since 1967, Delaware County Community College is a Middle States-accredited, associate's degree-granting institution that maintains a policy of open admission, providing academic excellence to anyone who can benefit from its programs. The College ranks seventh in size among the eighty-plus colleges and universities in the Philadelphia region, and has increased its full-time equivalent enrollment by 24% since Fall 2005. The College employs a competency-based curriculum to ensure graduates "possess the skills, attitudes, and values needed to perform competently in their area of study," and offers services to its students in six academic divisions, and multiple programs of study:

## Academic Divisions:

- Allied Health, Emergency Services, and Nursing
- Business and Computer Information Systems
- Communications, Arts and Humanities
- Mathematics, Science and Engineering
- Public Service and Social Sciences
- Technical Education and Municipal Police Academy

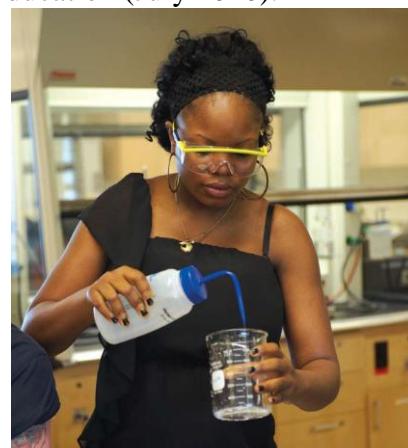
## Programs of Study:

- Ten college and university transfer programs
- Thirty-seven career degree programs
- Forty-one career certificate programs
- A wide variety of community and children's education classes.

The College provides these services as part of a system comprised of students, faculty, staff, and the community. The following facts help to describe that system.

## Our College:

- Serves over 27,000 students, including over 9,000 non-credit students (2009-2010 academic year).
- Is growing, with full-time equivalent enrollment up over 24% since Fall 2005.
- Offers classes at its Marple campus and four other locations in Delaware County and Chester County.
- Meets the educational needs of its communities; recent changes include the addition of the Pennocks Bridge location in Chester County, and the construction of the 32,000 square foot Advanced Technology Center and the 105,000 square foot Science, Technology, Engineering, and Math building to complete the STEM complex on the Marple campus.
- Maintains academic transfer (articulation) agreements with over forty colleges and universities.
- Is recognized as a "Great College to Work For" by the Chronicle of Higher Education (July 2010).



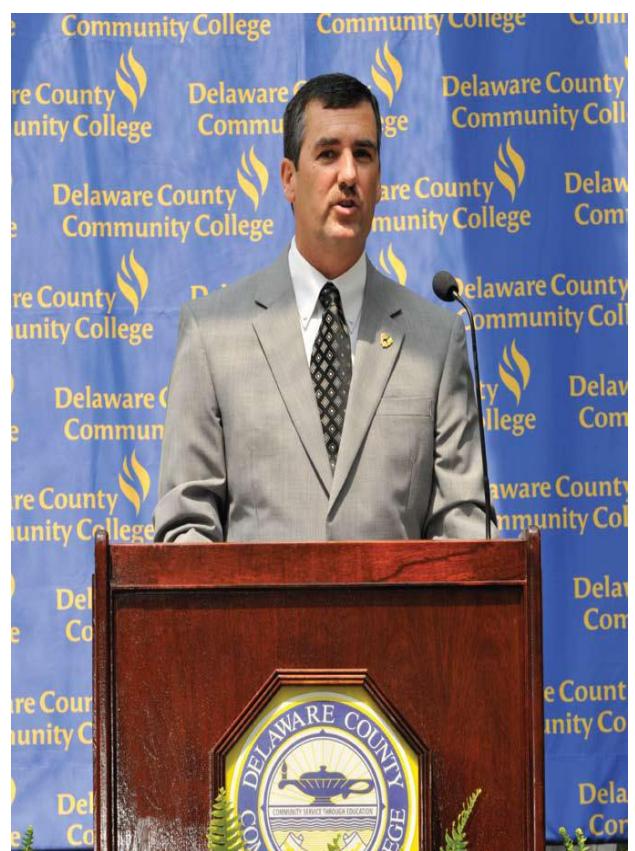
# DCCC: Who We Are

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## Our Faculty and Staff:

- Support student success through:
  - 162 full-time and 590 part-time faculty, (Fall 2009).
  - 307 full-time and 106 part-time staff and administrators.
- Taught over 112,000 credits in Fall of 2009
- Are well prepared; of the full-time, tenure-track faculty, over 30% have earned a terminal degree and an additional 18% have earned between 15 and 80 credits beyond a master's degree.
- Have the opportunity to develop professionally through:
  - The College's unique Center for Excellence in Teaching and Learning, which offers a three-day Faculty Institute, Distance Learning Institutes, Mini-grants for research through DCCC's Educational Foundation, and on-site doctoral courses through both Temple and Widener Universities, as well as periodic newsletters highlighting courses, articles, and website links that support faculty professional development.
  - Nine development days per year oriented toward both professional and personal development activities such as technology instruction, current pedagogy, divisional discussions on important topics, and talents and skills faculty can carry over into the classroom.

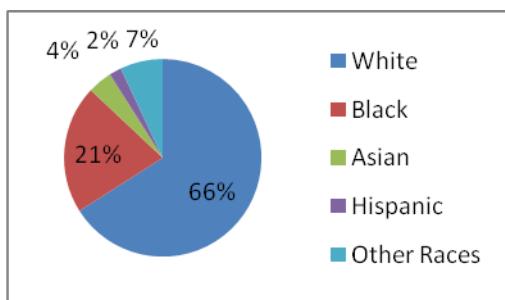
- Six programs for administrators and staff on workplace effectiveness or two significant leadership programs.
- Participate in professional development:
  - Nearly 75% of full-time and 30% of adjunct faculty took advantage of at least one professional development opportunity.
  - In addition to faculty professional development, over 150 College staff and administrators participated in the above programs during the most recent academic year.



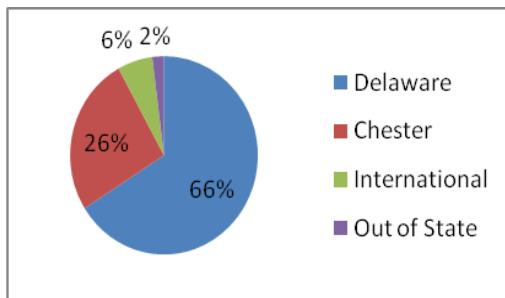
# DCCC: Who We Are

## Our Students\*:

- Comprise a diverse group, including:
  - 31% first generation college attendees
  - 40% receiving financial aid
  - 56% female, 44% male.
  - a racial/ethnic make-up of:



- 44% full-time, 56% part time
- a geographic distribution of:



\*Of the over 12,700 credit students served in Fall 2010

## Our Community:

In its role as a major educational center for both counties, the College impacts the communities it serves in many different ways, as a center for:

- Economic Activity:

- The College employs over 1,100 employees with salaries and benefits exceeding \$56 million annually; it is the 11<sup>th</sup> largest employer in Delaware County, and has invested over \$60 million in capital expenditures in the last three years.
- The Workforce Entry Center provides workshops, employment, and job search skills. Over 37,500 people used these services in the past 5 years.
- The College's public grants, totaling over \$11.6 million over the past five years, funded Perkins Career and Technical Education, the New Choices Career Development Program, a Community-Based Job Training Grant, and programs for students in nursing, early childhood education, and energy fields.
- The College's Office of Business Development has provided customized training and education to over 170 area employers, serving 10,680 employees, over the past five years.
- The College supports a Small Business Center with funds from three Congressionally authorized grants from the U.S. Small Business Association.
- The College's Educational Foundation raises money for College programs, facilities, and student scholarships. Over the past five years, 1,373 students have received scholarships of almost \$1.3 million.

# DCCC: Who We Are

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- Cultural and Civic Activity:
  - The College hosts over twenty art shows, concerts, poetry readings, film showings, and other cultural events each year, many with nationally or world-renowned artists. As an example, in 2010, the U.S. Poet Laureate, Kay Ryan, read her poetry before a community-based audience at no cost.
  - The College sponsors “College Over Sixty,” which has provided free courses to over 1,700 seniors in the past five years at a cost of over \$429,000; it also hosts Elderweek, which provides a weeklong program of short courses for over 200 seniors each spring at minimal cost.
  - The College sponsors job fairs, health fairs, blood drives, panel discussions, and other events for the community at large. The College provides its facilities at minimal cost to community organizations, such as sports teams, arts groups, homeowners associations, rotaries, businesses, clubs, and schools.
- Technology Center
  - The College’s \$60 million STEM Complex positions the College as a regional leader in STEM education.
  - The STEM Center, one of two buildings in the STEM Complex, is expected to obtain a LEED Silver rating from the U.S. Green Building Council.
  - The Advanced Technology Center (ATC), a part of the STEM Complex, focuses on high-demand occupations, and highly specialized and customized education and training for major corporate partners.
  - Fall 2010 credits in STEM related programs have grown by almost 19% since Fall 2008, the year prior to the ATC opening.

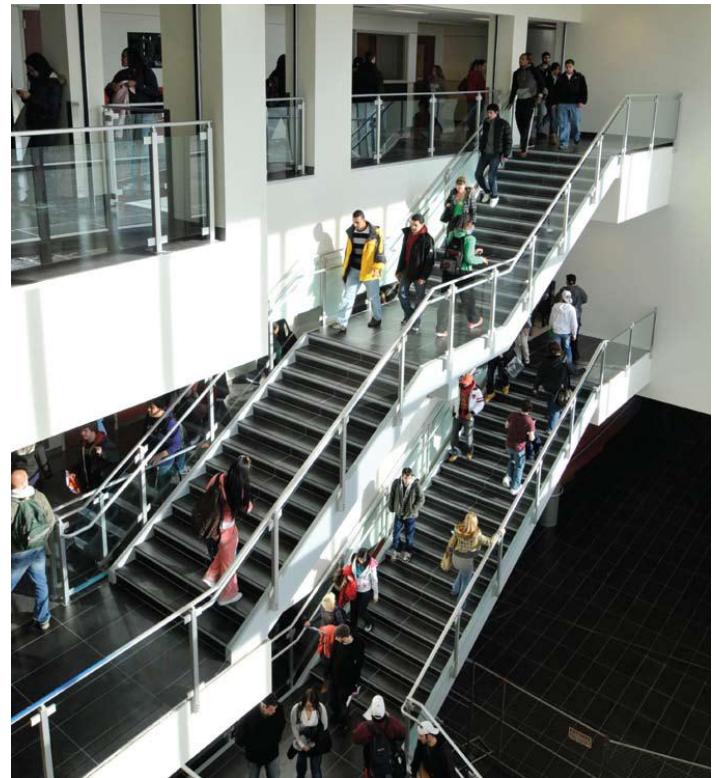


# DCCC's Strategic Planning Process

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Changing the orientation of a mature, stable organization such as DCCC requires an effective, ongoing process. The College developed the Strategic Planning Framework, to provide for, in rough sequence:

- Reviewing and updating the College's Mission and Vision.
- Incorporating important external factors and trends into the College's planning process.
- Obtaining input into the planning process from the key external constituencies we serve: (high schools, four-year colleges, employers, etc.)
- Incorporating the results of the Middle States self-study into the strategic plan.
- Improving the linkage and alignment of all elements of the plan (academic, resources, fund raising, facilities, technology, personnel, diversity, etc.), with the mission and vision and with each division's plans.
- Communicating to and engaging College constituencies about the Mission and Goals, Student Success, the self-study, and the strategic plan.
- Completing the College-level Strategic Plan.
- Defining the Strategic Performance Measures (SPMs) that will be used to monitor progress towards the plan.
- Obtaining approval of the Strategic Plan by the Board of Trustees.
- Completing the annual goals, plans, and budgets within the framework of the Strategic Plan.
- Formalizing and linking the resource allocation (budget) process with the divisional plans.
- Incorporating assessment results into the development of goals and plans and the budgeting process.



# External Trends Impacting DCCC

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External trends outside of the College's control present opportunities or threats to the College and its constituencies. The College developed an external scan to understand these major trends and to suggest implications that influenced the strategic plan.

Strategic Issue	Opportunity or Threat	Implications for the College
<b>Demographic</b>	<ul style="list-style-type: none"><li>• Chester County will continue to grow, with the fastest growth in Southern Chester County.</li><li>• Delaware County population will be stable in number, but changing in racial/ethnic/demographic proportions.</li><li>• All of the growth in the number of US high school graduates will be in minority groups.</li></ul>	<ul style="list-style-type: none"><li>• Continually adapt services and educational offerings to demographic changes in both service areas.</li><li>• Meet community needs by expanding College locations into underserved areas.</li><li>• Expand bilingual outreach of College to community.</li></ul>
<b>Educational and Economic</b>	<ul style="list-style-type: none"><li>• The 21<sup>st</sup> Century workforce is significantly raising the skill levels required of new and existing workers.</li><li>• Most emerging mid-level jobs will require at least a certificate or associate's degree.</li><li>• Most entering students will continue to be underprepared for college.</li><li>• Inadequate alignment between high schools and college will continue to be a problem.</li><li>• Our resources will be challenged:<ul style="list-style-type: none"><li>◦ Costs of doing business will continue to rise.</li><li>◦ Traditional funding sources will not meet our needs.</li></ul></li><li>• The percentage of College costs borne by the student will continue to increase.</li></ul>	<ul style="list-style-type: none"><li>• Enhance College-school-community partnerships.</li><li>• Increase adult education and training opportunities.</li><li>• Maintain a level of reserves sufficient to cushion the College from year-to-year funding inconsistencies.</li><li>• Pursue more grants and alternative funding sources.</li><li>• Link planning and budgeting more closely for effective resource allocation.</li><li>• Simplify and clarify the financial aid process to increase student use.</li></ul>
<b>Technology</b>	<ul style="list-style-type: none"><li>• New, rapidly emerging technologies will change students' preferences and expectations for educational delivery.</li></ul>	<ul style="list-style-type: none"><li>• Ensure facilities and technology infrastructure capacity supports needed changes.</li><li>• Provide ongoing professional development to adapt to new technologies.</li></ul>

# External Trends Impacting DCCC

<b>Technology, con't</b>	<ul style="list-style-type: none"><li>The proportion of distance learning/hybrid courses will increase.</li><li>Technology and new pedagogies will significantly:<ul style="list-style-type: none"><li>lessen the need for physical space</li><li>alter traditional boundaries</li><li>change the role and skills required of faculty</li></ul></li></ul>	
<b>Legal/Regulatory</b>	<ul style="list-style-type: none"><li>Governmental agencies and accrediting bodies will place more emphasis on assessment data, outcomes, and accountability in achieving student success.</li><li>For profit providers for both credit and non-credit courses and degrees will provide increased competition.</li><li>The complexity of financial aid processes are barriers to student success.</li><li>Current transfer practices for college credit inhibit student mobility.</li></ul>	<ul style="list-style-type: none"><li>DCCC will need to become more evidence-based in its assessments and decision-making.</li><li>Experiment with best practices in student engagement.</li><li>Continue to work with PASSHE and other colleges to ensure complete transfer of the associate degree.</li></ul>



# Strategic Goals

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Our efforts to understand the key external trends and analyze our internal administrative and academic processes led us to establish four Strategic Goals.

**Student Success:** DCCC will improve student outcomes as measured by retention, persistence toward goal attainment, and academic achievement.

Students come to the College to achieve their personal, academic, and career goals. While students' goals may change over time, the College must orient its efforts to help achieve them. To accomplish this, the College will enhance students' abilities to pursue and complete their educational goals by using information to understand students' changing needs and performance. Based on that understanding, the College will adapt its advising, policies, programs, activities, and resources to better support students' goals. Every interaction the people of the College (faculty, staff, administrators, and vendors), have with our students must be focused on helping each student achieve his or her goals and to proactively understand and work together across the College to eliminate barriers to student success.

**Effectiveness:** DCCC will focus on delivering quality, affordable, and responsive educational opportunities in a technologically rich and supportive learning environment that improves student success. In addition, we will extend the reach of our educational programs in both Delaware and Chester counties, expand online courses, and increase services to underserved populations.

In an environment where resources will be more constrained and funding from governments at all levels will be less predictable than in the past, the College will strive to support and expand the programs and functions that are critical to our mission and goals. This will require detailed

reviews, at all levels, of processes, procedures, and past practices that are outdated, or not critical to meeting our goals or achieving compliance with our charter as an educational institution. Outdated ways will be replaced by improved approaches. The College will build upon successful models such as the Center for Teaching and Learning to perform research, experiment with best practices, such as Achieving the Dream and the Academy for College Excellence (ACE), and rapidly institutionalize successful approaches throughout the College.

**Financial Strength:** DCCC will continue to maintain a prudent financial structure and allocate resources toward uses that will cost-effectively meet the College's mission.

To survive and progress toward our mission in an environment of increasing financial uncertainty and instability, the College must maintain its prudent financial structure, and provide a process of allocating resources that best supports its mission and goals.

**Employee Capacity and Commitment:** DCCC will strengthen our investment in our employees to enhance their satisfaction, commitment, and capacities to learn and contribute positively to the achievement of the College's mission and goals.

The College can only be successful if its employees are motivated, healthy, and have sufficient training, tools, and support with which to serve the student. It will continue targeted investments to achieve those requirements. Employees at all levels should be given the training, responsibility, and encouragement to act as change agents, to experiment and share best practices, and to work cross-functionally with the objective of continuously improving the College's capabilities to support student success.

# Strategic Objectives and Measures

To meet the Strategic Goals, the College has established Strategic Objectives and Strategic Performance Measures. Establishing Strategic Performance Measures is unique in the College's history. They will be used to monitor our progress and make decisions as we implement our plans.

Student Success Objectives		
Objective	Strategic Performance Measure	Strategic Target
Increase both new and total student retention	<ul style="list-style-type: none"><li>• Fall to Spring retention</li><li>• Fall to Fall retention</li></ul>	78% 56%
Increase the percentage of students achieving at least 15, 30, and 45 credits	% Students with: <ul style="list-style-type: none"><li>• 15 to 30 credits</li><li>• 30 to 45 credits</li><li>• 45 credits or more</li></ul>	21% 17% 31%
Achieve President Obama's mandate of a 50% increase in the graduation rate in 10 years. (25% increase in the graduation rate in 5 years)	Graduation Rate: <ul style="list-style-type: none"><li>• Full-time 3 year cohort</li><li>• Part-time</li></ul>	15% 6.25%



# Strategic Objectives and Measures

Effectiveness Objectives		
Objective	Strategic Performance Measure	Strategic Target
Enhance College-wide alignment with and focus on Student Success	Great Places to Work Survey: <ul style="list-style-type: none"> <li>• Confidence in Senior Leadership</li> <li>• Faculty-Admin. Relations and Collaborative Governance</li> <li>• Internal Communications</li> <li>• Connection to Institution and Pride</li> </ul>	74% 71% 67% 86%
Increase the number of credits from both sponsoring and non-sponsoring and from new and continuing students	% growth in credits By: <ul style="list-style-type: none"> <li>• New students</li> <li>• Continuing students</li> <li>• Sponsoring % of total</li> <li>• Non-sponsoring % of total</li> </ul> Average Enrolled Credit Hours (Credit College: Annual Credit Hours per unduplicated student count)	4.2% 3.3% 4.5% 53% 44% >= 12.4%
Allocate College financial, technology, and facilities resources effectively	Operating Efficiency (Total Educational and General Expenditures as a percentage of Total Revenues) Average rolling 3-year budget variance	<=71.5% <=1%



# Strategic Objectives and Measures

Financial Strength Objectives		
Objective	Strategic Performance Measure	Strategic Target
Achieve or exceed widely-accepted measures of college financial performance	Moody's Rating  Reserve Practice within guidelines  Maintain the June 30 Treasurer's Report Cash Balance >= the rolling 7 year average	A2 Stable Outlook 100%  100%
Employee Capacity and Commitment Objectives		
Objective	Strategic Performance Measure	Strategic Target
Develop leading practices in the recruitment, retention, and development of outstanding faculty and staff	Great Colleges to Work for Measures: <ul style="list-style-type: none"> <li>• Job Satisfaction</li> <li>• Professional/Career Development</li> <li>• Compensation and Benefits/Work/Life Balance</li> </ul>	88% 81% 80%
Support and promote the health and well-being of the College community	Employee Survey on Wellness (% satisfied with wellness initiatives) Employee BCBS survey participation (% of employees completing)	80% 20%





*dccc.edu*