



SOUTHSIDE VIRGINIA COMMUNITY COLLEGE

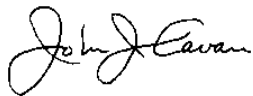


Strategic Plan 2009 - 2015

This strategic plan will provide a framework for the growth and development of Southside Virginia Community College over the next five years. Continuing in a history of excellence in higher education, the college will rely on its vision, mission, and core values to meet the challenges the future will bring. Central to this plan is the success and development of Southside's students. This single concept permeates through all of our initiatives and undertakings.

This strategic plan is a living document and not destined to collect dust on the shelf. It shall be used regularly to monitor progress towards the college's strategic initiatives, goals, and more immediate action steps. Planning for such a rich and diverse institution is a dynamic endeavor which cannot be accomplished without the professional attitudes and tenacious spirits of our faculty, staff, local board members, and community partners. I appreciate the time and dedication contributed to the creation of this document and for the continued pursuit of excellence exhibited across our campuses and learning centers. An institution such as ours touches many lives and becomes a catalyst for positive change for the community it serves. We have much to be proud of at Southside, together, lets continue to make a difference in the lives of whom we touch.

Sincerely,



John J. Cavan, Ph.D.
President

V I S I O N S T A T E M E N T

Southside Virginia Community College will be a leader within the Virginia Community College System, known:

- for the professionalism of our faculty and staff.
- as a dynamic and evolving institution which still takes care to value each student.
- for our commitment to workforce development and growth of our local community.
- as an institution which makes a difference in our society by changing lives one student at a time.

M I S S I O N S T A T E M E N T

Southside Virginia Community College is dedicated to the belief that all citizens should be given an opportunity to acquire an educational foundation that develops and extends their skills and knowledge. The college's goal is to provide diverse instructional programs ranging from developmental studies to associate degree curricula in academic, technical / vocational, lifelong education, and workforce development. Through various activities, to include distance learning, students will also have the opportunity to develop their roles and responsibilities as participants in a changing society.

C O R E V A L U E S

Southside Virginia Community College is committed to:

- Student access to quality higher education.
 - Exemplary instruction and learning.
 - Excellence in student support services.
- Respect for diversity and individual differences.
- Service to the community and our larger society.

College Planning Committee

The College Planning Committee (CPC) advises and assists in the development, coordination, monitoring, and assessment of the strategic planning process. The committee membership represents a cross section of areas and professionals within the college including presidents from both faculty organizations residing on the two main campuses.

Charge:

- Construct a timeline for the overall college planning process.
- Coordinate the collection of ideas, suggestions, and data from Local Board Members, faculty, staff, students, community organizations, business leaders, and other constituents to fuel the planning process.
- Identify goals and initiatives to be presented at the annual Southside Virginia Planning Retreat.
- Review action steps suggested by the Planning Retreat and assign responsible parties to the task.
- Evaluate progress towards the meeting of the action steps, and goals.
- Develop and approve a 5 year strategic plan.

Authority:

Appointed by the President.

Meeting Schedule:

As needed.

Chairperson:

Chad Patton, Dean of Planning and Institutional Effectiveness.

CPC Membership

- **Jack Ancell**, Dean of Information Technology and Learning Resources
- **Christie Hales**, Public Relations and Marketing Specialist
- **Peter Hunt**, Vice President of Finance and Administration
- **Dr. Stanley Johnson**, President of the Faculty Senate (JHD)
- **Brent Richey**, Dean of Enrollment Management
- **Dennis Smith**, Director of Workforce Development (JHD)
- **Debra Smiley**, Director of Workforce Development (CHR)
- **Judy Shepherd**, Director of Counseling (CHR)
- **Dorothea Sizemore**, Director of Counseling (JHD)
- **Stephen Walker**, President of the Faculty Forum (CHR)
- **Tom Wisbey**, Dean of Instruction (CHR)
- **Anne Yancey**, Institutional Researcher
- **Dr. Paula Gastenveld**, Dean of Instruction (JHD)

Purpose

Strategic planning is the process of developing and maintaining a course or direction of positive growth for the institution within its environment. This course is founded upon the college's Vision Statement, Mission Statement, and Core Values. Southside Virginia Community College's Strategic Plan involves a five-year course of action, means for its accomplishment, and methods to assess its outcomes.

Strategic planning clearly defines the purpose of the institution. It establishes goals and objectives that are consistent with its governing ideas and assigns a time frame for each. The plan also establishes a means to communicate these goals and objectives to the college community and constituents. It ensures the most effective use of the institution's resources by focusing on priorities and providing a baseline from which to measure progress. Finally, it establishes a mechanism for informed adaptive change.

Planning Context

Southside Virginia Community College is a two year institution of higher education established as a part of the statewide system of community colleges created by the 1966 Virginia General Assembly.

The college consists of two main campuses and a number of learning centers and training sites across 4200 square miles of Southside Virginia. Included within the college's service area are the counties of Brunswick, Buckingham (partial), Charlotte, Cumberland, Greensville, Halifax (partial), Lunenburg, Mecklenburg, Nottoway, and Prince Edward, along with the City of Emporia.

Characterized as a comprehensive regional institution, Southside Virginia Community College combines quality education, access, diversity, and service to create an environment that promotes intellectual, personal, and professional growth for students, faculty, and staff. The college offers over 90 distinct academic programs of learning.

Credit programs offered by the college are

approved by the State Board of Community Colleges. In addition, associate degree programs are approved by the State Council of Higher Education in Virginia. Southside Virginia Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The college has been reaccredited without interruption since its beginning. The last reaffirmation visit occurred in October of 2007.

Environment

Southside Virginia Community College has the largest service area within the Virginia Community College System. Not only is the college challenged with a large service area, certain characteristics of the population affect the college, the students, and the community within which the college operates. An environmental scan is conducted biennially to identify challenges and opportunities within the college's service area. The 2009 environmental scan found the service area to have a poverty and unemployment rate higher than that of the Commonwealth of Virginia's average. The area also struggles with a high school completion rate which is below the state average. The 2008/2009 environmental scan can be viewed in its entirety at http://www.southside.edu/about/ir/documents/STOC07_08FINAL.pdf

Resources

Any endeavor in planning must take into account the resources available to reach goals. Unfortunately, funding from the state is projected to decline during the next six years. This represents challenges for the College as history indicates when the state and national economy decline, community college enrollment tends to increase. This causes the College to serve more individuals with less resources. There is no doubt that funding will be a major challenge throughout the life of this strategic plan and will affect both the creation and methods of achieving goals.

The College also has non-financial resources which are critical to appropriate planning. These resources include first and foremost, its employees who work very hard to help the College fulfill its mission and vision directives. Another fundamentally important resource for planning is accurate data concerning the college and its many functions. These data come from a variety of internal and external sources which make up the College's institutional effectiveness and assessment cycle. A multitude of measures and assessments are systematically completed each year to identify the amount of value added the College is providing to those it serves.

Internal Data Sources

Examples of internal data sources that fuel the planning process include planning retreats, SWOT analysis, the Fact Book, Student Profiles, Distance Learning Reports, and the Dual Enrollment Study. Each year the Office of Institutional Effectiveness publishes a summary report of these and other studies entitled *The State of the College Report*. This report series displays how the College rates in six distinct sections, student progress, general education, outreach, workforce development, contribution to the public good, and transfer preparation. Within each of these sections are core indicators which reflect upon the effectiveness of SVCC in each particular area. These core indicators have been identified as relevant to community colleges striving to fulfill their missions and serve their communities (Alfred, Schults, & Seybert, 2007). The core indicators and the corresponding measures can be viewed in Appendix A. A listing and brief definition of all of the College's internal reports can be found in Appendix B. The results of the College's latest SWOT analysis can be found in Appendix C. Finally, it is important to review the impact of past goals, found in Appendix E. A hard copy of any of these reports can be obtained from the Office of Institutional Effectiveness or viewed electronically by visiting www.southside.edu.

External Data Sources

The college also participates in nationwide, benchmarking studies. These external data sources provide a wealth of information and are a beneficial benchmarking tool. This allows the College to compare the services it provides with other community colleges across the nation. Examples of external studies the college participates in are the Community College Survey of Student Engagement (CCSSE), the Survey of Entering Student Engagement (SENSE), and the Chronicle of Higher Education's Best Colleges to Work For survey. Results from all of the College's external data sources are attainable from the Institutional Effectiveness Page on the College's website.

Direction

Successful planning also requires direction. The College's direction comes directly from its mission statement, vision statement, community needs, and strategic guidance from the VCCS.

ACHIEVE 2015

The College operates as an independent institution of higher learning while being a part of a 23 institution community college system.

The Virginia Community College System (VCCS) is governed by a state board and is currently directed by a five-year strategic plan titled *Achieve 2015*. To contribute to the economic and civic vitality of the Commonwealth and its international competitiveness, the VCCS commits to increasing access to affordable education and training for more individuals so they acquire the knowledge and skills to be successful in an ever-changing global economy.

To reach this prime directive, the VCCS has identified five categories to form the foundation for both system and individual community college goals. The five categories are access, affordability, student success, workforce, and resources.

To reach this prime directive, the VCCS has identified five categories to form the foundation for both system and individual community college goals. The five categories are access, affordability, student success, workforce, and resources.

The State Board for Community Colleges endorsed the Achieve 2015 goals on November 12, 2009. The VCCS published its goals for each of these categories in 2010. They are as follows:

ACCESS

Increase the number of individuals who are educated and trained by Virginia's Community Colleges by 50,000 to an annual total of 423,000, with emphasis on increasing the number from underserved populations by at least 25,000. This goal translates to a 13% increase in unduplicated headcount for the college by 2015. Southside Virginia Community College will educate and train a total of 1,199 new students by 2015, bringing the College's unduplicated headcount to 10,422. At least half of the increase will be students from underserved populations.

AFFORDABILITY

Maintain tuition and fees at less than half of the comparable cost of attending Virginia's public four-year institutions, and increase the annual number of students who receive financial assistance through grants and scholarships by 36,000. This equates to a 70.75% increase by 2014/2015.

Such an increase would mean that Southside Virginia Community College will increase the number of students receiving financial assistance through grants and scholarships from 2,646 annual recipients to 4,517 by 2015.

STUDENT SUCCESS

Increase the number of students graduating, transferring or completing a workforce credential by 50%, including increasing the success of students from underserved populations by 75%. A total of 737 students graduated from Southside Virginia Community College with a degree or certificate in 2007/2008. In addition, a total of 465 students took at least 12 credits

with Southside before successfully transferring to a four year college. Also, there were 221 Career Readiness Certificates conferred by the College in 2007/2008.

To reach the goal of student success for Achieve 2015, Southside Virginia Community College will increase the number of students graduating, transferring, or receiving a Career Readiness Certificate by 2,135 by 2015.

WORKFORCE

Double the annual number of employers provided training and services to 10,000, with a particular focus on high-demand occupational fields. The College served a total of 151 employers in 2007/2008. To reach the goal set by Achieve 2015, Southside Virginia Community College will serve a total of 302 employers annually by 2015.

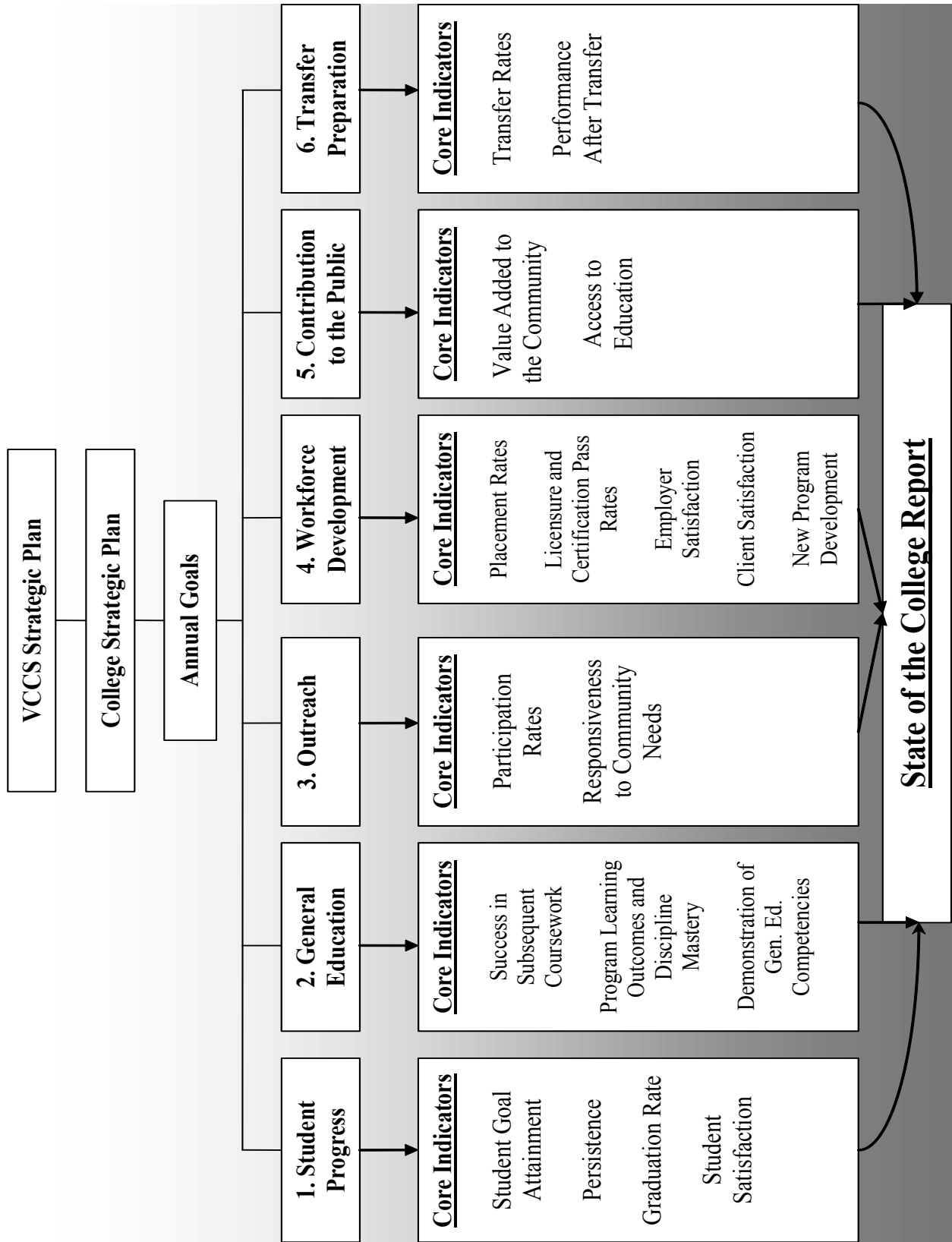
RESOURCES

Raise at least \$550 million in cumulative gifts and grants to support the mission of Virginia's Community Colleges. The College received gifts and grants totaling \$2,549,660 in 2007/2008. In order to reach the 2015 goal, Southside Virginia Community College will seek to increase the amount of gifts and grants by \$13,130,749 by 2015.

Summary of Southside Virginia Community College's 2015 Strategic Goals

- *Increase Student Access. Southside Virginia Community College will educate and train a total of 1,199 new students by 2015.*
- *Increase Affordability. Southside Virginia Community College will increase the number of students receiving financial assistance through grants and scholarships from 2,646 annual recipients to 4,517 by 2015.*
- *Increase Student Success. Southside Virginia Community College will increase the annual number of students graduating, transferring, or receiving a Career Readiness Certificate to 2,135 by 2015.*
- *Increase Workforce Services. Southside Virginia Community College will serve a total of 302 employers annually by 2015.*
- *Increase Resources. Southside Virginia Community College will seek to increase the amount of gifts and grants by \$13,130,749 by 2015.*

Appendix A



Outcome #1 – Student Progress

The student progress outcome resides within the heart of the institution's mission. At its core rests student success. Fortunately, there are a variety of ways to measure student progress within our institution. The following are core indicators which shall be measured in order to report on student progress at SVCC.

Core Indicators for Student Progress:

Student Goal Attainment – This core indicator is measured by two sources. First, the **Graduate Follow-Up Update*** annually surveys all of SVCC's graduates concerning goal attainment. Second, a random sample of **Program Evaluations*** are identified and reviewed to determine student learning outcomes at the program level.

Persistence – Persistence is measured by retention. This core indicator is currently reported to the Virginia Community College System (VCCS) in the **Student Retention Report***. Retention is measured two ways. First, the total headcount of fall students are compared to those returning and enrolling in at least one course in the spring. Second, first time fall students are studied separately by the same criteria. By recording the retention rates of both groups gives the institution a good picture of student retention.

Graduation Rate – This core indicator is reported by following a cohort of students across three years or 150% of the time a full time student could finish the course requirements for a two year degree. The annual **Graduation Rate Report*** is compiled by the VCCS.

Student Satisfaction – SVCC student satisfaction is measured in a number of ways and at different times throughout the year. The **Prospective Graduate Questionnaire*** surveys student satisfaction concerning the quality of instruction as well as various services provided by SVCC. In addition, the OIR is developing an annual **Fall Student Survey** to complement student satisfaction rates on other components of the college.

Outcome #2 – General Education

General education competencies are important for students as they graduate and begin subsequent coursework or enter the workforce. Today's society demands students be able to write legibly, read for understanding, and think critically. General education forms a base or foundation from which student success is supported. As national reports indicate college graduates are declining in their general education proficiency, SVCC must maintain a high degree of effectiveness in this area.

Core Indicators for General Education:

Success in Subsequent Coursework– Success in subsequent course work is measured in two different ways reflecting the two general paths SVCC students take. Some students transfer to four year colleges or universities and their success shall be measured by the **Transfer Student***. Other students come to SVCC for the purpose of learning a trade, gaining new skills for a current occupation, or to develop skills to assist them in entering the workforce after graduation. The success of these students shall be measured by the **Employer Survey***.

Program Learning – Program learning is measured by annual **Program Evaluations**. SVCC shall change its current method of program evaluation to incorporate program goals which focus on student learning outcomes not program actions such as recruiting or equipment procurement. These program student learning outcomes shall be surveyed annually by the OIR.

Demonstration of General Education Competencies – This core indicator is measured in two ways again reflecting the two general paths SVCC students take. First, transfer and degree graduate students shall be assessed annually by the **Graduate Assessment Test***. This test gauges the students' proficiency in the core competencies. Second, students obtaining a certificate or diploma shall take the **Career Readiness Certificate*** to gauge their proficiency in the general education competencies related to those programs.

Outcome #3 – Outreach

Core Indicators for Institutional Outreach:

One of SVCC's greatest challenges is its massive rural service area. The nature of the community in which the college operates emphasizes the need to investigate and report on the amount of outreach the college does to the community. For many of our students, access to higher education is difficult. To better serve our students, the college dedicates personnel and resources into improving its effective outreach to the service area while increasing student access to higher education.

Participation Rate - The core indicator of participation rate reports on the total number of people the college has positively affected during the year. There are two main ways of reporting this indicator. First, a **Market Participation Rate** shall be obtained. This figure is computation of unduplicated headcount for both credit and non credit classes along with people who visit the college for special events. This number is then divided by the total population of the service area. Second, the Market Share of Area High Schools is used to supplement the previous report. The high school report will aid the institution in identifying enrollment trends which shall then be directed to SVCC recruiters and career coaches.

Responsiveness to Community Needs – This indicator requires an environment scan of the service area before the responsiveness of the college can be measured. **The Service Area Environment Scan Report** shall include data from various sources and report upon the strength of the community and the quality of life experienced by residents within the service area. The college shall then demonstrate the meeting of service area needs by the Program/Unit Evaluation and specified outcomes of those programs which particularly address an issue in the community. For instance, a recent environment scan reported a high degree of high school drop outs residing within SVCC's service area. The Middle College and other Adult Basic Education programs shall report data which demonstrates student attainment of the GED and enrollment into post secondary education.

SVCC's responsiveness to community needs shall also be demonstrated by program **Advisory Committee Minutes*** and the **Employer Survey***.

Quality Enhancement Plan Evaluation – SVCC's 2007-2017 Quality Enhancement Plan is dedicated to the improvement of the college's online courses and instruction. By offering online classes and opening learning centers throughout the service area, the college is allowing students who would not otherwise be able to attend college the opportunity to succeed. The evaluation of this program shall be reported in the **QEP Evaluation Report** and shall annually demonstrate the college's intent on reaching out to students across the service area.

Outcome #4 – Workforce Development

Core Indicators for Workforce Development:

Placement Rates – A strong core indicator of the effectiveness of SVCC's Workforce Development Program is the student/trainee placement rate. Each year data from the **Employer Survey*** shall be used to identify strengths and weaknesses in course offerings, program viability, and training effectiveness. In addition, the college shall also collect and distribute data from the WIA, Adult and Dislocated Worker Programs. These programs collect information on job placement rates and salaries for those within these programs.

Certain programs at SVCC prepare students for licensure within a profession or occupation. For these programs the success rate of students shall be reported and compared annually to show workforce preparation.

The number of apprenticeships completed each year within various programs shall also be reported as an indication of workforce development effectiveness.

Employer Satisfaction – A very direct method of reporting on this outcome is to survey employers directly about the students we train. This is done in some programs but shall be expanded to all workforce type training classes. The college shall maintain a uniform **Employer Survey*** with key questions concerning the effectiveness of these programs and shall compile the results annually.

Client Satisfaction – Surveys shall also be conducted for customized training offered through the workforce development program at SVCC. Again, a **Uniform Client Survey** shall be distributed to clients con-

cerning the effectiveness of the training the college provides. These surveys shall be compiled and reported annually as a core indicator of workforce development effectiveness.

New Program Development – SVCC continually seeks to identify new programs which fill a need in the local workforce. A scan of the service area’s occupational outlook shall be conducted annually and new programs created to address these needs shall be reported to demonstrate workforce development efficiency.

Outcome #5 – Contribution to the Common Good

Core Indicators for Contribution to the Common Good:

The community college is positioned to do a tremendous amount of good for those residing in its service area. By its very nature a community college serves the needs of the community, often providing education to first generation students and those of limited resources. SVCC’s dedication to contributing to the common good can be found within its mission statement and measured by the following core indicators.

Value Added to the Community – Research has shown that a community greatly benefits in a variety of ways when it surrounds a community college. SVCC brings opportunity not only to students but also to career seeking professionals within our area. This core indicator shall be measured in a number of ways. First, the total amount of salary paid to all SVCC employees shall be calculated and reported as it demonstrates revenue for the local community. This **Annual Salary Report** shall be reported annually and an average salary shall be computed and compared to the average salary of the service area.

The **Employer Survey*** also provides the college with a method of gauging value added to the community. Each year the salaries of SVCC graduates are reported back to the OIR. This figure shall then be compared to the average salary for the community. Complimenting this figure are job placement rate statistics which are included in the report.

Access to Training and Education – This core indicator can be measured by the number of students enrolled who receive financial aid, college sponsored scholarships, and other student assistance. The indicator

can also be measured by the number of sites which offer open computer labs. This access to technology and the Internet improve the quality of life for those who cannot afford it.

Outcome #6 – Transfer Programs

Core Indicators for Transfer Program Effectiveness:

Transfer Programs - The number of transfer programs and their outcomes shall be presented as a core indicator of transfer program effectiveness. This data shall be obtained from **Transfer Program Evaluations*** conduct annually. The number of 2+2 articulation agreements will also be compiled and reported annually to demonstrate growth in this area.

Performance After Transfer – According to Title 8, colleges and universities share information on students and their performance with colleges the students attended previously. This allows SVCC to report on transfer student performance at various universities throughout Virginia.

Appendix B - Institutional Effectiveness Reporting Schedule

NAME OF REPORT	DISCRIPTION OF RE- PORT	DEADLINE	DISTRIBUTED TO
Final Student Profile	HC/FTEs/demographics broken down by on-off campus	End of Fall and Spring terms	Posted to IR Website
Final Dual Enrollment Profile	HC/FTEs/demographics broken down by on-off campus	End of Fall and Spring terms	Posted to IR website
Final All Campus Profile	HC/FTEs/demographics broken down by campus and counties	End of Fall and Spring terms	Posted to IR website
PTK Listing	List of students eligible to join PTK	After grades are posted each term	PTK Advisors
Non Returning Curricular Students	List of students who were enrolled prior to current term and not enrolled current term	First day of classes, Fall and Spring terms	Students Services
Graduate Follow-Up	Survey mailed to graduates one year after graduation	July 15 annually	Posted to IR website
Employer survey	Survey mailed to employers of graduates who gave permission to do so	Every two years – End of March, first of April	Posted to IR website
Dual Enrollment Study	Includes survey to DE students, parents and instructors of DE classes		Posted to IR website
Resource Allocation Report	Enrollment information on programs and instructor efficiency for Fall and Spring terms	Annually – After Spring term ends	Posted to IR website
Market Share Study	Enrollment report of area high school graduates enrolling at SVCC the same year as HS graduation	Annually – After Spring term ends	Posted to IR website
Fact Book	Information on enrollment and graduates for Fall term	Annually – After Fall term ends	Posted to IR website
State of The College	Culmination of data collected from SVCC students, employees, departments, and other state and federal agencies. The data presented here is to be used for planning purposes	Annually	Posted to IR website
Cyber Education Report	Success measure of cyber classes compared to seated classes	Annually – After Spring term ends	Posted to IR website
Program Assessment Reports	Assessment of Academic Program and Support Unit Goals	Annually	Submitted to Supervisor

Appendix C - SWOT Analysis

A SWOT analysis is a strategic planning method used to evaluate the Strengths, Weaknesses, Opportunities, and Threats within an organization. It involves specifying the objectives of the College and identifying the internal and external factors that are favorable and unfavorable to achieve that objective. For the purposes of the College's SWOT analysis, the Achieve 2015 goals of Access, Affordability, Student Success, Workforce Development, and The technique is credited to Albert Humphrey, who led a convention at Stanford University in the 1960s and 1970s using data from Fortune 500 companies. It is used extensively within business and industry to ensure viable and relevant strategic planning.

Strengths

Strengths are characteristics of the College that allow it to fulfill its mission. These characteristics may set the college apart from other institutions of higher.

Weaknesses

These are characteristics that place the College at a disadvantage relative to others. Identifying weaknesses helps the college to address areas for improvement.

Opportunities

Opportunities are external and internal chances to make greater positive impacts on the community the College serves.

Threats

Both internal and external elements in the environment that could cause trouble for the college.

The College hosted a SWOT analysis on February 20, 2009 to help facilitate strategic planning for the VCCS' Achieve 2015 initiative. The event was held in Chase City at the Estes Center. Participants included faculty, staff, and administrators from the college. Also in attendance were members of the College's Foundation, Local Board, and citizens from around the service area.

After addressing the collective group on the SWOT process, breakout groups began identifying the strengths, weaknesses, opportunities, and threats within the college as it strives to complete its mission and attain

the Achieve 2015 strategic goals. One team was assigned to each of the Achieve 2015 categories. The teams consisted of a health cross-section of all of those in attendance. A college administrator was assigned to each group and collected statements shared by the individuals on their team. Once the data collection phase was complete the administrator brought the results into a common room for the combined group to consider. Each participant was given 28 votes and asked to place them with statements they felt were accurate and applicable in each category.

To summarize, the group identified many strengths the College possesses which have supported its efforts thus far and will hop fully continue in the future. These strengths are seen as resources or capital which should be maximized as the College conducts day to day business and strives to achieve its goals. *Among the greatest identified strengths were the College's quality of customer service, flexibility, online access for students, and reputation within the community.*

Weaknesses were also pointed out during the exercise. The weaknesses which garnered the most votes were *unavailability of faculty advisors, the high cost of text books, unavailability of tutors, the understaffing of key offices, and the College's underrepresentation in major media markets.*

The group considered opportunities for the College's continued success. These opportunities included *expanding distance education, a better system to coordinate class offerings to accommodate students, to market the College's affordability, to retrain the current workforce, and to make use of more staff and volunteers.*

Finally, the group considered apparent threats to the College and its ability to complete its mission. Among the greatest threats identified by the SWOT analysis were *having to deal with bureaucracy, the increasing cost of tuition, increasing cost of textbooks, declining state budget, and dealing with false perceptions of community college attendance.*

The results of this analysis were published on the College's website and was used by both academic and support units to form goals to take advantage of the College's identified strengths and opportunities while addressing perceived weaknesses and threats.

ACCESS GROUP

Strengths:

- Flexibility (13 votes)
 - Welcoming environment (9 votes)
 - Class size (8 votes)
 - Excellent faculty (8 votes)
 - Strong relationship to high school (7 votes)
 - Articulation agreement (7 votes)
 - Open admission (6 votes)
 - Comprehensive (6 votes)
 - We're everywhere (50 sites) (5 votes)
 - Well maintained facilities and grounds (4 votes)
 - Desirable place to work (3 votes)
 - Student maturity (3 votes)
 - Relationship in community (leaders) (2 votes)
 - Career coach in every public high school (1 vote)
 - Large campuses (1 vote)
 - Middle college, adult education (1 vote)
 - Lack of competition (1 vote)
 - Program credibility w/employers (1 vote)
 - Bridge programs (DE, TECH PREP)
 - Locations
 - Teamwork within institution
- Work at home career (4 votes)
 - Campus expansion (3 votes)
 - DE in private schools (3 votes)
 - Non nursing health fields (3 votes)
 - CTE program development (ELE, AIR, ATR, DRF) (2 votes)
 - Placement services (2 votes)
 - Prison (staff/inmates) (2 votes)
 - Non academic student support (2 votes)
 - OCC tech DE (1 vote)

Threats:

- Bureaucrats (15 votes)
- Online colleges (11 votes)
- Declining population (11 votes)
- Economy (funding/budgets) (6 votes)
- Tuition increases (5 votes)
- K12 budgets (4 votes)
- Gas prices (4 votes)
- Prison closings (3 votes)
- Loss of experienced staff (2 votes)
- Distance to campus (1 vote)

Weaknesses:

- Availability of faculty/advisors (10 votes)
- Budget (9 votes)
- Summer schedule (5 votes)
- Lack of Hybrid classes (5 votes)
- Community college stigma (4 votes)
- Lack of sports (3 votes)
- Information in the community (2 votes)
- Lack of facilities/student space (2 votes)
- Geographical area (1 vote)
- Growth

Opportunities:

- Distance Education (6 votes)
- Bring community on campus (5 votes)
- Green technologies (5 votes)
- Promote cross registration (4 votes)

AFFORDABILITY GROUP

Strengths

Good customer service (19 votes)
Cheaper than 4 year college (11 votes)
Dual Enrollment (7 votes)
Financial Aid goes further (6 votes)
Low fees (5 votes)
ODU on-campus (3 votes)
FAFSA easier to complete – we help students complete (ours and other colleges) (3 votes)
Articulation agreements (1 vote)
Convenient (off-campus sites, on-line, live with parents)
Marketing
Informing students
Information given up-front for financial aid
Scholarships
Outside grants
Loan (FACTS) program/STL
Our people

Weaknesses

- Textbooks too high – (23 votes)
 - Consider on-line books
 - Buy book but do not use
 - Buy back needs to be higher
 - Faculty can create books from publisher
- Marketing (can't get to everyone and can always improve) (7 votes)
- Tuition too high (5 votes)
- Customer Service can always improve (4 votes)
- Need more scholarships (2 votes)
- Waste – look for ways to recycle and cut down on waste (2 votes)
- Food prices

Opportunities

- No coordination of class offerings by faculty to maximize credits a student can enroll in. Example. ENG 03, 05 and MTH 02 all taught simultaneously (20 votes)
- Improve visibility in community (newspapers) (7 votes)
- Tap into alumni (6 votes)
- Cost of community college vs. 4 year college

- (5 votes)
- Need to be leader in finding skill sets for green technologies (5 votes)
- Need learning communities on both campuses (2 votes)
- Internal competition (2 votes)
 - On-line vs. seated
 - Full-time faculty competing against adjunct
- Work study (1 vote)
- Economy down, student level up
- More layoffs – more students
- Advertising/ marketing
- More attention to scholarship and aid
- Impersonal
 - On-line classes
 - Advising
- Better communication of faculty within disciplines

Threats

- Increased tuition (6 votes)
- State budget/economy = less funding for SVCC (6 votes)
- General perception “dumb people go here” (5 votes)
- Competition (3 votes)
- Transferability barriers (2 votes)
- Increased enrollment
- Who is our competition and what are other community colleges offering (on-line and programs)?

STUDENT SUCCESS GROUP

Strengths

- Online access (9 votes)
 - Teamwork (student development) (6 votes)
 - Faculty (ingenuity, smart thinking) (3 votes)
 - Flexibility (3 votes)
 - Cohesive community (1 vote)
 - Exposure – diverse events (1 vote)
 - Programs
 - Comfortable surroundings
- Marketing!! Competition (4 votes)
 - College readiness (2 votes)
 - Competition for online classes (Strayer, JTCC, ECPI, ITT, NVCC, Univ of Phoenix (2 votes)
 - VCCS tuition increases over time
 - Slow to respond to scheduling need

Weaknesses

- Tutor availability (8 votes)
- Daycare services (7 votes)
- Lack on foreign languages and western perspective (6 votes)
- Advisor contact (3 votes)
- Communication of class delays or cancellation (2 votes)
- More availability of transfer courses (1 vote)
- Accuracy of course description (1 vote)
- Commuter college
- Furniture

Opportunities

- Cost of 4 year colleges – we are a bargain (7 votes)
- Returning veterans (5 votes)
- Internships (5 votes)
- Community outreach programs (3 votes)
- Expansion online (3 votes)
- Graduates serving local communities (3 votes)
- Laid off workers (2 votes)
- Partner with workforce (2 votes)
- Get done faster

Threats

- Textbook costs (16 votes)
- Perception of community colleges (13 votes)
- Lack of state funding (6 votes)
- Cost of gasoline (5 votes)
- Lack of employment opportunities (4 votes)

WORKFORCE GROUP

Strengths

- Personal Customer Service (15 votes)
- Affordable (7 votes)
- Can do attitude (4 votes)
- Short term programs (4 votes)
- Partnerships (4 votes)
- High quality facilities (2 votes)
- Flexible (2 votes)
- Accessible Location (1 vote)
- Visibility (1 vote)
- Limited customer base for customized training (3 votes)
- Expanding 4-year college into community and workforce programs (1 vote)
- Industry in-house training (1 vote)
- Large geographic service area

Weaknesses

- Under staffed (17 votes)
- IT support – night and distance (10 votes)
- Communication between centers and campuses (9 votes)
- Planning/Resource Allocation (3 votes)
- Marketing plan, \$\$\$, time (1 vote)

Opportunities

- Employment retraining (5 votes)
- Partner with faith based organizations (5 votes)
- Tobacco indemnity funds (5 votes)
- Partner with economic development agencies (4 votes)
- Expand personal interest offering (3 votes)
- Offer “free” workshops to expand customer base (1 vote)
- Demand for new programs
- Annual institute of excellence grant
- Expand services in Farmville area

Threats

- Budget – State (17 votes)
- Budget – Local (8 votes)
- Expanding on-line training by competitors (7 votes)
- Limited institutional support of non-credit offerings (3 votes)

RESOURCES GROUP

Strengths

- A good reputation in the community (6 votes)
- An answer to economic downturn in the area (5 votes)
- A good cause (5 votes)
- We are moving toward a comprehensive fund-raising program (4 votes)
- We have a good story to tell (3 votes)
- Able to do more with what we have (2 votes)
- Diverse populations and offerings are a plus (2 votes)
- Large constituencies (2 votes)
- A great interest among young people for schooling (2 votes)
- Demographics
- Affordable and appealing to a wide group
- Available to a large geographic area

Weaknesses

Not in large media market (8 votes)
Weak image perception (6 votes)
Limited resources from localities (5 votes)
Lack of funding for college promotions (5 votes)
Lack of headquartered industries (1 vote)
Limited opportunities for donor matches (1 vote)
Software infrastructure lacking (1 vote)
Lack of unified grant effort (1 vote)
Economic downturn (job losses, etc.)
Need to increase our base of givers

Opportunities

More staff and volunteers are needed (10 votes)
Downturn in economy means a need for more training and re-training (6 votes)
Community college is a good alternative to state or private 4-year colleges thus broadening the base of potential givers (3 votes)
Develop programs for alumni support
Speaker's Bureau and other activities to promote college (2 votes)
Identification of persons in the community who could help promote SVCC (2 votes)
Alumni solicitations and programs

Threats

Weak image and false perceptions (10 votes)
Apathy about possibilities (6 votes)
Economic downturn (5 votes)
Lack of promotion (4 votes)
Increased competition from on-line colleges and universities (1 vote)
Lack of scholarship money provided through interest producing investments

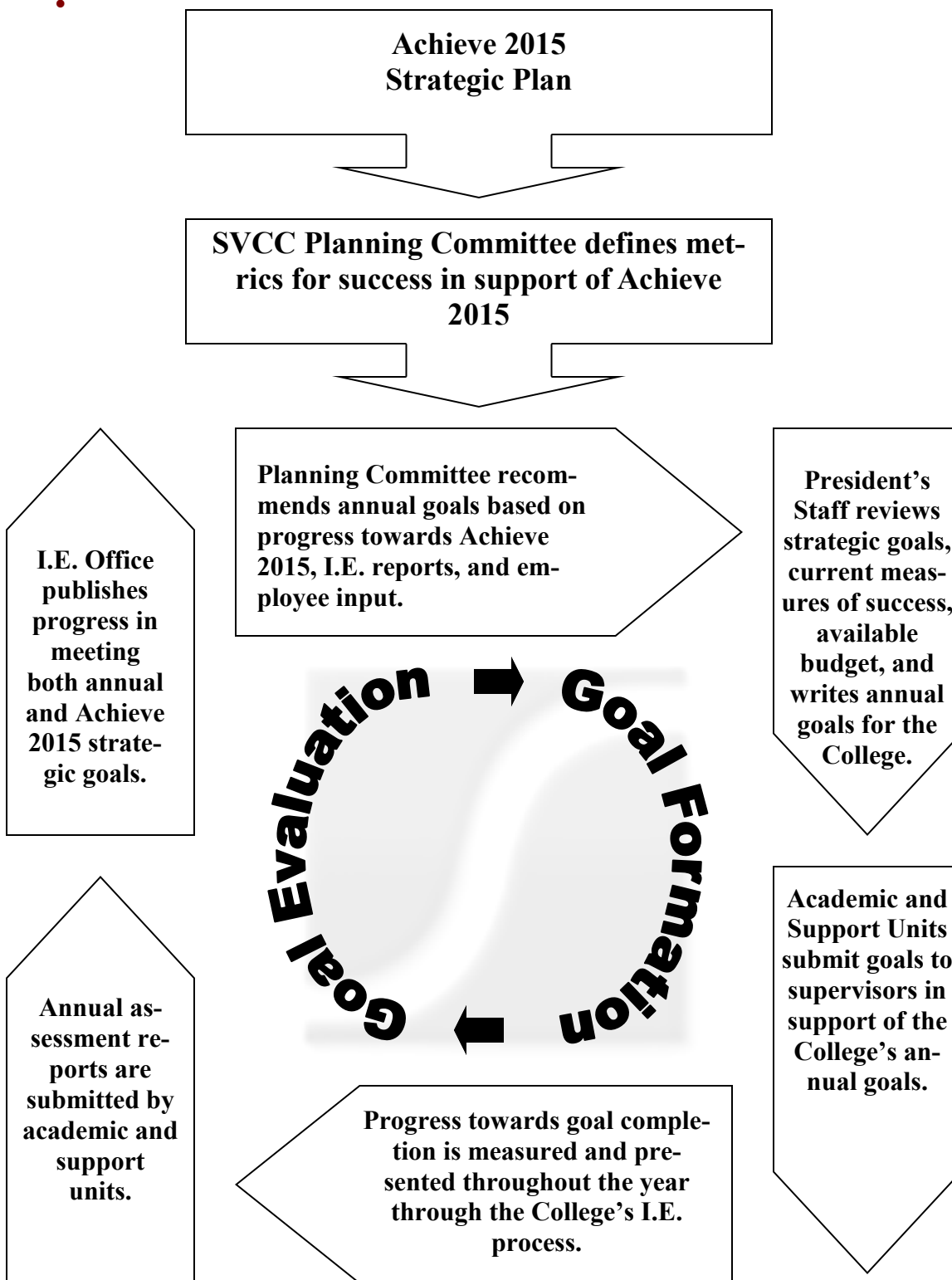
Opportunities

- Cost of 4 year colleges – we are a bargain (7 votes)
- Returning veterans (5 votes)
- Internships (5 votes)
- Community outreach programs (3 votes)
- Expansion online (3 votes)
- Graduates serving local communities (3 votes)
- Laid off workers (2 votes)
- Partner with workforce (2 votes)
- Get done faster

Threats

- Textbook costs (16 votes)
- Perception of community colleges (13 votes)
- Lack of state funding (6 votes)
- Cost of gasoline (5 votes)
- Lack of employment opportunities (4 votes)
- Marketing!! Competition (4 votes)
- College readiness (2 votes)
- Competition for online classes (Strayer, JTCC, ECPI, ITT, NVCC, Univ of Phoenix (2 votes)
- VCCS tuition increases over time
- Slow to respond to scheduling need

Appendix D, Planning Process



Appendix E, SVCC Annual Goals

Goals for 2008-09 Southside Virginia Community College

Enrollment –The VCCS must serve at least 16,000 new students by 2009.

Goal 1 - In 2008-09, SsVCC will increase enrollment by 2%.

Enrollment Services will coordinate with Institutional Effectiveness to expand use of the online application and to evaluate its effectiveness.

-The Dean of Enrollment and the Dean of Planning and Institutional Effectiveness collaborated to research the effectiveness of the online application information contained on SsVCC's website. The information was evaluated based on clarity, ease of navigation, appearance, and ability for students to find needed assistance easily. This evaluation led to improvements on the site.

Develop a college wide marketing plan to identify community needs and methods to address those needs.

-The Dean of Enrollment called a college wide committee to review and revise the college's marketing plan. The new plan makes better use of the college's recruiting resources, career coaches, and web presence. E-marketing is a main focus for the marketing plan. WebPages designed to market online courses and programs were created and data were gathered as to their effectiveness. The information will help guide the colleges E-marketing ventures in the future.

As a part of Great Expectations, recruit 30 foster care children and former foster care children between the ages of 17-24 who will receive education and training to gain a strong educational foundation and preparation for the job market.

- Southside Virginia Community College formed a Great Expectations Advisory Board to assist with the marketing and implementation of a comprehensive program that makes a community college education more ac-

cessible to current and former foster care youth. The college's GE committee presented each advisory member a copy of Andrew Bridge's *Hope's Boy*. Eight of the board members attended the Great Expectations Forum in Richmond in September 2008.

During the 2008-2009 academic year, 21 students received assistance and services from Great Expectations. Nine received GED credentials through Middle College, 8 will receive Certified Nurses Assistant's certifications June 5, 2009, one will receive the Heavy Equipment Operator certification May 21, 2009, and one received her Associate Degree in Human Services May 15, 2009.

Expand SsVCC's live-chat for Student Development, Financial Aid, Admissions, Records & Registration to include a "help desk". This would allow students to have online access to live assistance with MySVCC, Online Application Process, Online Registration Process, Username issues and Password resets.

- Southside Virginia Community College (SsVCC) uses the chat client produced by Live-person Inc to provide live student services assistance to students, and potential students via our website. SsVCC piloted this program in 2007-2008 by including tags for live chat with student services personnel on a select few web pages in the areas of admissions, records, financial aid and student development. In 2008 – 2009 the program has been expanded to include all major student services pages and most notably, the SsVCC homepage. This online service is available from 8am to 4pm during the work week. It is staffed by a rotating schedule of student services personnel which include members of admissions, records, registration, financial aid and student development services. Each staff member is connected internally with each office by way of an instant messaging client so that the live chat becomes a "one stop shop" for student services.

-The College is currently experimenting with providing this same service on program pages being marketed online. The intent of this expansion of the program is to also provide specific program information in addition to student ser-

vices information.

Make appropriate recommendations regarding a course scheduling software system for more efficient and effective scheduling of classes.

-The office of Institutional Research evaluated three third party software scheduling packages. Many of the packages contained more features and offered more services than was needed by Southside Virginia Community College. Due to this fact and the prohibitive cost of the programs, it was decided to instead evaluate the practices of other colleges who have developed their own processes for creating a student friendly schedule to increase enrollment. A college in Tennessee and a college in North Carolina has been determined to have the most applicable process. The evaluation is continuing.

Workforce Training – By 2009 the VCCS will provide workforce training programs for 225,000 individuals annually, an increase of nearly 80 percent – from 125,000 to 225,000.

In 2008-09, SsVCC will increase workforce training by 10%.

Seek WIA youth funds to support Middle College, Career Coaches, and Great Expectations.

-The college has been awarded over one half of a million dollars through a grant entitled Summer Youth. This funding, distributed through the Work Force Investment Act will allow young men and women to work in real positions while earning credit, experience, and much needed pay. This grant will serve to strengthen Southside Virginia Community College's ability to positively affect young lives and the local economy.

The college also received funding to create a new Middle College designed to serve a low income neighborhood in Mecklenburg County. This Middle College will utilize a community approach and non-traditional instructional delivery methods to reach citizens who must overcome a number of barriers in order to attain their GED or attend college. Both the Summer Youth and the New Middle College projects are slated to begin in early Summer of 2009.

It is through the college's partnership with the South Central Workforce Investment Board that

both Middle College and Great Expectations have been expanded and will be able to continue.

Increase by 10% (to 1965) the number of Career Readiness Certificates awarded to individuals.

-To date, Southside Virginia Community College has awarded 2,350 Career Readiness Certificates over the past year in partnership with the Virginia Department of Correctional Education, the SsVCC Middle College and South Central Virginia Workforce Network. This represents an increase of 18% over the number of Certificates awarded in 2007-2008. SsVCC also assisted the Department of Corrections in a compensation review of the Correctional Officer position for the State of Virginia utilizing Work Keys' Job Profiling services. SsVCC also conducted Job Profiles for a project with the Southside Regional Jail, Emporia Police Department and Mecklenburg County Sheriff's Office.

Evaluate the demand for an associate degree in Automotive and Diesel Technology.

-An instructional taskforce comprised of the Deans of Instruction and campus provosts evaluated the demand for an associate degree in Automotive and Diesel Technology. It was decided that the demand in the service area was not adequate to allocate the needed resources at this time. The taskforce did make the recommendation for the college to conduct a study for the need of an associate degree in Engineering Technology with specializations in Electronics, Networking, Computer Aided Drafting, and Welding. The study will be conducted in the coming year and appropriate recommendations will be made to the Instructional Affairs Committee.

Increase articulation agreements for Occupational/Technical Program transfer.

-In a continuing effort to increase opportunities for student success, the College has worked towards increasing articulation agreements for Occupational/Technical Programs transfer to four year colleges and universities. During the past year a number of such efforts were initiated and successfully completed, among these were a collaborative venture in pre-engineering with Danville Community College and the University of Virginia and the establishment of 2+2 articulation agreements in the areas of Sociology, Criminal Justice, and Human Services with St. Pauls College.

Report on evidence of customer satisfaction with customized training and outreach services.

-SsVCC participated with other VCCS institutions in the Customized Training Survey. When asked to rate satisfaction with SsVCC customized training and/or services, 100% of customers were satisfied or very satisfied. Likewise, 100% of respondents reported that they would use SsVCC customized training and/or services again. One SsVCC customer provided the following comment: "One of the reasons I keep going back to SsVCC for specific classes is that the College continues to hire top-notch, first-rate instructors to teach their classes. I am fully impressed by the high quality of instructors that teach the community college classes. Keep up the good work!"

Increase by 5% the revenue received from customized training, open enrollment, and other workforce development programs and services.

Although non-credit enrollment represents a very small segment of workforce services at SsVCC, the recent downturn in the economy negatively impacted customized and open enrollment non-credit training efforts during 2008-2009. Revenue from customized and non-credit training declined by 12% after a banner year in 2007-2008. The loss in non-credit enrollment was off-set, however, by increases in other workforce programs and services. For example, enrollment at SsVCC's off-campus centers increased by 11.8% over 2007-2008 enrollment; and enrollment in the College's inmate education program increased by 8.4%.

The inmate education program was expanded this year through the delivery of classes at six additional institutions (Buckingham, Dillwyn, and Virginia Correctional Center for Women). Plans are currently underway to deliver classes at four additional sites in 2009-2010 (James River, Powhatan, Deep Meadow, and Sussex II). The College is also working with Department of Correctional Education staff on a pilot project to provide concurrent enrollment for career and technical education programs, allowing participants to earn Career Studies Certificates in Masonry, Introduction to Computers, Business Software Applications, Commercial Food Service, and Computer Aided Drafting.

Develop strategic plan for enhancement of workforce development and continuing education pro-

grams and services.

During the month of March 2009, workforce development and continuing education administrators and staff met weekly to formulate a vision statement, update its mission statement, and identify core values as presented below.

Vision Statement

Our vision is to be the premier provider of workforce training, community-based education, and lifelong learning opportunities in Southside Virginia, the U.S. and beyond. We will provide high-quality programs and exceptional customer service while emphasizing innovation, integrity, and responsiveness to customer needs.

Mission Statement

The mission of Southside Virginia Community College Workforce and Continuing Education is to enhance the economic vitality and quality of life of Southside Virginia and beyond by providing accessible, affordable and comprehensive workforce training, community-based education, and lifelong learning opportunities for businesses, industries, organizations, and individuals.

Values

The following shared values describe our interactions with each other, our customers, and our community as we strive to accomplish our mission. These values represent our highest priorities and guide our decisions, policies, and actions.

Customer Service – We will always give the best service possible to internal and external customers, treating all customers with the same level of respect and concern.

Integrity – We will work to the highest ethical and moral standards, providing customers with services that consistently meet or exceed their needs and expectations.

Professionalism – We will exhibit a business-like manner and appearance, demonstrate a high degree of competency and judgment, and pursue continued learning and professional growth.

Communication – We will maintain an uninhibited atmosphere of free communication that is open to questions, complaints, and suggestions, and is

respectful of diverse ideas and thinking.

Flexibility – We will remain “elastic” and “adaptable” while adjusting to diverse demands, unusual circumstances, and a changing environment.

Responsiveness – We will provide prompt, accurate, and complete responses to inquiries and requests from internal and external customers

Creativity and Innovation – We will consider and incorporate new and inventive approaches when meeting the educational and training needs of our customers. We will support new ideas of others by providing honest and constructive evaluation.

Risk-Taking – We will encourage and support risk-taking. We acknowledge that progress always involves risk. We believe that a fear of failure should not be an excuse not to try something new.

Staff utilized data from the College Planning Retreat and Dateline 2009 updates to develop goals and strategies for the 2009-2010 academic year. These include:

- Initiate a minimum of three new Career Study Certificate Programs offered at one or more off-campus centers.
- Expand workforce and continuing education marketing efforts, ensuring geographic coverage of the SVCC service area and targeting traditionally underserved populations.
- Submit a minimum of four competitive grant applications.
- Acquire a minimum of \$150,000 in equipment and in-kind donations from business and industry partners.
- Increase the percentage of students at off-campus centers who successfully complete developmental courses by 10%.
- Increase the number of workforce, continuing education, and off-campus students who receive a workforce credential by 10%.
- Increase the number of businesses and organizations served by 10%.
- Increase net revenue from non-credit classes and workshops by 10%.

Graduation, Retention, Placement Rates – To expand its capacity and provide greater economic opportunity, by 2009, the VCCS will rank in the top ten

percent in the nation with respect to graduation rates, retention and job placement.

In 2008-09, SsVCC will increase its graduation rate from 30.4% to 32% and increase retention rate for total students from Fall to Spring from 63.2% to 65%.

Host one professional development activity on aspects of online instruction per campus per semester.

-The college’s QEP topic is improving distance learning. Faculty development is a major goal within this plan. For this reason the college has worked hard to provide resources and funding to ensure all faculty involved in distance learning had the opportunity to participate in professional development activities. The college’s BlackBoard Administrator and Instructional Technologist have worked to ensure the realization of this goal in a number of ways. Both have created blogs which cover topics on online learning and provide hints, tips, and strategies for improving online course offerings. In addition, they have provided at least four professional development opportunities throughout this year on topics concerning online instruction and online learning. In addition to in-house professional development opportunities, funds were dedicated to the QEP for the sole purpose of sending faculty members to professional regional and national conferences on the subject. Those faculty members then brought the information back and shared it with the faculty body by presenting what they had learned at the beginning of faculty meetings. A online instructor survey was created and is being deployed annually to measure the number of professional development activities faculty are participating in and the resulting effects on the growth of BlackBoard courses and the increase of student satisfaction with online learning.

Expand the successful Learning Community concept to include Developmental Mathematics.

-A committee was formed to study the potential of creating a learning community for students in Developmental Mathematics and Bridges. After conducting focus groups with students and interviews with faculty it was discovered that the learning community format was not the best for Developmental Mathematics students. Reasons for this include the self-directed pace of the mathematics course and the varying levels of preparedness of students entering into the course. While it was determined that

Developmental Mathematics is not suitable, opportunities with other courses are being explored.

Implement an online readiness assessment to all new program-placed students to assess their readiness for online instruction.

-The college continues to make impressive progress towards realizing the successful implementation of its Quality Enhancement Plan. One of the major goals of this plan was to assess student readiness for online learning. In 2008, the college purchased the web based READI system to accomplish this goal. This program assesses student readiness for online learning in a number of different ways and then awards each student with a score for each area of readiness. The areas include personal attributes, technical knowledge, typing speed, and reading comprehension. The READI system stores the students' results and allows counselors, advisors, and instructors to search to see how each student scored. This capability allows for better student advising and gives online instructors valuable information as to the capabilities of each of their students. Since the implementation of the READI assessment, success in online courses has increased by 5% while the number of students who fail and withdraw have decreased.

Assess existing student services including admissions, student notification methods, library, bookstore services, and advising and utilize results for positive change.

-As part of the new Institutional Effectiveness Plan, the college continually gathers data concerning satisfaction levels with college services such as admissions, counseling, bookstores, financial aid, and advising. The results of the data collection are compiled and distributed to administrators in charge of those areas. Each administrator then reviews the information and sets goals for their units for the coming year. The process then begins again. This allows administrators the opportunity to create positive changes within their areas and determine whether or not those changes are having a positive effect on the services that are being provided.

Transfer to 4-year Colleges and Universities – The VCCS will triple the number of graduates who successfully transfer to four-year institutions.

In 2008-09, SsVCC will expand transfer rate from 20.9% to 31%.

Develop and interact with Blackboard communication system to track, inform, and collect responses from transfer curricular students in 2008.

-The SVCC Transfer Community was established in BlackBoard during 2008. This organization allows students interested in transferring to four year colleges to communicate with one another and to receive important information from the college's transfer counselors. Currently the organization is being used to inform these students of pertinent information such as dates for field trips to colleges and universities, dates for college and university recruiters visits to the campuses, and the times and locations of the transfer advisory meetings. The creation and use of this community has greatly increased communication within this group of students. This was greatly needed considering SsVCC's expansive and rural service area.

Affordable Tuition – VCCS tuition will not exceed half of the average cost to attend a public four-year institution in the Commonwealth.

In 2008-09, SsVCC will disburse 2% more funds in financial aid.

Assist other VCCS colleges to utilize the "live chat" financial aid counselor chat button system developed by SsVCC.

-SsVCC has successfully implemented the "live chat" system for a variety of its student services and has made the portal available on many pages throughout the college's website. Over the past year the system has been presented and demonstrated to statewide meetings in financial aid and counseling. An offer was made at each conference and meeting to share the college's experience with the system. While many colleges showed an initial interest in the system none asked for assistance with implementation. The most commonly cited reason was the amount of time and manpower required. SsVCC has distributed the workload among many employees to maintain effective coverage while not burdening any one office at the college.

Develop and distribute Satisfactory Academic Progress (SAP) brochures to all financial aid students in order that they may be aware of federal and SsVCC regulations necessary to receive and maintain financial aid.

-A Satisfactory Academic Progress brochure has been created and distributed by the Financial Aid Office to the counseling offices, off-campus centers throughout the SsVCC region, and to each student in their award letter or financial aid suspension letter. The attractive and informative brochure details requirements of students in a concise and professional manner. This was needed as many students did not understand the requirements and were not always able to locate the information quickly. This new resource has and continues to assist students with understanding how financial aid works and Federal and State requirements needed to maintain Satisfactory Academic Progress.

Dual Enrollment with High Schools – By 2009 the VCCS will triple the number of high school students who take college courses and receive college credits, raising the number from 14,000 to 45,000.

In 2008-09, SsVCC will increase its dual enrollment by 5%.

Increase Occupational/Technical enrollment opportunities for high school students.

-The college continues to look for new Occupational/Technical enrollment opportunities to better serve high school students and the community. In 2008/2009 the following programs were initiated; Nurse Aide at Jackson Field Homes, Nurse Aide and Emergency Services at Nottoway and Prince Edward County High Schools, Fire Science Technology at Park View and Prince Edward County High Schools, and Rowanty Technical Center, Culinary Arts, Motorcycle Technician, and Teacher Cadet at Halifax County High School, and Web Design at Buckingham County High School. The college is proud of these additions and continues to explore new opportunities to prepare Dual Enrollment students for college and career opportunities.

Complete Political Science faculty credentialing project for Southern Association of Colleges and Schools (SACS) compliance.

-All of the faculty teaching in the area of Political Science have either completed the necessary courses for the project or are nearing completion. All faculty will be fully credentialed by the 2009/2010 academic year.

Private Funding – By 2009 the VCCS will become more proactive in securing private support to ensure its capacity to respond to the needs of the Commonwealth. Collectively, the VCCS foundations will double their holdings, moving from \$75 to \$150 million.

In 2008-09, SsVCC will establish a society for planned giving with at least five members.

Develop a Strategic Plan for the SsVCC Foundation with a special emphasis on Dean of Institutional Advancement completing the final phase of training for initiating Crescendo.

- Primary 2008-09 goals for the SVCC Foundation, Inc. included the development of a strategic plan and the kick-off of a planned giving program. With the economy in a state of flux, the Foundation Board decided that it was time to kick-off a planned giving effort and plant the seeds for future funding. This was done in October and with the announcement of the Heritage Society which currently has 9 members. Foundation materials were redesigned to include language that provides donors the opportunity to request information on planned giving. A web-site planned giving program has been subscribed to and names and e-mail addresses are being actively solicited for the purpose of marketing the planned giving opportunities.

-An off-shoot of the beginning of the planned giving program has been an effort to communicate with donors on a more regular basis. A monthly newsletter is sent by e-mail. A strategic plan has been written and provides an infrastructure for the Foundation Office with monthly objectives to keep the office on track. With a small shop the challenges to stay focused is tremendous. In 2008 the Foundation held the first annual Scholarship Golf Classic. This raised \$10,000 and established a relationship with additional donors and businesses.

-Late Summer and Fall of 2008 involved an intense fund-raising effort to raise money for a Foundation endowment earmarked for the Estes Community Center. A committee was very active in solicitation and a celebration/announcement event was held in late October. Over \$400,000 has been raised. The

committee continues to be active in the identification and solicitation of gifts. Four new Foundation scholarships have been established during the 2008-09 academic year. Funding from the Virginia Tobacco Commission continues to be vital to the scholarship program at SVCC as well as support for program development. The FY 2008-09 award was \$406,000.

-Efforts to involve and identify SVCC alumni has intensified with a presence on Facebook.

Management Goals- In order to accomplish the goals set forth in *Date-line 2009* and these Chancellor's Goals, various management goals are necessary.

In 2008-09, SsVCC will:

Inform faculty, staff, administrators, and students about the Roam Secure Emergency Alert System in order to fully implement this part of SsVCC's Continuity of Operation Planning (COOP).

-Information concerning the Roam Secure Emergency Alert System has been incorporated into the colleges Continuity of Operation Plan. Faculty, staff, and administrators have received notification and training on the use of the system through a variety of meetings held throughout the past year. Students are continually informed and reminded of the system and its importance through emails, bulletins, orientation courses, and during new student orientation day. The number of persons enrolled in the system continues to increase. This system will continue to play a vital part in the college's emergency plans.

Conduct a yearly evaluation of SsVCC's progress toward meeting completion of both primary and secondary goals of its Quality Enhancement Plan.

-Major objectives in the Quality Enhancement Plan were reached in 2008. In fact, over 95% of the plan's goals have been met and the result is evident in the success levels of the college's distance and online learners. In order to assure continued attention and effort to this worthwhile endeavor, the plan is being evaluated annually just as academic programs and administrative units. The evaluation of the plan is made available on the Quality Enhancement Plan's page on the college's web-

site.

Perform thorough program review for at least two low-enrolled programs resulting in recommendations for viability, faculty redirection, and/or recruitment strategies.

-The Office of Institutional Research conducted thorough program evaluations on the Electronics and Administrative Support Technology programs. The evaluation included enrollment history, student demographics, faculty productivity, graduation rates, recruiting efforts, and career opportunities for graduates. The evaluations led to suggestions for improving the programs program and the reorganization of resources.

Goals for 2009-10

Southside Virginia Community College

Enrollment –The VCCS must serve at least 16,000 new students by 2009.

Goal 1 - In 2009-10, SsVCC will increase enrollment by 2%.

Enrollment Services will create a Veterans' resource page on the web to assist with the dissemination of information regarding benefits and resources available to veterans. The information will also be distributed as a brochure. COMPLETED.

The Financial Aid Department worked in cooperation with the Veteran's Counselor to redesign the Veteran Student Resource Page. This process also involved the creation of a new brochure explaining resources and benefits available to our veteran students. The new resources are well-organized and will assist many students with understanding the resources available to them for their service to our country.

- *SsVCC will increase by 10% the participation rate of online instructors in professional development activities. Special funding consideration will be given to professional development requests from adjunct instructors and those which will serve to train faculty in the integration of new technology for online instruction. COMPLETED*

The participation rate of online instructors attending professional development activities during the 2009-10 academic year increased by 34% over the previous year as reported by the college's Fall Online Faculty Survey. This large increase was made possible by the leadership provided by the Quality Enhancement Plan's implementation team, the support from SsVCC's administration, and the availability of online resources and support from the Information Technology Department. During this year, the BlackBoard Administrator and Instructional Technologist developed and administered over 40 in-house professional development activities saving the college tens of thousands of dollars in registration fees, travel, and lodging costs. These training opportunities were custom designed to meet the needs of SsVCC faculty and increased the quality of online course offerings across the college.

Funding to further the training and professional development of adjunct instructors were made available and maintained despite declining financial resources. In addition to having access to the in-house professional development activities mentioned above, the college provided four adjunct instructors scholarships to the Virginia Master Teacher Seminar. In addition, the college's Faculty/Staff Professional Development Committee allocated a portion of their funds for adjunct faculty training opportunities. Adjuncts took advantage of these opportunities and attended such conferences as New Horizons and various peer group meetings across the Commonwealth.

Due to the continued support of online instructors, the college continues to enjoy greater levels of student success in online courses. As online faculty become better trained, their level of confidence in incorporating cutting-edge technology into courses has risen. The Fall Online Faculty Survey reported a 9% increase in confidence levels over last year. Another result has been the increase in seated courses which use BlackBoard as a supplemental method of delivering instruction. Only 56% of the faculty used BlackBoard in seated courses two years ago compared to over 80% in 2009. The effects of a continued commitment to supporting online instruction are apparent. Both faculty and students have benefitted from the achievement of this goal.

The amount of funding allocated for the procurement of electronic resources in the Learning Resource Centers will increase in 2009-10. At least 35% of the resource procurement budget will be allocated for the purchase of electronic resources thereby increasing the amount of resources available to online learners. COMPLETED.

The amount of funding budgeted for electronic resources did increase by 35% of the Learning Resources total budget. The actual expenditures on electronic resources this fiscal year came to 28.8% of the actual budget. This amounts to a 7.8% increase in spending on electronic resources from the previous year. While 35% of the total Learning Resource Budget was allocated for the procurement of these resources, effective purchasing strategies allowed the attainment of the needed resources without requiring the entire allotted budget. The remaining funds were used to support other learning resources for SsVCC's students. Like other departments at the college, the Learning Resource Center effectively managed the available resources to ensure the highest quality of services for the students during this challeng-

ing fiscal year.

In addition to the gains mentioned above, the Learning Resource Center also obtained 16,058 E-books this year. This was an enormous increase over the 43 purchased the previous year. There were 12,407 logins to the college's electronic databases, which was an increase over the previous year. This year also saw an increase in the number of successful student full-text article requests (65,127) and visits to the library's web catalog (29,411). These increases demonstrate the effectiveness of the Learning Resources Center and the effect the QEP is having on online learning.

A research tab will be added to the Blackboard course template to assist students with locating online resources and databases available through SsVCC's Learning Resource Services. COMPLETED.

In 2009/2010 a research tab was added under the "Student Help" button. This button was added to the course menu of the template used to create all of Southside's course shells within Blackboard. Within this area, information was divided into four areas: technical support, student services, online learning tools and resources, and financial aid.

The goal was to provide students with easy access to information that would assist them in their continuing education and to promote a positive learning experience. The "Online Learning Tools and Resources" folder noted above addressed this particular objective by providing information and links to the various tools to which Southside students have access. These tools include Smarthinking, Atomic Learning, the Learning Resource Center, and Google Apps for Education.

For each of these tools noted, students were provided information on what the tools were, how to access them, and links to tutorials on how to use them. The information on the Learning Resource Center contains links to the Virtual Library of Virginia, our web page on our own Periodical holdings, and information on how off-campus users can access the various databases available to Southside students. Students are directed to the actual "Research" tab within Blackboard that has links to additional reference materials (including research databases) available.

Working with the Office of Institutional Effectiveness, the Deans of Instruction will evaluate the need and interest for offering select occupational and technical programs in a weekend

format to increase access for non-traditional students. COMPLETED

The Deans of Instruction working in cooperation with the Dean of Planning evaluated the benefit of offering select occupational and technical courses in a weekend format. A number of different combinations of courses and time formats were tried during the Fall semester of 2009. Only about one half of these new course offerings attracted enough students to run for the semester. This success was made with limited marketing and seems to suggest that a need exists for more weekend courses. The Dean of Planning has been tasked with surveying the service area via newspaper circulation in order to more accurately plan where the interest and need exists. More night and weekend courses are scheduled for the coming Fall and the college expects more and more of these courses to make.

Enrollment processing will be made more efficient by moving to an electronic placement process. By 2010 all of the ADN and PN admissions will be placed on the DocStar system and 100% of all new college admissions thereafter. This will streamline the process, make information readily available to both main campuses, and reduce the amount of paper used by the Admissions Office. COMPLETED

As part of a greater "Green" initiative, the SsVCC Admissions Office will use the DocStar system to reduce the amount of paper currently involved with the admissions process. All the equipment necessary for the system has been purchased and is now in place. Currently, Network Services is configuring the software to be ready to load files for the Fall 2010 nursing classes. Training of Admissions Office staff was completed earlier this year. The first students to be loaded will be new applicants to the college's ADN and PN programs, followed by all the pre-nursing students and finally the entire college population. Complete migration to DocStar is tentatively set for the Spring semester of 2011. This initiative will greatly reduce the amount of paper necessary for record keeping while automating the system.

- *The college will advertise the availability of 8 week semesters allowing new students to begin coursework every two months rather than waiting for the beginning of a regular semester. COMPLETED.*

Students are taking advantage of our new eight-week course offerings. This initiative has proven successful in programs such as Information Systems Technology, Administrative Support Technology, and Eco-

nomics. This innovative scheduling technique allows developmental students to complete their track with a higher level of engagement and class time while shortening the overall length of time it takes for them to succeed. The eight-week courses have also allowed for late registrants to begin classes much sooner than they normally would, thus increasing retention. Studies as to the significance of this increase will be conducted in the coming semesters as more and more courses are offered in this manner. Preliminary analysis has shown that student success rates in these eight-week course offerings are comparable to student success rates in traditional 16-week formats.

To publicize these opportunities, the Deans of Instruction worked with the college's PR department and published articles about the new formats on flyers posted around the college. The courses were also publicized on the college's electronic billboards in the counseling centers, libraries and student lounges. Over 92,000 mailings were made each semester of 2009/2010 to citizens in our service area with the availability of these unique course offerings prominently displayed. Information concerning the courses were also posted on the college's webpage and on the college's FaceBook pages. The college will continue to advertise, offer, and evaluate this type of scheduling to understand its benefit to our students.

Workforce Training – The VCCS will increase annual participation in workforce programs and services from 125,000 to 225,000 individuals – expanding its reach by 80%.

Goal 2 - In 2009-10, SsVCC will increase workforce training by 10%.

Initiate a minimum of three new Career Study Certificate Programs offered at one or more off-campus centers. COMPLETED.

During the 2009/2010 academic year, the college created a total of 10 new Career Study Certificate Programs. The new certificate opportunities include: Advanced Manufacturing Technology, High Performance Technology, Masonry, Business Software Application, Commercial Food Preparation, Drafting and Computer Assisted Design, Introduction to Computers, Religious Organization Leadership, Agribusiness, and Massage Therapy. The variety of these certificate programs speak to the comprehensiveness of SsVCC.

Increase the percentage of students at off-campus centers who successfully complete developmental courses by 10%. COMPLETED

A number of initiatives were implemented over the past academic year to improve developmental student success and retention at the college's off-campus centers. A Developmental Coordinator was assigned to work with adjunct faculty to improve and unify instruction practices across the college. This coordinator met with adjuncts from all over the service area and held small professional development training sessions. In sessions the adjuncts were informed of the college's Alert process which mobilizes student support services for those who may be in danger of dropping out of college. The coordinator also presented the Bridges Program which works closely with students who struggle with reading, paying attention, critical thinking, and other necessary skills for college. Because of the efforts of the coordinator, there were more referrals for both services over the past year. This allowed the college's resources to be used where they were most needed.

The college employs professional adjunct instructors to teach developmental education courses. Unfortunately, due to our vast service area, it is difficult for the adjuncts, many of whom are employed full-time elsewhere, to attend professional development opportunities or to become familiar with all the student support services available. This coordinator position has played a key role in ensuring both the adjuncts and the students have the resources they need to be successful in off-campus, developmental education courses.

The benefit of this position has been immediately apparent. Student success in these courses has increased in nearly every off-campus center. For instance, when looking at the success rate of students in the Spring of 2009 compared to Fall 2009, we find that student success increased 27% at the Lake Country Advanced Knowledge Center in South Hill, 10% at the Estes Center in Chase City, and 17% at the Southside Virginia Education Center in Greensville County. Student success rates in developmental courses did decrease slightly (5%) at the Southern Virginia Higher Education Center in South Boston. This gives the college a total increase of 7% in terms of the amount of increase in student success in off-campus developmental courses this past year. While this amount is slightly lower than the goal, it is evident that our initiative to improve is strategically sound and will no doubt continue to encourage greater student success in the years to come.

Increase the number of workforce, continuing education, and off-campus students who receive a workforce credential by 10%. COMPLETED

The number of workforce, continuing education, and off-campus students who received a workforce credential in 2009 was 1,632. Currently the college has surpassed this number and has many training opportunities coming in the next month that will push our number even higher. The Directors of Workforce estimate that this number will reach 1900 by mid July. This would mean an increase of 16.4% over last year.

Increase the number of businesses and organizations served by 10%. COMPLETED

Despite a declining economy, SsVCC's Workforce Development Department was able to increase the number of businesses and organizations served over the prior year. This was completed amidst restructuring the department and changing job roles and responsibilities. In 2009, the college served a total of 93 businesses and organizations within the service area. This number has increased to 166 for the current year. This represents an increase of 78.5%.

Increase net revenue from non-credit classes and workshops by 10%. COMPLETED

The college received a total of \$87,909 of net revenue from non-credit classes and workshops in the fiscal year of 2009. At this point in the fiscal year 2010, the Workforce Development Department has taken in \$63,827.45 of revenue for Tradesman and WorkKey courses on the Daniel side of the service area and a total of \$26,253.70 from similar offerings on the Christanna side of the service area, for a total of \$90,081.15. The Directors of Workforce estimate another \$15,000 will be paid to the college for these services before the end of the fiscal year. Collectively, the amount totals to \$105,081.15. This represents an increase of 19.5%.

Graduation, Retention, Placement Rates – To expand capacity and provide greater economic opportunity, so by 2009, the VCCS will rank in the top ten percent in the nation.

Goal 3 – In 2009-10, SsVCC will increase its graduation and retention rates by 2%.

The Office of Planning and Institutional Effectiveness will conduct an attrition study each semester and prepare an annual report for distribution to the college administration for the pur-

poses of identifying and addressing issues and barriers facing high risk students. The results will be used for planning to increase SsVCC's retention and graduation rates. COMPLETED.

The Office of Planning and Institutional Effectiveness conducted an attrition study each semester which focused on the students who failed enroll each semester. Using Peoplesoft, all of the college's first-time, full-time, non-returning students were identified and added to a spreadsheet with fields for contact information, the name of the student's advisor, and the name of the program in which the student is currently enrolled. The database was divided between the two main campuses and used to contact each student by phone. The Office of Planning and Institutional Effectiveness managed the calling and data collection. It was found that a large portion of these students were accepted to four-year institutions. Some encountered challenging life situations and were referred to the counseling centers on each campus for support. The results of this data collection process were shared with the college's President Staff. Replicating the process during the following semester had demonstrated similar results. This is important as the college will use this information to increase retention and success by developing plans to better serve students and align with the new Achieve 2015 strategic plan.

The study also discovered that a number of students were applying to the college and to Financial Aid but failing to enroll in courses. A process was created to identify these students so that they can be contacted regularly during registration times. Personal contact of this nature will ensure students are aware of services available to them and should help to further increase retention. This process was named the Non-Returning Student Survey and will become a part of the college's regular process during registration time both in the Fall and Spring of each academic year.

The Planning Committee will appoint a Scheduling Sub-Committee for the purposes of improving the course schedule building process, increasing the student retention rate, and thereby increasing the graduation rate at SsVCC. The Scheduling Sub-Committee will develop a list of best practices based on academic literature and research, visits to other community colleges, and student demographics. The best practices will be presented to the Academic Affairs Committee and the President's Staff for possible implementation at SsVCC. COMPLETED.

The Planning Committee appointed a Scheduling Sub-Committee for the purpose of reviewing the college's current schedule building process. The Sub-Committee was made up of faculty members, Deans of Instruction, and the Dean of Planning and Institutional Effectiveness. Current academic literature suggests that enrollment can be gained by organizing the schedule of courses to maximize access for students. This model is called a student or need-based scheduling model. The first thing the committee did was to determine if the college was in fact losing enrollment due to scheduling conflicts. To ascertain this information, a block of the Fall Student Survey was devoted to asking questions designed to determine if students would have taken more courses during that semester had their schedule allowed. Over 1,000 students completed the survey and described the times that they were able to take courses at SsVCC. Students were also surveyed to determine if there was a need for night or weekend formats. Finally, the survey asked how many of them would have taken more courses had their schedule allowed. Over 47% of those surveyed reported that they were restricted by their schedules and that they would have enrolled in more credits if the courses would have fit into their schedules.

Members of the committee also made visits to three other community colleges to learn about the scheduling process used by each. Colleges in North Carolina, South Carolina, and Tennessee were visited. Phone interviews were also conducted with community college leaders who worked in schools that had unique methods of designing course schedules. The committee has accomplished a lot in improving the scheduling process at SsVCC. The next step is to evaluate course-scheduling software that is being marketed as a solution for scheduling conflicts. The committee will continue to work to improve the schedule building process at the college. This in turn will allow students to build a workable class schedule which should reduce stress, reduce the time it takes to graduate, and eventually improve retention and graduation rates.

- *The Deans of Instruction will work with faculty and program advisory committees to implement industry recognized certification and licensure exams as well as CRCs as within capstone projects within occupational and technical program curricula where applicable. COMPLETED.*

The Deans of Instruction helped with the planning of the first joint Advisory Committee Meeting. This event held between the campuses allowed for a number of the college's academic programs to meet at one time and place and coordinate the advisory functions of these committees better. This is an important first step in determining what industry rec-

ognized certifications and licensures are currently in demand within the occupational and technical fields of study offered by the college. This method of assessment and communication will be used annually to ensure the college offers relevant education and training opportunities for its students. The next step will be to survey the committees to determine which types of licensure, certifications or CRC's should be implemented in each program. This process will continue in 2010.

Transfer to 4-year Colleges and Universities – The VCCS will triple the number of graduates who successfully transfer to four-year institutions.

Goal 4 – In 2009-10 SsVCC will increase transfer rates by 2%

SsVCC will promote the Virginia Education Wizard by incorporating a module on its use into all of the college's Student Success Skills courses. In addition the Wizard's logo shall be posted prominently on the SsVCC website and Facebook pages. COMPLETED.

The college has witnessed an increase in the number of students who have used the Virginia Education Wizard over the past year. In an effort to help publicize this valuable tool, the college placed the Wizard's logo on the home page of the SsVCC website. By clicking on the logo, students and visitors were linked to the Wizard's start page where they were greeted by Ginny, the Wizard's avatar and virtual guide. The college also published an article about the Wizard's many features on both Dr. Cavan's Facebook page and the College's Alumni Association Facebook page. During this year, the Wizard became a permanent part of the Student Success Skills curriculum. In each SDV course the Wizard was introduced to students in class. Each student then completed the Wizard's Career Assessment instrument and received the results. Because the software is too robust to cover completely in a class period, assignments are made to allow further exploration of the tool at home. The college has also helped to educate others of this valuable resource by training career coaches and high school counselors on its value and use. The office of Institutional Effectiveness also used the Wizard as a data resource for the environmental scan it conducted as part of the State of the College report. There is no doubt that the college will continue to discover new ways of incorporating the Wizard into the services it offers.

The college shall draft and implement marketing strategy designed to highlight the benefits of attending a community college and then transferring to a four-year university. COMPLETED.

SsVCC launched a transfer marketing campaign in the Spring semester of 2009. The campaign included themes for each semester which highlighted different avenues for success. The campaign was kicked off each semester with the printed schedule. These schedules presented a different theme concerning transfer possibilities. The first of these themes was entitled “Start Here, Get There”. Many successful transfer students were showcased under this theme. Each mini-biography detailed where the student started and which four-year college they are currently attending. One student began as a Middle College student and is now nearing completion of her Nursing degree at the University of Virginia. The campaign also included the use of Facebook, Myspace, local radio and newspaper submissions, and the creation of a guest View Book for the college.

The benefit of attending SsVCC and a cost comparison chart was published in each of the print media options. This was important as more and more families are making decisions based on declining family budgets. This information was updated continually over the year and different transfer student success stories were highlighted each semester. Other themes which made up the marketing strategy included; “SsVCC, the Road to Anywhere You Want to Go”, “Over 8,500 Virginians can’t be Wrong”, and “GPS, Great Place to Start”. The campaign will continue and with each theme more of the college’s success stories will be showcased to demonstrate how students can save money and gain a solid educational foundation for their future by attending SsVCC.

Dual Enrollment with High Schools – By 2009 the VCCS will triple the number of high school students who take college courses and receive college credits, raising the number from 14,000 to 45,000.

Goal 5 – In 2009-10 SsVCC will increase Dual Enrollment by 2%.

SsVCC will Increase Occupational/Technical enrollment opportunities for high school students within the college’s service area. At least 3 new programs will be offered to dual enrollment students within the college’s service area.

COMPLETED

In 2009/2010 SsVCC created new Dual Enrollment (DE) opportunities for students in the service area. On the Christanna side of the service area, a Culinary Arts and Drafting Program are now being offered at Greensville County High School. A new Administrative Support Technology Program was created in Brunswick County High School. Park View High School offered Business Management courses as a new opportunity for their Dual Enrollment students this year. On the John H. Daniel side of the service area, two new programs were initiated at Halifax County High School, Motorcycle Repair and Hotel and Restaurant Management.

In addition to these programs the college has received two requests for the coming year. Currently, the college is evaluating the demand for a Small Animal Care program in Halifax County High School and a Forestry Management Program at Buckingham County High School. The college is pleased with the increased interest in DE across the service area and is committed to developing new programs and exciting opportunities for DE students as the need arises.

Increase by 2% the number of high school students dual-enrolled in career and technical education classes identified as Tech Prep. COMPLETED.

SsVCC experienced a 14.7% increase in the number of high school students dually enrolled in career and technical education classes identified as Tech Prep during 2009/2010. Articulated credits for Career and Technical (CTE) Courses are no longer being accepted for Tech Prep designated programs. As many of SVsCC’s CTE courses were articulated in Tech Prep Programs of Study, a major effort has been made this year to convert these articulated, non-DE, Career and Technical courses at the secondary level to DE courses. This conversion, along with the creation of several new Tech Prep programs of study, has resulted in a substantial increase in DE in CTE program areas. Additionally, many secondary systems are discovering, as budgets tighten, that it is less expensive to pay tuition and send students to SsVCC for CTE instruction than it is to run the program themselves. This should result in future enrollment increases in SsVCC Career and Technical Programs as these students transition from secondary to postsecondary. This increase is a direct result of the cooperation and effort put forth by the Tech Prep Steering Committee, the Dual Enrollment unit and Tech Prep department at the college.

Private Funding – By 2009 the VCCS will become more proactive in securing private support to ensure its capacity to respond to the needs of the Commonwealth. Collectively, the VCCS foundations will double their holdings, moving from \$75 to \$150 million.

Goal 6 - In 2009-10, SsVCC will:

Develop a SsVCC Alumni Association Facebook site for the purposes of reconnecting alumni to the college and identifying potential donors and graduate success stories to be used in marketing efforts. COMPLETED.

A SsVCC Alumni Association Facebook page was created in 2009/2010. Currently, the page has nearly 200 friends. The Office of Institutional Advancement has used the page to advertise fund raising events, to educate the existence of available scholarships, to distribute its newsletter, and to highlight outstanding student achievements. To support membership of the page, its existence is being announced on flyers in areas students normal frequent on campus. In addition, prospective graduates are asked if they are interested in joining the association and are directed to the page to join. The page has proven beneficial as another means to reach students and help spread the word about all the wonderful successes that occur at SsVCC. Dr. Cavan also began a professional Facebook page that is linked to his welcoming address on the college's website.

Increase the number of members in the SsVCC Heritage Society by 10%. COMPLETED.

The Foundation Office redirected its energy towards donations and grant writing during this year due to opportunities that made themselves available to the college. The Heritage Society did see an increase in membership this year but it did not reach the 10% goal. The Foundation Office will continue to incorporate planned giving in the overall Foundation mission and solicitation process.

Create at least one new scholarship opportunity to assist Middle College students who enroll in college after receiving a GED. COMPLETED.

A total of five new scholarship opportunities were

created during the 2009/2010 academic year. This is a true accomplishment considering the condition of the local, state, and national economies. One of these new scholarships was created to award a deserving Middle College graduate pursuing a college degree or certificate within SsVCC funds to help with educational costs. The scholarship is awarded annually and all Middle College graduates are encouraged to apply.

Submit a minimum of four competitive grant applications authored by the Workforce Development Office. COMPLETED.

Grant writing is necessary at SsVCC. Both administrators and faculty are constantly looking for grant opportunities to supplement the college's budget and allow for the innovative programs and services the college offers. This is extremely important considering the environment in which the college operates, one of the most socioeconomically depressed areas of Virginia. Because of the interest in grant writing, the college provides employees with a Grant Writer's Help Page on the college's Intranet. This page has been used countless times as a resource to those with limited or no experience writing grants for the college.

This year the college's Workforce Development Office was responsible for the research and submission of many grants that supported the mission of the college. The following is an abbreviated listing of the grants that were sought in 2009/2010: the VCCS Grant for Leadership Solutions Training for Emporia, the Commercial Motor Vehicle Operation Training Grant through the Department of Transportation, two Department of Labor opportunities entitled Establishing a Rural Center for Allied Health Development and Preparing Workers for a Green Economy, a CEED grant to support online instruction, a STEM grant from Opportunity Inc., the Southside BIP PACT initiative through the U.S. Department of Agriculture, a U.S. Department of Agriculture grant to complete the college's Waste Water Treatment Program, and a Student Support Services grant through the Department of Education.

In addition to these submissions, the college was awarded a Title III grant to improve retention and success amongst our at-risk students. The college shall continue to aggressively seek grant funding to offset declining state resources.

Acquire a minimum of \$150,000 in equipment and in-kind donations from business and industry partners donated to the Workforce Development Office. COMPLETED.

The Workforce Development Office worked with the SsVCC Foundation office to meet this goal. To-

gether they were able to raise donations of equipment which carried a retail value of over \$800,000. This accomplishment is a testament to those working on this goal considering the current economic condition of the service area, the state, and the nation.

Management Goals- In order to accomplish the goals set forth in *Dateline 2009* and the Chancellor's Goals, various management goals are necessary.

Goal 7 - In 2009-10, SsVCC will:

Prepare for implementation of the new strategic plan to follow Dateline 2009 by conducting planning retreats with key personnel who will lead the college's efforts in the areas of enrollment, access, success, transfer, private funding, and workforce development. COMPLETED.

The Office of Planning and Institutional Effectiveness began collecting data and coordinating planning events early in 2009 in preparation to facilitate the drafting and implementation of the new VCCS five-year strategic plan. To kick off the planning process, a retreat was held in the center of the service area in the Spring semester of 2009. The goal of this retreat differed from those in the past as it was operated as a strengths, weaknesses, opportunities, and threats (SWOT) analysis. Those participating in the retreat included administrators, unit managers, faculty, staff, students, and local board members. A SWOT was performed in each area of the new strategic plan to set the stage for the creation of college goals and the eventual development of action steps to achieve the goals. Once the analyses were completed in each area, the entire retreat group met back for a closing session. The session involved each participant having the opportunity to view all the outcomes of the SWOT analysis and vote on which statements they believed were the most accurate. The result was a list of the college's strengths, weaknesses, opportunities, and threats that were weighted according to the opinion of the retreat participants. This gave very good indications as to which areas and statements were deemed the most important to the college community.

Once all the data was collected, the retreat notes were sent to each participant and published on the college's planning website. This information was then coupled with data collected from the Virginia Employment Commission, the VCCS Wizard, the Environmental Scan in the college's State of the College report, as well as other sources of data per-

taining to the college's service area. From this information, the college's Planning Committee and President's Staff began drafting major goals to meet the Achieve 2015 initiative. Currently smaller planning retreats are being planned in each of the areas by key personnel to formulate action steps which will be necessary to achieve each of the goals in the college's five-year strategic plan.

Conduct an environmental scan utilizing the VCCS Wizard, VEC data, and other resources to identify the occupational outlook for the communities SsVCC serves. The results will be presented in the State of the College Report and presented to the college's Administrative Council and Academic Affairs Committee COMPLETED

The college now conducts an environmental scan as part of its annual State of the College Report. The scan first sets the background for the college's service area which has one of the highest unemployment rates in the Commonwealth of Virginia. In fact, two of the counties located in SsVCC's service area were in the top 10 worst counties in terms of unemployment. Naturally, the area has one of the highest poverty rates in Virginia. Exacerbating this are numerous social problems which have a grip on the service area. These include illiteracy, teenage pregnancy, drug and alcohol addiction, and a very high high-school dropout rate. While many would argue that the college can do little to help with the social ills that plague its service area, they are characteristics of the community that SsVCC serves. By conducting such a thorough environmental scan, the college benefits from what is actually a large program review. Once all the information concerning the community the college serves is presented together, administrators, faculty and staff heighten their awareness of the challenges the college faces daily. This in turn helps to fuel innovative and creative programs and ideas that seek to better serve those within the college's service area.

The latest edition of SsVCC's environmental scan can be viewed by going to the address below and viewing the college's Institutional Research Page. There all of the college's State of the College Reports can be viewed.

<http://www.southside.edu/about/ir/stats.asp>

Conduct a yearly evaluation of SsVCC's progress toward meeting completion of both primary and secondary goals of its Quality Enhancement Plan. COMPLETED

The college continues to evaluate the Quality Enhancement Plan (QEP) as an academic program with oversight from two faculty members. This year's evaluation revealed that the college has met every goal within the QEP, many ahead of schedule. Data collection sources are now in place and will continue to help the QEP Committee determine the effectiveness of the goals and initiatives within the QEP. The evaluation is now part of the college's regular assessment and planning cycle.

Perform thorough program review for at least one low-enrolled program in recommendations for viability, faculty redirection, and/or recruitment strategies. COMPLETED.

The Office of Planning and Institutional Effectiveness conducted a survey of program growth at SsVCC. The lowest enrolled programs were examined in an effort to increase efficiency. This was necessary due to the decrease in available resources. One of the programs selected was the Computer Aided Drafting and Design Associates Degree Program. A program review demonstrated that enrollment in the program had been decreasing for a number of years and the availability of careers within this profession had also declined locally. Only a few students were currently active in the program. Due to these factors, it was determined that it was in the college's best interest to close out this program and utilize the resources saved to support other, more viable programs. The college will continue to offer the necessary courses to the currently active students so they will be able to graduate. The college intends to conduct such program reviews on an annual basis to continually improve those programs that have the lowest enrollment at the college.

Initiate the Issue-Trac ticket system to organize and improve academic support unit services and response times. The system will demonstrate the demand for services and help plan more effectively for the allocation of personnel and resources. COMPLETED.

The Issue-Trac Ticket System was deployed during the 2009-2010 academic year. Employees now complete a ticket to request support services from the college's Information Technology Departments, Network Services, and Building and Grounds departments. Integration of the reporting system has been smooth. To date there have been a total of 6,355 requests posted on the system from 16 distinct sites within the college. This

information has demonstrated when and where demands for these services are most needed. The data has also helped managers in charge of these services better allocate employee time and resources to support the functions of the college. The data will continue to serve the college in this manner as well as demonstrate which services are most in need at the college to aid in personnel and other management decisions. According to this year's Network Service Satisfaction Survey, employees demonstrated a high degree of satisfaction when using the Issue-Trac ticket system. The data suggests that the system is replacing walk-in and phone call requests. The benefit of the ticket system allows multiple service personnel to be notified of a need at one time which ensures a quicker response and a record of the service that was rendered. This system will continue to serve the college well as it continually seeks to become more efficient in providing quality support services to its employees. This level of service ultimately benefits the students as technology in the classroom, in the library, and the counseling center is maintained with greater efficiency.

Achieve 2015 Goals for 2010-11 Southside Virginia Community College

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

Goal 1 - In 2010-11, SsVCC will increase enrollment by 3%.

SsVCC will increase by 5% the participation rate of online instructors in professional development activities. Special funding consideration will be given to professional development requests from adjunct instructors and those which will serve to train faculty in the integration of new technology for online instruction.

- *The college will research the needs of the service area and create at least five new academic or occupational/technical programs in 2010-11.*
- *The college will enroll at least 50% of Middle College GED recipients in postsecondary community college programs at SsVCC.*
- *Increase the number of student enrollments within the Great Expectations Program. This will be achieved through better promotion of the program and its benefits at the college’s off-campus centers.*

- *Increase enrollment at SsVCC of students served by career coaches. This will be accomplished through a summer career coach initiative to develop a prospect list made of recently graduated high school students.*

By November 1, 2010, Presidents shall submit a plan to promote the Virginia Education Wizard as a career and college planning tool in their college environment.

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

Goal 2 – In 2010-11, SsVCC will increase the number of students receiving financial aid, scholarships, and other financial assistance by 5%.

The Financial Aid Office will provide the latest cost of attendance data for use by the VCCS Wizard. The college will survey the student body in Fall 2010 to ensure the most accurate data is used.

- *The college will explore textbook rental services and other innovative solutions such as outsourcing to help reduce the costs of textbooks for students.*

- *The Foundation Office will work with donors to create at least three new scholarship opportunities for students at SsVCC.*

STUDENT SUCCESS - Increase the number of students graduating, transferring or completing a workforce credential by 50%, including increasing the success of students from underserved populations by 75%.

Goal 3 – Increase student completion rate by 2%.

Increase the Number of Students Completing Career Pathways Program. In 2010-11, the college will: increase the number of Career Readiness Certificates by 3%, the number of career and technical education awards by 1.5% overall, and the number of career and technical education awards for underserved students by 3%.

The college shall use its resources to increase the number of students in grades 7-12 who create profiles in the Virginia Education Wizard.

The college will increase the number of students accepted into the Title III program through a marketing campaign designed to show the program’s mission and potential benefit to students.

The college will implement changes in its curriculum established by the Developmental Education Redesign Taskforce.

Support teaching excellence at the college through providing scholarships to full-time and part-time faculty to attend the Virginia Master Teacher Seminar.

Increase the number of professional development activities faculty attend in 2010-11 geared at improving online instruction by 3%.

The college shall conduct in-house training on Student Information System querying for employees to support increased availability of data in order to assist administrators and lead program instructors in making data-driven and informed decisions.

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

Goal 4 - In 2010-11, SsVCC will increase workforce training by 5%.

Initiate a minimum of three new Career Study Certificate Programs offered at one or more off-campus centers.

Increase the percentage of students at off-campus centers who successfully complete developmental courses by 3%.

Increase the number of workforce, continuing education, and off-campus students who receive a workforce credential by 5%.

- *Increase the number of businesses and organizations served by 5%.*

Serve at least 100 persons in the Summer Youth Program, giving them needed skills and experience to enter the workforce.

Resources – Raise at least \$550 million in cumulative gifts and grants to support the mission of Virginia’s Community Colleges.

Goal 5 - In 2010-11, SsVCC will:

Submit the Foundation Office's target resource goals for 2010-11 by no later than July 1, 2010.

- *Create a Green Committee to facilitate environmentally sound practices at SsVCC.*

Research, identify, and write at least five grants to support educational activities at SsVCC.

- *Help increase philanthropy awareness within the service area by making use of the Public Relations Department, the Foundation Newsletter, the webpage, and other methods of communication.*

Encourage Foundation Board members to participate in VCCS sponsored board development activities and workshops.

Management Goals- In order to accomplish the goals set forth in *Achieve 2015* and the Chancellor's Goals, various management goals are necessary.

Goal 6 - In 2010-11, SsVCC will:

Implement and monitor the new strategic plan, Achieve 2015.

- *Expand the role of the Quality Enhancement Plan to include an evaluation of the three lowest performing online classes. The team members shall then work with faculty teaching the identified courses ensuring best practices in online education are being used. The result will be a closing of the success gap between the online and seated versions of the identified courses.*
- *The Deans of Instruction and Dean of Institutional Effectiveness shall work together to develop a new program assessment and evaluation model to increase the effectiveness of SsVCC's academic and technical programs.*

Achieve 2015 Goals for 2011 - 2012 Southside Virginia Community College

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

Goal 1 - In 2011-12, SsVCC will increase enrollment by 2%.

Increase the number of General Education Certificate awards by 50%.

Increase the number of students who apply for and who receive financial aid and scholarships by 2% over 2010-2011.

Increase by 5% the participation rate of online instructors in professional development activities. Special funding consideration will be given to professional development requests from adjunct instructors and those which will serve to train faculty in the integration of new technology for online instruction.

- *Research the needs of the service area and create at least three new academic or occupational/technical programs in response to emerging, critical workforce needs, particularly in STEM related areas.*

Enroll at least 50% of Middle College GED recipients in postsecondary community college programs at SsVCC.

Increase the number of student enrollments within the Great Expectations Program by 25% over 2010-11. This will be achieved through better promotion of the program and its benefits.

- *Increase enrollment of underserved populations by 3% over 2010-11.*

- *Promote the Virginia Wizard through the college’s website and FaceBook pages.*

- *Update the College’s marketing plan to make use of market research and establish a timeline for phase I of implementation.*

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

Goal 2 – In 2011-12, SsVCC will increase the number of students receiving financial aid, scholarships, and other financial assistance by 2%.

Increase the number of students who apply for and who receive financial aid and scholarships by 2% over 2010-2011.

Provide the latest cost of attendance data for use by the VCCS Wizard and other stakeholders. The college will survey the student body in Fall 2011 to ensure the most accurate data is used.

- *Continue to explore textbook rental services and other innovative solutions such as e-books and custom materials to help reduce costs.*

Work with donors to create at least three new scholarship opportunities for students at SsVCC.

- *Provide program costs data on the website as required by new Gainful Employment regulations.*

STUDENT SUCCESS - Increase the number of students graduating, transferring or completing a workforce credential by 50%, including increasing the success of students from underserved populations by 75%.

Goal 3 – Increase student completion rate by 2%.

Increase the Number of Students Completing Ca-

reer Pathways Program. In 2011-12, the college will: increase the number of Career Readiness Certificates by 3%, the number of career and technical education awards by 1.5% overall, and the number of career and technical education awards for underserved students by 3%.

Increase the number of students served by Title III program by 5% through a continued marketing campaign designed to show the program's mission and potential benefit to students.

Implement changes in its curriculum established by the Developmental Education Redesign Task-force.

Submit to the Chancellor an update on the action plan developed by the college's alumni of the 2011 Chancellor's Developmental Education Institute by October 1, 2011.

Support teaching excellence at the College through providing scholarships to full-time and part-time faculty to attend the Virginia Master Teacher Seminar.

Increase the number of professional development activities faculty attend in 2011-12 geared at improving online instruction, student success, and/or advising by 3%.

Develop a faculty training module to orient new adjunct faculty members to the college. The module will consist of best practices to improve student retention and success.

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

Goal 4 - In 2011-12, SsVCC will increase workforce training by 5%.

Initiate a minimum of three new Career Study Certificate Programs offered at one or more off-campus centers.

Increase the number of workforce, continuing education, and off-campus students who receive a workforce credential by 5%.

- Increase the number of businesses and organizations served by 5%.

Hire and train two Career Placement Specialists to help serve students as they enter the workforce. These positions are contingent upon funding from the Tobacco Commission.

Resources – Raise at least \$550 million in cumulative gifts and grants to support the mission of Virginia's Community Colleges.

Goal 5 - In 2011-12, SsVCC will:

Research, identify, and write at least five grants to support educational activities at SsVCC.

- Increase philanthropy awareness within the service area by making use of the Public Relations Department, the Foundation Newsletter, the webpage, and other methods of communication.

Foundation Board members will participate in VCCS sponsored board development activities and workshops.

Management Goals- In order to accomplish the goals set forth in Achieve 2015 and the Chancellor's Goals, various management goals are necessary.

Goal 6 - In 2011-12, SsVCC will:

Implement and monitor the new strategic plan, Achieve 2015.

- Create a Green Committee to facilitate environmentally sound practices at SsVCC.
- Submit a status report on the College's plan for implementation of the technology project management standards and guidelines relative to Level 2 by March 1, 2012.