

NORMAL.

Redefined

ANNUAL | 2019
REPORT | 2020



Patrick
HENRY

Community College

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Part I:

Introduction

Purpose

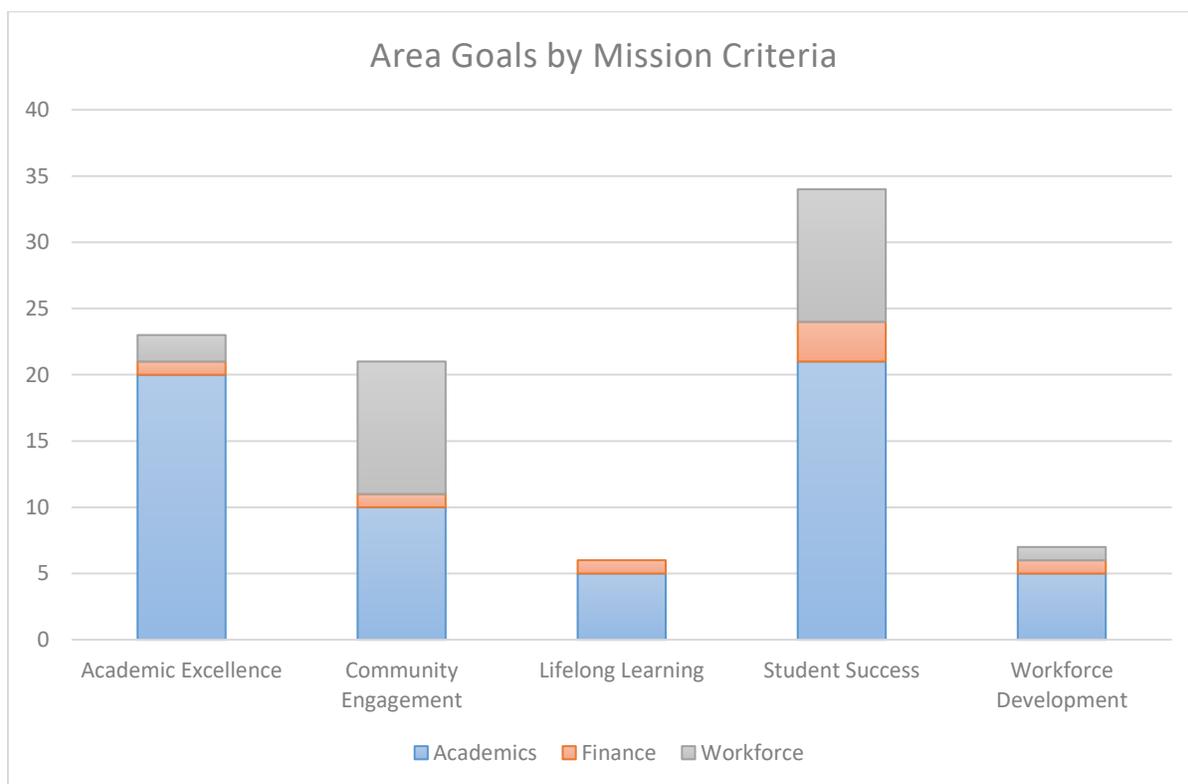
Patrick Henry Community College's 2019-20 Annual Report provides a review of the progress made with the 2016-2021 Strategic Plan. In its fourth year, *Normal Redefined*, continues the VCCS led initiative to implement student pathways to credentialing and meet the ultimate goal of the system: To increase credentialing by three-fold. The title of this year's annual report focuses on reshaping, rethinking, and resolving student success during a time like no other in our institution's, and nation's, history. Prior to the pandemic, the 2019-20 academic year remained remarkably consistent with the prior two years' FTE and headcount. By midyear, although minor losses in enrollment had occurred for both fall and spring, it appeared enrollment was stabilizing to a more predictable pathway. As the spring semester continued, talk of remote work and distance learning for all courses increased. On March 12, 2020, Executive Order Fifty-One began a practice of how we would redefine our normal day-to-day operations through the rest of the academic year.

Even through tremendous hardship, everchanging schedules, and daily unforeseen obstacles, the work for students never stops. In these challenging times, the core ideals guide the institution through the unknown. PHCC resorts to its strategic plan, utilizing 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. *Normal Redefined* 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 decreased by 4% from last year, with Student Success maintaining the focus across all divisions. The decrease in goals is largely due to several short and mid-term goals being completed and removed from the plan itself. These areas should be commended for their diligence in tracking and achieving their goals, which has allowed for a reallocation of time and resources to existing and new goals.

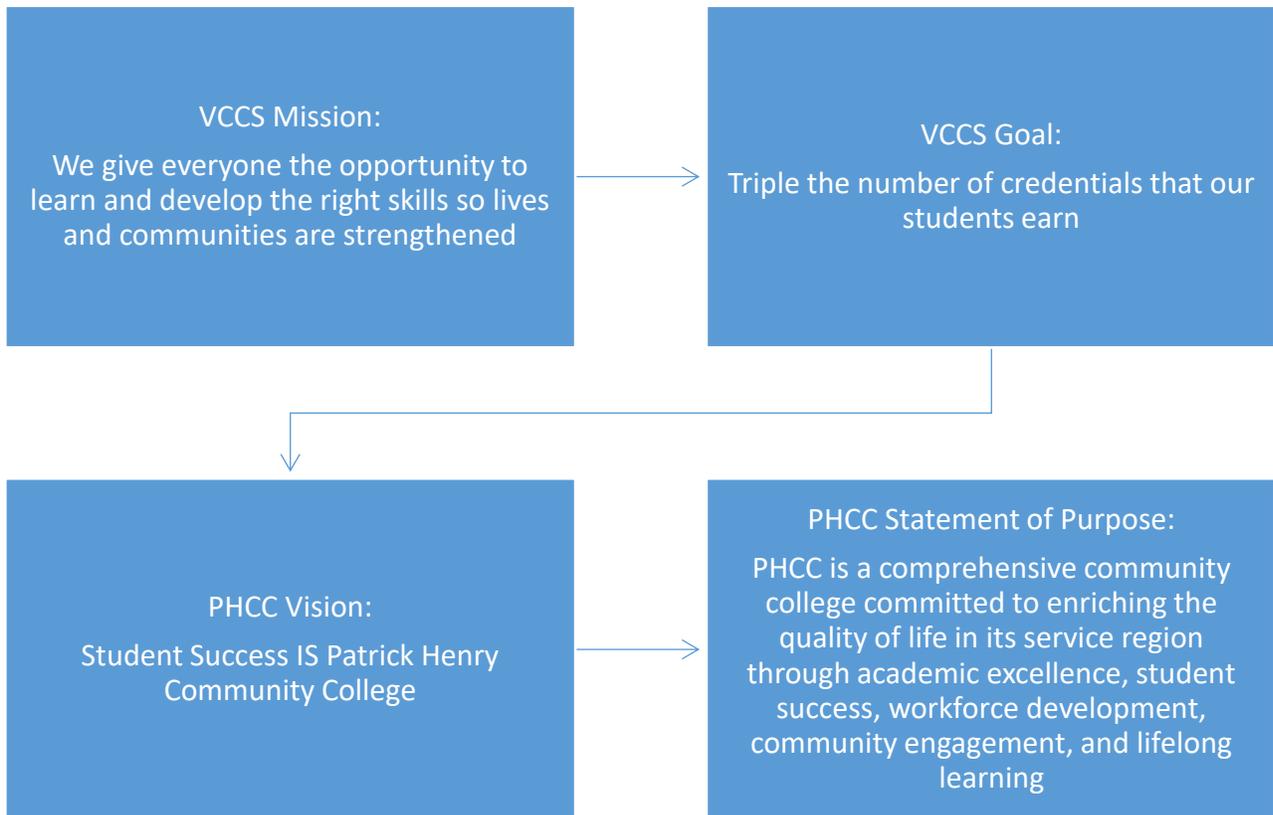
Institutional Overview

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

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. Given the current strategic plan and its alignment with the prior biennial goals, as well as the positive progress with these measures, PHCC continued this work throughout AY 20.

Part II:
Institutional Progress

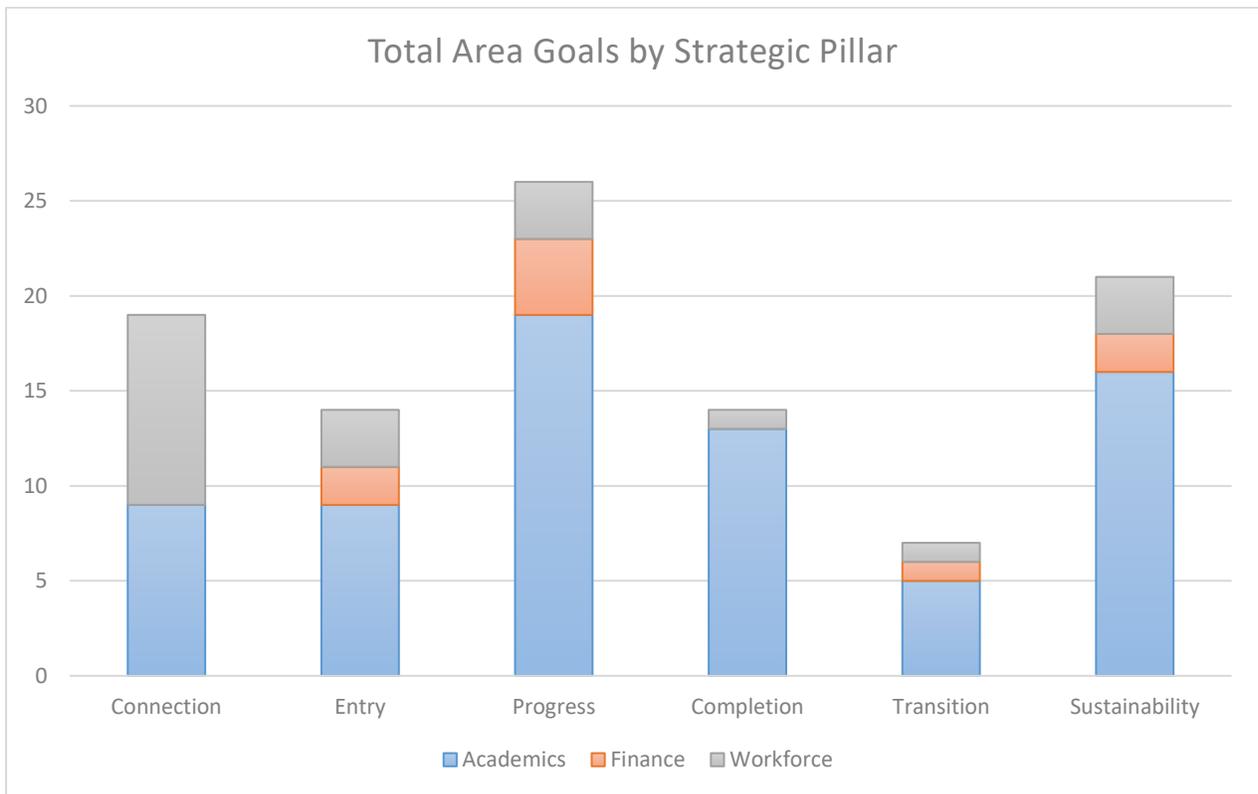
Executive Summary

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 67%** of its large scale benchmarks for the 2019-20 academic year.

Pillar	Goal	PHCC		VCCS	
		Improved	Stagnant	Improved	Stagnant
Connection	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
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		X
	Manage class sections to better align with state funding allocations	X			

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 AY20, the graph below provides the total goals by area and for each pillar of the strategic plan.



Goals are relatively consistent across the pillars with the core of our work dedicated to students’ first semester on campus (Entry), their persistence and retention (Progress) and the continued improvement of our institutionalized processes and grant efforts (Sustainability). The hard work is evident as for the fourth year in a row, PHCC is at the top of the VCCS with regard to FTIC students completing 12 or more credits in their first term. From entry to progression, PHCC again ranks near the top in fall to spring persistence at a staggering **87.1%** and complemented by our second year with retention rates north of **60%**.

Goal Attainment

Categorizing goals by pillars allows the tracking of progress towards tripling credentials and the recognizing the overlaps and critical intricacies from one pillar to another. For AY20, 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 the biennial goals have completed, the impact the collective efforts have created momentum that equates to student success and the following high notes:

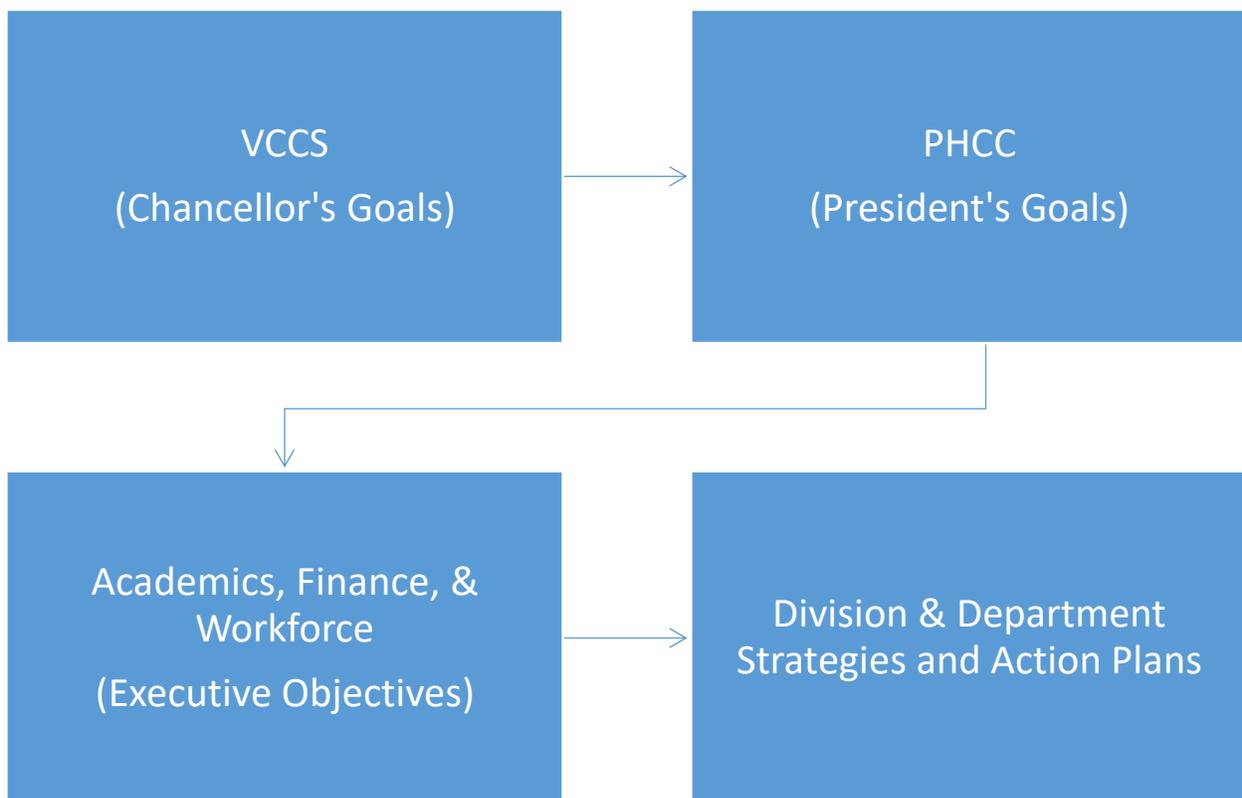
- **Near tripling of enrollment from the beginning of the biennial goals in the growth of Workforce Credentials Grant enrollment (Connection)**
- **A strong effort of FTIC students earning 12 or more credits in their first term that consistently ranked near the top of the VCCS and surpassed the end goal of 55% each year of the biennial goals (Entry)**
- **A persistence rate of 87% from fall to spring (Progress)**
- **For a second year in a row, a retention rate above 60% from fall to fall (Progress)**
- **VCCS leading 92% of college transfers with 16 or more credits**
- **76% of those transferring with 16 or more credits graduated in 18/19 from a four-year university**
- **Cutting the diversity differential of part-time instructors from 10% to within 5% of matching that of our service region (Sustainability)**
- **Through the use of Navigate and Ad Astra, within two years PHCC has addressed JLARC's recommendation to achieve a classroom ratio of 17.3 (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 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	Baseline	--
2018	5280	3232	10%	-33%
2019	5760	7640	9%	136%
2020	--	9084	--	19%
PHCC	Goal	Actual	Goal	Actual
2017	Baseline	50	Baseline	--
2018	55	37	10%	-26%
2019	60	114	9%	208%
2020	66	138	10%	21%

**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				
Fall 2014	Baseline	52.0%	Baseline	1.0%
Fall 2015	53.0%	54.0%	2.0%	2.0%
Fall 2016	55.0%	54.0%	2.0%	0.0%
Fall 2017	55.0%	53.5%	--	-0.5%
PHCC				
Fall 2014	Baseline	67.0%	Baseline	16%
Fall 2015	53.0%	68.0%	2%	15%
Fall 2016	55.0%	64.0%	2%	9%
Fall 2017	65.0%	65.2%	10%	0.2%

**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	--	70.0%	--	1.0%	--	43.0%	--	-3.0%
17/18	74.0%	71.0%	4.0%	1.0%	65.0%	52.0%	22.0%	9.0%
18/19	74.0%	86.5%	0.0%	15.5%	65.0%	64.6%	0.0%	12.6%
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%
19/20	81.0%	87.1%	7.0%	10.1%	65.0%	60.8%	0.0%	-2.8%

**Pillar IV:
Completion**

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	--	32,617	67,693	49,065
19/20	--	--	--	--	--	--
PHCC	Goal	Actual	Goal	Actual	Goal	Actual
16/17	Baseline	475	Baseline	650	Baseline	1125
17/18	523	606	722	983	1245	1589
18/19	571	608	794	816	1365	1424
19/20	600	369	850	648	1450	1017

**Pillar V:
Transition**

Cohort	Transferred w/16 or more			
VCCS	Goal	Actual	Goal Change	Actual Change
2014-15	Baseline	65%	Baseline	--
2015-16	--	65%	--	0%
2016-17	--	64%	--	-1%
2017-18	--	63%	--	-1%
2018-19	--	62%	--	-1%
PHCC	Goal	Actual	Goal Change	Actual Change
2014-15	Baseline	74%	Baseline	--
2015-16	76%	84%	2%	10%
2016-17	80%	94%	4%	10%
2017-18	84%	89%	4%	-5%
2018-19	88%	92%	4%	3%

Cohort	Transferred w/16 and graduated from 4-year			
VCCS	Goal	Actual	Goal Change	Actual Change
2014-15	Baseline	64%	Baseline	--
2015-16	--	64%	--	0%
2016-17	--	65%	--	1%
2017-18	--	65%	--	0%
2018-19	--	65%	--	0%
PHCC	Goal	Actual	Goal Change	Actual Change
2014-15	Baseline	76%	Baseline	--
2015-16	78%	78%	2%	2%
2016-17	80%	75%	4%	-3%
2017-18	80%	79%	4%	4%
2018-19	80%	76%	4%	-3%

**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		
VCCS	FT Faculty	Service Region	PT Faculty
15/16	19.0%	32%	22.0%
16/17	20.0%	32%	22.0%
17/18	20.0%	32%	23.0%
18/19	20.0%	32%	23.0%
19/20	20.0%	31%	23.0%
PHCC	FT Faculty	Service Region	PT Faculty
15/16	14.0%	29%	11.0%
16/17	15.0%	29%	13.0%
17/18	7.0%	29%	20.0%
18/19	7.0%	29%	19.0%
19/20	7.0%	26%	21.0%

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

Academic Year	Ratio of Students to Faculty	
PHCC	Goal	Actual
2017-18	--	15.1
2018-19	17.3	16.3
2019-20	17.3	17.2

Summary

Patrick Henry Community College has met, fought, and worked through some of its greatest challenges of its existence across the past decade. Through last fall, as a new decade approached, the opportunity and strength gained from the lean years of enrollment decline were starting to shine. Little did we know that by the time this academic year would be ending, we and everyone else in higher education would be facing multiple challenges most only see once in their careers. A global pandemic, a nation under civil unrest, and local losses that cannot be rationalized have put PHCC at a crossroads of deep analysis and appropriate change. While this report caps a portion of the strategic plan, the Chancellor's goals, and what was a decade of fortitude, it documents the beginning of a new time that will be a result of a monumental shift in how we are integrated into our community. We have the pieces, we have the proof, and most of all, we have the people. As a community we will band together like we always have to produce the best minds in our region and build our PHamily.