

# Review and Report on 2008 Strategic Goals

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**Overview** - Dr. Wright Lassiter, Chancellor

**Review of Data** – Justin H. Lonon, Vice Chancellor  
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Dallas County  
Community College District

**SMART STARTS HERE.**

# Goals of Work Session

- Review 2008 – 2012 strategic goals.
- Report the metrics of each of the strategic goals.
- Discuss an initial DCCCD Institutional Dashboard.
- Close out 2008-2012 strategic goals to lay groundwork for updated goals and associated measures.



# DCCCD Strategic Goals 2008 -2012

- In 2008 the Board of Trustees adopted 10 strategic goals in BAA (LOCAL).
- Every month you hear about the good work occurring at our colleges, but since the adoption of these goals, there has been limited focused reporting of results.
- As you will see, not all of the listed goals have clearly defined metrics by which to measure them.
- Within four years' worth of data, there are many ways we could slice this, but we will hit upon some of the key areas.

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# Goal 1

***Students will demonstrate competencies in courses below 100 level (reading, mathematics, English) that prepare them for success in college level course.***

- Goal 1 brings focus to our work in developmental education.
- In Fall 2008, our developmental education enrollment totaled 23,520.
- By Fall 2011, this number had grown to 32,223.



# ***Goal 1 (continued)***

- In Fall 2008, 12,104 students received passing grades in their developmental education classes.
- By Fall 2011, this number had climbed to 15,534.
- In terms of percentages, 52% of developmental education students received passing grades in Fall 2008.
- In Fall 2011, this percentage amounted to 48%.



# *Goal 1 (continued)*

- So what happened?
- Dramatic enrollment growth happened.
- Enrollment in developmental education increased by 37% from Fall 2008 – Fall 2011.
- For our FTICs, the growth rate was 65%.
- Innovative developmental education strategies highlight a changing focus.
- For example - course pairing at Brookhaven simultaneously teaches the outcomes of the last developmental math course within the College Algebra course. Success rates (grades of A-C) have been averaging at just over 80%-- course completion at about 90%.

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# Goal 2

***Students will experience a seamless transfer to baccalaureate institutions.***

- The number of general articulation agreements between DCCCD and 4-year institutions has grown dramatically since 2008.
- In Fall 2008, we had 25 such agreements in place.
- By Fall 2011, this number had grown to 63.
- Chairman Branch is working on a statewide articulation agreement bill.



# Goal 3

***DCCCD's rate of student retention within courses – the proportion of students who successfully complete – will increase.***

## Successful Completion Rates in Courses

	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12
General Academic	69.0%	71.1%	70.6%	65.8%
Developmental	57.4%	58.0%	56.0%	53.2%
Career Technical	78.7%	79.0%	77.9%	73.9%





## ***Goal 3 (continued)***

- We've had dramatic enrollment growth during this time period, but we've seen a drop-off in our in-course completion rates.
- With increased enrollment during down economy, some dip in successful completion can be attributed to those turning to college and financial aid and not being serious students. As our enrollment pattern shifts and with continued focus on student success and completion we should see this trend change.
- This obviously is a key area of focus for our colleges, especially as the legislature seeks to implement "momentum points."



# Goal 4

***DCCCD will apply and continuously improve a systematic approach to facilitating successful course completion for students enrolling the first time in fall semesters.***

- Students enrolling in and successfully completing (grades A,B,C) educational framework courses persist to the next semester at a significantly higher rate than those not completing a freshman experience course.
- Consistently these students persist at rates around 88 percent where other freshmen return at around 65 to 70 percent from fall to spring.



# Goal 5

***Students who transfer to a baccalaureate degree granting institution will be prepared to attain their educational goals.***

First Time in:	Fall 2005	Fall 2008
<b>Part Time</b> Transferred before Fall 2011	485 (14%)	425 (10%)
<b>Full Time</b> Transferred before Fall 2011	1000 (25%)	823 (20%)

*\*First Time students in two fall terms above who transferred to public or private 4-yr institutions before fall 2011 but did not receive degrees or certificates.*



# Goal 6

***Students will complete occupational programs or courses of study sought by themselves or employers.***

		Academic Year	2008-09	2009-10	2010-11	2011-12
<b>Unduplicated Enrollments</b>	Career Technical		23,455	25,223	24,274	30,771
<b>Successful Completion Rates</b>	Career Technical		79%	79%	78%	74%
<b>Number of Awards Given (Duplicates Included)</b>						
<i>*8,789 total unduplicated students</i>	AAS		1,022	1,196	1,269	1,320
	Cert 1		1,660	1,718	2,198	1,876
	Cert 2		91	77	115	111
	Total by Year		2,773	2,991	3,582	3,307



# Goal 7

***Students will have opportunities to participate in extra- and co-curricular programs and services that support accomplishment of their learning, educational, employment, and career goals.***

- These next few goals are ones that are difficult to measure.
- Nearly every month you hear presentations about student and community activities.
- The following are a few examples of activities that fit within Goal 7.



# Goal 7 (Continued)

- Every activity, leadership opportunity, scholarly effort, athletic achievement and academic program is represented in extra- and co-curricular activities across the entire district.
- Every campus has at least 25 student clubs and organizations for students; six colleges field athletic teams for men and women in several sports, including a number of national championship teams. Hands-on opportunities in journalism are offered through four student newspapers – award-winning publications at state and national levels.



# Goal 7 (Continued)

- Phi Theta Kappa is another example of students learning through leading.
- PTK has taken the lead in promoting the importance of completion. Earlier this year, you heard that 2,000 students across the District signed completion forms through these activities.
- You have previously had presentations from students about honors our PTA chapters have received.



# Goal 8

***Students will have opportunities to participate in extra- and co-curricular programs and services that facilitate personal growth and citizenship development.***

- As students pursue career goals and the academic classes they need to succeed, they also learn about leadership and community responsibility through initiatives such as service learning, which provides them with opportunities to learn and grow both personally while also giving back to the community.
- Districtwide, the DCCCD service learning program serves more than 70 non-profit agencies. More than 2,000 students participate annually, providing more than 20,000 hours of service to the community – worth more than an estimated \$500,000.

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# Goal 8 (Continued)

- Students volunteer their time and receive credit; they assist organizations, providing services for children and youth; emergency assistance centers; family support; health care; DCCCD college support; older adults; persons who are physically or developmentally challenged; substance abuse and HIV/AIDS prevention, education and care; the environment; animals; and cultural arts.
- This year, a new Districtwide service learning project, "Be the Change," involved more than 150 students who volunteered their time to help clean up the Trinity River Forest.



# Goal 8 (Continued)

- Student Government Associations on every campus provide students with a chance to campaign for office, advocate for students' needs and become responsible, accountable leaders. SGA members and other students can participate in a leadership institute, program or academy on every campus.
- SGAs throughout the District have been working with the League of Women Voters on voter registration drives. To date, nearly 2,000 students have been registered.



# Goal 9

***The College District will collaborate with private, public, and community partners to identify and respond to recruitment, training, and educational needs.***

- This is a broad goal with several different components.
- Community partnerships, workforce development and institutional advancement play key roles in creating collaborative partnerships that benefit students, the community, area businesses and the county-at-large.
- Our outreach teams are involved with community groups, businesses, faith-based organizations, school districts and other institutions of higher education to recruit students, provide services and share information about DCCCD's role in their communities.

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# Goal 9 (Continued)

- In 2010-2011, Outreach coordinated more than 50 separate events, reaching more than 6,500 individuals.
- Colleges offer job fairs during the fall and spring semesters to assist both students and members of the general public with employment opportunities, also giving businesses a targeted opportunity to recruit new employees.
- Employers also can use an online job listings service to recruit students whose areas of study fit jobs that they need to fill.



# Goal 9 (Continued)

- In 2011-2012, DCCCD colleges provided customized training to more than 144 companies to enhance the skills of their current employees, generating \$206,792 in tuition.
- Students also expand their knowledge and enhance their skills through continuing education. In 2011-2012, almost 400 continuing education graduates completed CE programs of 360 contact hours or more.



# Goal 9 (Continued)

- Over the past six years, from Fall 2006 to Spring 2012, continuing education graduates totaled 17,603.
- Of this number, 6,790 earned an Associate of Applied Sciences degree; 70 earned an Advanced Technical Certificate; 10,223 earned a Certificate Level I; 506 earned a Certificate Level II; and 14 earned an Enhanced Skills Award.



# Goal 9 (Continued)

- Community- and business-based partnerships also include donors who support the District and our colleges with private funds to provide money for scholarships, special projects, facilities needs and more.
- Annual donations to the Foundation over the past four fiscal years were: \$2,974,409 in 2008-2009; \$2,806,264 in 2009-2010; \$2,419,050 in 2010-2011; and \$1,730,213 (with an outstanding balance of \$600,000) for 2011-2012.



# Goal 9 (Continued)

- The Foundation administers 444 scholarships funds; in 2011-2012, 3,900 students received those scholarships.
- Our grant teams also apply for local, state and federal grants that help the district's students through many programs designated for their educational needs.
- These efforts brought in 55 grant awards for a total of \$18,953,534 during the last fiscal year.





# Goal 10

***The College District will have programs with K-12 schools and other higher education institutions to increase the number of students that matriculate to the college level.***

Number of high school graduates attending DCCCD first fall semester after graduating from HS.

Independent School District	2008			2009			2010			2011		
	HS	D	%	HS	D	%	HS	D	%	HS	D	%
Dallas ISD	6371	1406	22%	6671	1464	22%	7098	1397	20%	7238	1453	20%
Townview (All Magnets)	491	105	21%	588	146	25%	524	103	20%	567	109	19%
Carrollton-Farmers Branch ISD	1429	205	14%	1549	334	22%	1577	320	20%	1566	318	20%
Cedar Hill ISD	442	85	19%	492	75	15%	562	77	14%	532	73	14%
Coppell ISD	711	127	18%	693	103	15%	739	83	11%	727	64	9%
DeSoto ISD	442	100	23%	433	77	18%	476	61	13%	524	70	13%
Duncanville ISD	644	169	26%	620	142	23%	668	145	22%	733	166	23%
Garland ISD	3342	808	24%	3555	881	25%	3698	626	17%	3766	725	19%
Grand Prairie ISD	1048	201	19%	1266	244	19%	1466	270	18%	1564	196	13%
Highland Park ISD	520	16	3%	484	16	3%	423	5	1%	508	7	1%
Irving ISD	1482	411	28%	1648	464	28%	1799	431	24%	1949	388	20%
Lancaster ISD	237	38	16%	340	45	13%	302	49	16%	329	26	8%
Mesquite ISD	2342	533	23%	2265	513	23%	2375	450	19%	2429	425	17%
Richardson ISD	1915	408	21%	1917	424	22%	1976	302	15%	2019	309	15%
Richardson	389	92	24%	478	125	26%	458	84	18%	536	79	15%
Sunnyvale ISD										70	16	23%
<b>Grand Totals</b>	<b>20925</b>	<b>4507</b>	<b>22%</b>	<b>21933</b>	<b>4782</b>	<b>22%</b>	<b>23159</b>	<b>4216</b>	<b>18%</b>	<b>23954</b>	<b>4236</b>	<b>18%</b>

HS = # of High School Graduates

D = # of Graduates that enrolled at DCCCD



# Goal 10 (Continued)

- This chart identifies the relative constant numbers and percentage of students who come from area ISDs to DCCCD.
- Some of this comes from general awareness of our colleges through the community events we discussed a few minutes ago.
- Other impact comes through programs such as dual credit agreements.



# Goal 10 (Continued)

- Our dual credit numbers have increased dramatically over the past 4 years.
- Overall dual credit headcount has grown by nearly 13%.
- Dual credit enrollment has grown by more than 26% during this time.
- DCCCD dual credit students have a 1 yr. persistence rate of over 90%. The state average is 88%.
- This indicates more students are participating in dual credit programs and are taking more hours.

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# Next steps in this discussion

- We can modify or expand upon many of the data points we have discussed today if needed.
- Next month, Dr. David Ponitz, President Emeritus of Sinclair Community College, will begin discussion with you on the formulation of new priorities and strategic objectives.

