Pathways 2021

Dabney S. Lancaster Community College Strategic Plan
2015-2016 to 2020-2021

Revised – June 6, 2016

DSLCC Changes Lives, Strengthens Community, and Provides Pathways to Success

**DABNEY S. LANCASTER
COMMUNITY COLLEGE**

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A Message from the President

Dabney S. Lancaster Community College has a rich history, having served this region of western Virginia for over five decades. In my Inaugural Address in September, 2014, I referred to the College as a "gem" and each day that I have the privilege of serving in my role as president, I am more convinced than before that the value of DSLCC in this area cannot be overstated.

We are privileged to have had the contributions of so many people who truly care—from community leaders to employers to benefactors to governmental representatives and volunteers from the community at large. The impact of that level of interest and support may be seen and felt daily by our faculty, staff and students, and, as I also stated last fall, there is a large number of people who "…are excited and who approach the building of a great community college with a passion." I am seeking your help in implementing the components of this Plan through 2021 with that passion.

The progress enjoyed by any institution does not happen accidentally, nor does it occur in isolation apart from local, regional, state-wide, national or global changes. To move ahead, we must respect the past history of the College, study current trends and the possible implications they may hold, and develop a plan to move forward. Simply put, *Pathways 2021* is meant to guide us. A variety of factors such as newly-passed legislation, demographic changes, and unforeseeable issues may necessitate adjustments to this Plan, but any modifications will still be made with the goal of moving the institution forward as quickly and effectively as it is prudent to do so.

Complementing the VCCS Strategic Plan set forth under the leadership of Chancellor DuBois, the DSLCC Plan will address the call for more credentials—the documentation of knowledge and skill sets that resonate throughout the world of work. Our graduates must not only meet personal goals to their own degree of satisfaction, but must also be able to demonstrate what they know in ways that speak the language of employers and prove how they can contribute to meeting current and emerging needs for a well-trained workforce.

To show students that goals are achievable with dedication and hard work, we must pave pathways for them. We will define and ladder steps through which they can advance. We will work to secure resources to assist students with their educational journey to personal, educational and career success. The nine Goals in the Strategic Plan cover all aspects that must be addressed to build a solid foundation for the College's future, from marketing the institution to student success, securing resources, meeting workforce needs, and engaging the community in a variety of ways.

I invite the DSLCC Community and the community at large to embrace *Pathways 2021* and help us in my goal of providing "meaningful and productive learning that will lead to successful transfer opportunities as well as meeting the business and industry needs of the region and the state."

Join me in paving those pathways.

Dr. John J. Rainone
President

May, 2015

About DSLCC

Dabney S. Lancaster Community College is a two-year public institution of higher education and a member of the statewide Virginia Community College System (VCCS). The College is supported by the citizens of the counties of Alleghany, Bath, Botetourt, and Rockbridge as well as the cities of Buena Vista, Covington, and Lexington and the town of Clifton Forge.

The main campus is located just outside the town of Clifton Forge in the Alleghany Highlands of western Virginia. The Rockbridge Regional Center, located in Buena Vista, Virginia, and the Greenfield Technical Center in Daleville, Virginia, extend the physical reach of the College, offering a number of general education courses, occupational/technical programs, and non-credit courses. Mirroring population trends in Rockbridge County, enrollments at the Rockbridge Regional Center have steadily risen since its opening in 2006.

In 2014-2015, the College enrolled an estimated 1,750 credit-seeking students, or the equivalent of approximately 720 full-time students. An additional 400 students took non-credit coursework, raising the overall College population above 2,100 students. After multiple years of sharp enrollment increases during the Great Recession, the College has seen steady enrollment declines since 2011. However, current enrollments are only slightly lower than DSLCC's 20-year average.

Most students attending DSLCC are under the age of 25 (70%) and are classified as part-time, taking fewer than 12 credits per term (80%). A high percentage of these traditional-aged, part-time students are in high school, taking courses for both college and high school credit through DSLCC's dual enrollment program. In fact, in 2013-2014, 29% of all students enrolled at DSLCC were dual enrolled high school students. The dual enrollment program is seen as a strength of the College and increasing the number of dual enrollment opportunities is supported by the local school districts as well as the VCCS.

A large number of DSLCC students are also considered under-served, meaning they are either first-generation college students, a racial or ethnic minority, or low-income. Roughly one-third of DSLCC students are considered first-generation college students and another third are low-income. Approximately 8% of students identify as non-White, which resembles the racial demographics of the service region.

As of 2014-2015, the College currently offers 44 associate degrees, certificates, and career studies certificates in occupational/technical areas and programs designed for transfer to four-year institutions. A dedicated group of roughly 85 faculty, approximately 20 of whom are full-time, educate, advise, and mentor students daily. The student-faculty ratio is 15 to 1, providing opportunities for individualized attention and small classes. Staff and administrators provide faculty and students with a variety of support services to help pave the way to successful goal attainment and successfully manage college operations.

As one of the 30 largest employers and the only open-enrollment institution of higher education in the region, DSLCC is vital to the economic success of the communities it serves. Through outreach and collaboration to local businesses, governments, and education partners, the College is committed to changing the lives of the citizens it serves, strengthening the communities that rely upon it, and providing pathways for students to find success in their career and educational endeavors.

Dabney S. Lancaster Community College Mission, Vision, and Values

DSLCC Mission Statement

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 students' diverse backgrounds, rights, responsibilities, and abilities. In partnership with local business, industry, government, professions and other educational institutions, DSLCC provides programs and services that prepare members of the community to reach their potential as engaged and learned citizens.

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Approved by the President's Council: March 9, 2015
Approved by Local Board: March 9, 2015

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DSLCC Vision Statement

Dabney S. Lancaster Community College changes lives, strengthens community, and provides pathways to success.

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Endorsed by the President's Council: April 27, 2015

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DSLCC Values Statement

Accessibility. We value the opportunity to provide the residents of our service region appropriate pathways through which they can achieve educational and professional goals without barriers of cost, distance, or time.

Learning. We value the process of teaching and learning, the sharing of knowledge, the importance of innovation, and the empowering of all students with the tools to reach their academic potential and maximum career success.

Community.   We value the diverse perspectives, backgrounds, and beliefs that collectively form the DSLCC community, and we embrace these differences among students, employees, and community members as ways to enrich, grow and thrive—as individuals and as an institution.

Integrity. We value the belief that the dream of educational attainment is best realized when all members of the DSLCC community respect academic honesty, promote accountability, and demonstrate responsibility for themselves and others.

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Approved by the President's Council: March 9, 2015

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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.

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 Strategic Planning Committee was intentional in crafting the nine strategic goals to support the College's efforts to achieve the VCCS *Complete 2021* goal. The College is committed to 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.

Strategic Plan Development Process

The development of *Pathways 2021* involved many members of the college community. The Strategic Planning Committee convened in the fall 2014 semester with the charge of creating a five-year strategic plan to guide the College's long-term decision-making.

The Committee began the process by gathering input from the greater community. A survey was developed and disseminated electronically to employees, students, board members, and community/business leaders. The survey was also posted on the College's website with an open invitation for stakeholders to contribute opinions. The content of the survey asked several open-ended questions about respondents' opinions of the College's strengths and weaknesses, as well as opportunities for the College to utilize and threats that could harm its overall well-being. Respondents were also asked to provide input about the mission, vision, values, and institutional goals of the College. 186 full and partial responses were received from students (32%), faculty (12%), staff (21%), Alumni (9%), Administrators (4%), Board members (5%), and Community Members (11%). Some respondents did not provide an affiliation.

The Committee reviewed the survey results and developed a set of common themes for each of the four areas of the survey (strengths, weaknesses, opportunities, and threats). Over a three-day period, the Committee welcomed all College and local community members to come to the Clifton Forge campus or the Rockbridge Regional Center in Buena Vista and prioritize for each area the "most important" of the common themes. Over the course of the three days, approximately 100 people came to one of the two locations and provided input. Those results were then tabulated by the Committee and used as a primary source of information to guide the plan's development.

In the spring 2015 semester, the Committee reviewed the College's mission statement, vision statement, and values, and, using the input from the survey, suggested revisions to the mission statement to make it more concise and relevant. These revisions were presented to the President's Council on February 23, 2015, and formally approved on March 9, 2015. The Local Board approved the revised mission statement on March 9, 2015, with the Chancellor granting final approval on July 6, 2015. The Strategic Planning Committee also recommended revisions to the vision statement and values statement. The revised values statement was approved by the President's Council on March 9, 2015, and after deliberations, the vision statement was endorsed by the President's Council on April 27, 2015, with endorsement from the Local Board occurring on June 1, 2015.

To develop *Pathways 2021*, the Strategic Planning Committee relied on institutional data, community survey results, and several guiding documents such as the VCCS strategic plan; the VCCS performance funding model; the DSLCC Diversity Taskforce Initiative, and the revised mission, vision, and values statements. Over the span of three months, the Strategic Planning Committee identified nine institutional goals that, if achieved, demonstrate the Colleges' fulfillment of its mission. The desire to achieve these nine goals, each one with a set of targeted outcomes, will guide the College's decision-making from 2015-2016 to 2020-2021, creating new pathways for student success and strengthening the College's positive impact on the greater community.

Pathways 2021 was endorsed by the Strategic Planning Committee on May 13, 2015 and approved by the President's Council on May 18, 2015. The Plan was presented to the Local Board on June 1, 2015 where it was approved.

Strategic Planning Committee

Dr. Chris Orem (Chair), Director of Institutional Effectiveness and Research

Mr. Ed Kenny, Director of Buildings and Grounds

Mr. Joseph Hagy, Dual Enrollment Coordinator

Ms. Holly Fasig, Student

Mr. Steven Douty, Vice Chair - DSLCC Local Board

Ms. Penny Fauber, Program Head & Associate Professor – Practical Nursing Program

President's Council

Dr. John Rainone, President

Ms. Angela Graham, Vice President of Financial and Administrative Services

Mr. Gary Keener, Vice President for Workforce Solutions and Community Education

Ms. Lynn McAllister, RN, Interim Vice President for Academic Affairs

Mr. Matt McGraw, Director of Student Services

Ms. Gail Johnson, Presidential Assistant

Dr. Chris Orem, Director of Institutional Effectiveness and Research

Ms. Tamra Lipscomb, Director of Technical Services

Mr. Ed Kenny, Director of Buildings and Grounds

Ms. April Tolley, Director of Human Resources

Mr. Joe Walker, Director of the Rockbridge Regional Center

Ms. Rachael Thompson, Director of Institutional Advancement

Ms. Nova Wright, Director of Library Services

Definitions

Articulation Agreements: Contracts between DSLCC and other colleges and universities that guarantee the DSLCC graduate admissions into a particular program at the college or university if the student meets certain conditions.

Career Coach: A DSLCC employee who assists students/adults in developing realistic career plans and post-secondary educational/training plans.

Credential: a defined set of skills and knowledge recognized and valued by a specific business, industry, educational entity, governing body, organization or other agency.

Developmental Courses: Developmental courses are taught by college faculty and provide remedial instruction in math and English to students to better prepare them for college-level courses.

Dual Enrollment: Opportunities offered to students in high school to take courses through their high schools or technical centers that earn them both high school and college credit.

Duplicated Headcount: A count of students, where each student may be included more than once. For instance, when a student takes classes in both the fall and spring semester, a duplicated headcount of annual enrollment lists them twice.

First-Time in College (FTIC): Students who have not attended any college in the past. The only exception is for high school students who have taken dual enrollment classes.

FTES: Full-Time Equivalent Student. Calculated by adding the total credits taken by all students and dividing by 15.

Full-Time/Part-Time: Full-Time students are those who take 12 or more credits in a semester. Part-Time students are those students taking fewer than 12 credits in a semester.

Retention Rate: The total number of students enrolled in a given semester that return to campus for another semester defined in the future. Mostly used to determine the percentage of students who attend classes in the fall who then return in the spring or again the next fall. Because graduating students tend not to return, they count towards the retention rate, as the College defines retention as a measure of student success.

Scholarship Award Rate: The number of scholarships awarded to students compared to the number of total available scholarships. Less than 100% means certain funded scholarships go unawarded to students in a given year.

Stackable Certificates: A series of individual credentials from different or related content areas that build upon one another, such that, upon completion of the series of certificates, a student earns an associate degree.

Underserved Students: Defined as a student who is either a) a racial/ethnic minority, b) low income (eligible to receive some or all of the Pell grant), or c) first generation (neither parent attended any college).

Unduplicated Headcount: A count of individual students, where each student is only listed once.

Strategic Goal 1

Expand the DSLCC Footprint

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. Legislation such as HB 1184, which requires high schools and community colleges to offer pathways to an Associate Degree for every high school student, provides an opportunity for the College to extend the possibility of earning college credit to high school and technical center students through dual enrollment. And with a commitment to increasing dual enrollment headcount through increased offerings at more locations, the College is better prepared to tap into this population of students. Although space limitations and overall enrollment declines have caused this growth to taper off each of the past two years, the Rockbridge Regional Center saw a 71% increase in filled seats and a 60% increase in FTES from fall 2007 to fall 2013. With an increased commitment to extending and expanding physical services and opportunities for taking college credit throughout the service region, DSLCC will be better focused on improving access to a larger percentage of its service region.

Targeted Outcomes

By July 1, 2021, DSLCC will:

Outcome		Measure
1.1	Provide in-person, for-credit, non-dual enrollment courses in every defined county/city of the service region	• Enrollment statistics • Facilities utilization report
1.2	**Increase unduplicated headcount of dual enrollment to 850.** ~~combined total of fall and spring unduplicated dual enrollment headcounts to 1,500~~	• Enrollment statistics
1.3.1	Develop long-term plan for expansion of services and facilities for Rockbridge Regional Center to accommodate at least a 40% increase in headcount and a 30% increase in FTES over 2014-2015 numbers	• Enrollment statistics • Feasibility Study Results
1.3.2	Increase annualized FTES at Rockbridge Regional Center by 20% over 2014-2015 numbers	• Enrollment Statistics

Assumptions

To meet these outcomes, the College assumes the following:

- Partnerships continue with Rockbridge County and the cities of Buena Vista and Lexington to develop plans for expanding the RRC, or in facilitating the development of a new Center.
- Population continues to grow in Rockbridge County, requiring the need for expanding services at the RRC.
- Partnerships continue with area high schools and technical centers to facilitate growth in dual enrollment offerings, aided by increased enforcement of HB 1184 by state and local officials.
- State funding for high schools and technical centers remains stable.
- The reimbursement model for dual enrollment changes to allow at least 90% tuition coverage.

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.

Targeted Outcomes

By July 1, 2021, DSLCC will:

Outcome		Measure
2.1.1	Increase the percentage of college-ready students completing college-level math or English with a C or better within 3 semesters by 10%	• VCCS Performance Funding Report
2.1.2	Increase the percentage of developmental math students completing college-level math with a C or better within 6 **4** semesters of first enrollment by 20%	• VCCS Performance Funding Report
2.1.3	Increase the percentage of developmental English students completing college-level English with a C or better within 3 semesters of first enrollment by 10%	• VCCS Performance Funding Report
2.2.1	Increase first-time full-time student fall-to-spring retention rates by 4%	• IR Report
2.2.2	Increase first-time part-time student fall-to-spring student retention rates by 7%	• IR Report
2.2.3	Increase first-time full-time student fall-to-fall retention rates by 5%	• IR Report
2.2.4	Increase first-time part-time student fall-to-fall student retention rates by 7%	• IR Report
2.3.1	Increase by 10% the number of FTIC students who earn 12 college-level credits with a cumulative GPA **of spring semester of the following year**. 2.0 after two semesters	• IR Report
2.3.2	Increase by 10% the number of FTIC students who earn 24 college-level credits with a cumulative GPA of 2.0 after two semesters	• IR Report
2.4.1	Increase by 10% the number of students transferring to a four-year institution with 16 or more credit hours, but no award.	• VCCS Performance Funding Report • NSLC Data
2.4.2	Increase the number of students transferring with an earned associate's degree by 10%.	• VCCS Performance Funding Report • NSLC Data

2.4.3	Increase by 10% the number of students transferring with 16 or more credits and earning a bachelor's degree within 6 years from initial enrollment with DSLCC	• VCCS Performance Funding Report • NSLC Data
2.5.1	Increase the number of students who earn one or more awards within a given academic year by 20%	• IR Data
2.5.2	Increase by 15% the number of students from under-served populations (USP) who earn one or more awards within a given academic year	• IR Data
2.5.3	Increase number of veterans, including dependents and spouses, earning one or more awards within a given year by 15%	• IR Data
2.5.4	Increase by 15% the number of students who earn one or more academic awards by completing a program of study considered nontraditional for their gender.	• IR Data
2.6.1	Update all existing articulation agreements	• Student Services Data
2.6.2	Increase by at least three the number of existing occupational/technical articulation agreements with four-year institutions	• Student Services Data
2.6.3	Develop articulation agreements with all four-year colleges in the service region	• Student Services Data

Assumptions

To meet these outcomes, the College assumes the following:

- Performance funding measures from the VCCS remain consistent year-to-year.
- Four-year institutions provide open lines of communication regarding changes to the transferability of VCCS courses.
- High schools in the service region continue to provide and improve remedial services to students prior to high school graduation.
- The number and percentage of students categorized as underserved remains constant or grows over the next five years.

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. Healthy enrollments serve as a catalyst for the expansion of programs and services and the implementation of innovative ideas. DSLCC enrollments, as with many two-year colleges, correlate heavily with the local unemployment rates. As unemployment rates drop, so too does the number of displaced workers seeking retraining or new skills. Students aged 30-49 showed the largest declines in enrollment from 2012-13 to 2013-14, illustrating how, as the economy improved following the Great Recession, enrollments from older students declined more so than traditional-aged students. With population decline or stagnation anticipated in the Alleghany Highlands, it is imperative the College matriculate a greater percentage of the existing population into DSLCC programs, focusing on recruiting new high school graduates and those from under-served populations and diverse backgrounds. Further, as overall enrollments over the past three years have decreased, so too has the average number of credits per student. 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.

Targeted Outcomes

By July 1, 2021, DSLCC will:

Outcomes		Measures
3.1.1	Increase by 13% annualized college headcount over 2014-2015	• VCCS Enrollment Report
3.1.2	Increase by 10% the headcount of 18-24 year old students over 2014-2015.	• VCCS Enrollment Report
3.1.3	Increase by 5% the headcount of students from underserved populations	• VCCS Enrollment Report
3.1.4	Increase headcount of veterans, including dependents and spouses, by 25%	• VCCS Enrollment Report
3.1.5	Increase by 15% the headcount of students who earn one or more academic awards by completing a program of study considered nontraditional for their gender.	• IR Data
3.2.1	Increase the average credits taken per student in fall and spring by one (1) over 2014-2015.	• Credits-per-Student Report

3.2.2	Increase by 5% the percentage of full-time **non-dual enrolled** students enrolled annually (FTEs).	• VCCS Enrollment Report
3.2.3	Increase by 11% overall FTES over 2014-2015	• VCCS Enrollment Report
3.3	Increase by 25% the number of previously dual-enrolled students who choose to attend DSLCC.	• VCCS FTIC Dataset
3.4	Increase by 10% the **percentage of non-dual enrollment applicants** who enroll. ~~number of applicants who enroll in non-dual enrollment courses.~~	• IR Data
3.5.1	Increase the award rate for scholarships to 90%.	• Office of Advancement Statistics
3.5.2	Implement Dabney Promise, an initiative to award scholarships to all qualified applicants in need of aid to cover tuition, fees, books, and supplies.	• President's Goals
3.6	Offer Career Coach services in all area high schools.	• Student Services Data

Assumptions

To meet these outcomes, the College assumes the following:

- The state and local economies continue to strengthen, leading to more available jobs and less demand from experienced workers seeking retraining due to changes in job status.
- Area high schools are active partners in the Career Coach initiative, providing support and space for these employees to work positively with high school students
- Area high schools and technical centers work collaboratively with DSLCC to identify additional opportunities for dual enrollment credit
- The total college-seeking population of the service region remains stable or declines
- Downsizing by the military will lead to a higher number of veterans needing additional education and training.

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 undoubtedly increase the number of credentials offered and awarded to students. Increasing 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.

Targeted Outcomes

By July 1, 2021, DSLCC will:

Outcomes		Measures
4.1	Develop at least five new programs designed to satisfy workforce demands in the service region and state.	• Programs of Study
4.2	Create all stackable certificates by restructuring existing career studies certificates and certificates to align completely with degree program coursework.	• Office of Academic Affairs Data
4.3	Triple the number of industry credentials awarded over 2014-2015.	• Credential Award Data (VCCS)
4.4	Double the number of industry credentials earned by veterans, including their dependents and spouses.	• WFCE data
4.5	Increase by 25% the number of training opportunities provided to local businesses and industries.	• WFCE data
4.6	Increase by 25% the number of third party vendors providing non-credit instruction.	• WFCE data

Assumptions

To meet these outcomes, the College assumes the following:

- Major industries in the service region continue to need employee training opportunities.
- The Virginia Community College System develops and publishes a list of recognized industry credentials.
- New industries continue to grow in and around the service region.
- Partnerships continue between DSLCC, local governments, and existing businesses to bring new economic opportunities to the region.
- Military downsizing will lead to a higher number of veterans needing additional education and training.

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. Collaboration with the Northern Virginia Community College Extended Learning Institute provides the College with a large number of possibilities for expanding options for students in a well-supported distance learning environment. However, the College must also take advantage of opportunities to offer distance education courses in areas unique to its own curriculum in an effort to maximize institutional control of the experience. 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.

Targeted Outcomes

By July 1, 2021, DSLCC will:

Outcomes		Measures
5.1	Increase completion rates of online course offerings by 10%.	• Annual Completions Report
5.2	Double enrollment in online course offerings.	• Enrollment Statistics
5.3.1	Increase by 50% the number of online course offerings through Northern Virginia Community College's Shared Services Distance Learning in disciplines not available to students via in-class instruction.	• SSDL Course Offerings
5.3.2	Double the number of online course offerings through DSLCC for current students and students at other institutions.	• Course Schedule
5.4	Implement training requirements and professional development opportunities for faculty teaching distance education courses.	• Technical Services and Academic Affairs Data
5.5	Implement online resources and orientation opportunities for all students enrolled in online courses for first time.	• Technical Services and Academic Affairs Data

Assumptions

To meet these outcomes, the College assumes the following:

- Northern Virginia Community College continues to support and partner with VCCS colleges to offer distance learning opportunities through Shared Services Distance Learning.
- Access to technology/high-speed internet continues to grow throughout the service region.

Strategic Goal 6

Promote a Positive Workplace Environment

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 trainings to improve the quality of learning in all classes.

Targeted Outcomes

By July 1, 2021, DSLCC will:

Outcomes		Measures
6.1	Increase to 50% participation of adjunct faculty (including dual enrollment faculty) in on-campus professional development and in-service orientation.	• Attendance Records
6.2	Increase by 5% over 2014-2015 the percentage of non-dual enrollment student credit hours taught by full-time faculty.	• Student Credit Hours Report
6.3	Increase training and development opportunities for all faculty and staff by 50%.	• Human Resources Data
6.4.1	Double the number of applications for open faculty and staff positions from candidates from underrepresented populations.	• Human Resources data • Diversity Action Plan Updates
6.4.2	100% of faculty and staff will receive annual professional development on diversity, equity, and civil rights (Title IX).	• Human Resources Data • Diversity Action Plan Update

Assumptions

To meet these outcomes, the College assumes the following:

• Funding levels from the State of Virginia remain stable.

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.

Targeted Outcomes

By July 1, 2021, DSLCC will:

Outcomes		Measures
7.1	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	• Community College Survey of Student Engagement
7.2	Increase by 5% student satisfaction with their experience at DSLCC	• Graduate Exit Survey
7.3	Increase the number of graduates with contact information in the Alumni Association database to 250 individuals.	• Database Contacts (Office of Advancement)
7.4	100% of students will receive training on civil rights laws (Title IX) within their first semester enrolled	• Human Resources Data
7.5	Increase funding spent on safety and security measures by 5%	• Budget Data
7.6	At least 90% of graduating students indicate they feel informed of DSLCC emergency protocols and competent in their ability to act accordingly during an emergency	• Graduate Exit Survey

Assumptions

To meet these outcomes, the College assumes the following:

• Community College Survey of Student Engagement Benchmarks remain the same on future iterations of the survey

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 three 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 develop long-term financial health.

Targeted Outcomes

By July 1, 2021, DSLCC will:

Outcomes		Measures
8.1	Increase by 20% the number of donors giving to the college over 2014-2015 numbers	• Office of Advancement Records
8.2	Increase by 10% the amount of new unrestricted dollars given to the college over 2014-2015 amounts	• Office of Advancement
8.3	Increase three-year average annual revenue from external grants by $110,000	• Revenue Sources Table (Business Office)
8.4	Maintain contingency fund of 5% annually	• Annual Budget

Assumptions

To meet these outcomes, the College assumes the following:

- Funding levels from the State of Virginia remain stable
- The national, state, and local economy continues to grow
- Regulatory and tax laws related to charitable giving remain consistent

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.

Targeted Outcomes

By July 1, 2021, DSLCC will:

Outcomes		Measures
9.1	Increase the number of partnerships with area businesses, K-12 schools, and community organizations	• Marketing and Outreach Data
9.2	Increase by 25% faculty/staff participation in community events	• Marketing and Outreach Data
9.3	Increase by 25% the number of community service hours by employees	• Human Resource data
9.4	Increase by 25% the number of employers served by the college	• IR and WSCE data
9.5	Increase by 25% the number of requests by community members/groups to use college facilities	• Facilities Data
9.6	Increase by 5% funding for marketing/advertising of college events	• Budget data
9.7.1	Increase number of college activities, events, and programs focused on issues of sustainability and environmental stewardship	• President's Goals
9.7.2	Promote positive sustainability practices by reducing energy use per student by 5%	• Buildings and Grounds Energy Data

Assumptions

To meet these outcomes, the College assumes the following:

• Area businesses, organizations, schools, and industries continue to actively seek collaborative opportunities with the college

APPENDIX A

Strategic Planning Community Survey

SWOT Analysis Items

STRENGTHS: If you were to describe to a student/friend why DSLCC is a great place to go to college/work, what would you say? List between one and three things.

Consider the following:
-- What does the college do well?
-- What unique or low-cost resources do we have that others don't?
-- What do others consider to be our strengths?

WEAKNESSES: Likewise, if you had to describe one to three things to a friend/relative about DSLCC that you consider to be weaknesses, what would they be?

Consider the following:
--What could the college improve?
--Where does the college have fewer resources than others?
--What are others outside the college likely to see as weaknesses?

OPPORTUNITIES: What are three opportunities available to DSLCC in the next 1-3 years to improve its strengths or manage its weaknesses?

Consider the following:
--What local, state, or national trends can DSLCC take advantage of?
--How does the changing political or economic landscape positively affect DSLCC?
--What external resources are available or may become available to DSLCC in the next few years?

THREATS: What are three threats facing DSLCC in the next three to five years?

Consider the following:
--What local, state, or national trends may harm DSLCC's ability to meet its mission?
--How does the changing political or economic landscape negatively affect DSLCC?
--What external resources may disappear in the next three to five years?
--What threats do our weaknesses expose us to?

PRIORITY: If the College accomplishes one thing during the next five years, what would it be?

APPENDIX B

This appendix contains the results from the SWOT analysis, conducted via electronic survey in November 2014. The survey yielded 186 full or partial responses from current students (32%), faculty (12%), staff (21%), administrators (4%), board members (5%), alumni (9%), and community members (11%). Some respondents did not classify themselves in any of the above categories. The Strategic Planning Committee reviewed responses to items asking participants to state the College's Strengths, Weaknesses, Opportunities, and Threats. Strengths refer to the things the College does well or the unique resources the College has to offer the community. Weaknesses refer to aspects of the College that may need to be improved in order to best fulfill its mission. Opportunities refer to perceived economic trends, new resources, or changing political landscapes that the College can take advantage of over the next few years. Threats refer to current resources that may disappear for a variety of reasons, or local, regional, or national trends or events that might negatively affect DSLCC's ability to fulfill its mission.

The Strategic Planning Committee reviewed the survey results and identified common themes in each of the four S-W-O-T areas. Those themes are listed below. After the themes were identified, the Committee welcomed all College and local community members to come to the Clifton Forge campus or the Rockbridge Regional Center in Buena Vista over a three-day period, and prioritize for each area the "most important" of the common themes. Over the course of the three days, approximately 100 people came to one of the two locations and provided input. The most prioritized themes in each of the S-W-O-T areas are highlighted (in no particular order). Results for a fifth item, asking participants to state the College's top *priority* over the next five years, are also included.

STRENGTHS
Engaged Qualified Faculty
Helpful, attentive staff
Small Classes
Affordable
Transferability of courses
Availability of Tutoring/Support services
Accessible location
Flexible, dynamic curriculum

Community-minded
Beautiful Location
Availability of workforce-related certificates

WEAKNESSES
Limited course availability
Lack of food service
Need for expanded programs/services in Lexington/ Buena Vista
Lack of programs in area of value/need
Lack of full-time faculty
Insufficient online course offerings
Not meeting needs of community
Difficult to access facilities/resources
Increased need for student support/ advising
No childcare

OPPORTUNITIES
Partnerships with 2-yr and 4-yr colleges/universities
External funding sources (e.g., grants)
Availability of new technologies and online educational opportunities
Partnerships with Local Business and Industry
Partnerships with K-12 Schools

Competitive Tuition Rates
Workforce and personal skill development
State support for specialized programs (i.e., forestry and agriculture)
Availability of scholarships (write-in)

THREATS
Reduced State Funding
Declining Enrollments
Loss/Lack of local jobs
Declining Population
Aging Population
Lack of flexibility in financing and management
Shifting reliance from full-time to part-time faculty/staff

PRIORITIES
Increase/Improve Program Offerings
Improve financial stability
Increase Enrollment
Increase retention
Increase graduation rates