STRATEGIC PLAN 2016-21
DREAM BIG. PLAN WELL. BE ANYTHING.

Summative Report

January 2021

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Executive Summary

"Someone's sitting in the shade today because someone planted a tree a long time ago." These words have been attributed to noted investor and philanthropist Warren Buffet. Similarly, a college is also in the investment and philanthropy business as it actively prepares people to create a better future for themselves and their communities. To reap rewards and promote welfare at a future date, such preparation involves goal-setting, planning, and work, with analysis and adjustment over time.

This summative report records the steps involved in creating and implementing Mississippi Delta Community College's strategic plan *DREAM BIG. PLAN WELL. BE ANYTHING.* during the time period of 2016-2021. This report also documents outcomes evaluation for the plan's seven broad strategic initiatives and their associated specific goals. Methods of inquiry include trend, horizontal, and vertical analysis. Specific standards and benchmarks are stated where applicable. Details may be reviewed in data compilation templates, which are on file with the Office of Institutional Effectiveness.

Results show that most goals have been met. In particular, Mississippi Delta Community College showed success in its market-share enrollment growth, grant applications, partnership development, program creation, student degree progression, and facilities upgrades. Areas that may benefit from further investigation and attention include total enrollment growth, targeted alumni engagement, developmental education success rates, and updated, focused marketing. A limitation of this report is that analysis of some goals was limited by staff turnover, a fire, and a pandemic. Some goals lacked specific measures, justified benchmarks, and concrete timelines. Overall, however, the plan was successful in helping the college to become a better version of itself through shared visualization, incremental planning, and coordinated action.

Strategic Plan 2016-21: Summative Report

Introduction

This section includes an overview of the planning process used by Mississippi Delta Community College (hereinafter "MDCC" or "the College"), the makeup of the committee who compiled this report, and the overall report structure.

Strategic Planning Process

The mission statement of a college undergirds all of its activities, and it is particularly salient in the strategic planning process. The mission statement connects aspirational goals with practical strategies, thereby motivating and enabling stakeholders to align actions and decisions with a unified vision and direction.

Once the mission has been defined, specific goals are expressed in terms of concrete, measurable, achievable, time-limited steps. Clear goals make it possible to measure success, and they help stakeholders to see how success is incremental and progressive. Annual institutional effectiveness plans for various programs and service areas provide opportunities to review, evaluate, and adjust progress towards achieving the specific goals.

At the close of a strategic planning period, a summative evaluation reviews the whole in terms of original intent and current conditions. Then, the iterative process begins a new cycle with research of environmental circumstances and emerging trends, analysis and revision of the mission statement, and new objectives and goals.

Reporting Committee

To compile this summative evaluation, a reporting committee was composed of individuals who demonstrate a commitment to MDCC's mission and who represent the interests of the major constituencies. The group was structured in this manner:

Initiative Topic(s)	Lead Reporter	Committee Members
Initiative #1: Student Retention	Ben Cloyd, PhD *Special Assistant to the President and Strategic Plan Committee Chair*	Kate Failing, Claire Green, Allyson Lofton, Audra Perry, Teresa Webster
Initiative #2: Recruitment and Student Enrollment	Ed Rice, PhD *VP of Student Services*	Jim Aycock, Todd Donald, Melaney Emerson, Patricia Kelly, Dan Rives, Suzanne Thompson, Teresa Webster
Initiative #3: Funding and Partnerships	Marsha Lee *VP of Business Services*	Jim Aycock, Todd Donald, Kate Failing, Steven Jones, Patricia Kelly, Suzanne Thompson, Teresa Webster
Initiative #4: Customer Service and Communication	Dan Rives *Athletic Director*	Todd Donald, Melaney Emerson, Steven Jones, Patricia Kelly, Suzanne Thompson, Teresa Webster
Initiative #5: Campus Activities and Community Involvement	Todd Donald *VP of Workforce & Economic Development*	Allyson Lofton, Leigh Lovelace, Audra Perry, Ed Rice, Teresa Webster
Initiative #6: Student Outcomes	Teresa Webster *VP of Instruction*	Kate Failing, Dawn Herring, Patricia Kelly, Renee Moore, Audra Perry, Elizabeth Scrivener
Initiative #7: College Image and Marketing	Steven Jones, PhD *VP of Administrative Services*	Jim Aycock, Melaney Emerson, Don Lee, Ed Rice, Teresa Webster

Organization of the Report

This report begins with a review of the College's steps to create this strategic plan. Then results for each strategic initiative's goals are supplied. The forms used by each group to compile data on each goal are filed in the Office of Institutional Effectiveness.

Account of Plan Creation

This summary is condensed from the original Strategic Plan overview:

The College began its planning process in April 2015. After a committee revised the mission statement, MDCC's Board of Trustees approved the revised version June 11, 2015. By April 2016, MDCC's Office of Institutional Effectiveness had completed an environmental scan to anticipate the institution's operating situation over the coming five years. This information was used by strategic plan retreat participants to conduct an online SWOT analysis. These data were reported at a retreat held in May 25, 2016, in the Vandiver Student Union Conference Room.

At the retreat, over fifty representatives of faculty, staff, student body, Board of Trustees, Mississippi Legislature, and business and industry met to review information from the environmental scan and previously completed SWOT analyses. Participants worked in breakout groups to identify strategic initiatives that ensured that the college would be accomplishing its mission and goals. Participants then participated in a gallery walk to decide on the most critical areas for the college.

As a result of these activities, seven strategic initiatives emerged: (1) student retention, (2) recruitment and student enrollment, (3) funding and partnerships, (4) customer service and communication, (5) campus activities and community involvement, (6) student outcomes, and (7) college image and marketing. Participants were then assigned strategic initiatives and challenged to develop goals to achieve the initiatives.

From June 2016 until the end of August 2016, the college gathered input from strategic planning participants and the college community to refine the initiatives and goals. MDCC then developed outcomes, benchmarks, budget implications, and

individuals and/or departments responsible for implementing the actions to accomplish the goals and outcomes of the plan. The five-year Strategic Plan was finalized September 30, 2016.

Initiatives: Goals and Results

By charting a course and quantifying success, a strategic plan helps an organization to direct its decision-making and deploy its resources. As the plan is implemented, specific goals help the organization to evaluate its progress and adjust accordingly. Each initiative is reviewed below, with results and analysis given for the specific goals related to each strategic objective.

Strategic Initiative #1: Student Retention

Student retention is a measure of success for both a college and its students. When students choose to return from one year to the next, they indicate satisfaction with their previous experiences, and they are poised to complete their educational goals. In this manner, the retention focus of Strategic Initiative #1 supports the College's mission of providing quality education. The specific goals of Initiative #1 include: (1.1) expanded student supports, (1.2) expanded student activities, (1.3) expanded course offerings, (1.4) an early alert system, (1.5) online student advising, (1.6) professional development for advising, (1.7) student completion incentives, and (1.8) a first-year student program.

Goal 1.1: Expand mentoring and tutorial services for students. This goal has been met.

The College routinely advises students about available academic resources, which include the online tutorial service NetTutor (in the Canvas LMS) and the Student Success Center of Learning in the Moorhead library. Since 2016, English teachers at the

GHEC instructional site have expanded and maintained a Writing Center. Two College Prep labs were created in the Tanner building for Developmental classes to use for coursework and testing.

During the 2017 academic year, an online student support coach position was created and filled; however, funding priorities shifted in subsequent years, and the position was not renewed. During the same time period, a Student Success Writing Lab was created in the Horton building, which is the location of English classes. This lab has seen increased use since its inception. Unfortunately, it is funded by a grant with an end date of fall 2021. Consequently, the College will be seeking further funding to continue these services.

In fall 2020, the English Division wrote and published a digital composition textbook, *MDCC Guide to First Year Composition*, for students in Comp 1 and 2. This textbook and its resources are more accessible—digitally and culturally—to the College's students.

Goal 1.2: Expand student engagement activities and student involvement opportunities. This goal has been met.

As noted in Goal 1.1 above, the College created a writing lab at the Moorhead campus where students can serve as peer tutors. In 2017, the English Department began training and using peer tutors to assist students in the GHEC Center.

To foster student participation in campus clubs and activities, Student Success creates campus events, reaches out with custom programming, and encourages engagement opportunities through social media posts. Additionally, counselors on all campuses host a regular schedule of monthly psychoeducational programming to engage students both in-person and online.

Goal 1.3: Provide additional course offerings during regular, interim, and summer sessions. This goal has been met.

Seeking to increase offerings in fall 2016, night classes were initiated at the Cleveland Career-Tech Complex. Despite low enrollment, the College continued to offer these classes in subsequent semesters, but classes were ultimately discontinued due to low demand. Heavy marketing was done to promote classes in Cleveland, but competition for students is stiff with Delta State University located there.

Similar courses offered at a Humphreys County location in fall 2016 did not enroll enough students to make the classes. However, in fall 2019, night classes were expanded at the Moorhead campus. Hybrid classes have been offered steadily since fall 2018; although, with the disruption of COVID-19, all face-to-face and hybrid classes shifted to online in the spring and summer of 2020. Courses in education have been offered since the fall of 2018, and currently, the College is seeking an agreement with Delta Health Alliance to obtain a 2+2 with Delta State University in Early Childhood Development. In 2020, MDCC partnered with the Mississippi Department of Corrections and the Mississippi Humanities Council in order to launch course offerings (currently in a live streaming format) to students incarcerated at the Mississippi State Penitentiary.

The Vice President of Instruction meets with division chairs each semester to review schedules to verify there is a mixture of face-to-face, online, hybrid, night, late start, as well as off-campus classes being offered. With division program reviews being conducted every five years—as well as statewide curriculum meetings being held every five years—each division constantly evaluates what courses are needed for university transfer and what business and industry demands.

Goal 1.4: Implement an early alert system. This goal was initially met but has not been continued despite demonstrated need.

In 2015, the College purchased Ellucian Advise as an early alert system. Unfortunately, Ellucian Advise was cumbersome and inefficient, and it did not integrate with our LMS as had been advertised so it was abandoned in 2018 to reduce recurring costs. Two Student Success coaches were subsequently hired to monitor and intervene with at-risk students 2016-2018. However, both coaches left for other jobs and their replacements were deployed in different capacities to act as caseload mentors for students identified under the PBI grant. DropOut Detective in the Canvas LMS was used by an Online Student Success Coach for 2017-2018, but DropOut Detective had no dedicated individual to continue monitoring once the Online Student Success Coach became an instructor in 2018 and was not replaced.

Student success as measured by first year retention, overall persistence, and completion of gateway courses indicates that an early alert system and staff to act upon its data are still warranted.

Goal 1.5: Implement a new online student advising system. This goal has not been met.

In fall 2016, a committee researched in-state and out-of-state colleges' online student advising systems. In spring 2017, AdvisorTrac was purchased; however, due to unforeseen technological barriers, the College was unable to utilize the software as planned to facilitate advising activities. As a result, in spring 2021, the College will pilot the use of Canvas course shells for faculty communication with assigned advisees.

Goal 1.6: Provide professional development to train administrators, faculty, and staff in best practices for student advising. This goal has been met.

Beginning fall 2017 and each semester onwards, groups of existing have been trained in best practices of developmental advising, under the College's Quality Enhancement Plan (QEP). As of fall 2019, all full-time faculty had received academic advisor training. Initiated in fall 2020, all new full-time advisors are provided with advising-related workshops and training sessions in order to sustain a culture of best practices related to student advising.

Goal 1.7: Provide incentives for students to stay in college and complete the academic semester and/or year. This goal has not yet been initiated.

Defining *incentive* as "a thing that motivates or encourages one to do something," the committee tasked with reporting on this Strategic Initiative could not find evidence of any incentives offered directly to students to encourage persistence. As the original committee members' intent for this goal is unclear, it remains an area for exploration in the creation of a new strategic plan. Although incentives have not been offered, since the implementation of the advising-focused QEP in fall 2017, the College has implemented a "Fifteen to Finish" campaign to encourage a culture of benchmarked progress toward degree completion within four semesters.

Goal 1.8: Implement a first-year student experience program that emphasizes career exploration, goal setting, and best practices for student retention and success. This goal has been met.

In fall 2016, the QEP committee researched first-year student experience/advising programs at other MS community colleges. By spring 2017, the group had consulted with various colleges to learn which best practices were showing success with first year experience/advising programs that were targeted to enhance

student retention and success. Since that time, the QEP has been accepted and implemented. The QEP focuses on advising as a lever to improve student retention and success, and its developmental model of advising includes assigned advisors who use a Pre-Advising Questionnaire to assist students with goal-setting and career exploration.

Retention indirectly measures the quality of student interactions with peers, faculty, and processes. By strengthening students academically, socially, and personally, through means of targeted supports and trained professionals, the College provides a quality foundation upon which students may feel confident to return each semester and persist in building a completed credential.

Strategic Initiative #2: Recruitment and Student Enrollment

The mission of the College states that "MDCC is dedicated to improving the community through intellectual, social, cultural, and recreational opportunities." In order to realize such improvement, community members are necessarily recruited and enrolled in the College's educational programs. The recruitment and student enrollment focus of Strategic Initiative #2 includes the following specific goals: (2.1) evaluation of existing programs, (2.2) creation of new programs, (2.3) provision for student transportation, (2.4) creation of a summer bridge program, (2.5) diversification of recruitment efforts, (2.6) expansion of prospective student events, and (2.7) coordination of recruiting communications.

Goal 2.1: Evaluate current program offerings to determine viability. This goal has been met.

In the fall of 2016, a system of annual program reviews was instituted, meaning that all instructional and service programs are peer-reviewed on a five-year basis. Hybrid classes have been offered since the fall of 2017, particularly for the courses

offered later in the day. After reviewing existing course offerings and enrollment trends, more night classes were added to the Moorhead campus in the fall of 2019. In 2020, COVID-19 brought technological changes to both synchronous and asynchronous instruction. Also, due to COVID-19, instructors have implemented new modes of pedagogy and delivery. The College anticipates that many innovations such as video conferencing and livestreaming will continue as we strive to meet the needs of students.

Goal 2.2: Research and target one or two new program areas or class offerings to be initiated within 3-5 years. This goal has been met.

In the university transfer Academic division, courses for Elementary and Secondary Education majors began to be offered in fall 2018. In spring 2018, the Fine Arts department began offering courses in the field of Entertainment Industry Studies. After consultation with Delta State University's business program, in fall 2020 the College began to offer a Business major with an Aviation Management Logistics emphasis; no additional courses were needed in order to offer this transferrable program of study that meets the aviation logistics demands in Mississippi and the Memphis area.

In spring of 2016, the Career-Technical Education (CTE) division researched steps to implement an Industrial Maintenance Technology program. By fall 2016, CTE was awarded an MCCB Challenge Grant to implement Industrial Maintenance Technology. Program materials were subsequently developed and an instructor was hired so that by fall 2017, the new program was able to enroll students.

Also in 2016, the Health Sciences division initiated the creation of a Physical Therapy Assistant (PTA) program. By fall of that year, the College had been awarded funding through an MCCB Challenge Grant for implementation of the program.

Additional steps to realize this new program included hiring a program director and developing curricula, course syllabi, program and student policy and procedure manuals, student handbooks, and other required program documents following the Commission on Accreditation in Physical Therapy Education (CAPTE) standards and MS Community College Board State curriculum for PTA. Once these steps were completed, the College submitted a prospectus of notification for the Associate of Applied Science (AAS) degree program in physical therapist assistant to SACSCOC. Approval was granted by SACSCOC in fall 2018, after which the College was able to purchase equipment and supplies, hire a second faculty member as Academic Coordinator of Clinical Education (ACCE). In fall 2018, the College submitted an Application for Candidacy (AFC) to the Commission on Accreditation in Physical Therapy Education (CAPTE). The following spring, MDCC hosted a site visit for its Candidacy for Accreditation, which was awarded in spring 2020. The first cohort of 12 students enrolled at GHEC in fall 2020.

The Workforce division added new training programs as well: Electrical (motor control or residential) and Carpentry (residential). Both programs adopt the NCCER curriculum for their respective subject areas. Result for these new training programs has been positive. Both programs are populated each time they are offered. Electrical boasts a completion rate over 90%, and the material covered dovetails well with HVAC offerings by the College. Carpentry has become one of the most popular programs offered, with a 95% completion rate. Workforce has worked to make local contractors aware of these offerings and graduates as the programs have been critically important for trainees in advancing in their established careers. Additionally, the Carpentry program is attracting not only construction-minded individuals but also "do-it-

yourselfers" whose projects built during training are popular advertisements for the program's outcomes.

Goal 2.3: Partner with local non-profits to coordinate transportation options for students within MDCC's district. This goal has been met.

Beginning in 2016, the Office of Student Services canvassed students for their transportation needs and contacted local transportation agencies to determine and establish a price point. By spring 2017, the College was able to provide multiple transportation routes to students, who were able to charge the cost through the College's business office. Since that time, an additional route has been added to handle demand.

Goal 2.4: Provide a summer bridge program that will allow students to complete their remedial classes and progress to college credit courses in the fall. This goal has been attempted but has not yet been met.

In spring 2016, developmental education instructors attended a conference on the concept of co-remediation. In fall 2017, co-requisite classes were piloted, with moderate success. The goal was to build on this concept in order to offer a summer bridge program that would help students in need of remediation to keep their course sequencing on track. Unfortunately, administrative turnovers and lack of funding cut short the expansion of this concept. Since then, plans were made to attempt a different form of co-requisite remediation in the fall of 2020. However, the advent of COVID-19 and its attendant necessitation of online instruction cause those classes to be cancelled. The concepts of co-requisite remediation and a summer bridge program will be revisited at a post-COVID-19 time.

Goal 2.5: Identify diverse groups from the campus and provide outreach and recruitment in the community and high schools. This goal has been met.

Since spring 2017 onwards, the College has done the following to expand its diversity efforts in recruitment: (1) identify students who are not otherwise engaged in sports or activity groups to participate in off-campus outreach and on-campus recruitment; (2) employ team captains and members of performing groups to assist in off-campus recruitment; and (3) partner with the staff of the Baptist Student Union to assist with on campus recruiting and orientation.

Goal 2.6: Invite prospective students and parents to campus for recruitment days and MDCC events. This goal has been partially met.

The original standard for this goal was as follows: Partner with Athletics and other departments to integrate recruiting opportunities with coaching camps, summer camps, Skills USA, and other campus events. Some of these elements have been integrated into the previous goal 2.5.

Consequently, this goal now also includes these standards: (a) develop a recruiting page for MDCC Website that was user friendly for parents and prospective students; (b) develop an online invitation specifically for Counselors within the seven-county district; and (c) develop a standard agenda for parents and students when they arrive for the tour. These three items were completed in the 2017 academic year and continue to present. A final item, (d) students to work with parents and students when they arrive was scheduled to be implemented in 2020, but was postponed due to COVID-19.

Goal 2.7: Increase MDCC's matriculation rates by sending recruitment postcards and letters, admissions letters, and following up with additional MDCC correspondence. This goal has been met.

Enrollment management staff collaborated with public relations staff to design the following steps of a cohesive recruitment communications plan (completion dates below):

1. Study and analyze population trends within the seven-county region (2017 onwards).

2. Develop brochures, postcards and flyers that are informative, relevant and creative (2017 onwards).

3. Develop an Enrollment Plan to focuses on clear and concise communication with students and parents (fall 2017; revised summer 2020).

4. Revise job responsibility of recruiters to include constant feedback to students after acceptance (fall 2019).

5. Revise brochures and mail outs for prospective students (fall 2019).

6. Partner with Project Success to deploy 2-way text messaging, calls, and postcards to combat students stopping out and to increase retention (fall 2020 onwards).

In an era of declining area population, declining college enrollment, declining budget allocations, and increased competition for available students, it is critical that recruitment and enrollment synchronize their efforts with all areas of the College to achieve streamlined processes. Focusing on student needs as they enter the recruitment pipeline, enroll, and integrate themselves in a post-secondary setting is a foundational concept of effective enrollment management.

Strategic Initiative #3: Funding and Partnerships

The mission of the College states that MDCC provides "activities and/or facilities which . . . promote economic development and partnerships in the communities served by the College." To provide such activities outside the classroom, additional funds and collaborations are needed. Therefore, the funding and partnership focus of Strategic Initiative #3 includes the following specific goals: (3.1) grant applications, (3.2) partnerships, (3.3) graduate media highlights, and (3.4) alumni gatherings.

Goal 3.1: Research and apply for workforce, career-technical, health science, and other grants. This goal has been met.

The standard to demonstrate success in meeting this goal was to have been two grant applications per year by the Office of Institutional Effectiveness. However, in June 2017, the position of grant writer in that office was eliminated through a reduction-in-force. That staff reduction, coupled with an administration building fire in December 2017, shifted the priorities for the IE office. To fill the grant writing void, administrators for various programs also initiated grant applications. In 2019, the position of VP of Administrative Services was created and includes oversight of sponsored grants.

In spite of the shifts of grant application responsibility, the College applied for and was awarded far more than two grants per year, and various grant opportunities continue to be pursued. Grants are listed categorically below:

University Transfer Academic Division:

- 2019: National Science Foundation Grant, denied
- 2019: Aspen Institute College Excellence Grant (Health Sciences), denied
- 2020: National Science Foundation Grant (in partnership with Jackson State University JSU), pending.

- 2020: Mississippi Humanities Council, awarded

Career-Technical Education Division:

- 2016: Industrial Technology Challenge Grant, awarded.

- 2018: Automotive Technology Challenge Grant, denied.

- 2018: Information Systems Technology Challenge Grant, denied.

- 2020: Nontraditional Student Grant, awarded $5,000.00.

- 2020: Agriculture Workforce Training Grant (sub-grant with MSU), pending.

- 2020: Adult Education Grant, awarded.

- 2020: AI for Agricultural Agronomy Grant (sub-grant with MSU), pending.

- 2020: Expanding Agriculture Initiatives in the MS Delta through Organic Vegetables (USDA), awarded $18,441.13.

- 2020: MDHS/Mi-Best Grant (sub-grant with MCCB), awarded.

- 2020: WK Kellogg/Mi-Best Grant (sub-grant with MCCB), awarded.

- Women's Foundation of MS Grant, awarded $30,000.00.

Health Sciences Division:

- 2017: Physical Therapist Assistant Challenge Grant, awarded.

- 2019: League of Innovation in Community Colleges Public Health Grant, awarded $400.00.

Workforce Division:

- 2016: America's Job Promise through USDOL, denied.

- 2019: Aspen Institute College Excellence Grant (Workforce), denied

Workforce has also supported grants submitted by South Delta Planning & Development.

Student Success Initiative:

- 2016-2021: Title III – Predominantly Black Institution (PBI) Grant, awarded $3.6M (which includes a sixth year of funding at $600,000.00 exceeding the five-year grant period)

- 2019: TRIO – Student Support Services Grant, denied

Other:

- Blue Cross / Blue Shield Delta Fit

  o 2016: $458,150

  o 2018P: $186,430

- 2018: Mississippi Department of Transportation, LPA Grant, awarded $555,084.06

- 2019: Tier 1 Blue Cross Blue Shield College Tobacco-Free Policy, awarded $10,000.00

- 2019: Mississippi Department of Public Safety Homeland Security Grant – Law Enforcement Terrorism Prevention, awarded $25,000.00.

- 2020: Tier 2 Blue Cross Blue Shield College Tobacco-Free Policy, awarded $10,000.00

- 2020: CARES Act: Higher Education Emergency Relief Fund, awarded $1,371,972.00

Goal 3.2: Expand partnerships and seek additional partnerships with business and industry, schools, and other entities. This goal has been met.

This goal's standard was the establishment of new partnerships under the direction of established advisory boards. The Health Sciences division has continued clinical partnerships in all programs and has well-established Advisory Committees,

which meet twice a year. The following health sciences programs established new partnerships with the following:

- Health Care Assistant: clinical partnership with North Sunflower Medical Center (Ruleville MS);

- Physical Therapist Assistant: clinical partnerships with River City Rehab, Greenville Sports Medicine, Trinity Rehabilitation, and Allegiance Specialty Hospital (all in Greenville, MS);

- Medical Laboratory Technology: clinical partnerships with Chico Memorial Medical Center (Lake Village, AR), and Bolivar Medical Center (Cleveland MS).

Associate Degree Nursing established new clinical partnerships with Baptist Memorial Hospital North MS (Oxford MS), Baptist Memorial Hospital Yazoo (Yazoo, MS), Tallahatchie General Hospital & Extended Care (Charleston, MS), and Liberty Health.

Clinical partnerships provide MDCC Health Science students with the required clinical practice/skills and instruction in a clinical setting to meet entry level employment. Therefore, this is an ongoing goal to meet student placement, growth of programs, and to help meet industry needs.

The Workforce division knows that the ability to perform customized training is a great asset to the area and has allowed Workforce to expand its customer reach. It has developed the following partnerships:

- Women and Children Health Initiative to provide training to those that they serve (currently ongoing);

- Nufarm to develop training activities including the purchase of training equipment (currently ongoing);

- MS Department of Corrections training activities in Greenwood (completed summer 2019);

- Greenville Public Schools and Sunflower County Consolidated Schools have MOU's with MDCC Workforce for Manufacturing, Welding, Pharmacy Tech and CDL (currently ongoing).

The Career-Technical Education division has continuing partnerships in all programs and has well-established Advisory Committees, which meet twice a year. They currently have 73 business/industry representatives that serve on this committee which represents MDCC's 13 CTE programs. These committees establish a connection with our local businesses and industry to offer students tours, mock interviews, and valuable Work-Based Learning and Supervised Work experiences while earning college credits.

Goal 3.3: Strengthen MDCC's partnerships by identifying successful MDCC graduates working in local businesses and industries; spotlight MDCC graduates and employers in MDCC's alumni and community publications. This goal has been met.

The Office of Public Relations began in July 2019 to provide continuing monthly spotlights of alumni and supporters of MDCC. These are published in local newspapers, on social media, and on the College website.

Goal 3.4: Sponsor alumni gatherings for targeted, specific groups. This goal has not been met.

The College service area that deals with alumni relations underwent a reorganization in 2019. There were minimal records on which to report before that time.

Plans began in late 2019 to hold regular gatherings for designated groups such as football alumni, nursing alumni, and district alumni. These plans were delayed due to the social restrictions of the COVID-19 pandemic. The current intent is to revive these planning efforts once the pandemic has subsided.

Community partnerships are important to educational institutions and their fundraising efforts. Alliances with area stakeholders can strengthen collegiate programs, create value for both organizations, and help institutions obtain expertise and skills they might not have been otherwise able to afford.

Strategic Initiative #4: Customer Service and Communication

Customer service and communication are integral elements of the College's "infrastructure in support of student services, instructional programs, administrative processes, and community services." In this manner, Strategic Initiative #4 supports the College's mission of providing quality education. The specific goals of Initiative #4 include: (4.1) customer service training, (4.2) on-campus tours, (4.3) virtual tours, and (4.4) systematic handling of customer service complaints.

Goal 4.1: Require customer service training for faculty, staff, and administrators at all campuses. This goal has been met.

At the January 2017 convocation, all employees were provided with Re-Envision customer service training, conducted by Susan Leigh Consulting. The purpose was to enhance customer service skills and practices at all levels of the College's operations by training frontline staff and managers in service excellence and the concept of student services integration. Takeaways from the training included specifics on such topics as how to set up voicemails and effectively transfer phone calls among departments. Additionally, at the January 2020 convocation, all employees were provided with

training on multicultural communication by the College's counseling services coordinator.

These sessions generated positive feedback from attendees. Students also subsequently gave positive ratings on annual opinion surveys for various campus offices. Moving forward, the Office of Human Resources is involved in the creation of a Professional Development Institute that will provide regular opportunities for training on a variety of topics, which will include a focus on customer service and communication.

Goal 4.2: Provide tours of academic, career-technical, health science, and workforce programs for employees so that personnel will be aware of program offerings. This goal has been met.

In the academic division, an Academic Instruction Open House was held in fall 2018. While the event was not well-attended, it was the impetus for the creation of detailed flyers for all programs of study as well as for off-campus instruction sites. The Open House was not continued but the flyers have been kept current and used as recruiting materials.

Beginning fall 2017 and continuing to the present, the Career-Technical Education (CTE) and Health Sciences divisions have both held biannual Advisory Committee meetings, which are made up of business/industry representatives, to discuss individual program offerings. Due to COVID-19, these meetings for the 2020 academic year were put on hold; however, this is an ongoing standard and will be continued in future. Also, beginning fall 2017 and continuing to present, recruiters for MDCC have given tours to parents and students in the CTE and health sciences areas.

Although COVID-19 has reduced the ability to host large group tours, this too is an ongoing standard and will continue each year.

Since spring 2018, CTE instructors in the programs of Industrial Maintenance and Business & Office Technology have worked with business/industry representatives to hold interviews with current students in order to meet needs of the workforce. The success of these collaborative efforts will lead other CTE programs to implement similar interviewing processes. In a similar collaborative effort, beginning spring 2019, CTE has established internships in Automotive Technology, Industrial Maintenance Technology, and HVAC Technology; CTE will work to add internships to other programs of study.

In the Workforce division, Industrial Maintenance Instructors toured the Capps Center in spring 2019. This tour arose from a commonality of equipment and content, thus a consequent desire to maximize resources. Based on the success of this tour, the Executive Leadership Team toured the workforce facility in fall 2020. Moving forward, Workforce will further educate MDCC personnel about its offerings by touring recruiters and enrollment management staff through its facility and program offerings.

Goal 4.3: Provide virtual tours of MDCC's programs and services on MDCC's website. This goal has been partially met.

In June 2020, a virtual tour of the entire campus was created and posted to the College website (https://massinteract.com/mississippi-delta-community-college/). The office of Public Relations is able to review data from the tour site and quantify links out to the College's online application. While this tour is general and does not address specific programs, some individual programs such as Dental Hygiene Technology have created and posted programmatic overview videos to their homepages (https://youtu.be/Ti5btz9LyMI).

The Office of Public Relations that was tasked with accomplishing this goal underwent a major staffing change and reorganization in summer 2020. Prior to the reorganization, there was minimal recordkeeping in the service area, which makes analysis of results for this goal's intended criterion imprecise or even speculative. Moving forward, this partially completed goal could be addressed again in the next strategic plan.

Goal 4.4: Implement a system for customers to register specific complaints about customer-service related issues. This goal has been met.

In the 2017 academic year, a virtual complaint form was posted to the College website (https://msdelta.formstack.com/forms/student_complaint_form). Based on the choices made by the complainant, the form is subsequently emailed to the appropriate party: VP of Student Services or VP of Instruction. Additionally, the Office of Student Services reports that they receive direct emails from students, and record and handle grievances in accordance with College policy as outlined in the catalog. Additional complaint information related to eLearning, civil rights compliance, and FERPA is located on associated pages of the College website.

Students arrive at post-secondary institutions with varying degrees of understanding about policies, processes, and overall collegiate culture. When colleges prioritize customer service and emphasize communication, student outcomes can be positively affected. When students receive clearly-transmitted information, which is delivered in a spirit of service, they are more likely to form accurate and achievable expectations that in turn lead to higher satisfaction.

Strategic Initiative #5: Campus Activities and Community Involvement

Students who are involved in campus activities and who feel integrated into college culture are more likely to persist in their educational attainment efforts than students who feel more isolated and adrift. Therefore, the College seeks to fulfill its educational mission by suppling students with "activities and/or facilities which foster productive citizenship, enhance personal growth, enrich quality of life, and promote economic development and partnerships in the communities served by the College." Strategic Initiative #5 focuses on student and community engagement with these specific goals: (5.1 & 5.2) student orientation, (5.3) job shadowing, (5.4) campus activities, (5.5) health and wellness, and (5.6) community participation.

Goal 5.1: Develop and implement a new online student orientation to complement the face-to-face student orientations.

Goal 5.2: Enhance student orientations by including student activities, games, tours of the campus, and opportunities for students to meet other students.

Both orientation-related goals 5.1 & 5.2 have been met.

Since fall 2016, a one-credit orientation class has been assigned to all incoming students with fewer than 12 hours of credit. Course LLS-1311 was initially facilitated by the Online Student Support Coach, but when that position was eliminated, faculty in the Developmental English and Life Skills division assumed facilitation of the course.

In spring 2017, the Quality Enhancement Plan (QEP) Implementation Committee developed a face-to-face summer orientation that included guest speakers, an informational video, and parent tours. This orientation format was enhanced and expanded each subsequent year. QEP data on student outcomes show that students who

attend the summer orientation on average earn more credits, higher GPAs, and more credentials than students who do attend orientation. By 2020, two elements of summer orientation that were in the planning stages but not yet initiated were student tours and activities. Unfortunately, COVID-19 proscribed such gatherings.

COVID-19 created many difficulties for the College, but it also created an opportunity to implement the online version of summer orientation. When face-to-face meetings became impossible due to health precautions, the College researched online orientation programs at other Mississippi community colleges. By summer 2020, an online orientation was created and deployed. The online version mimicked the in-person version as much as possible, substituting informational videos for departmental guest speakers.

Goal 5.3: Develop and implement a job-shadowing program for students. This goal has been met.

The Career-Technical Education (CTE) division has continuously partnered with local businesses to sponsor on-the-job training by enrolling students in a course titled "Supervised Work Experience." The Health Sciences division has encouraged registered nursing students to participate in nursing preceptorships at local hospitals during the summer between their freshman and sophomore years. These preceptorships took place in summer 2018 and 2019, but not in 2020 due to COVID-19 restrictions. Also in the Health Sciences division, prospective Dental Hygiene and Physical Therapist Assistant students are required to observe a set number of hours prior to program admission; observations took place for the incoming cohorts of 2018, 2019, and 2020 but were waived for the incoming cohort of 2021 due to COVID-19. In the University Transfer Academic division, certain education courses require classroom observation hours.

These observations took place during the 2019 academic year, being the first year that the courses were implemented. Overall, COVID-19 had a negative impact on many of the job shadowing opportunities during the spring and fall of 2020. However, students actively participated in their respective areas during all other semesters, and the College expects to reestablish and expand these shadowing opportunities as soon as possible.

Goal 5.4: Increase community and college activities at all campuses (Relay for Life, tutoring and mentoring programs, extracurricular games and activities, health & wellness programs, student clubs and organizations, etc.). This goal has been met. This goal also coincides with Goal 5.6 below and this review covers results for both goals.

Numerous events have been hosted beginning in 2016 and continuing until COVID-19 negatively affected MDCC's ability to host in-person events; however, many were still carried out in a modified fashion. Some events of note have been as follows:

- Annual Scholarship Banquet (fall 2017 onwards)
- Nursing Scholarship Banquet (spring 2018 onwards)
- Job Fair (spring 2018)
- *Fresh Check Day* mental health fair (spring 2017 onwards)
- Sports Hall of Fame Banquet (spring 2018 onwards)
- Basketball player and referee camps (summer 2018 onwards)
- Delta Fit Day Camp (summer 2018 onwards)
- Counselors Day (spring 2018 onwards)
- High School Day (fall 2019)

- High school sports (Delta Streets played football in MDCC's stadium in fall 2020)

- Community COVID-19 testing (fall 2020)

- Community Speaker Series at GHEC (fall 2017 onwards)

- Community voter registration (fall 2017 onwards)

- 5k walk-a-thon for Breast Cancer Awareness (fall 2017 onwards)

Most activities will be reinstated, as well as new ones added, once we have moved beyond the COVID-19 era restrictions. Until then, modified versions will continue. Of note, this goal is congruent with Goal 7.4, and it is therefore recapped in that section.

Goal 5.5: Implement a health and wellness initiative for students, employees, and the community. This goal has been met.

The Delta Fit Health Initiative promotes healthy nutrition and physical fitness through a number of programs and services for MDCC students, employees, and the community. MDCC's four goals are: (1) To develop and implement a campus culture of health and wellness, (2) To develop and implement community-based health and wellness initiatives, (3) To develop and implement school-based health and wellness initiatives, (4) To demonstrate improvement in health.

From its inception in 2016 until the restrictions of COVID-19 in 2020, Delta Fit made huge strides in accomplishing its goals. In 2015, MDCC had no health and wellness plan. Once the decision was made to implement healthy living on the campus, with the support and guidance of the Blue Cross & Blue Shield of Mississippi Foundation, MDCC not only has made wellness a priority on the campus, but it has also extended those efforts in the community of Moorhead. Delta Fit demonstrated improvement in health with health risk assessments of 100+ employees, community

members and LETA. The creation of a Delta Fit Wellness Center at the heart of campus highlighted the centrality of wellness in the culture of the College. Once COVID-19 restrictions are lifted, it will again provide a means for exercise and education for employees, students and community members.

Some recurring Delta Fit Activities have included the following:

- Taste Test Tuesdays/Mystery Mondays

- Wellness Wednesdays

- Café Thursdays

- Rosser's Eat and Play the Healthy Way (ended May 2018 when school closed)

- Delta Day Camp

- Fitness classes

- Personalized Exercise Plans

Delta Fit Special Events and Collaborations have included the following:

- Movin' and Grovin' with Delta Fit

- Delta Day

- Breast Cancer Awareness – Moorhead

- Fresh Check Day

- Great American Smokeout

- Wellness Challenges (per quarter)

- Heart Disease Awareness

- Disordered Eating Event

- Delta Pop-up Fitness

- Heart & Sole Walk

Goal 5.6: Offer more programs and activities that promote community participation and involvement. This goal has been met. As this goal coincides with Goal 5.4, its results are listed in that section above.

Student learning, industriousness, and achievement in college are firmly connected with engagement. The more deeply that students are engaged with school staff, campus activities, and their chosen area of study, the more likely they are to persist and earn a credential. This association has been emphasized repeatedly in research on the undergraduate experience.

Strategic Initiative #6: Student Outcomes

Students who are educated have improved long term life effects such as job placement. Therefore, the College mission lists entry level employment among its specific goals. Strategic Initiative #6 focuses on such long-term effects with specific outcomes-related goals: (6.1) orientation, (6.2) credit completion, (6.3) licensure rates, (6.4) certificate attainment, (6.5) developmental education success, (6.6) job placement, (6.7) enrollment growth, and (6.8) retention.

Goal 6.1: Provide a mandatory freshman student success orientation class. This goal has been met.

In summer 2017, two full time College Prep instructors developed an online orientation course. When the course began, an Online Student Success Coach facilitated this course. However, when she took a position elsewhere in 2019, the position was not renewed. At present, Life Skills faculty facilitate the course in which first year students with 12 or fewer hours of college credit are automatically enrolled. The course structure includes the following elements:

- weekly discussions and quizzes on topics such as Financial Aid, Student activities, and use of Banner and Canvas,

- pages about each department's majors and courses,

- pages about Admissions, Athletics, and clubs.

In fall 2020, videos from each department on campus were added due to the pandemic that forced summer face-to-face orientation sessions to go virtual.

Summer face-to-face orientation was also initiated in summer 2017 and continued each year. In the sessions, students were trained in use of campus information systems, they learned about various offices on campus, and they met with advisors to make schedules. Parents who attended orientation participated in group sessions with the VP of Student Services and his staff. In summer 2020, COVID-19 gave MDCC the opportunity to further develop its successful face-to-face summer orientation model in a virtual format.

Goal 6.2: Increase student progress toward completion (credit hour completion). This goal has been met.

In 2015, Ellucian Advise software was purchased as an early alert system; students who showed signs of being at-risk were flagged for proactive interventions. Unfortunately, this software was cumbersome and inefficient and therefore abandoned in late 2018. To provide mentoring and assistance to distance learning students, an Online Student Success Coach was hired in 2016. When this employee changed jobs, this position was not renewed; however, these tasks were assumed by other departments. In fall 2017, an online orientation course was launched in Canvas; initially facilitated by the Online Student Success Coach, it was fully deployed for all incoming students by fall 2018. In 2019, facilitation of this course was assumed by Life Skills faculty.

The most noteworthy improvement to student progress began in 2017, when the Quality Enhancement Plan (QEP) piloted a developmental advising protocol that began assigning advisors to students and also providing professional development for advising. Also, an Advising Coordinator was hired to coordinate QEP implementation with advisors and train them. The QEP uses a variety of metrics to assess student outcomes. One such benchmark is 40% of first time, full time students earning 42 credit hours by the end of their second academic year. This percentage was selected as benchmark because 40% was the state average of Mississippi's community colleges on the 2014 Community College Report Card that was in use when this standard was developed. The 40% benchmark was met or surpassed for each year to date of the strategic plan: 2016 = 40.0%, 2017 = 40.0%, 2018 = 42.5%, 2019 = 52.6%.

Goal 6.3: Improve state and national licensure rates. This goal has been partially met.

The standard chosen for this goal was to meet or exceed the licensure benchmark set by each health science program's accrediting body. This is an ongoing accreditation requirement for all Health Science programs. Each year, programs track pass rates and make adjustments to their curriculum and pedagogy as needed to achieve results at or above the benchmark, particularly as Board standards are continually reviewed and updated as well. Additionally, programs engage in ongoing analysis of students' ability to meet the student learning outcomes throughout the year. When necessary, remediation efforts are provided for any student who is unsuccessful on their first attempt. The following tables show licensure rates of College health programs during the implementation of this strategic plan:

Associate Degree Nursing-NCLEX-RN 1st write -three year mean of 80%

Year	Pass Rate	3 year Avg.
17/18	96	89
18/19	91	86
19/20	80	89

Practical Nursing-MCLEX-PN Overall 90%.

Note: The benchmark of Practical Nursing has been changed to reflect the requirement of its accrediting body, the Mississippi Board of Nursing. The benchmark is now a 3-year average at or above the national average of first write for all test takers.

Year	Pass Rate	3 year Avg.
17/18	86	88
18/19	87	85
19/20	93	89

Medical Laboratory Technology- National ASCP BOC- Overall 75%.

Note: Due to COVID-19 the Medical Technology program graduation was delayed; therefore not all students have taken the Board Exam for the 2019/2020 academic year (this data is pending).

Year	Pass Rate
17/18	75
18/19	63
19/20	N/A

Dental Hygiene- National Board Dental Hygiene Exam- Overall 75%

Year	Pass Rate
17/18	100
18/19	100
19/20	100

In future, the Health Sciences division plans to benchmark licensure results for Radiological Technology and Physical Therapist Assistant. It will also track state licensure data for the Dental Hygiene program.

Goal 6.4: Increase degree and certificate attainment. This goal has been partially met.

The standard for this goal was selected as an increase in completions by 10% for Associate of Arts, Associate of Applied Science, and Certificate programs as compared with the completion data on the latest Mississippi Community College Report Card at the end of this strategic plan (2019/2020). These thresholds are based on institutions similar in size and mission to MDCC:

• Associate of Arts graduates increased from 266 to 293.

• Associate of Applied Science graduates increased from 158 to 174.

• Certificate graduates increased from 140 to 154.

	Completers			
Degree	2017	2018	2019	% Change
AA /AS*	224	283	297	+ 32.6%
AAS	112	107	126	+ 12.5%
Certificate	135	134	121	- 10.4%

*Note: AS indicates Associate Degree Nursing Student completers.

These improvements are attributed to the fall 2017 implementation of a developmental advising process that builds a relationship between advisor and advisee, increases student responsibility, and sets students on a plan to complete. The 10.4% decrease in certificates is due to the closing of the Automotive Machinist program. The College is currently researching programs to with certificate options to offset this loss.

Goal 6.5: Increase students' college readiness success in developmental mathematics and developmental English. This goal has been partially met.

When MDCC set this benchmark in 2012, the state used a percentage formula for determining student success. Planners originally set the benchmark for this goal of successful progression in developmental classes as follows: (a) 75% of first-time, full-time students will progress from Developmental English to English Composition I and successfully complete the course; (b) 72% of first-time, full-time students will progress from Beginning Algebra to Intermediate Algebra and successfully complete the course; (c) 72% of first-time, full-time students will progress from Intermediate Algebra to College Algebra and successfully complete the course. Then, in 2015 the state changed its formula and the College had to make adjustments. MDCC determined that instead of 75%, we should revise it to "not less than 5 points below the state average."

The College met its threshold for students enrolled in Development English. For 2017, the state average success rate in moving from Developmental English to English Composition I was 46.4. MDCC's success rate was 48.9. For 2018, the state's success rate was 47.6 while MDCC's was 45.9. The English department and College Prep department will meet in summer 2021 to recalibrate our departments' grading rubric so

that all instructors use the same grading scale. This meeting was scheduled for fall 2020, but the pandemic forced a delay.

The College partially met its threshold for students enrolled in Development Mathematics. For 2017, the state average success rate in moving from intermediate algebra to college algebra was 34.3; MDCC's success rate was 34.6. For 2018, the state's success rate was 36.4 while MDCC's was 31.1. To meet its threshold for mathematics, the mathematics faculty implemented several changes in fall 2016. They reviewed the mathematics curriculum and content for each course, revised course syllabi to reflect the findings from the curriculum review, piloted new teaching strategies for mathematics courses, and limited each developmental mathematics course to one semester (in the past, students could spread the course requirements over two semesters, which resulted in a large number of students withdrawing and not persisting toward a degree).

Goal 6.6: Increase students' job placement rates. This goal has been partially met.

The standard set for this goal was to meet or exceed the job placement rate as set by Health Science programs' accrediting bodies and Career-Technical Education (CTE) benchmarks for Perkins reports. These are ongoing requirements. The Health Science programs have industry advisory committees in place to assess job needs and opportunities. The division of Health Sciences also hosts a job fair each February, and several healthcare agencies visit campus each year. The College's CTE programs work closely with business and industry to post job openings, establish internships, conduct interviews, and collaborate in advisory committees.

The placement rate benchmarks and results for this goal are as follows:

Career-Technical Programs – 85%

Year	Placement Rate
17/18	65%
18/19	91.94%
19/20	88.3%

Associate Degree Nursing-90%

Year	Placement Rate
17/18	100
18/19	100
19/20	Not Available

Practical Nursing-90%

Year	Placement Rate
17/18	91
18/19	100
19/20	88

Medical Laboratory Technology-90%

Year	Placement Rate
17/18	100
18/19	100
19/20	100

Radiologic Technology-60%

Year	Placement Rate
17/18	90
18/19	88
19/20	Not available

Dental Hygiene-80%

Year	Placement Rate
17/18	100
18/19	100
19/20	100

Goal 6.7: Increase student enrollment. This goal has been partially met.

The standard for this goal was chosen to be an increase in student fall enrollment of 10%, by year five of the Strategic Plan. The 10% increase was selected based on institutional data trends, population, and workforce data of the Mississippi Delta service region. In reviewing this section, the committee contacted an original planner for justification of the original 2,372 baseline enrollment number; Dr. Rosemary Lamb emailed on November 19, 2020 that the 2,372 number was likely in-house and unaudited. Therefore, reporters for this goal used audited enrollment figures for the College, sourced from the Mississippi Community College Report Cards as follows:

Year	Enrollment
2016	3,271 (2,169 FTE)
2017	3,129 (2,168 FTE)
2018	3,051 (2,082 FTE)
2019	3,279 (2,172 FTE)

Overall enrollment from 2016 to 2019 was flat. During that time period, counties in the service area experienced a continuation of decades-long population decline. Despite population decline, MDCC recruiting efforts maintained overall enrollment totals and led to a growth in market share for the available student pool. In 2019, the VP of Student Services initiated a multi-unit enrollment team to integrate recruiting, communication, and marketing strategies in order to most strategically deploy college resources. As a result, the goal of overall enrollment growth was not met, but the College experienced growth in market share.

Goal 6.8: Increase students' retention rates. *Note: In the original strategic plan, this was listed as Goal 6.9. The version posted had 6.8 as increasing student completion rates, but that was a typographical error.* This goal has been met.

The Mississippi System Average of 58.7% on the 2014 Report Card was used to set the threshold for fall-to-fall retention rates. The College chose to be at or above the 59% state average. For each of the four reporting years, MDCC has met or surpassed the statewide average for student retention. These improvements are attributed to implementation of the current QEP with its emphasis on advising. Also, programs and services such as Student Success mentoring and tutoring in Mathematics and English have contributed to increased course completion, which also aids in retention.

Expressly stated outcomes give students a way to contemplate what they have learned, to "know what they know." When post-secondary institutions focus on outcomes, they can influence the impact that education has on students and the broader society through higher employment rates, reduced dependency on social services, and increased civic participation.

Strategic Initiative #7: College Image and Marketing

A college's image and marketing plan serves to safeguard and strengthen the institution's reputation. By maintaining a clear branding message, the institution promotes its relevance in the minds of stakeholders, which include the key audiences of current and prospective students and their families, as well as alumni, donors, employees, and taxpayers. Strategic Initiative #7 supports the College's mission of providing quality education through accurate, targeted, and timely presentation and promotion of the college's identity. The specific goals of Initiative #7 included: (7.1) service area marketing through billboards and promotional items, (7.2) digital signage, (7.3) improving the appearance of campus facilities, (7.4) hosting community events, (7.5) using star students as recruiters in their local schools, and (7.6) increasing campus advertising.

Goal 7.1: Provide a marketing presence across MDCC's seven-county service area (display cases in high schools; banners and billboards in the community; flyers in local businesses/industries; framed jerseys, pennants, etc., in local restaurants and businesses/industries). This goal has been met.

Digital billboards within the seven-county service areas have been used for advertising and marketing purposes. They ran in Greenwood and Greenville from 2017 until the end of December 2019; these were discontinued due to budget constraints and the reduction in traffic due to COVID-19. In MDCC's home county, a digital billboard on US Highway 82 Indianola was implemented in 2018 and continues to be in use.

Flyers, posters, pennants and other promotional items were distributed throughout the seven-county service area beginning in 2017 and continuing through 2020 until COVID-19 reduced the ability to post and share physical promotional items.

Goal 7.2: Provide an electronic billboard along Highway 82 and on the main campus with daily events, weekly events, faculty/staff member of the week or month, student of the week or month, and other newsworthy items). This goal has been partially met.

Digital signs have provided a modern method of disseminating current information in a timely manner. They have been strategically located at entry points in all buildings on campus that see student traffic: Admissions, Financial Aid, Fine Arts, Career Tech (x3), Allied Health, Horton (x4), Harper, Men's Residence Hall, Women's Residence Hall, Library, Coliseum, Bookstore, Cafeteria, Student Union. However, no digital billboard was purchased to place along US Highway 82 in Moorhead due to budget limitations.

Goal 7.3: Improve campus facilities, landscaping, and grounds. This goal has been met.

After researching practices implemented by other agencies and integrating them with our practices to meet the goals of the committee as efficiently as possible, the Facilities Management Department underwent a reorganization in the 2020-2021 academic year. The Assistant Director position was eliminated and new positions were created to ensure efficiency and proficiency. A Grounds/Landscape Supervisor was hired to oversee grounds, landscaping, and sanitation to improve the overall appearance of the campus. The Grounds/Landscape Supervisor solicits suggestions from the Campus Beautification Committee on ideas for enhancing the campus appearance. A Custodial Supervisor was hired to oversee all custodial operations. The Custodial Supervisor ensures facilities are sanitary by using assessment measures including but not limited to charts, logs, and visual inspections. Employees within the Facilities

Management Department receive professional development training at various times throughout the year to improve skills and learn new techniques.

Goal 7.4: Host more community events. This goal has been met.

This goal was congruent with Goal 5.4, reviewed previously. To recap it, numerous events have been hosted beginning in 2016 and continuing until COVID-19 negatively affected MDCC's ability to host in-person events; however, many were still carried out in a modified fashion. Some events of note have been as follows:

- Annual Scholarship Banquet (fall 2017 onwards)

- Nursing Scholarship Banquet (spring 2018 onwards)

- Job Fair (spring 2018)

- *Fresh Check Day* mental health fair (spring 2017 onwards)

- Sports Hall of Fame Banquet (spring 2018 onwards)

- Basketball player and referee camps (summer 2018 onwards)

- Delta Fit Day Camp (summer 2018 onwards)

- Counselors Day (spring 2018 onwards)

- High School Day (fall 2019)

- High school sports (Delta Streets played football in MDCC's stadium in fall 2020)

- Community COVID-19 testing (fall 2020)

- Community Speaker Series at GHEC (fall 2017 onwards)

- Community voter registration (fall 2017 onwards)

- 5k walk-a-thon for Breast Cancer Awareness (fall 2017 onwards)

Most activities will be reinstated, as well as new ones added, once we have moved beyond the COVID-19 era restrictions. Until then, modified versions will continue.

Goal 7.5: Utilize "star" students and faculty to recruit in local schools and the community. This goal has been met.

Beginning in fall 2018 and continuing until COVID-19, students on Presidential and Dean's Scholarship lists have been enlisted to assist with recruiting. Scholarship requirements for students that have been selected for Delta Delegation and Student Services were developed and students were engaged in these roles from fall 2018 onwards. As the pandemic interrupted the potential for student peer interactions, the Star student program will be reinstituted post COVID-19.

Goal 7.6: Increase campus advertising efforts. This goal has been partially met.

Beginning August 2016, Phase I of this goal was to have included two feature articles per month, written and distributed across various media outlets. The articles were to have focused alternately on alumni and current students. The department tasked with this specific goal was reorganized in summer 2020. Prior to that time there were incomplete records, and current employees are unable to determine to what degree this goal may have been met and to analyze any results.

Phase II of this advertising goal focused on the College's website as the primary method used by all constituents in search of information. A new Content Management System (CMS), OUCampus, was selected and the new websites for Moorhead and GHEC went live in December 2018. The new CMS features an integrated web calendar and an online employee directory. The Capps Center website transitioned to the new CMS in 2020. This phase is now complete and successful.

By focusing on image and promotion, this initiative of the College's strategic plan enabled MDCC to better assess its marketing goals, engage its target demographic, and maximize its advertising resources.

Conclusion

The tagline generated for Mississippi Delta Community College's Strategic Plan of 2016-2021 was "Dream Big. Plan Well. Be Anything." The planners dreamed that the institution could become a better version of itself. To achieve their aspirational vision, they identified strategic initiatives with specific goals. To meet the demands of a changing market environment, the plan was treated as a living document; it was adaptable and resilient so that those who implemented the action steps were able to balance desired outcomes with external realities. The fundamental priorities of the strategic plan also empowered the College to strive for progress despite the ongoing challenges of the pandemic. Ultimately, the College was able to become what it had envisioned: Better.

Now, as the College approaches its centennial in 2026, the completion of this strategic plan will serve as a starting point for the institution's next blueprint, aligning MDCC's human and physical resources with its next set of aspirational goals. Reflecting on the completion of this past strategic planning cycle, we intend that the future cycle carry forward the heart of this effort: Mississippi Delta Community College maintains an ongoing commitment to the success of its students and its wider community of stakeholders.