



# HOMEGROWN *success*



Patrick  
HENRY  
Community College

Annual Report  
2018-19



# Table of Contents

## Part I: Introduction

Purpose.....	5
Commitment to Mission.....	6
Institutional Overview.....	7
Pathways to Success.....	8

## Part II: Institutional Progress

Executive Summary.....	10
Strategic Plan Framework and Gains.....	11

## Part III: Goals Results by Unit

Goals Flow.....	14
Pillar I: Connection.....	15
Pillar II: Entry.....	17
Pillar III: Progress.....	19
Pillar IV: Completion.....	21
Pillar V: Transition.....	23
Pillar VI: Sustainability.....	24

## Part IV: Program Progress, Student & Employee Perspectives, & Summary

Student Learning Outcomes.....	27
PHCC Report Card.....	28
Summary.....	29

**Part I:**

**Introduction**

## Purpose

Patrick Henry Community College's 2018-19 Annual Report provides a review of the progress made with the 2016-2021 Strategic Plan. In its third year, *Home Grown*, continues the VCCS led initiative to implement student pathways to credentialing and meet the ultimate goal of the system: To increase credentialing by three-fold. The title of this year's annual report focuses on the enrollment stabilization PHCC experienced during the 2018-19 academic year. While headcount was relatively flat, full-time equivalency or FTE (a common measure of enrollment) grew by 6.6%. In direct correlation with FTE growth was the increase in Martinsville City and Henry County students just out of high school. These hometown students offset deficits in non-traditional student enrollment and prevented another declining enrollment year for PHCC. In addition, these students increased the average number of credits taken per student by 9.5% over the previous year.

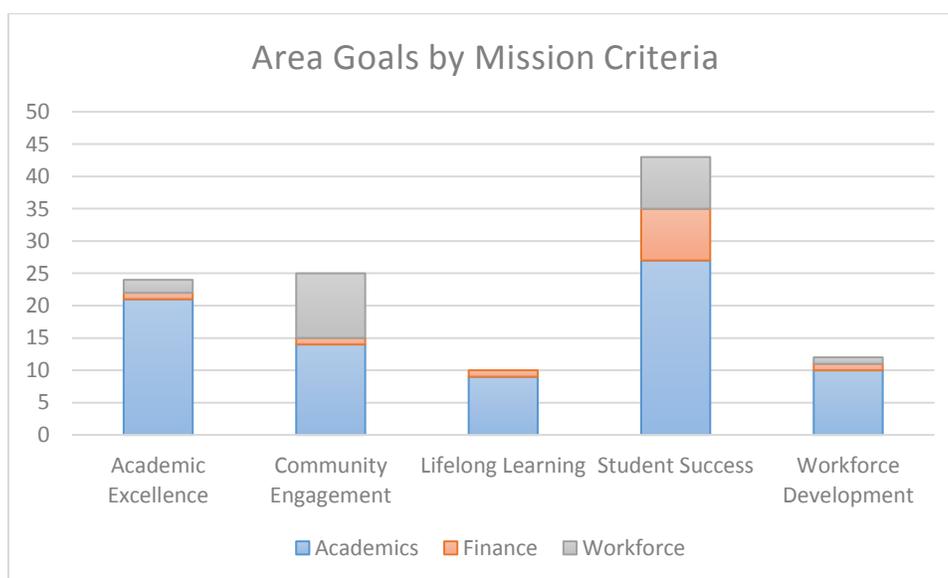
Many of these students applied and were accepted in the first cohort of the SEED Fund, sponsored by the Harvest Foundation, which provides last dollar tuition assistance to qualifying students in the Martinsville/Henry County area. The Student Excellence in Education (SEED) program provides education assistance to students and their career aspirations, as well as supplement the pathways and credentialing work at the institution level, culminating in career opportunities for students and job fulfillment for our employers. The overlay of the SEED Fund and PHCC's strategic plan complement each other such that eligible students will no longer have monetary barriers for tuition and can focus on the progress, completion, and transition to employment or bachelor's attainment. As the title implies, this initiative fosters a change for not only students, but the entire service region which PHCC proudly serves.

Specific to the strategic plan, PHCC utilizes the Completion by Design framework implemented by the VCCS and terms these areas as "Pillars." Connection, Entry, Progress, Completion, and Sustainability define the student pathway and serve as the foundation for the Chancellor's Goals (which have been scaled for PHCC, or President's Goals) and institutional strategic plan. To further target specific needs and tailor educational preferences for students, PHCC utilizes these pillars across area, division, department, program, and individual goals and outcomes to maximize the opportunity for student success.

The following report provides annual feedback regarding the progress made across all institutional units for each pillar. Perspectives from students are also contained in this report. These data serve as a learning experience from the prior year's goals and build upon effective strategies to ensure appropriate alignment between system-level expectations and student needs. *Home Grown* provides external constituents a glimpse at the accomplishments of the college and provides employees a tool for reflection and planning for the upcoming academic year. This annual report is intended to catalyze continuous improvement and inform all who are vested in Patrick Henry Community College.

## Commitment to Mission

Not only do the goals of PHCC connect to a foundational framework, but also to the mission of Patrick Henry Community College. As noted in the PHCC mission, a commitment to Academic Excellence, Student Success, Workforce Development, Community Engagement, and Lifelong Learning are priority for which all goals are tied. A breakdown of the number of goals attributed to each component of the mission follows:



While most goals could reference more than one area, all are tied to one component of the mission. These elements are critical to the existence of PHCC; however, Student Success represents the vision of the college and signifies the core of what Patrick Henry Community College strives to be. Overall, the number of goals being tracked across all facets of the mission are up by 11.7% from last year, with Academic Excellence increasing by more than 14% from the prior year.

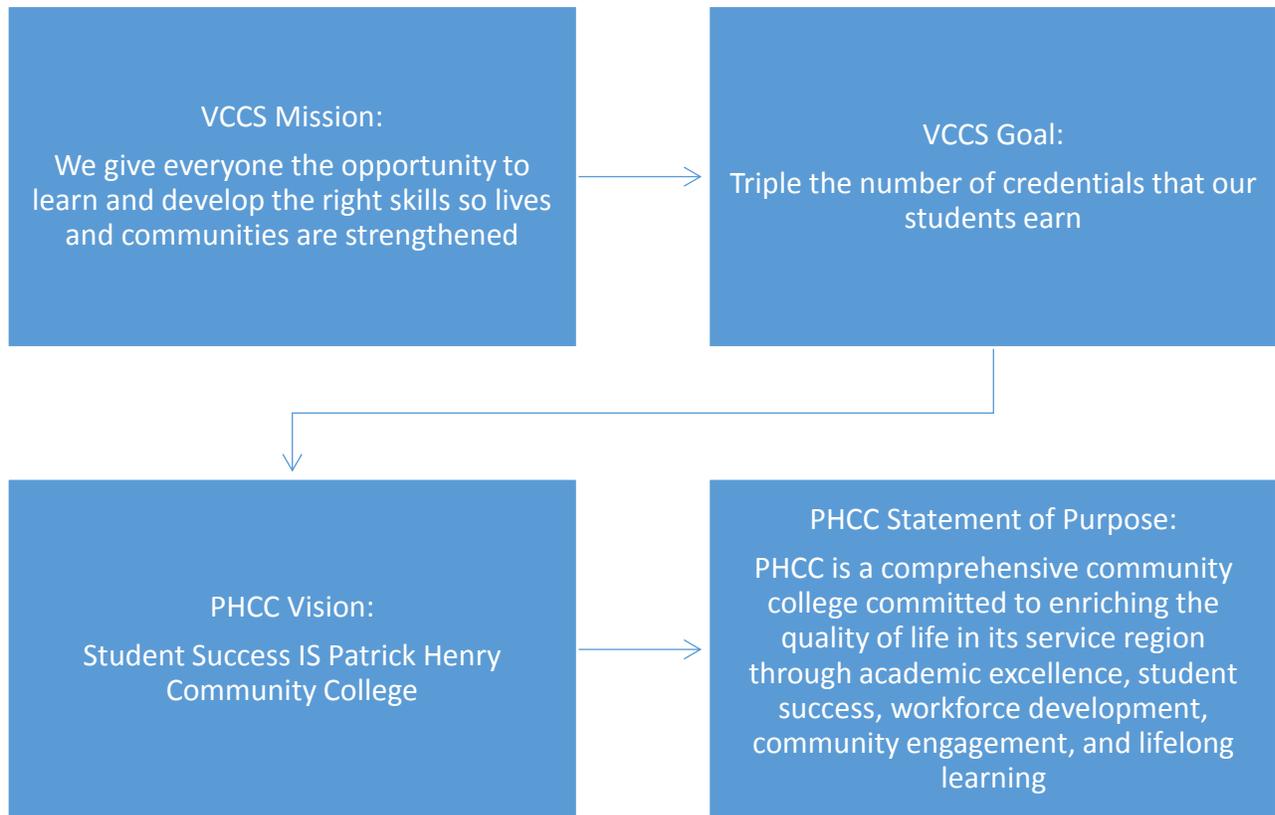
## Institutional Overview

June of 2016 began a new strategic planning cycle for Patrick Henry Community College. All areas were charged with creating goals around each of the aforementioned pillars to support the overarching system goal. If not included in the area goals, divisions and departments were tasked with creating goals to the same effect as the areas. The following table provides a list of areas, divisions, and departments with their abbreviation:

Area	Division/Department
<b>Academics &amp; Student Success Services (Academics)</b>	<b>Academic Success &amp; College Transfer (ASCT)</b>
	Tutoring (Tu)
	<b>Dual Enrollment &amp; Off-campus Site (DE)</b>
	Patrick County Site (PC)
	<b>Institutional Research &amp; Effectiveness (IE)</b>
	<b>Information Technology (IT)</b>
	Educational Technology (ET)
	Library Services (LS)
	Testing Center (TC)
	<b>Sci, Tech, Engineering, Math, &amp; Health and App Prog (STEMHAP)</b>
	<b>Student Success &amp; Enrollment Services (SSES)</b>
	Admissions & Records (AR)
	Advising (Ad)
	Financial Aid (FA)
	Student Success Center (SSC)
Student Support Services (SSS)	
Upward Bound (UB)	
<b>Finance &amp; Administration (Finance)</b>	<b>Business Office (BO)</b>
	<b>Facilities (Fc)</b>
	<b>Grants (Gr)</b>
	<b>Human Resources (HR)</b>
<b>Workforce, Economic, &amp; Community Development (Workforce)</b>	<b>Career Services (CS)</b>
	<b>Community Development (CD)</b>
	<b>Marketing &amp; Public Relations (PR)</b>
	<b>Workforce Programs (WP)</b>

## Pathways to Student Success

Patrick Henry Community College is led by both the VCCS mission and singular goal for which our Vision is derived. To tailor PHCC's integration into our service region, a statement of purpose directs our impetus for existing.



The following pages provide a breakdown of the college's progress with the goals associated with each pillar. In addition, the President's goals reflect the Chancellor's Biennial Goals specific to Patrick Henry Community College for AY 17 through AY 19.

**Part II:**  
**Institutional Progress**

## Executive Summary

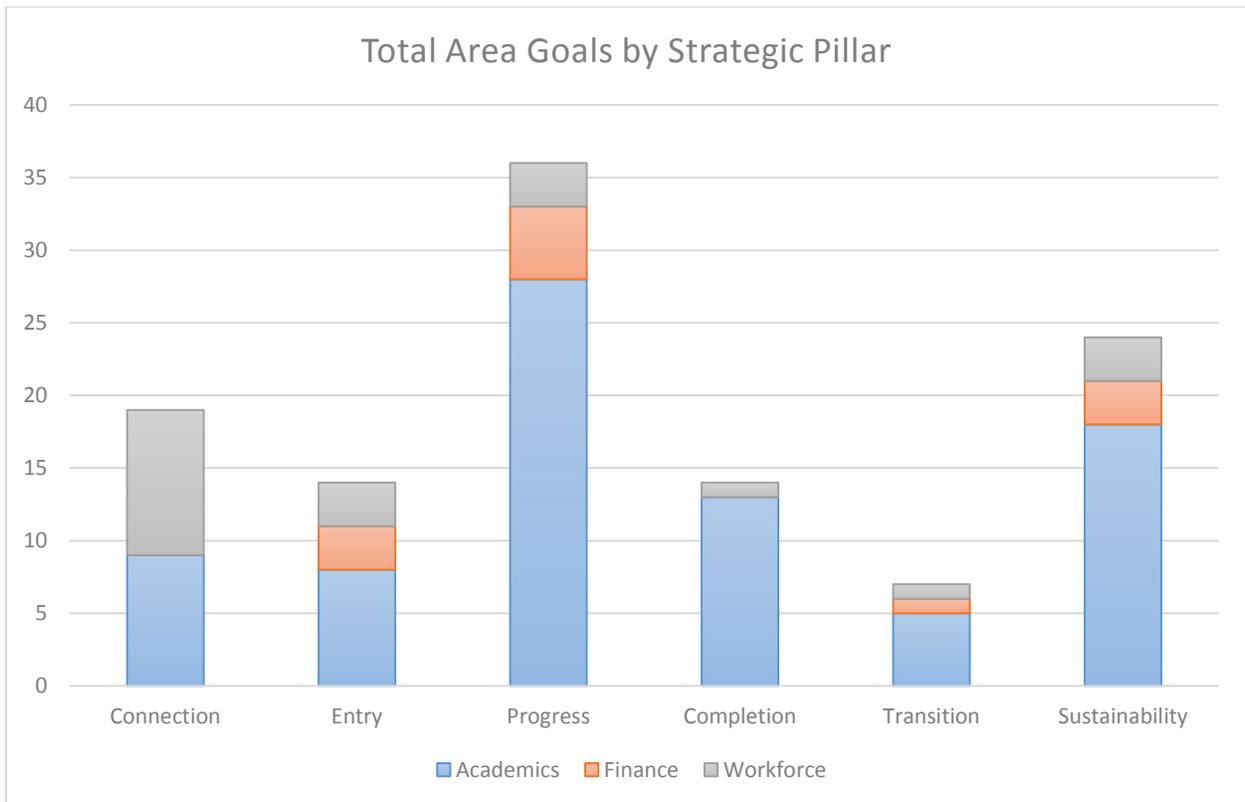
Below are the Chancellor’s Biennial Goals scaled for Patrick Henry Community College and whether data showed progress toward meeting the objective, “Improved,” or not, “Stagnant.” These goals comprise the overarching direction for PHCC and, in conjunction with the Completion by Design Framework, serve as the foundation for which all objectives, strategies, and action plans are built. Overall, **PHCC improved on over 60%** of its large scale benchmarks for the 2018-19 academic year.

Pillar	Goal	PHCC		VCCS	
		Improved	Stagnant	Improved	Stagnant
Connection	Increase PHCC fall admissions applications for credit programs to 1564 in AY 2019		X		X
	Increase admissions application enrollment yield for credit programs to 50% in AY 2019		X		X
	Increase enrollment in the Workforce Credentials Grant (WCG) by 20% over FY 2017	X			X
Entry	Increase percentage of FTIC credit students who earned 12 college credits with a GPA of 2.0 or higher in their first year from 51% to 55%	X			X
	Increase the percentage of students who complete industry certifications or CSC's then return for additional education within one year from 33% to 35%		X		X
Progress	Increase overall VCCS Fall-to-Spring retention of credit students to 74% and Fall-to-Fall retention credit students to 65% in AY 2019	X			X
Completion*	Increase overall annual PHCC completers in IRC's and academic credentials by 240 over FY 2017	X*			X
Sustainability	Increase the percentage of minority full-time and adjunct instructors to better align with service region demographics	X			
	Manage class sections to better align with state funding allocations	X			

\*Completion data are not complete as of 6/10/2019, but are trending towards meeting this goal

## Strategic Plan Framework and Gains

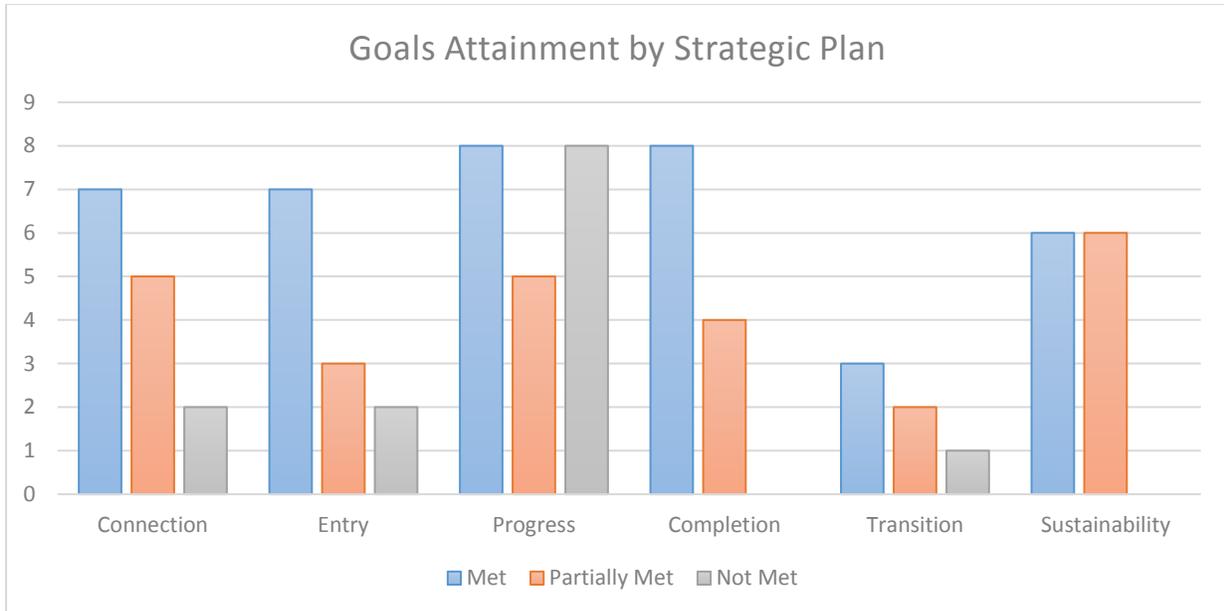
The strategic plan for PHCC is built on the Completion by Design *Loss/Momentum* Framework. This framework breaks down the student experience into four areas: Connection, Entry, Progress, and Completion. PHCC complements these pillars with two additional steps, Transition and Sustainability. Each of the six pillars represents a critical point in the student experience, for which, the student has the highest potential to gain momentum or experience a loss. As noted in the Executive Summary, the Chancellor's goals are categorized within the pillars which allow for focused and strategic implementation across divisions and departments. These areas are tasked with creating objectives, strategies and action plans as part of the ultimate goal of tripling credentials. For AY19, the graph below provides the total goals by area and for each pillar of the strategic plan.



In regard to the prior year, an increase from Academics and Finance in progress goals occurred. During this same time, PHCC experienced tremendous growth in newly admitted student persistence. From the prior year to this past year, the percentage of newly admitted students who returned in the spring semester increased from **72.1% to 78.9%**.

## Goal Attainment

Categorizing goals by pillars allows the tracking of progress towards tripling credentials. For AY19, Connection, Progress, and Sustainability maintained as the pillars that had the most goals. The graph below shows the success and progress made for each pillar. Coupling the number of goals with the results of the goals provides insight as to the overall progress PHCC has made at both the institutional and system levels.



While 89 goals are displayed, 102 goals will be measured for AY19. Given the timing of reporting, Workforce data are partial and all results will not be fully available until July, given most of the data run on the fiscal year, which has yet to finish. 82% of the 89 goals were met or partially met, an increase of 2% over AY18's progress. As noted above, there is notable consistency across most pillars in regard to goal attainment, with transition attainment trending the same, but at a lower frequency. When aggregated, the exponential effect of the efforts put forth by students and employees equates to:

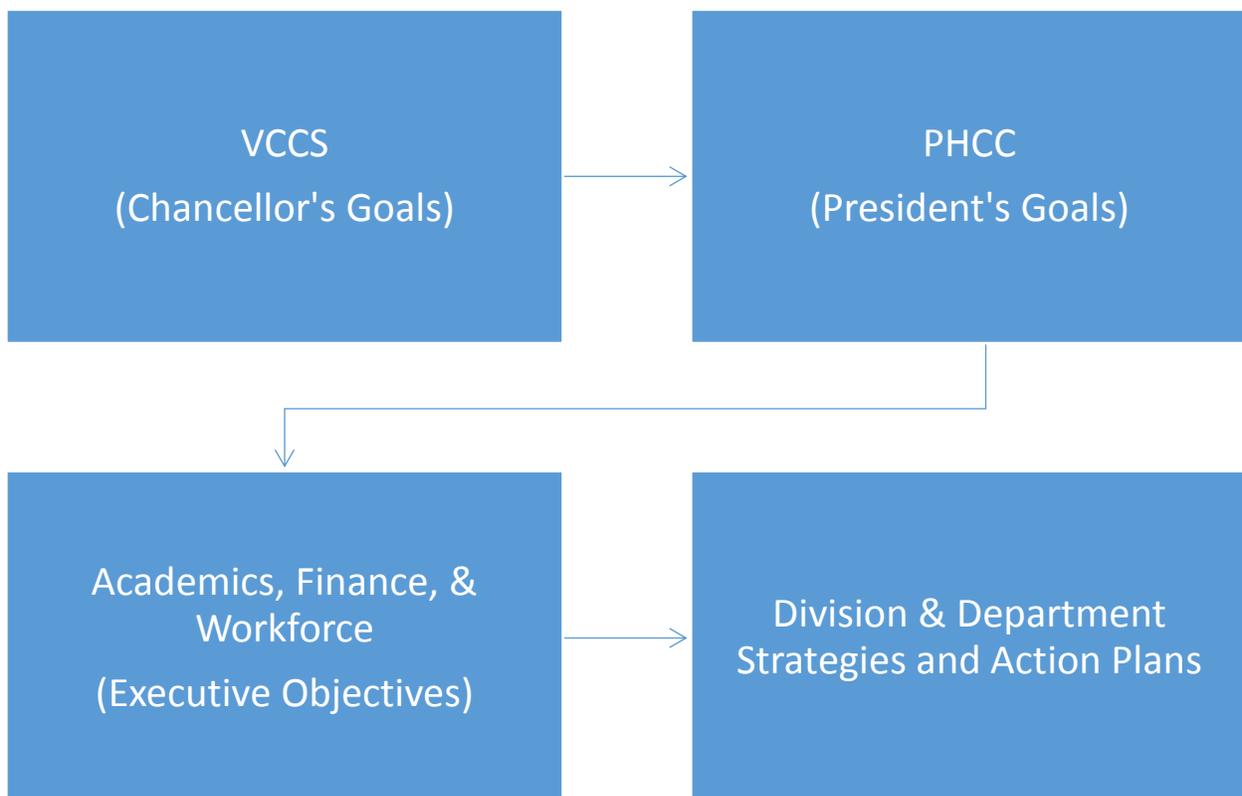
- **54% growth in Workforce Credentials Grant enrollment (Connection)**
- **64% of FTIC students earning 12 or more credits in their first term (Entry)**
- **6.6% Annualized FTE growth from AY18 to AY19 (Entry)**
- **79% Fall-to-spring retention rate (Progress)**
- **4% growth in spring credentials attainment (Completion)**
- **46% of completers in Workforce programs secured employment within six months post-college (Transition)**
- **2.2% growth in minority part-time faculty employment (Sustainability)**
- **8% increase in class-instructor ratio to better align with state funding allocation (Sustainability)**

## **Part III:**

### **Goals Results by Unit**

## Goals Flow

The following depicts how the system-level goals are communicated to the departmental level. VCCS goals are discussed with the President, who then works with the area vice presidents to create executive objectives. Deans, directors, and coordinators create strategies and action plans based on the executive objectives and are carried out through the academic year. Strategies and action plans are enhanced through system-led administrator meetings, regional peer group meetings, and local input. The President provides a unified direction while faculty, staff, and administrators have the flexibility with the creation and implementation of the plans.



The following pages provide achievement for all levels, as well as benchmarks for the upcoming academic year for the system and institution. Division and department results are also provided in order to shed light on the progress made and identify areas of improvement. Data are provided for each Pillar of the strategic plan.

**Pillar I:  
Connection**

**1) Increase fall admissions applications for credit programs in AY 2019.**

Academic Year	Applicants		% Change	
	Goal	Actual	Goal	Actual
VCCS	Goal	Actual	Goal	Actual
16/17	Baseline	114,166	--	--
17/18	--	111,118	--	-2.7%
18/19	120,000	107,072	8.0%	-3.6%
PHCC	Goal	Actual	Goal	Actual
16/17	Baseline	1334	--	--
17/18	1469	1448	10.1%	8.5%
18/19	1564	1,135	8.0%	-21.6%

**2) Increase admissions application enrollment yield for credit programs to 50% in AY 2019.**

Academic Year	Enrollment Yield		% Change	
	Goal	Actual	Goal	Actual
VCCS	Goal	Actual	Goal	Actual
16/17	Baseline	44.7%	--	--
17/18	--	45.8%	--	1.1%
18/19	50.0%	46.0%	4.2%	0.2%
PHCC	Goal	Actual	Goal	Actual
16/17	Baseline	42.9%	--	--
17/18	46.5%	43.2%	3.6%	0.3%
18/19	50.0%	45.8%	6.8%	2.6%

**3) Increase enrollment in the Workforce Credentials Grant (WCG) by 20% over FY 2017.**

Fiscal Year	WCG Enrollment		% Change	
	Goal	Actual	Goal	Actual
VCCS	Goal	Actual	Goal	Actual
2017	Baseline	4800	--	--
2018	--	4100	--	-14.6%
2019	5760	5082	20.0%	24.0%
PHCC	Goal	Actual	Goal	Actual
2017	Baseline	50	--	--
2018	55	54	10.0%	8.0%
2019	60	77	20.0%	54.0%

**Pillar I:  
Connection**

**Division & Department Results**

Unit	Improved	Stagnant
ASCT	--	1
DE	2	--
PR	5	--
PC	2	--
STEMHAP	1	1
SSES	2	--
Workforce	2	--
WP	--	1
Overall	14	3

**Connection Notables**

- Placement testing completed for over 650 high school sophomores
  
- Completed 17 outreach events in Patrick County to include local elementary schools for Verizon Innovative Learning summer program and other recruiting endeavors
  
- Financial aid workshops integrated into SEED application processes and other outreach events in Patrick County and dual enrollment field trips
  
- Social media engagement increased nearly 5%
  
- Facebook followers increased by 8.8%
  
- 54% growth in Workforce Credentials Grant enrollment

**Pillar II:  
Entry**

**1) Increase percentage of first-time-in-college (FTIC) credit students who earned 12 college credits with a GPA of 2.0 or higher in their first year from 51% to 55%**

Cohort	Earned 12 cred w/2.0 GPA		% Change	
	Goal	Actual	Goal	Actual
VCCS	Goal	Actual	Goal	Actual
Fall 2014	Baseline	52.0%	--	--
Fall 2015	--	54.0%	--	2.0%
Fall 2016	55.0%	54.0%	1.0%	0.0%
PHCC	Goal	Actual	Goal	Actual
Fall 2014	Baseline	67.0%	--	--
Fall 2015	53.0%	68.0%	Met	Met
Fall 2016	55.0%	64.0%	Met	Met

**2) Increase the percentage of students who complete industry certifications or credit career studies certificates (CSCs) then return for additional education within one year from 33% to 35%.**

Academic Year	Returning Students		% Change	
	Goal	Actual	Goal	Actual
VCCS	Goal	Actual	Goal	Actual
AY 2017	Baseline	33.0%	--	--
AY 2018	--	31.0%	--	-2.0%
AY 2019	35.0%	19.0%	6.0%	-12.0%
PHCC	Goal	Actual	Goal	Actual
AY 2017	Baseline	35.0%	--	--
AY 2018	--	30.0%	--	-5.0%
AY 2019	35.0%	21.0%	5.0%	-9.0%

**Pillar II:  
Entry**

**Division & Department Results**

Unit	Improved	Stagnant
Academics	1	--
Finance	--	2
PR	1	--
PC	2	--
STEMHAP	3	--
SSES	3	--
Workforce	1	--
WP	--	1
Overall	11	3

**Entry Notables**

- Full implementation of the scheduling platform Ad Astra across all academic divisions
- Patrick County unduplicated annual headcount increased by 30% across AY19
- 94% of Talent Search participants enrolled in post-secondary education immediately following graduation
- Persistence rate of newly admitted students increased from 72% to 79%
- 64% of FTIC students earned 12 or more credits in their first semester
- 6.6% annualized FTE growth from AY18 to AY19
- 3% growth for all workforce credential programs over FY19

**Pillar III:  
Progress**

**Increase overall VCCS Fall-to-Spring Retention of credit students to 74% and Fall-to-Fall Retention of credit students to 65% system-wide in AY 2019.**

Academic Year	Fall-to-Spring		% Change		Fall-to-Fall		% Change	
	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
VCCS	Baseline	69.0%	--	--	Baseline	46.0%	--	--
16/17	Baseline	69.0%	--	--	Baseline	46.0%	--	--
17/18	--	70.0%	--	1.0%	--	43.0%	--	-3.0%
18/19	74.0%	71.0%	4.0%	1.0%	65.0%	52.0%	22.0%	9.0%
PHCC	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
16/17	Baseline	68.0%	--	--	Baseline	48.0%	--	--
17/18	--	73.0%	--	5.0%	--	41.0%	--	-7.0%
18/19	74.0%	77.0%	1.0%	4.0%	65.0%	62.0%	24.0%	21.0%

**Division & Department Results**

Unit	Improved	Stagnant
ASCT	2	--
Academics	--	4
Finance	2	1
HR	1	--
IT	1	2
IR	--	1
PC	1	--
STEMHAP	2	--
SSES	4	--
Workforce	1	--
WP	1	1
Overall	15	9

## **Pillar III: Progress**

### **Progress Notables**

- Professionalism and Self-management outcomes embedded (and measured) into over 75% of full-time faculty courses
- Increase in full-time faculty pass rates (grade of A-D,S) from 81.4% to 81.9%
- Part-time faculty completion rates (grade of A-C) increased from 75.1% to 75.7%
- Implementation of revised Program Review and Service Review systems
- Implementation of newly aligned Student and Employee surveys
- 11 support services workshops and 15 workshops offered in Fall, 2018 and Spring, 2019 respectively
- 75% of SSS ROAD Scholars remained in good academic standing, with 77.5% persistence rate
- Due to enrollment stabilization, carry forward was realized for AY19
- Increase in Fall-to-Spring retention (or persistence) to 79%
- 94% of students advised through Fast Forward Coaching enrolled in a workforce credentialing program

## Pillar IV:

### Completion

*Due to the timing of this report, not all credentials for AY19 have been counted*

**Increase overall annual completers in associate degrees, certificates, career studies certificates, and industry recognized certifications by 12,000 (240 for PHCC) over FY 2017.**

Academic Year	IRC Completions		Credit Completions		All Completions	
	Goal	Actual	Goal	Actual	Goal	Actual
VCCS	Goal	Actual	Goal	Actual	Goal	Actual
16/17	Baseline	17,627	Baseline	29,261	Baseline	46,888
17/18	--	13,321	--	18,170	--	31,491
18/19	--	16,448*	--	22,296*	67,693	38,744*
PHCC	Goal	Actual	Goal	Actual	Goal	Actual
16/17	Baseline	475	Baseline	650	Baseline	1,125
17/18	523	606	722	983	1,245	1,589
18/19	571	533*	794	811	1,365	1,344*

*\*18/19 data as of 6/10/19. Data are incomplete.*

### Division & Department Results

Unit	Improved	Stagnant
ASCT	1	--
Academics	1	--
CS	--	--
PC	1	--
STEMHAP	4	--
SSES	5	--
Overall	12	0

## **Pillar IV: Completion**

### **Completion Notables**

- Transfer Virginia initiative has complemented existing efforts to standardize outcomes for general studies degrees to ensure compatibility with four-year institutions
- Credit-side credentialing for Industry Recognized Credentials increased 4% over AY19, exemplifying further cohesiveness between workforce and academic areas
- Nearly 60% of SSS ROAD scholars graduated with an associate or certificate within 4 years
- 84% of Upward Bound students enrolled in post-secondary education after high school graduation
- 4% increase in the number of spring conferrals
- On track to meet credentialing efforts of an increase of 240 credentials over FY17
- Academic credential attainment increased 23% for CSC's, 29% for Certificates, and 22% for Associate's over FY17

**Pillar V:  
Transition**

**Division & Department Results**

Unit	Improved	Stagnant
ASCT	--	1
HR	1	--
STEMHAP	2	--
SSES	2	--
WP	1	--
Overall	6	1

**Transition Notables**

- 62% of Upward Bound Math/Science students completed an associate or bachelor's degree within six years of high school graduation
- 46% of workforce program completers attained employment within six months of finishing
- A total of 207 students transferred to a four-year institution in AY19

**Pillar VI:  
Sustainability**

**1) Increase the percentage of PHCC minority full-time and adjunct instructors to better align with service region demographics**

Academic Year	% Minority	
	FT Faculty	PT Faculty
PHCC		
15/16	10.0%	11.0%
16/17	12.0%	13.0%
17/18	7.1%	17.1%
18/19	5.4%	19.5%

**2) Manage PHCC course sections to better align with state funding allocations.**

Academic Year	Ratio of Students to Faculty	
	Goal	Actual
PHCC		
2017-18	--	15.1
2018-19	17.3	16.3

**Division & Department Results**

Unit	Improved	Stagnant
CS	1	--
CD	1	--
DE	1	--
Gr	--	--
IT	5	--
IR	2	--
STEMHAP	4	--
Workforce	1	--
Overall	15	0

## **Pillar VI: Sustainability**

### **Sustainability Notables**

- 47% of service area high school students matriculated to PHCC in the fall of 2018
- Program and service review systems were updated and first iteration took place in AY19
- As part of MET transition, Philpott Hall redesigned to now house an auxiliary nursing lab
- Welding and Industrial Electronics Technology programs expanded to Patrick County
- Phase II of the MET addition secured, doubling the size of the main campus welding program
- Partnership with Harvest Foundation led to enrollment stabilization for AY19

**Part IV:**  
**Program Progress, Survey Data, & Summary**

## General Education Assessment and Program Learning Outcomes

PHCC measures program outcomes across 15 associate degrees with 17 specializations, along with 9 certificates and 34 career studies certificates. In addition, each associate degree contains 6 core competency requirements mandated by the State Council for Higher Education in Virginia (SCHEV) and the VCCS. The recently adopted competencies are Civic Engagement, Critical Thinking, Professional Readiness, Quantitative Literacy, Scientific Literacy, and Written Communication. PHCC, along with the VCCS, is transitioning its assessment schedule in accordance with the new SCHEV requirements. These requirements will introduce Civic Engagement and Professional Readiness in the coming cycles. All outcomes are benchmarked and measured on an annual basis for progress and provide direction for the college, specific to Pillar III (Progress). The 2018-19 year was a planning year for general education, thus reporting did not take place. The 2019-20 year will have assessments in Civic Engagement, Critical Thinking, and Written Communication, followed up with Professional Readiness, Quantitative Literacy, and Scientific Literacy in 2020-2021.

The following table disaggregates core competencies and program outcomes. Given, this was a planning year for General Education, the year in which it will be assessed is provided. As for student learning outcomes, data are provided with the overall percent for which all PHCC students met proficiency.

Outcome Area	Percentage of PHCC students who met proficiencies of student learning outcomes		
	2018-19	2017-18	2016-17
Program Outcomes (AAS, AA&S, Cert, CSC)	74.4% (n = 2225)	75.4% (n = 2845)	77.3% (n = 1676)
Civic Engagement (AAS, AA&S)	Assessment Year: 2019-2020		
Critical Thinking (AAS, AA&S)	Assessment Year: 2019-2020		
Professional Readiness (AAS, AA&S)	Assessment Year: 2020-2021		
Quantitative Literacy (AAS, AA&S)	Assessment Year: 2020-2021		
Scientific Literacy (AAS, AA&S)	Assessment Year: 2020-2021		
Written Communication (AAS, AA&S, Cert)	Assessment Year: 2019-2020		

For the academic year 18/19, PHCC had a 1% decrease in student achievement relative to the prior year for student learning outcomes.

## PHCC Report Card

The college administers a student and employee survey each semester during the academic year. Beginning in 2018-19, a new survey was created to better align with the service and academic areas students encounter throughout their tenure at PHCC. This instrument serves as a way to gather information critical to the student experience.

<b>Employee and Student Survey</b>											
<b>Area***</b>	<b>Student Rating</b>	<b>Resp Rate</b>	<b>P/T Rating</b>	<b>Resp Rate</b>	<b>F/T Rating</b>	<b>Resp Rate</b>	<b>Staff Rating</b>	<b>Resp Rate</b>	<b>Overall Rating</b>	<b>Resp Rate</b>	<b>GPA</b>
<b>AR</b>	82.81	92.2%	**	--	**	--	**	--	<b>82.81</b>	<b>92.2%</b>	<b>3.50</b>
<b>Ad</b>	87.38	66.0%	*	0.0%	68.06	95.8%	67.85	31.6%	<b>83.27</b>	<b>59.6%</b>	<b>2.83</b>
<b>BO</b>	**	--	**	--	**	--	**	--	--	--	<b>0.00</b>
<b>FA</b>	79.65	60.0%	*	0.0%	76.58	27.5%	80.87	31.6%	<b>79.67</b>	<b>50.3%</b>	<b>2.33</b>
<b>Fc</b>	86.14	69.3%	79.95	80.0%	84.12	99.1%	82.77	96.5%	<b>84.94</b>	<b>76.9%</b>	<b>3.17</b>
<b>Gr</b>	**	--	*	0.0%	99.80	4.3%	99.74	11.3%	<b>99.75</b>	<b>8.3%</b>	<b>2.50</b>
<b>HR</b>	**	--	52.79	78.2%	65.76	93.0%	75.12	93.4%	<b>70.61</b>	<b>91.6%</b>	<b>2.83</b>
<b>IT</b>	81.43	93.5%	83.90	87.3%	91.40	100.0%	88.67	96.4%	<b>83.67</b>	<b>94.3%</b>	<b>3.50</b>
<b>IE</b>	**	--	*	0.0%	90.91	38.3%	92.13	27.2%	<b>91.71</b>	<b>26.7%</b>	<b>2.83</b>
<b>Instruction</b>	85.39	98.8%	83.79	96.4%	84.37	100.0%	84.40	97.0%	<b>85.08</b>	<b>98.5%</b>	<b>3.50</b>
<b>LS</b>	84.99	36.6%	98.89	16.4%	86.84	49.6%	85.59	15.1%	<b>85.48</b>	<b>32.8%</b>	<b>2.50</b>
<b>Tu (Math)</b>	79.16	15.9%	100.00	7.3%	84.40	34.8%	79.95	6.6%	<b>80.43</b>	<b>15.2%</b>	<b>2.17</b>
<b>SSC</b>	86.93	19.6%	79.00	27.3%	89.85	64.3%	86.03	25.6%	<b>87.00</b>	<b>24.2%</b>	<b>2.50</b>
<b>SSS</b>	**	--	**	--	**	--	**	--	--	--	<b>0.00</b>
<b>TC</b>	90.43	50.1%	92.54	43.6%	96.76	81.7%	88.28	22.6%	<b>91.09</b>	<b>46.9%</b>	<b>3.33</b>
<b>Tu (Writing)</b>	88.03	13.8%	87.80	36.4%	87.49	47.8%	87.69	10.5%	<b>87.86</b>	<b>16.4%</b>	<b>2.17</b>
<b>PHCC</b>	84.46	56.5%	79.65	36.4%	83.24	64.3%	83.13	43.5%	<b>83.99</b>	<b>54.0%</b>	<b>2.83</b>

*\*No survey responses    \*\*Area not surveyed    \*\*\*See page 3 for abbreviations*

# The Biennial in Review

## Pathways

To say a lot has happened at PHCC over the past two years is an understatement. This is a special place, made so by its students and employees. Beginning in 2016, PHCC restructured over 75% of its degree programs, adopting the metamajor philosophy to simplify student program selection and promote the guided pathways approach. Essentially, elective choices have been refined, course scheduling has been optimized, and most credentials less than an associate degree are now fully stackable into its parent major.

Fall 2018 brought a tiered advising model onboard for which students with 15 or less credits are advised by a Tier 1 advisor, whose primary skill is to navigate developmental and introductory course schedules. Students are then handed off to a Tier 2 faculty advisor for the duration of their program. Both the metamajor philosophy and tiered advising model focus on simplifying the structure process for students, alleviating extraneous options that can confuse and impede the progress of the student.

Other pathway components implemented include a new student orientation program, program sheets to clarify academic requirements, a new VCCS application, implementation of a scheduling efficiency system (Ad Astra) and an online catalog (Acalog); all to enhance student success and mitigate barriers to student onboarding, progress, and completion. In addition, summer 2019 began with a shift from Blackboard to Canvas, and personnel and structures are in place to continue the work focused on our distance learning success. Fall 2019 will bring together an immense amount of work dedicated to wrapping Completion by Design around EAB Navigate, for which many facets have already been implemented.

## Students

PHCC participated in the 2018 CCSSE and found student motivation to be extremely high. Specifically, 65% of PHCC students strongly agree they feel welcome and respected, compared to 57% of the national norm. Fifty-four percent strongly agree they feel PHCC is preparing them for what they plan to do in life, compared to the national average of 43%. Other data related to PHCC students:

- 47% strongly agree they can learn all of the material being presented (42% norm)
- 55% strongly agree they have good relationships with others at PH (43% norm)
- 69% strongly agree they can become more intelligent by working hard (60% norm)

PHCC's QEP focuses on the Academic Mindset, targeting specific motivational factors to increase student performance and retention that also translates to the workplace. Given the data from CCSSE, we feel students are poised and PHCC is prepared to accelerate the CBD pathway and provide students the best opportunity to meet their educational goals.

## **Enrollment Stabilization**

The 2018-19 academic year has the potential to be a watershed year for PHCC. Beginning with Summer 2018, PHCC experienced a 23% full-time equivalency (FTE) enrollment increase, the highest in the VCCS. Fall 2018 was similar, being 1 of only 5 schools to experience an increase in enrollment. PHCC, again, had the highest enrollment gains, ranking first in the VCCS. For Spring 2019, five institutions experienced an increase in enrollment and PHCC ranked 3<sup>rd</sup> out of 23 VCCS schools in regard to enrollment gains. The main contributing source came from the Harvest SEED program. A study was done on the Fall 2018 cohort of students for which several factors were analyzed to determine where FTE increases occurred. These factors were Age, Region, GPA, Ethnicity, and Gender. Significant gains in FTE occurred in students 18-19 years of age who were from Henry County and Martinsville. An uptick in the percentage of students with GPA's at or above 2.5 was also realized. Consequently, neither ethnicity nor gender were affected. Given these outcomes, it stands to reason the SEED program and opportunity that students have to receive full tuition assistance led to the increase in the SEED eligibility criteria (1. Recent high school graduate, 2. Resident of Martinsville/Henry County, 3. High school GPA 2.5 or higher) and the subsequent increase in FTE.

Fall 2018 was a unique term for PHCC as its headcount essentially remained constant relative to the Fall 2017 term (Fall 2018 headcount = 2269 and Fall 2017 headcount = 2272). Although headcount remained the same, an 8% increase in FTE occurred. This implies that Fall 2018 students enrolled in more credits than Fall 2017 students. On average, Fall 2018 students took 11.0 credits to an average of 10.2 for Fall 2017 students. This goes hand-in-hand with the SEED requirement of enrolling in 15 credits. For SEED students, the academic momentum continued as they out-paced their counterparts in persistence, 88% for SEED to 71% for everyone else. In short, SEED students took more credits and were more likely to return in the spring semester.

Having a headcount that was near constant implied that gains made in one area meant losses in another. Had PHCC not experienced the gains from SEED students, it is estimated PHCC would have faced a decrease in enrollment between 7 and 9% based on Age and Location trend data. When accounting for tuition differences from the estimated loss to the actual growth, the return on investment for the SEED program ranges from \$530,000 to \$560,000; a substantial impact for both our service region students and Patrick Henry Community College. While the enrollment stabilization provided relief from years of decreasing enrollment, the incredible academic work did not wane. Proof came in March when PHCC found itself first in the system in regard to the metrics associated with the VCCS Performance-based Funding Model. 2018-19 brought a close to the biennial goals and proved to be a shift in numbers for Patrick Henry Community College, which will ultimately drive the first steps towards a culture change for both students and employees to embrace and champion the education process and the benefits it can provide for our community.

**IT TRULY IS A GREAT TIME TO BE A PATRIOT!!!**

