

| REBOOT GOALS | Year 1 |
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| Hire new president | The new president, Dr. James Shaeffer, assumed his responsibilities on July 1, 2019. |
| Identify and execute cost-saving measures associated with consolidation of administrative functions with another VCCS institution, resulting in reduced annual administrative personnel costs without sacrificing the quality of teaching and learning | A Service Level Agreement has been initiated with Tidewater Community College. The agreement outlines business office outsourcing and enhanced operational program support. A human resource person is on site periodically to help accomplish h.r. functions. In addition, financial aid packaging will be implemented beginning September, 2019. |
| Identify and implement opportunities to consolidate select student services while maintaining support structures necessary for student success and documenting adherence of all SACSCOC requirements | Student Services staff was reduced by 2.5 FTE. Consequently, existing staff have been cross-trained to ensure that all services are available to students. In the outcome, two staff members will be classified as admissions and enrollment specialists. The current financial aid coordinator will fill one position, and recruitment for the second person is underway. |
| Adjust faculty, staff, and administration schedules to ensure campus operating hours seven days a week and evenings | The fall schedule was already established. However, as the Spring, 2020 class schedule is developed, alternative scheduling approaches will be explored. At present, student services hours have been expanded to include evening hours. |
| Modify staffing assignments, including faculty, to ensure appropriate coverage of administrative and student services | A comprehensive review of the Fall Semester, 2019 class schedule was conducted. Low enrollment sections were eliminated or combined. Faculty workloads were reviewed and increased to meet VCCS policy (12-15 hrs.). The need for adjuncts was drastically reduced resulting in significant cost savings. |
| Develop a plan for faculty and staff professional development, including succession planning | The first professional development activity took place during fall in-service. A motivational speaker and address from the president were included. A campus committee will develop other professional development opportunities throughout the remainder of the year. |
| Adequately fund faculty and staff professional development, including succession planning | |
| Explore expansion of existing relationship with Virginia Tech (AREC) and VIMS to include academic pathways, service to industry on the Shore, and faculty collaboration and professional development | |
| Collaborate with public secondary schools and Broadwater Academy to identify shared challenges and possible efficiencies through partnership (e.g., shared facilities and faculty) | |
| Determine feasibility of on-campus dual enrollment college academies | |

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| Develop strategy to rejuvenate the college's role as the "hub" for community engagement | The new foundation director is planning numerous activities to establish the hub. For example, a presidential inauguration is being planned with significant community involvement. Future plans include lectures, concerts, and other activities involving the community. |
| Execute strategy to rejuvenate the college's role as the "hub" for community engagement | |
| Pursue grants in collaboration with other government/nonprofit organizations, including other VCCS colleges, to support academic and workforce training programs and to promote postsecondary access and success | ESCC is working closely with TCC to explore grant application options. Grant officers at TCC have made visits to the campus to discuss grant possibilities. Furthermore, college staff are searching for other grant opportunities as we partner with other community agencies. |
| Establish ongoing internship and apprenticeship programs with key regional industries and employers, including but not limited to: healthcare, hospitality, chicken production (Tysons and Perdue), aquaculture, agriculture, and aerospace (Wallops) (At least 1 in Year 1 and additional 2 in Year 2) | ESCC currently provides internship experiences for students. Contacts have been made with area industry to further expand these offerings. Initial contacts have been made with Tyson, Perdue, and NASA. Future plans call for greater participation in the aquaculture, agriculture, and aerospace. Initial contacts have been made with these agencies. |
| Expand access by implementing synchronous online training for general education courses with other VCCS colleges. | Conversations are currently being held with TCC to expand these offerings. ESCC instructors can take advantage of on-line training for teaching general education courses. In essence, there is an opportunity to expand in-coming courses as well as out-going courses. |
| Offer synchronous training across ESCC remote sites, once established | |
| Identify and outfit synchronous online education stations within the new building | Spaces have been identified and are being equipped to provide expanded online offerings. Specific plans will be completed once the building has been occupied. |
| Identify and outfit synchronous online education stations at remote sites | |
| Conduct internal program viability assessment and identify programs of greatest need; add and discontinue programs accordingly | The college is following a three year schedule for periodic program reviews. These reviews are conducted in accordance with SACS-COC requirements. As a result of these reviews, programs will be improved, eliminated, or expanded. As current market demands change, new programs will be added. |
| Identify and pursue opportunities for joint programming with other VCCS colleges | Better articulation between ESCC and other community colleges is being pursued. Specifically, opportunities for joint program offerings are being explored at nearby VCCS colleges such as TCC. |

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| Identify program areas for which there is a modest community demand, but not great enough to sustain an independent program; create program agreements with other VCCS college(s) to deliver responsive curricula to meet the ebb and flow of demand | |
| Engage with other VCCS colleges to identify opportunities for equipment sharing (e.g., CDL and mobile labs) in order to minimize cost of program development, while still providing access to trades programs | Equipment needs are being closely monitored as we prepare for relocation to the new facility. For example, the occupational programs are assessing needs for new equipment as well as identification of surplus equipment. Surplused equipment will be made available to other VCCS institutions, and ESCC will let its needs known to other VCCS colleges. Workforce Development has a mobile training unit which is available to other colleges upon request. |
| Engage regional employers to identify workforce solutions and demands, particularly in the four areas identified in the Regional Economic Development Plan | The college is increasing its participation with other workforce development agencies to effectively address economic development issues. For example, the college hosts and participates in a healthcare consortium addressing needs in the industry. To illustrate, ESCC has strengthened its relationship with TCC and ODU in preparing bachelor's degree nurses to meet demand. |
| Identify potential sites for remote classroom locations in the Eastern Shore population centers – Cape Charles and Chincoteague – to offer synchronous courses with the main campus | Discussions are being held with the public schools in order to use their facilities as potential remote sites. Recent visits to these areas have been made by college staff. |
| Secure facilities and begin use (Year 2) of remote classroom locations in the Eastern Shore population centers – Cape Charles and Chincoteague – to offer synchronous courses with the main campus | |
| Consider block scheduling to minimize transportation barriers | Classes are being arranged to minimize transportation issues. For example, offerings are being arranged in order for students to get needed courses on Tuesday/Thursday or Monday/Wednesday combinations, thus reducing their dependency on transportation. |
| Adjust course schedules to align to Star Transit (public bus) schedule, as appropriate | Greater communication between the college and public transportation is being pursued. The transit system will be informed of prime times for students. In addition, optional schedules will be discussed to incorporate the needs of evening students. |
| Course schedules should be predictable from term to term and conducive to working students with limited access to internet and transportation | Class schedules for Spring, 2020 are being developed to accommodate a variety of individuals with a special focus on working adults. |
| Partner with the ESCC Foundation to provide up-front (and reimbursed) expenses with the Chesapeake Bay Bridge Tunnel Educational Toll Fund | Dialog is currently underway between the college and foundation. The purpose in the discussion is to remove any financial barriers, including transportation, which students may have. For example, a recent donor has provided emergency funds to help students overcome these barriers. |

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Engage community partners and members to develop mentorship program