

| Focus | Goal | Strategies | Outcome |
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| <p>Enrollment Stabilization</p> <p>a. Enrollment Management</p> <p>Mountain Empire Community College (MECC) has six overarching strategic goals aligned with the Complete 2021 strategic plan framework and goals. The Mountain Empire Community College Student Success and Enrollment Management Plan has four principle outcomes. The success of these goals and outcomes will be measured by the implementation of strategies and key performance indicators listed</p> | <p>Goal 1: Increase MECC annual admissions applications to 4613 by 2021.</p> | <ul style="list-style-type: none"> • Develop program specific marketing materials that focus on career opportunities and highlight student/graduate success. • Continue to aggressively target graduating high school seniors for enrollment at MECC after graduation. Visit schools monthly for the following: senior class visits; lunch visits; ceremony participation; Virginia College Application Week; FAFSA initial preparation visits; FAFSA workshops; and on-site advisement. • Implement and integrate EAB Navigate through the admission process, promoting new student application as an easy-to-use system. • Partner with home school associations, regional adult education offices and other community organizations to promote MECC as a viable higher education opportunity. • Continue to develop additional marketing materials designed to inform the general public on the processes and benefits of Financial Aid, College Admission, college “lingo” (unfamiliar terminology). • Aggressively target non-traditional student populations for enrollment. | <p>The College has launched an aggressive social media campaign highlighting current students and recent graduates that are pushed out through Facebook, Instagram and other media options.</p> <p>We have continued to aggressively target the high school seniors. Class visits, Virginia College Application Week, FAFSA initial preparation visits and FAFSA workshops were completed in 2019. Due to COVID19, the on-site advisement was not completed this year. However, the Enrollment Services office has worked with the Student Services office and various academic advisors to offer assistance to students via phone conference, email and Zoom meetings.</p> <p>EAB Navigate has been implemented and integrated into the advising/admissions process with some success; due to the virtual advising processes required in late Spring/Summer, the success of its use has not been determined.</p> <p>MECC continues to partner with multiple home school associations, adult education partners, WIOA, Social Services, and others to encourage their help in promoting MECC as a viable option for higher education and training.</p> <p>A standardized terminology list has been developed and incorporated into all SDV classes,</p> |

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| | | | <p>as well as used during FOX orientation and during advising sessions with students. Sessions have been conducted with faculty and staff on the use of standard terms.</p> <p>Multiple marketing efforts have been made to address non-traditional enrollment, particularly in the career and technical areas.</p> |
| | <p>Goal 2: Increase MECC admissions application enrollment yield from 44.8% in AY17 to 51.2% in AY21.</p> | <ul style="list-style-type: none"> • Complete Welcome Center (one-stop) concept by relocating front-office functions for Enrollment Services and Financial Aid to an area contiguous to other Student Services functions. • Create a student advising checklist, which will be mailed to the student upon acceptance. • Disseminate a monthly query of students who have applied but not yet enrolled to each academic division for follow-up by the students' assigned academic advisors. Students will receive a personal phone call and/or postcard from their advisor welcoming them to the college and offering assistance with the registration process. • Make advising appointments with new students and spend at least 30 minutes with each. • Utilize enrollment services query to follow up with students who have applied but not enrolled in coursework. • Utilize customized queries to track students who have applied to MECC but have not yet enrolled and create personalized and targeted marketing materials for those individuals. | <p>Fox Central (one-stop) officially opened on April 1, 2019, with both the financial aid and enrollment services offices moving to their new location in Holton Hall, adjacent to Student Services, the Bookstore, Red Fox Grill and the Student Success Center. With the move a more formalized onboarding process was developed and Fox Central now serves as the single point of entry for all students, both credit and non-credit.</p> <p>MECC's advising process has been thoroughly reviewed and revamped, as follows: 1) A student advising checklist and updated materials were developed and are now mailed to each student upon acceptance; 2) A comprehensive advising guide was developed and made a part of the new faculty orientation process, as well as a dedicated site on the College's intranet for all employee use; 3) All new students are required to participate in an advising session prior to enrollment – this is accomplished by blocking enrollment for all new students with the block only cleared by an approved advisor.</p> <p>MECC has developed and implemented a query process to identify students who have applied, but not yet enrolled wherein all applicants are</p> |

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| | | <ul style="list-style-type: none"> • Remove potential student barriers to enrollment by increasing awareness of options for placement. • Establish a more aggressive scholarship awarding schedule in an effort to provide prospective students a generous financial aid award offer, as well as a realistic estimate of costs to attend MECC vs. other colleges. • Implement summer orientation program. • Expand Dual Enrollment Orientation programs on high school campuses with participation by representatives of all areas of the college to increase awareness of program offerings and financial aid opportunities. • Create “decision day” recognition activities for high school seniors and transitioning students who enroll in courses. • Utilize audio/visual technology to enhance marketing. | <p>contacted either by phone, email, or mail to help the student through the next steps of enrollment. This process is conducted on a weekly basis. All identified barriers found during the contact with students are addressed at that time, including the awarding of as much funding as possible through the College’s scholarship manager. We also continue to utilize our Recruiter, Student Services and advisors to reach out to those students who have applied but not enrolled.</p> <p>The office of Student Services implemented FOX Orientation in May 2018, and have continued offering orientation sessions throughout the summer for incoming students. Because of COVID-19, the FOX sessions are being conducted virtually this summer. Students are provided with information on financial aid, academic and student support services, campus tour, MyMECC, terms for success, as well as a packet of additional resources.</p> <p>Likewise, the College developed a full-scale Orientation program for dual enrolled students. This orientation is provided on-campus for students coming to campus, but it is also delivered at each high school for those who are taking classes at the high school and/or online.</p> <p>Scholarships for summer students were awarded to those who had applied prior to the beginning of the semester. The goal for Fall semester is to have scholarship awards completed (for those who have applied by the July 31 deadline) by August 3rd. Those who apply late will be considered as they apply.</p> |
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| | | | <p>MECC partnered with the Wise County Career & Technical Center to conduct a decision day along with their open house last fall with additional sessions scheduled in the spring that were delayed.</p> <p>The College is fortunate to have an in-house employee with excellent audio/visual skills. As a result, the College has developed multiple videos for the purposes of marketing (and instruction).</p> |
| | <p>Goal 3: Increase MECC enrollment in Fast Forward Workforce Credentials Grant from 11 in FY 2017 to 135 in FY 2021. (note: original goal for 2021 of 110 enrollments was met in 2019 with 112 enrollments.)</p> | <ul style="list-style-type: none"> • Continue to expand WCG program offerings by determining industry needs within the region for specific industry credentials. • Increase awareness of WCG funding opportunities for students enrolled in WCG programs through advising. • Develop an informational brochure on Fast Forward opportunities/options for print and the web site. • Provide a professional development session on Fast Forward opportunities/options to advisors in the technology divisions. • Develop a query/technology method to identify currently enrolled student who could benefit from Fast Forward funding. • Develop marketing campaign highlighting WCG success stories. • Utilize Workforce Career Coach to inform potential students of opportunities and benefits of WCG programs. • Connect with regional employers to determine short- and long-term workforce training needs. | <p>MECC has expanded its WCG program offerings by adding EMT Basic and Advanced Training, as well as additional programming in Construction, Fabrication and others.</p> <p>Multiple marketing efforts focused on WCG opportunities include social media, print media and billboards. Several brochures on WCG/FF opportunities have been developed as well. Success stories have been included in local media, through social media and in statewide publications.</p> <p>The College has sponsored several professional development opportunities on FF opportunities through the year, including sessions for guidance counselors and K-12 educators.</p> <p>The Dean of Enrollment Services/Financial Aid reviews all students with outstanding balances to determine if FF and/or grant/scholarship funds are available to assist the students.</p> <p>The faculty and administration have good working relationships with regional employers and has benefitted from those relationships</p> |

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| | | <ul style="list-style-type: none"> • Constantly connect with employers through advisory meetings and visits promoting workforce programs when the opportunity presents through employer visits by faculty, promoting credit articulation for workforce credentials | <p>through donations, scholarships, internship placements, etc. Students are often referred to MECC by employers who see the benefit of the training and up-skilling opportunities available. Having the ability to offer PLA is often helpful in recruiting those students.</p> |
| | <p>Goal 4: Increase community traffic on campus, particularly on Fridays.</p> | <ul style="list-style-type: none"> • Fridays for Open House for targeted groups • "Senior Day"...55+ • Coordinate with public school systems to provide an Open House for teachers on one of their work days • Multiple times: provide sessions in the morning for individuals who work evening shift; a morning session for individuals who work midnight shift; and an evening session for individuals who work day shift • Target large sector employees on different occasions: i.e., health care employees and employers, teachers, insurance agents, realtors, bank/financial services, law enforcement, service-oriented personnel (fast food, Walmart, grocery stores, etc.), church workers, professionals (doctors, lawyers, engineers), elected officials of towns, city and counties. • Continue the summer Advanced Technology institute to educate teachers and counselors about our programs. • Spring fling high school tours with interactive lab activities. • Offer to host trade association meetings on our campus | <p>During the Fall 2019 semester, MECC conducted several open house events, particularly for the health care sector. Others that were planned for Spring were cancelled due to COVID-19.</p> <p>A small event for seniors was conducted in late summer 2019; however, additional sessions that were planned for spring were delayed.</p> <p>The College conducted an open-house event in conjunction with a professional development offering last fall for high school personnel. The event was well attended and included teachers, counselors and high school administrators from throughout the service region.</p> <p>The Summer Advanced Technology Institute was conducted last summer with over 30 participants.</p> <p>Spring Fling high school tours unfortunately had to be cancelled due to COVID 19.</p> <p>A few trade association meetings were held in the fall include AAPC (allied health), and others; however, all spring events were cancelled due to COVID 19.</p> |
| | <p>Goal 5: Deliver community educational and</p> | <ul style="list-style-type: none"> • Home Craft Days • Mountain Music school • Governor's school | <p>Home Craft Days – The 48th Festival was held October 18-20, 2019, and was huge success. The festival had record attendance and saw an</p> |

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| | <p>cultural programs that promote regional heritage, quality leadership, and academic excellence, creating better community connections to existing programming and services.</p> | <ul style="list-style-type: none"> • Quick Start activities • President’s Institute leadership series | <p>increase in the number of vendors and performers from previous years. The 49th Festival (2020) is still undecided due to COVID - 19. Wampler Library Director and staff have been working on returning the festival to more traditional Appalachian craft, music, dance, storytelling, and food and will continue to work on this for future festivals. We have worked on creating a local Cultural Heritage Advisory Committee to preview applications and make recommendations for juried vendors with traditional handmade items from the local and surrounding regions of Central Appalachia. Dr. Gilley is researching the artists, artisans, dancers, musicians, and storytellers participating in the festivals since 1972 to write a book on the history of Home Craft Days for the 50th Anniversary.</p> <p>Mountain Music school – the 16th summer camp for July 2020 has been cancelled due to Covid-19. Wampler Library staff will work with Workforce Development to administer the 17th summer camp for July 2021; after which Workforce Development will supervise this camp. Wampler Library staff recommend that the Cultural Heritage Advisory Committee choose instructors for this summer camp from the pool of old time, bluegrass, country, gospel, and blues master musicians within the service region and other areas of central Appalachia. We recommend that instructors be alternated in various years so students will gain the wisdom from various master musicians. We also recommend hosting this annual summer music camp at CWIA as it has more classroom space for expansion of music course offerings and appropriate space for dance instruction,</p> |
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| | | | <p>concerts, and lunch catering. Moreover, CWIA with classrooms on one level is better suited for supervision of students ages 10-17. We recommend that classes be held at CWIA Monday -Thursday, with practice and the final concert held in Phillips Taylor Hall and the Goodloe Center on Friday. Having this camp at both CWIA and the MECC campus will promote the college programs at both places and highlight both locations. We recommend that this summer camp for traditional music of the Central Appalachian region be promoted both inside and outside the college's service region as an intergenerational camp for families with full scholarships available to youth students within the service region. Lower priced tuition for youth students outside of the region and increased tuition for adults. We also encourage grants and other sources of income to support the continued expansion of this popular program.</p> <p>MECC's Governor's School program for 2019 enrolled over 100 students in ten specialized strands ranging from Art, Emergency Medical Services, to Unmanned Systems Technology. The 2020 Governor's School had to transition to a virtual format, and was deemed the 2020 Governor's School Online Academy. 75 students enrolled in at least 6 credits each that are required in their chosen program of study.</p> <p>The College's Quick Start program also transitioned last fall to a new format. The program now targets all new students who attempt to enroll in classes on or after the first day of class in the regular semester. Instead of enrolling the students in the full-term and</p> |
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| | | | <p>allowing them to start out without their books, financial aid, etc., and therefore falling behind from the start, they are enrolled in Quick Start, (a six-week program to prepare them to be successful in College), with a normal schedule built on either the 12-week or second 8-week alternative schedule of classes. The success rate of these students was more than 20% higher than the average of those who were previously allowed to late enroll in full-term classes. Generally, late starting students are among the least successful. Of those enrolling through Quick Start this past academic year, 88% completed their initial semester of classes, with 50% having a 4.0 GPA; this program will continue to expand.</p> <p>President's Institute leadership series – Each fall, eligible MECC faculty and staff who are interested in personal development and improving their knowledge of the Virginia Community College System and the operations and functions of MECC either apply or are recommended by their supervisors to participate in the institute. The program helps participants better perform the tasks associated with their respective positions by developing a greater appreciation of their personal skills and attributes as well as a greater understanding of the College's mission and its multiple roles in the community. The program also provides a foundation for understanding and addressing key issues impacting MECC. In addition to the 15- hour program, participants travel to Richmond and observe a State Board meeting and interact with system-level leaders. There is also an opportunity for participants to complete</p> |
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| | | | <p>four hours of job shadowing with a college administrator in a leadership role.</p> <p>MECC co-sponsors the local chapter of SHRM’s annual leadership conference by providing the venue and promoting the HR Department’s direct involvement in the local SHRM chapter leadership (HR Director-Chapter President).</p> |
| | <p>Goal 6: Provide quality services to underserved populations, active military, and veteran students.</p> | <ul style="list-style-type: none"> • Promote the Credit2Careers veteran’s portal to veteran students. • Review and revise the Prior Learning Assessment (PLA) policies to ensure that students receive credit for applicable PLA experiences. • Offer a Veterans' Open House at the beginning of each semester to provide information and advising opportunities for military and veteran students. | <p>MECC has promoted the Credit2Careers veteran’s portal on its website, through its student newsletter, through social media, and printed materials.</p> <p>Likewise, the College has revamped its Prior Learning Assessment policies and practices, and as a result has seen more than a 20% increase in the awarding of PLA credit over the past year.</p> <p>The College’s Veterans’ Coordinator conducts an open house for all veterans each semester. The college has an active Student Veterans organization that hosts multiple events throughout the year, including a chili cook-off, basketball shoot-out, and more.</p> |
| | <p>First-year students will gain and apply knowledge of MECC’s terminology and processes upon entry.</p> | <p>Knowledge of terminology and processes required of a first-year student will be measured in a pretest in Fox Orientation and a posttest in SDV. The value-added significance of this assessment will reflect a 5% or more improvement in pre vs. post scores.</p> <p>Student satisfaction surveys will reflect 80% or more of all new students are “satisfied” or “very satisfied” with their onboarding experiences.</p> | <p>A standardized terminology list has been developed and incorporated into all SDV classes, as well as used during FOX orientation and during advising sessions with students. Sessions have been conducted with faculty and staff on the use of standard terms. Results of the pre/post tests for SDV students revealed a value-added improvement to the overall average from 84.46 to 92.8, exceeding the goal of 5% improvement.</p> <p>Student satisfaction surveys revealed that 90% of students were satisfied or very satisfied with</p> |

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| | | | their onboarding experiences in 2018-19. 2019-20 data are currently being processed. |
| | Students will utilize MECC's structured advising processes. | <p>A minimum of 3 encounters/interactions will be documented in the EAB system between students/advisors/staff each semester during FTIC students' first year of enrollment.</p> <p>75% or more student advisees will indicate on the Survey of Entering Student Engagement (SENSE) that they are "satisfied" or "very satisfied" with MECC's academic advising services.</p> | <p>With the full implementation of Navigate not occurring until 2019, data will be more reliable moving forward. Prior to Navigate, there were 112 documented FTIC advisee notes entered into Tableau from September 2018 to March 2019. Since Navigate was fully implemented for Summer/Fall 2020 enrollment, interactions have improved. Over the first three weeks of early advisement,</p> <p>2b: SENSE data for Fall 2018 revealed that 90.8% of first time students report feeling welcome when they came to the college, with an overall score of 70.4% for all areas related to early connections.</p> |
| | Students will create a comprehensive educational plan that fits with their interests, skills, and values during their first academic year. | 75% of FTIC students will have a defined educational plan within SIS and/or Navigate during the first 30 credit hours of college studies. | All first time students enrolled in SDV 100 in Fall 2019 and Spring 2020 utilized SIS to develop their defined educational plan. |
| | Students will achieve continued, measurable progress toward timely completion of academic and career goals through their self-identified educational plan. | <p>70% of first-time, full-time students entering Spring 2019, and subsequently, will achieve at least a 2.0 average during each term of their freshman year.</p> <p>4% increase in first time, full time students completing 2/3 of attempted credits in their first semester with a GPA that is greater than or equal to 2.0.</p> <p>5% increase in persistence rates of first-time, full-time students by Spring 2020.</p> | <p>75.8% of all first-time, full-time students entering Spring 2019 achieved a GPA of 2.0 or better.</p> <p>74.2% of all first-time, full-time students completed 2/3 of their attempted credits with a 2.0 GPA or better.</p> <p>Data for persistence is incomplete at this time, but is being processed.</p> |

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| <p>Retention</p> <ul style="list-style-type: none"> • What are your college’s goals for improving fall-to-spring and fall-to-fall retention? | <p>Entry Goal 1: Increase percentage of FTIC credit student who earned 12 college credits with GPA of 2.0 or higher in their first year at MECC from 65.6% to 74.4% by 2021.</p> | <ul style="list-style-type: none"> • Increase opportunities for students to take multiple short-session classes within semester. • Ensure that all program-placed students are enrolled in at least one required class in their program of study during their first semester in order to engage with program faculty and peers. • Continue to offer supplemental instruction, tutoring and academic support services that are designed to help students improve study habits, time management, etc. • Create and distribute a “prepare to start” packet. • Create an advising manual. • Investigate and implement best strategies to address late student enrollment. • Expand the availability of desk reference copies of textbooks in the Wampler Library for the courses offered each semester to assist students who are unable to obtain their books at the beginning of the semester. • Create a 12-week core group of courses to offer late starting cohort. • Incorporate targeted strategies to assist faculty in getting to know their students, better understanding student challenges, and helping students stay committed to progressing in their courses and programs. | <p>MECC added multiple short-session opportunities for Fall 2019 and Spring 2020, including 12-week and 8-week classes.</p> <p>Advisors have been trained to ensure that all program-placed students be enrolled in at least one required class in their program of study during their first semester.</p> <p>The Learning Center, MECC’s TRiO program for student success, offers supplemental instruction, tutoring and academic support services that address all criteria listed and more. Additionally, the College offers Tutor.com as a service for online tutoring services.</p> <p>All students are mailed a welcome packet that provides all information needed to help them begin the process of advising, registration, financial aid and more upon application for admission.</p> <p>MECC’s advising process has been thoroughly reviewed and revamped, as follows: 1) A student advising checklist and updated materials were developed and are now mailed to each student upon acceptance; 2) A comprehensive advising guide was developed and made a part of the new faculty orientation process, as well as a dedicated site on the College’s intranet for all employee use; 3) All new students are required to participate in an advising session prior to enrollment – this is accomplished by blocking enrollment for all new students with the block only cleared by an approved advisor.</p> |
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| | | | <p>The College's Quick Start program also transitioned last fall to a new format to address the success of late starting students. The program now targets all new students who attempt to enroll in classes on or after the first day of class in the regular semester. Instead of enrolling the students in the full-term and allowing them to start out without their books, financial aid, etc., and therefore falling behind from the start, they are enrolled in Quick Start, (a six-week program to prepare them to be successful in College), with a normal schedule built on either the 12-week or second 8-week alternative schedule of classes. The success rate of these students was more than 20% higher than the average of those who were previously allowed to late enroll in full-term classes. Generally, late starting students are among the least successful. Of those enrolling through Quick Start this past academic year, 88% completed their initial semester of classes, with 50% having a 4.0 GPA; this program will continue to expand.</p> |
| | <p>Entry Goal 2: Increase the percentage of students who complete workforce credentials, such as industry certifications and credit career studies certificates (CSCs), then return for additional education from 46.8% to 57.2% by 2021.</p> | <ul style="list-style-type: none"> • Develop strategies to communicate opportunities regarding industry recognized credentials within transfer programs. • Remove barriers to enrollment by increasing student awareness of options for placement. • Develop marketing/recruitment plan to entice students completing industry certification training and/or career studies certificates to continue their education/training. • Seek additional tuition funding sources and grant opportunities to assist students | <p>Opportunities to obtain industry credentials have been marketed through multiple media channels across campus, as well as made a part of the SDV course for all new students.</p> <p>MECC has participated in Multiple Measures, MM 2.0, and now Direct Placement, ensuring that all advisors utilize these opportunities to assist students in placement beyond the VPT.</p> <p>MECC has utilized the success stories of many of its FF graduates, as well as its academic program graduates to encourage students to cross from</p> |

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| | | <p>with the costs of continued education, particularly those who are ineligible for federal aid.</p> <ul style="list-style-type: none"> • Embed Work Ethic certification curriculum in at least 50% of our Applied Science Degree programs. • Improve advising services to students seeking industry credentials through the services of a Workforce Coach. • Implement an EMT-Basic dual enrollment program at Lee County Career & Technical Center Fall 2018. • Continue to seek program accreditation where possible and align program outcomes to industry certificates. • Embed Industry credentials in credit programs where possible and offer articulated credit. | <p>one method of instruction to another to continue their pursuit of life-long learning.</p> <p>MECC is fortunate to have an endowment of approximately \$25M with the focus of those funding being used for the student scholarships. Likewise, the College has applied for and received multiple grants, many of which are for the purposes of funding tuition of training and certification in high-demand fields (i.e., VCEDA, TRRC, etc.).</p> <p>All CTE programs now have the Work Ethic Certification embedded as part of their curricula.</p> <p>The College utilizes a Workforce Coach, as well as multiple Success Coaches and High School Navigators, to encourage students to seek industry credentials.</p> <p>The EMT-Basic program was added to the Lee County Career & Technical Center offerings in 2018-19 and the program continued for its second year in 19-20.</p> <p>The College has achieved/maintained accreditation in each of its health science programs, and has most recently achieved accreditation through the National Center of Academic Excellence in Cyber Defense by the NSA, Homeland Security for its CSC in Cybersecurity.</p> <p>All CTE programs have industry credentials embedded within the curricula to ensure the students have the opportunity to achieve these</p> |
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| | | | <p>milestones along the way to their degree/certificate completion.</p> |
| <p>Progress and Completion</p> <p>What are your college’s goals for increasing completion of workforce credentials, certificates, and degrees?</p> | <p>Completion Goal 1: Increase MECC annual graduates in AAS degrees, Certificates and Career Studies Certificates from 556 to 600 and industry credentials from 1414 in FY17 to 2000 by 2021.</p> | <ul style="list-style-type: none"> • Remove barriers to completion of the general education certificate in dual enrollment by offering student development and humanities course options through dual enrollment opportunities. • Utilize MECC’s SAS (SCAT) application to track students’ progress toward completion, identifying those who are within 12 credits of graduation to encourage their completion, and identifying those who have met all obligations but have not applied for graduation • Develop marketing campaign for a “completion agenda” and the impact of a degree on future wages/career success. • Develop professional development strategies to encourage quality teaching and instructional design. • Continue to expand opportunities for students to earn industry credentials by embedding additional credentials within all career/technical programs of study. • Seek additional grant opportunities to assist students with the cost of assessments for industry credentials. | <p>SDV and Humanities classes are now available to all dual enrolled high school students either at their high school, on the MECC campus or online.</p> <p>MECC utilizes this program to identify students who are close to completion and each summer conducts its “Return to the Mountain” campaign to encourage students to complete what they’ve started. The program has had good success with several students returning to complete during the 19-20 academic year.</p> <p>MECC ran a “Finish What You Started” campaign, as well as a “Return to the Mountain” campaign in an effort to improve completion rates. This has been an annual event for the past three years. The College has continued to tweak and improve these efforts each year.</p> <p>All personnel have participated in required customer service training last summer and fall to ensure a consistent experience for any student or potential student seeking information or assistance from the college, and numerous PD opportunities have been provided to encourage quality teaching and instructional design, particularly as we transitioned to all online classes this past Spring due to COVID 19.</p> <p>All CTE programs have industry credentials embedded within the curricula to ensure the students have the opportunity to achieve these milestones along the way to their degree/certificate completion.</p> |

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| | | | <p>Funding to assist with the cost of industry certifications was made available through a grant application to VCEDA, and supplemented by Perkins, to ensure that the cost of industry certifications was not a barrier to them achieving these credentials.</p> |
| | <p>Completion Goal 2: Establish a database (Mountain Empire Career Connection) to track wage rates from employers within the MECC service region.</p> | <ul style="list-style-type: none"> • Complete a comprehensive survey of regional employers to determine new employee wage rates across all employee sectors. • Implement and enhance Mountain Empire Career Connection web-based application to acquire this information from employers and encourage students/graduates to submit wage information upon employment. | <p>MECC worked with WIOA and the United Way on this project. However, this is ongoing and all results are not available at this time.</p> <p>Upon partnering with the United Way, MECC's Career Connection was put on hold as it was determined to be a duplication of effort which could frustrate industry partners. The website will be reviewed for potential alternative uses.</p> |
| | <p>Progress Goal 3: Provide a safe and secure educational environment for our students and the community.</p> | <ul style="list-style-type: none"> • Focus on furthering the safety of the campus community by cultivating positive relationships with students, faculty/staff, and visitors. • Assess threats and find avenues to enhance safety measures. • Strengthen training for officers, faculty and students. • Enhance major incidence preparedness by providing at least one training event per year. • Ensure secure computing for students and employees by segregating computer labs from institution network, improving wireless network security and deploying enhanced mobile device management. | <p>Campus Police have continued to build relationships with the student community by hosting "Doughnut with a Cop" day. This allows students to meet the officers and talk one on one. Officers know students by their first names and developing contacts to better reach student needs.</p> <p>Continued training in Clery, Title IX and diversity has been a priority to develop officers' knowledge and how to address daily issues. Interactions with the Region 4 VDEM office have increased and scheduling of training events and exercises has reaped resources for the campus to remain up to date in needs for the service region.</p> <p>According to a graduate survey of MECC students, over 99% feel either safe or very safe on campus. Most state they have no concerns for their personal safety on campus. Having officers visible during the day and available for</p> |

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| | | | students to approach has removed additional security stress. |
| | <p>Progress Goal 4: Provide a talented diverse employee pool to meet the goals set out by the college and VCCS.</p> | <ul style="list-style-type: none"> • Continue development of Diversity and Inclusion Committee, meeting at least quarterly. • Review, update and enhance the processes for recruiting, hiring and training new employees. • Develop and provide monthly training for current managers and supervisors on campus regarding VCCS and MECC policies and procedures. • Increase the amount of communication to employees about benefits, compensation and diversity. | <p>The Diversity and Inclusion met quarterly, developed a mission and goals.</p> <p>MECC HR Department employees took part in the VCCS Search Advocate training in 2019. The first round of Search Advocate training will be conducted at the college level in Fall 2020 to heighten awareness of recruiting barriers that might exist at the college.</p> <p>A new employee orientation program is in formulation at MECC with an expected rollout in September 2020 that will include a robust recruitment, orientation from all departments, written development plans, and mentorship programs.</p> <p>Manager training will continue with the focus on direct report development to enhance employee retention of new hires and those who are retirement eligible, focusing on succession planning and reduction of workload on management.</p> <p>Increased communication on benefits, compensation and DEI started with Benefits Bites zoom webinars during open enrollment on the value of the insurance plan. These Benefit Bites will continue, highlighting 1) payroll check deductions, 2) optional state vendor benefit offerings, 3) cash match options with 403b, 4) 457 additional retirement savings, 5) the VRS Member Benefit Profile, 6) volunteer leave benefit, 7) DEI employee survey.</p> |
| | <p>Progress Goal 5: Providing quality</p> | <ul style="list-style-type: none"> • Provide up-to-date technology for teaching and learning though active | <p>MECC's Distance Education and Instructional Technology committee reviewed, revised and</p> |

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| | <p>programming and instruction to promote student learning.</p> | <p>implementation of MECC's technology plan.</p> <ul style="list-style-type: none"> • Strengthen general education competencies across the curricula through targeted professional development opportunities for FT and PT faculty. • Utilize faculty and staff mentoring plan for all new hires. • Ensure comprehensive academic and student support services and resources are available to all students. | <p>implemented the College's technology plan over the course of 2019-20. COVID-19 halted its progress, but the work will continue going into the next academic year.</p> <p>MECC has strengthened its Plan of Assessment of General Education competencies, with targeted outcomes to improve performance of its graduates based upon the College's STAGE instrument based upon a value-added scale measuring both entering and graduating students.</p> <p>All new faculty are assigned a faculty mentor, including those hired as adjuncts. The mentoring program includes a communications plan, as well as a structured plan to assist with college operations.</p> <p>The Office of Student Services, in conjunction with Student Support Services, Enrollment Services and the Office of Dual Enrollment works to ensure that all students are aware of the resources available to them. Dual Enrollment Orientation provides all dual enrollment students with the necessary information regarding what services and resources are available to them, which includes: tutoring (in person and tutor.com, disability services, career and transfer services, Title IX, student conduct, as well as how to get in touch with staff on campus. Additionally, the High School Navigators serve as a resource for the dual enrollment students. The Navigators are placed in the local high schools and are readily available to assist DE students. The academic and student support services and resources are made available to students during Fox</p> |
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| | | | Orientation, SDV, Quick Start, and during our campus resource fair. |
| | <p>Progress Goal 6: Provide affordable course materials for MECC students, in as many options as possible.</p> | <ul style="list-style-type: none"> • Offer more used textbooks by increasing used textbook sales, as a % of total net sales, by 3%. (From the current 14% to the National Average for Stores of Same Sales, which is 17%). • Continue current Buyback of 5.9% of net sales providing students with more available used textbooks cash back for the sellback of their purchased textbooks. • Increase Rentals as a % of total net sales from the current 1% to the National Average for Stores of Same Sales of 3%. • Ensure use and quality of OER materials, where applicable, by educating faculty and students regarding OER materials and licensing. • Create Committee to review and recommend OER materials, policies and procedures, including representatives from students, faculty, MECC Bookstore, and Wampler Library. | <p>The MECC Bookstore has provided inclusive access to students and instructors. This access will allow students to leverage financial aid to online resources at lower prices compared to print material. This program is integrated with Canvas and gives students a seamless resource to further their education.</p> <p>MECC has developed a large number of courses using OER materials, as well as low-cost text alternatives. Several programs can be completed with all OER classes, including the College's General Education Career Studies Certificate, Old Time Music CSC, and others.</p> <p>Wampler Library continues to develop online electronic resources, books and databases, to serve the needs of student, faculty, and staff. This may be more difficult with budget cuts due to COVID-19.</p> |
| <p>What are your college's goals for increasing completion of AA/AS prior to transfer?</p> | <p>Progress Goal 1: Increase MECC Fall-to-Spring Retention of full-time program placed credit students from 80.8% to 89% by 2021.</p> | <ul style="list-style-type: none"> • Offer two/three-day SDV 100 design to require additional mid-semester interaction between all first semester students and their SDV 100 instructors. • Present students with college-specific terminology at orientation and during SDV. During orientation and SDV, college personnel introduce students with 20 college specific terms and provide examples of each term and how each term is relatable. | <p>MECC revamped its SDV courses approximately 4 years ago wherein new students are provided this instruction prior to the beginning of their first semester. The success of conducting the instruction in this format has been nearly 100%.</p> <p>A standardized terminology list has been developed and incorporated into all SDV classes, as well as used during FOX orientation and during advising sessions with students. Sessions have been conducted with faculty and staff on the use of standard terms.</p> |

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| | | <ul style="list-style-type: none"> • Advance and staff centralized office for student advising during peak enrollment periods. • Improve the dual enrollment academy by being responsive to the needs of the schools that participate. • Continue to utilize SAILS (or a similar application) as an early alert system to identify at-risk students, prompting intervention as soon as a concern is identified. • Implement NUDGE (or similar application) system, or enhance current text messaging, to provide encouragement and important information to students in a timely manner. • Develop program level Spring enrollment functions. (Fall Fest Enrollment parties, etc.) • Develop a culture that encourages the use of supplemental instruction, tutoring and academic support services emphasizing good study habits, time management, etc. • Revisit mid-term grading options to better inform students of their progress in a timely manner. • Work with regional partners to eliminate attendance barriers like affordable childcare and transportation for non-traditional students. | <p>A centralized advising staff during peak enrollment was not implemented due to other changes made in the College’s advising processes. This will be re-evaluated upon the return to campus following the COVID-19 pandemic situation.</p> <p>Several positive changes were made to the College’s dual enrollment academy over the 2019-20 academic year. In particular, students were allowed more freedom to choose alternate class schedules which allowed them access to a greater number of offerings.</p> <p>Faculty are trained to utilize Navigate’s early alert system. Faculty can raise an alert on students who are at risk for not being successful in class. This can include attendance, in danger of failing, low quiz/test scores, etc. Once faculty raise these alerts, an email is automatically sent to the student; however, someone in Student Services/SOS center will attempt to follow up on those students to see what issues they’re having and how to get them back on track.</p> <p>MECC used NUDGE, a texting platform, for three semesters (fall 18, spring 19, and fall 19). Preplanned text messages were deployed on a weekly basis throughout the semester and coincided with the academic calendar.</p> <p>The Office of Student Services hosts enrollment themed parties each semester when enrollment opens to encourage current students to enroll for the next semester. Incentives are provided such as food, small giveaways, and all students who enroll are given the opportunity to win a</p> |
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| | | | <p>big prize (gas cards, visa gift card, ipad). The financial aid office assists with this program to meet with students regarding their FAFSA status and what is needed for the upcoming semester.</p> <p>The Learning Center, Student Services, and the SOS Center works together to provide academic programming throughout the semester to include: time management, how to read a syllabus, note taking/study skills, stress management, and how to be successful in college, etc. The Learning Center provides free tutoring to all students on campus as well as supplemental instruction for some science and upper level math classes. Tutor.com is available to all students who cannot access tutoring on campus.</p> |
| | <p>Progress Goal 2: Increase MECC Fall-to-Fall Retention of full-time program placed credit students from 66.7% to 76% by 2021.</p> | <ul style="list-style-type: none"> • Develop Spring initiatives to promote a “completion agenda,” highlighting the opportunities afforded by obtaining degree, etc. • Enhance advising campaign to encourage early Fall enrollment to those currently enrolled, utilizing website, social media, text messaging, television, etc., and follow-up with those who register throughout the summer to encourage their attendance in the fall. (Make sure they know we care...) • Identify process that will allow advisors to document interactions with advisees to ensure consistency in advising. • Advance and staff centralized office for student outreach and success (SOS) to assist students with barriers or problems impeding their progress. - • Continue to utilize SAILS (or a similar application) as an early alert system to identify at-risk students, prompting | <p>Faculty and staff advisors utilize EAB Navigate to report on appointments with students. This allows any advisors or faculty member access to see who spoke with the student, what was said, and how to better assist them.</p> <p>Faculty are trained to utilize Navigate’s early alert system. Faculty can raise an alert on students who are at risk for not being successful in class. This can include attendance, in danger of failing, low quiz/test scores, etc. Once faculty raise these alerts, an email is automatically sent to the student; however, someone in Student Services/SOS center will attempt to follow up on those students to see what issues they’re having and how to get them back on track. Implement NUDGE (or similar application) system, or enhance current text messaging, to provide encouragement and important information to students in a timely manner.</p> |

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| | | <p>intervention as soon as a concern is identified.</p> <ul style="list-style-type: none"> • Continue to offer supplemental instruction, tutoring and academic support services that are designed to help students improve study habits, time management, etc. | <p>The Learning Center, Student Services, and the SOS Center works together to provide academic programming throughout the semester to include: time management, how to read a syllabus, note taking/study skills, stress management, and how to be successful in college, etc. The Learning Center provides free tutoring to all students on campus as well as supplemental instruction for some science and upper level math classes. Tutor.com is available to all students who cannot access tutoring on campus.</p> |
| | <p>Transition Goal 1: Add hands-on experiences in the form of internships or apprenticeships for all AAS programs.</p> | <ul style="list-style-type: none"> • Meet with local industry leaders to discuss and schedule student internships. | <p>Through United Way's Ignite Internship program, MECC was able to create 4 internship opportunities for incoming freshman. Meetings with local employers concerning both formal licensed apprenticeships as well as internship experiences are ongoing, particularly within workforce services, health sciences, and applied programs.</p> |
| | <p>Transition Goal 2: Create renewed or new articulation agreements with all regional university partners.</p> | <ul style="list-style-type: none"> • Schedule at least 2 meetings with University partners during AY2019-20 • Update or build at least 2 new program articulations during AY2019-20 • Strengthen Appalachian Intermountain Scholars (AIMS) partnership with UVA Wise through regular meetings, enhanced marketing materials for potential students, and increased giving to support transfer scholarships. | <p>Multiple meetings with UVA-Wise were held during AY 19-20 in an attempt to strengthen the transfer opportunities of our students. Other transfer meetings were held with ETSU, ECU, Tusculum and others.</p> <p>Revised articulation agreements with UVA-Wise included the Software Engineering program; others agreements completed include the articulation of MECC's Police Science and Corrections programs to ECU.</p> <p>Discussions were held with UVA-Wise on the College's AIMS partnership; however, these discussions are still ongoing.</p> |

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| <p>What are your college's goals for increasing retention and completion of underserved populations (first generation, minority, low-income, and adult students)?</p> | <p>Equity Goal 1: By 2021, close all gaps in performance measures related to college entry, progress, and completion for those students who are underrepresented in multiple categories and minority students.</p> | <p>Develop and utilize targeted support strategies for underrepresented populations</p> | <p>The majority of students who attend MECC come from underserved populations, in fact over 88% of the current MECC student demographic falls into at least one underrepresented category. A significant portion of the student population fit into more than one underrepresented category. MECC approaches delivery of academic and student programming with a mindset of equity - delivering the supports necessary to ensure each student is successful. We also review demographic data to ensure that underrepresented populations are successful at the same rate as those who are not underrepresented. Over the past 3 years, MECC has seen similar progress and completion percentages among different populations when comparing these data. Those students who fit into multiple underrepresented categories tend to underperform their counterparts by between 5-10 percentage points in all measurements related to completion. THE majority of MECC's goals related to underserved populations are the same goals for all students, since the majority of our student population is underserved. MECC also disaggregates data related to distance education, dual enrollment, transfer, applied, and workforce programming to ensure opportunities are equitable, and underrepresented populations are provided the academic and student supports necessary to be successful at the same levels as those who are not underrepresented.</p> <p>When MECC disaggregates data directly related to minority populations, retention rates and completion rates are significantly lower (between 9-13%). However, it should be noted</p> |
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| | | | that the size (n) of the minority population is often small, and small shifts often represent double digit changes in percentages. |
| <p>Administrative Strength</p> <p>a. Sustainability</p> | <p>What efforts will your college undertake to enhance its financial sustainability?</p> | <p>Mountain Empire Community College will continue to budget conservatively by correctly forecasting available revenue and adjusting spending to available resources.</p> <ul style="list-style-type: none"> • Two new academic programs and three additional non-credit programs will be developed utilizing awarded grant resources over the course of FY2019-20. Grant funding will continue to be a major funding source for FY2019-20, providing resources to innovative programming and community workforce needs. • MECC will increase scholarship awards to students and giving to MECC Foundation by 2% in FY2019-20. • MECC will gain efficiencies equivalent to two FTE through utilization of shared services (SS) by 2021. • MECC will seek and apply for a minimum of 8 grants per year that align with college, program and student identified needs. | <p>MECC has completed the full transfer or available services to the Shared Services Center. Some positions have not been filled and those duties have transferred to the SSC or divided among the remaining employees.</p> <p>The college has continued to budget in a conservative manner and lean on continued savings when presented. Additional grant funds have been applied for and received to adequately address the move of instruction to online format. Reaping these funding sources has allowed the college to address needs outside of the traditional face to face class.</p> |
| <p>b. Fundraising/Resource Development</p> <p>What are your college's fundraising goals for the upcoming year? For what purposes?</p> | <p>Affordability & Sustainability Goal 1: Secure philanthropic funding for College initiatives.</p> | <ul style="list-style-type: none"> • Raise 1 million to support scholarships and college initiatives • Secure grant funding to support innovative at least two college academic, student, or workforce programming initiatives | <p>The MECC Foundation did not meet it's goal of raising \$1M, however, the Foundation raised \$900,000 in 2019-20.</p> <p>The MECC Foundation secured grant funding to support a new dental assistant program. MECC applied for and received a Title III grant to support laboratory renovations and faculty hires.</p> <p>The MECC Foundation conducted an RFP for investment management services and secured</p> |

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| | | <ul style="list-style-type: none"> Evaluate and choose an Investment firm and build a relationship and processes with the chosen company. | Goldman Sachs as the new Investment Manager effective September 2019. |
| | Affordability & Sustainability Goal 2: Secure funding to address unmet scholarship needs. | <ul style="list-style-type: none"> Through grants, partnerships, investments, and the like, the college will develop additional funding Double the amount in both the Lee and Scott County Endowed Scholarship funds Secure at least 2 new annual scholarships | The Lee County Endowed Scholarship raised a total of \$60,000 in 2018-2019 as a new scholarship. The Scott County Scholarship was doubled, raising more than \$50,000 in 2019. Three new endowed scholarships were established – Carol Greene Memorial, Sharon Carter Marrs Memorial, and the Fannon Memorial Scholarship. In addition, the Foundation also established the Brownie and Barbara Polly Cultural and Humanities Fund. |
| | Affordability & Sustainability Goal 3: Develop sustainable scholarship programs. | <ul style="list-style-type: none"> Work with Lee and Scott County Foundation Board members, donors, and committee members to develop endowed scholarships for high school graduates of Lee and Scott Counties. Develop plan or campaign to create sustainable funding to close the gap between financial aid awards and student tuition and book expenses for all student in all demographics | The Lee County and Scott County Scholarships were both successful in fundraising and distributing scholarships in 2019. The MECC Foundation finalized the Trigiani scholarship to support book purchases for students. |
| What are your college's other resource development goals? | Affordability & Sustainability Goal 6: Create a sustainable model for funding free community college to all populations within MECC's service region. | <ul style="list-style-type: none"> Examine current AIMS scholarship program, determine viability and sustainability of current model, address any sustainability measures through new fundraising or investment strategies. Evaluate first 5 years of current Rural Virginia Horseshoe pilot strategies, address any areas of concern, and determine whether or not to continue with current model or modified model. Seek and implement strategies to provide last dollar tuition and book funding for all populations in the service region. | The AIMS scholarship funding is still in development The RVHI program received approximately \$117,000 in awards in 2019. The program is currently under evaluation. MECC Foundation secured funding from the Columbus Phipps Foundation to support free tuition for all dual enrollment students in Dickenson County. The Foundation continues to develop new annual and endowed scholarships to assist with tuition and book funding, securing three new endowed scholarships in 2019 and raising more than \$900,000. |
| Shared Services | Affordability & Sustainability Goal 4: | | MECC has reduced the number of FTE positions in the business office staffing and has shifted |

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| <p>How will your college contribute to the goal of achieving efficiencies through shared services?</p> | <p>Actively participate in VCCS shared services transition</p> | | <p>those responsibilities to the Shared Services Center. Accounts Payable, Procurement, Time, Labor and Absence Management, Payroll and Travel Reimbursement functions have been transferred to the SSC. The college will continue to work with the SSC to enhance these processes by communicating through our regional representative concerning day to day issues and how to best coordinate our activities.</p> <p>The MECC Business Office will complete a Six Sigma Lean project to better streamline the college's processes and procedures. These steps will help increase the "first pass yield" in our interactions and better achieve efficiencies for MECC and the SSC.</p> |
| <p>Leadership and Innovation a. Innovation</p> <p>What will your college do to support the strategic direction(s) of VCCS during the upcoming year? (i.e., direct enrollment pilot, talent pipeline development, innovative partnerships)</p> | | | <p>MECC is actively engaged in the direct enrollment pilot. The President co-chairs the taskforce, and an English faculty member from MECC has joined the faculty curriculum development sub-committee. Progress of the taskforce is regularly communicated to both the college and system stakeholders. Feedback and guidance have been, and will continue to be solicited through engaging faculty and key student services representatives on MECC's campus. MECC is also actively engaged in implementing Multiple Measures and the Multiple Measures 2.0 pilot for non-traditional students. MECC has created an innovative partnership with Frontier Health to create an innovative program for the delivery of workforce programming, on-the-job-training, and recovery support for with those affected by the opioid crisis. MECC is also working with the United Way of SWVA, Ballad Health, and other regional partners to increase healthy behaviors and strengthen the community's exposure to</p> |

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| | | | <p>workforce opportunities. MECC also partners with UVA-Wise in the Appalachian Intermountain Scholars (AIMS) program. This is a unique partnership in which a student who completes an associate's degree with a 2.5 GPA and transfers to UVA Wise maintaining a 2.5 GPA is able to attend both institutions tuition free.</p> <p>MECC is actively involved in enhancing the talent pipeline through the recent formation of the Diversity and Inclusion Committee and the creation of the President's Institute. The President's Institute program is for eligible MECC faculty and staff who are interested in personal development and improving their knowledge of the Virginia Community College System and the operations and functions of MECC. The program helps participants better perform the tasks associated with their respective positions by developing a greater appreciation of their personal skills and attributes, as well as a greater understanding of the College's mission and its multiple roles in the community. The program also provides a foundation for understanding and addressing key issues impacting MECC and the region it serves.</p> |
| <p>b. Community and Civic Engagement</p> <p>How are you providing leadership in your community? How will this change in the next two years?</p> | <p>Goal 5: Deliver community educational and cultural programs that promote regional heritage, quality leadership, and academic excellence.</p> | <ul style="list-style-type: none"> • Home Craft Days • Mountain Music school • Governor's school • Quick Start activities • President's Institute | <p>MECC is central to both current leaderships within the community as well as the development of future community leaders. MECC plans to continue to engage with state and community agencies such as Frontier Health, United Way of SWVA, the Powell River Project, Department of Health, Ballard Health, The Boys and Girls Club, and numerous other organizations in order to carry out our role in</p> |

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| | | | <p>ensuring the region stays healthy, educated and economically sound.</p> <p>Some of the community events and programs offered by the College include:</p> <p>Home Craft Days – The 48th Festival was held October 18-20, 2019, and was huge success. The festival had record attendance and saw an increase in the number of vendors and performers from previous years. The 49th Festival (2020) is still undecided due to COVID - 19. Wampler Library Director and staff have been working on returning the festival to more traditional Appalachian craft, music, dance, storytelling, and food and will continue to work on this for future festivals. We have worked on creating a local Cultural Heritage Advisory Committee to preview applications and make recommendations for juried vendors with traditional handmade items from the local and surrounding regions of Central Appalachia. Dr. Gilley is researching the artists, artisans, dancers, musicians, and storytellers participating in the festivals since 1972 to write a book on the history of Home Craft Days for the 50th Anniversary.</p> <p>Mountain Music school – the 16th summer camp for July 2020 has been cancelled due to Covid-19. Wampler Library staff will work with Workforce Development to administer the 17th summer camp for July 2021; after which Workforce Development will supervise this camp. Wampler Library staff recommend that the Cultural Heritage Advisory Committee choose instructors for this summer camp from the pool of old time, bluegrass, country, gospel,</p> |
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| | | | <p>and blues master musicians within the service region and other areas of central Appalachia. We recommend that instructors be alternated in various years so students will gain the wisdom from various master musicians. We also recommend hosting this annual summer music camp at CWIA as it has more classroom space for expansion of music course offerings and appropriate space for dance instruction, concerts, and lunch catering. Moreover, CWIA with classrooms on one level is better suited for supervision of students ages 10-17. We recommend that classes be held at CWIA Monday -Thursday, with practice and the final concert held in Phillips Taylor Hall and the Goodloe Center on Friday. Having this camp at both CWIA and the MECC campus will promote the college programs at both places and highlight both locations. We recommend that this summer camp for traditional music of the Central Appalachian region be promoted both inside and outside the college's service region as an intergenerational camp for families with full scholarships available to youth students within the service region. Lower priced tuition for youth students outside of the region and increased tuition for adults. We also encourage grants and other sources of income to support the continued expansion of this popular program.</p> <p>MECC's Governor's School program for 2019 enrolled over 100 students in ten specialized strands ranging from Art, Emergency Medical Services, to Unmanned Systems Technology. The 2020 Governor's School had to transition to a virtual format, and was deemed the 2020 Governor's School Online Academy. 75 students</p> |
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| | | | <p>enrolled in at least 6 credits each that are required in their chosen program of study.</p> <p>The College's Quick Start program also transitioned last fall to a new format. The program now targets all new students who attempt to enroll in classes on or after the first day of class in the regular semester. Instead of enrolling the students in the full-term and allowing them to start out without their books, financial aid, etc., and therefore falling behind from the start, they are enrolled in Quick Start, (a six-week program to prepare them to be successful in College), with a normal schedule built on either the 12-week or second 8-week alternative schedule of classes. The success rate of these students was more than 20% higher than the average of those who were previously allowed to late enroll in full-term classes. Generally, late starting students are among the least successful. Of those enrolling through Quick Start this past academic year, 88% completed their initial semester of classes, with 50% having a 4.0 GPA; this program will continue to expand.</p> <p>President's Institute leadership series – Each fall, eligible MECC faculty and staff who are interested in personal development and improving their knowledge of the Virginia Community College System and the operations and functions of MECC either apply or are recommended by their supervisors to participate in the institute. The program helps participants better perform the tasks associated with their respective positions by developing a greater appreciation of their personal skills and attributes as well as a greater understanding of</p> |
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| | | | <p>the College’s mission and its multiple roles in the community. The program also provides a foundation for understanding and addressing key issues impacting MECC. In addition to the 15- hour program, participants travel to Richmond and observe a State Board meeting and interact with system-level leaders. There is also an opportunity for participants to complete four hours of job shadowing with a college administrator in a leadership role.</p> |
| <p>c. New Program Development</p> <p>Where do you see opportunities for new certificate, degree, and FastForward programs to meet workforce and transfer needs in your community?</p> | | <p>Development of new opportunities for non-cred FastForward Certifications.</p> | <p>MECC is delivering at least 6 new opportunities for credentialing in non-credit, FastForward certifications in the new Center for Workforce and Innovation of Appalachia.</p> <p>MECC is actively engaged with community partners in addressing the opioid crisis in the service region. The college has plans to develop programming and supports for this demographic in culinary, construction, CDL, food service, unmanned systems, and agriculture.</p> <p>MECC’s Small Business Development Center (SBDC) will assist with the capital formation of \$2,350,000 for clients of the SBDC.</p> |
| <p>d. Diversity</p> <p>What are your long-term plans for diversifying faculty, staff, and administrative leadership at your college?</p> | | | <p>Mountain Empire Community College values a diverse workforce and student population. MECC continues to focus on diversifying the faculty staff and administration at the college through active recruitment of diverse candidates. The college’s student population has increased from a low of about 2% minority in 2001 to nearly 5% in 2018. MECC has intentionally recruited diverse faculty, staff and administrators to reflect our diverse student population. In fact, MECC’s faculty, staff and administration is more diverse than the student population it serves. The diversity of the student body</p> |

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| | | | <p>mirrors that of the region the college serves, and MECC continues to provide resources and service to support the diverse range of background and needs of the student population it serves. Based on our demographics we have had challenges in recruiting minority applicants in the area. We do have a plan to focus on recruiting applicants from varying backgrounds in 2018-19 academic year. We have also utilized the Chancellors Teaching Fellows initiative and contacted several applicants to determine their interest in our area. We have not been successful as of yet with this process as most are not interested in relocating to a rural area.</p> <p>The Diversity and Inclusion Committee has discussed various ways to reach diverse candidates. The committee has been very active during AY2018-19 and is planning several events in AY2019-20.</p> <p>The College will continue placing ads in National Minority Update and Veterans Journal</p> <p>The Diversity and Inclusion committee will meet quarterly and each committee member will be tasked with identifying one organization/network to bring to the committee that they will establish a working relationship with.</p> |
| <p>4. Other Goals (Optional)</p> <p>Please add other institutional goals as appropriate.</p> | <p>Affordability & Sustainability Goal 7: Seek at least 2 strategies per year to increase efficiencies and reduce waste.</p> | | |

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| | <p>Affordability & Sustainability Goal 9: Seek local and regional collaborations and partnerships that enhance the ability of MECC to perform its mission.</p> <p>Affordability & Sustainability Goal 10: Provide for and continuously improve the process for the delivery of building maintenance, utility services, and skilled trades to meet the facility needs of the college.</p> <p>Affordability & Sustainability Goal 11: Maintain and increase quality in all program offerings.</p> <p>Affordability & Sustainability Goal 11: Reduce costs through consolidation of computing resources.</p> <p>Affordability & Sustainability Goal 13: Provide students</p> | | <p>MECC has worked closely with the Facilities staff at the VCCS to address current needs to upgrade HVAC systems. With support from the VCCS, MECC has three separate projects in motion. Holton Hall, Godwin Hall and Phillips Taylor Hall will have several upgrades completed with the next couple of years. Preventive maintenance has become a main focus this year. MECC is 100% up to date on preventive maintenance goals this year.</p> <p>With the absence of a Technology Director for nearly the entire academic year, MECC's IT staff stepped up to the challenge and made key recommendations for cloud computing and consolidation of computing center resources.</p> <p>Continued operation of the Red Fox Grill has allowed students to stay on campus and receive a low-priced meal. This encourages students to stay on campus and return to classes. During</p> |
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| | with affordable food options through The Red Fox Grill. | | the pandemic, the Grill has provided free meals for needy students and has been a support for the food bank in Student Services. |
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