

**Dabney S. Lancaster Community College**  
**2016-17 Presidential Goals in Alignment with VCCS Complete 2021**  
**Dr. John J. Rainone, President**  
**Draft Approved by DSLCC Local Board – June 6, 2016**  
**Approved by Chancellor – August 24, 2016**  
**RESULTS – as of June 30, 2017**

*Note: These goals reflect the second year of two-year annual goal cycle. The highlighted goals and/or measures reflect an addition or change from Year 1.*

**VCCS Complete 2021**

*Virginia's Community Colleges will lead the Commonwealth in the education of its people by tripling the number of credentials awarded for economic vitality and individual prosperity. The Chancellor of the Virginia Community College System establishes biennial objectives for the system in order to meet the VCCS Complete 2021 goal.*

**DSLCC Commitment – Pathways 2021**

Dabney S. Lancaster Community College is committed to achieving the Chancellor's goal of tripling the number of credentials awarded annually to citizens of the Commonwealth of Virginia.

The College will implement strategies targeting increased enrollments, improved student success, and the development of seamless, relevant, and timely pathways to industry-recognized credentials and transferable degrees. The College must be creative in its efforts to achieve the VCCS goal, targeting specific potential student populations and focusing on increasing access through expanded distance learning courses and new satellite locations. The College must work to keep students--many of whom come from diverse backgrounds and underserved populations--persisting towards completion of their educational goals, creating a supportive, engaging environment for learning to occur and providing the resources necessary to keep students on the pathway to success. College leaders are dedicated to leaving no stone unturned in order to increase resources that support current services and make innovative ideas possible. However, without a supported, competent family of faculty and staff, the goal of student success cannot be achieved. The College is committed to supporting efforts to foster a positive workplace, developing trained, compassionate individuals who work together for a common cause—the success of our students and continued prosperity of the communities we serve.

<p><b>Chancellor's Objective:</b> <i>Increase VCCS Annual Admissions Applications from 110,000 to 130,000 by 2017.</i> <b>DSLCC Strategic Goal 1:</b> Expand the College's Footprint in the Service Area</p>
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To reach the VCCS goal of tripling the number of awarded credentials, DSLCC needs to expand the number of physical sites where coursework is offered. With a service region extending over all or part of four counties, three independent cities, multiple townships, and an area of approximately 1,800 square miles, DSLCC's current and potential student body extends far beyond the areas close to the Clifton Forge Campus and Rockbridge Regional Center.

DSLCC will:

**1. Exercise regional leadership through the establishment of transformative partnerships and expansion of educational opportunities and services in the service area.**

- a) Provide in-person, for-credit, non-dual enrollment courses in every defined county/city of the service region.

Partial – A welding course was offered in Botetourt. No courses were offered in Bath County; however, plans are in discussion to offer Massage Therapy in Bath County. Working with The Omni Homestead to offer computer classes, customer service training, and language classes and exploring offering Workforce Credentials Grant classes to the public in Bath County.

- b) Increase combined total of fall and spring unduplicated dual enrollment by at least 5% over 2015-16.

Completed - Spring 2015 Unduplicated Dual Enrollment HC= 404. Spring 16= 478. Increase of 18.3%. Fall 2015 Unduplicated Dual Enrollment HC= 514. Fall 16=640. 24.5% Increase.

- c) Develop a long-term plan for expansion of services for the Rockbridge Regional Center to accommodate at least a 40% increase in headcount and a 30% increase in FTES over 2014-2015 numbers.

Completed – A comprehensive master plan was completed in January 2017 for an expanded presence in the Rockbridge Region.

- d) Increase annualized FTES at Rockbridge Regional Center by 2% over 2015-2016 numbers.

Partial - 2015-2016 RRC FTE was 109.57. 2016-2017 RRC FTE was 110.10. Increase of .4%

- e) Establish a Career Coach presence in the one unserved high school served in service region by Fall 2017.

Partial – Career Coaches exist in five of six high schools and in one regional technical center. However, the College is in discussions with Botetourt County on how to establish and sustain a Career Coach presence at the remaining underserved high school.

- f) Work with the Rockbridge County Schools Career/Tech Center to implement a STEM related program in response to needs and interests expressed by school divisions.

Partial – Discussions with the CTE Center have begun. Rockbridge Schools also had exploratory meetings of participating in the Jackson River Governor's School STEM Program.

**Chancellor's Objective:** *Increase overall VCCS Fall-to Spring Retention to 71% systemwide.*

**Chancellor's Objective:** *Increase overall VCCS Fall-to Fall Retention to 60% systemwide.*

**Chancellor's Objective:** *Increase the overall annual VCCS graduates in associate degrees, certificates and career studies certificates by 6,000 over FY2015.*

**DSLCC Strategic Goal 2:** Improve Student Success

Helping all students overcome obstacles and reach their educational goals is paramount to DSLCC's mission. By retaining more students and working to ensure they make steady progress towards graduation, DSLCC will do its part to help the VCCS reach its goal of tripling the credentials awarded by 2021. In line with VCCS performance standards, the College will work to increase student success in several key areas related to retention, completion of developmental and college-level math and English, progression, transfer, and award attainment.

DSLCC will:

**1. Maximize student success by providing services to support all learners in an environment that promotes achievement of educational and occupational goals.**

- a) Increase the percentage of college-ready students completing college-level math or English with a C or better within 3 semesters by 2%.  
Completed - Math Baseline= 38.5%, 2017= 41.6%. Increase of 3.1% points. English Baseline= 67.5%, 2017= 76.4%. Increase of 8.9% points
- b) Increase the percentage of developmental math students completing college-level math with a C or better within 4 semesters of first enrollment by 4%.  
Completed - Baseline= 12.1%, 2017= 16.4%. Increase of 4.3% points.
- c) Increase the percentage of developmental English students completing college-level English with a C or better within 3 semesters of first enrollment by 2%.  
Completed - Baseline=33.3%, 2017= 37.5%. Increase of 4.2% points.
- d) Increase first-time full-time student fall-to-spring retention rates by 1%.  
Completed - Baseline= 90.2%, 2017= 92.4%. Increase of 2.1% points.
- e) Increase first-time part-time student fall-to-spring student retention rates by 1%.  
Completed - Baseline=42.9%, 2017= 60%. Increase of 17.1% points.
- f) Increase first-time full-time student fall-to-fall retention rates by 1%.  
Not completed - Baseline= 63.9%, 2017= 64.1%. Increase of 0.2%
- g) Increase first-time part-time student fall-to-fall student retention rates by 1%.  
Completed - Baseline= 31%, 2017= 44%. Increase of 13% points.
- h) Increase by 2% the number of FTIC students who earn 12 college-level credits with a cumulative GPA of 2.0 after two semesters.  
Not completed - Baseline= 92, 2017=82. Decrease of 10.8%
- i) Increase by 2% the number of FTIC students who earn 24 college-level credits with a cumulative GPA of spring semester the following year.  
Not completed - Baseline=74, 2017= 65. Decrease of 12.1%
- j) Increase by 2% the number of students transferring to a four-year institution with 16 or more credit hours, but no award.  
Completed - Baseline= 85, 2017 =92. Increase of 8.2%
- k) Increase the number of students transferring with an earned associate's degree by 2%.  
Not completed - Baseline=27, 2017=22. Decrease of 18.5%
- l) Increase by 2% the number of students transferring with 16 or more credits and earning a bachelor's degree within 6 years from initial enrollment with DSLCC.  
Completed - Baseline=224, 2017=241. Increase of 7.5%
- m) Increase the number of students who earn one or more awards within a given academic year by 4%.  
Completed - Baseline: 146. 2017= 188. Increase of 28.7%.
- n) Increase by 3% the number of students from under-served populations (USP) who earn one or more awards within a given academic year.  
Completed - Baseline= 92, 2017= 126. Increase of 37%.
- o) Increase number of veterans, including eligible dependents and spouses, earning one or more awards within a given year by 3%.  
Completed - Baseline= 17, 2017= 18. Increase of 5.8%

- p) Increase by 3% the number of students who earn one or more academic awards by completing a program of study considered nontraditional for their gender.  
Not completed - However; met Perkins Standards 5P1 (Non-traditional Gender Representation) & 5P2 (Non-traditional Gender Completion) for 2015-2016 (latest performance standards available).
- q) Expand the use of the new "Writing Center" with participation increasing by at least 5 percent each semester.  
Goal partially met - Fall 2015 Writing Center tutor sessions= 161, Fall 16= 104.35% decrease. Spring 16=115, Spring 17= 134. 16% increase
- r) DSLCC will explore opportunities to schedule more student activities that promote leadership, civic engagement and volunteerism.  
Completed – The College received a grant to implement the National Society of Leadership and Success (NSLS) student organization with over 50 students and 13 students inducted into the organization. Additionally, DSLCC Student Activities has committed to expanding access to the VCCS Student Leadership Conference for all campus clubs in 2017-2018.
- s) Implement and complete Year 1 recommendations in the Student Success Leadership Institute (SSLI) Action Plan.  
Completed – The SSLI Team implemented and completed the Year 1 recommendations and received high praise for the plan by the VCCS.

**2. Maximize support services, from entrance to transfer, to promote access and success for students intending to transfer.**

- a) Evaluate and update (as necessary) all existing articulation agreements.  
Completed - All existing articulation agreements are up-to-date and can be accessed on the College's Guaranteed Admissions webpage.
- b) Increase by at least one the number of existing occupational/technical articulation agreements with four-year institutions.  
Completed – Completed an articulation agreement with Davis & Elkins College for Business Management, Administration of Justice and General Education. Additional discussions with Johnson & Wales University (Culinary Arts) and George Washington University (IT/Cybersecurity) have progressed.
- c) Develop at least one articulation agreement with four-year colleges in the service region.  
Partial – Early discussions have begun with Southern Virginia University in Buena Vista.
- d) Evaluate the success rates of the first semester "7-credit core cluster" gateway courses by spring 2017.  
Moved to FY18 when data will exist for two full academic years.
- e) Expand the use and scope of the Success Coaches on campus and at the RRC.  
Completed - In 2016-2017, the College's two (2) Success Coaches increased the number of students served by maintaining individual caseloads of up to 150 students per Coach. Additional services (e.g. student trips to prospective transfer destinations) related to CSCI performance based outcomes were implemented. The College is planning to hire an additional part-time Success Coach and part-time Program Specialist to expand services to eligible students in FY18.
- f) Maintain “military friendly” status annually.  
Completed – Recognized again as a Military Friendly College

- g) Explore and evaluate providing food services for DSLCC students.  
Partially completed – A partnership with the Ministerial Association provided affordable food options two days per week. Further discussion is in progress.
- h) Develop a program review manual and process that will provide effective and efficient way to review all academic and career & technical programs by December 2016.  
Move to FY18.

**3. Evaluate the Strategic Enrollment Management Plan that was developed by an executive team, a coordinating committee and three task forces working to identify challenges and recommend improvements to be done in a comprehensive, systematic approach.**

- a) Provide final progress report to the community in fall 2016 on the three-year Strategic Enrollment Plan and evaluate additional measures.  
Completed – Through discussions with faculty and staff and various in-service sessions, progress reports were presented. Significant progress or completion was made in 18 of 20 recommendations (90%).

**Chancellor’s Objective:** *Increase Admissions Application Enrollment Yield to 60% systemwide.*  
**DSLCC Strategic Goal 3:** Grow the Enrollment Base

To increase the number of credentials awarded, more students from across the service region and from diverse backgrounds must enter into the College’s pipeline. The College should focus on initiatives aimed at creating and improving pathways that encourage and facilitate higher credit loads taken by new and returning students. Dual enrollment opportunities are expected to grow over the next five years, providing opportunities for the College to target marketing and recruitment efforts at a population already enrolled in DSLCC courses, encouraging these high school students to continue their education at DSLCC where progress toward the completion of a pathway to a two-year degree or certificate has already been made.

*DSLCC will*

**1. Increase overall enrollments by offering educational programs and services that are relevant to the service area population and designed around student needs.**

- a) Increase the admissions application yield incrementally from to 60% in 2021.  
Not completed - Base year is 57.13% in Fall 2014. Fall 2015 Admissions yield=49.85% and Fall 2016 Admission yield= 47.68%
- b) Increase by at least 1% annualized college headcount over 2015-2016.  
Completed - 2015-2016= 2790; 2016-2017= 2886. Increase of 3.4%
- c) Increase by at least 1% the headcount of 18-24 year old students over 2015-2016.  
Completed - Fall 2015= 465; Fall 2016= 509. Increase of 9.4% from fall to fall.
- d) Increase by at least 1% the headcount of students from underserved populations.  
Completed - 2015-2016= 296; 2016-2017=311. Increase of 5.06%
- e) Increase headcount of veterans, including eligible dependents and spouses, by at least 1% over 2015-16.
- f) Increase by 1% the headcount of students who earn one or more academic awards by completing a program of study considered nontraditional for their gender.  
Ongoing – Baseline= 54 in 2015/16.

- g) Increase the average credits taken per student in fall and spring by one (1) over 2015-2016.  
 Partial - Fall 15= 8.32, Fall 16= 8.33. Increase of .01 Credits. Spring 16= 8.25, Spring 17= 8.41. Increase of .16 Credits. Note- numbers include dual enrollment.
- h) Increase by at least 1% the percentage of full-time students enrolled annually.  
 Completed - Fall 15= 428, Fall 16= 474. 10.74% increase; Spring 16= 385, Spring 17=395. 2.5% increase.
- i) Increase by at least 1% overall FTES over 2015-2016.  
 Completed – From 2015/16 to 2016/17, an increase of 4.8% (714 to 748).
- j) Increase by at least 5% the number of previously dual-enrolled students who choose to attend DSLCC.  
 Completed – From 2015/16 to 2016/17, an increase of 38.75% (80 to 111).
- k) Increase by at least 5% the percentage of non-dual enrolled students enrolled annually (FTES).  
 Completed – From 2015/16 to 2016/17, an increase of 21% ( 286.03 FTE's to 345.7 FTE's).
- l) Secure funding to employ a consulting firm to create an academic and workforce program gap analysis specific to DSLCC's service area.  
 In progress – Attempts were unsuccessful from initial funding requests. Actively seeking funding for a study to develop an academic and workforce program Skills Gap Analysis specific to the college service region.
- m) Evaluate the initial year of the *Dabney Promise*, an initiative to award scholarships to all qualified applicants with unmet needs for aid (to cover tuition, fees, books, and supplies). Expand and modify as needed.  
 Completed: The initial year of Dabney Promise was implemented, with 53 students served and 100% of eligible applicants served. Students represented all four parts of the College's service area, and the average unmet need was \$3,245.63.
- n) Evaluate the new course schedule and make changes as necessary.  
 Completed – Faculty reviewed course schedule as well as open periods and agreed to keep the schedule as presented.
- o) Explore the feasibility of offering complete credentials in the evening and/or weekend.  
 Ongoing – Commercial Driver's License (CDL). Certified Medical Assistant (CMA), Phlebotomy, NCCER Core and Millwright trade programs are being offered in the evenings and weekends. Certified Nurse Aide (CNA) will be offered in the evenings in the fall semester. Credit offerings have been limited.
- p) Evaluate the initial year of the Early College Program with Alleghany County Public Schools.  
 Complete: The first two Early College scholars successfully completed year one of their General Studies programs and have signed up for fall 2017 classes. These two students are scheduled to graduate with their Associate's degrees in spring 2018. Additionally, two Governor's School students graduated with their Associate's degrees in spring 2017. At present, six Alleghany County High School juniors enrolled in summer 2017 classes are members of the year two Early College Program cohort.
- q) Explore the feasibility of adding an Early College Programs with other service region high schools.  
 In progress: The College is currently working with two additional school divisions on building Early College Programs.
- r) Increase the Market Penetration Rate (participation rate) of service area population to 2.5%.  
 Base year is 2.44% in 2015-2016. National Benchmark is 3.26%.  
 i. Data not completed.

- s) Implement the recommendations of the new Marketing Plan completed in summer of 2016.  
*In progress – A number of new initiatives/recommendations have been made including new social media campaigns, new campus photos for new publications, and a new advertising campaign.*

**Chancellor’s Objective:** *Secure resources for an outcomes based funding formula for workforce credentials.*  
**Chancellor’s Objective:** *Increase the number and percent of students for which the college obtains evidence of industry certification or license completion systemwide.*  
**Chancellor’s Objective:** *Collect college-generated baseline information on top business-demanded industry certifications and licenses offered at each college and college-generated evidence of the number of students earning the intended industry certification or license as a numeric value and as a percent of students who complete noncredit training in preparation for the industry certification or license.*  
**DSLCC Strategic Goal 4:** Create Tomorrow’s Trained Workforce

By developing opportunities for citizens of the service region to receive training in areas of need, the College will increase the number of credentials offered and awarded to students. Increasing the number of awarded credentials requires the College to identify emerging industries and develop effective training to produce qualified employees. The College must also work to develop effective and efficient pathways leading to useful credentials at various levels, each of which meet well-defined employer needs. Finally, to reach the VCCS strategic goal of tripling the number of credentials awarded, DSLCC must look for new industry credentials and devote resources to offering opportunities for members of the service region and beyond to attain these awards in cost-effective and timely ways.

*DSLCC will:*

**1. Support new job creation and business retention by providing workforce training, retraining, and services to meet current and emerging needs of service area business and industry.**

- a) Develop at least one new academic program designed to satisfy workforce demands in the service region and state.  
*Completed – Implemented Cybersecurity Career Studies Certificate*  
*Implemented Pipe Welding Certificate*  
*Implemented Science and Mathematics Career Studies Certificate*
- b) Create at least two stackable certificates by restructuring existing career studies certificates and certificates to align completely with degree program coursework.  
*Completed – Implemented Cybersecurity CSC*  
*Changed Small Business Management Certificate*  
*Changed Office Skills CSC*  
*Changed Business Fundamentals CSC*
- c) Implement a college-wide Program Advisory Committee Policy to ensure quality and foster closer professional relationships between CTE programs and business and industry by Fall 2016.  
*In progress – A great deal of work to enhance membership and focus has taken place. Additional work is planned.*

- d) Strive toward tripling the number of industry credentials awarded over the base year of 2014-2015 by 2020-2021.  
 In-progress – As of June 19, 572 total credentials (credit and industry credentials) have been documented, which is 7% over last year's total. Additional documentation is being finalized prior to June 30.
- e) Implement New Economy Workforce Credentials Grant (WCG) and the Financial Aid for Noncredit Training Leading to Industry Credentials (FANTIC) programs.  
 Completed – Full implementation of both programs were completed in fall 2016.
- f) Increase by 3% the number of training opportunities provided to local businesses and industries.  
 Completed and Ongoing - The number of training opportunities provided to local business and industries has increased by 5%.
- g) Hold at least one regional job fairs with one on the main campus and one at the Rockbridge Regional Center to highlight employers, serve job seekers, and increase awareness of DSLCC's Workforce Solutions and Community Education.  
 Postponed - Job fairs were not held during 2016-2017 based on the input of our partner organizations due to the low attendance in previous years.
- h) Host one reception each year to acknowledge the Advisory Committees formed for each program of study to engage their members and increase their knowledge of College facilities, administrators and facilities.  
 Completed – The annual Advisory Committee meeting and appreciation was held on October 18, 2016.
- i) Promote the value of registered apprenticeships that blend on-the-job training with classroom learning/lab experiences that lead to jobs with potential for solid career pathways in high-wage, high-demand fields.  
 Ongoing - Registered apprenticeships have been actively promoted to businesses, industries, and other public meetings throughout the college service region as an effective workforce-training program.

**Chancellor's Objective:** *Increase the number and percent of students for which the college obtains evidence of industry certification or license completion systemwide.*

**Chancellor's Objective:** *Collect college-generated baseline information on top business-demanded industry certifications and licenses offered at each college and college-generated evidence of the number of students earning the intended industry certification or license as a numeric value and as a percent of students who complete noncredit training in preparation for the industry certification or license.*

**Strategic Goal 5:** Strengthen the Distance Learning Experience

As a small college in a large, mostly rural service region, enrollment expansion cannot be limited to in-person educational opportunities. To remain accessible to its community members, the College must continue to increase and enhance opportunities for students to earn college credit through distance learning methods. To achieve success in this area, the College must work to improve the infrastructure, training, and support for both students and faculty to ensure that educational success is achieved at the highest level possible. By unlocking the College's potential to reach more of its service region and support these non-traditional learners, DSLCC will increase its reach and improve the success of its students.



*DSLCC will:*

**1. Offer educational programs and courses that are relevant to the service area population and taught using innovative methods.**

- a) Increase completion rates for online course offerings by 3% over 2015-16.
- b) Increase enrollment in DSLCC online course offerings by at least 5% over 2015-16.
- c) Evaluate the Shared Services Distance Learning program offered with Northern Virginia Community College.

In progress - The College is currently discussing how to utilize the SSDL program to best meet its students' educational needs.

- d) Implement training requirements and professional development opportunities for faculty teaching distance education courses by spring 2017.

In progress – Academic Affairs has developed a plan to provide Instructional Design expertise to enhance teaching distance learning courses. The DSLCC Librarian is currently pursuing a Master's Degree in instructional design and offering training to and workshops to faculty and students in support of distance learning instruction

- e) Implement online resources and orientation opportunities for all students enrolled in online courses for the first time by spring 2017.

Moved to FY18 based on the plan noted in item d.

- f) Phase out Compressed Video courses by the end of Spring 2017 and implement new technology for Fall 2017.

In progress – One compressed video room is scheduled to be phased out in summer 2017 with the second room scheduled for summer 2018.

<p><b>Chancellor's Objective:</b> <i>Identify and implement efficiencies in college and system office operations.</i></p> <p><b>DSLCC Strategic Goal 6:</b> Promote a Positive Workplace Environment</p>
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Without a strong foundation of employees, DSLCC cannot hope to achieve its mission. Faculty and staff set the tone for the College's success. A positive workplace environment, driven by a dedicated and ample core of full-time faculty, paves the way for student success. Recent retirements have reduced the College's number of full-time faculty, and prolonged declining enrollments have limited resources available for hiring new full-time faculty. Thus, over the past few years, a greater number of student credit hours have been taught by adjunct instructors, particularly among general education courses. While adjunct instructors are vital to the success of the College, and there will always be a reliance on their abilities and gifts, it is always the intent of the College to provide as much instruction as possible by full-time faculty. However, adjunct instructors must be brought further into the fold of the College, and their insights must be better utilized to create an integrated communication process between all faculty and administration. Because of the reliance on their instruction, development opportunities to improve pedagogical approaches by adjunct instructors must be developed and incentives offered to increase participation in events and training to improve the quality of learning in all classes.

*DSLCC will:*

**1. Promote lifelong learning for its employees that improves their effectiveness in serving students and the community.**

- a) Increase by 5% participation of adjunct faculty (including dual enrollment faculty) in on-campus professional development and in-service orientation.  
Ongoing – Dual Enrollment orientation sessions continued to be held as well as adjunct faculty participated in In-Service activities as well as VCCS professional development opportunities (New Horizons, Math Focus Group).
- b) Increase by 1% over 2015-2016 the percentage of non-dual enrollment student credit hours taught by full-time faculty.  
Not completed – From 2015/16 to 2016/17, a decrease of 25% (59% to 44%).
- c) Increase training and development opportunities for all faculty and staff by 10%.  
Ongoing – Faculty and adjunct faculty were provided training opportunities in diversity, technology enhancements, and guided pathways.
- d) Increase by 5% the number of applications for open faculty and staff positions from candidates from underrepresented populations.  
Ongoing – advertisements in local and national publications continue.
- e) Provide 100% of faculty and staff with annual professional development on diversity, equity, and civil rights (Title IX).  
Completed - Conducted Title IX Training Fall 2016 during In-Service or Online.
- f) Support DSLCC faculty, teaching-related staff, and emerging leaders to participate in VCCS professional development activities.  
Ongoing - Faculty and Staff have opportunities to participate in New Horizons yearly as well as Leadership programs offered by the VCCS.
- g) Evaluate the annual Diversity Plan and report to VCCS the plan's effectiveness by spring 2017.  
Ongoing – Report will be completed by June 30.
- h) Expand professional development opportunities for all faculty and staff on campus.  
Ongoing - Faculty and staff work with their supervisor to develop professional development plan during evaluation period annually.
- i) Work with VCCS to develop a structure to encourage internal mobility as well as external advancement.  
Ongoing – DSLCC participated in VCCS leadership programs to encourage advancement of employees.
- j) Continue to expand employee participation on community boards, committees, and activities/events.  
Ongoing – Faculty and staff were encouraged to use community service hours and report for an impact report.

## 2. Support faculty and staff by creating a work environment that promotes open communications.

- a) Continue President's methods of communication such as faculty, staff lunches and/or coffees, quarterly blog, and the use of social media.  
Ongoing – Staff and faculty lunches continued along with topic specific sessions were conducted. The expanded use of social media connected employees along with the public.
- b) Continue to administer the 360° evaluation process.  
Not completed - The 360 degree evaluation was not conducted in 2016-2017.
- c) Participate in the "Great Colleges to Work For" annual survey from the Chronicle of Higher Education in February 2017.  
Completed - Survey conducted.

- d) Evaluate the new employee orientation program by fall 2016.  
Completed – Silk Road (onboarding system) is implemented.
- e) Implement an adjunct faculty orientation program that can be available both in person and online by fall 2016.  
Ongoing – The use of Silk Road onboarding system has allowed for a new orientation for adjunct faculty.
- f) Complete the Faculty-Staff Handbook of Institutional Procedures and Guidelines by May 2017.  
Ongoing – The form and process has been completed. Divisions will begin updating and/or creating policies.
- g) Update the Faculty and Adjunct Faculty Handbook by August 2016.  
Moved to FY18.

**Chancellor’s Objective:** *Increase overall VCCS Fall-to Spring Retention to 71% systemwide.*

**Chancellor’s Objective:** *Increase overall VCCS Fall-to Fall Retention to 60% systemwide.*

**Chancellor’s Objective:** *Increase the overall annual VCCS graduates in associate degrees, certificates and career studies certificates by 6,000 over FY2015.*

**Strategic Goal 7:** Strengthen the Student Experience

Students who are satisfied with their education and engage in activities that enhance their academic and social experience are more likely to persist in meeting their educational goals. Thus, to facilitate more students finishing their programs of study, it becomes imperative to improve student engagement and satisfaction. Graduates who have a stronger connection with DSLCC are also more likely to contribute their time and resources to the college after graduating.

*DSLCC will:*

**1. Provide access to high quality educational opportunities to its students in an environment that encourages success.**

- a) Improve student engagement according to benchmark scores on the Community College Survey of Student Engagement. Students will score at or above the benchmark of peer colleges on all five areas measured by the survey.  
Survey completed. Results are not available at this time.
- b) Increase by at least 1% student satisfaction with their experience at DSLCC over 2015-16.  
Completed – From 2015/16, an increase of 4.3% (93% to 97%).
- c) Increase the number of graduates with contact information in the Alumni Association database to at least 50 individuals annually.  
Not completed – A total of 36 names have been added to the Alumni Association. Additional progress has been made in this area with a refocus of a position in the Institutional Advancement Office to focus on alumni relations.
- d) Finalize the rejuvenation of the Moomaw/Student Center by spring 2017.  
Ongoing – Significant work was completed with additional initiatives planned.
- e) Provide 100% of students with training on civil rights laws (Title IX) within their first semester enrolled.  
Completed - Title IX training is provided to all new students at New Student Orientation each semester and on the first day of classes for all students.

- f) Increase funding spent on safety and security measures by 5% over 2015-16.  
Completed - Over \$15,000 will be spent on safety/security in FY17 (or 12.8% increase over \$13,292 was spent in FY16).
- g) Strive for at least 90% of graduating students indicating that they feel informed of DSLCC emergency protocols and competent in their ability to act accordingly during an emergency (Graduate Exit Survey).  
Not completed – The question was deleted from the Graduate Exit Survey.

**Chancellor’s Objective:** *Secure funding for philanthropic and other investments for Year 2 of the Rural Virginia Horseshoe Initiative (RVHI).*

**Chancellor’s Objective:** *Increase the number and percent of students for which the college obtains evidence of industry certification or license completion systemwide.*

**Strategic Goal 8:** Improve the Financial Stability of the College

For the College to fulfill its mission, it must be in a healthy financial state. With enrollments decreasing over the past five years, it is imperative to find alternative sources of funding to ensure College leaders make fiscally sound decisions. Certainly, increasing enrollments will be the major factor in improving financial stability, but strengthening the donor base, increasing giving, and generating additional revenue in the form of grants will provide the additional funding necessary to sustaining long-term financial health.

*DSLCC will:*

**1. Provide adequate funding for quality programs, services and facilities by using its resources in cost-effective ways.**

- a) Increase by 2% the number of donors giving to the college/Educational Foundation over 2015-2016 numbers.  
Partial - The Educational Foundation experienced an 11 percent decrease in the number of donors – from 285 to 253. However, the Foundation experienced an 86 percent increase in revenue - \$473,322.28 to \$881,960.26. It should be noted that this is the first year post campaign.
- b) Increase by at least 1% the amount of new unrestricted dollars given to the college/Educational Foundation over 2015-2016 amounts.  
Completed - The Educational Foundation experienced a 16 percent increase in unrestricted revenue 2015 to 2016 (\$100,065.72 to \$116,273.71) and an increase of one percent of donors (96 to 97).
- c) Increase three-year average annual revenue from external grants by at least \$50,000.  
Completed - Three-year average of grant income has increased by more than \$82,000
  - i. 2015 – 3 year average – \$40,225 (total grant income was \$120,671)
  - ii. 2016 – 3 year average - \$185,756 (total grant income for 2016 was \$436,597)
  - iii. 2017 – 3 year average - \$267,178 (total grant income for 2017 YTD is \$244,266)
- d) Increase the number of members of the *Lancaster Legacy Society* by at least five (5) members.  
Partial - The Lancaster Society has added 1 new member. However, the Educational Foundation received two legacy gifts this year, the result of building efforts. The Educational Foundation will host its second annual Lancaster Society Brunch in June

and has invited three honorary guests, including executors of the two estate gifts and the planned giving attorney for a significant portion of gifts that we receive. In addition, the Educational Foundation hosted a luncheon for the area Senior Law Day.

**2. Meet or exceed the VCCS performance funding initiative.**

- a) Meet or exceed the goals outlined in the new VCCS performance funding model plan.

Completed and ongoing – DSLCC had the largest increase in the performance funding model (14%) in the VCCS.

**3. Continue our participation as a pilot college in the Rural Virginia Horseshoe Initiative.**

Completed - The College and Foundation completed year 3 of the 4 agreed to in the Rural Virginia Horseshoe Initiative MOU. The Foundation/College combined received \$51,253.27 thus far for the 2017 fiscal year from the System Office and (Q4 has not been assessed yet).

- a) Continue to raise funds to support career coaches and GED scholarships to access matching funds from VCCS.

Completed: The Foundation/College combined received \$51,253.27 thus far for the 2017 fiscal year from the System Office/ VFCCE and \$121,031 from The Alleghany Foundation (Q4 has not been assessed yet).

- b) Enroll at least 15 GED completers based on available scholarship funds.

Not completed - In 2016-2017, four eligible students were awarded scholarships based on their RVHI-defined status as GED completers. An additional 20+ students outside parameters of the RVHI GED incentive (i.e. earning a GED within five years) were identified but unfortunately were found not eligible for an incentive exception. The College is in discussions with the Region 5 Roanoke Valley/Alleghany Adult Education Director on how to collaborate and promote the RVHI GED incentive to more students. In addition, the VCCS/ VFCCE have loosened the parameters to expand this offering to more potential students; the changes will take place for the upcoming 2017-2018 academic year.

**Chancellor's Objective:** *Increase the number and percent of students for which the college obtains evidence of industry certification or license completion systemwide.*

**Chancellor's Objective:** *Increase the overall annual VCCS graduates in associate degrees, certificates and career studies certificates by 6,000 over FY2015.*

**Strategic Goal 9:** Strengthen Our Presence as a Leader in the Community

As a primary employer, services provider, and higher education institution in the service region, the College must continue to strengthen its ties to the greater community. Serving as a community leader means partnering with local businesses to provide educational and service opportunities for local citizens, having members of the college community increase their presence at community events, and improving access to meeting rooms, event spaces, and facilities for community organizations and events. The relationship between the College and the community is symbiotic; it is difficult for one to exist without the other. The College is committed to fostering this relationship through a variety of means, ultimately improving its presence as a leader within the surrounding communities and serving as a primary resource for many community members, organizations, and leaders.

DSLCC will:

**1. As appropriate, DSLCC will have a representative(s) at key meetings of civic, business, industrial, educational, and cultural groups that act to advance goals and strategies to improve the community.**

- a) DSLCC will continue to play a crucial role in the *Alleghany Highlands Vision 2025* and *Rockbridge 2020* initiatives and serve on executive committees and sub-groups targeting five separate areas of improvement.  
Ongoing – College President and other staff continue to serve on steering committees and participate in activities.
- b) DSLCC will continue to be partners with economic developers in all four counties of its service area.  
Ongoing - The College, through the Workforce Solutions & Community Education division, partners with all economic development agencies in a variety of ways, including meeting with potential prospects and providing workforce training to new and expanding business.
- c) DSLCC will support efforts to raise the bar of educational attainment by working with local superintendents, principals and directors of career and technical education centers.  
Ongoing – DSLCC continues to work with each school district on dual enrollment, career coaches, and new initiatives such as Early College Program and program pathways.
- d) DSLCC will continue to explore funding for a walking trail and community arboretum on the Clifton Forge campus that promote learning, the natural environment and the arts.  
Ongoing – Meetings took place during the academic year and a draft plan has been developed.
- e) College facilities will be maintained for community use when appropriate, such as walking trails, athletic fields, etc. to add to the quality of life for residents and visitors.  
Ongoing – The College welcomes community groups to utilize the campus and the RRC. Examples include: chambers of commerce hosting Leadercast; hosts events such as Senior Law Day and the Virginia Tech Blue/Grey Dinner; and economic development officials hosting business prospects and industry meetings.
- f) College staff will work with community projects for fund-raising, beautification of gateways for visitors and potential new residents, etc.  
Ongoing – DSLCC employees participated in a number activities such as beautification clean up in Covington, Clifton Forge, and Buena Vista, as well as hosting Safehomes annual "Walk in Their Shoes" fundraising event.
- g) Participate in all community initiatives for future economic growth and development of the region, explaining the ways in which DSLCC can support workforce training and development such as training for business start-ups, upskilling current workers, and preparing for the integration of new technologies.  
Ongoing – DSLCC participates in community initiatives for future economic growth and development of the region, explaining the ways in which DSLCC can support workforce training and development.
- h) DSLCC will have one individual on a new Bath County team for implementation of a newly approved economic development plan.  
Postponed – Due to changes in Bath County structure, this new team was not created.

- i) DSLCC will collaborate with the four regional Chambers of Commerce to launch a Leaders Academy by Fall 2017.  
Postponed – A meeting was held of all four Chambers of Commerce Executive Directors and Board Chairs hosted by the DSLCC President. Plans were discussed to partner as a regional effort to launch a Leader's Academy.
- j) DSLCC will continue to participate in community initiatives, projects, grants, etc. that focus on community improvements and enhancements of quality of life for residents, such as a proposed health center.  
Ongoing – DSLCC representatives participated in a number of grant opportunities with partner organizations for the betterment of the region. Additional opportunities will emerge from these community initiatives. In addition, DSLCC has had a representative on a committee to develop a regional health plan that supports the statewide "Virginia Plan for Well-Bring" as well as a representative on a RADAR bus committee to examine long-term sustainability of transportation who lack other means of transport; one regular bus stop is the main entrance of DSLCC.