Dabney S. Lancaster
Community College
Institutional Master Plan

2011 – 2012
through
2015 - 2016

Recommended by: Strategic Planning Committee, February 23, 2011
Recommended by: President's Council, February 28, 2011
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INTRODUCTION

In the spring of 2011, a Strategic Planning Committee was formed to review the master plan for Dabney S. Lancaster Community College that is currently in effect and guide, with the President of the College, the development of a new Institutional Master Plan to cover the next five academic years from 2011-2012 through 2015-2016 (members of the Committee are listed in Attachment A.) After meeting several times for a thorough discussion of each section, the Committee approved the final version of this document and, on February 23, 2011, recommended it for adoption.

The Plan was then presented to members of the President’s Council for review (members of the President’s Council are listed in Attachment B.) On February 28, 2011, the Council also recommended the Plan for adoption and deemed it ready for presentation to, and review by, the DSLCC Local Board.

The entire Institutional Master Plan follows. A Code of Ethics (Attachment C) and Standards of Conduct (Attachment D) are included at the end of the Plan.
SECTION ONE

MISSION, HISTORY, VALUES AND PRIORITIES,
AND VISION AND CHALLENGES
MISSION STATEMENTS

ROLE OF THE VIRGINIA COMMUNITY COLLEGE SYSTEM

Dabney S. Lancaster Community College (DSLCC) is a member of the Virginia Community College System (VCCS), which is comprised of 23 colleges and 41 campuses. The VCCS provides oversight, coordination and guidance. The President of DSLCC reports to the Chancellor of the VCCS as well as the DSLCC Local Board.

DSLCC’s strategic institutional goals are established within the framework of VCCS priorities and guidelines, and are based on the recommendations and requirements of the VCCS. Such institutional blueprints as site plans, diversity plan enrollment projections, and fiscal policies are established and evaluated by the VCCS in terms of its specifications.

VIRGINIA COMMUNITY COLLEGE SYSTEM STATEMENT OF MISSION
(from ACHIEVE 2015, VCCS Master Plan, adopted February 2010)

VCCS Mission Statement: We give everyone the opportunity to learn and develop the right skills so lives and communities are strengthened.

The VCCS has established five goals that comprise the ACHIEVE 2015 Initiative:

Access
Increase the number of individuals who are educated and trained by Virginia’s community college’s by 50,000 to a total of 423,000, with emphasis on increasing the number from underserved populations by at least 25,000 individuals.

Affordability
Maintain tuition and fees at less than half of the comparable cost of attending Virginia’s public four-year institutions, and increase the number of students who receive financial assistance and scholarships by 36,000.

Student Success
Increase the number of students graduating, transferring or completing a workforce credential by 50 percent, including increasing the success of students from underserved populations by 75 percent.

Workforce
Double the number of employers provided training and services to 10,000, with a particular focus on high-demand occupational fields.

Resources
Raise at least $550 million in gifts and grants to support the mission of Virginia’s community colleges.
Dabney S. Lancaster Community College provides an opportunity for the extension of knowledge, skills and personal enrichment in a forum that maintains high academic standards, is financially and geographically accessible and respects each student's rights and responsibilities.

The College offers programs at the associate degree level as well as a full complement of credit and non-credit courses and resources tailored to the life-long learning needs of local residents. On-site and long-distance options incorporate up-to-date technological support. Comprehensive guidance, counseling and tutoring services assist students in achieving their potential and in making sound educational, occupational and personal choices.

The College serves the diverse needs of the community, sponsoring a wide array of cultural events, offering training to meet changing workforce demands and providing facilities for research and recreation. In cooperation with local business, industry, government, professions and other educational institutions, DSLCC prepares students for a full range of academic choices and careers.

*Endorsed by the DSLCC Local Board*
February 2011
*Reaffirmed by the Local Board*
September 2013
HISTORY OF DABNEY S. LANCASTER COMMUNITY COLLEGE

In 1964-1965, the Clifton Forge-Covington Division of Virginia Polytechnic Institute (VPI) admitted its first students. Total enrollment was under 200 students, and there was one building, the current Backels Hall. This branch college offered academic work in the first two years of programs at VPI for transfer credit and a Steno-Clerical Certificate program.

On July 1, 1966, the Virginia Community College System came into existence, and on July 1, 1967, this branch college became a part of the new system. Its name was changed to honor Dr. Dabney S. Lancaster, a prominent Virginia educator who had a home within the new college's service area. DSLCC initially served the citizens of the counties of Alleghany, Bath, Botetourt (northern portion), Highland, and Rockbridge, as well as the cities of Buena Vista, Clifton Forge, Covington, and Lexington. Highland County was later removed from the service area because of distance and difficulty of travel.

In the College's next fifteen years of existence (1967-1982), substantial growth and change occurred. Degree programs in Administration of Justice, Business Management, Electronics, Forestry, Mechanical Design, Nursing, and Office Systems Technology were added. Certificate programs in Banking, Electronics, Clerk-Typist, Law Enforcement, Microcomputer Operations, Office Management, Pulp and Paper, and Welding were also instituted. By 1972, the campus had expanded to three buildings (Backels Hall, Warren Hall, and Moomaw Center), and enrollment exceeded 350 FTE's. By 1982, the College had a sawmill and a fourth building (Scott Hall), and enrollment exceeded 700 FTE's.

From 1983 to 1993, steady but slower growth occurred. Two more degree programs were initiated (Computer Information Systems and Pulp and Paper Technology), another building opened (the Gary Lee Miller National Guard Armory/Hale Collins Convocation Center), and enrollments and staffing continued to increase slowly. In 1992-1993, the College enrolled 950 annualized FTE's, the historical high point for enrollments. By 1994, the College employed ten administrators, forty-eight classified employees, thirty-four full-time faculty, and over ninety part-time faculty.

The 1994-1995 academic year signaled the beginning of a decrease in enrollment at the College, due in large part to population declines in the service area. High local employment further decreased enrollment prospects, but the response was innovative programming and agreements with local entities. ODU and Radford University signed articulation agreements with DSLCC. Dual enrollment grew at all locations, and in 2000, the Jackson River Governor's School was established on campus. In 2002, James Madison University signed a guaranteed admissions agreement with DSLCC, only the second VCCS college to receive such an agreement from that university. Following a regional plan put forward by the Alleghany Foundation, DSLCC began planning for a major initiative in packaging/advanced manufacturing programs.
The Mechanical Design and Pulp and Paper Associate Degree programs were eliminated in 1999 because of low enrollments. This led to new and innovative arrangements with local employers for industrial certificate training in those disciplines. New certificate programs in Hospitality Management, Massage Therapy, Culinary Arts, Wilderness Recreation, and Turf Grass Management were established to respond to the needs of the service area hospitality industry.

By 2001 - 2002, DSLCC enrollment had declined to approximately 760 annualized FTES and the College was subject to major budget cuts along with all public colleges in Virginia. Beginning in the late 1990's, at times of natural attrition some full-time positions were eliminated. However, the emphasis on excellence and potential growth continued. The College gradually began offering distance learning classes as a way of broadening access to citizens who could not come to College facilities or needed convenient scheduling. On campus an addition to the Moomaw Center opened in January, 2001, as a workforce services training and economic development center.

The Botetourt County Greenfield Center training location was opened in 2001 for both DSLCC and Virginia Western Community College classes. It offers the potential for enrollment growth in the southern part of the service region. Compressed video classes to Bath County and other locations began in the fall of 2002.

As far back as the 1980's, the College offered classes in the Rockbridge area. In 1996, the College opened the Rockbridge Regional Center serving the second most populous area in the service region. Educational offerings at the Rockbridge Regional Center have continued to expand with the addition of compressed video technology allowing classes from the campus to be interactively broadcast. After utilizing three temporary sites, a site was built by the governments in the area for college use in 2008.

In 2008, the budget crisis in the Commonwealth forced all public educational institutions to reexamine priorities and cut budgets substantially. DSLCC struggled to make the necessary adjustments in ways that were humane, all the while keeping educational quality as the priority for our students. The budget cuts came at the same time as an enrollment increase of approximately ten percent, straining College resources further.

New occupational/technical programs were created during the same period to meet the needs of the local hospitality industry and the manufacturing sector. An associate degree in Culinary Arts and Management was created in 2005 and in 2006 the first classes were offered in the Advanced Manufacturing and Packaging associate degree program. The Advanced Manufacturing and Packaging laboratory was funded by state and federal monies obtained with the strong support of the area’s elected officials. The College gained nationwide recognition for leadership in the training of advanced manufacturing and packaging technicians through membership in the Packaging Machinery Manufacturers Institute (PMMI.)
Since 2004, the College has utilized the framework of its Quality Enhancement Plan (QEP) to incorporate emerging technologies to enhance instruction and improve student learning outcomes.

In 2009, the College experienced an enrollment growth of 24 percent which was the largest growth in all of Virginia higher education and this growth has been sustained. Although budgets did not keep pace with growing enrollments, DSLCC continued to serve students and provide quality education. The use of increased tuition revenues and non-state funding has helped to offset diminished state funding. In spite of tight budgets, new programs and services have been added using operating funds and substantial grant funding.

In 2011, state funding provided resources to do a complete renovation to Warren Hall and to add additional square footage. Funds also enabled DSLCC to begin a complete renovation of the library. Outside consultants were used to help in the library redesign.

March 15, 2012 represents a milestone in DSLCC’s history when the College will celebrate the 50th anniversary of its founding.
STATEMENT OF VALUES AND PRIORITIES

The members of the Dabney S. Lancaster Community College community believe shared values and clear expectations and priorities directly affect how well the College succeeds in accomplishing its mission. According to this mission, the College is to provide high-quality postsecondary educational opportunities and services for its varied constituents. DSLCC's commitment to that mission and to the community it serves is anchored in the following shared values.

Quality Education and Performance

The heart and soul of this College is learning and personal growth, both of which require high personal commitment on the part of everyone at the institution. Both are dependent upon quality educational programs, appropriate services, and consistently high-quality performances by students, faculty, staff, and administrators. The College values a job well done and believes that each individual must strive for excellence. The highest level of professionalism, competence, and productivity is the standard for employees of the College. Responsible participation and high achievement are standards for DSLCC students. The College is committed to providing

• comprehensive educational programs;

• dedicated, caring, knowledgeable, qualified staff, faculty, and administrators;

• general education courses that enable students to understand their culture and environment, to develop skills needed for analysis and communication, and that promote personal civic and social responsibility;

• an environment conducive to scholarly activity;

• high-quality academic advising, career awareness and selection, and placement information/coordination;

• resources necessary for quality teaching and learning;

• opportunities for personal and professional development for persons in all circumstances;

• the free interchange of ideas, beliefs, and cultures;

• assessment activities which assure improvement in institutional effectiveness enabling accountability to students and stakeholders;

• staff, faculty, and administrators to serve as role models in the College, the community, and the professions;
• programs and services which are a source of pride for residents of the service area;

• comprehensive academic programs which integrate liberal arts and technology education;

• an atmosphere which values diversity;

• opportunities for recognizing outstanding achievement;

• student orientation to support transition into the college environment; and

• a safe and supportive campus environment.

We value the flexibility and diversity of human resources and realize that there are varied approaches in carrying out the College's mission. We promote innovation and responsible experimentation.

**Building of Community**

A community is more than just a region to be served. It is also a climate to be fostered which, in its broadest and best sense, encompasses a genuine concern for all the diverse constituencies of society. A strong and vibrant community can only be built by the full participation and success of all of its citizens within a healthy natural environment. The College's concept of community encompasses the local region and the larger state, national, and global communities. The College values relationships with other institutions in the region and beyond and recognizes the need to work together cooperatively. Foremost to advocate "community," the College must itself adhere to the highest possible level of concern and dedication. Therefore, the College is committed to

• working together in a collaborative atmosphere;

• offering the College as a resource for educational, civic and cultural renewal;

• emphasizing in programs and services the aspects of the College's mission that most clearly reflect the needs of the local service region; and

• concentrating on and creating new strategies of inclusiveness.

**Accessibility**

Many barriers hinder student access to educational opportunities. The College is committed to recruiting and providing services to populations traditionally underserved by higher education because of these barriers. In this endeavor, innovation and
technology play key roles, but foremost is truly open access to higher education. The College is, therefore, committed to providing

- equal opportunity for all;
- a comprehensive financial assistance program;
- an environment which recognizes and values diversity;
- student support services to assist students in meeting their educational and personal goals;
- support for instructors to experiment with non-traditional modes of teaching and learning through classroom research, through the use of technology incorporated into the classroom, and through alternative delivery systems and scheduling;
- instructional support in terms of library, media, and learning laboratory services which give support to instructors and students to enhance the teaching and learning process; and
- instructional technology to improve student success.

**Staff and Administrator Support**

DSLCC staff and administrators have one simple primary function - to serve students, faculty, and the community as a whole by encouraging creative problem-solving and creative learning. Administrators and staff must consistently demonstrate effective skills and participate in sound planning and evaluation activities. To enable this, the College is committed to providing

- individually-tailored support for the vital work of each employee by providing personal and professional development opportunities;
- appropriate resource support for each employee by providing the necessary physical, financial, and personnel resources to help each employee carry out his or her duties;
- efficient and effective supervision of all of the College's resources (i.e., high quality personnel, campus facilities and equipment, travel and professional development funds, etc.); and
- organizational support in terms of institutional research and planning, staff and resource development, and marketing and community relations.
Worth and Dignity of the Individual

The individuality of each person is critically important. Diversity of students and employees is vital to the personal growth of all members of the College community; the College is unalterably committed to the policies of equal opportunity and affirmative action. The College community believes that everyone should be treated with respect and fairness; all want and need

- to do meaningful and productive work;
- to be proud of their accomplishments;
- to be helpful to others to insure their success;
- to be sensitive to the values, feelings, ideas, and approaches of others;
- to be respected and trusted; and
- to respect and trust those for whom and with whom they work.

Accountability

The current College community holds the institution in trust for the citizens of the region and all of Virginia, serving as stewards for the human, financial, and physical resources. It must be accountable for the use of these resources to reach the goals of the College. As such, the College is committed to periodic evaluation of all aspects of the institution, and to documenting progress in an on-going program of institutional effectiveness, using the results of assessment to improve programs and services.
VISION AND CHALLENGES

Vision:

- In both teaching and student learning, each DSLCC class will embody academic excellence that is appropriate to the subject material and discipline.
- All DSLCC students will fulfill the learning goals with which they enrolled.
- Emerging technology used in classes will increase student learning and student access and that current technology used in offices will lead to enhanced service and efficiency.
- The area workforce and the local economy will benefit from the occupational, technical and continuing education offerings of the College.
- Community members will be enriched by the recreational, cultural and artistic programs available at the College.
- Economic efficiencies will enable the College to spend its resources wisely, with the highest priority always being the education of our students.

Challenges:

- Reduced state general funding during last decade (2001 – 2011) from 68 percent to 42 percent of the College’s operating budget.
- Finding qualified adjunct faculty members in selected disciplines.
- Personnel turnover from retirements that result in the loss of noteworthy experience and institutional memory.
- Ensuring an appropriate mix of full-time and part-time faculty.
- Maintain quality control through continuous training and supervision.
SECTION TWO

INSTITUTIONAL PLANNING PROCESSES
INSTITUTIONAL PLANNING PROCESSES

Overview

DSLCC has always been responsive to the ever-changing demands of its service area and the state. The personnel of this College support comprehensive planning processes designed to address as many opportunities as possible within the context of the College's resources, values, goals and priorities.

To ensure that the college meets all aspects of its mission statement, institutional goals have been developed. As a member of the VCCS, Dabney S. Lancaster Community College’s annual President’s Goals align with both the College’s institutional goals as well as the VCCS Chancellor’s ACHIEVE 2015 goals. By focusing its efforts on developing campus-wide strategies to accomplish these institutional goals, the college accomplishes a systematic, institution-wide, integrated process of institutional effectiveness that leads to decisions based on relevant information.

Institutional Planning and Evaluation Mechanisms

The following mechanisms provide substantial opportunities for identifying, evaluating, and accomplishing institutional goals.

1. The President’s Council meets weekly to review the College’s current circumstances in relationship to the College’s goals and objectives. This group holds a focused retreat at least once each year to set new objectives for particular College goals.

2. At least once every five years, the President reviews the need for long-range, fully-integrated, institutional planning, with input solicited from the College community through its established committees and boards, through in-service college-wide meetings, and through other ad hoc meetings and venues. Input may also be sought from the general community through various mechanisms deemed appropriate by the President.

3. The Local Board periodically reviews the College Mission Statement. It may be changed or reaffirmed as deemed appropriate by the Board.

4. As a result of the five-year review, if the President initiates the broad planning process in step 2 (above), a set of broad goals for the College’s five-year comprehensive planning document are established by the President and the President’s Council.

5. The President presents the final plan to the DSLCC Local Board for revision and approval.
6. Once the five-year broad goals have been approved and the DSLCC Institutional Master Plan has been updated, annual goals and strategies are developed by leadership at the presidential, vice presidential, and director level that facilitate the accomplishment of the institutional goals. These specific strategies and goals encompass programs, services, and resources from departments and programs across the college to ensure an integrated approach to accomplishing the institution’s goals.

7. The President’s Council reviews the College’s progress toward meeting its goals and expected results at least once a year. This group, which consists of core leaders from across the various college units and divisions, also creates new goals for the next academic year during this annual review. This group recommends limited modifications to the College’s long-range master plan, if necessary. If in any interim year the President perceives a need to substantially change the five-year Institutional Master Plan, the President may call for full-scale institutional planning and recommend the creation of a new comprehensive set of broad goals and objectives. At any time, the President may call on the College’s standing committees for planning goals or strategies needed to address any particular need. In addition, new committees may be formed at any time to work on an ad hoc basis to meet a short-or long-term need.

8. The VCCS Chancellor and the College President meet annually to review the College’s progress towards meeting its institutional goals. This process provides an additional measure of accountability to ensure the College is adequately fulfilling its mission.

9. periodic evaluation of the suitability of institutional planning processes (completed by members of the Planning Committee and conducted by the Committee itself),

10. annual outcomes assessments of educational programs, support services, and general operations (completed by administrators, advisory committee members, faculty, staff, and students and facilitated by the Office of Institutional Effectiveness).

11. direct student feedback and annual graduate exit survey, supplemented by periodic implementation of the Center for Community College Student Engagement(CCCSE) survey.

Together these seven mechanisms provide substantial opportunities for a wide range of constituencies to plan for and evaluate for the College's fulfillment of its mission.

**Budget Allocation Process**
The budget projection and allocation process typically begins shortly after the beginning of the spring semester. A budget request is presented from each department to their respective Vice President for review. Once approved, the budget manager makes a presentation to the senior leadership team (President, Vice President for Instruction and Student Services, Vice President for Continuing Education and Workforce Services, Vice President for Financial and Administrative Services) outlining their upcoming budget needs for the next fiscal year and also explain any new or ongoing initiatives requiring additional funding. Once all budget presentations are complete, the Vice President for Financial and Administrative Services compiles all requests and include them in one comprehensive budget document. This document is reviewed and adjusted by the senior leadership team to meet the validated budget allocation and projections for the upcoming fiscal year. The validated budget allocation is provided by the Virginia Community College System office. Once the process is completed, this final budget document is approved and signed by all members of the senior leadership team and at that time budget managers are notified of the amount of the budgets for their respective areas for the upcoming fiscal year. This process typically occurs in late May or early June, prior to the beginning of the fiscal year on July 1. Once the new fiscal year begins, a monthly budget report reflecting total expenditures and remaining balances is sent to the budget managers at the beginning of each month.

**Evaluation Schedule**

Evaluation activities occur annually for the majority of activities; however, some activities are scheduled for evaluation on a longer cycle. No cycle exceeds five years. See *Schedule of Planned Evaluation Activities.* (Attachment E)
SECTION THREE

INSTITUTIONAL GOALS AND OBJECTIVES
DSLCC Goal 1

DSLCC will provide quality programs, instruction, and services to students.

**Objective 1:** Prepare students for successful transfer to four-year colleges and for the workplace and equip them to be lifelong learners.

**Objective 2:** Provide opportunities for students to enhance their understanding of issues related to culture, society and diversity.

**Objective 3:** Provide support services, focused on retention, to assist students in achieving academic success and employment readiness including increasing the success of students from underserved populations.
Objective 1: The College will integrate technology and information literacy in its classes and programs and continue to improve student learning through the goals and objectives established by the 2004 QEP.

Objective 2: Technology will be used at DSLCC to enhance the convenience and quality of services to students.

Objective 3: Effective and efficient technology will be implemented at DSLCC to improve college administration functions.

Objective 4: The College will provide support for faculty in the use of instructional technology.

Objective 5: The College will encourage and support the use of distance learning by faculty.
Objective 1: The College will utilize the Center for Continuing Education and Workforce Services, the Rockbridge Regional Center, and other off-campus facilities including on-site at business/industry and distance learning, to provide workforce training programs that are pertinent to local business/industries.

Objective 2: The College will support regional economic development strategies to attract and retain businesses.
Objective 1: The College will maximize efficiency in all college operations and will embrace the VCCS reengineering process.

Objective 2: DSLCC will seek to increase funding from alternative sources.
DSLCC Goal 5

DSLCC will enhance the life of the community with functional and well-maintained facilities, appropriate services, and meaningful programs.

**Objective 1:** The College will increase opportunities for diverse cultural programs.

**Objective 2:** The College will support club activities as an important part of educational programming.

**Objective 3:** DSLCC facilities will be available for community educational, cultural and recreational events.

**Objective 4:** Faculty and staff will be encouraged to participate in community and service organizations.

**Objective 5:** DSLCC will strive to provide a safe, supportive, and secure campus environment.
Composition of the DSLCC Strategic Planning Committee

John Barnes .................. Associate Professor, Political Science, History, and Sociology

Sam Benke ................. Director of Information Technology; Assistant Professor, Program Head IT

Tamra Cottrill .......... Coordinator of Institutional Effectiveness, Chair

Tina Dressler .......... Associate Professor, Psychology

Joyce Edwards ........ Vice President for Financial and Administrative Services

Gary Keener .......... Vice President for Continuing Education and Workforce Services

Edward Kenny ........ Superintendent, Buildings and Grounds

Ann May .................... Associate Professor, Program Head, Nursing

Matt McGraw ............ Director of Student Services

Michael Scott .......... Vice President for Instruction and Student Services

Richard Teaff .......... President

Joe Thacker ............ Instructor, Forest Management Technology
Composition of the President’s Council

Dr. John Rainone ..............President

Dr. Michael Scott.............Vice President for Instruction and Student Services

Angela Graham ..............Vice President for Financial and Administrative Services

Gary Keener .................Vice President for Continuing Education and Workforce Services

Dr. Chris Orem ..............Director of Institutional Effectiveness

Matt McGraw ................Director of Student Services

Ed Kenny ....................Buildings and Grounds

Tamra Lipscomb .............Director of Technical Services

Joseph Walker ..............Coordinator of the Rockbridge Regional Center

Gail Johnson ..................Assistant to the President for Marketing, Recruiting, and Community and Corporate Outreach

Nova Wright .................Director of Library Services

April Tolley ..................Director of Human Resources

Updated September 23, 2013
Virginia Community College System/
Dabney S. Lancaster Community College
Code of Ethics

Statement of Purpose: The Virginia Community College System/Dabney S. Lancaster Community College is committed to providing comprehensive higher education and workforce training programs and services that are financially and geographically accessible and that meet individual, business, and community needs of the Commonwealth.

These values serve as a guide for the members of the VCCS/DSLCC community when ethical issues arise.

- We are committed to learning environments that foster academic integrity.
- We will foster in all disciplines a mutual respect and openness for the freedom of responsible thought, research, and discussion on all sides of academic issues to facilitate balanced and thorough academic analysis for all participants.
- We will be good stewards of our resources and make effective and efficient use of them, thereby ensuring accountability to the Commonwealth and to the communities we serve.
- We will maintain the confidentiality and security of information entrusted to us and share information only when authorized or required by law to do so.
- We will not accept any gift, favor, loan, service, business or professional opportunity from anyone knowing (or when it should be known) that it is offered in order to improperly influence the performance of our public duties. We will avoid even the appearance of a conflict of interest.
- We will offer good faith and fair dealings to all those we serve and with each other. Our communications will be civil and professional.
- We will offer employment opportunities in accordance with State, Federal, and System policies supporting the rights and recognizing the needs of all citizens regardless of gender, race, color, religion, national origin, age, disability, veteran status, sexual orientation, or political affiliation.
- We encourage and expect all members of the community to act in good faith and bring to the attention of the appropriate official any violation or potential violation these principles.
Standards of Conduct

Employees covered by this policy are employed to fulfill certain duties and expectations that support the mission and values of their agencies and are expected to conduct themselves in a manner deserving of public trust. The following list is not all-inclusive but is intended to illustrate the minimum expectations for acceptable workplace conduct and performance.

Employees who contribute to the success of an agency’s mission:

1. Report to work as scheduled and seek approval from their supervisors in advance for any changes to the established work schedule, including the use of leave and late or early arrivals and departures.
2. Perform assigned duties and responsibilities with the highest degree of public trust.
3. Devote full effort to job responsibilities during work hours.
4. Maintain the qualifications, certification, licensure, and/or training requirements identified for their positions.
5. Demonstrate respect for the agency and toward agency coworkers, supervisors, managers, subordinates, residential clients, students, and customers.
6. Use state equipment, time, and resources judiciously and as authorized.
7. Support efforts that ensure a safe and healthy work environment.
8. Utilize leave and related employee benefits in the manner for which they were intended.
9. Resolve work-related issues and disputes in a professional manner and through established business processes.
10. Meet or exceed established job performance expectations.
11. Make work-related decisions and/or take actions that are in the best interest of the agency.
12. Comply with the letter and spirit of all state and agency policies and procedures.
13. Conflict of Interest Act, and Commonwealth laws and regulations.
14. Report circumstances or concerns that may affect satisfactory work performance to management, including any inappropriate (fraudulent, illegal, unethical) activities of other employees.
15. Obtain approval from supervisor prior to accepting outside employment.
16. Obtain approval from supervisor prior to working overtime, if non-exempt from the Fair Labor Standards Act (FLSA).
17. Work cooperatively to achieve work unit and agency goals and objectives.
18. Conduct themselves at all times in a manner that supports the mission of their agency and the performance of their duties.
# Schedule of Assessment Activities 2011-2016

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