

Lord Fairfax Community College
ACCOMPLISHMENT OF
2006-07 Goals in Support of Achieving Dateline 2009
Report Date: June 14, 2007

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

LFCC will:

1. Increase full-time equivalent enrollment by at least 3 percent.
 - Annualized full-time equivalent enrollment increased by 2.4% in 2006-07.
 - A summer license renewal brochure was prepared and 5,000 copies were disseminated to every teacher in the LFCC service area as a targeted marketing strategy.
2. Propose two new credit programs that respond to an emerging, critical workforce need.
 - Online Business Administration Program (OBAP) faculty workshops and course enhancement/development began; implementation is currently on hold pending clarification of SACS issues.
 - Information Systems Technology (IST) revised parent degree, developed three new/revised specializations, and prepared seven new/revised career studies certificates.
 - Engineering Technology (ENT) revised parent degree and developed two new/revised specializations.
 - A health professions new program need survey was sent to 200 area healthcare providers in May 2007; responses are currently being tabulated.
 - Employment needs of an upcoming Virginia forensics lab in Manassas are being investigated for potential program needs.
3. Increase enrollment at the Luray-Page County Center by 2 percent over the base year of AY 2005-06.
 - Offerings at the Luray-Page County Center were increased or enhanced. New courses in biological sciences, physical education, economics, English, philosophy, psychology, religion, speech, sociology, math and Spanish were offered.
 - To better meet student needs and accommodate more students, Plato software was initiated in Eng 4-Reading.

- FTEs at the Luray-Page County Center increased by 17.69% from Spring 2006 (53.47) to Spring 2007 (62.93).
 - At the Luray-Page County Center, course offerings for spring and fall 2007 were expanded to include SPD 100, Principles of Public Speaking and ART 101, History and Appreciation of Art.
4. Implement, where appropriate, the recommendations of the Chancellor's Task Force on Nursing Education.
- An LFCC Academic Enhancement Plan for the associate degree nursing program, including implementation of recommendations of Chancellor's Task Force on Nursing Education, was developed. Milestones reached include: program standardized competency and licensing exam preparation textbooks and testing materials changed; program admission criteria revised; and, textbook changes for several courses.
 - Chancellor's Task Force recommendations for admission criteria were implemented in April 2007, for students beginning classes in August 2007.
5. Increase under-represented populations by 5 percent over the AY 2004-05 headcount enrollment.
- To assist faculty in supporting enrollment of students with disabilities, a handbook was created, published, and distributed to all faculty, and a professional development presentation was given during the January 2007 opening activities.
 - A summit meeting to prepare a strategic plan for enrollment of under-represented populations was held with guest Dr. Meredith Strohm Gunter from the University of Virginia on April 20, 2007.
 - A presentation was given at Daniel Morgan Middle School, Winchester, to promote enrollment and scholarship opportunities for African American students.
 - Student headcount increased from fall 2005 to fall 2006 in Asian (+30 percent), Hispanic (+25 percent), and male (6 percent) under-represented populations. Black student enrollment decreased by 3.5 percent during this period.
 - Software and hardware was purchased for the English Language Academy to assist non-English speaking students be more successful in credit courses.

6. Increase the percent of high school graduates enrolling in LFCC by 5 percent.

- From fall 2005 to fall 2006, there was an increase of 6.7 percent in recent high school graduates as a share of first-time LFCC students. From spring 2006 to spring 2007, there was an increase of 15.5% in recent high school graduates as a share of first-time LFCC students.
- To encourage and assist with student enrollment, two secondary counselor meetings were held to inform the counselors of the enrollment and registration processes.
- An annual professional development day was held for dual enrollment instructors to inform them of college programs and student enrollment opportunities.
- A FAFSA Saturday workshop was held in January 2007 to encourage high school students begin the process of applying for financial aid.
- An evening open house was held in April at both campuses for junior and senior high school students to learn of programs offered at LFCC.
- A career coach was hired to serve James Wood High School, Frederick County, during the 2006-07 academic year. A second career coach will be hired for 2007-08 for another high school in the LFCC region.
- A Career Pathways Fair was held on March 20, 2007 for high school students at the Middletown Campus to investigate programs of study and connect with business and industry representatives. 72 teachers and students attended. On March 22, 2007, a similar fair was held at the Fauquier Campus, and 45 teachers and students attended.
- Curriculum alignment meetings were held on April 30 and May 2, 2007 and attended by 75 secondary partners and faculty total, representing AST, IST, ENT, and BUS to align and identify career pathways. Outcomes included coordinated curricula and consistent plans for technology use in the courses.
- The Luray-Page County Center staff visited the three Page County high schools (Luray High School, Page County High School, and Mount Carmel Christian Academy) and gave presentations to interested juniors and seniors. The presentations were followed by additional counselor visits to meet with individual students.
- A professional development workshop was held for Page County teachers to learn strategies to promote college enrollment to all students.

- Two parent presentations were held to familiarize students and parents with dual enrollment and advanced placement opportunities.
- LFCC saw an increase of 6.7 percent in first-time high school graduates enrolling in fall 2005 over fall 2006.
- The Coordinator of Health Professions has contacted all service region high schools with offers of visits; a visit with Dowell J. Howard is scheduled for June 2007.

7. Develop data driven programs based on community needs.

- An exploratory public administration course, PBS 100, was piloted at the Middletown Campus, but two interest surveys failed to support pursuit of certificate/degree program. Advisory committee members have been notified that occasional courses will be offered.
- At Middletown, new classes were developed and added including: ECO 245, Contemporary Economic Issues; HIS 276, United States History Since World War II; Math 240, Statistics; and ESL 7, Oral Communication.
- At Middletown new classes were developed and added to the summer and fall 2007 schedules including: EDU 193, Studies in Digital Technologies; EDU 295, Classroom Technologies; ENG 215, Creative Writing Fiction I; ENG 236, Introduction to the Short Story; ENG 210, Advanced Composition, SPA 271, introduction to Latin American Civilization and Literature, and SOC 207, Medical Sociology.
- At Fauquier, new courses were introduced: Geology 105, Physical Geology; SPD 130, Introduction to Theater; and PED 167, Improvisational Dance.
- At Fauquier new classes were developed and added to the summer and fall 2007 schedules, including ENG 267, The Modern Novel, and SPD 126, Interpersonal Communication
- New online courses were developed and offered including: ENG 280, Writing User Manuals; PSY 235, Child Psychology; PSY 236, Adolescent Psychology; PSY 215, Abnormal Psychology; PSY 216, Social Psychology; SOC 215, Sociology of the Family; and PLS 211, U.S. Government I.
- New online courses were added to the summer 2007 and fall 2007 schedules including: REL 230, Religions in the World; REL 100, Introduction to the Study of Religion, and ENG 295, Special Studies in Technical Writing.

- Saturday sections at Middletown were offered, and enrollment in BIO 101, General Biology Lecture and Lab, generated particular student interest, as demonstrated by high course registrations.
- A health professions new program need survey was sent to 200 area healthcare providers in May 2007; responses are currently being tabulated.
- LFCC conducted a community needs study of 24 to 55 year olds during December 2006 with the presentation of the results in March 2007. Clarity, a research organization, conducted and analyzed the results. Over 800 community residents were contacted by phone for a seven-minute survey. Key findings indicated LFCC's residents are very aware of LFCC (87% answered positively), but they were not familiar (42% answered positively) with what we offer. The top three classes desired by the survey respondents were business, computer and nursing/health care-related. The top three programs mentioned were Criminal Justice, Physical Therapy Assistant and Occupational Therapy Assistant. One of the most preferred times to attend class was on Saturday either from 8 to 10 a.m. or noon to 3 p.m.

8. Develop a schedule of classes that is responsive to student needs.

- Specialized scheduling software has been installed and is being configured that will assist in optimizing classroom utilization to allow a more responsive scheduling environment.
- A Saturday section of PED 107, Exercise and Nutrition, was scheduled for the last half of spring semester 2007 on the Middletown Campus, to allow for outdoor activities without an external facility charge to students.
- A targeted advising session was held on May 17, 2007, with analysis of curriculum-enrolled students' course needs identified to guide deans in future course offerings. Ten students attended, their course needs were identified and will be used for schedule development, and LFCC staff will contact the students when their program requirements are offered.
- An online general biology lab course was developed for initial offering in fall 2007, funded by an award of VCCS CEED grant in January 2007.
- New courses have been developed and added to the fall 2007 schedule that are in direct response to program or transfer requirements. The courses are SOC 207, Medical Sociology (for nursing students), and ENG 210, Advanced Composition (a writing- intensive course). Four additional courses are in development now to be offered in spring 2008. They are: PHI 227, Bio-Medical Ethics (for nursing students); ENG 245, Major

English Authors (a new education program requirement); HIS 252, History of the Middle East; ENG 255, Major Writers in World Literature (a new education program requirement).

9. Develop a comprehensive marketing plan.

- The Office of College Advancement and Office of Student Success developed and implemented a student recruitment plan. The plan tactics included a four-color Office of Student Success publication; financial aid / scholarship postcards; student recruitment folders; and radio, newspaper and TV ads.

10. Develop new delivery formats to enhance student access to credit career programs.

- Computer simulation technology in health professions clinical labs was added in nursing, practical nursing, and emergency medical services.
 - This was further enhanced in May 2007, with the loan of an additional Sim-Baby from the Virginia Office of Emergency Medical Services, made possible because of LFCC's accredited EMS program.
- ESL mentoring and tutoring were enhanced and a new course, ESL 7, Oral Communication, was added.
- Internships in economics and newspaper writing were developed and offered to meet student needs.
- At the Luray-Page County Center, student internships in economics, marketing, accounting, and newspaper writing were developed and offered to meet student needs.
- VCCS CEED (Chancellors E-Learning Enhancement and Development) award was received in January 2007 (\$7740), and used to develop online general biology lab sections; a BIO 101 online lab section will be piloted in fall 2007.

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.

LFCC will:

1. Increase the number of individuals served in customized occupational courses and services by 10 percent.

- LFCC has served 4,234 individuals in customized classes YTD—a 46 percent increase. In the same time period last year, the College had served 2,300 individuals.
2. Seek revenues to expand Career Coach and possibly initiate a Middle College program.
 - Received a National Governor's Association Grant of \$30,000 for a Career Coach at James Wood High School. Marie Rutz is in this position. Because of a lack of space on both of our campuses, we decided not to pursue a Middle College at this time.
 - A second career coach will be added to the LFCC service region with funding from the Tech Prep grant.
 3. Conduct a region-wide business survey in conjunction with the EDC of Winchester/Frederick County to determine business/industry-specific training needs.
 - In partnership with the EDC's of Winchester/Frederick County and Shenandoah County, a survey of the workforce of the region has been completed to determine the workforce training needs.
 4. Conduct regional cluster focus groups to address industry-specific needs.
 - Cluster group meetings for construction, banking, local government, manufacturing and healthcare were conducted by Dr. Sygielski and Nancy Lloyd and programs have been added to address the identified needs of each industry. The top three programs identified were leadership training, customer service skills and interpersonal skills.
 5. Identify, develop and market programs that address the learning needs of our expanding community, especially among our growing minority and ESL communities.
 - Command and Conversational Spanish continue to be offered and 2453 participants have been certified this year. Seven agencies have used this training including the City of Winchester, United Way, Quebecor World, Metropolitan Airport Authorities and the Culpeper Sheriff's Office.
 - In March 2006, 20 ESL educators from K-12 programs in our service area attended Common Ground: A Meeting of ESL Professionals. This program provided an overview of ESL services at LFCC, updates from the State Board of Education concerning ESL students, access to college for

immigrant students, and a discussion of a model ESL program in Winchester.

- In March 2006, over 600 Mexican and Salvadoran nationals living in the area had passports renewed and paperwork reviewed as the mobile Consular Offices of Mexico and El Salvador visited LFCC. The program was sponsored by LFCC, the Latino Connection, the Salvation Army, and the Consular Offices of Mexico and El Salvador. The college not only hosted the event, but provided a table with information on ESL services and required paperwork.
- The LFCC Intercultural Initiative sponsored a workshop on Cross-Cultural Communication. The event drew over 20 participants in April 2006, and then through our Workforce office, the workshop was repeated for Warren County School Administrators in July 2006. This event promoted successful interactions with the growing ESL population in our area.
- Services for ESL students were increased. Students at the Middletown Campus have had access to ESL labs every week since the fall of 2005. In addition, both Middletown and Fauquier offered ESL support sections of ENG 1, Preparing for College Writing, in the spring and fall of 2006. In spring of 2007, Middletown added a communications course which targets speaking and listening skills for professional and academic success. The course enrolls 10 students.
- On October 13, 2006, LFCC hosted a regional conference focusing on At-Risk students, including ESL and developmental math and English students. 40 people representing 4 VCCS schools, adult education, and K-12 programs attended this event.
- On June 18, 2007, LFCC will host a regional conference focusing on helping non-English speaking students to be successful in high school and transition into the community college. Representatives have been invited from the Virginia Department of Education and consultants from across the country will address the audience. All school divisions in the service region have been invited to participate.
- On June 18, 2007, LFCC will host a summit, "More than At Risk: Non-English Speakers in High School" for all area ESL educators and administrators. This all day session will feature ESL Educators from: Stuart High School, Fairfax County Public Schools, Transitional ESOL High Schools, Fairfax County Public Schools, Harrisonburg City Schools, James Madison University, the Virginia Department of Education and Pearson/Longman ESL Publishers.

6. Continue active participation in local and regional economic development efforts.

- Dr. Sygielski and members of the Workforce Solutions team maintain contact with the directors of economic development in our region on a regular basis. We have participated in seven business solicitations in partnership with the local directors and the Virginia Department of Business Assistance. Also, we have regularly scheduled meetings with the Chamber of Commerce directors and presidents in our region and have partnered to provide training for their memberships.

Graduation, Retention, Placement Rates - To expand its capacity and provide greater economic opportunity so that, by 2009, the VCCS will rank in the top ten percent in the nation with respect to graduation rates, retention, and job placement.

LFCC will:

1. Continue to enhance electronic services to promote student success, including on-line tutoring and advising.

- Learning Express Advantage, a database of practice tests in reading, writing, math, nursing, and career preparation, was added.
- Microsoft Office was added to all Middletown Learning Resource Center (LRC) computers for student use.
- Currently advertising for a counselor who will develop and implement an online advising service at LFCC.
- Research is underway to identify on-line tutoring resources and software.
- The Coordinator of Health Professions is developing narrated PowerPoint information sessions, which can be burned to CDs for economical distribution to prospective nursing students, and made available on LFCC website when website revisions are complete

2. Develop and implement a comprehensive retention plan.

- Enrollment management consultants (Noel Levitz) facilitated a two-day workshop with LFCC administrators and staff to develop goals an enrollment management plan which includes both recruitment and retention components. The Enrollment Management Committee is scheduled to meet the third week of June to complete the planning process. The complete plan is due to the President July 10.

- Articulation agreements with four-year colleges and universities are being promoted with a brochure from the VCCS, and an updated Transfer Guide detailing agreements is prepared annually. The transfer guide is prepared with input from Student Success and the Division of Learning. Transfer information is posted to LFCC's website.
3. Enhance student learning resources and services.
- Active learning, on-line research exercises in SDV 100 and SDV 101 courses were developed collaboratively with Learning Resources Center (LRC) and Student Success staff.
 - A pilot Student Learning Center at the Middletown Campus is currently underway. The center offers learning lab assistance in math, writing, English as a second language, and foreign languages along with individual and group tutoring. The pilot is being evaluated for possible expansion to other college locations. A manager of student learning services has recently been hired to lead this effort.
 - A nursing retention specialist position was filled (0.5 FTE) at the Fauquier Campus in April, 2007; funding is being sought to support a full-time position at the Middletown Campus.
 - The LFCC PTK chapter was named one of the top 100 chapters in the country, was awarded the Leadership Hallmark at the International Convention, and was named Most Outstanding Chapter for the entire Virginia-West Virginia Region.
4. Assess, enhance and develop support services that are responsive to the needs of distance learners.
- Narrated, animated demonstrations that demonstrate the use of several research tools such as CINAHL and InfoTrac databases to locate full-text articles from scholarly nursing journals were created and made available in Blackboard and on the LRC Web site.
 - The library Web site was completely reorganized and redesigned to provide better navigation and more information about available resources.
 - Five hundred print brochures were developed and distributed to Luray-Page County Center students that describe the library resources and services available to them.
 - The "Research" tab in Blackboard was added to LRC resources and links, providing enhanced access and opportunities for students.

- Library and electronic Web site materials for faculty to use as resources for academic assessment were provided.
 - Currently advertising for a counselor who will assist in the development and implementation of online advising services at LFCC.
 - Redesign of the College Web site is underway to enhance access to information and services for students.
5. Provide employee professional development opportunities that support student engagement.
- Over \$50,000 was budgeted and utilized by employees for professional development activities. These included education assistance, seminars, conferences and internal/external training activities including programs offered through workforce solutions and VCCS. Nine administrators and 33 classified staff participated in activities that included: Peer group, VCCA, VSCPA Accounting & Auditing, Human Resources, AHEAD, Legislative & Regulation, VASPA and Veterans Affairs conferences; VCCS Admin. Services Council, Leading Effective Meetings, Project Management and workshops on Security at College's, Threat Assessments, Whale Done-The Power of Positive Relationships and administrative professionals seminars. Internal training included: Microsoft Office courses, Performance Management, The Courage to Coach, FMLA, and Harassment & Discrimination. Additionally, three (3) administrators and 12 classified staff utilized educational assistance funds for graduate and undergraduate courses.
 - A college-wide participatory governance model was implemented, providing all employees a voice in decision making and an opportunity to share their ideas and expertise.
 - New policies were proposed and approved through the governance system.
 - Across the College, two faculty development activities in critical thinking were offered to full-time, adjunct and dual enrollment faculty throughout the academic year.
 - At Fauquier, training and mentoring of new adjunct faculty greatly increased over the past year. Faculty training sessions in fall and spring were attended by a 57 members of the faculty.
 - Four professional development workshops were held to orient faculty to academic assessment; all full-time faculty attended the workshop that best

fit their schedule. An assessment Q&A open session will be held on February 28, 2007.

- A series of five professional development workshops were held for program leaders and deans on successful strategies for implementing course assessment and academic program review.
- A presentation on contemporary expectations for colleges for academic assessment was given by Dr. Marshall Smith, President of John Tyler Community College and an experienced SACS evaluator, at the January opening activities session for faculty.
- Transfer workshops were held for faculty in August 2006 and January 2007.
- At the Luray-Page County Center, the Office of Workforce Solutions conducted a team-building workshop for staff.
- Six professional development workshops were provided for faculty instructional program leaders; all program leaders attended at least three of the sessions; sessions were evaluated as helpful by attendees.
- The LFCC Educational Foundation awarded several mini-grants in support of student engagement. The projects and summaries are below.

2007 Mini-Grant Project	Summary
SDV 101: Orientation to Education (Web-based)	A web-based course called SDV 101: Orientation to Education will be developed. Students will be introduced to the field of education while using technology (Blackboard) to learn the basic tenets needed to become a licensed professional educator.
Students At Risk: A Summit Meeting on Keeping Immigrant Students in School	This meeting will address the challenges of keeping non-English speaking 14-20 year-old students in school. Presenters will include employees from JMU, Harrisonburg schools and Fairfax County Schools.

2007 Mini-Grant Project	Summary
LFCC, Luray-Page County Center Cultural Lecture Series	A cultural lecture series through the Department of Humanities, Mathematics and Social Sciences will bring students, faculty, lecturers and the community together in a venue for learning, sharing ideas and roundtable discussions.
Development of Revit software expertise	Revit is a new 3D architectural drafting software program that will be used in the Engineering Technology Program. The seminar will support a full-time faculty member to use the software during fall semester 2007. The software will be incorporated into several classes in the Computer Aided Drafting Program and the Civil Engineering Technology Program.
Teach, Evaluate and Certify	Incorporate IC3 exams into the ITE 115 course that will be taught by Professor Stange during the summer 2007 semester. This incorporation would allow LFCC to evaluate the course content, instructor and the use of IC3 exams as an opt-out tool.

6. Increase the number of students who submit free federal financial aid applications by 5 percent over the base year of AY 2004-05.

- 2006-07 submissions of free federal financial aid increased by approximately 10 percent over 2004-05.
- At the Luray-Page County Center, a community-wide financial aid workshop was offered in February 2007. All registration workshops at the center include financial aid assistance. More than 50 percent of the Luray-Page County Center students receive financial aid.

- A FAFSA Saturday was held in January 2007 to encourage high school students begin the process of applying for financial aid.
7. Increase the number of students receiving federal financial aid by 3 percent over the base year of AY 2004-05.
- In 2005-06 a federal recalculation of allowances reduced eligibility levels of students resulting in a 2 percent decrease in the number receiving federal financial aid from 2004-05 to 2005-06. Increased number of applications for free federal financial aid allowed LFCC to regain the loss. Current projections for 2006-07 indicate a 3 percent increase over 2005-06 in the number of students receiving federal financial aid.
8. Increase the total number of LFCC faculty and staff who participate in VCCS-sponsored professional development exercises.
- Sixteen (16) faculty registered for VCCS New Horizons statewide professional development conference in March 2006; 14 are currently signed up for March 2007, and registration is still open.
 - Twenty (20) faculty participated in conferences and seminars that included: Virginia Tech Tax, Virginia Accounting, American Mathematical Association, VCCA, Nursing, League for Innovation, Thomson Course Technology, Teaching & Learning, and James Madison University Physics and American Association of Physics Researchers. Eleven (11) faculty utilized educational assistance funds.
 - Four college administrators attended the Virginia's Workforce Readiness Conference in Richmond, VA, in April.
9. Increase job placement by at least 3 percent annually.
- A job placement program was established in August of 2006. Since we have just established this program, baseline data for job placement is not yet available. Plans are in place to capture this information beginning spring 2007.
 - Three career fairs, one at each college location, were held in spring 2007.
 - The Library and Student Services jointly purchased The Career Vault, an online database of career resources.

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

LFCC will:

1. Participate appropriately in System-level articulation agreements.
 - LFCC academic administrators served on the James Madison University (JMU) education program transfer committee to develop articulation agreements for education students; currently faculty are reviewing curriculum alignment for all secondary programs of study (i.e. Earth Science, Chemistry, Biology, English, Mathematics, P.E., Art, Foreign Language).
 - The Vice President of Learning and Vice President of Student Success reviewed articulation agreements at statewide meetings, and discussed implications for Lord Fairfax Community College. These discussions led to updating the LFCC transfer guide to assure current information for students, and to holding a faculty workshop as part of January 2007 semester opening activities.

2. Continue efforts to expand college-level articulation and transfer agreements with four-year institutions and high schools in our service region.
 - James Madison University (JMU) Letters of Intent for the Education transfer program were implemented, with student advising and collaboration with JMU's Education Department.
 - Education students planning to transfer to JMU have their grade point averages, Praxis scores, and anticipated transfer date updated each semester in the JMU database.
 - A nursing program transfer articulation agreement was successfully negotiated with JMU and the agreement was signed at a ceremony on December 15, 2006.
 - A meeting was held March 8, 2007, with a representative from Mary Baldwin College, to pursue a transfer articulation agreement. Mary Baldwin has provided LFCC with transfer guidelines for students who wish to transfer in various programs.
 - Several meetings were held with representatives of Shenandoah University to update the LFCC articulation agreement and to provide transfer guides for academic advisors and counselors. Transfer guides are expected from all SU divisions by fall 2007.
 - Articulation agreements for Shenandoah University and Shepherd University in WV will be updated in summer 2007.

3. Improve transfer advising services.

- Academic administrators met three times with the Office of Student Success on plans to develop the Transfer Guide.
 - A meeting will be held on March 30, 2007 with Shenandoah University representatives to discuss transfer issues and to arrange an LFCC day for business, education, and nursing students.
 - Web site for transfer advising has been redesigned.
 - Transfer fairs were held for both campuses along with multiple individual visits from transfer representatives to the College.
 - Several student trips to colleges and universities were coordinated through AY 2006-07.
 - Faculty and deans' participation in New Student Orientation program emphasizing transfer planning and including discipline-specific information helped students to identify strong four-year institutions in their field of study.
4. Increase transfer rates by at least 3 percent.
- The comparison of LFCC graduates in 2004-05 versus 2005-06 and their subsequent enrollment at an in-state four-year institution showed a decrease of .8 percent. This data does not capture private institutions in Virginia nor out of state institutions. 2006-07 comparison will include data from the Student Clearinghouse to reflect national data on transfers which will allow a more accurate report of transfer rates.
 - General Engineering Technology new specialization in Technical Operations in approval process for LFCC will provide transfer opportunities with Old Dominion University

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

LFCC will:

1. Participate appropriately in the development of a six-year financial plan for the VCCS.
2. Participate appropriately in the Commonwealth Legacy Program.
 - The College has participated in all aspects of the Commonwealth Legacy Program. LFCC students have received the scholarships, and the scholarships have been named for LFCC donors.

3. Participate in appropriate System-level and College-level efforts to secure additional funding through Congressional earmarks.

Dual Enrollment with High Schools – 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.

LFCC will:

1. Market community college dual enrollment program opportunities to students, parents, counselors, and high school faculty members and administrators.
 - Twenty-two school visitations to speak to students, parents, and counselors and to placement test and register dual enrollment students mid-May through the end of September took place.
 - Two Career Pathways Fairs will be held, one on each campus (March 20, 2007 and March 22, 2007), with approximately 500 students total attending.
 - The dual enrollment manual will be updated annually. All dual enrolled students will receive a copy. Information is posted to the LFCC website.
 - The College is beginning of process of becoming NACEP (National Association of Current Enrollment Programs) accredited. By August 1, 2007, the first milestone will be met, providing every dual enrollment student with a handbook.
 - Ten high school students graduated LFCC in May before graduating high school. The Office of College Advancement interviewed each student and promoted their successes to all local news media.
 - Presentations are made to high school students and parents as requested. One presentation was made at Mountain View Christian Academy on April 2, 2007, with 28 students attending with their parents. Another presentation was made on April 19, 2007 at Fauquier County High School, with 98 students and 5 guidance counselors attending.
 - The Office of College Advancement and Office of Learning worked together to update the Dual Enrollment Program brochure in August 2006.
2. Increase dual enrollment by 7 percent with added emphasis in career and technical education.
 - From fall 2004 to fall 2006, dual enrollment headcount grew by 27 percent (from 1,254 to 1,598).

- A comprehensive Career Pathways Manual, outlining courses that can be dual enrolled or articulated with LFCC was developed for distribution internally and to secondary partners, as a basis for expansion of enrollment. The manual will be updated annually.
 - A total of 36 CTE courses were dual enrolled in fall 2006 and 44 CTE courses were dual enrolled spring 2007.
 - The College will no longer be articulating CTE courses beginning fall 2007, but expects all CTE courses to be dual enrolled for credit and portability reasons.
3. Include dual enrollment faculty in general adjunct faculty meetings, training sessions, and orientation programs.
- A dual enrollment process manual was created and distributed in August 2006; an annual update is scheduled for August 1, 2007.
 - A professional development day for all dual enrollment adjunct instructors was held on August w5, 2006, and attended by 61 dual enrollment adjunct instructors and 18 LFCC faculty. A professional development activity is scheduled for August 22, 2007.
 - LFCC has included professional development attendance as a requirement in the dual enrollment contract signed by all school superintendents or headmasters.
 - Dual enrolled courses are included in SACS course assessments. The three dual enrollment instructors who teach PHY 201, General College Physics I, participated in the college-wide physics course assessment in spring 2007.
 - Dual enrolled adjunct instructors receive frequent e-mails from the College promoting instructional strategies and best practices as they are announced college wide.
4. Develop a system to establish release time for LFCC faculty to manage dual enrollment programs.
- Instead of establishing release time, a dual enrollment coordinator, Lori Killough, was employed for curriculum and quality control activities and began in October 2006. To date, she has conducted 56 percent of the adjunct evaluations planned for 2006-07, and has overseen student course evaluations for all dual enrollment course sections.

5. Provide every dual enrollment student and instructor with a VCCS student e-mail account and Blackboard account for instruction.

- Action deferred pending technical feasibility study in process.

Private Funding - 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.

LFCC will:

1. Provide monetary support for employee professional development opportunities that support student engagement.
 - In May 2007, \$4,710 in Foundation mini-grants in support of student engagement was awarded to LFCC employees.
2. Increase the LFCC Educational Foundation's holdings by 5 percent annually.
 - On December 31, 2005, the Foundation's holdings were \$7,658,368. On December 31, 2006, the Foundation's holdings were \$8,924,257. This was an increase of approximately 17 percent.
3. Develop and implement an LFCC Educational Foundation marketing plan.
 - The Foundation public awareness campaign has been implemented.
4. Assist the VCCS, if necessary, in the identification of board members for the Virginia Foundation for Community College Education and in the development of an infrastructure, as appropriate.
 - LFCC's president and vice president of college advancement respond to each inquiry about the Virginia Foundation for Community College Education and attend events sponsored by the Virginia Foundation for Community College Education.
 - When asked, the president and vice president provide feedback about the viability of prospective donors and board members for the Virginia Foundation for Community College Education.