Virginia Highlands
COMMUNITY COLLEGE

Strategic Plan

July 1, 2017 – June 30, 2019

July 5, 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

Blake Andis
Campus Police Officer

Brandon Dotson
Dean of Enrollment Management & Student Services

Anne Dunham
Coordinator of Public Relations & Marketing

Christine Fields
Vice President of Financial & Administrative Services

Dr. Joey Gilbert
Vice President of Institutional Advancement

Nan Jones
Associate Professor of Administrative Support Technology/Health Information Management and Faculty Senate President

Melinda Leland
Dean of Workforce Development & Continuing Education

Laura McClellan
Human Resource Manager

Robert May
Director of Institutional Research & Effectiveness

Barbara Manuel
Dean of Arts & Sciences

Dr. Kathy Mitchell
Dean of Nursing & Allied Health

Dr. Beth Page
Dean of Professional & Technical Studies

Laura Pennington
Director of Resource Development

Emery Reid
Upward Bound Academic Services Coordinator and Classified Staff President

Mary Snead
Finance Manager

Dr. Stacy Thomas
Vice President of Instruction & Student Services

Student Government President

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

"Where attention goes, energy flows and results show."

-T. Harv Eker

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 eighteen individuals from across all sectors of the College to include the President, senior leadership, mid-level management, faculty senate president, classified staff president, and student government association president. The group provides the leadership for this process and the products. Additionally, student input for this process is realized through a variety of methods, such as Community College Survey of Student Engagement Survey process and various focus groups.

This report is a result of a participative, purposeful, and transparent strategic process that began in spring 2017. Over the course of the next several 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 current 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 six broad categories: student access, workforce credential attainment, student success, stackable credentials, retention, and student completion.

The College develops strategies locally to realize this strategic goal.

See Attachment 1 for additional details.

Key Performance Indicators. The College has 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. The four major areas 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. In 2015, the College reviewed and revised the Mission and Vision Statements and developed a statement of its Core Values. Due to these updates, an extensive review was not undertaken. However, these statements were reviewed by the President's Advisory Council (PAC) in July 2017.

Great College to Work For Survey. The College participated in the 2016 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 54 item survey. The survey was conducted in the fall of 2016 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 2017 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 2017 – 2019 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: College Board (05/05/2017), Community Members/Community Summit (04/27/2017), College-wide faculty and staff (05/08/2017). 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 May 2017.

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, and the under-25 population is decreasing.
- VHCC's service region unemployment and poverty rates are 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.
- Funding from outside sources (donations, grants, and contracts) will continue to be a competitive endeavor as funders become more sophisticated and a greater number of organizations seek external funds.
- There will continue to be competition for students by other institutions in our region. We will need to continue to brand VHCC 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 – important factors include overall decreases in funding, increases in tuition, and a focus on performance funding.
- As a result of the 2016 elections, the Republican Party controls both houses of the U.S. Congress. Uncertainty regarding the policy direction of many Federal higher education programs will create a dynamic environment for such things as financial aid, regulatory compliance, and funding.

STRATEGIC PLANNING INITIATIVES

The College has identified 5 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 2019.

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

1.1 Increase fall admissions applications for credit programs by 5% each year.

- 1.1.1 For all campus recruitment activities, have students complete VHCC application.
- 1.1.2 Follow up and contact everyone who has started, but not completed, an application.
- 1.1.3 Implement a website prompt to complete an application on multiple pages on the website.
- 1.1.4 Expand the number of high school students who are taking placement test after taking Algebra II.

1.2 Increase admission application enrollment yield for credit programs by 5% in AY 2019.

- 1.2.1 Implement and emphasize the social media marketing plan.
- 1.2.2 Contact students who have taken placement tests, but have not enrolled.
- 1.2.3 Contact students with Financial Aid awards who have not enrolled.
- 1.2.4 Enable hot links to the application throughout website and specifically with each pathway.

1.3 Increase enrollment in the Workforce Credentials Grant by 20% for FY 2017.

- 1.3.1 Increase social media advertising in an effort to reach the dissatisfied Floaters.
- 1.3.2 Add two new WCG credentials (CPT and remote pilot airman training).
- 1.3.3 Promote WCG credentials to current credit students in the technical Programs.
- 1.3.4 Investigate holding a "job club" on campus to attract students and potential students to learn about job openings in the area, job skills (including soft skills), and VHCC programs to include WCG.

1.4 Increase the percentage of first-time-in-college (FTIC) credit students who earned 12 college credits with a GPA of 2.0 or higher in their first year by 4%.

- 1.4.1 Expand opportunities for co-enrollment in college level math.
- 1.4.2 Increase number of students completing SDV 101 in first semester.
- 1.4.3 Explore establishing a Writing Center.
- 1.4.4 Obtain certification of the Tutoring Center and expand marketing of

services.

1.4.5 Provide professional development based on advising for structured pathways.

1.5 Increase the percentage of students who complete career studies certificates and industry certifications and then return for additional education within one year from 29% to 33%.

1.5.1 Identify and market industry credentials in programs.

1.5.2 Improve the effectiveness of the credential reporting process.

1.5.3 Market related programs to recent graduates.

1.5.4 Identify additional credentials within program pathways.

1.6 Increase fall-to-spring retention of credit students by 2% from 75% to 77%.

1.6.1 Increase Math co-enrollment.

1.6.2 Improve academic advising through implementation of multiple measures and structured pathways.

1.6.3 Increase number of students completing SDV 101 and completing an Academic Plan.

1.6.4 Expand Student Success Coaching program by 100 students.

1.7 Increase fall-to-fall retention of credit students to 65%.

1.7.1 Increase Math co-enrollment.

1.7.2 Improve academic advising through implementation of multiple measures and structured pathways.

1.7.3 Increase number of students completing SDV 101 and completing an Academic Plan.

1.7.4 Expand Student Success Coaching program by 100 students.

1.8 Increase overall annual completers in associates degrees, certificates, career studies certificates, and industry recognized certifications from 1,407 to 1,700.

1.8.1 Implement and improve credential reporting process.

1.8.2 Expand approved industry credentials in programs.

1.8.3 Implement pathways.

1.8.4 Work collaboratively with faculty to implement enhanced attendance policy.

1.8.5 Identify additional programs for student remediation.

Strategic Initiative Number 2: To realize a successful on-site SACSCOC visit and reaffirmation process.

2.1 To complete the focused report.

2.2 To plan for and execute an on-site visit.

2.3 To successfully complete Year 1 and Year 2 of the QEP: LearningPlus+.

Strategic Initiative Number 3: Continue to review potential new programs for the College.

3.1 Move forward with the development of new high impact and low cost programming in the area of credit.
3.2 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:* Licensed Practical Nursing, Culinary Arts, Medical Sonography
Program items under review for Continuing Education: Customer Service Certificate, Essential Employability Skills (Soft Skills) Certificate

Strategic Initiative Number 4: Continue moving forward on the Major Gifts Campaign.

4.1 Identify and make the ask for lead gifts.
4.2 Identify and make the ask for major gifts.
4.3 Move forward with the public phase of the campaign.
4.4 Develop a recognition program and effective stewardship of the gifts.

Strategic Initiative Number 5: Implement or continue the implementation of a number of initiatives for the overall effectiveness of the institution.

5.1 Continue the implementation of Shared Services.
5.2 Continue the implementation of the Student Success Plan.
5.3 Continue to implement the Student Enrollment and Management Plan.
5.4 Implement a new VIP Pass On-Boarding System for students.
5.5 Review the effectiveness and best practices for the Career Coaches.
5.6 Review and evaluate our advising processes against best practices.
5.7 Develop a new image for our wolf mascot in order to enhance our brand.
5.8 Rename our buildings to further connect with our community.
5.9 Celebrate our 50th Anniversary.
5.10 Develop and implement a response plan for the 2017 OCR Report.

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 fall admissions applications for credit programs by 5% each year.	VP of Instruction & Student Services	June 30, 2019	To be determined	VCCS Strategic Plan
1.2 Increase admission application enrollment yield for credit programs by 5% in AY 2019.	VP of Instruction & Student Services	June 30, 2019	To be determined	VCCS Strategic Plan
1.3 Increase enrollment in the Workforce Credentials Grant by 20% for FY 2017.	Dean of Workforce Development & Continuing Education	June 30, 2019	To be determined	VCCS Strategic Plan
1.4 Increase the percentage of first-time-in-college (FTIC) credit students who earned 12 college credits with a GPA of 2.0 or higher in their first year by 4%.	VP of Instruction & Student Services	June 30, 2019	To be determined	VCCS Strategic Plan
1.5 Increase the percentage of students who complete career studies certificates and industry certifications and then return for additional education within one year from 29% to 33%.	VP of Instruction & Student Services	June 30, 2019	To be determined	VCCS Strategic Plan

1.6 Increase fall-to-spring retention of credit students by 2% from 75% to 77%.	VP of Instruction & Student Services	June 30, 2019	To be determined	VCCS Strategic Plan
1.7 Increase fall-to-fall retention of credit students to 65%.	VP of Instruction & Student Services	June 30, 2019	To be determined	VCCS Strategic Plan
1.8 Increase overall annual completers in associates degrees, certificates, career studies certificates, and industry recognized certifications from 1,407 to 1,700.	VP of Instruction & Student Services	June 30, 2019	To be determined	VCCS Strategic Plan

Strategic Initiative 2: To realize a successful on-site SACSCOC visit and 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 complete the focused report.	SACSCOC Leadership Team	August 1, 2017	None	SACSCOC Reaffirmation Cycle/Process
2.2 To plan for and execute an on-site visit.	SACSCOC Leadership Team	Fall 2017	$10,000	SACSCOC Reaffirmation Cycle/Process
2.3 To successfully complete Year 1 and Year 2 of the QEP: LearningPlus+.	Normal Administrative Processes - VP of Instruction & Student Services and QEP Steering Committee	June 2019	Approximately $50,000	SACSCOC Reaffirmation Cycle/Process

Strategic Initiative 3: Continue to review potential new programs for the College.

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 Move forward with the development of new high impact and low cost programming in the area of credit.	President and VP of Instruction & Student Services	June 30, 2019	Approximately $25,000	Focus Groups
3.2 Move forward with the development of new high impact and lower cost programming in the area of non-credit/workforce development.	President and Dean of Workforce Development & Continuing Education	June 30, 2019	Approximately $5,000	Focus Groups

Strategic Initiative 4: Continue moving forward on the Major Gifts Campaign.

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 Identify and make the ask for lead gifts.	President and VP of Institutional Advancement	January 1, 2018	$1,000	Executive Committee for the Major Gifts Campaign
4.2 Identify and make the ask for major gifts.	President and VP of Institutional Advancement	June 30, 2018	$1,000	Executive Committee for the Major Gifts Campaign
4.3 Move forward with the public phase of the campaign.	President and VP of Institutional Advancement	December 31, 2018	$5,000	Executive Committee for the Major Gifts Campaign
4.4 Develop a recognition program and effective stewardship of the gifts.	President and VP of Institutional Advancement	October 1, 2018/Ongoing	$5,000	Executive Committee for the Major Gifts Campaign

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 Continue the implementation of Shared Services.	President and VP of Financial & Administrative Services	July 1, 2018	$110,000	VCCS Initiative
5.2 Continue the implementation of the Student Success Plan.	President and VP for Instruction & Student Services	June 30, 2019	To Be Determined	VCCS Initiative
5.3 Continue to implement the Student Enrollment and Management Plan.	VP for Instruction & Student Services and Dean of Enrollment Management & Student Services	June 30, 2019	To Be Determined	Consultant's Report
5.4 Implement a new VIP Pass On-Boarding System for students.	VP for Instruction & Student Services	June 30, 2018	Limited	VCCS Initiative
5.5 Review the effectiveness and best practices for the Career Coaches.	VP for Instruction & Student Services and Dean of Enrollment Management & Student Services	June 30, 2018	None	Enrollment Reports from Area High Schools
5.6 Review and evaluate our advising processes against best practices.	VP for Instruction & Student Services and Student Success Committee	June 30, 2018	Unknown	Focus Groups
5.7 Develop a new image for our wolf mascot in order to enhance our brand.	President and Task Force	June 30, 2018	$7,500	Multiple Sources
5.8 Rename our buildings to further connect with our community.	President and Task Force	June 30, 2018	$15,000	Multiple Sources

5.9 Celebrate our 50th Anniversary.	Executive Leadership Team	December 31, 2017	Less Than $20,000	VHCC College Board Directive
5.10 Develop and implement a response plan for the 2017 OCR Report.	President and VP of Financial & Administrative Services	June 30, 2018	Exact Cost Unknown, but Approximately $50,000	OCR

ATTACHMENT 1

Chancellor's Objectives for the Second Biennium

Proposed Chancellor's Objectives for the Second Biennium

June 2017

Considerations

- Consistency – Familiar format and definitions for colleges and system office
- Focus on completion – Objectives should continue to drive student success and completion
- Collaboration – No one area can meet the goal on its own. Collaboration in strategies, services, and pathways is key to meeting the goal and to developing a flexible, forward looking culture for VCCS.
- Opportunities for action – Both colleges and system office should see opportunities to change, improve and grow.
- Opportunities for flexibility – Priorities change as funding becomes available and as political priorities are shifted. A broad framework
- Supports current projects – Shared Services, expansion of WCG credentials, new admissions application, new onboarding processes, automated financial aid, Ad Astra course planning, dual enrollment review, VCCFE strategic plan, revision of performance funding outcomes measures, etc.

Increase VCCS fall admissions applications for credit programs to 120,000 in AY 2019.

Increase admissions application enrollment yield for credit programs to 50% systemwide in AY 2019.

	Application Count				Enrolled Count				Enrolled Yield			
	2014 Fall	2015 Fall	2016 Fall	2017 Fall	2014 Fall	2015 Fall	2016 Fall	2017 Fall	2014 Fall	2015 Fall	2016 Fall	2017 Fall
All Institutions	110,860	110,015	114,166	58,695	52,884	50,765	51,025	5,924	47.7%	46.1%	44.7%	10.1%
Blue Ridge Community College	2,862	2,836	3,271	1,738	1,444	1,335	1,447	475	50.5%	47.1%	44.2%	27.3%
Central Virginia Comm Coll	3,305	3,022	3,249	1,697	1,744	1,498	1,427	346	52.8%	49.6%	43.9%	20.4%
Dabney S. Lancaster C. C.	891	1,029	1,187	641	509	513	566	65	57.1%	49.9%	47.7%	10.1%
Danville Community College	2,229	2,078	2,210	1,141	1,144	982	978	33	51.3%	47.3%	44.3%	2.9%
Eastern Shore Comm. College	664	652	729	341	279	196	220	11	42.0%	30.1%	30.2%	3.2%
Germanna Community College	4,486	4,587	5,942	3,255	2,264	2,294	2,322	255	50.5%	50.0%	39.1%	7.8%
J. Sargeant Reynolds CC	9,366	8,521	8,129	3,868	3,590	3,191	3,004	2	38.3%	37.4%	37.0%	0.1%
John Tyler Community College	7,385	7,576	7,601	4,775	3,740	3,744	3,635	310	50.6%	49.4%	47.8%	6.5%
Lord Fairfax Community College	3,685	3,819	3,973	1,608	2,135	2,276	2,272	233	57.9%	59.6%	57.2%	14.5%
Mountain Empire Community Coll	1,486	1,415	1,509	667	727	735	804	97	48.9%	51.9%	53.3%	14.5%
New River Community College	2,947	2,936	3,021	1,938	1,743	1,663	1,631	269	59.1%	56.6%	54.0%	13.9%
Northern Virginia Comm College	26,932	28,829	29,088	15,050	12,629	13,502	13,814	1,983	46.9%	46.8%	47.5%	13.2%
Patrick Henry Community Colleg	1,485	1,458	1,334	980	752	577	572	101	50.6%	39.6%	42.9%	10.3%
Paul D. Camp Community College	1,275	1,411	1,398	612	527	628	563	31	41.3%	44.5%	40.3%	5.1%
Piedmont VA Community College	3,216	3,453	3,853	1,931	1,716	1,764	1,811	171	53.4%	51.1%	47.0%	8.9%
Rappahannock Community College	1,972	1,941	2,077	553	1,157	1,028	1,039	15	58.7%	53.0%	50.0%	2.7%
Southside Va Community College	2,738	2,212	2,412	1,315	1,209	820	991	35	44.2%	37.1%	41.1%	2.7%
Southwest VA Community College	1,461	1,431	1,415	821	733	771	703	81	50.2%	53.9%	49.7%	9.9%
Thomas Nelson Comm. College	6,645	6,505	6,754	2,649	2,834	2,506	2,570	222	42.6%	38.5%	38.1%	8.4%
Tidewater Community College	16,868	16,211	17,085	8,630	7,535	6,999	6,801	794	44.7%	43.2%	39.8%	9.2%
Va Western Community College	5,796	5,167	4,794	2,646	2,758	2,177	2,232	71	47.6%	42.1%	46.6%	2.7%
Virginia Highlands Comm Coll	1,383	1,337	1,543	777	807	783	864	142	58.4%	58.6%	56.0%	18.3%
Wytheville Community College	1,783	1,589	1,592	1,062	908	783	759	182	50.9%	49.3%	47.7%	17.1%

Increase enrollment in the Workforce Credentials Grant by 20% over FY2017.

- Current enrollment is over 5,000.
- 20% increase would be 1,000 participants.

Increase percentage of first-time-in-college (FTIC) credit students who earned 12 college credits with GPA of 2.0 or higher in their first year from 51% to 55%.

College	Cohort - Fall 2014	Earned 12 credits with GPA of 2.0 or higher by Spring 2015 - Progress 12		2016 12 SCH Completers % of Cohort
	N	N	%	
Blue Ridge	871	441	51	50.63%
Central Virginia	688	368	53	53.49%
Dabney S. Lancaster	115	82	71	71.30%
Danville	434	256	59	58.99%
Eastern Shore	102	58	57	56.86%
Germanna	1,073	642	60	59.83%
J. Sargeant Reynolds	1,456	624	43	42.86%
John Tyler	1,187	611	51	51.47%
Lord Fairfax	910	527	58	57.91%
Mountain Empire	320	210	66	65.63%
New River	582	328	56	56.36%
Northern Virginia	9,000	4,663	52	51.81%
Patrick Henry	390	261	67	66.92%
Paul D. Camp	99	53	54	53.54%
Piedmont Virginia	677	345	51	50.96%
Rappahannock	367	222	60	60.49%
Southside Virginia	447	312	70	69.80%
Southwest Virginia	403	293	73	72.70%
Thomas Nelson	1,345	703	52	52.27%
Tidewater	4,471	1,919	43	42.92%
Virginia Highlands	368	211	57	57.34%
Virginia Western	1,297	739	57	56.98%
Wytheville	429	298	69	69.46%
VCCS Total	27,031	14,166	52	52.41%

Increase from 33% to 35% the percentage of students who complete career studies certificates and industry certifications and then return for additional education within one year.

College	Completed CSC or Industry Certificate	Returned next year		Took Credit Courses		Took Non-Credit Courses	
	N	N	%	N	%	N	%
Blue Ridge	578	138	24	87	15	58	10
Central Virginia	1,058	301	28	216	20	106	10
Dabney S. Lancaster	384	162	42	143	37	50	13
Danville	443	182	41	167	38	118	27
Eastern Shore	103	37	36	36	35	7	7
Germanna	1,094	311	28	258	24	55	5
J. Sargeant Reynolds	713	333	47	333	47		
John Tyler	955	269	28	250	26	20	2
Lord Fairfax	789	181	23	114	14	94	12
Mountain Empire	969	433	45	388	40	87	9
New River	633	276	44	249	39	31	5
Northern Virginia	1,495	470	31	438	29	47	3
Patrick Henry	480	169	35	158	33	18	4
Paul D. Camp	159	29	18	25	16	4	3
Piedmont Virginia	1,016	224	22	197	19	30	3
Rappahannock	418	187	45	145	35	51	12
Southside Virginia	1,094	356	33	244	22	218	20
Southwest Virginia	648	354	55	350	54	15	2
Thomas Nelson	737	220	30	204	28	32	4
Tidewater	1,807	536	30	520	29	234	13
Virginia Highlands	687	202	29	192	28	31	5
Virginia Western	961	307	32	280	29	28	3
Wytheville	891	301	34	272	31	81	9
VCCS Total	18,112	5,978	33	5,266	29	1,415	8

Increase overall VCCS Fall-to-Spring Retention of credit students to 74% Fall-to-Fall Retention credit students to 65% systemwide in AY 2019.

College	Fall 2015 Cohort	Graduated in 2015/2016 AY	Returned Spring 2016		Returned Spring 2016 or graduated		Returned Fall 2016		Returned Fall 2016 or graduated		Fall 2015 Adjusted Cohort (Excluding Graduates)	Returned Spring 2016 (Adjusted)		Returned Fall 2016 (Adjusted)	
	N	N	N	%	N	%	N	%	N	%	N	N	%	N	%
Blue Ridge	4,192	627	2,885	69	3,061	73	1,698	41	2,212	53	3,565	2,434	68	1,585	44
Central Virginia	4,433	615	3,261	74	3,349	76	1,646	37	2,154	49	3,818	2,734	72	1,539	40
Dabney S. Lancaster	1,236	158	799	65	811	66	484	39	620	50	1,078	653	61	462	43
Danville	3,561	483	2,477	70	2,543	71	1,493	42	1,891	53	3,078	2,060	67	1,408	46
Eastern Shore	745	95	561	75	573	77	269	36	342	46	650	478	74	247	38
Germanna	6,993	777	4,924	70	5,237	75	2,774	40	3,460	49	6,216	4,460	72	2,683	43
J. Sargeant Reynolds	10,889	1,099	7,415	68	7,695	71	4,354	40	5,191	48	9,790	6,596	67	4,092	42
John Tyler	10,035	825	7,378	74	7,632	76	4,024	40	4,719	47	9,210	6,807	74	3,894	42
Lord Fairfax	7,002	986	5,032	72	5,214	74	3,112	44	3,862	55	6,016	4,228	70	2,876	48
Mountain Empire	2,718	497	1,868	69	1,980	73	1,168	43	1,511	56	2,221	1,483	67	1,014	46
New River	4,477	440	2,930	65	3,009	67	1,807	40	2,186	49	4,037	2,569	64	1,746	43
Northern Virginia	52,078	5,255	36,454	70	38,230	73	23,514	45	28,030	54	46,823	32,975	70	22,775	49
Patrick Henry	2,594	482	1,838	71	1,928	74	1,094	42	1,497	58	2,112	1,446	68	1,015	48
Paul D. Camp	1,473	185	1,055	72	1,071	73	463	31	618	42	1,288	886	69	433	34
Piedmont Virginia	5,438	660	3,804	70	3,919	72	2,314	43	2,847	52	4,778	3,259	68	2,187	46
Rappahannock	3,566	407	2,370	66	2,427	68	1,539	43	1,830	51	3,159	2,020	64	1,423	45
Southside Virginia	4,439	951	3,050	69	3,188	72	1,763	40	2,547	57	3,488	2,237	64	1,596	46
Southwest Virginia	2,563	365	1,851	72	1,938	76	1,155	45	1,450	57	2,198	1,573	72	1,085	49
Thomas Nelson	9,316	957	6,188	66	6,466	69	3,751	40	4,540	49	8,359	5,509	66	3,583	43
Tidewater	25,927	2,826	17,302	67	18,491	71	10,420	40	12,913	50	23,101	15,665	68	10,087	44
Virginia Highlands	2,365	343	1,763	75	1,818	77	1,064	45	1,350	57	2,022	1,475	73	1,007	50
Virginia Western	7,932	746	5,698	72	5,843	74	3,487	44	4,123	52	7,186	5,097	71	3,377	47
Wytheville	2,915	546	2,085	72	2,165	74	1,258	43	1,704	58	2,369	1,619	68	1,158	49
VCCS Total	176,887	20,325	122,988	70	128,588	73	74,651	42	91,597	52	156,562	108,263	69	71,272	46

Increase overall annual VCCS completers in associates degrees, certificates, career studies certificates and industry recognized certifications by 12,000 over FY2017.

	Preliminary 2016-17			AY 2015-16			AY 2014-15
	Total Complete 2021 Credentials	Industry Recognized Certifications and Licenses (6/15/17)	Total Credit Degrees and Certificates (6/15/17)	Total Complete 2021 Credentials	Industry Recognized Certifications and Licenses (5/16/17)	Total Credit Degrees and Certificates	Total Credit Degrees and Certificates
All Institutions	46,888	17,627	29,261	50,065	16,485	33,580	31,194
Blue Ridge Community College	1,518	539	979	1,744	471	1,273	951
CCWA	1,001	1,001		474	474		
Central Virginia Comm Coll	2,982	1,902	1,080	2,621	1,266	1,355	988
Dabney S. Lancaster C. C.	645	267	378	660	387	273	181
Danville Community College	1,178	551	627	1,402	535	867	756
Eastern Shore Comm. College	254	154	100	181	81	100	133
Germanna Community College	2,956	941	2,015	2,728	895	1,833	1,730
J. Sargeant Reynolds CC	2,094	331	1,763	2,166	461	1,705	1,663
John Tyler Community College	1,923	168	1,755	1,958	348	1,610	1,470
Lord Fairfax Community College	2,030	875	1,155	2,319	783	1,536	1,348
Mountain Empire Community Coll	2,033	1,350	683	1,673	917	756	636
New River Community College	1,508	866	642	1,426	734	692	656
Northern Virginia Comm College	6,165	694	5,471	8,610	858	7,752	7,528
Patrick Henry Community Colleg	961	313	648	1,605	534	1,071	749
Paul D. Camp Community College	509	190	319	369	85	284	296
Piedmont VA Community College	2,145	811	1,334	2,141	896	1,245	892
Rappahannock Community College	843	263	580	1,004	345	659	646
Southside Va Community College	2,404	1,248	1,156	2,380	1,061	1,319	1,302
Southwest VA Community College	1,611	1,045	566	1,528	810	718	660
Thomas Nelson Comm. College	3,202	1,693	1,509	2,808	1,197	1,611	1,700
Tidewater Community College	4,295	450	3,845	4,783	645	4,138	4,252
Va Western Community College	1,777	490	1,287	1,256	649	607	604
Virginia Highlands Comm Coll	1,407	900	507	2,309	1,128	1,181	1,107
Wytheville Community College	1,447	585	862	1,920	925	995	946

Predicted Number of Credentials to Meet Complete 2021

			PREDICTED NUMBER OF CREDENTIALS NEEDED TO TRIPLE				
Award	Actual 2014-15	Actual 2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
College Transfer	12,294	13,011	14,598	16,185	19,124	21,856	24,588
Career Technical	5,969	5,855	6,569	7,283	8,606	9,835	11,065
CSC	6,004	6,555	7,355	8,154	9,635	11,011	12,388
Certificate/ Diploma	7,022	8,159	9,154	10,150	11,992	13,706	15,419
Industry Certifications	0	15,606	17,510	19,413	22,938	26,215	29,492
TOTAL CREDENTIALS	31,289	49,186	55,186	61,186	72,296	82,624	92,952

Establish a baseline from which to measure wage increases stemming from credential attainment.

- VCCS collects wage data from VEC, WRIS and OMB on all enrolled students.
- SCHEV provides updated wage information on completers by college and program on a three-year rolling average.

AFFORDABILITY AND SUSTAINABLITY OBJECTIVES

- Develop and implement VFCCE plan for transformational change with the goal of hastening economic and social mobility through education for under-employed and lower income residents of the Commonwealth of Virginia.
- Continue to implement and collaborate for efficiencies in college and system office operations through shared services to reduce costs and increases in tuition.

ATTACHMENT 2

VHCC Key Performance Indicators 2016

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	
2015-16	1,501	-8%	↓	1,820	-3%	↓
2014-15	1,625	+1%	↑	1,879	-3%	↓
2013-14	1,614	-4%	↓	1,934	-6%	↓

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	
2015-16	94.1%	+1%	↑	68%	-1%	↓
2014-15	93.2%	-0%	↑	69%	+4%	↑
2013-14	93.1%	-0%	↓	65%	-4%	↓

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 2015	330 of 837	39%	-3%	↓
Fall 2014	365 of 874	42%	+7%	↑
Fall 2013	301 of 865	35%	-3%	↓

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	
FA14 – FA15	39%	-3%	⬇	42%	-1%	⬇
FA13 – FA14	42%	-1%	⬇	43%	+1%	⬆
FA12 – FA13	43%	+4%	⬆	42%	+2%	⬆

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 2012	292	90	31%	+7%	⬆	Data Not Available until 2016 Data Feedback Report comes out		
Fall 2011	344	81	24%	-1%	⬇	32%	+1%	⬆
Fall 2010	396	97	25%	+2%	⬆	31%	+6%	⬆

SOURCE: VCCS.EDU http://www.vccs.edu/about/where-we-are/impact/vccs-cohort-graduation-and-transfer-rates/

IPEDS Graduation Rates for VHCC and IPEDS Data Feedback Reports for Peer Data

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	
2015 – 16	592	-5%	⬇
2014 – 15	620	-4%	⬇
2013 – 14	647	-3%	⬇

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	
2014-15	39%	861	2,218	⬆
2013-14	37%	872	2,340	⬆
2012-13	25%	477	1,935	⬇

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
2015	6	100%	waiting	for data	Waiting	for data	1	25%
2014	*	*	47	94%	48	80%	5	83%
2013	5	83%	49	88%	44	81%	5	88%

Year	Industry Recognized Credentials									
	EMS		EPA		Industry Competency Exam		MOS		NCLEX (+)	
	# Passed	% Passed	# Passed	% Passed	# Passed	% Passed	# Passed	% Passed	# Passed	% Passed
2015	12	100%	15	88%	--	--	110	80%	54	92%
2014	11	92%	21	100%	6	55%	1	100%	50	92%
2013	5	100%	6	100%	N/A	N/A	--	--	60	82%

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

2.6 Total Industry Recognized Credentials

Year	Total # of Credentials	Increase/Decrease From Previous Year	
2015	312	No prior data	No prior data

SOURCE: VX_INDUSTRY_CREDENTIALS

3. Effective Use of Resources

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

Academic Year	#	Increase/Decrease From Previous Year
2014-15	2	⇧
2013-14	0	No change
2012-13	0	⇩

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 2015	76%	No change	87%	⇧
Fall 2014	76%	⇩	85%	⇩
Fall 2013	77%	⇩	93%	⇧

SOURCE: VP of Finance (VCCS/SCHEV Website) and QUINN

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
2015	$2,463,745	⇩	$2,648,380	⇩
2014	$3,245,551	⇧	$2,786,047	⇧
2013	$3,148,530	⇧	$2,773,254	⇩

SOURCE: VP of Advancement (Unaudited 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
2015	$840,627	⇧	$436,100	⇩
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
2016	89%	⇧
2015	84%	No prior data

SOURCE: VHCC Climate Satisfaction Survey (Q3)

4. Value to Community

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

Year	# Served	Total Population	%	Increase/Decrease From Previous Year
2015-16	2,187	83,741	2.6%	⬇
2014-15	2,513	83,741	3.0%	⬇
2013-14	2,537	83,741	3.0%	⬇

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, Washington County and a portion of Smyth 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	
2015	291	+38	⬆
2014	253	-62	⬇
2013	315	+156	⬆

SOURCE: IR Annual Collection (VCCS Achieve 2015 Archive)

4.3 Overall student satisfaction

Year	Rating	Increase/Decrease From Previous Year	
2016	3.32	+.10	⬆
2015	3.22	+.11	⬆
2014	3.11	-.01	⬇

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
2014	377	195	52%	⬇
2013	398	226	57%	⬇
2012	396	262	66%	⬇

SOURCE: VH_IR_GRADUATES and VEC

(run for terms in same year, i.e., 2142, 2143, 2144)

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

VHCC Environmental Scan May 2017

Virginia Highlands Community College
Environmental Scan
July 2017

Population/Demographics

National: Since 2010 the national population has increased by 4.7% to approximately 323 million. The proportion of the population over 65 increased from 13.0% to 15.2% while the proportion under the age of 20 decreased from 27.0% to 25.4%. The American population is aging. Census Bureau projections predicted an additional 11 million added to the population between 2016 and 2020.

Commonwealth: Virginia's population growth since 2010 has been 5.1%, 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 the proportion of older adults parallels the national trends, though the commonwealth saw a small rise in its under 20 population even as the proportion of the population under 20 decreased. The proportion of Virginia's population that are minorities increased by 2.6%. The commonwealth is expected to grow by an additional 332,000 persons by 2020.

Service Region: The combined region of the City of Bristol and Washington and Smyth Counties has seen population decline of 2.6% 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. Projections by the University of Virginia predict a continued population decline with a loss of over 800 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 8% 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 and artisan 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 19.1% 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 2014-15.

Unemployment Rates (*Bureau of Labor Statistics*)

	2014	*2015*	*2016*
United States	6.2%	5.3%	4.9%
Virginia	5.2%	4.5%	4.0%
VHCC Service Region	6.5%	5.4%	4.9%

Fastest Growing Industries in Virginia (*Virginia LMI*)

Industry	Total 2014-2024 Employment Change
Health Care and Social Assistance	97,087
Professional, Scientific, and Technical Services	70,701
Educational Services	42,378
Accommodation and Food Services	31,290
Retail Trade	29,162
Construction	22,760
Administrative and Support and Waste Management and Remediation Services	19,692
Other Services (except Public Administration)	12,442
Finance and Insurance	11,655
Arts, Entertainment, and Recreation	5,800

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 and performance measures. 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 close to 5%. Loss of industry has also had an effect on local tax bases and has resulted in tight budgets. These tight budgets have an effect on VHCC's local funding. The contribution by the City of Bristol has remained constant over the last two years. Funding from Smyth County has increased slightly in that time period. Funding from Washington County saw a dramatic increase due to movement of programs at the Washington County Adult Skills Center to the college.

Commonwealth: Governor McAuliffe's 2018 budget proposal reduces the VCCS budget by 5% which reduces VHCC's funding by the same percentage. VCCS funding is distributed to VHCC based on annual FTE and performance measures. Recent declines in FTE and equivocal results in performance measures could lead to additional decreases in state funding. The VCCS did increase tuition rates by 2.7% for 2017-18 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 remained constant over 2015 and 2016. President Obama's 2017 budget request does increase the amount of Pell grant funding by $1.3 billion, and President Trump's 2018 budget keeps Pell funding at current levels. However, the 2018 budget does dip into the current Pell reserves which could affect future funding.

Education

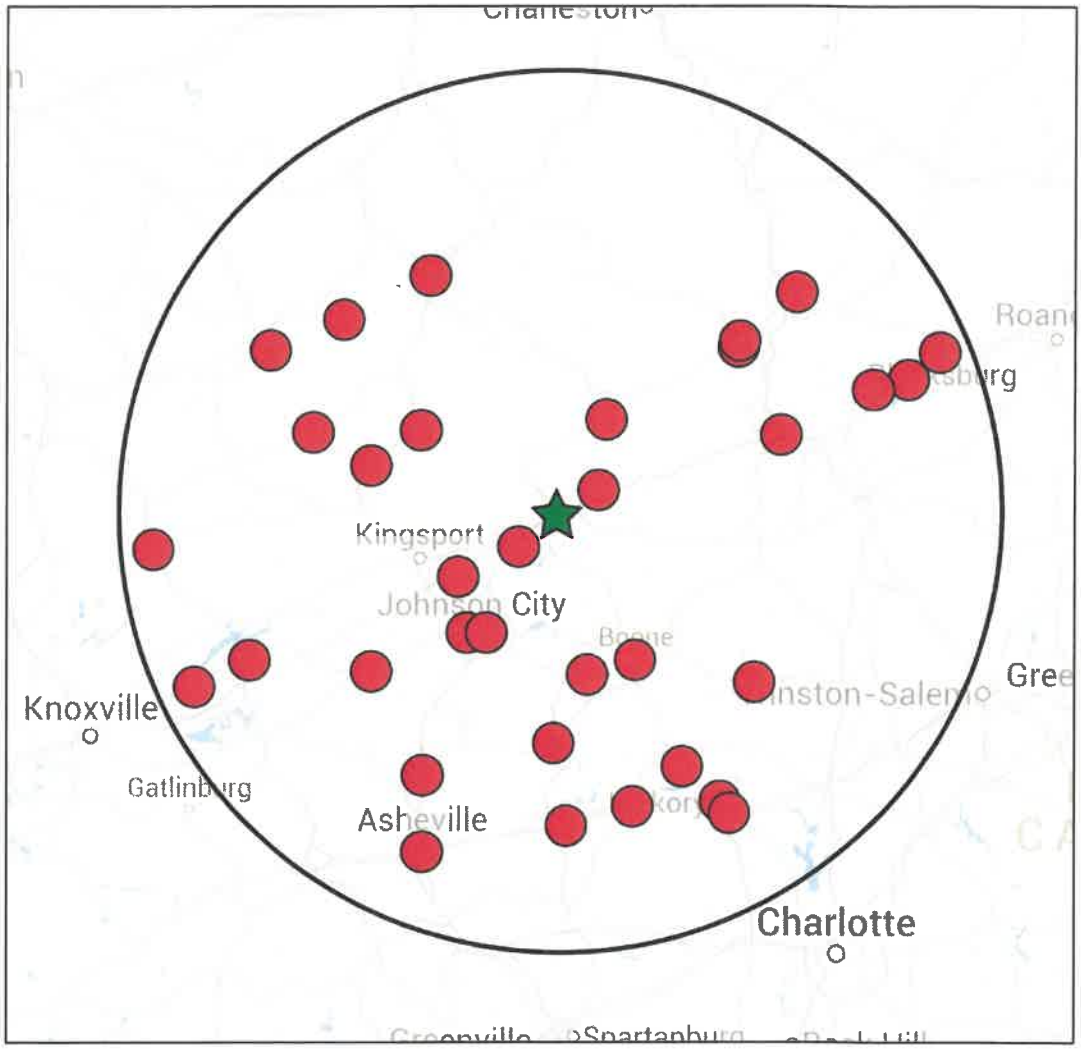
Competition: VHCC's enrollment is impacted by competition from other community colleges in the region, as well as by several four-year institutions in the immediate area. VHCC's distance learning offerings have increased in recent years, but so have those of other institutions which can impact its enrollment. Tennessee's recent expansion of the Tennessee Promise program, which provides the first two years of community college free to qualified students, could impact VHCC's enrollment since approximately 8% of its enrollment is from Tennessee residents.

VCCS: The multiple measures initiative for mathematics and English placement is being phased in. A reorganization of developmental and college-level mathematics courses is underway, which includes additional opportunities for students to co-enroll in a developmental mathematics course alongside their first college-level mathematics course. Another initiative is the development of comprehensive student success plans by each community college along with the development of structured pathways.

Curriculum Improvement and Student Success: Virginia Highlands is continuing the work of its Student Success Committee and tying that work in to its overall Student Success Plan. The college's guided pathways project has been completed with guided pathways developed for every program at the college. The aim of this project is to improve student success, retention, and completion.

Agreements and Partnerships: VHCC has articulation agreements with four of our region's four-year colleges and universities 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. The college has also developed reverse transfer agreements with five local four-year colleges and universities. The partnership with Wytheville Community College at The Summit in Marion, Virginia continues to better serve students in Smyth County.

AREA COLLEGES and UNIVERSITIES



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

ATTACHMENT 4

The Chronicle "Great College to Work For" Survey Results

ModernThink

Virginia Highlands Community College
ModernThink Higher Education Insight Survey 2016
Topline Survey Results

THE CHRONICLE 2016 GREAT COLLEGES TO WORK FOR.

Response Rate

34.3%	Response Rate
108	Surveys Sent
37	Total Respondents

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

	2016	2015	2016 Honor Roll < 3,000	2016 Carnegie Assoc
Job Satisfaction/Support	70%	71%	81%	70%
Teaching Environment	66%	65%	84%	66%
Professional Development	73%	77%	68%	71%
Compensation, Benefits & Work/Life Balance	81%	78%	86%	78%
Facilities	72%	73%	89%	75%
Policies, Resources & Efficiency	57%	58%	81%	64%
Shared Governance	63%	54%	84%	63%
Pride	81%	81%	93%	78%
Supervisors/Department Chairs	81%	72%	86%	75%
Senior Leadership	56%	62%	84%	62%
Faculty, Administration & Staff Relations	63%	64%	85%	62%
Communication	64%	53%	80%	59%
Collaboration	68%	61%	86%	64%
Fairness	65%	60%	82%	63%
Respect & Appreciation	68%	60%	82%	65%
Survey Average	70%	68%	85%	68%

*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.

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ModernThink

Virginia Highlands Community College
ModernThink Higher Education Insight Survey 2016
Topline Results by Job Category

THE CHRONICLE 2016 GREAT COLLEGES TO WORK FOR.

Response Distribution

24%	9	**A**dministration
40%	15	**F**aculty
10%	4	**E**xempt Prof'l Staff
10%	4	**N**on-exempt Staff
5%	2	**A**djunct Faculty
8%	3	**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	70%	84%	68%	*	*	*
Teaching Environment	65%	80%	57%	*	*	*
Professional Development	73%	83%	82%	*	*	*
Compensation, Benefits & Work/Life Balance	81%	85%	84%	*	*	*
Facilities	72%	94%	59%	*	*	*
Policies, Resources & Efficiency	57%	74%	50%	*	*	*
Shared Governance	68%	77%	64%	*	*	*
Pride	81%	97%	84%	*	*	*
Supervisors/Department Chairs	81%	80%	91%	*	*	*
Senior Leadership	68%	75%	65%	*	*	*
Faculty, Administration & Staff Relations	63%	77%	63%	*	*	*
Communication	64%	72%	64%	*	*	*
Collaboration	68%	85%	69%	*	*	*
Fairness	68%	77%	65%	*	*	*
Respect & Appreciation	68%	68%	74%	*	*	*
Survey Average	70%	80%	70%	*	*	*

*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.

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ATTACHMENT 5

VHCC Employee Satisfaction Survey Results 2016

VHCC Employee Satisfaction Survey Results – 2016

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	
#	%	#	%	#	%	#	%
19	19%	60	60%	17	17%	4	4%

2016 Responses	2016 Mean Score	2015 Mean Score	Change
100	2.94	2.55	↑

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
21	21%	61	61%	15	15%	3	3%

Responses	Mean Score	Mean Score	
100	3.0	2.67	↑

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
30	30%	60	59%	8	8%	3	3%

Responses	Mean Score	Mean Score	
101	3.16	2.96	↑

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
17	18%	67	71%	9	10%	1	1

Responses	Mean Score	Mean Score	
94	3.06	2.68	↑

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
21	25%	58	70%	4	5%	0	0%

Responses	Mean Score	Mean Score	
83	3.20	3.05	↑

VHCC Employee Satisfaction Survey Results – 2016

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

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
28	37%	43	57%	4	5%	0	0%

2016 Responses	2016 Mean Score	2015 Mean Score	Change
75	3.32	3.25	↑

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
37	51%	35	48%	1	1%	0	0%

Responses	Mean Score	Mean Score	
73	3.49	3.31	↑

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
32	33%	55	57%	8	8%	2	2%

Responses	Mean Score	Mean Score	
97	3.21	3.23	↓

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
25	25%	62	61%	13	13%	2	2%

Responses	Mean Score	Mean Score	
102	3.08	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	
#	%	#	%	#	%	#	%
19	27%	35	50%	15	21%	1	1%

Responses	Mean Score	Mean Score	
70	3.03	2.73	↑

VHCC Employee Satisfaction Survey Results – 2016

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

(11) Overall, I am satisfied with library services.

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
27	28%	62	64%	6	6%	2	2%

2016 Responses	2016 Mean Score	2015 Mean Score	Change
97	3.18	3.25	↓

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
23	41%	30	54%	3	5%	0	0%

Responses	Mean Score	Mean Score	
56	3.36	2.88	↑

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
20	34%	35	59%	4	7%	0	0%

Responses	Mean Score	Mean Score	
59	3.27	2.95	↑

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
37	43%	47	55%	2	2%	0	0%

Responses	Mean Score	Mean Score	
86	3.41	3.34	↑

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
21	28%	50	66%	5	7%	0	0%

Responses	Mean Score	Mean Score	
76	3.21	3.26	↓

VHCC Employee Satisfaction Survey Results – 2016

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

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
25	30%	55	65%	4	5%	0	0%

2016 Responses	2016 Mean Score	2015 Mean Score	Change
84	3.25	3.22	↑

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
36	38%	53	56%	5	5%	1	1%

Responses	Mean Score	Mean Score	Change
95	3.31	3.08	↑

(18) Financial Aid staff respond in a timely manner.

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
27	31%	54	63%	3	4%	2	2%

Responses	Mean Score	Mean Score	Change
86	3.23	3.04	↑

(19) Financial Aid staff provided accurate information to students.

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
18	24%	49	65%	6	8%	2	3%

Responses	Mean Score	Mean Score	Change
75	3.11	3.18	↓

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
29	30%	61	64%	5	5%	1	1%

Responses	Mean Score	Mean Score	Change
103	3.01	3.14	↓

VHCC Employee Satisfaction Survey Results – 2016

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

(21) The College Success Coaches provide effective services.

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
31	42%	36	49%	4	6%	2	3%

2016 Responses	2016 Mean Score	2015 Mean Score	Change
73	3.32	3.10	↑

(22) The Great Expectations Coach provides effective services.

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
25	43%	30	52%	1	2%	2	3%

Responses	Mean Score	Mean Score	
58	3.34	3.15	↑

(23) The Career Coaches provide effective services.

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
24	41%	29	49%	4	7%	2	3%

Responses	Mean Score	Mean Score	
59	3.27	2.93	↑

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
14	17%	61	72%	8	9%	2	2%

Responses	Mean Score	Mean Score	
85	3.02	2.88	↑

(25) Academic Counselors effectively collaborate with instructors.

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
25	33%	42	55%	7	9%	2	3%

Responses	Mean Score	Mean Score	
76	3.18	2.88	↑

VHCC Employee Satisfaction Survey Results – 2016

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

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
19	23%	54	67%	6	7%	2	2%

2016 Responses	2016 Mean Score	2015 Mean Score	Change
81	3.11	2.84	↑

(27) The Career Center effectively collaborates with instructors.

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
11	20%	34	63%	6	11%	3	6%

Responses	Mean Score	Mean Score	
54	2.98	2.67	↑

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
13	22%	38	66%	4	7%	3	5%

Responses	Mean Score	Mean Score	
58	3.05	2.81	↑

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
17	18%	67	73%	7	8%	1	1%

Responses	Mean Score	Mean Score	
92	3.09	2.63	↑

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
26	41%	36	57%	0	0%	1	2%

Responses	Mean Score	Mean Score	
63	3.38	3.23	↑

VHCC Employee Satisfaction Survey Results – 2016

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

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
8	8%	65	66%	21	22%	4	4%

2016 Responses	2016 Mean Score	2015 Mean Score	Change
98	2.79	2.93	↓

(32) College buildings and grounds are well maintained.

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
33	33%	54	54%	11	11%	2	2%

Responses	Mean Score	Mean Score	
100	3.18	3.19	↓

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
16	18%	55	64%	11	13%	4	5%

Responses	Mean Score	Mean Score	
86	2.97	2.81	↑

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
19	19%	67	66%	13	13%	2	2%

Responses	Mean Score	Mean Score	
101	3.02	3.08	↓

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
17	19%	60	69%	6	7%	4	5%

Responses	Mean Score	Mean Score	
87	3.03	2.92	↑

VHCC Employee Satisfaction Survey Results – 2016

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

(36) Hiring practices are effective.

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
13	14%	57	64%	14	16%	5	6%

2016 Responses	2016 Mean Score	2015 Mean Score	Change
89	2.88	2.49	↑

(37) I am satisfied overall with Human Resources.

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
15	16%	68	73%	7	8%	3	3%

Responses	Mean Score	Mean Score	
93	3.02	2.92	↑

(38) I am satisfied overall with the College bookstore.

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
7	8%	60	71%	14	17%	3	4%

Responses	Mean Score	Mean Score	
84	2.85	2.90	↓

(39) Campus police officers are available and responsive.

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
55	54%	45	45%	1	1%	0	0%

Responses	Mean Score	Mean Score	
101	3.53	3.54	↓

(40) I feel safe on campus.

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
51	50%	49	48%	2	2%	0	0%

Responses	Mean Score	Mean Score	
102	3.48	3.37	↑

VHCC Employee Satisfaction Survey Results – 2016

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

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
41	41%	57	57%	3	3%	0	0%

2016 Responses	2016 Mean Score	2015 Mean Score	Change
101	3.38	3.27	↑

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
50	49%	52	50%	1	1%	0	0%

Responses	Mean Score	Mean Score	
103	3.48	3.46	↑

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
18	20%	60	67%	7	8%	4	5%

Responses	Mean Score	Mean Score	
89	3.03	3.11	↓

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
20	22%	63	68%	8	9%	1	1%

Responses	Mean Score	Mean Score	
92	3.11	3.27	↓

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
13	22%	41	70%	5	8%	0	0%

Responses	Mean Score	Mean Score	
59	3.14	3.19	↓

VHCC Employee Satisfaction Survey Results – 2016

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

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
16	16%	67	74%	7	8%	2	2%

2016 Responses	2016 Mean Score	2015 Mean Score	Change
91	3.04	3.29	↓

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
11	22%	28	56%	5	10%	6	12%

Responses	Mean Score	Mean Score	
50	2.88	2.54	↑

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
11	22%	28	56%	5	10%	6	12%

Responses	Mean Score	Mean Score	
50	2.88	2.76	↑

(49) The VHCC website is easy to navigate.

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
8	8%	52	50%	31	30%	12	12%

Responses	Mean Score	Mean Score	
103	2.54	2.63	↓

(50) The VHCC website provides accurate and valuable information.

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
13	13%	59	58%	20	20%	9	9%

Responses	Mean Score	Mean Score	
101	2.75	2.81	↓

VHCC Employee Satisfaction Survey Results – 2016

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

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

Strongly Agree		Agree		Disagree		Strongly Disagree		2016 Responses	2016 Mean Score	2015 Mean Score	Change
#	%	#	%	#	%	#	%				
12	17%	47	66%	5	7%	7	10%	71	2.90	2.72	↑

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

Strongly Agree		Agree		Disagree		Strongly Disagree		Responses	Mean Score	Mean Score	Change
#	%	#	%	#	%	#	%				
11	13%	49	60%	14	17%	8	10%	82	2.77	2.85	↓

(53) I am satisfied with the services provided by the Public Relations/Marketing office.

Strongly Agree		Agree		Disagree		Strongly Disagree		Responses	Mean Score	No Prior Data	Change
#	%	#	%	#	%	#	%				
19	20%	58	62%	11	12%	6	6%	94	2.96		--

(54) Public Relations/Marketing for the college is effective.

Strongly Agree		Agree		Disagree		Strongly Disagree		Responses	Mean Score	No Prior Data	Change
#	%	#	%	#	%	#	%				
20	22%	51	56%	13	14%	7	8%	91	2.92		--

VHCC Employee Satisfaction Survey Results – 2016

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

TOP 3 'MEAN SCORE' RANKING

(39) Campus police officers are available and responsive.

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
55	54%	45	45%	1	1%	0	0%

2016 Responses	2016 Mean Score	2015 Mean Score	Change
101	3.53	3.54	↓

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
37	51%	35	48%	1	1%	0	0%

Responses	Mean Score	Mean Score	
73	3.49	3.31	↑

(40) I feel safe on campus.

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
51	50%	49	48%	2	2%	0	0%

Responses	Mean Score	Mean Score	
102	3.48	3.37	↑

VHCC Employee Satisfaction Survey Results – 2016

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

BOTTOM 3 'MEAN SCORE' RANKING

(50) The VHCC website provides accurate and valuable information.

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
13	13%	59	58%	20	20%	9	9%

2016 Responses	2016 Mean Score	2015 Mean Score	Change
101	2.75	2.81	↓

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
11	22%	28	56%	5	10%	6	12%

Responses	Mean Score	Mean Score	
50	2.88	2.76	↑

(49) The VHCC website is easy to navigate.

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
8	8%	52	50%	31	30%	12	12%

Responses	Mean Score	Mean Score	
103	2.54	2.63	↓

VHCC Employee Satisfaction Survey Results – 2016

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

BIGGEST 3 'MEAN SCORE' GAINS

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

Strongly Agree		Agree		Disagree		Strongly Disagree		2016 Responses	2016 Mean Score	2015 Mean Score	Change
#	%	#	%	#	%	#	%				
23	41%	30	54%	3	5%	0	0%	56	3.36	2.88	.48

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

Strongly Agree		Agree		Disagree		Strongly Disagree		2016 Responses	2016 Mean Score	2015 Mean Score	Change
#	%	#	%	#	%	#	%				
17	18%	67	73%	7	8%	1	1%	92	3.09	2.63	.46

--- TIE FOR THIRD PLACE ---

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

Strongly Agree		Agree		Disagree		Strongly Disagree		2016 Responses	2016 Mean Score	2015 Mean Score	Change
#	%	#	%	#	%	#	%				
19	19%	60	60%	17	17%	4	4%	100	2.94	2.55	.39

(36) Hiring practices are effective.

Strongly Agree		Agree		Disagree		Strongly Disagree		2016 Responses	2016 Mean Score	2015 Mean Score	Change
#	%	#	%	#	%	#	%				
13	14%	57	64%	14	16%	5	6%	89	2.88	2.49	.39

VHCC Employee Satisfaction Survey Results – 2016

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

BIGGEST 3 'MEAN SCORE' LOSSES

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
16	16%	67	74%	7	8%	2	2%

2016 Responses	2016 Mean Score	2015 Mean Score	Change
91	3.04	3.29	↓ -.25

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
20	22%	63	68%	8	9%	1	1%

Responses	Mean Score	Mean Score	Change
92	3.11	3.27	↓ -.16

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

Strongly Agree		Agree		Disagree		Strongly Disagree	
#	%	#	%	#	%	#	%
8	8%	65	66%	21	22%	4	4%

Responses	Mean Score	Mean Score	Change
98	2.79	2.93	↓ -.14

ATTACHMENT 6

Community College Survey of Student Engagement (CCSSE) 2017

Community College Survey of Student Engagement **- Virginia Highlands Community College (2017 Administration)**
2017 Benchmark Scores Report - Main Survey

Comparison Group: Small Colleges in the 2017 Cohort*

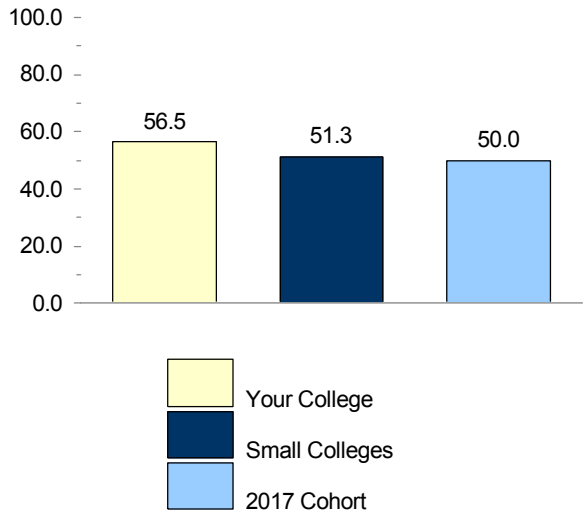
[Weighted]

	Your College	Small Colleges		2017 Cohort	
Benchmark	**Score**	**Score**	**Difference**	**Score**	**Difference**
Active and Collaborative Learning	56.5	51.3	5.2	50.0	6.5
Student Effort	48.0	50.3	-2.3	50.0	-2.0
Academic Challenge	56.3	50.2	6.1	50.0	6.3
Student-Faculty Interaction	58.1	52.4	5.7	50.0	8.1
Support for Learners	52.8	51.7	1.0	50.0	2.8

* The comparison group and cohort columns on this page INCLUDE your college.

Community College Survey of Student Engagement
Virginia Highlands Community College (2017 Administration)
2017 Benchmark Bar Chart - Main Survey
Comparison Group: Small Colleges in the 2017 Cohort*

[Weighted]
Active and Collaborative Learning (ACTCOLL)



* The comparison group and cohort bars on this page INCLUDE your college.

10JUL17

Comparison Group: Small Colleges in the 2017 Cohort*

[Weighted]

Active and Collaborative Learning (ACTCOLL)

		Your College	Small Colleges		2017 Cohort	
Item	Variable	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?						
1 = Never, 2 = Sometimes , 3 = Often , 4 = Very often						
4a. Asked questions in class or contributed to class discussions [ACTCOLL]	CLQUEST	3.18	3.00	0.22**	2.94	0.29**
4b. Made a class presentation [ACTCOLL]	CLPRESEN	2.28	2.17		2.20	
4f. Worked with other students on projects during class [ACTCOLL]	CLASSGRP	2.75	2.60		2.59	
4g. Worked with classmates outside of class to prepare class assignments [ACTCOLL]	OCCGRP	2.11	2.00		1.98	
4h. Tutored or taught other students (paid or voluntary) [ACTCOLL]	TUTOR	1.39	1.40		1.38	
4i. Participated in a community-based project (service-learning activity) as part of a regular course [ACTCOLL]	PARTICCBP	1.50	1.40		1.38	
4q. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) [ACTCOLL]	OOCIDEAS	2.72	2.55		2.54	

* The comparison group and cohort columns on this page EXCLUDE your college.

** T-test: 2-tailed

If a row contains less than 50 respondents (please see Frequency Distribution that follows), interpret the comparison results cautiously.

[Weighted]

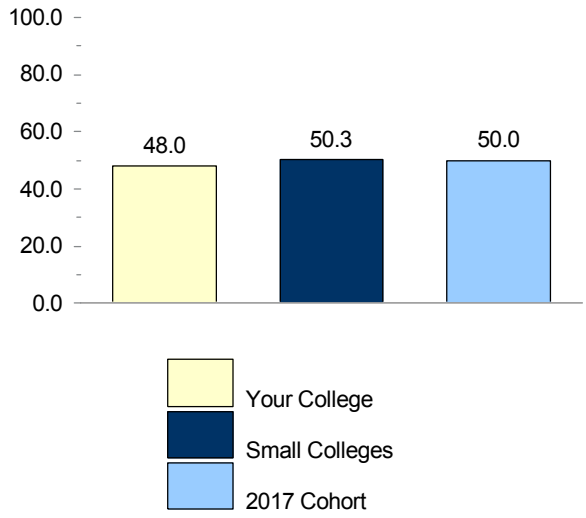
Active and Collaborative Learning (ACTCOLL)

			Your College		Small Colleges		2017 Cohort	
Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?								
4a. Asked questions in class or contributed to class discussions [ACTCOLL]	CLQUEST	Never	10	2.0	1,093	2.1	4,724	2.6
		Sometimes	94	19.2	14,650	28.3	55,809	31.2
		Often	183	37.3	19,080	36.8	63,650	35.6
		Very often	204	41.5	16,964	32.8	54,650	30.6
		Total	491	100.0	51,788	100.0	178,832	100.0
4b. Made a class presentation [ACTCOLL]	CLPRESEN	Never	110	22.8	13,663	26.5	44,851	25.2
		Sometimes	187	38.8	20,742	40.3	72,003	40.4
		Often	123	25.5	11,760	22.8	42,366	23.8
		Very often	62	12.9	5,366	10.4	18,810	10.6
		Total	483	100.0	51,530	100.0	178,031	100.0
4f. Worked with other students on projects during class [ACTCOLL]	CLASSGRP	Never	45	9.2	5,605	11.0	19,467	11.0
		Sometimes	148	30.7	18,535	36.3	64,883	36.8
		Often	175	36.2	17,494	34.2	60,959	34.5
		Very often	115	23.8	9,485	18.6	31,231	17.7
		Total	484	100.0	51,119	100.0	176,540	100.0
4g. Worked with classmates outside of class to prepare class assignments [ACTCOLL]	OCCGRP	Never	159	32.6	18,345	35.8	64,173	36.3
		Sometimes	172	35.4	18,958	37.0	66,876	37.8
		Often	98	20.2	9,456	18.4	31,215	17.6
		Very often	57	11.7	4,504	8.8	14,689	8.3
		Total	486	100.0	51,263	100.0	176,953	100.0
4h. Tutored or taught other students (paid or voluntary) [ACTCOLL]	TUTOR	Never	365	74.6	36,773	71.7	129,433	73.1
		Sometimes	75	15.4	9,967	19.4	32,959	18.6
		Often	29	6.0	3,034	5.9	9,555	5.4
		Very often	19	4.0	1,547	3.0	5,167	2.9
		Total	489	100.0	51,321	100.0	177,115	100.0
4i. Participated in a community-based project (service-learning activity) as part of a regular course [ACTCOLL]	PARTICCBP	Never	327	67.2	37,102	72.1	131,481	74.0
		Sometimes	93	19.1	9,537	18.5	30,794	17.3
		Often	49	10.0	3,246	6.3	10,214	5.7
		Very often	18	3.8	1,595	3.1	5,140	2.9
		Total	487	100.0	51,479	100.0	177,628	100.0
4q. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) [ACTCOLL]	OOCIDEAS	Never	58	11.9	6,945	13.5	24,913	14.0
		Sometimes	147	30.1	19,302	37.5	66,668	37.6
		Often	157	32.2	15,312	29.8	51,340	28.9
		Very often	126	25.8	9,882	19.2	34,423	19.4
		Total	488	100.0	51,441	100.0	177,344	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Community College Survey of Student Engagement
Virginia Highlands Community College (2017 Administration)
2017 Benchmark Bar Chart - Main Survey
Comparison Group: Small Colleges in the 2017 Cohort*

[Weighted]
Student Effort (STUEFF)



* The comparison group and cohort bars on this page INCLUDE your college.

10JUL17

Comparison Group: Small Colleges in the 2017 Cohort*

[Weighted]

Student Effort (STUEFF)

		Your College	Small Colleges		2017 Cohort	
Item	Variable	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?						
1 = Never, 2 = Sometimes , 3 = Often , 4 = Very often						
4c. Prepared two or more drafts of a paper or assignment before turning it in [STUEFF]	REWROPAP	2.32	2.49		2.51	
4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFF]	INTEGRAT	2.84	2.83		2.86	
4e. Come to class without completing readings or assignments [STUEFF]	CLUNPREP	1.76	1.82		1.85	
Item 6: During the current academic year, how much reading and writing have you done at this college?						
0 = None , 1 = 1 to 4 , 2 = 5 to 10 , 3 = 11 to 20 , 4 = More than 20						
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment [STUEFF]	BKREADOWN	0.92	0.95		0.98	
Item 10: About how many hours do you spend in a typical 7-day week doing each of the following?						
0 = None , 1 = 1 - 5 , 2 = 6 - 10 , 3 = 11 - 20 , 4 = 21 - 30 , 5 = More than 30						
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) [STUEFF]	ACADPR01	2.13	1.99		1.99	
Item 12.1: How often have you used the following services during the current academic year?						
0 = Never , 1 = 1 time , 2 = 2 - 4 times , 3 = 5 or more times						
12.1d. Peer or other tutoring [STUEFF]	FREQTUTOR	0.43	0.69	-0.25**	0.71	-0.27**
12.1e. Skill labs (writing, math, etc.) [STUEFF]	FREQLAB	0.88	0.96		0.90	
12.1h. Computer lab [STUEFF]	FREQCOMLB	1.59	1.56		1.50	

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** T-test: 2-tailed

If a row contains less than 50 respondents (please see Frequency Distribution that follows), interpret the comparison results cautiously.

[Weighted]
Student Effort (STUEFF)

			Your College		Small Colleges		2017 Cohort	
Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?								
4c. Prepared two or more drafts of a paper or assignment before turning it in [STUEFF]	REWROPAP	Never	126	26.0	10,697	20.8	35,452	20.0
		Sometimes	148	30.6	15,269	29.7	52,339	29.5
		Often	141	29.1	15,006	29.2	52,769	29.8
		Very often	70	14.4	10,388	20.2	36,723	20.7
		Total	485	100.0	51,360	100.0	177,283	100.0
4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFF]	INTEGRAT	Never	42	8.7	4,905	9.5	15,908	9.0
		Sometimes	139	28.4	13,171	25.6	43,848	24.7
		Often	160	32.9	19,209	37.3	66,910	37.6
		Very often	147	30.1	14,212	27.6	51,051	28.7
		Total	488	100.0	51,497	100.0	177,718	100.0
4e. Come to class without completing readings or assignments [STUEFF]	CLUNPREP	Never	188	38.5	18,376	35.7	59,912	33.8
		Sometimes	249	51.1	26,013	50.6	91,730	51.7
		Often	30	6.1	4,939	9.6	17,993	10.1
		Very often	21	4.3	2,099	4.1	7,736	4.4
		Total	488	100.0	51,427	100.0	177,370	100.0
Item 6: During the current academic year, how much reading and writing have you done at this college?								
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment [STUEFF]	BKREADOWN	None	188	38.6	19,391	37.9	62,697	35.6
		1 to 4	214	43.9	21,426	41.9	77,084	43.7
		5 to 10	41	8.3	5,884	11.5	21,080	12.0
		11 to 20	26	5.4	2,290	4.5	8,179	4.6
		More than 20	18	3.8	2,147	4.2	7,234	4.1
		Total	486	100.0	51,138	100.0	176,275	100.0
Item 10: About how many hours do you spend in a typical 7-day week doing each of the following?								
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) [STUEFF]	ACADPR01	None	2	0.5	1,013	2.0	2,777	1.6
		1 - 5	172	35.4	20,534	40.1	69,682	39.5
		6 - 10	155	31.8	14,950	29.2	53,612	30.4
		11 - 20	96	19.7	9,191	18.0	32,467	18.4
		21 - 30	37	7.6	3,495	6.8	11,584	6.6
		More than 30	24	4.9	2,004	3.9	6,180	3.5
		Total	486	100.0	51,187	100.0	176,301	100.0
Item 12.1: How often have you used the following services during the current academic year?								
12.1d. Peer or other tutoring [STUEFF]	FREQTUTOR	Never	367	79.3	32,400	65.2	109,264	63.9
		1 time	24	5.2	5,489	11.1	19,491	11.4
		2 - 4 times	42	9.0	6,709	13.5	24,028	14.1
		5 or more times	30	6.5	5,061	10.2	18,139	10.6
		Total	463	100.0	49,658	100.0	170,923	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

[Weighted]
Student Effort (STUEFF)

			Your College		Small Colleges		2017 Cohort	
Item	**Variable**	**Responses**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Item 12.1: How often have you used the following services during the current academic year?								
12.1e. Skill labs (writing, math, etc.) [STUEFF]	FREQLAB	Never	269	58.2	27,508	55.5	98,125	57.6
		1 time	51	11.0	5,126	10.3	18,230	10.7
		2 - 4 times	69	15.0	8,117	16.4	27,393	16.1
		5 or more times	73	15.8	8,776	17.7	26,730	15.7
		Total	462	100.0	49,527	100.0	170,479	100.0
12.1h. Computer lab [STUEFF]	FREQCOMLB	Never	146	31.7	16,827	33.9	60,452	35.4
		1 time	59	12.9	5,303	10.7	19,455	11.4
		2 - 4 times	94	20.3	10,542	21.2	36,129	21.1
		5 or more times	162	35.1	17,021	34.3	54,807	32.1
		Total	461	100.0	49,694	100.0	170,844	100.0

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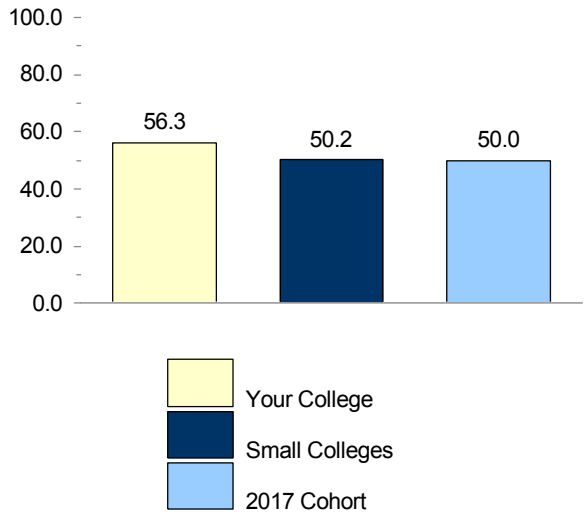
Community College Survey of Student Engagement
Virginia Highlands Community College (2017 Administration)
2017 Benchmark Bar Chart - Main Survey
Comparison Group: Small Colleges in the 2017 Cohort*

[Weighted]
Academic Challenge (ACCHALL)



* The comparison group and cohort bars on this page INCLUDE your college.

10JUL17

[Weighted]

Academic Challenge (ACCHALL)

		Your College	Small Colleges		2017 Cohort	
Item	Variable	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?						
1 = Never, 2 = Sometimes , 3 = Often , 4 = Very often						
4o. Worked harder than you thought you could to meet an instructor's standards or expectations [ACCHALL]	WORKHARD	2.74	2.66		2.63	
Item 5: During the current academic year, how much has your coursework at this college emphasized the following mental activities?						
1 = Very little , 2 = Some , 3 = Quite a bit , 4 = Very much						
5b. Analyzing the basic elements of an idea, experience, or theory [ACCHALL]	ANALYZE	3.05	2.89		2.91	
5c. Forming a new idea or understanding from various pieces of information [ACCHALL]	NEWIDEAS	2.98	2.87		2.88	
5d. Making judgements about the value or soundness of information, arguments, or methods [ACCHALL]	EVALUATE	2.84	2.65	0.21**	2.66	0.20**
5e. Applying theories or concepts to practical problems or in new situations [ACCHALL]	APPLYING	2.92	2.77		2.75	
5f. Using information you have read or heard to perform a new skill [ACCHALL]	PERFORM	3.11	2.90	0.23**	2.86	0.27**
Item 6: During the current academic year, how much reading and writing have you done at this college?						
0 = None , 1 = 1 to 4 , 2 = 5 to 10 , 3 = 11 to 20 , 4 = More than 20						
6a. Number of assigned textbooks, manuals, books, or packets of course readings [ACCHALL]	ASSIGREAD	2.22	2.07		2.04	
6c. Number of written papers or reports of any length [ACCHALL]	NUMPAPRRPTS	1.74	1.82		1.83	
Item 7						
1 = Extremely easy, 2 = (2), 3 = (3), 4 = (4), 5 = (5), 6 = (6), 7 = Extremely challenging						
7. Mark the response that best represents the extent to which your examinations during the current academic year have challenged you to do your best work at	CHALNGXAM	5.20	4.95	0.21**	4.90	0.26**
Item 9: How much does this college emphasize the following?						
1 = Very little , 2 = Some , 3 = Quite a bit , 4 = Very much						
9a. Encouraging you to spend significant amounts of time studying [ACCHALL]	ENVSCHOL	3.14	3.02		3.03	

* The comparison group and cohort columns on this page EXCLUDE your college.

** T-test: 2-tailed

If a row contains less than 50 respondents (please see Frequency Distribution that follows), interpret the comparison results cautiously.

[Weighted]

Academic Challenge (ACCHALL)

			Your College		Small Colleges		2017 Cohort	
Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?								
4o. Worked harder than you thought you could to meet an instructor's standards or expectations [ACCHALL]	WORKHARD	Never	33	6.8	4,440	8.6	16,934	9.5
		Sometimes	169	34.9	18,619	36.2	65,068	36.7
		Often	171	35.4	18,508	36.0	62,640	35.3
		Very often	110	22.8	9,846	19.2	32,677	18.4
		Total	484	100.0	51,414	100.0	177,319	100.0
Item 5: During the current academic year, how much has your coursework at this college emphasized the following mental activities?								
5b. Analyzing the basic elements of an idea, experience, or theory [ACCHALL]	ANALYZE	Very little	23	4.7	2,277	4.4	7,659	4.3
		Some	93	19.1	14,192	27.6	46,927	26.5
		Quite a bit	207	42.4	21,949	42.7	76,665	43.2
		Very much	165	33.8	12,991	25.3	46,143	26.0
		Total	488	100.0	51,409	100.0	177,394	100.0
5c. Forming a new idea or understanding from various pieces of information [ACCHALL]	NEWIDEAS	Very little	19	4.0	2,552	5.0	9,238	5.2
		Some	130	26.6	14,255	27.8	48,404	27.4
		Quite a bit	183	37.4	21,515	42.0	73,508	41.6
		Very much	157	32.1	12,881	25.2	45,468	25.7
		Total	490	100.0	51,203	100.0	176,618	100.0
5d. Making judgements about the value or soundness of information, arguments, or methods [ACCHALL]	EVALUATE	Very little	47	9.6	5,369	10.5	18,976	10.7
		Some	135	27.5	17,510	34.1	59,213	33.4
		Quite a bit	156	32.0	18,123	35.3	62,828	35.5
		Very much	151	30.9	10,377	20.2	36,099	20.4
		Total	489	100.0	51,378	100.0	177,116	100.0
5e. Applying theories or concepts to practical problems or in new situations [ACCHALL]	APPLYING	Very little	42	8.7	4,259	8.3	15,492	8.7
		Some	120	24.6	16,011	31.1	54,982	31.0
		Quite a bit	163	33.3	18,696	36.4	64,509	36.4
		Very much	163	33.5	12,458	24.2	42,375	23.9
		Total	488	100.0	51,424	100.0	177,358	100.0
5f. Using information you have read or heard to perform a new skill [ACCHALL]	PERFORM	Very little	25	5.1	3,403	6.6	13,919	7.8
		Some	109	22.3	13,802	26.8	48,106	27.0
		Quite a bit	140	28.7	18,735	36.3	64,373	36.2
		Very much	215	43.9	15,630	30.3	51,520	29.0
		Total	489	100.0	51,570	100.0	177,918	100.0
Item 6: During the current academic year, how much reading and writing have you done at this college?								
6a. Number of assigned textbooks, manuals, books, or packets of course readings [ACCHALL]	ASSIGREAD	None	3	0.6	1,319	2.6	4,364	2.5
		1 to 4	172	35.5	18,304	35.9	64,672	36.8
		5 to 10	123	25.3	14,979	29.4	52,012	29.6
		11 to 20	92	18.9	8,328	16.3	29,167	16.6
		More than 20	96	19.7	8,092	15.9	25,642	14.6
		Total	486	100.0	51,022	100.0	175,858	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

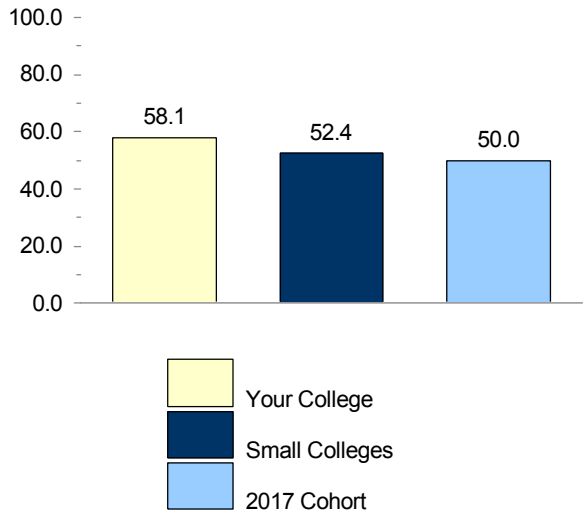
[Weighted]
Academic Challenge (ACCHALL)

			Your College		Small Colleges		2017 Cohort	
Item	**Variable**	**Responses**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Item 6: During the current academic year, how much reading and writing have you done at this college?								
6c. Number of written papers or reports of any length [ACCHALL]	NUMPAPRRPTS	None	53	10.9	5,646	11.0	17,928	10.2
		1 to 4	160	33.0	16,312	31.9	56,041	31.8
		5 to 10	166	34.2	15,755	30.8	55,828	31.7
		11 to 20	71	14.6	8,682	17.0	30,323	17.2
		More than 20	35	7.3	4,777	9.3	16,059	9.1
		Total	486	100.0	51,172	100.0	176,179	100.0
Item 7								
7. Mark the response that best represents the extent to which your examinations during the current academic year have challenged you to do your best work at this college [ACCHALL]	CHALNGXAM	Extremely easy	5	1.0	428	0.9	1,604	1.0
		(2)	11	2.3	992	2.0	3,498	2.1
		(3)	19	4.1	3,141	6.4	11,283	6.7
		(4)	103	21.9	12,347	25.3	43,497	25.9
		(5)	131	27.9	16,514	33.8	57,990	34.6
		(6)	114	24.2	10,301	21.1	34,163	20.4
		Extremely challenging	87	18.6	5,175	10.6	15,746	9.4
		Total	469	100.0	48,898	100.0	167,783	100.0
Item 9: How much does this college emphasize the following?								
9a. Encouraging you to spend significant amounts of time studying [ACCHALL]	ENVSCHOL	Very little	13	2.7	1,862	3.6	6,622	3.7
		Some	98	20.1	11,328	22.1	38,180	21.6
		Quite a bit	184	37.7	21,934	42.8	75,801	42.9
		Very much	192	39.5	16,151	31.5	56,006	31.7
		Total	488	100.0	51,275	100.0	176,608	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Community College Survey of Student Engagement
Virginia Highlands Community College (2017 Administration)
2017 Benchmark Bar Chart - Main Survey
Comparison Group: Small Colleges in the 2017 Cohort*

[Weighted]
Student-Faculty Interaction (STUFAC)



* The comparison group and cohort bars on this page INCLUDE your college.

10JUL17

[Weighted]

Student-Faculty Interaction (STUFAC)

		Your College	Small Colleges		2017 Cohort	
Item	Variable	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?						
1 = Never, 2 = Sometimes , 3 = Often , 4 = Very often						
4j. Used e-mail to communicate with an instructor [STUFAC]	EMAIL	3.18	2.96	0.23**	2.95	0.24**
4k. Discussed grades or assignments with an instructor [STUFAC]	FACGRADE	2.86	2.70		2.64	0.24**
4l. Talked about career plans with an instructor or advisor [STUFAC]	FACPLANS	2.52	2.30	0.23**	2.21	0.33**
4m. Discussed ideas from your readings or classes with instructors outside of class [STUFAC]	FACIDEAS	2.00	1.87		1.81	0.21**
4n. Received prompt feedback (written or oral) from instructors on your performance [STUFAC]	FACFEED	2.88	2.81		2.79	
4p. Worked with instructors on activities other than coursework [STUFAC]	FACOTH	1.64	1.57		1.50	

* The comparison group and cohort columns on this page EXCLUDE your college.

** T-test: 2-tailed

If a row contains less than 50 respondents (please see Frequency Distribution that follows), interpret the comparison results cautiously.

[Weighted]

Student-Faculty Interaction (STUFAC)

			Your College		Small Colleges		2017 Cohort	
Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current academic year, about how often have you done each of the following?								
4j. Used e-mail to communicate with an instructor [STUFAC]	EMAIL	Never	24	5.0	3,305	6.4	10,116	5.7
		Sometimes	104	21.6	13,739	26.8	49,616	28.0
		Often	117	24.2	16,136	31.4	56,168	31.7
		Very often	238	49.2	18,143	35.4	61,082	34.5
		Total	483	100.0	51,323	100.0	176,981	100.0
4k. Discussed grades or assignments with an instructor [STUFAC]	FACGRADE	Never	27	5.6	3,903	7.6	15,638	8.8
		Sometimes	156	31.9	19,300	37.5	69,326	39.0
		Often	163	33.4	16,828	32.7	55,820	31.4
		Very often	142	29.1	11,491	22.3	36,851	20.7
		Total	489	100.0	51,523	100.0	177,636	100.0
4l. Talked about career plans with an instructor or advisor [STUFAC]	FACPLANS	Never	53	11.0	10,666	20.8	42,917	24.3
		Sometimes	219	45.2	21,383	41.7	74,763	42.3
		Often	120	24.9	12,358	24.1	38,261	21.6
		Very often	91	18.9	6,835	13.3	20,909	11.8
		Total	484	100.0	51,241	100.0	176,849	100.0
4m. Discussed ideas from your readings or classes with instructors outside of class [STUFAC]	FACIDEAS	Never	171	35.0	20,831	40.7	77,849	44.1
		Sometimes	191	39.0	19,744	38.6	64,791	36.7
		Often	86	17.5	7,179	14.0	23,069	13.1
		Very often	42	8.5	3,450	6.7	10,828	6.1
		Total	490	100.0	51,204	100.0	176,537	100.0
4n. Received prompt feedback (written or oral) from instructors on your performance [STUFAC]	FACFEED	Never	15	3.2	3,053	5.9	11,647	6.6
		Sometimes	147	30.3	15,576	30.3	54,821	31.0
		Often	202	41.4	20,624	40.2	70,418	39.8
		Very often	122	25.1	12,102	23.6	40,084	22.6
		Total	486	100.0	51,355	100.0	176,971	100.0
4p. Worked with instructors on activities other than coursework [STUFAC]	FACOTH	Never	275	56.8	31,310	61.3	115,193	65.6
		Sometimes	132	27.4	12,666	24.8	39,565	22.5
		Often	50	10.4	4,932	9.7	14,624	8.3
		Very often	26	5.4	2,130	4.2	6,280	3.6
		Total	484	100.0	51,038	100.0	175,662	100.0

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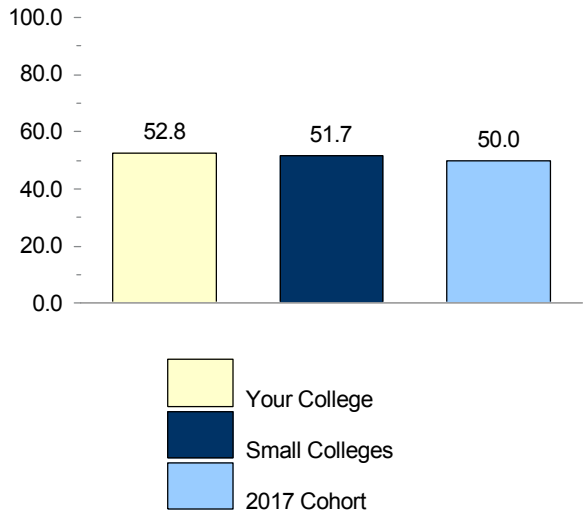
Community College Survey of Student Engagement
Virginia Highlands Community College (2017 Administration)
2017 Benchmark Bar Chart - Main Survey
Comparison Group: Small Colleges in the 2017 Cohort*

[Weighted]
Support for Learners (SUPPORT)



* The comparison group and cohort bars on this page INCLUDE your college.

10JUL17

[Weighted]

Support for Learners (SUPPORT)

		Your College	Small Colleges		2017 Cohort	
Item	Variable	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 9: How much does this college emphasize the following?						
1 = Very little , 2 = Some , 3 = Quite a bit , 4 = Very much						
9b. Providing the support you need to succeed at this college [SUPPORT]	ENVSUPRT	3.10	3.07		3.05	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [SUPPORT]	ENVDIVRS	2.60	2.62		2.64	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.) [SUPPORT]	ENVNACAD	2.09	2.08		2.03	
9e. Providing the support you need to thrive socially [SUPPORT]	ENVSOCAL	2.31	2.29		2.24	
9f. Providing the financial support you need to afford your education [SUPPORT]	FINSUPP	2.78	2.62		2.55	0.21**
Item 12.1: How often have you used the following services during the current academic year?						
0 = Never , 1 = 1 time , 2 = 2 - 4 times , 3 = 5 or more times						
12.1a. Academic advising / planning [SUPPORT]	FREQACAD	1.58	1.63		1.56	
12.1b. Career counseling [SUPPORT]	FREQCACOU	0.65	0.57		0.56	

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** T-test: 2-tailed

If a row contains less than 50 respondents (please see Frequency Distribution that follows), interpret the comparison results cautiously.

[Weighted]

Support for Learners (SUPPORT)

			Your College		Small Colleges		2017 Cohort	
Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent
Item 9: How much does this college emphasize the following?								
9b. Providing the support you need to succeed at this college [SUPPORT]	ENVSUPRT	Very little	24	4.9	2,006	3.9	7,357	4.2
		Some	87	18.0	10,149	19.8	36,795	20.9
		Quite a bit	192	39.5	21,120	41.3	72,287	41.0
		Very much	183	37.6	17,908	35.0	59,792	33.9
		Total	486	100.0	51,182	100.0	176,231	100.0
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [SUPPORT]	ENVDIVRS	Very little	74	15.3	7,353	14.4	25,569	14.5
		Some	162	33.3	16,096	31.5	53,440	30.4
		Quite a bit	131	27.1	16,193	31.7	55,618	31.6
		Very much	118	24.4	11,436	22.4	41,223	23.4
		Total	485	100.0	51,077	100.0	175,851	100.0
9d. Helping you cope with your non-academic responsibilities (work, family, etc.) [SUPPORT]	ENVNACAD	Very little	164	33.8	17,184	33.7	63,911	36.4
		Some	178	36.5	18,078	35.4	60,406	34.4
		Quite a bit	82	16.8	10,145	19.9	32,953	18.8
		Very much	63	12.9	5,635	11.0	18,307	10.4
		Total	486	100.0	51,042	100.0	175,577	100.0
9e. Providing the support you need to thrive socially [SUPPORT]	ENVSOCAL	Very little	102	21.0	11,747	23.0	44,562	25.4
		Some	204	41.9	19,495	38.2	66,932	38.1
		Quite a bit	110	22.6	13,114	25.7	42,215	24.0
		Very much	71	14.5	6,690	13.1	21,878	12.5
		Total	487	100.0	51,046	100.0	175,586	100.0
9f. Providing the financial support you need to afford your education [SUPPORT]	FINSUPP	Very little	81	16.7	9,573	18.7	37,982	21.6
		Some	106	21.8	13,706	26.8	47,132	26.8
		Quite a bit	136	28.2	14,390	28.2	46,713	26.6
		Very much	161	33.3	13,396	26.2	43,800	24.9
		Total	484	100.0	51,066	100.0	175,628	100.0
Item 12.1: How often have you used the following services during the current academic year?								
12.1a. Academic advising / planning [SUPPORT]	FREQACAD	Never	81	17.2	7,100	14.1	27,996	16.2
		1 time	104	22.2	11,467	22.8	42,571	24.6
		2 - 4 times	216	46.0	24,438	48.6	80,397	46.4
		5 or more times	69	14.6	7,246	14.4	22,133	12.8
		Total	469	100.0	50,250	100.0	173,097	100.0
12.1b. Career counseling [SUPPORT]	FREQCACOU	Never	279	59.7	32,605	65.1	112,139	65.1
		1 time	88	18.8	8,325	16.6	29,160	16.9
		2 - 4 times	86	18.3	7,306	14.6	25,055	14.5
		5 or more times	15	3.2	1,819	3.6	5,892	3.4
		Total	467	100.0	50,055	100.0	172,246	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

ATTACHMENT 7

Focus Groups 2017

- **Community Summit (Community Members)**
- **VHCC Board**
- **VHCC Faculty and Staff**

Virginia Highlands Community College: Strategic Plan 2017-2019

Community Summit

Focus Group

April 27,2017

Question 1: Are there curriculum or credit programs that you think we should offer?

- Bookkeeping
- specific software training
- None know other than those needed to satisfy the workforce
- Manufacturing technology/PLC controls and "Basic employability skills" (change name of soft skills)
- Agriculture
- Computer related courses so employees can do things like Excel spreadsheets.
- Computer Technology training for aiding in repair and operations and Net. Resources management.
- Don't know exactly, but a needs survey might reveal areas for further development.
- Marketing/Communications
- Finical Management
- Computer Science
- Good mathematics background
- Community leadership
- Tourism and Economic / Business Development
- I hear industry talk about the need for a technical math. Was not sure if you offered it. May already be embedded in some programs.

Question 2: Are there continuing education or non-credit programs that we should offer?

- Customized training needed by business and industry. Whatever they need at flexible times/locations.
- Business strengthening
- Leadership courses / Outreach courses.
- Six Sigma and Learn manufacturing
- Medical coding
- Plumbing
- computable tech.
- CPA exam review
- Business Etiquette courses
- Intro computer courses that stress Excel.
- Any type of technology offerings.

- Insurance licensing (Just the preparation in order to receive a license/Cont. Ed.
- Leadership management, training, and continued education.
- None come to mind
- Location for a sylvan testing center
- Any courses that help teacher training for recertification and courses dealing with flower/vegetable gardens.
- Work stimulation or work experience

Question 3: Are there things that we should do to improve student success or the student learning experience?

- A course such as: "10 things to put on your resume that will get it thrown in the trash"—i.e. if you are applying for an office position and your goal on your resume is "to be the best nurse I can be…"
- Writing skills
- academic rigor
- explains on soft skills – QEP
- Enough office hours provided by the instructor
- homework sessions led by assistant professors.
- Make the experience satisfying and pleasant.
- Latest technology
- robust internship or mentoring programs so students get exposure to "real world".
- Market the skills center (non-credit) so more people are aware of these programs.
- Free tutoring – should it be required in specific courses when directed by teacher.
- Students involved in the community
    - more "on-site" training opportunities.
- Internships/ work experience
- Keep on top of online classes – that's what I hear most in the community
- Encourage/nurture involvement in clubs and other activities
- Encourage instructors to have classes be involved with the community
- Mark industry representatives available to provide career advisor to students.
- On the job training experience to be used in some sort of testing to provide credit for knowledge.
- Partner with local communities/assets to provide student benefits
- Reach out for local/regional speakers
- Training/Shadowing opportunities
- Classes held in Bristol or transportation from Bristol to VHCC campus. (Lack thereof prevents students from attending)

Question 4: Are there things that the College should do to increase our connections to the community?

- Being willing to give informational programs for civic groups

- Be visible and participate in communicating activities and church
- Making the community aware of the programs (credit & non) offered each year.
- Community service club and projects
- Sponsor regular business and industry / roundtables at the courage
- All staff to serve civic committees and boards
- Sponsor more community events on campus
- More participants for community ambassador program – it was very helpful and I feel better prepared to talk about the college now.
- Need presence in Bristol-active partnerships with VHS & VMS.
    - Transportation to campus
- Partner for outreach/ recruitment
- Utilize available assets in communities
- Job shadowing jobs
- Communication skills
- Marketing
- Open houses
- High school visit nights
- Continued outreach to civic clubs
- Occasional Op. Ed. prices in media
- Internships
- Encourage theatre department to become a "community theatre"
- Require some sort of community component in classes (if appropriate)
- A good measure of connectedness—does VHCC have employees lined up to hire electricians, HVAC, etc. and so forth – even before they graduate.

Question 5: Do you have a suggestion that will move the College to new levels of service and excellence?

- Have a vibrant, state of the art workforce training center for all the business and industry in region and results in training more jobs in addition to serving existing employees.
- Community leadership programs where students are required to participate in community programs.
- Satellite training facility use
- Trainings from other organizations
- Invite valuable partners
- Seminars (expand)
- Tap directly into other initiatives such as Heart Grant and "Go Virginia"
- Offer everyone one free course just to expose them to the campus and opportunities.
- Hiring <u>most</u> qualified professors
- Keeping student/professor relationship as low as possible
- None know- keep up good work like you're doing now.
- Continue to build relationships with industry

- Make people realize what available asset VHCC is for our region
- Closer partnerships with "small businesses" to provide internships for students. (Perhaps even a small level of compensation for a motivated student (pd. by the business of course))
- Try (as hard as you can) to employ more full-time faculty. Commitment, Commitment—that's key to a successful college in many ways.
- Encourage faculty/staff involvement in local organizations- find incentives for that.
- Input form students, community leaders, staff
- Think Tank that anticipates future need especially in technology
- Have in our core services and become the best at it as possible.

Virginia Highlands Community College: Strategic Plan 2017-2019

College Board

May 5, 2017

Question 1: Are there curriculum or credit programs that you think we should offer?

- Soft Skills- It's been well discussed.
- Continue to push our efforts deeper into the local school systems for dual credit through. marketing and influence on the pathway decision.
- Continue to partner and engage with business community to determine if particular skills need to be offered and organize classes based on this as needed.
- Be cautious in offering an abundance of classes with little or no students, where costs may outweigh benefits.

Question 2: Are there any continuing education or non-credit programs that we should offer?

- Basics in word.
- Quick booker training.
- The marketplace should indicate that. None specifically but any opportunities that present themselves with a positive ROI.
- Computer basic and advanced training.
- Resume preparation and mock interviews for older adults seeking a new job or career due to plant closing, layoffs, etc.
- Continuing ed programs to renew licenses for real estate agents, investment advisors, etc.

Question 3: Are there things that we should do to improve student success or the student learning experience?

- Marketing is a big deal... we are not just a community college. We should be promoting the total value received from 2 years at VHCC verse the first 2 years at a four-year institution.
- I believe we are doing a great job and where we have career coaches it seems to be making a difference.
- Work with graduating seniors on mock jobs and college interviews. Many students may be applying to a four-year college to receive a Bachelor's Degree in a particular program.

Question 4: Are there things the College should do to increase our connections to the community?

- Encourage faculty & staff to participate in community activities & clubs.
- Invite community leaders to quarterly lunchens to update on college activities.
- Marketing.
- Dr. Couch does a great job in being involved in the community, I think it also falls upon us as board members to help in these connections.
- Connect with local businesses and non-profit organizations by scheduling "Open House" or other events at our campus. Also, visit the businesses and organizations at their facility to do on-site tours. I recently heard that a local four-year college is receiving training and support from a

local non-profit to establish a daycare for students that have children and need childcare in order to attend college. The childcare would be offered on campus. I will be glad to offer additional info on this.

- Offer classes in Leadership/Board member training for local businesses and organizations. Training on Board duties, Presentations, soft skills, etc.

Question 5: Do you have a suggestion that will move the College to new levels of service and excellence?

- More full time faculty members as opposed to adjunct or online offerings.
- Tell our story as well and often as we should.
- I think the major gifts campaign is that movement we need at this time.
- Curriculum or credit programs for fire police, EMT, etc. where hands-on training may be scheduled at local community stations/facilities and classwork may be achieved on campus or offsite.
- Host a Career Fair (probably already in place) such as a Health Fair where student nurses check blood pressures, bone density (heel test) blood sugar, etc. of faculty, administration, staff, and students. Also could invite members of community (business individuals) to come for screening (Not sure insurance requirements on such an event). Partner with Mountain States & Wellmont on such an event.
- Host a Dental Fair, similar to Health Fair above, using students in dental type classes in partnership with community dentists.

Virginia Highlands Community College: Strategic Plan 2017-2019

Faculty & Staff

May 8, 2017

Question 1: Are there curriculum or credit programs that you think we should offer?

- Cosmetology- maybe if the Neff isn't offering it.
- Aircraft Pilot Training- partner with the small airport nearby.
- Fine Crafts-Heartwood Business Administration-specialized in Art.
- Pharmacy Tech Training.
- Choir, Community choir, Band, Piano, Guitar
- Computer Science
- Something related to culinary and hospitality (farm to table) – Connected to Streamlined
- Refined/ Expanded IT offerings
- Logistics
- Computer networking/technology
- Dental Hygiene
- Culinary
- Physical Therapy
- Vet
- Community Health Worker
- Culinary/Hospitality should be considered
- Certificate programs that connect retail and rest
- No, however we need to advertise the amount of time it takes to complete programs and be able to make a good living.
- None at this time
- Expand offerings in Web/Digital media etc to include video and other social media programs to assist businesses.
- Medical coding
- Video game design
- Culinary arts
- Animation technology
- Medical coding
- Waste Water Treatment
- Cyber Security
- Dental Hygiene
- Animation
- A.A. Fine Arts
- Vet tech
- None
- Lineman Training
- Cyber Security

- The only program that comes to mind is cyber security. This could be considered for a matriculation agreement with UVA-Wises new 4-year cyber- security degree.
- Welding
- Culinary
- Vet Tech Certified Occupational Therapy Asst.
- Contracting
- Small engine repair like motorcycles, utility vehicles, all-terrain vehicles
- Private Investigation
- Funeral Services Program (Mortuary Science) – closest one in VA is at JTCC- always will be a need for this in the community
- Cyber security
- Drone Repair
- Vet Tech
- Multimedia Design
- Science Degree- Computer Science Pathway
- Cyber Security
- Forestry
- Cyber Security
- Mixture of Electrical/HVAC
- Forestry or Wildlife
- Construction
- Cyber Security
- LPN
- Drafting/3D printing
- Game development
- LPN
- Physical Therapy Asst.
- Bring back "Computer Boot Camps" for displaced workers, non-traditional students returning to school or just starting. (BEFORE CLASSES BEGIN)
- Have has students inquire about a new Auto Cad program that goes along with Machinery & electrical
- Culinary Arts
- Education: Specialized in Communication –could be "piloted" as a "structured pathway"
    - Similar to other education specialized programs, this degree would share 80% of the same transfer curriculum, but would offer EEE options in tech writing, advanced comm. and creative writing.

Question 2: Are there any continuing education or non-credit programs that we should offer?

- Fine Crafts-Val Lyle-Heartwood, Business Administration-specialization in Art
- Carpentry-Masonry
- Companion offerings to culinary and hospitality management area—craft beverage Cisserone
- More personal enrichment
- Art classes

- Culinary
- Culinary Arts
- Culinary
- Medical related
- Plumbing
- More personal enrichment classes that would bring diverse groups on campus
- Practical skills such as plumbing, electrical, etc. For every day folks- not for workforce but home owners
- Creative Writing
- Crafts
- Continuing ed. for teachers
- Specialization in theater Arts or music or visual arts
- Culinary arts
- More community-driven special interests' classes like flower arranging, "aqua-size", contra, dancing, etc.
- Fitness certifications/continuing ed.
- Soft skills (communication)
- Stress management classes
- More time management classes
- Computer refresher classes
- Heavy equipment
- Forklift
- NCCER electrical & Plumbing
- NCCER Core training options
    - Carpentry
    - Plumbing
    - Electrical
- Power lineman training
- Basic welding (for non-professionals)
- Basic auto mechanics (for non-professionals)
- Art/Theatre focused options, offerings
- Co-Op/internship opportunities to build
- Resume/marketability to jobs/private education
- OSHA

Question 3: Are there things that we should do to improve student success or the student learning experience?

- Set a college Wide-Attendance Policy
- For instance -ETSU- if they miss 6 classes-automatic failures (except for a family death or hospital stay/appeals board)
- Stress the use of tutoring for Math and English students in need. Begin in the first class!
- OSHA Safety training
- Culinary

- Exercise Certificates (AAAI) (ACE)
- **Farm Classes –cattle, crops
- Bee Keeping
- Barbecue & Smoking for beginners
- I do not know
- N/A
- Culinary Arts
- Ongoing CE for teachers (K-12)
- Photoshop
- Medical coding
- Culinary arts
- Jewelry making
- Photography
- Professional certificates for mid to upper level management
- Government Mandated businesses/Employee training, etc.
    - OSHA
    - HIPPA
    - Sexual Harassment Training
- Create a more inviting student atmosphere such as: Upgrading facilities, creating a culture of student's success all across campus, be friendly to students –regardless of title of position.
- Require remediation for a failed test or class assignment
- Improve communication between career coaches in High Schools and VHCC admissions & concealing: transition forms and scheduling/testing
- Counselor access to individual student FinAid info
- Computer Boot Camp before each semester begins for students lacking todays tech skills. (non-traditional students) typing course (1 weekish)
- More business/industry & student interaction I certificate/degree programs.
- More opportunities for student/community based projects.
- Require students to pay at least a portion of the costs "out of pocket", even financial aid students, so that they have at least some "skills in the game" as a motivation.
- Make sure every student has that one person they can go to for answers
- Streamline processes for efficiency
- Establish check points with counselors
- MORE study sessions for JEAS?
- Resume training/instruction
- Job shadowing
- Apprenticeships
- More on the job training to build skills in the profession they are involved
- Special Services for autism spectrum. Students to assess their skills and match to a program that will provide better opportunities for employment for those that are higher functioning.
- Accelerated programs for non-traditional students
- I know we have some mental health counseling or we used to, but this is a great need for many students including drug counseling.

- Be sure faculty advisors are in student's major field
- More training for all who advise students, especially with the multi measures changes and the career pathways.
- More hands on intern experiences in the community
- More online classes for students that need to work (more flexible hour schedule)
- We have tutoring but is it effective? Who determines what classes get tutors?
- Easier on-boarding and graduation process
- Creation of "Learning Communities"
- Additional places on campus that encourage students to meet and study as a group
- Cross-curricular activities (i.e. use of theater students to create patient scenarios for nursing or med. Assisting
- NONE
- Reach out in person to students who fall behind during midterm
- Expand career counseling programs to help students preparing to graduate
- Communicate to the students that success is in their hands. I see so many students who feel helpless and think everything is out of their control.
- Improve student familiarity with BB and other online functioning
- Establish polices for instructor responsibilities to student quarries through email/BB.
- Some instructors seem to me very responsive while others are not.
- Universal Research Documentation (MLA & APA) links tutorials for all BB
- Currently being developed by Phil Ferguson for "pilot" test in 2017-2018.
- Possibly connect new students to mentors in the field they are interested in to help keep on track and to make sure they understand the field.
- Writing Lab
- Math lab
- Embedded Tutors
- Attendance policy
- Field trips to businesses
- Guest speakers from various industries and businesses
- CO-OP programs with potential employers and for partial credit
- Virtual and augmented reality experience should be incorporated into VHCC. Courses where applicable this technology is already being used in business and industry. Other schools like SWCC and WCC are ahead of us!
- Follow up after graduation, more off-site visits (field trip)
- Transportation opportunities for students
- Strengthen externship/internship CO-OP opportunities
- Focus on part-time students
- Intrusive Advising Program for ALL students
- Required attendance keeping and Use of early alert
- Redesigned and uniform SDV
- Expand Library Instruction
- Explore accelerated Learning options
- Explore co-hert based learning in all programs

- Further centralize student services (ex. Business office and TRIO/Upward bound are not with admissions, Fin Aid, and counselors.
- Increase the number of advisors
- Reoccurring training for faculty advisors

Question 4: Are there things the College should do to increase our connections to the community?

- Better PR with high school. Many I teach privately are still not aware of what we offer.
- Posters/fliers in music stores, grocery stores, coffee shops, restaurants, advertise our programs of study in theLoaferonline.com
- Strengthen Advisory Boards
- Opportunities for community organizations & business/industry to participate in programs & events.
- More partnerships with local organizations & employers
- We should put an emphasis on "Getting Local" in our courses and look for ways to incorporate Local Businesses, Arts organizations and other non-profit. This would open the door for involvement in both directions.
- Set up tent/table at the Farmers market on Saturday mornings before fall semester to inform community on what we offer/do.
    - Thursday Night Jams at the Farmers Market as well.
- Bring back Day of Service center around September 11th for community service projects.
- Be involved by setting up a booth at the Highlands Fest. And Farmer Market events/town events.
- More advertising.
- Share student success stories to the public.
- Standard advising sheets degree process for each degree
- Do a better job of telling the story via advertising/marketing.
- Reaching out to local youth groups and churches.
    - Many churches could refer people also that are looking for a job or career change.
    - Youth groups are full on seniors that are undecided about their future.
- Have the right people involved with the school systems/giving accurate information. Be more involved with community activities.
- Send our best to community functions to represent the college.
- Be more visual at community events- ex. High school functions- football session
- Recruit at local functions
- Have the "right" people at the high school
- Provide students with community service opportunities & offer incentives to complete. This would give students work exp. & sow the importance of service.
- Job shadowing
- Follow up to transfer students who have received degree.
- More visibility in high schools
- Hold more community wide events to bring people to campus. Could be shared events with Town of Abingdon, Washington, & Smyth counties & city of Bristol.
- Market free tuition for senior citizens.

- Create a speaker's bureau that includes diverse group of employees and provide more opportunities for those who work here to participate on important community functions- not just the same chosen few.
- More use of our facilities to outside groups. Maybe let the town or counties know it can be used. GET PEOPLE ON CAMPUS.
- Summer and Winter festival
- Speakers- like Toast Masters- to actively participate in organizations and meetings
- Advertise Richard Leigh event on new radio station associated with county music museum
- 5k Run Fundraiser- any kind that brings the community to the college
- Improve engagement of each programs advisory boards and consider moving new contributors to less active boards.
- Host chamber of commerce or Rotary meetings or visits on campus
- Set your stand in the Farmers Markets for horticulture products- seedlings, flowers, etc., and cooked goods
- More local Co-Op coursework: Especially in education, art, theatre, music, etc. that we need extra marketability.
- We have gotten better. Be a presence. Consider TV with commercial marketing
- Hold yearly or per semester "open house" days to bring visitors to campus
- Continue the networking process to be even more visible at community events. Have events on campus that we can invite community members to.
- Increase opportunities for community service in our service/target area- things like the White Mill project, but in the entire target area, not just Abingdon.
- Offer service learning opportunities- will put our students out in the community businesses doing projects that "count" for experimental learning.
- Outreach to Senior Learning like the COA classes at High Ed.
- Booth at Washington County Fair
- Preservice and recognition of community sports stars in high school
- For student's potential increase in marketing and PR @ local high schools
- For other community avenues- increase experimental learning opportunities for students at local businesses
- Continue Whites Mill project with ENTIRE college
- More partnerships
- Faculty should be firmly connected to businesses who hire their students
- We should have a masters list of career fairs, job fairs, educational fairs, for ALL of us to see and add to.
- Continue to educate the community about opportunities offered at the college
- Expand/strengthen advisory committee program
- Speakers Bureau with unique topical offer ship; not just info about VHCC
- Successful Major Gifts Campaign
- More coordinated outreach, marketing, and communication plan.
- Cyber Café
- Offer to host some community activities not associated with us
- Have members of the community volunteer, shadow them for a day

- Schedule "creativity connections" luncheons between employees and community mentors
- Sponsor community events: January Jams, Music on the Lawn, Thursday Jams, Shamrock 4-Miller
- May need a community liaison: expand or build an arts array to create more community programs including short classes (non-curricular) music, art, etc.
    - Abingdon is a HUGE retirement community with an active audience- multi generational activities

Question 5: Do you have a suggestion that will move the College to new levels of service and excellence?

- Experimental Learning: "Pick a Place"
- Have students go into an area retirement home each semester/year. There are several places that would be glad to host VHCC.
- History students- take down aural histories
- Early Elementary Ed. Students/English classes- read books to residents, coloring books, and painting for dementia patients that are able
- Drama Students/Speech classes- present skits, read aloud stories in group Setting-Storytelling.
- Choir- singing
- Old Time String Band- Play
- Horticulture Students- take flowers arrangements or plat flowers
- More business sponsorships of programs that create a pipeline of employees for their industry
- Market training for executive leaders
- Implementing a writing center on campus
- Bookstore being able to make purchases online using financial aid.
- Engage the community throughout various areas of VHCC
- Listen to the community
- Create more opportunities for our alumni to be more involved with the college. This will help fundraising, instruction, telling our story, and showing our community what we do on a daily basis. No one is doing this currently and it is very sad.
- No, I wish I was more creative, but I am always willing to pitch in when I hear a good idea.
- Give faculty more tools that guide them in advising (fix faculty advising)
    - Examples: example scenarios, handouts, fix faculty assignments so they make more sense, etc.
- Work to strengthen our programs and continue to interlace with the community. Ass new certificates and programs as needs arise.
- Continue to develop more experimental learning opportunities
- Develop new community partnerships; strengthen old partnerships
- Look for ways to develop new learning opportunities; internships, stimulations, etc.
- More involvement in economic development
- Student-led entrepreneurships clubs/ projects (coffee shop) that we can MARKET to potential new students, investors, etc.
- Explore more partnership opportunities like Whites Mill.
- Work to develop a closer relationship with and partnership with town/county

- Keep up what we are doing – always look for improvements
    - If we always do what we've done, we will always get what we've always got!
- Need to bring back up do of classes taught by FULL time faculty
- Increase offerings that involve technology
- Community involvements such as contests- BBQ COOKOFF contest, Music Nights Contest
- Involvement with area church leaders on education and trainings
- Subsidized laptops for every student, coupled with a mandatory hybrid instruction or experienced instruction component to every class.
- Free coffee plan for all faculty and staff!
- Make sure all the areas of workforce training are connected because there is a daily need for training in manufacturing workers. (More skilled labor training) This will show that the college could be the top trainer to promote job growth for this area.
- Marketing workforce development as equal to traditional degree in some fields in earning power & job security
- Integrated interdisciplinary studies with outreach components. Working with school (k-12) Libraries, museums, retirement communities, etc.
- Looking for experimental learning opportunities in which the student gives back to the community in constructive ways. Habitat for Humanity, Senior citizen facilities, united way, boy scouts, etc. Would also provide excellent PR for VHCC.
- Receive and implement the Title III Grant
- New building- community center
- Do a large marketing campaign with the HEC to advertise the partnership and opportunities that indiv. Can get right here in our community.
- Fund raising project (foundation)
- New innovative recruitment process
- Think differently on how to retain students
- More involvement and interaction with alumni
- Establish, find, and capitalize or our "IT" factor (what makes us special)
- - Distinguish ourselves-
- Deal with under-performing areas/portions
- Garner additional revenue/resources
- Focus on telling our story – we have many great students and we need to market this
- Increase faculty and staff program in community service
- Make programs available that allows students to find employment and provide evidence to the community
- Hire more dynamic full-time faculty
- More concentrated efforts on recruitment and retention. Contacting those who only need 1 semester to complete certification or degree & convincing them to finish.
- Community Service = free advertisement this means higher enrollment= more FTE=more $
- Everyone act as a team and help one another reach the same goals- be mindful of how your actions/tasks will affect other departments.
- New facilities for nursing allied heath in order to have room for expanded programming.
- Plan annual community service projects that most can participate in.

ATTACHMENT 8

Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis/Summary

Virginia Highlands Community College
2017 SWOT Analysis

In May of 2017 Virginia Highlands Community College conducted a SWOT Analysis with the participation of administrators, faculty, and staff. The college community was asked to detail the strengths, weaknesses, opportunities, and threats facing the College going into the next two-year strategic planning period. A summary of the analysis is provided below.

Strengths

The faculty and staff of the College are seen as strengths. The College plays an important role in the community and serves the community well with its small class sizes, its diverse course offerings and programs, and its affordability. The College has good security and people feel safe on campus. Its commitment to student success and its new Quality Enhancement Plan, Learning Plus, are seen as additional strengths.

Weaknesses

The recent losses in faculty and staff through retirements is seen as a weakness. Communication is also seen as a weakness, especially in two areas: among administrators, faculty, and staff; and with students about College processes and procedures. Other weaknesses are lagging facilities and technology, and a lack of succession planning as staffing changes.

Opportunities

One opportunity is using the resources and needs of the College service area to identify and offer new programs. This would include partnerships with local businesses, industry, artisans, and agencies. Dual enrollment and distance learning are also seen as opportunities for growth. Additional opportunities are increased marketing of our current programs, increasing faculty and student connections, and increase relationships with four-year colleges and universities.

Threats

The recent declines in local populations and its contribution to declining enrollments are seen as a threat. Continued budget reductions and its effect on the number of faculty and staff is also seen as a threat. Increased competition from other educational institutions and the availability of free community college in Tennessee can be a threat to future enrollment. Finally the possibility of becoming complacent and not forward thinking is seen as a threat to the College.