# Virginia Highlands

## COMMUNITY COLLEGE.

# Strategic Plan

## July 2015 – June 2017

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# PRESIDENTIAL ADVISORY COUNCIL

The President's Advisory Council (PAC) is a cross functional group of individuals that provide the leadership and development of the College's Strategic Plan.

**Dr. Gene C Couch, Jr.**
*President of VHCC*

**Jennifer Addison**
*Administrative Officer of Institutional Effectiveness*

**Blake Andis**
*Campus Police Officer*

**Dr. Hara Charlier**
*Vice President of Instruction & Student Services*

**Karen Cheers**
*Dean of Student Services & Enrollment Management*

**Anne Dunham**
*Coordinator of Public Relations &Marketing*

**Christine Fields**
*Vice President of Financial & Administrative Services*

**Dr. Joey Gilbert**
*Vice President of Institutional Advancement (Began Employment with VHCC February 1, 2016)*

**Melinda Leland**
*Dean of Workforce Development & Continuing Education*

**Laura McClellan**
*Human Resource Manager*

**Candace McClure**
*Administrative Assistant for Nursing and Classified Staff President (Ended Employment with VHCC November 20, 2015)*

**Barbara Manuel**
*Dean of Arts & Sciences*

**David Matlock**
*Vice President of Institutional Advancement (Ended Employment with VHCC November 2, 2015)*

**Kathy Mitchell**
*Dean, Nursing & Allied Health*

**JoAnn Price**
*Assistant Professor of Nursing and Faculty Senate President*

**Emery Reid**
*Upward Bound/Educational Talent Search Advisor and Classified Staff President (Assumed Classified Staff Presidency October 29, 2015)*

**Mary Snead**
*Finance Manager*

**Stacy Thomas**
*Dean of Professional & Technical Studies Division*

# VISION, MISSION AND CORE VALUES

## Mission

Virginia Highlands Community College provides exceptional educational pathways to enrich lives and strengthen our communities.

## Vision

Virginia Highlands Community College will be an educational institution of choice, empowering students, employees and community members to reach their fullest potential.

## Core Values

**At Virginia Highlands Community College, we value excellence, individual worth, a welcoming environment, accountability, and achievement.**

Educational **excellence** that furthers intellectual, creative, ethical and social development through a broad range of programs, professionally delivered and continuously evaluated with a focus on improvement.

**Individual worth**, focusing on the strengths, experiences, and perspectives of all people. We set aside personal preferences and focus on the best interest of our campus and local communities, which are strengthened in an environment of mutual respect and learning.

A safe, secure, and **welcoming environment** that cultivates a student-centered approach to learning.

**Accountability**, accepting responsibility for our actions and accepting ownership for the results. We uphold the values of honesty, transparency, and integrity while remaining good stewards of the resources entrusted to us.

**Achievement**, recognizing that life-long learning provides individual empowerment, resulting in success and personal satisfaction. We are proud to be a life-changing institution that encourages a passionate pursuit of excellence.

# INTRODUCTION AND METHODOLOGY

*"The future is not some place we are going to, but something we are creating."*
-John Schear

## **Introduction**

Virginia Highlands Community College (VHCC) seeks to fulfill its mission while constantly striving for continuous improvement. VHCC understands the importance for strategic planning to be data driven, integrated, and shaped by stakeholder input. Fundamentally, this process addressed four areas:

- Where are we today?
- Where do we want to be in the future?
- What do we need to be focused on in the future in order to be where we want to be?
- How do we know if we realize our initiatives?

As we navigate these challenging times, we will need to be strategic in the use of resources to be the best community college possible.

## **Methodology**

The President's Advisory Council is made up of sixteen individuals from across all sectors of the College to include the President, senior leadership, mid-level management, faculty senate president, and classified staff president. The group provides the leadership for this process and the products.  Student input for this process was provided through the Community College Survey of Student Engagement Survey process.

This report is a result of a participative, purposeful, and transparent strategic process that began in August 2015. Over the course of five months, the College engaged in the development of this strategic plan. This report is a result of the following:

**System Strategic Plan.**  VHCC is a member of the Virginia Community College System (VCCS). The VCCS engages in a strategic plan for the system. The newest Strategic Plan, Complete 2021, contains a single goal: to triple the number of credentials that students earn in both academic and workforce areas.

This single goal has objectives in five broad categories: connection, entry, progression, completion, and affordability and sustainability.

The College develops strategies locally to realize this strategic goal.

See Attachment 1 for additional details.

**Key Performance Indicators.**  The College has identified key performance indicators as a way to provide evidence for effectiveness.  The College identified four major areas. The major areas also have multiple data points of measurement, for a total of seventeen specific areas of review.  They are as follows:

1. Student Access
2. Student Achievement
3. Effective use of Resources
4. Value to Community

See Attachment 2 for additional details.

**Environmental Scan.** The College must have strategic intelligence about trends and potential developments so that we can link foresight with strategy and translate this to the planning and decision-making process. To assist with this strategic intelligence we engaged in an external scan of environmental factors and variables that are likely to effect the College in its service to the community. We focus on reviews in the four major areas:

1. Population/Demographics
2. Economy/Industry
3. Government
4. Education

See Attachment 3 for additional details.

**Mission/Vision/Value Statements.**  The College forms a task force to review our mission and vision statements and to identify our core values. While the core mission of the institution has not or will not change, the result of this review was an updated mission and vision statements. Additionally, the College for the first time identified our core values. These statements were approved by the College Board on December 1, 2015.

See page 2 for additional details.

**Great College to Work For Survey.**  The College participated in the 2015 The Chronicle of Higher Education's Great Colleges to Work for Survey. This program is to identify great work places and to further research and gain an understanding of the factors, dynamics and influences that have the most impact on organizational culture at higher education institutions. At the core of the program is a two-part assessment process. The first component is a faculty/staff survey. The second part of the assessment process is an institutional audit that captures information detailing various institution demographics, polices, and practices. The survey statements measure critical organizational dynamics and managerial competencies. Additionally, the process provides insight in to the quality and health of various relationships that ultimately have direct input on the institutional culture and the daily experiences of employees.

See Attachment 4 for additional details.

**VHCC Employee Satisfaction Survey.**  The College identified all of the major functional areas of the College and asked the employees to provide feedback regarding their satisfaction level in a 53 item survey. The survey was conducted in the fall of 2015 and identified the areas that needed improvement.

See Attachment 5 for additional details.

**Community College Survey of Student Engagement (CCSSE).**  The College participated in the 2015 administration of CCSSE. The CCSSE benchmarks are groups of conceptually related survey items that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students' college experience and educational outcomes. The five benchmark areas are: Active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners.

See Attachment 6 for additional details.

**Focus Groups.**  As a part of the College's 2015 – 2017 Strategic Planning process, a series of focus groups were held. The purpose of these focus groups was to provide us with valuable insights about how the College can best meet the communities' educational needs. The following participated in a focus group: President's Advisory Council (9/8/15), Community Members (10/8/15), Classified Staff (11/13/15) and Faculty (12/1/15). The major areas of discussion involved the following questions:

1. Are there curriculum or credit programs that you think we should offer?
2. Are there continuing education or non-credit programs that we should offer?

3. Are there things that we should do to improve student success or the student learning experience?
4. Are there things that the College should do to increase our connections to the community?
5. Do you have a suggestion(s) that will move the College to new levels of service and excellence?

See Attachment 7 for additional details.

**Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis.** To gain additional feedback from all employees at the College, a SWOT analysis was conducted in November/December 2015.

See Attachment 8 for additional details.

**Administrative Priorities.** During the development of the College's strategic plan, there were initiatives that had merit, but were not included in the strategic plan. If completed, these ideas will improve the College. It was determined that these initiatives could be achieved through the regular administrative functions.

# PLANNING ASSUMPTIONS

## Planning Assumptions

These assumptions help guide strategic planning by making explicit statements about the internal and external realities that face our College. As a result, the College must constantly be aware of these factors and their impact on the College.

- The combined region of the City of Bristol and Washington and Smyth Counties is experiencing a population decline.
- The under 25 population is decreasing.
- VHCC's service region unemployment rate is higher than the Commonwealth's as a whole.
- The Governor and other elected officials appear to recognize the value of the Community College and have supportive policies and positions to support our work.
- Federal and state financial aid continues to be in flux. Recently there have been cuts to the programs, but there are proposed increases.
- There will continue to be competition for students by other four-year institutions in our region. We will have to increase our profile as a College of value and choice.
- The student success and completion agenda is here to stay, and the focus on our outcomes will only increase.
- The state's funding models will continue to evolve – an important new dimension will be performance funding.

# STRATEGIC PLANNING INITIATIVES

The College has identified six major initiatives. The major initiatives have resulted from this strategic planning process. These priorities are in alignment with our mission, vision, and core values and will provide focusing our allocation of resources to our work through June 2017.

**Strategic Initiative 1:  Triple the number of Credentials that our students earn by the year 2021.**

1.1      Increase the number of applications submitted to VHCC by 5% from 2,549 in 2014 - 2015 to 2677 in 2016 - 2017. (Connection objective)

1.2      Increase the application enrollment yield by 2.2% from 54.8% in 2014 – 2015 to 57 % in 2016 – 2017. (Entry objective)

1.3      Increase fall – spring retention by 2% from 71.7% in 2014 – 2015 to 73.2% in 2016 – 2017. (Progression objective)

1.4      Increase fall – fall retention by 2% from approximately 40% to 42% in 2016 – 2017. (Progression objective)

1.5      Increase the number of awards granted by 8% from 617 in 2014 – 2015 to 666 in 2016 – 2017. (Completion objective)

1.6      In 2015 – 2016, identify the top 20 business demanded industry certifications offered at VHCC. (Completion objective)

1.7      In 2015 – 2016, identify students earning key credentials and report as both the number of students and the percent of those completing preparatory training. (Completion objective)

1.8      Increase the number and percentage of students earning industry certifications by 10% by 2016 – 2017. (Completion objective)

1.9      Secure (increase) funding to support increase in workforce credentials. (Affordability and Sustainability objective)

1.10      Explore opportunities to participate in the Rural Horseshoe Virginia Initiative. (Affordability and Sustainability objective)

1.11      Achieve 100% eVA user access of the College's cost center liaison by the end of FY 2016. (Affordability and Sustainability objective)

1.12      Increase the efficiency and management of student behavior records for the institution that will include Title IX, Clery Act, and VAWA records. (Affordability and Sustainability objective)

1.13      Increase efficiencies in the new hire paperwork. (Affordability and Sustainability objective)

1.14      Collaborate with VCCS and other institutions in joint procurements to increase efficiencies and save money for the College. (Affordability and Sustainability objective)

**Strategic Initiative Number 2:  To establish the structure and to fully engage in the SACSCOC reaffirmation process.**

2.1     To name the Compliance Certification Team.
2.2     To complete the Compliance Certification Report.
2.3     Establish the process to identify a Quality Enhancement Plan (QEP) topic.
2.4     Once a QEP topic has been selected, a team will develop the framework for a successful implementation.

**Strategic Initiative Number 3:  Improve the effectiveness of the College's Recruitment and Outreach efforts**.

3.1     Complete the comprehensive review of the College's current recruitment and outreach efforts.
3.2     From this review, develop action plans for implementation in the following areas: Administration, Enrollment Management Task Force, and others.
3.3     Fully implement the action plans identified in Strategic Initiative 3.2.

**Strategic Initiative Number 4:  Engage in a comprehensive review of the College's current programs (both curriculum and non-credit) and identify new programs with the highest impact to our service area.**

4.1     Move forward with the development of new high impact and low cost programming in the area of credit.
4.2     Move forward with the development of new high impact and lower cost programming in the area of non-credit/workforce development.

Note:  *Program items under review for curriculums:*  Mechatronics, Licensed Practical Nursing, Retail Management, and Agribusiness
*Program items under review for Continuing Education:*  Craft Brewing, Truck Driving, Project Management

**Strategic Initiative Number 5:  Improve our student success models to increase completion. Evaluate our practices against national models.**

5.1     Create a college-wide study committee that is focused on student success.
5.2     Provide professional development opportunities focused on student success.
5.3     Create a required student orientation experience.
5.4     Continue to review our policies, procedures, practices to improve student success.

**Strategic Initiative Number 6:  Create a new marketing plan to tell the VHCC story. This plan should include activities and associated timelines and projected resources to accomplish the activities.**

6.1     Identify the strategies, timelines, and budget associated with marketing and branding the college.
6.2     Create a new marketing advisory committee to provide feedback for the college.
6.3     Identify strategies to increase the effectiveness of the College's website.
6.4     Engage in conversation on campus to identify what the VHCC signature program(s) are or what makes VHCC unique and special.

**Strategic Initiative Number 7:  Begin readying the College to engage in the process of a feasibility study and a capital campaign.**

7.1     Connect the new Vice President for Institutional Advancement to the College and the community.
7.2     Re-engage the College Board, as well as the Foundation Board, to determine readiness for the timeline for the feasibility study and capital campaign.
7.3     Re-engage the consultant to determine a realistic timeline for the feasibility study and capital campaign.
7.4     Begin the process of conducting a feasibility study for the capital campaign (subject to Board and Foundation Board approval).

**Strategic Initiative 1:** Triple the number of credentials that our students earn by the year 2021.

**Outcome/Expected Results:** Increase student credentials to 604 by 2021.

| Major Milestones/Activities | Person(s) Responsible | Targeted Completion Date | Proposed Budget (if Applicable) | Data Source used to Identify Strategy |
|---|---|---|---|---|
| **1.1** Increase the number of applications submitted to VHCC by 5% from 2,549 in 2014 - 2015 to 2677 in 2016 - 2017. | VP of Instruction & Student Services | June 30, 2017 | To be determined | VCCS Strategic Plan |
| **1.2** Increase the applications enrollment yield by 2.2% from 54.8% in 2014 -2015 to 57% in 2016 - 2017. | VP of Instruction & Student Services | June 30, 2017 | To be determined | VCCS Strategic Plan |
| **1.3** Increase fall-spring retention by 2% from 71.7.8% in 2014 -2015 to 73.2% in 2016 - 2017. | VP of Instruction & Student Services | June 30, 2017 | To be determined | VCCS Strategic Plan |
| **1.4** Increase fall-fall retention by 2% from approximately 40 % to 42% in 2016 - 2017. | VP of Instruction & Student Services | June 30, 2017 | To be determined | VCCS Strategic Plan |
| **1.5** Increase the number of awards granted by 8% from 617 in 2014 - 2015 to 666 in 2016 - 2017. | VP of Instruction & Student Services | June 30, 2017 | To be determined | VCCS Strategic Plan |
| **1.6** In 2015 - 2016, identify the top 20 business demand industry certifications offered at VHCC. | Dean of Workforce Development & Continuing Education | June 30, 2017 | None | VCCS Strategic Plan |
| **1.7** In 2015 - 2016, identify students earning key credentials and report as both the number of students and the percent of those completing preparatory training. | Dean of Workforce Development & Continuing Education | June 30, 2017 | None | VCCS Strategic Plan |

**Strategic Initiative 1:** Triple the number of credentials that our students earn by the year 2021.

**Outcome/Expected Results:** Increase student credentials to 604 by 2021.

| Major Milestones/Activities | Person(s) Responsible | Targeted Completion Date | Proposed Budget (if Applicable) | Data Source used to Identify Strategy |
|---|---|---|---|---|
| **1.8** Increase the number and percentage of students earning certifications by 10% by 2016 - 2017. | Dean of Workforce Development & Continuing Education | June 30, 2017 | Limited | VCCS Strategic Plan |
| **1.9** Secure (increase) funding to support increase in workforce credentials. | VP of Institutional Advancement | June 30, 2016 | $20,000 | VCCS Strategic Plan |
| **1.10** Explore opportunities to participate in the Rural Horseshoe Virginia Initiative. | VP of Institutional Advancement | June 30, 2016 | None | VCCS Strategic Plan |
| **1.11** Achieve 100% eVA user access of the College's cost center liaison by the end of FY 2016. | VP of Financial & Administrative Services | June 30, 2016 | Limited | VCCS Strategic Plan |
| **1.12** Increase the efficiency and management of student behavior records for the institution that will include Title IX, Clery Act, and VAWA records. | VP of Financial & Administrative Services and VP of Instruction & Student Services | June 30, 2016 | To be $6,000 annually | VCCS Strategic Plan |
| **1.13** Increase efficiencies and management in the new hire paperwork. | VP of Financial & Administrative Services | October 30, 2016 | Limited | VCCS Strategic Plan |
| **1.14** Collaborate with VCCS and other institutions in joint procurements to increase efficiencies and save money for the College. | VP of Financial & Administrative Services | June 30, 2017 | Unknown | VCCS Strategic Plan |

**Strategic Initiative 2:** To establish the structure and to fully engage in the SACSCOC reaffirmation process.

**Outcome/Expected Results:**  Reaffirmation by SACSCOC and the beginning of a new QEP.

| Major Milestones/Activities | Person(s) Responsible | Targeted Completion Date | Proposed Budget (if Applicable) | Data Source used to Identify Strategy |
|---|---|---|---|---|
| **2.1** To name the Compliance Certification Team. | President | August 1, 2015 | None | SACSCOC Reaffirmation Cycle/Process |
| **2.2** To complete the Compliance Certification Report. | Compliance Certification Team | Spring 2017 | None | SACSCOC Reaffirmation Cycle/Process |
| **2.3** Establish the process to identify a Quality Enhancement Plan (QEP) topic. | QEP Selection Team | Spring 2016 | None | SACSCOC Reaffirmation Cycle/Process |
| **2.4** Once a QEP topic has been selected, a team will develop the framework for a successful implementation. | QEP Implementation Team | Fall 2017 | To be determined | SACSCOC Reaffirmation Cycle/Process |

**Strategic Initiative 3:** Improve the Effectiveness of the College's Recruitment and Outreach Efforts.

**Outcome/Expected Results:**  Increased enrollment.

| Major Milestones/Activities | Person(s) Responsible | Targeted Completion Date | Proposed Budget (if Applicable) | Data Source used to Identify Strategy |
|---|---|---|---|---|
| **3.1**  Complete the comprehensive review of the College's current recruitment and outreach efforts. | President | October 1, 2015 | $5,000 - $10,000 | Key Performance Indicators |
| **3.2**  From the review, develop action plans for implementation in the following areas: Administration, Enrollment Management Task Force, and Others. | VP of Instruction & Student Services and Dean of Student Services & Enrollment Management | December 1, 2015 | None | College's Recruitment and Outreach Report |
| **3.3**  Fully implement the action plans identified in Strategic Initiative 3.2. | VP of Instruction & Student Services and Dean of Student Services & Enrollment Management | June 30, 2017 | To be determined | College's Recruitment and Outreach Report |

**Strategic Initiative 4:** Engage in a comprehensive review of the College's current programs (both curriculum and non-credit) and identify new programs with the highest impact to our service area.

**Outcome/Expected Results:** Additional program options for our community.

| Major Milestones/Activities | Person(s) Responsible | Targeted Completion Date | Proposed Budget (if Applicable) | Data Source used to Identify Strategy |
|---|---|---|---|---|
| **4.1** Move forward with the development of new high impact and low cost programming in the area of credit. | VP of Instruction & Student Services | Phase 1 – March 2016 Phase 2 – March 2017 | To be determined | Focus Groups |
| **4.2** Move forward with the development of new high impact and low cost programming in the area of non-credit/workforce development. | Dean of Workforce Development & Continuing Education | Phase 1 – March 2016 Phase 2 – March 2017 | To be determined | Focus Groups |

**Strategic Initiative 5:**  Improve our student success models to increase completion.  Evaluate our practices against national models.

**Outcome/Expected Results:**  Increase student completion

| Major Milestones/Activities | Person(s) Responsible | Targeted Completion Date | Proposed Budget (if Applicable) | Data Source used to Identify Strategy |
|---|---|---|---|---|
| **5.1**  Create a college-wide standing committee that is focused on student success. | President | August 1, 2015 | None | CCSSE/KPI's |
| **5.2**  Provide professional development opportunities focused on student success. | President and VP for Instruction & Student Services | Phase 1 – June 2016 Phase 2 – June 2017 | Approximately $10,000 | CCSSE/KPI's |
| **5.3**  Create a required student orientation experience. | VP for Instruction & Student Services | August 1, 2015 | Limited | Best Practices from CCSSE data |
| **5.4**  Continue to review our policies, procedures, and practices to improve student success. | VP for Instruction & Student Services | June 30, 2017 | Unknown | Best Practices from CCSSE data |

**Strategic Initiative 6:** Create a new marketing plan to tell the VHCC story.  This plan should include activities and associated timelines and projected resources to accomplish the activities.

**Outcome/Expected Results:**  Increase visibility in the community and ultimately improve student enrollment.

| Major Milestones/Activities | Person(s) Responsible | Targeted Completion Date | Proposed Budget (if Applicable) | Data Source used to Identify Strategy |
|---|---|---|---|---|
| **6.1**  Identify the strategies, timelines, and budget associated with marketing and branding the college. | Coordinator of Public Relations & Marketing and President | June 1, 2016 | Marketing Budget (At this point, $20,000) | Enrollment Management Report |
| **6.2**  Create a new marketing advisory committee to provide feedback for the College. | President | March 1, 2016 | Limited/None | Focus Groups |
| **6.3**  Identify strategies to increase the effectiveness of the College's website. | Executive Leadership Team, Webmaster/Media Specialist, and Coordinator of Public Relations & Marketing | May 1, 2016 | Unknown at this time | Focus Groups/Evaluation of Services |
| **6.4**  Engage in conversation on campus to identify what the VHCC signature program(s) are or what makes VHCC unique and special. | Executive Leadership Team, Webmaster/Media Specialist, and Coordinator of Public Relations & Marketing | April 1, 2016 | Limited/None | Enrollment Management Consultant Report |

**Strategic Initiative 7:** Begin readying the College to engage in the process of a feasibility study and a capital campaign.

**Outcome/Expected Results:** A new VP connected to the College and the community, a feasibility study completed, and capital campaign.

| Major Milestones/Activities | Person(s) Responsible | Targeted Completion Date | Proposed Budget (if Applicable) | Data Source used to Identify Strategy |
|---|---|---|---|---|
| **7.1** Connect the new Vice President for Institutional Advancement to the College and the community. | President & Executive Leadership Team | March 15, 2016 | Approximately $500 | Focus Groups/Employee Satisfaction Survey |
| **7.2** Re-engage the College Board, as well as the Foundation Board, to determine readiness for the timeline for the feasibility study and capital campaign. | President & VP for Institutional Advancement | May 1, 2016 | None | Focus Groups/Employee Satisfaction Survey |
| **7.3** Re-engage the consultant to determine a realistic timeline for the feasibility study and capital campaign. | President & VP for Institutional Advancement | May 1, 2016 | None | Focus Groups/Employee Satisfaction Survey |
| **7.4** Begin the process of conducting a feasibility study for the capital campaign (subject to Board and Foundation Board approval). | President & VP for Institutional Advancement | June 1, 2016 | $60,000 | Focus Groups/Employee Satisfaction Survey |

# ATTACHMENT 1

# Virginia Community College System Strategic Plan

# Chancellor's Objectives for the Complete 2021 Goal:

*In order to meet the VCCS Complete 2021 Goal of tripling the number of credentials awarded annually by 2021, the Chancellor establishes biennial objectives for the system. Objectives are organized using the Loss-MomentumFramework for Student Success, with an additional objective for increasing college affordability and sustainability. The system office and colleges will identify strategies for meeting these biennial objectives.*

**CONNECTION OBJECTIVE**
SYSTEM: Increase VCCS fall admissions applications from 110,000 to 130,000 by 2017.

**ENTRY OBJECTIVE**
SYSTEM: Increase admissions application enrollment yield to 60% system wide.

**PROGRESSION OBJECTIVES**
SYSTEM: Increase overall VCCS Fall-to-Spring Retention to 71% system wide.
SYSTEM: Increase overall VCCS Fall-to-Fall Retention to 60% system wide.

**COMPLETION OBJECTIVES**
SYSTEM: Increase the overall annual associates degrees, certificates and career studies certificates by 6,000 over FY2015.
SYSTEM: Collect college-generated baseline information on topbusiness-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 inpreparation for the industry certification or license. (Year 1)
SYSTEM: Increase the number and percent of students for which the college obtains evidence of industry certification or license completion. (Year2)

**AFFORDABILITY AND SUSTAINABLITY OBJECTIVES**
SYSTEM: Secure resources for an outcomes based funding formula for workforce credentials.
SYSTEM: Secure funding for philanthropic and other investments for Year2 of the Rural Virginia Horseshoe Initiative (RVHI).
SYSTEM: Identify and implement efficiencies in college and system office operations.

# ATTACHMENT 2

# Key Performance Indicators

# Virginia Highlands Community College
# Key Performance Indicators

Today's environment requires community colleges to deliver value and measure meaningful performance.  It is no longer workable for us to say we do good work without our ability to support this position with data.  We have identified these key performance indicators as a way for us to provide evidence for College effectiveness.  We will collect the data on these measures and track our performance over time.  Additionally, we should be able to influence or positively impact the outcomes for these measures through intentional strategies and/or actions.  These key performance indicators are critical elements in the College's institutional effectiveness and strategic planning processes.

## 1. Student Access

### 1.1  Annual FTE

| Academic Year | VHCC | | | Peer Group | | |
|---|---|---|---|---|---|---|
| | # | Increase/Decrease From Previous Year | | Average # | Increase/Decrease From Previous Year | |
| 2013-14 | 1,614 | -4% | ⬇ | 1,934 | -6% | ⬇ |
| 2012-13 | 1,682 | -8% | ⬇ | 2,050 | -8% | ⬇ |
| 2011-12 | 1,836 | -2% | ⬇ | 2,234 | -4% | ⬇ |

SOURCE: UDT03B
NOTE: Full-time Equivalent for an academic year is generated by dividing the total number of credit hours taken for the specific timeframe by 30.
Academic Year is defined as the summer and fall semesters of a specific year and the spring semester of the following year

### 1.2  Percentage (%) of underserved populations as defined by the VCCS (Achieve 2015)

| Academic Year | VHCC | | | Peer Group | | |
|---|---|---|---|---|---|---|
| | % | Increase/Decrease From Previous Year | | Average % | Increase/Decrease From Previous Year | |
| 2013-14 | 93.1% | -0% | ⬇ | 65% | -4% | ⬇ |
| 2012-13 | 93.3% | -0% | ⬇ | 69% | No change | ⬇ |
| 2011-12 | 93.5% | +1% | ⬆ | 69% | +1% | ⬆ |

SOURCE: VH_IR_URP
NOTE: Percentages reflect annual unduplicated Credit headcount only, not Non-Credit headcount
Academic Year is defined as the summer and fall semesters of a specific year and the spring semester of the following year

### 1.3  Number/Percent (#/%) of high school enrollment to VHCC fall semester following high school graduation

| Fall Term | VHCC | | | |
|---|---|---|---|---|
| | # Attending VHCC | % | Increase/Decrease From Previous Year | |
| Fall 2014 | 365 of 874 | 42% | +7% | ⬆ |
| Fall 2013 | 301 of 865 | 35% | -3% | ⬇ |
| Fall 2012 | 314 of 836 | 38% | +2% | ⬆ |

SOURCE: VH_HS_GRADS_ENROLLED and Virginia Dept. of Education
NOTE: High School graduate count does not include GED students

## 2. **Student Achievement**

### 2.1  Fall to fall retention

| Fall Term to Fall Term | VHCC | | | Peer Group | | |
|---|---|---|---|---|---|---|
| | % | Increase/Decrease From Previous Year | | Average % | Increase/Decrease From Previous Year | |
| FA12 – FA13 | 43% | +4% | ⬆ | 42% | +2% | ⬆ |
| FA11 – FA12 | 39% | -4% | ⬇ | 40% | -1% | ⬇ |
| FA10 – FA11 | 43% | No change | No change | 41% | -1% | ⬇ |

SOURCE: ASR/Retention
NOTE: Looks at the percentage of students enrolled in a particular fall semester who returned the next fall. Career

### 2.2  Graduation rate

| Fall Cohort | VHCC | | | | | Peer Group | | |
|---|---|---|---|---|---|---|---|---|
| | # in Cohort | # of Cohort Completers | % | Increase/Decrease From Previous Year | | Average % | Increase/Decrease From Previous Year | |
| Fall 2010 | 396 | 97 | 25% | +2% | ⬆ | 31% | +6% | ⬆ |
| Fall 2009 | 417 | 92 | 22% | +4% | ⬆ | 25% | -4% | ⬇ |
| Fall 2008 | 356 | 65 | 18% | -3% | ⬇ | 29% | No change | No change |

SOURCE: VCCS.EDU    http://www.vccs.edu/about/where-we-are/impact/vccs-cohort-graduation-and-transfer-rates/
NOTE: Graduation Rate is the number of completers from a particular cohort group divided by the number in the cohort

### 2.3  Number of degrees, certificates and diplomas

| Academic Year | Total # of Credentials | Increase/Decrease From Previous Year | |
|---|---|---|---|
| 2013-14 | 647 | -3% | ⬇ |
| 2012-13 | 667 | -9% | ⬇ |
| 2011-12 | 735 | +40% | ⬆ |

SOURCE: VH_IR_GRADUATES
NOTE: Academic Year is defined as the summer and fall semesters of a specific year and the spring semester of the following year

### 2.4  Percentage (%) of transfers (with 12 or more credits)

| Academic Year | % | Breakdown of Transfer Students | | Increase/Decrease From Previous Year |
|---|---|---|---|---|
| | | # Transferred to 4-year Institution | # Enrolled with 12+ Credits | |
| 2012-13 | 25% | 477 | 1,935 | ⬇ |
| 2011-12 | 30% | 605 | 2,038 | ⬆ |
| 2010-11 | 31% | 601 | 1,958 | ⬆ |

SOURCE: VH_IR_HEADCOUNT and National Student Clearinghouse (NSC)
NOTE: The percentages represent students with 12 or more credits during the specified academic year who later transferred to a 4-year institution.
Academic Year is defined as the summer and fall semesters of a specific year and the spring semester of the following year

## 2. **Student Achievement** (cont.)

### 2.5  Licensure passing rates

| Year | Industry Recognized Credentials | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | ARRT (+) | | CNA Written | | CNA Skills | | CompTIA | |
| | # Passed | % Passed | # Passed | % Passed | # Passed | % Passed | # Passed | % Passed |
| 2014 | * | * | 47 | 94% | 48 | 80% | 5 | 83% |
| 2013 | 5 | 83% | 49 | 88% | 44 | 81% | 5 | 88% |
| 2012 | 4 | 67% | 37 | 97% | 34 | 72% | -- | -- |

| Year | Industry Recognized Credentials | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | EMS | | EPA | | Industry Competency Exam | | MOS | | NCLEX (+) | |
| | # Passed | % Passed | # Passed | % Passed | # Passed | % Passed | # Passed | % Passed | # Passed | % Passed |
| 2014 | 11 | 92% | 21 | 100% | 6 | 55% | 1 | 100% | 50 | 92% |
| 2013 | 5 | 100% | 6 | 100% | N/A | N/A | -- | -- | 60 | 82% |
| 2012 | 5 | 100% | -- | -- | 6 | 50% | 9 | 43% | 44 | 75% |

SOURCE: VP of Instruction and Student Services

-- means there are no data for this timeframe

*  means there were no graduates in this area during this timeframe, therefore there were no licensure tests given

(+) represents credential numbers that reflect First-time pass rates

## 3. __Effective Use of Resources__

### 3.1  Number of significant findings on financial standards and/or audits

| Academic Year | # | Increase/Decrease From Previous Year |
|---|---|---|
| 2013-14 | 0 | No change |
| 2012-13 | 0 | ⬇ |
| 2011-12 | 1 | ⬆ |

SOURCE: VP of Finance (www.apa.state.va.us)
Academic Year is defined as the summer and fall semesters of a specific year and the spring semester of the following year

### 3.2  Percentage (%) of space utilized

| Academic Year | CLASSROOM % of Occupancy | Increase/Decrease From Previous Year | LAB % of Occupancy | Increase/Decrease From Previous Year |
|---|---|---|---|---|
| Fall 2014 | Coming soon | Coming soon | Coming soon | Coming soon |
| Fall 2012 | 55% | ⬇ | 72% | ⬇ |
| Fall 2010 | 60% | ⬇ | 73% | ⬆ |

SOURCE: VP of Finance (VCCS/SCHEV Website)
This report is provided every other year by SCHEV

### 3.3  Amount of Grant dollars received annually

| Year | Virginia Highlands Community College | Increase/Decrease From Previous Year | Peer Group Average | Increase/Decrease From Previous Year |
|---|---|---|---|---|
| 2014 | $3,245,551 | ⬆ | $2,786,047 | ⬇ |
| 2013 | $3,148,530 | ⬆ | $2,773,254 | ⬇ |
| 2012 | $3,141,863 | ⬇ | $3,177,956 | ⬆ |

SOURCE: VP of Advancement (Audited VCCS Financial Report & VCCS Achieve 2015 Resources Report)

### 3.4  Amount of Foundation gifts received annually

| Year | Virginia Highlands Community College | Increase/Decrease From Previous Year | Peer Group Average | Increase/Decrease From Previous Year |
|---|---|---|---|---|
| 2014 | $654,642 | No prior data | $711,022 | No prior data |

SOURCE: VP of Advancement (Audited VCCS Financial Report & VCCS Achieve 2015 Resources Report)
NOTE: Endowment interest is not included

### 3.5  Overall employee satisfaction

| Fall Term | % Satisfied | Increase/Decrease From Previous Year |
|---|---|---|
| 2015 | Coming soon | No prior data |

SOURCE: Future VHCC Climate Satisfaction Survey

## 4. **Value to Community**

### 4.1 Percentage (%) of population served (VCCS Penetration Rate)

| Year | # Served | Total Population | % | Increase/Decrease From Previous Year |
|---|---|---|---|---|
| 2013-14 | 2,537 | 83,741 | 3.0% | ⬇ |
| 2012-13 | 2,700 | 83,741 | 3.2% | ⬇ |
| 2011-12 | 2,916 | 83,741 | 3.4% | ⬇ |

SOURCE: US Census Bureau and UDT13C

NOTE: The numerator for the calculation is headcount minus dual students (since duals tend to be under the age of 18). The denominator for the calculation is 83,741 which consists of Bristol, Smyth and Washington County population totals of those who are 18 years and older. The base number will change with the next census figures.

### 4.2 Number of employers served (VCCS – Achieve 2015)

| Year | # | Increase/Decrease From Previous Year | |
|---|---|---|---|
| 2014 | 253 | -62 | ⬇ |
| 2013 | 315 | +156 | ⬆ |
| 2012 | 159 | +8 | ⬆ |

SOURCE: IR Annual Collection (VCCS Achieve 2015 Archive)

### 4.3 Overall student satisfaction

| Year | Rating | Increase/Decrease From Previous Year | |
|---|---|---|---|
| 2014 | 3.11 | -.01 | ⬇ |
| 2013 | 3.12 | -.03 | ⬇ |
| 2012 | 3.15 | +.03 | ⬆ |

SOURCE: Graduating Student Questionnaire
Likert Scale: Excellent = 4 … Good = 3 … Fair = 2 … Poor =1

### 4.4 Employment rates of graduates within first year of graduation from VHCC

| Year of Graduation | # Graduates | # Employed | % of Employed | Increase/Decrease From Previous Year | |
|---|---|---|---|---|---|
| 2012 | 396 | 262 | 66% | ⬇ | |
| 2011 | 395 | 282 | 71% | ⬆ | |
| 2010 | 365 | 227 | 62% | No change | |

SOURCE: VH_IR_GRADUATES and VEC

NOTE: The employment data does not reflect those students who are unemployed due to transfer. Also, employment does not necessarily mean that the student's place of employment was in their particular field of study.

Note: The comparable colleges or our peer group of Virginia Community Colleges are as follows:
- Mountain Empire Community College
- Patrick Henry Community College
- Rappahannock Community College
- Southwest Virginia Community College
- Wytheville Community College

# ATTACHMENT 3

# Environmental Scan

# Virginia Highlands Community College
# Environmental Scan
# October 2015

# Population/Demographics

**National:** Since 2010 the national population has increased by 3.3% to approximately 319 million. The proportion of the population over 65 increased from 13.0% to 14.5% while the proportion under the age of 20 had a decrease of 1.4%. The American population is aging. Census Bureau projections predicted an additional 16 million added to the population between 2014 and 2020.

**Commonwealth:** Virginia's population growth since 2010 has been at 4.1%, higher than the nation as a whole. This continues the trend seen in the past three decades of increased population in southern states. Virginia's increase in older adults parallels the national trends, though the commonwealth saw a small rise in its under 20 population. Virginia's minority population also saw an increase of almost 2%. The commonwealth is expected to grow by an additional 500,000 persons by 2020.

**Service Region:** The combined region of the City of Bristol and Washington and Smyth Counties has seen population decline of 1.4% since 2010 with Bristol seeing the largest decline. The region's population is aging faster than the national rate and its proportion of young people has been decreasing. However projections by the University of Virginia predict a reversal of population decline and an increase of over 4600 people by 2020.

One trend that can have an impact on VHCC's enrollment is the marked decrease in young people in its service region. The under 25 population has decreased by 4% and students under age 25 account for half of its enrollment.

# Economy/Industry

VHCC's service region has lost a large amount of its manufacturing industry in the past two decades. Paralleling many national trends there has been an increase in service industry jobs. The Bristol area has become a retail hub for parts of northeast Tennessee and a large portion of southwest Virginia. Area localities have been involved in increasing the tourist economy in the region. In addition to the continued promotion of the Bristol Motor Speedway and the Barter Theatre there have been such projects as the Birthplace of Country Music Museum, the Rhythm & Roots Festival, and Heartwood: Southwest Virginia's Artisan Gateway.

Virginia's GDP growth has been slower than national GDP growth since 2010. GDP figures are not available for VHCC's service region, but personal income has increased by 12.6% in the same time period.

There has been a decline in unemployment rates nationally over the last few years. Virginia's overall unemployment rate has been consistently lower than the national rate, however VHCC's service region unemployment rate has been higher than the commonwealth's as a whole and much closer to the national average with be slightly higher than the national average in 2014.

**Unemployment Rates** (*Bureau of Labor Statistics*)

|  | *2012* | *2013* | *2014* |
|---|---|---|---|
| **United States** | 8.1% | 7.4% | 6.2% |
| **Virginia** | 6.0% | 5.7% | 5.2% |
| **VHCC Service Region** | 7.6% | 7.2% | 6.4% |

**Fastest Growing Industries in Virginia** (*Virginia LMI*)

| Industry | Total 2012-2022 Employment Change |
|---|---|
| Health Care and Social Assistance | 124,708 |
| Professional, Scientific, and Technical Services | 123,343 |
| Educational Services | 53,653 |
| Construction | 46,673 |
| Accommodation and Food Services | 40,632 |
| Retail Trade | 36,507 |
| Administrative and Support and Waste Management and Remediation Services | 35,968 |
| Other Services (except Public Administration) | 22,654 |
| Finance and Insurance | 15,460 |
| Wholesale Trade | 11,134 |

# Government

Virginia Highlands Community College receives funding from several sources. One source is tuition either paid by students themselves, through scholarships funded through the VHCC Foundation, or through federal financial aid. A second source of funding is through commonwealth appropriations to the Virginia Community College System which is distributed to the colleges through a funding formula based on annual FTE. The third source is through funding from the localities in VHCC's service region: City of Bristol, Smyth County and Washington County.

**Local:** There have been economic improvements over the last few years, but local unemployment is still over 6%. Loss of industry has also had an effect on local tax bases and has resulted in budget reductions. These budget reductions have an effect on VHCC's local funding. The contribution by the City of Bristol for 2015-16 is $13,000 less than two years ago. Funding from Smyth County is $15,000 less than requested, and that of Washington County is $40,000 less than requested. These reduction will certainly impact the college's ability to complete certain projects.

**Commonwealth:** Governor McAuliffe's 2015 budget proposal for the VCCS does include an additional $82 million over 2014, which is good news. That funding will be distributed to VHCC based on annual FTE which has seen either decreases or very small increases. The decreases could reduce the amount of state funding to VHCC. The VCCS did increase tuition rates by 2.5% for 2015-16 which could offset some of the loss of state funding.

**Federal:** The main source of federal financial aid for our students is by Pell grant. Pell grant funding decreased by $7 billion between 2013 and 2014. President Obama's 2015 budget request does increase the amount of Pell grant funding slightly, but continuing budget battles in Washington have prevented a new budget being approved. Federal operations have continued based on continuing resolutions. President Obama has also begun a new initiative called the American College Promise to fund community college education for eligible students. This a relatively new program and its impact remains to be seen.

# Education

**Competition:** VHCC's enrollment is impacted by competition from other community colleges in the region, as well as by several four-year institutions in the immediate area. There are also several proprietary institutions nearby which can impact enrollment in technical areas. VHCC's distance learning offerings have increased in recent years, but so have those of other institutions which can impact its enrollment. Tennessee's new program the Tennessee Promise which provides the first two years of community college free to qualified students could impact VHCC's enrollment since it does have enrollments of Tennessee students.

**VCCS:** The Vice Chancellor for Academic Services & research has begun initiatives in developmental and college mathematics. One initiative is to use multiple measures for mathematics placement instead of really almost solely on placement test scores. Another is co-enrollment of students in developmental mathematics courses and in their first college math course.

**Curriculum Improvement and Student Success:** Virginia Highlands has begun an initiative to create structured pathways for its programs. These structured pathways will aid students in planning their college careers and move more smoothly into the workforce or the next stage of their education. In addition the Student Success Committee has been working for the past year on strategies for increasing student success and will be making their recommendations to the campus soon.

**Agreements and Partnerships:** VHCC has articulation agreements with four of our region's four-year schools which aid our students in their transfer process. In addition there are numerous guaranteed admission agreements through the VCCS with Virginia four-year schools, both public and private. These agreements help our students in furthering their educations. A new partnership beginning in fall of 2015 is The Summit in Marion, Virginia which partners the college with Wytheville Community College to better serve students in Smyth County.

# AREA COLLEGES and UNIVERSITIES
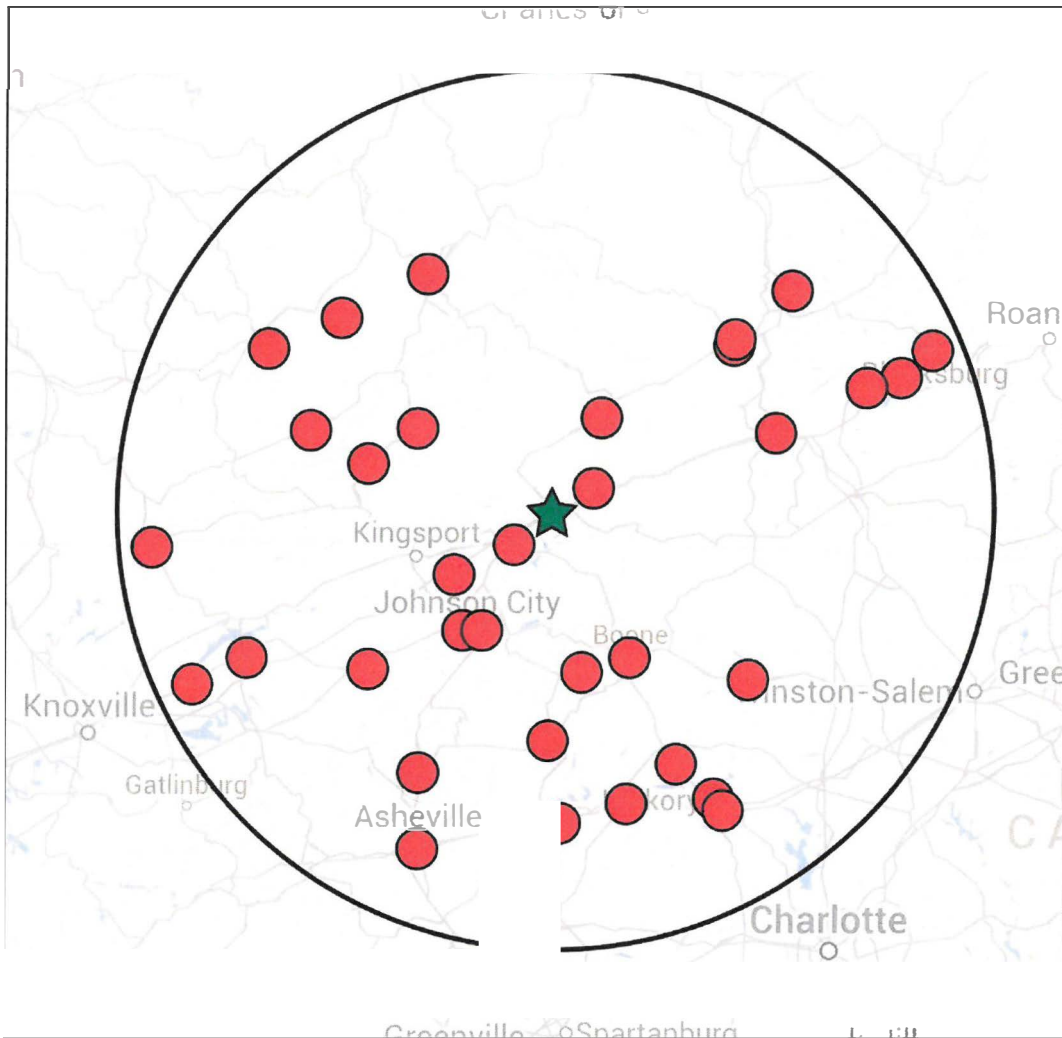


| | | |
|---|---|---|
| Alice-Lloyd College | King University | Radford University |
| Appalachian State University | Lees-McRae College | Southeast Kentucky Comm. & Tech. Coll. |
| Asheville-Buncombe Tech. CC | Lenoir-Rhyne University | Southwest Virginia Comm. Coll. |
| Bluefield College | Lincoln Memorial University | Tusculum College |
| Bluefield State College | Mars Hill University | University of Pikeville |
| Caldwell Community College | Mayland Community College | UVA-Wise |
| Carson-Newman University | McDowell Tech. Comm. Coll. | Virginia Tech |
| Catawba Valley Comm. Coll. | Milligan College | Walters State Community College |
| Concord University | Mountain Empire Comm. Coll. | Western Piedmont Comm. Coll. |
| East Tennessee State University | New River Comm. Coll. | Wilkes Community College |
| Emory & Henry College | Northeast State Comm. Coll. | Wytheville Community College |
| Hazard Comm. & Tech. Coll. | | |

# ATTACHMENT 4

# Great College to Work For

# ModernThink

## Virginia Highlands Community College
## ModernThink Higher Education Insight Survey 2015
## Topline Survey Results
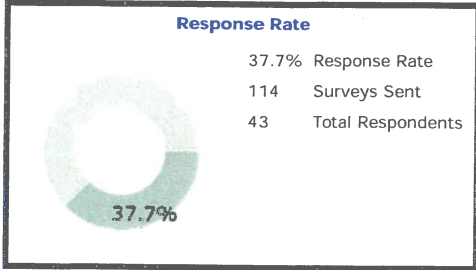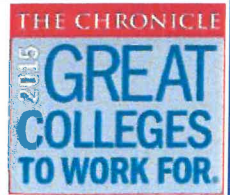
THE CHRONICLE 2015 GREAT COLLEGES TO WORK FOR.

**Response Rate**

| 37.7% | Response Rate |
|---|---|
| 114 | Surveys Sent |
| 43 | Total Respondents |

37.7%

| Poor | Warrants Attention | Fair to Mediocre | Good | Very Good to Excellent |
|---|---|---|---|---|
| 0% - 44% | 45% - 54% | 55% - 64% | 65% - 74% | 75% - 100% |

| | OVERALL | 2015 Honor Roll < 3,000 | 2015 Carnegie Assoc |
|---|---|---|---|
| Job Satisfaction/Support | 71% | 90% | 79% |
| Teaching Environment | 65% | 85% | 69% |
| Professional Development | 77% | 85% | 75% |
| Compensation, Benefits & Work/Life Balance | 73% | 82% | 75% |
| Facilities | 73% | 89% | 78% |
| Policies, Resources & Efficiency | 58% | 84% | 67% |
| Shared Governance | 54% | 83% | 66% |
| Pride | 81% | 93% | 81% |
| Supervisors/Department Chairs | 72% | 87% | 77% |
| Senior Leadership | 62% | 87% | 66% |
| Faculty, Administration & Staff Relations | 64% | 87% | 65% |
| Communication | 53% | 81% | 62% |
| Collaboration | 61% | 85% | 66% |
| Fairness | 60% | 81% | 66% |
| Respect & Appreciation | 60% | 83% | 67% |
| **Survey Average** | 65% | 85% | 70% |

*Results in the first one or two columns (two if you participated in the program last year) of the table reflect your school's average percent positive for each survey dimension, that is, the percentage of your faculty and staff that responded with "Strongly Agree" or "Agree" to the statements comprising each dimension.

# Virginia Highlands Community College
# ModernThink Higher Education Insight Survey 2015
# Topline Results by Job Category

**THE CHRONICLE**
**2015 GREAT COLLEGES TO WORK FOR.**

### Response Distribution
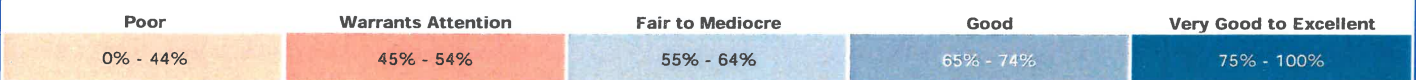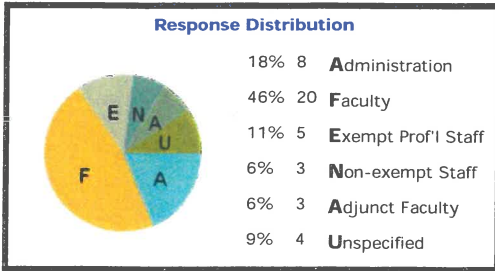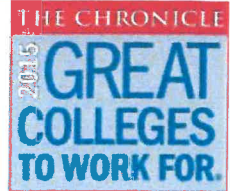
| % | # | Category |
|---|---|----------|
| 18% | 8 | **A**dministration |
| 46% | 20 | **F**aculty |
| 11% | 5 | **E**xempt Prof'l Staff |
| 6% | 3 | **N**on-exempt Staff |
| 6% | 3 | **A**djunct Faculty |
| 9% | 4 | **U**nspecified |

| Poor | Warrants Attention | Fair to Mediocre | Good | Very Good to Excellent |
|------|--------------------|------------------|------|------------------------|
| 0% - 44% | 45% - 54% | 55% - 64% | 65% - 74% | 75% - 100% |

| | OVERALL | Administration | Faculty | Exempt Prof'l Staff | Non-exempt Staff | Adjunct Faculty |
|---|---|---|---|---|---|---|
| Job Satisfaction/Support | 71% | 83% | 75% | 53% | * | * |
| Teaching Environment | 65% | 86% | 60% | 50% | * | * |
| Professional Development | 77% | 93% | 85% | 30% | * | * |
| Compensation, Benefits & Work/Life Balance | 73% | 78% | 73% | 75% | * | * |
| Facilities | 73% | 81% | 75% | 70% | * | * |
| Policies, Resources & Efficiency | 58% | 68% | 55% | 40% | * | * |
| Shared Governance | 54% | 79% | 50% | 25% | * | * |
| Pride | 81% | 97% | 88% | 56% | * | * |
| Supervisors/Department Chairs | 72% | 78% | 87% | 54% | * | * |
| Senior Leadership | 62% | 83% | 68% | 23% | * | * |
| Faculty, Administration & Staff Relations | 64% | 81% | 67% | 20% | * | * |
| Communication | 53% | 64% | 58% | 20% | * | * |
| Collaboration | 61% | 71% | 70% | 30% | * | * |
| Fairness | 60% | 76% | 59% | 44% | * | * |
| Respect & Appreciation | 60% | 74% | 59% | 35% | * | * |
| **Survey Average** | 65% | 78% | 69% | 42% | * | * |

*Job Category response distributions have been truncated and may not total 100%. Please also note that data will not populate where there are fewer than five respondents.

# ATTACHMENT 5

# VHCC Employee Satisfaction Survey

# VHCC Employee Satisfaction Survey Responses – 2015

Strongly Agree (4)    Agree (3)    Disagree (2)    Strongly Disagree (1)

**(1)  College leaders clearly communicate the direction of the college.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 5 | 7% | 38 | 55% | 16 | 23% | 10 | 14% | 69 | 2.55 |

**(2)  Faculty and staff are treated as valued members of the college community.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 9 | 13% | 38 | 53% | 17 | 24% | 8 | 11% | 72 | 2.67 |

**(3)  Overall, I am satisfied with the work environment at VHCC.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 12 | 17% | 47 | 67% | 7 | 10% | 4 | 6% | 70 | 2.96 |

**(4)  Curriculum programs are current and relevant to our region's needs.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 7 | 11% | 36 | 55% | 18 | 27% | 5 | 8% | 66 | 2.68 |

**(5)  Tutoring services are available to meet student needs.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 15 | 26% | 33 | 57% | 8 | 14% | 2 | 3% | 58 | 3.05 |

**(6)  I am satisfied with the Disability Services provided to students.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 17 | 33% | 32 | 62% | 2 | 4% | 1 | 2% | 52 | 3.25 |

**(7)  Services provided by The Excel Center are beneficial to eligible students.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 22 | 40% | 29 | 53% | 3 | 5% | 1 | 2% | 55 | 3.31 |

**(8)  I receive prompt and effective assistance when I contact the Help Desk.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 21 | 30% | 44 | 63% | 5 | 7% | 0 | 0% | 70 | 3.23 |

**(9)  Overall, I am satisfied with Information Technology Services on campus.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 18 | 25% | 48 | 67% | 6 | 8% | 0 | 0% | 72 | 3.17 |

**(10)  I am familiar with the services provided by Upward Bound to the local high school students.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 10 | 21% | 21 | 44% | 11 | 23% | 6 | 13% | 48 | 2.73 |

**(11)  I am familiar with the services provided by Talent Search to the local middle and high school students.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 10 | 21% | 22 | 47% | 10 | 21% | 5 | 11% | 47 | 2.79 |

**(12)  Overall, I am satisfied with library services.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 18 | 29% | 43 | 68% | 2 | 3% | 0 | 0% | 63 | 3.25 |

**(13)  Data requests submitted to Institutional Research have been fulfilled in a timely manner.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 8 | 20% | 25 | 61% | 3 | 7% | 5 | 12% | 41 | 2.88 |

**(14)  Overall, I am satisfied with the services offered by the Institutional Effectiveness Office.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 9 | 23% | 24 | 60% | 3 | 8% | 4 | 10% | 40 | 2.95 |

**(15)  Overall, I am satisfied with the services the Testing Center offers.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 23 | 41% | 30 | 54% | 2 | 4% | 1 | 2% | 56 | 3.34 |

**(16)  Overall, I am satisfied with Audio Visual Services.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 16 | 30% | 35 | 66% | 2 | 4% | 0 | 0% | 53 | 3.26 |

**(17)  Overall, I am satisfied with Blackboard support provided at VHCC.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 17 | 29% | 37 | 64% | 4 | 7% | 0 | 0% | 58 | 3.22 |

**(18)  Admissions staff respond to requests from faculty and staff promptly and effectively.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 16 | 25% | 39 | 61% | 7 | 11% | 2 | 3% | 64 | 3.08 |

**(19)  Financial Aid staff respond in a timely manner.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 14 | 26% | 30 | 57% | 6 | 11% | 3 | 6% | 53 | 3.04 |

**(20)  Financial Aid staff provided accurate information to students.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 12 | 31% | 24 | 62% | 1 | 3% | 2 | 5% | 39 | 3.18 |

**(21)  I am satisfied with the services offered by Admissions, Records, and Financial Aid.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 14 | 25% | 38 | 68% | 2 | 4% | 2 | 4% | 56 | 3.14 |

**(22)  The College Success Coaches provide effective services.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 15 | 31% | 26 | 54% | 4 | 8% | 3 | 6% | 48 | 3.10 |

**(23)  The Great Expectations Coach provides effective services.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 10 | 29% | 21 | 62% | 1 | 3% | 2 | 6% | 34 | 3.15 |

**(24)  The Career Coaches provide effective services.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 10 | 24% | 23 | 56% | 3 | 7% | 5 | 12% | 41 | 2.93 |

**(25)  The College meets the advising needs of its students.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 10 | 18% | 34 | 60% | 9 | 16% | 4 | 7% | 57 | 2.88 |

**(26)  Academic Counselors effectively collaborate with instructors.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 7 | 14% | 32 | 65% | 7 | 14% | 3 | 6% | 49 | 2.88 |

**(27) I am satisfied with the counseling and advising services provided by the College.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 9 | 16% | 36 | 62% | 8 | 14% | 5 | 9% | 58 | 2.84 |

**(28) The Career Center effectively collaborates with instructors.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 4 | 13% | 16 | 53% | 6 | 20% | 4 | 13% | 30 | 2.67 |

**(29) The Career Center provides a wide array of resources and services to students.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 4 | 13% | 19 | 61% | 6 | 19% | 2 | 6% | 31 | 2.81 |

**(30) The student activities program provides diverse opportunities to engage students and faculty.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 5 | 8% | 38 | 59% | 13 | 20% | 8 | 13% | 64 | 2.63 |

**(31) I am satisfied with the services provided to veterans.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 15 | 31% | 31 | 65% | 0 | 0% | 2 | 4% | 48 | 3.23 |

**(32) The facilities (e.g. classrooms, offices, laboratories) meet the needs of the College.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 11 | 15% | 45 | 63% | 14 | 20% | 1 | 1% | 71 | 2.93 |

**(33) College buildings and grounds are well maintained.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 22 | 31% | 44 | 61% | 4 | 6% | 2 | 3% | 72 | 3.19 |

**(34) Response to work requests are completed in a timely and courteous manner.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 11 | 19% | 30 | 52% | 12 | 21% | 5 | 9% | 58 | 2.81 |

**(35) I am satisfied overall with the facilities at VHCC.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 16 | 23% | 46 | 65% | 8 | 11% | 1 | 1% | 71 | 3.08 |

**(36)  Human Resources matters are handled in an efficient manner.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 14 | 24% | 32 | 54% | 7 | 12% | 6 | 10% | 59 | 2.92 |

**(37)  Hiring practices are effective.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 4 | 7% | 27 | 47% | 19 | 33% | 7 | 12% | 57 | 2.49 |

**(38)  I am satisfied overall with Human Resources.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 13 | 21% | 37 | 59% | 8 | 13% | 5 | 8% | 63 | 2.92 |

**(39)  I am satisfied overall with the College bookstore.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 7 | 12% | 44 | 73% | 5 | 8% | 4 | 7% | 60 | 2.90 |

**(40)  Campus police officers are available and responsive.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 35 | 54% | 30 | 46% | 0 | 0% | 0 | 0% | 65 | 3.54 |

**(41)  I feel safe on campus.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 34 | 49% | 30 | 43% | 4 | 6% | 2 | 3% | 70 | 3.37 |

**(42)  I know what to do in the case of an emergency.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 26 | 37% | 38 | 54% | 7 | 10% | 0 | 0% | 71 | 3.27 |

**(43)  I am satisfied overall with Campus Safety and Security.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 34 | 49% | 34 | 49% | 2 | 3% | 0 | 0% | 70 | 3.46 |

**(44)  I am satisfied overall with the services provided by the Business Office.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 19 | 31% | 34 | 55% | 6 | 10% | 3 | 5% | 62 | 3.11 |

**(45)  I am aware that the Foundation provides a variety of scholarships to students.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 25 | 40% | 32 | 51% | 4 | 6% | 2 | 3% | 63 | 3.27 |

**(46)  My inquiries for information from the Foundation are addressed in a timely manner.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 13 | 27% | 32 | 67% | 2 | 4% | 1 | 2% | 48 | 3.19 |

**(47)  I am aware of giving opportunities with the Foundation.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 21 | 34% | 39 | 63% | 1 | 2% | 1 | 2% | 62 | 3.29 |

**(48)  I am satisfied with the services offered by the Grants office.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 3 | 12% | 11 | 42% | 9 | 35% | 3 | 12% | 26 | 2.54 |

**(49)  I am pleased with the overall appearance of the VHCC website.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 12 | 17% | 37 | 52% | 15 | 21% | 7 | 10% | 71 | 2.76 |

**(50)  The VHCC website is easy to navigate.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 8 | 11% | 37 | 53% | 16 | 23% | 9 | 13% | 70 | 2.63 |

**(51)  The VHCC website provides accurate and valuable information.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 9 | 13% | 44 | 63% | 12 | 17% | 5 | 7% | 70 | 2.81 |

**(52)  The Workforce Development division meets the training needs of the business and industry community in our service area.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 7 | 18% | 20 | 51% | 6 | 15% | 6 | 15% | 39 | 2.72 |

**(53)  I am aware of the range of services offered by Workforce Development.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 7 | 15% | 30 | 65% | 4 | 9% | 5 | 11% | 46 | 2.85 |

**Top 5**

**(40)  Campus police officers are available and responsive.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | | Responses | | Mean Score |
|---|---|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | | | |
| 35 | 54% | 30 | 46% | 0 | 0% | 0 | 0% | | 65 | | 3.54 |

**(43)  I am satisfied overall with Campus Safety and Security.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | | Responses | | Mean Score |
|---|---|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | | | |
| 34 | 49% | 34 | 49% | 2 | 3% | 0 | 0% | | 70 | | 3.46 |

**(41)  I feel safe on campus.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | | Responses | | Mean Score |
|---|---|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | | | |
| 34 | 49% | 30 | 43% | 4 | 6% | 2 | 3% | | 70 | | 3.37 |

**(15)  Overall, I am satisfied with the services the Testing Center offers.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | | Responses | | Mean Score |
|---|---|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | | | |
| 23 | 41% | 30 | 54% | 2 | 4% | 1 | 2% | | 56 | | 3.34 |

**(7) I receive prompt and effective assistance when I contact the Help Desk.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | | Responses | | Mean Score |
|---|---|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | | | |
| 21 | 30% | 44 | 63% | 5 | 7% | 0 | 0% | | 70 | | 3.23 |

**Bottom 5**

**(50)  The VHCC website is easy to navigate.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 8 | 11% | 37 | 53% | 16 | 23% | 9 | 13% | 70 | 2.63 |

**(30)  The student activities program provides diverse opportunities to engage students and faculty.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 5 | 8% | 38 | 59% | 13 | 20% | 8 | 13% | 64 | 2.63 |

**(1) College leaders clearly communicate the direction of the college.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 5 | 7% | 38 | 55% | 16 | 23% | 10 | 14% | 69 | 2.55 |

**(48)  I am satisfied with the services offered by the Grants office.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 3 | 12% | 11 | 42% | 9 | 35% | 3 | 12% | 26 | 2.54 |

**(37)  Hiring practices are effective.**

| Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | Responses | Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | | |
| 4 | 7% | 27 | 47% | 19 | 33% | 7 | 12% | 57 | 2.49 |

# ATTACHMENT 6

# Community College Survey of Student Engagement (CCSSE)

# Benchmarks of Effective Educational Practice

The *CCSSE* benchmarks are groups of conceptually related survey items that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students' college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and allow colleges to gauge and monitor their performance in areas that are central to their work. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of groups of other colleges.

Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

Community colleges can differ dramatically on such factors as size, location, resources, enrollment patterns, and student characteristics. It is important to take these differences into account when interpreting benchmark scores—especially when making institutional comparisons. The Center for Community College Student Engagement has adopted the policy "Responsible Uses of *CCSSE* and *SENSE* Data," available at **www.cccse.org**.

*CCSSE* uses a three-year cohort of participating colleges in all core survey analyses. The current cohort is referred to as the 2015 *CCSSE* Cohort (2013-2015) throughout all reports.

## *CCSSE* Benchmarks

### ★ Active and Collaborative Learning
Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems.

### ★ Student Effort
Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

### ★ Academic Challenge
Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.
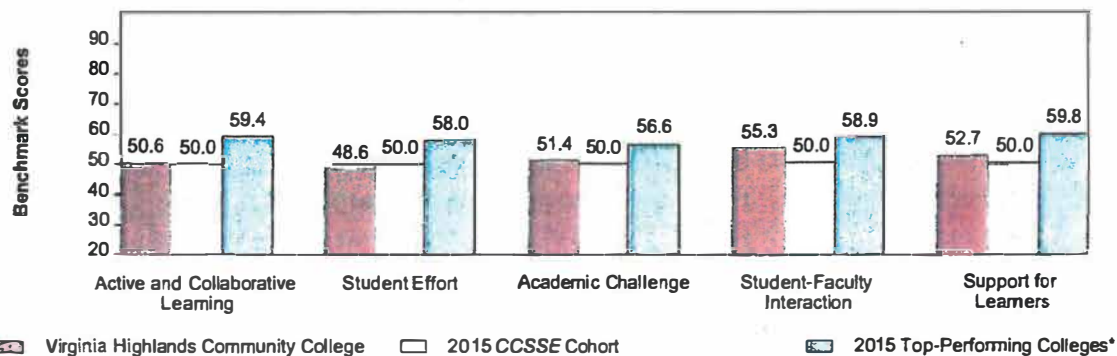
### ★ Student-Faculty Interaction
In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

### ★ Support for Learners
Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

For further information about *CCSSE* benchmarks, please visit **www.cccse.org**.

Figure 2



| | Active and Collaborative Learning | Student Effort | Academic Challenge | Student-Faculty Interaction | Support for Learners |
|---|---|---|---|---|---|
| Virginia Highlands Community College | 50.6 | 48.6 | 51.4 | 55.3 | 52.7 |
| 2015 CCSSE Cohort | 50.0 | 50.0 | 50.0 | 50.0 | 50.0 |
| 2015 Top-Performing Colleges* | 59.4 | 58.0 | 56.6 | 58.9 | 59.8 |

*Top-Performing colleges are those that scored in the top 10 percent of the cohort by benchmark.

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit **www.cccse.org**.

# ATTACHMENT 7

# Focus Groups

**PAC**
**Meeting Minutes**
*September 8, 2015*
*Present:*        Kathy Mitchell, Barbara Manuel, Stacy Thomas, Karen Cheers, Candace
                  McClure, JoAnn Price, David Matlock, Melinda Leland, Hara Charlier,
                  Christine Fields, Dr. Couch, Dawn Jessee

---

## I.   General College Update

## II.   Discussion

Focus Group Activity to Answer the Following Questions:
- Are there curriculum or credit programs that you think we should offer?
    - Wildlife Management
    - LPN
    - Mechatronics
    - Community Healthcare Worker
    - Pre-Pharmacy
    - Pre-Law
    - Pre-Health
    - Drafting-new age
    - Retail Management
    - Agri-Business
    - CHD Certificate
- Are there continuing education or non-credit programs that we should offer?
    - K-12 Recertification(s)
    - Craft Brewing
    - Wellness Training
      (Meditation)
- Are there things that we should do to improve student success or the student learning experience?
    - Incorporate required tutoring into programs
    - Writing Lab
    - Establish relationships outside the classroom
- Are there things that the College should do to increase our connections to the community?
    - More events on campus
        - Med range room
    - Youth events on campus w/Parents
            Field Trips/Camps
    - Garden Space/Youth/Community
- Do you have a suggestion(s) that will move the College to new levels of service and excellence?
    - Structured Programs (Pathway)
    - Increase connections with industry
    - Customer Service Program for VHCC

**Community Members**
**Meeting Minutes**
*October 8, 2015*
*Present:*      Jim Maxwell, Randy Woodard, Dale Cook, Bill Rush, Lea Lofty, Ken
Heath, Jason Berry, Brian Ratliff, James Tyler, David Collins, Lennie Gail
Dunlop, Nelson Teed, Mike Robinson, Rex Gearheart, Whitney Bonham,
Mary Begley, Carol Jones, Joe Straten, Stephanie Surrett, Lorie Hester,
Sarah Gillespie, Tim Anderson, Tabitha Crowder, Archie Hubbard, Sally
Morgan, Dr. Couch, Melinda Leland, David Matlock, Chris Fields, Dr.
Charlier

---

## I.   Discussion

Focus Group Activity to Answer the Following Questions:
- Are there curriculum or credit programs that you think we should offer?
    o Civics
    o Soft Skills
    o Professional Communications
    o Basic Writing
    o ICD 10 – H.C. Billing/Coding
    o Ultrasound
    o Intergenerational Training
    o CTE Dual Enrollment Expansion – Co-ops/Internships
    o 1-2-7 Information/Manage Expectations
    o Agri-Business
    o 3-D
    o ACE Program Expansion
    o Customer Service
    o Problem Solving
    o Creative Thinking
    o Engagement
    o Drug Testing Knowledge
    o Videography
    o Cardiovascular

- Are there continuing education or non-credit programs that we should offer?
    o Pre-employment.
        ▪ Passing assessments – is there certification for this?
        ▪ Workforce/Personality/Ethics
    o Skill (Adult) Development
    o Computer/Office Systems
        ▪ Google Docs
        ▪ Drop Box
        ▪ Etc.
    o Entrepreneurial  Skills
    o IT – Cyber Security, Wireless, Cabling
    o Social Media – Electronic Devices (Marketing using these.)
        ▪ Traditional media training

- o  Personal Finance
- o  Navigating Healthcare
- o  Workplace Readiness
- o  Design – Blueprint to Design Process

- Are there things that we should do to improve student success or the student learning experience?
  - o  Shadowing/Mentorships (Early Program Opportunities)
  - o  Puzzle of Life????
  - o  Business Etiquette
  - o  Drug Testing – Knowledge about this.
  - o  Leadership Training
  - o  Study Success

- Are there things that the College should do to increase our connections to the community?
  - o  Advisory Committees
  - o  CC Instructors to High Schools to work w/Students and Teachers
  - o  Social Events – Connect with Young Business Professionals
  - o  Mentoring with Business Professionals
  - o  Marketing/Advertising
  - o  Orientation to/for Parents about VHCC
  - o  Partner with other Educational Organizations to Strengthen Marketing

- Do you have a suggestion(s) that will move the College to new levels of service and excellence?
  - o  Communications – Market Success Stories – Alumni Stories
  - o  Positive Strategy for Branding/Marketing
  - o  Service Opportunities for Students/Service Learning

**Classified Staff**
**Focus Group Questions**
*November 13, 2015*
*Present:*  Classified staff members, Dr. Couch, Jennifer Addison and Donna
Barkley (note taker)

---

Focus Group Activity to Answer the Following Questions:
- Are there curriculum or credit programs that you think we should offer?
  - Craft brewing
  - Coffee
    - Barista
      Roasting
    - Business principles
  - IT Security
  - Drone Technology
  - Plumbing
  - Truck Driving
  - Dental Assistant/Hygiene
  - Physical Therapy

- Are there continuing education or non-credit programs that we should offer?
  - Craft brewing
  - Coffee
    Barista
    - Roasting
      Business principles
  - Real Estate
  - Creating Android and Apple Phone/Tablet Apps

  Are there things that we should do to improve student success or the student learning experience?
  - Developmental computer literacy
    - Keyboarding
    - Entry level
    - Boot Camp
  - Career Assessment

  Are there things that the College should do to increase our connections to the community?
  - Open House that would be fully staffed by all College Departments

- Do you have a suggestion(s) that will move the College to new levels of service and excellence?
  - Increase opportunities for personal, one on one connections

**Faculty**
**Focus Group Questions**
*December 1, 2015*
*Present:*              Faculty members, Dr. Couch, and Donna Barkley (note taker)

---

Focus Group Activity to Answer the Following Questions:
- Are there curriculum or credit programs that you think we should offer?
    o Mortuary Science –John Tyler is the closest
    o Agriculture
    o Pre - Vet
    o  Culinary
    o Graphic Design
    o Digital
    o Dental Assistant/Hygiene
    o Respiratory Therapy
    o Health Care IT

- Are there continuing education or non-credit programs that we should offer?
    o EKG (Electrocardiogram)
    o ACLS (Advanced Cardiac Life Support)
    o ATLS (Advanced Trauma Life Support)
    o PALS (Pediatric Advanced Life Support)
    o NALS (Neonatal Advanced Life Support)
    o CEENA (Emergency Nursing Certification)
    o Armed and Unarmed Private Security
    o Drone Technology
    o Driving School (Court ordered)
    o Medical Coding
    o Rock climbing

Are there things that we should do to improve student success or the student learning experience?
    o Self-governance beyond SGA
    o Formal student programs to make students take ownership of their educational experience at VHCC
    o MOOC (Massive Open Online Courses) try to make free
    o Bootcamp
    o Flip classroom around – flexible seating
    o Change Orientation from one size fits all

Are there things that the College should do to increase our connections to the community?
    o Faculty and/or department representation at local schools, public, to showcase our college, and recruit
    o Stronger PR

- Do you have a suggestion(s) that will move the College to new levels of service and excellence?
    - Challenge the best and brightest students. Don't teach down.
    - Honor's Program
    - Provide daycare
    - Nursing building concerns - physical

# ATTACHMENT 8

# Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

Employee Satisfaction SWOT Analysis Summary

In the fall of 2015, Virginia Highlands Community College employees engaged in an employee satisfaction/workplace climate survey. All employees were given the opportunity to participate in the SWOT analysis survey to assess the institutions strengths, weaknesses, opportunities, and threats. A summary review of employee responses reveals three overall zones of focus: commitment, connection, and confidence.

**Strengths:**

VHCC employees see the institution as a place of commitment where planning is important and doing the right thing matters. Employees state that recent changes are good and that the work of the college is important to the region. They hold the positive insight that employees believe in the mission and vision of community colleges and feel a commitment to seeing students succeed. Employees perceive themselves and their colleagues as dedicated people who work in a well-established location that enjoys a positive perception from the community. The commitment to the institution is reflected by caring employees who provide individualized service in a picturesque setting.

Additionally, employees perceive strength in connections. Employees feel a strength of the college is its ability to change lives through a cooperative approach where common goals are achieved regardless of credit received. Use of social media, working closely with business and industry, affordability, and pleasant facilities connect the institution positively with its service region. Employees believe the institution is literally connected by an easily navigated campus with updated technology, opportunities in the arts, and a strong commitment to learners.

Finally, confidence in the future of the institution is reflected by several employee responses. Employees appreciate people who really care about their jobs and are proud of successful alumni. Employees are confident in the benefits of small class sizes, dual enrollment opportunities, and the benefits of Washington County Community Scholars dollars. The campus police presence and the housekeeping staff enjoy the confidence of their fellow employees. Employees show confidence in the mission and vision of the college by reporting that VHCC is changing lives by providing pathways to develop skills and certifications needed for a fluid workforce at a reasonable cost.

**Weaknesses:**

As a result of employees' strong sense of the importance of commitment on campus, they express some concern related to weaknesses in that area. Employees note the need for a full-time grants coordinator, an increase in full-time faculty, and the lack of sports facilities. Employees see a problem when colleagues lack commitment to the institution by not performing to the best of their abilities and perceive a failure to dismiss those who do not perform. They are

concerned when commitment is questionable and areas observed to be in need to do not receive attention. They are concerned by negative attitudes that can call commitment into question.

Furthermore, the supposed failure of the institution to solidify connections in certain areas is seen as a weakness. Employees cite a concern regarding the perception of poor interdepartmental communications, failure to use all internal resources, and a less than aggressive approach to external opportunities. Concerns about the perceived lack of publicity and marketing and a strong call for an improved and updated website are clear. Employees also wish to see greater connection through improved communication between students and employees. Certain employees believe these connections can be strengthened by increasing attendance at campus events and improving the social media presence of the institution. They also report the need for an aggressive marketing strategy/publicity campaign and a less hierarchical communication pattern.

Finally, employees express a lack of confidence in certain areas. Specifically, employees are not confident in the stability of future student enrollment. They believe these enrollment struggles stem from a narrow base of younger students who erroneously think of the institution as a last resort. They lack confidence in the college's website and believe healthier snack bar offerings would be beneficial. Employees perceive a need for updated equipment in certain technical areas and are concerned by an observation that the college favors profits over best practices. They have certain concerns with administrative services and express a desire for increasing the full-time positions in the Buildings and Grounds division. Employees lack confidence in the ability of the institution to react quickly to rapidly changing aspects of education and society pointing out that current class offerings and structure make it difficult for non-traditional learners to re-enter the educational process. Confidence in the institution is called into question by employees who feel the institution does not have the right people in the right places. A sensitivity to doublespeak and a desire for the institution to search for solutions even when the answers are tough to hear is mentioned. In general, the confidence of employees is weakened by the perceived proliferation of negative attitudes.

**Opportunities:**

VHCC employees see a vast field of opportunities ahead for the institution. Survey responses show a strong commitment to moving forward as employees note the immense benefits of being part of the VCCS system. This commitment allows the institution to share resources with and learn from other institutions. Employees sense a commitment to opportunity through the activities already in place that endeavor to find new programs, create interest and curiosity, and expand offerings. Employees note upcoming opportunities such as GIS, craft brewing, droid technology, and internet security will reveal the commitment of the institution to innovation. They support a commitment to upgrading the website and developing a new marketing plan with implementation. Employees find opportunity in a commitment to focus on

positives, play a more proactive role in the community, and implement improvements that will change attitudes.

Moreover, employees can see opportunity in connections. They believe the institution has an opportunity to change the perception of our service region and connect as a vital educational institution. Employees report a common connection of opportunities to grow and expand programs. They suggest development of programs for careers outside healthcare with suggested new technological programs for working adults and expansion into the adult skill center as the central focus. They suggest addition of a full-time mental health counselor and recognize the need for greater connection by generally holding students more accountable for specific behavioral concerns. Employees also suggest increasing connection opportunities by requiring all employees to attend pre-semester in-services and workshops, lowering tuition to increase enrollment, and getting back to basics.

As a final point, employees report confidence in the opportunity that comes with a new president who is full of innovative ideas and a new VHCC Foundation leader who is well-prepared to support the work of the institution. They show confidence by reporting that opportunities for the institution are believed to be endless and tremendous. Employees perceive that the institution is actively correcting weaknesses, growing in pride and success, and attaining a professional and cutting edge presence in our service region. Employees report that as the institution responds to these and other opportunities, an increasing pool of people will want to know more about the institution, will visit, will send their kids here, and will come here to take classes themselves.

**Threats:**

The final segment of the survey queried VHCC employees to identify possible threats they believe the institution may face in the near future. In response to this segment, employees express concern that institutional commitment is threatened when individuals focus on self-interest and fail to focus on what is best for the institution as a whole. Employees note the recent, significant decline in the number of full-time faculty, declining enrollment numbers, future state-funding models, and a perceived lack of marketing as possible threats to the institution. They also note a potential threat to commitment could occur if all employees do not keep pace with their profession.

In addition, employees perceive a threat when they feel connections across campus and across the service region break down. They point to site-based examples related to the campus smoking policy and a supposed lack of attention to student drug use. Employees perceive an interruption in on-site communication when they observe damaging attitudes being tolerated and missed marketing/publicity opportunities. Across the service region, the Tennessee free-tuition program and a weak regional economic climate are seen as threats to the institution as well as declining high school enrollments and a perceived lack of motivation among certain student

populations. Overall, employees perceive the institutional communication is threatened when it does not respond quickly enough to the changing needs of students and community.

The final comments demonstrate that the confidence level of employees is threatened by several issues. An issue of apprehension for certain employees is a sense of apathy among colleagues and a perception that administration is unsupportive. Competition seen as students leave VHCC to attend other regional community colleges that offer divergent programs is noted by employees as a threat. Some employees state they feel the institution is vulnerable. They believe access to the physical spaces on campus is too unrestricted and leaves the institution exposed. They perceive a return to parking stickers and better control of access to campus would improve their level of confidence in this area. Employees report negative attitudes and a failure to be open to change as possibly the greatest potential threats to the institution.

While the survey was passionately completed by a small proportion of employees, it generally serves to represent the level of employee satisfaction within the institution. Employees willingly record strengths, weakness, opportunities, and threats so that this information may be used to improve the overall effectiveness of the institution. Virginia Highlands Community College employees believe in the comprehensive mission and vision of the college and are committed, connected, and confident to move forward impacting the service region in life-changing ways.