



**DOCUMENTATION PREPARED BY THE INSTITUTION FOR THE  
REVIEW COMMITTEE EXAMINING OFF-CAMPUS SITES  
AS PART OF A FIFTH-YEAR INTERIM REPORT**

**Statement Regarding All Documentation Forms**

*Please note that this and all of the SACSCOC Documentation forms contain the minimum information required. Additional standards may be added by SACSCOC staff as needed to provide the visiting team with relevant information necessary to making an informed determination regarding the change.*

**Name of the Institution: Lord Fairfax Community College**

**Nature of the Substantive Change:**

LFCC initiated off-campus sites at the following 11 locations where students may earn 50% or more toward a degree or certificate from Lord Fairfax Community College in classroom-based instruction. These locations include 10 dual enrollment high schools and one business.

**Date: 8/13/13**


By signing below, we attest to the following:

1. That Lord Fairfax Community College has attached a complete and accurate overview of the off-campus site(s).
2. That Lord Fairfax Community College has provided complete and accurate disclosure of timely information regarding compliance with the selected sections of the *Principles of Accreditation* as it pertains to this/these site(s).

**Name and signature of the President:**

  
Cheryl Thompson-Stacy

**Name and signature of the Accreditation Liaison:**

  
John Milam

**SACSCOC Staff Member assigned to the Institution:**  
Dr. Claudette Williams

## **Part I. Overview**

Lord Fairfax Community College (LFCC) initiated off-campus sites at 11 locations where students may earn 50% or more toward a degree or certificate from Lord Fairfax Community College in classroom-based instruction. These locations include 10 dual enrollment high schools and one business.

The 10 dual enrollment sites were initiated to meet the needs of students who want to take college-level courses in their high school. High school juniors or seniors who have the approval of their high school principal may enroll in selected Lord Fairfax Community College courses in the Dual Enrollment Program. Under this arrangement, the college grants semester hour credit for successfully completed courses, and the credit may also be used to meet high school graduation requirements. Over 2,100 high school students are served at all of LFCC's SACSCOC approved sites, including approximately 750 at these 10 locations.

LFCC also initiated an off-campus site at the Navy Federal Credit Union. The College supports its goal of increasing access to educational opportunities by establishing partnerships with local organizations and offering classes at sites in the community such as local high schools, technical centers, and businesses.

Navy Federal Credit Union seeks to provide opportunities for their employees to enhance their job skills and further their education by taking college courses. In order to meet these needs, LFCC has partnered with NFCU and offered courses at this site since spring of 2009. Increased demand for LFCC courses has led to the planned expansion of course offerings.

**Blue Ridge Technical Center**, (BRTC) located at 28 Luray Avenue in Front Royal, VA. BRTC is not a high school, but a central training site serving high school students. While a sub change prospectus was filed

for these sites, course enrollments are low and no courses were offered at BRTC this spring, 2013 due to lack of demand.

Dual enrollment students may earn 50% or more of the credits required for a degree or certificate in the following programs:

CSC    Networking Specialist

Dual enrollment students may earn between 25% and 50% of the credits required for a degree or certificate in the following programs:

CSC    Construction Technology

CSC    Electrical Technician

**Dowell J. Howard** (DJH), located in Winchester, VA. DJH is not a high school, but a central training site serving high school students.

Dual enrollment students may earn 50% or more of the credits required for a degree or certificate in the following programs:

CSC    Networking Specialist

Dual enrollment students may earn between 25% and 50% of the credits required for a degree or certificate in the following programs:

CSC    Construction Technology

CSC    Electrical Technician

**Kettle Run High School**, located at 7403 Academic Avenue in Nokesville, VA.

Dual enrollment students may earn 50% or more of the credits required for a degree or certificate in the following programs:

CERT   General Education

Dual enrollment students may earn between 25% and 50% of the credits required for a degree or certificate in the following programs:

AA&S   Business Administration

AA&S   General Studies

AA&S   Liberal Arts

AA&S Liberal Arts: Communication  
AA&S Liberal Arts: Philosophy & Religion  
AA&S Science

**Liberty High School**, located at 6300 Independent Avenue in Bealeton, VA.

Dual enrollment students may earn 50% or more of the credits required for a degree or certificate in the following programs:

CERT General Education

Dual enrollment students may earn between 25% and 50% of the credits required for a degree or certificate in the following programs:

AA&S Business Administration  
AA&S General Studies  
AA&S Liberal Arts  
AA&S Liberal Arts: Communication  
AA&S Liberal Arts: Philosophy & Religion  
AA&S Science

**Luray High School**, located at 243 Bulldog Drive in Luray, VA.

Dual enrollment students may earn 50% or more of the credits required for a degree or certificate in the following programs:

AA&S Business Administration  
AA&S Education  
AA&S General Studies  
AA&S Liberal Arts  
AA&S Liberal Arts: Communication  
AA&S Liberal Arts: Philosophy & Religion  
AA&S Science  
CERT General Education  
CSC Nature and Outdoor Photography

Dual enrollment students may earn between 25% and 50% of the credits required for a degree or certificate in the following programs:

AA&S Liberal Arts: Fine Arts  
CSC Construction Technology

**Millbrook High School**, located at 251 First Woods Drive in Winchester, VA.

Dual enrollment students may earn 50% or more of the credits required for a degree or certificate in the

AA&S Business Administration  
AA&S General Studies  
AA&S Liberal Arts  
AA&S Science  
CERT General Education  
CSC Web Design Specialist

Dual enrollment students may earn between 25% and 50% of the credits required for a degree or certificate in the following programs:

AA&S Liberal Arts  
AA&S Liberal Arts: Communication  
AA&S Liberal Arts: Philosophy & Religion  
AAS General Engineering Technology: Civil Engineering  
AAS General Engineering Technology: Mechanical Engineering  
AAS General Engineering Technology: Technical Operations  
CERT Office Systems Assistant  
CSC Phlebotomy

**Page County High School**, located at 184 Panther Drive in Shenandoah, VA.

Dual enrollment students may earn 50% or more of the credits required for a degree or certificate in the following programs:

AA&S Business Administration  
AA&S Education  
AA&S General Studies  
AA&S Liberal Arts  
AA&S Liberal Arts: Communication  
AA&S Liberal Arts: Fine Arts  
AA&S Liberal Arts: Philosophy & Religion  
AA&S Science  
CERT General Education

Dual enrollment students may earn between 25% and 50% of the credits required for a degree or certificate in the following programs:

AAS General Engineering Technology: Civil Engineering  
AAS General Engineering Technology: Computer-Aided Drafting  
AAS General Engineering Technology: Mechanical Engineering  
AAS General Engineering Technology: Technical Operations  
CSC Construction Technology  
CSC Drafting

**Skyline High School**, located at 151 Skyline Vista Drive in Front Royal, VA.

Dual enrollment students may earn 50% or more of the credits required for a degree or certificate in the following programs:

- AA&S Business Administration
- AA&S Education
- AA&S General Studies
- AA&S Liberal Arts
- AA&S Liberal Arts: Communication
- AA&S Liberal Arts: Philosophy & Religion
- AA&S Science
- CERT General Education

Dual enrollment students may earn between 25% and 50% of the credits required for a degree or certificate in the following programs:

- AA&S Liberal Arts: Fine Arts
- AAS General Engineering Technology: Technical Operations
- CERT Health Science

**Stonewall Jackson High School**, located at 150 Stonewall Lane in Quicksburg, VA.

Dual enrollment students may earn 50% or more of the credits required for a degree or certificate in the following programs:

- CERT General Education

Dual enrollment students may earn between 25% and 50% of the credits required for a degree or certificate in the following programs:

- AA&S Business Administration
- AA&S Education
- AA&S General Studies
- AA&S Liberal Arts
- AA&S Liberal Arts: Communication
- AA&S Liberal Arts: Philosophy & Religion
- AA&S Science
- AAS Administrative Support Technology
- CERT Office Systems Assistant
- CSC Information Processing Technician

**Strasburg High School**, located at 250 Ram Drive in Strasburg, VA.

Dual enrollment students may earn 50% or more of the credits required for a degree or certificate in the following programs:

CERT General Education

Dual enrollment students may earn between 25% and 50% of the credits required for a degree or certificate in the following programs:

AA&S Business Administration  
AA&S Education  
AA&S General Studies  
AA&S Liberal Arts  
AA&S Liberal Arts: Communication  
AA&S Liberal Arts: Philosophy & Religion  
AA&S Science

**Navy Federal Credit Union (NFCU)** is located at 141 Security Place, Winchester, VA 22602.

NFCU students may earn 50% or more of the credits required for a degree or certificate in the following programs:

AAS Management  
AAS Management: BIT  
CSC General Business  
CSC Supervision

## Part II. Institutional Assessment of Compliance

**Directions for Part II:** *Provide narrative and documentation to support compliance with each standard as it applies to the site(s). Include information for the main campus only as it affects the site(s)*

### A. Integrity:

**PR 1.1** The institution operates with integrity in all matters. **(Integrity)**

*[No response necessary. This statement will be addressed by the visiting committee, not by the institution.]*

### B. Programs:

**CS 3.4.11** For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. **(Academic Program Coordination)**

  X   Compliance       Non-Compliance

At Lord Fairfax Community College (LFCC), the [academic deans](#) are responsible for program coordination and supervision under the direction of the vice president of academic and student affairs. In order to ensure curriculum development and review, the academic deans assign qualified faculty members who serve as [program coordinators](#) for each academic program. The academic deans and the faculty program coordinators are responsible for curriculum development and program review at all locations where a program is being taught, including those being offered at off-campus sites or online. At LFCC, all but one academic program has a full-time faculty program coordinator. In the one program where there is no full-time faculty employed, a full-time faculty member in a related discipline and the



academic dean provide oversight and coordination in collaboration with an adjunct faculty content expert.

[Program coordinator responsibilities](#) may vary depending on the academic program; however, there is a consistent set of duties performed by all, which includes: (1) review of course syllabi; (2) collaboration with other program faculty to ensure curricula are current; (3) collaboration with other faculty to ensure consistency of course content; and (4) coordination to ensure program learning outcomes are assessed. Program coordinators are responsible for completing a program review on a yearly cycle as well (see also Comprehensive Standard 3.3.1.1).

In addition to program coordinators, the College has four full-time faculty serving as [discipline coordinators](#) in English and mathematics to further assist the academic deans and program coordinators. In these particular disciplines, the College offers multiple courses and sections on-campus, at many off-campus locations, and online. These [qualified faculty](#) assist the academic deans in supervising the adjunct faculty, [reviewing course syllabi](#), reviewing student ratings of instruction, observing and [evaluating teaching performance](#), and assisting the program coordinators with curriculum revisions and development at any location the courses are being taught. Both program and discipline coordinators ensure the quality of the curriculum.

Full-time faculty serving as program or discipline coordinators [receive release time](#) from teaching in order to more effectively coordinate these efforts. In the one case where an adjunct faculty is performing the program coordinator duties, the College uses a [project agreement](#) to outline the adjunct faculty responsibilities. When those responsibilities are completed, the academic dean and full-time faculty verify the completion and the adjunct faculty is compensated for this additional work (See [example](#)).

All curricular changes or new program proposals are initiated by faculty members in consultation with the program coordinator and dean and must be presented to the college-wide

[Curriculum and Instruction \(C&I\) Committee](#). The C&I Committee consists of 10 teaching faculty, one adjunct faculty representative, and one administrative faculty. All [recommendations](#) for changes or additions are forwarded to the vice president of academic and student affairs for approval/disapproval. New course or program proposals, as well as all curricular changes, are documented on the [Curriculum Change Proposal Form](#). (See this [example](#) of approved curriculum change.)

Academic deans, along with discipline/program coordinators, also meet with curriculum advisory committees and/representatives of four-year college to review academic programs before any changes are initiated. All applied degree programs have a designated [curriculum advisory committee](#) (CAC), which meets annually to review the curriculum and make recommendations for changes if needed ([example](#) of a committee's meeting minutes). These advisory committees are made up of local employers and experts in the field who can assist in making sure that the program is meeting the needs of local businesses. Each committee is presented with a [program-specific manual](#), which serves to introduce the member to the College, explains how the degree program works and provides comprehensive information about the role of the committee and its members. Qualified program coordinators facilitate this ongoing curricular improvement process.

**C. Faculty and Administrative/Academic Officers:**

**CR 2.8** The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs.

**(Faculty)**

Compliance  Non-Compliance

In accordance with its [mission](#), Lord Fairfax Community College (LFCC) addresses the needs of students and the community by offering programs and courses taught by qualified, experienced faculty members. All faculty members meet LFCC's academic qualifications based on [policy](#) outlined in the

Virginia Community College System (VCCS) Policy Manual. LFCC currently employs [76 well-qualified, full-time teaching faculty](#) who ensure the quality and integrity of each of LFCC's programs.

Full-time faculty are the centerpiece of the College's mission to "provide a positive, caring and dynamic learning environment that inspires student success, values diversity, and promotes community vitality." As a comprehensive community college, LFCC strives to meet the needs of students wishing to transfer to a four-year institution while also meeting the needs of a diverse workforce by preparing students in technical programs.

At LFCC, in accordance with VCCS policy, the College utilizes three categories of full-time teaching faculty, which are described in [the VCCS Policy Manual](#). An overview of each position is included below:

**Nine-Month Teaching Faculty:** Full-time teaching faculty appointed to a nine-month contract eligible for multi-year, continuing contracts. Duties consist of:

- Teaching 24-30 credit hours and 30-40 contact hours per academic year
- Holding 10 office hours per week
- Engaging in and contributing toward the good of the College and its community through professional activities and contributions

**Associate Instructor:** Full-time teaching faculty on a restricted contract, appointed to a nine-month contract that contains no expectation or guarantee of continued employment. The position does not include most administrative and governance duties, but instead, spends more time in student support and student success-related activities. Duties consist of:

- Teaching 33-39 credit hours and 39-49 contact hours per academic year
- Engaging in 12-19 hours per week in student engagement activities (including office hours)

Regular Part-Time, Nine-Month Teaching Faculty: This position is employed on a continuing basis to teach 60% - 80% of a regular nine-month faculty workload. This position carries the same duties and responsibilities as a regular nine-month faculty position. Duties consist of:

- Teaching at least 14-18 credit hours and 18-24 contact hours per academic year (for 60% workload)
- Holding at least six office hours per week
- Engaging in and contributing toward the good of the college and its community through professional activities and contributions

The core of LFCC's vision is to provide exemplary transfer and workforce development opportunities. LFCC's full-time faculty are responsible for developing and delivering high-quality academic programs that prepare students for transfer to four-year institutions or for entry-level employment in the workforce. In addition to teaching, developing curriculum, academic advising, and course and program-level assessment, full-time faculty are also responsible for service to the College community, are expected to develop yearly professional development goals in consultation with their dean, and maintain currency in their disciplines to ensure continuous improvement in teaching. The duties and responsibilities of full-time faculty positions are detailed in the [LFCC Faculty Handbook](#) and the [LFCC Teaching Faculty Evaluation Plan](#).

In addition to qualified full-time faculty, LFCC's adjunct faculty must meet the same academic qualifications as full-time faculty, in accordance with VCCS Policy 3.0.5, to help meet the needs of students. Adjunct faculty responsibilities include teaching, holding office hours, and professional development. Adjunct faculty are [evaluated](#) based on a review of student ratings of instruction, classroom observations, and completion of instructional tasks. To ensure the consistency and integrity of the course content, program and discipline coordinators, along with deans, review all course syllabi,

conduct classroom observations, mentor adjunct faculty, review student ratings of instruction, and complete a formal performance evaluation. To help support instruction for adjunct faculty, the College provides [orientation](#), [technology training](#), [professional development](#), and ongoing discipline support. Support and supervision of adjunct faculty is the same for off-campus and distance learning as it is for faculty who teach on campus and through traditional, face-to-face methods.

The College determines priorities for faculty hiring through the [strategic planning](#) and [program review](#) processes, both of which help shape the [college's yearly goals](#). Goals developed by LFCC align with the Virginia Community College System's Six-Year Strategic Plan, known as [Achieve 2015](#). Achieve 2015 sets the overarching vision and direction for all colleges in the system. Goals for each college are created to support the direction set forth in the six-year plan. One priority [outlined](#) in the VCCS's six-year plan is to "improve the ratio of full-time to part-time faculty in the VCCS," specifically to "47% full-time in 2012-2013." To help support the statewide goal, LFCC's Achieve 2015 annual goals focus on meeting or exceeding the VCCS full-time to part-time faculty ratio.

Once VCCS Achieve 2015 goals are established, the College uses the program review process to prioritize which faculty positions should be filled based on the funding available for a given year. As an example, in [the 2011-2012 plan](#), one of the College's goals was to "increase the number of full-time faculty positions by a minimum of three new positions." In [the 2012-2013 plan](#), LFCC has a goal to "develop at least two new academic programs (degree, certificate, or career studies certificate) that respond to emerging, critical workforce needs." This led to a complementary goal to "increase the number of full-time faculty positions by a minimum of two new positions." These goals were developed in response to data obtained through the program review process. Program review involves the following: (1) assessing disciplines and/or programs; (2) student-to-faculty ratios; (3) productivity measures by discipline; (4) employment trends and regional workforce needs; (5) full-time to part-time ratios by discipline; and (6) availability of course offerings at both campuses and off-site locations. After

analysis of the data, the deans and the associate vice presidents are asked to submit a prioritized list of new full-time faculty positions to the vice president of academic and student affairs, who then meets with the vice president of administration and the president of the college to act on the requests.

**Number of Full-time Faculty Members**

Lord Fairfax Community College strives to maintain a strong full-time to part-time faculty ratio, which is at or above the VCCS Achieve 2015 goal. Between summer 2011 and spring 2013, excluding dual enrollment, full-time faculty taught an average of 43.4% of the student credit hours generated in courses that meet the College’s general education core. During that same time period, full-time faculty taught an average of 46.7% of the student credit hours generated through transfer program courses, and 43.3% through career and technical education courses. While these overall averages are slightly lower than the 2012-13 VCCS goal of 47% full-time faculty, an analysis of the [general education competency areas](#) and [individual academic programs](#) shows that many are at or above the goal. A summary table is provided below in addition to detailed tables provided for each location. The data reported are the percent of student credit hours taught by full-time faculty from summer 2011 through spring 2013.

<b>Location</b>	<b>General Education</b>	<b>Transfer</b>	<b>Career/Technical</b>
All locations	35.9%	45.0%	41.1%
All locations, excluding dual enrollment	43.4%	46.7%	43.3%
Middletown	51.7%	42.4%	37.0%
Fauquier	28.8%	40.1%	33.6%
Dual Enrollment	0.0%	0.0%	0.0%
Off-Campus, excluding dual enrollment	4.6 %	1.1%	25.9%
Distance Learning	41.8%	65.4%	62.4%

Middletown Campus The Middletown Campus is the larger of LFCC’s two campuses and is the campus with the largest number of full-time faculty. In fall 2012, the Middletown Campus enrolled 5,549 headcount students, representing 75% of the overall headcount of 7,288. There are 58 full-time faculty who teach at the Middletown Campus and provide academic advising assistance to students.

Between summer 2011 and spring 2013, full-time faculty taught an overall average of 51.7% of the student credit hours generated in general education courses at the Middletown Campus. During the same time period, full-time faculty taught 42.4% of the program related courses in the College's transfer programs and 37% of program courses in the Career and Technical Education (CTE) programs. In the data tables provided for the Middletown Campus, [Table 5](#) documents each general education competency area. The results demonstrate that all areas exceed the 47% full-time faculty goal, except for communication, natural sciences, information literacy, and personal development.

In the four areas noted above, several factors contributed to the lower than 47% ratio goal. For the communication general education competency area, although the data shows an average of 40.5% taught by full-time faculty for the six-semester period, recent full-time faculty hires have improved the ratio to 46.4% in spring 2013. Additional improvement beyond the goal will be seen in 2013-2014 as a result of two new full-time faculty hires, one in English and one in communication studies.

The natural science general education requirement includes several different science disciplines, all of which are offered every semester including summer. While the overall six-semester full-time faculty average equals 42.2%, a deeper review of the data shows a two-year fall and spring average of 45.3% and 47.1% respectively. Both of these averages are near or above the goal.

Information literacy competence is a requirement for students enrolled in all degree programs at LFCC. As a result, there are multiple course sections offered each semester, many of which are taught by adjunct faculty. While the average percent of student credit hours (SCH) taught by full-time faculty is 40.7%, the ratio improved to 43.7% in spring 2013. Because the course is required in all degree programs, the College will likely continue hiring qualified adjunct faculty to teach the majority of these course sections.

The last competency, personal development, includes courses in the required student development area and in health or physical education. Students enrolled in all degree programs are

required to take one credit of student development and one credit of health or physical education in order to graduate. Analysis of the data in this general education area shows that adjunct faculty teach the majority of credit hours. The rationale for adjunct faculty teaching the majority of the health and physical education courses is to allow students a myriad of options such as yoga, golf, swimming, fitness walking, and others. For these courses, the College employs qualified adjunct faculty who have expertise in the specific fitness area and who are often employed in a field related to the course. In student development, course sections are taught by the College's employees as well as qualified adjunct faculty. For example, at the Middletown Campus from fall 2012 to spring 2013, 46 of the 71 sections of student development courses were taught by full-time LFCC employees. Although those employees are not considered full-time faculty, very qualified counseling and career services staff and administrators teach the majority of the courses.

While the tables show that there are specific areas where adjunct faculty are teaching the majority of student credit hours, it is important to note:

- Adjunct faculty must possess the same academic credentials as full-time faculty
- Adjunct faculty use a standard syllabus and course content summary developed by full-time faculty
- Adjunct faculty use the same textbooks approved by full-time faculty or the dean
- Adjunct faculty perform many of the same duties as full-time faculty, including:
  - Maintaining office hours
  - Attending orientation and professional development meetings
  - Administering program assessments if needed in their courses

[Table 6](#) displays the percentage of full-time faculty teaching program-specific courses in both the transfer degrees and certificates, as well as all career and technical education programs at the



Middletown Campus, including degrees, certificates, and career studies certificates. While the percentage of full-time faculty teaching in the transfer programs is nearly at the goal (42.4% versus 47%), CTE programs are lower with an overall average of 37% full-time. Because CTE programs are designed to meet workforce needs, the College has made it a priority to ensure there is a qualified, full-time faculty program coordinator leading each one and overseeing all adjunct faculty teaching in the program. For more information on program coordination, see [Comprehensive Standard 3.4.11](#).

Due to the nature of many of those technical programs, the College hires adjunct faculty with specific expertise in an occupational area to teach many of the courses. Examples of this include welding, computer-aided drafting, and air conditioning and refrigeration, where qualified adjunct faculty with expertise in the field are hired to teach an individual course. As noted above, all adjunct faculty must meet the same academic qualifications and have many of the same duties as full-time faculty.

Overall, taking into account: (1) the number of full-time faculty at the Middletown Campus; (2) the fact that there is a full-time faculty program coordinator overseeing all academic programs taught at the Middletown Campus; (3) that there are two full-time discipline coordinators at the Middletown Campus who oversee the disciplines where there are multiple sections taught by adjunct faculty; and (4) that the campus has three academic deans and an associate vice president of instruction at the campus to oversee instruction, the College believes that the Middletown Campus has an adequate number of full-time faculty to support its mission and to ensure the integrity of its academic programs.

Fauquier Campus In Fall 2012, the Fauquier Campus enrolled 1,839 headcount students, representing 25% of the overall College headcount of 7,288. There are 18 full-time faculty who teach at this campus and provide academic advising assistance to students.

Between summer 2011 and spring 2013, full-time faculty taught an overall average of 28.8% of the student credit hours generated in general education courses at the Fauquier Campus. During the same time period, full-time faculty taught 40.1% of the program related courses in the College's transfer

programs and 33.6% of program courses in the career and technical education (CTE) programs. In the data tables provided for the Fauquier Campus, [Table 7](#) shows each general education competency area. Unlike the Middletown Campus, the Fauquier Campus has a higher reliance on adjunct faculty during the summer semesters when many full-time faculty teach distance learning courses, which in turn impacts the overall six-semester average. A closer inspection of the data finds that during the fall and spring semesters, mathematics and natural sciences are well above the full-time faculty ratio goal; humanities and fine arts is near the goal; and communication, information literacy, personal development, and social/behavioral sciences are lower than the full-time ratio goal.

Much like the Middletown Campus, several factors contributed to the lower than 47% ratio goal, and several steps have been taken to improve the overall average. In the communication general education competency area, adjunct faculty teach the majority of composition courses at the Fauquier Campus, leading to the low ratio number in this particular general education area. A full-time English faculty member at the Fauquier Campus serves as a [discipline coordinator](#) and oversees adjuncts teaching in this discipline. Additionally, the Fauquier Campus employs an associate vice president, who oversees full-time faculty and an associate dean of instruction oversees adjunct faculty. In order to improve on the goal of 47% taught by full-time faculty, the College made the creation of an additional English full-time position one of its strategic planning goals for 2012-13. This new associate instructor begins this fall and will teach 75% at the Fauquier Campus and 25% at the Luray-Page County Center.

Information Literacy competence is a requirement for students enrolled in all degree programs at LFCC. At the Fauquier Campus, one full-time information technology systems (IST) faculty member is employed who teaches primarily program-specific IST courses. As a result of increased student demand, the majority of course sections in information literacy are taught by adjunct faculty. Because this service course is required in all degree programs, the College will likely continue hiring qualified adjunct faculty to teach the majority of these course sections.

Similar to information literacy, the Fauquier Campus employs two full-time faculty members in the social and behavioral sciences general education area. These faculty members' workload involves providing general education and program-related coursework for students on-campus and online. A diverse array of disciplines are offered in order to meet student demand and some of these are taught by adjunct faculty. These adjuncts are supervised by full-time faculty [program coordinators](#) and are mentored by full-time faculty in the discipline.

The last competency, personal development, includes courses in the required student development area and in health or physical education. Students enrolled in all degree programs are required to take one credit of student development and one credit of health or physical education in order to graduate. Analysis of the data show that adjunct faculty teach the majority of credit hours. The rationale for adjunct faculty teaching the majority of the health and physical education courses is to allow students a myriad of options such as yoga, golf, swimming, fitness walking, and others. For these courses, the College employs qualified adjunct faculty who have expertise in the specific fitness area and who are often employed in a field related to the course. In student development, course sections are taught by college employees as well as qualified adjunct faculty. For example, at the Fauquier Campus during fall 2012 and spring 2013, seven of the 19 sections of the student development courses were taught by full-time LFCC employees. Although those employees are not full-time faculty, they are full-time, qualified counseling and career services staff and administrators who teach more than a third of the courses.

While the tables show that there are some areas where adjunct faculty teach the majority of student credit hours, it is important to note:

- Adjunct faculty must possess the same academic credentials as full-time faculty

- Adjunct faculty use a standard syllabus and course content summary developed by full-time faculty
- Adjunct faculty use the same textbooks approved by full-time faculty or the dean
- Adjunct faculty perform many of the same duties as full-time faculty, including:
  - Maintaining office hours
  - Attending orientation and professional development meetings
  - Administering program assessments if needed in their courses

Additionally, the Fauquier Campus associate dean for instruction is responsible for reviewing all course syllabi, conducting classroom observations, mentoring adjunct faculty, reviewing student ratings of instruction, and conducting performance evaluations. With a team that includes the associate vice president, the associate dean, two discipline coordinators, and college-wide program coordinators, the College ensures that course content is consistent across the Fauquier Campus.

[Table 8](#) displays the percentage of full-time faculty teaching program-specific courses in transfer degrees and certificates and career and technical education programs at the Fauquier Campus. While the percentage of full-time faculty teaching in the transfer programs is 40.1%, CTE programs are lower, with 33.6%. In the transfer programs, there are two distinct reasons for the percentage being below the goal.

First, as mentioned in the discussion of general education competencies, the Fauquier Campus has a greater demand for adjunct faculty in the summer semesters, which results in a lower overall six-semester average. When the fall and spring semesters are viewed, five of the nine transfer degrees, specializations, and certificates meet or exceed the 47% full-time faculty goal. With regards to CTE programs, the College has made it a priority to ensure there is a qualified, full-time faculty program coordinator leading each program and overseeing all adjunct faculty teaching in the program. For more

information on program coordination, see [Comprehensive Standard 3.4.11](#). Due the nature of these technical programs, the College hires adjunct faculty with specific expertise in an occupational area to teach many of the courses. Examples of this include welding, computer aided drafting, and air conditioning and refrigeration. In these examples, qualified adjunct faculty with expertise in the field are hired to teach an individual course. As noted previously, all adjunct faculty must meet the same academic qualifications and have many of the same duties as full-time faculty.

Overall, taking into account: (1) the number of full-time faculty at the Fauquier Campus; (2) the fact that there is a full-time faculty program coordinator overseeing all academic programs taught at the Fauquier Campus; (3) that there are two full-time discipline coordinators at the Fauquier Campus who oversee the disciplines where multiple sections are taught by adjunct faculty; and (4) that the campus has an associate vice president and an associate dean at the campus to oversee instruction, the College believes that there are an adequate number of full-time faculty at the Fauquier Campus to support its mission and to ensure the integrity of its academic programs.

Dual Enrollment As outlined in the [Virginia Plan for Dual Enrollment \(DE\)](#), faculty teaching dual enrollment courses are considered part-time adjunct faculty for LFCC, while being employed full-time by their regionally-accredited school division. [Table 9](#) and [Table 10](#) document that 100% of student credit hours taught in dual enrollment programs at the high schools sites are taught by adjunct faculty.

Dual enrollment faculty are required to meet the same academic qualifications as any other LFCC faculty member. Several years ago, because of the growing number of dual enrollment sites and courses, the College established an Office of High School Outreach to facilitate the dual enrollment process. This office also connects full-time faculty program and discipline coordinators with dual enrollment faculty in order to ensure the consistency and rigor of dual enrollment offerings. The Office of High School Outreach is led by an academic dean and employs a dual enrollment coordinator to

provide additional support to school divisions and dual enrollment faculty. Several examples are listed below of how the College ensures the integrity of the courses and programs:

1. The dual enrollment coordinator and the dean confirm all classroom observations, review course syllabi, review student ratings of instruction, and conduct performance evaluations in the same manner and on the same timeline as for on-campus adjunct faculty.
2. Full-time faculty program coordinators conduct [classroom observations](#) of dual enrollment faculty.
3. Full-time faculty visit dual enrollment sites prior to new courses being offered to ensure classrooms and [laboratories](#) are adequate and the equipment needed for a course is available.
4. Full-time program or discipline faculty review all [course syllabi](#) to ensure consistency and rigor.
5. A DE Instructors Professional Development Meeting is held regularly, with the most recent held in [April 2013](#)
6. Dual enrollment faculty attend a [special dual enrollment orientation](#).
7. Dual enrollment faculty meet with College full-time faculty in their [teaching discipline](#) to discuss course alignment, student learning outcomes, use of best practices, and to get updates about technology, textbooks, and other matters.
8. Dual enrollment instructors are included in all college-wide professional development activities.
9. Dual enrollment faculty collect program-specific student learning outcomes data where appropriate.

In 2011, the College reported on the course success rate for dual enrollment courses in fall 2010 and spring 2011, comparing the results to the same courses on-campus. The results suggest that DE students do as well or better in terms of course success than non-DE students attending on campus. Approximately 95.4% of DE students were successful in their courses, compared to 74.3% for non-DE. A

variety of other course success reports are prepared by the College that focus on different disciplines, delivery modes, instructor types, and specific courses of interest. An example is a report on [course success rates by school division and high school for 2010-11](#).

Additionally, the [LFCC Fall 2012 Current Student Survey](#) included questions about the quality of instruction and the results are broken out by location. Approximately 99% of dual enrollment students strongly agree/agree that “the instruction at LFCC is of high quality.” The results for the Middletown and Fauquier campuses are comparable at 98% and 95% respectively. Additionally, when comparing [student ratings of instruction](#) of adjunct faculty teaching dual enrollment compared to on-campus sites, dual enrollment students rated dual enrollment adjuncts 4.70 on a 5.0 scale, which is slightly higher than the overall adjunct average of 4.64.

#### Off-Campus Sites (excluding Dual Enrollment)

The College has two off-campus sites besides dual enrollment high schools which have been approved by SACSCOC to offer more than 50% of a program. These include the Luray-Page County Center (LPCC) and Navy Federal Credit Union (NFCU). [Table 11](#) and [Table 12](#) include all off-site locations where any courses are offered.

The Luray-Page County Center (LPCC) was established to meet the needs of students living in the southern most county of the College’s service area. In Fall 2012, LPCC served 194 headcount students. The programs offered at LPCC have been primarily transfer associate degree programs and have been taught almost exclusively by adjunct faculty. The data are included in [Table 11](#) and [Table 12](#). As the LPCC enrollment has increased, the College has hired three, new, full-time faculty members whose teaching load will include 25% of their time at LPCC. In fall 2013, a full-time English faculty member teaches at LPCC on Monday and Wednesday and at the Fauquier campus on Tuesday and Thursday. Similarly, a new full-time health information management faculty member teaches at the LPCC on Tuesday and Thursday and at the Middletown Campus on Monday and Wednesday. The College has also hired a new

full-time communications faculty who teaches courses at the LPCC beginning Fall 2013. The College has made a strong commitment to improving the ratio of credit hours taught by full-time faculty at the LPCC and will continue to hire new faculty to teach across its locations.

Overall, taking into account: (1) the small number of students served at LPCC; (2) the fact that students report high levels of satisfaction with faculty; and (3) the hiring of more full-time faculty to teach at this location; the College believes that there are an adequate number of full-time faculty at the Luray-Page County Center to support its mission and to ensure the integrity of its academic programs.

At Navy Federal Credit Union (NFCU), the college has been offering courses leading to the associate degree in business management. This program is offered exclusively for employees of NFCU and has been an extremely successful partnership between the College and the company. Since Fall 2011, full-time faculty have taught all courses offered at this location except two, one in information literacy and one in math. The information literacy course, ITE 115 – Introduction to Computer Applications and Concepts, was taught at NFCU by an adjunct faculty in spring 2013. This adjunct was specifically chosen by the full-time faculty coordinator to teach at NFCU because of the faculty member's many years of experience and expertise in teaching this subject matter. The College supports this degree program and partnership with NFCU by committing full-time business faculty to teach the majority of courses at this off-campus location. These full-time faculty also work with students on advising and program planning at NFCU.

Since the majority of courses and student credit hours are taught by full-time faculty, the College believes that there are an adequate number of full-time faculty at NFCU to support its mission and to ensure the integrity of its academic program.



## **Distance Learning**

Of LFCC's 7,288 students in fall 2012, 811 (11.1%) studied solely through distance learning. Another 1,927 (26.4%) studied through a combination of distance and traditional delivery. Currently, none of LFCC's programs are offered only through distance learning.

Overall, from summer 2011 to spring 2013, full-time faculty taught 41.8% of the [general-education, distance-learning credit hours, 65.4% of the program-specific, transfer, distance-learning credit hours](#), and 62.4% of CTE program-specific distance learning. Program-related courses in both the transfer and the CTE programs are taught primarily by full-time faculty and are well above the College's goal of 47%. While the overall average for general education student credits hours is below the 47% goal, two of the competency areas, mathematics and natural sciences, are the primary contributors to this lower average, with other areas of general education exceeding the 47% goal.

Due to the nature of the course materials and student learning outcomes, fewer sections of mathematics and natural sciences are offered online than in other disciplines. In those sections that are offered online, full- and part-time faculty must complete training prior to teaching at a distance. The College's Instructional Technology Office (ITO), led by the associate dean of instructional technology, provides ongoing professional development and consultation in the area of online course design. All online courses must meet LFCC's eLearning Course Standards and must be evaluated by the associate dean of instructional technology. For the online mathematics and natural science classes, the college has hired very qualified and experienced adjunct faculty to teach them.

The LFCC Fall 2012 Current Student Survey included questions about the quality of instruction and the results are broken out by location in order to compare distance learning students' perceptions with those on-campus. Approximately 99% of online students strongly agree/agree that "the instruction at LFCC is of high quality." The results for the Middletown and Fauquier campuses are comparable at 98% and 95% respectively.

Finally, course success rates are regularly examined by the College for all courses (see [3.3.1.1](#)), as well as for online versus traditional classroom delivery, looking at patterns and ways to improve instruction. In 2011-12, the overall course success rate was 78.0% and the withdrawal rate 4.6%. The traditional classroom success rate was higher (79.8%), while online delivery was 69.5%. The withdrawal rate for online was 7.9%. The College uses these data to identify courses with lower pass rates and academic deans work with faculty to improve success in different delivery modes.

### **Summary**

Over the last five years, enrollment at LFCC has [increased by more than 22%](#), while the state's budget for higher education has declined. Despite budget cuts, and in order to meet student needs, the College increased its number of full-time faculty positions by seven during this same five-year period. This number will have increased by 10 as of the 2013-2014 academic year. New faculty positions have been created and instructors hired in chemistry, health information management, English, and communication. In addition, the College has maintained its goal to [keep class size small](#), with an average class size of 20. The College has maintained its goal to add new career and technical programs in order to meet the needs of the region's workforce. The College has also worked to ensure that all of its programs are led by full-time faculty.

While enrollment growth has been a factor in the percentage of student credit hours taught by full-time faculty, an equally important factor has been the state of Virginia's increased focus on dual enrollment. In April 2012, the Virginia state legislature passed HB1184, which directed community colleges and public school divisions to work together to develop a path for high school students to earn an associate's degree or a general education certificate concurrent with high school graduation. This new law, along with the system's and the College's goal to increase dual enrollment offerings, has led to a significant increase in the number of credits a high school student can earn through dual enrollment. In 2012-2013, LFCC's annualized headcount total was 9,720. Of that total, 2,386 (24%) were dual

enrolled. Since all of the credit hours generated through dual enrollment are attributed to part-time adjunct faculty, the College's overall full-time to part-time ratio is impacted.

LFCC's students report a high level of satisfaction with the College's faculty and the quality of instruction. In the [LFCC Fall 2012 Current Student Survey](#), 97% of current students agreed/strongly agreed "Instruction is High Quality." In addition, 92% of current students indicated professors provided them with timely progress feedback and 85% indicated professors let them know as soon as possible if they were doing poorly in their class. Further, in 2011, LFCC participated in the Community College Survey of Student Engagement (CCSSE). In the area of student-faculty interaction, LFCC scored 51.1 as compared to 50.0 for the national benchmark. LFCC's use of email for communication with faculty was rated 3.08, noticeably higher than the 2.76 national average score for the cohort group.

Regardless of whether courses are taught by full-time or adjunct faculty; on-campus, off-campus, or via distance learning, the College ensures that common student learning outcomes are used by all faculty and developed by full-time faculty in the discipline. Course syllabi are developed using standardized outlines and common student learning outcomes and are reviewed each semester by full-time program coordinators, discipline coordinators, and academic deans. The College ensures that courses taught off-campus at a dual enrollment high school, business, or through distance learning have the same SLOs and are taught with the same rigor as their on-campus counterparts in order to ensure the quality and integrity of the curriculum.

**CS 3.2.8** The institution has qualified administrative and academic officers with the experience and competence to lead the institution. **(Qualified administrative/academic officers)**

X  Compliance \_\_\_ Non-Compliance

Lord Fairfax Community College’s administrative and academic officers bring extensive educational qualifications and experience to bear in helping the College fulfill its [mission](#). As part of the Virginia Community College System (VCCS), the [VCCS Policy Manual Section 3.2.1](#) documents the required process for selecting and hiring administrative and academic officers. A matrix entitled “[VCCS-29](#)” details the credentials and experience needed for these positions and ranks.

The president of LFCC reports to the VCCS chancellor. The presidential selection procedure and the duties of the president are documented in [Section 2-A of the VCCS Policy Manual](#). The major administrators leading each of the College’s divisions report directly to the president, including the vice president for finance and administrative services, the vice president for academic and student affairs, the vice president for workforce and development, the director of human resources, the director of development, and the director of planning and institutional effectiveness.

The College’s organizational structure is documented in the [LFCC Organizational Chart](#). Additional organizational charts are also provided in this report for [the library](#), [Student Affairs](#), and the [Office of Transition Programs](#). This structure adheres to the [VCCS Policy Manual Section 2-B](#) requirement for a college organizational structure. The position descriptions and academic qualifications of administrators and academic officers are documented in [LFCC Administrator Qualifications](#). A list of these individuals is provided below, along with links to their curriculum vitae. These administrators and academic officers meet or exceed [VCCS-29](#) standards and provide the qualifications and experience needed to lead the institution. Administrators hold academic rank according to the matrix of qualifications.

<b>Title</b>	<b>Position</b>	<b>Name</b>
President	<a href="#">2980027</a>	Dr. Cheryl Thompson-Stacy
Vice President of Academic and Student Affairs	<a href="#">298FA007</a>	Dr. Christopher Coutts
Vice President of Finance and Administrative Services	<a href="#">298FA002</a>	Christopher Boies
Vice President of Workforce and Professional Development	<a href="#">298FA070</a>	Jeanian Clark
Associate Vice President of Instruction – Middletown	<a href="#">298FA021</a>	Dr. Kimberly Blosser
Associate Vice President of Instruction – Fauquier	<a href="#">298FA072</a>	Dr. Judy Batson

<b>Title</b>	<b>Position</b>	<b>Name</b>
Dean of Business and Technology/High School Outreach	<a href="#">298FA062</a>	Brenda Byard
Dean of Health Professions and Sciences	<a href="#">298FA068</a>	Dr. Tammy Wagner
Dean of Humanities, Math, and Social Sciences	<a href="#">298FA070</a>	Dr. Richard Elam
Dean of Students - Middletown Campus	<a href="#">298FA003</a>	Dr. Karen Bucher
Dean of Students - Fauquier Campus	<a href="#">298FA077</a>	Heather Burton, Interim
Associate Dean of Instructional Technology	<a href="#">298FA008</a>	Dr. Karen Kellison
Associate Dean of Instruction - Fauquier Campus	<a href="#">298FA076</a>	Dr. Edith Kennedy
Associate Dean of Student Services	<a href="#">298GA050</a>	Dr. Mia Leggett
Chief Information Officer/Information Tech. Strategist	<a href="#">29800110</a>	Richard Crim
Chief of Police	<a href="#">29800081</a>	Robert Marshall
Director, Development	<a href="#">298FA075</a>	Liv Heggoy
Director, Human Resources	<a href="#">298FA081</a>	Karen Foreman
Director, Financial Aid	<a href="#">298FA005</a>	Aaron Whitacre
Director, Learning Resource Center	<a href="#">298FA022</a>	David Gray
Director, Planning and Institutional Effectiveness	<a href="#">298FA023</a>	Dr. John Milam
Director, Transition Programs	<a href="#">298GA021</a>	Lyda Kiser
Financial Services Manager	<a href="#">29800002</a>	Margaret Barnett
Adult Basic Education Program Manager	<a href="#">29800130</a>	Amy Judd
Coordinator, Business and Industry Training	<a href="#">298FA004</a>	Larry Baker
Coordinator, Business and Industry Training	<a href="#">298FA058</a>	Bill Pence
Coordinator, Dual Enrollment	<a href="#">298FA064</a>	Heather Burton
Coordinator, Small Business Development Center	<a href="#">298GA060</a>	William Sirbaugh
Coordinator, Student Life and Information Services	<a href="#">298FA057</a>	Brandy Boies
Coordinator, Luray-Page County Center	<a href="#">29800097</a>	Judith Suddith
Lead Counselor, Counseling and Advising Center	<a href="#">298FA078</a>	Amber Foltz
Librarian	<a href="#">298FA071</a>	Gregory MacDonald
Librarian	<a href="#">298FA078</a>	Kerry Kilpatrick
Director of Facilities	<a href="#">29800060</a>	David Bushman

Professional development opportunities are tailored to meet the needs of individual administrators and academic officers. These enable them to remain current in their discipline of study; to network at the system, state, and regional level; and to serve in various leadership roles. For example, the LFCC president, associate vice president for instruction – Middletown, dean of students – Middletown, and director of planning and institutional effectiveness serve on VCCS system-wide task forces and committees. Comparable functionaries across the VCCS colleges also participate in annual workgroup meetings. A [360-degree, peer evaluation system](#) is conducted annually for all administrative

faculty. These ensure that there is confidential, anonymous feedback from peers, colleagues, subordinates, supervisors, and important constituents of the LFCC community. Annual contracts are renewed based on performance evaluations. Annual performance evaluations are used for full-time, classified staff.

Planning for dual enrollment is coordinated by LFCC's dean/director of high school outreach in collaboration with each school's administration, including the career and technical education director, director of guidance, and assistant superintendent for instruction. LFCC's dean/director of high school outreach works with the high schools and faculty to assess the needs of the high school student body and deliver appropriate courses. The director of high school outreach has overall responsibility for program expansion, enrollment increases, retention, assessment, and program improvement. All faculty teaching at dual enrollment and off-campus sites are hired and have their academic credentials verified by the academic dean/director of high school outreach. No new administrative positions or changes in responsibility were required as part of initiating new dual enrollment high school sites.

The overall quality of instruction is considered to be the responsibility of the instructional faculty, academic deans, associate vice presidents of instruction for the Middletown and Fauquier campuses, and the vice president for academic and student affairs. This responsibility extends to off-campus sites, such as dual enrollment programs offered at high schools where students may complete a substantial portion of an LFCC degree or certificate program. In addition, the annual [LFCC Current Student Survey](#) includes [satisfaction ratings for all administrative and student success units](#) at the College. The results are shared with administrators to assist in planning for improvements across their divisions.

### **Distance Learning**

In recognition of the importance of LFCC's distance learning offerings, the position of associate dean of instructional technology was created in 2012 to promote effective teaching and learning with

technology and to oversee distance learning initiatives at the College. The associate dean directs the [Instructional Technology and Distance Learning Office](#) (ITO), which works with faculty, staff, and students in their use of technology to support LFCC's academic mission. The associate dean also serves on the [VCCS level eLearning and Educational Technology Committee](#) and is the LFCC direct liaison for planning for educational technology at the VCCS level. The primary mission of the ITO is to provide vision, leadership, and support in the appropriate use of educational technology and media for teaching and learning and in the development and continuation of quality distance education programs. ITO offers regular professional development sessions throughout the semester, based on popular themes and requests.

**CS 3.7.1** The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. *(See Commission guidelines "Faculty Credentials.")* **(Faculty competence)**

Compliance  Non-Compliance

Lord Fairfax Community College (LFCC) employs competent faculty members qualified to accomplish the College's [mission](#) and [goals](#) (examples of various faculty position descriptions: [Engineering Technology](#), [Physics](#), [Administrative Support Technology](#), [Dental Hygiene](#), [English](#),

[Psychology](#), [Nursing](#), and [Mathematics](#)). As a comprehensive community college, LFCC employs faculty to provide instruction for associate degrees intended for transfer, workforce development, certificates, and career studies certificates.

All faculty at LFCC are hired based on the criteria outlined in the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) [Faculty Credentials Guidelines](#) and the Virginia Community College System Policy Manual ([VCCS 29](#), [VCCS Policy Manual Section 3.2](#)). Justifications for exceptions to these criteria are presented in writing for approval by the vice president of academic and student affairs.

The primary criterion to determine faculty qualification to teach general education or transfer courses is a graduate degree in the academic teaching field or a graduate degree and 18 graduate semester hours (or the equivalent) in the teaching field. For faculty teaching in a program designed for entry into the workforce, rather than transfer to a baccalaureate degree, faculty may be hired with a bachelor's degree in the teaching discipline or an associate's degree and demonstrated competence in the teaching field. Also considered are teaching competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. The [VCCS 10 form](#) is used to summarize the qualifications of each faculty member. The College documents the qualifications of each of its faculty with original transcripts and/or additional documentation demonstrating competency to teach assigned courses.

LFCC typically conducts national searches for full-time faculty openings and regional searches for adjunct faculty. For these openings, the search committees, the academic dean, and the vice president of academic and student affairs verify that candidates hold or are in the process of obtaining the minimum requirements necessary for the discipline or program for which they will be teaching. Specifics



regarding these processes can be found in the [HR Guidelines and Procedures for Employment](#) and the [Adjunct Hiring Procedure](#).

The faculty rosters contain faculty teaching in spring 2013 and fall 2013. LFCC can provide off-campus reviewers with a file for each faculty member containing the VCCS 10 (if required), transcripts, and other documentation for establishing qualifications.

**Dual Enrollment High Schools**

[Kettle Run High School](#)

[Liberty High School](#)

[Luray High School](#)

[Millbrook High School](#)

[Page County High School](#)

[Skyline High School](#)

[Stonewall Jackson High School](#)

[Strasburg High School](#)

**Other Dual Enrollment Sites**

[Blue Ridge Technical Center](#)

[Dowell J. Howard](#)

**Businesses**

[Navy Federal Credit Union](#)

**D. Institutional Effectiveness:**

**CS 3.3.1.1** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: **(Institutional Effectiveness)**

**CS 3.3.1.1** educational programs, to include student learning outcomes.

Compliance  Non-Compliance

Lord Fairfax Community College (LFCC) recognizes that institutional effectiveness and assessment are integral at all levels of a college community, from the mission statement to classroom scheduling. The College is engaged in a mature institutional effectiveness (IE) planning process that is

based on a culture of evidence and uses planning and assessment activities for continuous improvement.

This narrative is divided into several sections. First, a list of definitions and key concepts is presented. These are used by the College to direct and promote institutional effectiveness efforts, such as professional development and college-wide committee activities. The second section, "Identification and Development of Student Learning Outcomes," documents the process by which the College develops, assesses, evaluates, and uses the results of outcomes assessment to improve teaching and learning. In the third section, the program review process is described, including how competency and activity-based outcomes are focused at the program level. In the fourth section, "A Culture of Evidence for Program Improvement," examples and documentation are presented about how the results of assessment, planning, and program review are intertwined and used to ensure institutional effectiveness at LFCC. The fifth section describes the monitoring of quality at dual enrollment (DE) sites. This is followed by a section on student achievement and another on distance learning.

## **I. Definitions and Key Concepts**

The following definitions and key concepts are used by the College to direct and promote institutional effectiveness efforts. These are incorporated into a variety of professional development activities and college-wide committee efforts.

*Mission Statement:* All expected outcomes are tied to the College's mission statement: "LFCC provides a positive, caring, and dynamic learning environment that inspires student success, values diversity and promotes community vitality." In addition, the College promotes the vision statement: "LFCC enriches communities as we provide exemplary educational opportunities based on our core values."

*Values:* LFCC embraces the following core values:

- Learning - an environment that ignites and sustains a passion for lifelong learning
- High Performance - focused, responsive, collaborative, and accountable
- Integrity - exemplify honesty, character, and respect for our communities
- Positive Spirit - value creativity, enthusiasm, and a "can-do" attitude
- Diversity - honor the uniqueness of individuals and communities

*Strategic Planning Goals:* In order to fulfill its mission, the College engages the entire community in a strategic planning process. The College is midway through the most recent, five-year process. Seven strategic planning goals were identified, and these are tied to the mission through specific student learning outcomes.

1. Access: LFCC will increase enrollment, especially focusing on the number of underserved students.
2. Affordability: LFCC will reduce costs and increase the amount of financial aid awarded to students.
3. Student Success: Increase the number of students graduating, transferring or completing a workforce credential, including increasing the success of students from underserved populations. LFCC will improve retention and provide more learning opportunities.
4. Workforce: Double the annual number of employers provided training and services, with a particular focus on high-demand occupational fields. LFCC will develop new programs and partnerships for career readiness and career and technical education programs.
5. Resources: Raise at least \$2 million in cumulative gifts and grants to support the mission of Virginia's community colleges. LFCC will be transparent, build relationships and seek grants.
6. Infrastructure: LFCC will address space and facilities needs and implement ways to become greener.

7. Organizational Structure: LFCC will streamline, improve decision-making, and promote one college.

*Student Learning Outcome (SLO):* An SLO identifies the measurable knowledge, skills, behaviors, or attitudes of the learner as the result of engaging in a learning activity or program.

*Curriculum Maps:* Each program has a curriculum map that documents which SLOs are addressed by which courses. A curriculum map is created and submitted at the time of program approval and is reviewed at the time of program review. Both program-specific and general education SLOs are tied to each program.

*Course Assessment Guides (CAG):* Course Assessment Guides were used at the College when there was a course-based assessment model in place, before the program-based assessment model was implemented in 2010. Guides include SLOs, related assessment measures, expected outcomes, results, and actions based on results with a plan for improvement in future offerings of the course. Course assessment measures the student learning that takes place in all sections of the course.

*Educational Program Outcomes:* These outcomes are based on the competencies identified for each program and reflect the program purpose statement. There are three types of outcomes:

1. Program Student Learning Outcomes (PSLOs): These are program-specific SLOs, tied to the competencies and purpose statement of each program at the College. Assessable results are organized around the SLOs for each program and its unique student learning activities.
2. General Education Student Learning Outcomes: The College's programs are designed to promote the achievement of seven general education competencies. These are documented in the LFCC Catalog, along with a list of approved courses that meet the requirements.

3. **Administrative Outcomes:** In addition to program and general education-specific outcomes, goals are documented for programs relative to productivity and measures of interest for effective administration. Examples include enrollment, course offerings, use of full-time and adjunct faculty, retention rates, awards, and completion rates.

*Program Review:* All academic programs are evaluated through a faculty-driven, program review process. Program coordinators are responsible for steering the process and ensuring that current student learning outcomes (SLOs) are in place for each program, that data are collected for SLO measures, and that the results are used for improvement. Ongoing program review documentation includes the following components:

1. **Basic Program Information:** Program information includes the program name, purpose statement, course sequence outlined in the LFCC catalog, faculty coordinator, awards offered, purpose statement, and accrediting agencies if applicable.
2. **Four-Year Program Review:** This process involves analyzing the results of annual program student learning outcomes and documenting program effectiveness, viability, and productivity. A document is produced in this process to review how results have been used for making improvements over time and planning for the future. Program advisory committees are involved in providing feedback about the program. They include employers and stakeholders in the community who are knowledgeable about the changing demands of the workplace and interested in helping the College grow and expand its programs.
3. **Program Grids/Annual Reports on Program SLOs:** The Academic Program Review process involves the annual collection and presentation of information in a student learning outcome grid. The grid documents for each program the intended program-level student learning outcomes, measures to document the outcomes, criteria to determine whether the outcomes

are successful, results of the measures/data, and how the results have been used for improvement. Program coordinators are expected to submit an completed SLO grid annually at the end of the spring semester.

## **II. Identification and Development of Student Learning Outcomes**

The College mission and Achieve 2015 Strategic Plan provide the umbrella for the competencies and expected outcomes of programs. With the strategic plan, the College ensures that program goals and outcomes are driven by the mission. In developing the current, five-year, strategic plan, the entire College community was involved, including a wide range of stakeholders, with multiple opportunities for input before final approval by the College Board.

Internal stakeholders, such as faculty and deans, and external stakeholders, such as advisory committees and institutions, with which the College has Guaranteed Admissions Agreements provide validation for the competencies. These are then translated into specific student learning outcomes, which can be measured to demonstrate progress toward master of a competency. Each SLO must be clearly defined and measurable. It must be possible to obtain meaningful data about the measures, and the results should inform reflection by faculty and academic leaders on the success of the program, as well as ways to potentially improve teaching and learning.

The following steps are taken by faculty and program coordinators to develop program-specific SLOs:

1. Target the competency of interest with an understanding of why it is important to student learning in the program;
2. State the learning outcome to be assessed;
3. Find appropriate measures to assess student progress in achieving the outcome;
4. Set appropriate criteria for documenting success;
5. Document the results of the outcome for the current year;
6. Examine how the results of the outcome measure inform faculty teaching and learning; and

7. Document improvements, which are put in place by faculty to achieve the desired results and increase success in the future.

General Education Competencies

LFCC recognizes that general education encompasses the common knowledge, skills, and attitudes required by each individual to be effective as a person, worker, consumer, and citizen. The College’s programs of study in transfer curricula and occupational/technical programs are designed to promote the achievement of the following general education competencies: (1) communication; (2) critical thinking; (3) cultural and social understanding; (4) information literacy; (5) personal development; (6) quantitative reasoning; and (7) scientific reasoning. These competencies are considered as student learning outcomes for the College’s transfer programs. In addition to program specific goals, all programs are expected to include one or more general education outcomes.

The following table documents each competency and the instruments most recently used, as well as the assessment schedule and system-wide College reports:

**Table 3.3.1.1-A: LFCC General Education Competency Tests**

<b>Competency</b>	<b>Instrument</b>	<b>Year Assessed</b>	<b>Current VCCS Report</b>	<b>Current LFCC Report</b>
Scientific Reasoning	Scientific Reasoning Test (SR-9), Madison Assessment LLC	2010-11	<a href="#">2010-11</a>	<a href="#">2010-11</a>
Information Technology Literacy	Information Literacy Test (ILT), Madison Assessment LLC	2011-12	<a href="#">2011-12</a>	<a href="#">2011-12</a>
Oral Communication	Faculty-scored rubric, National Communication Association Competent Speaker Speech Evaluation Form	2012-13	<a href="#">2006-07</a> . 2012-13 results pending	<a href="#">2006-07</a> . 2012-13 results pending
Critical Thinking	California Critical Thinking Skills Test (CCTST)	2013-14	<a href="#">2007-08</a>	<a href="#">2007-08</a>

<b>Competency</b>	<b>Instrument</b>	<b>Year Assessed</b>	<b>Current VCCS Report</b>	<b>Current LFCC Report</b>
Quantitative Reasoning	James Madison University Quantitative and Scientific Reasoning Assessment Tool (JMU QR/SR)	2014-15	<a href="#">2008-09</a>	<a href="#">2008-09</a>
Written Communication	Faculty-scored rubric, Council of Writing Program Administrators with pre-/post-test and cross-sectional, longitudinal analysis	2015-16	<a href="#">2009-10</a>	<a href="#">2009-10</a>

In some cases, the entire population of graduates is required to take the competency test. Where this is not the case due to logistics in faculty scoring of the rubric, a stratified random sample has been drawn by the College based on a list of student identifiers extracted from the Student Information System (SIS). In other cases, system office staff have drawn a random sample from an SIS query of data on current students and graduates that are eligible to be included in a pre-/post-, cross-sectional analysis. The randomly selected students are then contacted for testing.

The College breaks out the results of system-wide assessments by program level whenever possible. However, due to the nature of scoring the writing and oral communication competencies, there are small sample sizes for these competencies. They require faculty review, and use of a rubric to evaluate and score individual essays and speeches precludes this. Data on scientific reasoning, information literacy, critical thinking, and quantitative reasoning have been analyzed at the college level and, where there is an sufficient number of responses for reporting, are broken out by program level. All [program-specific assessment data](#) are documented and shared to inform program review.

The College incorporates additional critical thinking competency testing as part of its Quality Enhancement Plan, which is devoted to fostering awareness and understanding of critical thinking, enhancing critical thinking skills, and encouraging critical thinking practice outside of the classroom. LFCC selected the Critical Thinking Assessment Test (CAT), developed by Tennessee Technological



University, as a means of evaluating progress in critical thinking. LFCC conducted a pilot of the CAT test in 2008 and full administrations in 2009, 2010, 2011, and 2013. The test is now given biennially. The CAT is scored by LFCC faculty who are specially trained to use its rubric. Inter-rater reliability is validated and reviewed as part of the final report from Tennessee Tech. A review of these data for the SACSCOC QEP shows that LFCC's means for all skill clusters have remained above national norms and have shown [some improvement over time](#). The [CAT Institutional Report for 2013](#) documents an LFCC total score of 15.06, above the national mean of 13.48. This is a statistically significant difference at the .001 level.

Recognizing that the Virginia Community College System (VCCS) schedule for assessing competencies does not always provide timely data at the program level, the College decided in 2012 to conduct more frequent assessments. The Madison Assessments test of Scientific Reasoning (SR) was administered to the entire population of graduating students in spring 2013, with the exception of students who sampled for the oral communication competency. The College plans to administer the Information Literacy (ILT) test to all completers in 2013-14.

#### LFCC Graduating Student Survey Self-Assessment

In response to the [2008 SACSCOC Reaffirmation letter](#), LFCC expanded its graduating student survey to be more comprehensive and so that results would be available across more programs. This [LFCC Graduating Student Survey](#) continues to be one of several key sources of data about program outcomes. Self-assessments are collected on 18 dimensions. Students are asked, "Compared to when you started at LFCC, rate your skills and knowledge now in each of the following areas." A five-point Likert scale is used, with values ranging from "Much Weaker" to "Much Stronger." The dimensions include:

- Judging the scientific merit of a report or study
- Maintaining personal wellness
- Mastery of the skills required for my present job
- Writing effectively
- Speaking effectively
- Problem-solving skills
- Planning and carrying out projects
- Working cooperatively in a group
- Ability to understand issues of general social and political interest
- Listening skills
- Ability to understand the relationship between skill and knowledge
- Leading/guiding others
- Understanding/appreciation of art, music, or literature
- Proficiency in the use of computer technology for study or work
- Proficiency in the use of math skills
- Self-confidence
- Appreciation of different cultures
- Gathering and judging the validity of information from a variety of sources

Data have been collected each year, more recently at the end of both the fall and spring semesters. An attempt is now being made to include summer completers as well. Reports are prepared with program-specific trends and patterns in means and percent distributions. [Program](#) and [award](#) level breakouts are documented by gender, attendance status, and primary location of study (Middletown Campus, Fauquier Campus, Luray-Page County Center (LPCC), and online delivery). Dual enrollment in

high school was added as a fifth location in the spring 2013 survey. It should be noted, though, that relatively few DE students take sufficient course work to complete an award.

The Graduating Student Survey has historically included many of the same items used in the Current Student Survey. The questions have changed over time, but trend analysis is still possible for many items. The [2010 report](#) provides longitudinal data from 2007 to 2010. The [2012 report](#) compares 2011 and 2012. Starting in fall 2012, the Graduating Student Survey was revised to focus on self-assessment with the 18 dimensions and other topics of interest to completers. Student satisfaction and service rating questions are now collected only in the [Current Student Survey](#).

#### Discipline-Specific Assessments

Other sources of competency data are used by the College, including discipline-specific assessments in English, speech communication, history, economics, and biology.

For example, a writing rubric is used in ENG 111 and ENG 112 course assignments across many class sections. Random sampling with stratification is used to select students' writing essays from class rosters in order to understand success across both campuses, the Luray-Page County Center, in dual enrollment high schools, and online. Two faculty members read and score the essays and inter-rater differences are noted and addressed where there is disagreement. For one year, the assessment results reinforced a generally held belief among the teaching faculty that students taking ENG 111 and ENG 112 were not as successful as faculty had hoped. Faculty met and brainstormed about ideas for improvements. As the cycle of English assessments continues, the faculty have worked to enhance the ENG 111 and ENG 112 courses. For example, the College now requires ENG 111 to include more research so that ENG 112 students will be more experienced with research when doing the required 112 research paper. A group of faculty members at the Fauquier Campus developed a series of videos on the key elements of the research process, and this was used by all English faculty in their Blackboard courses. The English faculty have included dual enrolled sections from the high schools in the

assessment process and include DE faculty in their ongoing discussions about the courses. Another example of discipline-specific assessment is the rubric and writing assignment used for the capstone ENG 242 course. A random stratified sample was drawn for faculty scoring of these essays.

In the United States History II ( HIST 122), a rubric is used to measure skills in which students are given primary source documents and asked to reflect on different interpretations of the same event. Efforts are made to include all sections of this class across all locations. For spring 2012, data on 20 classes were collected from 11 faculty, including on-campus traditional classroom, dual enrollment, and online delivery modes. The percentage of students meeting the criteria for success is compared across sections.

An eight question, multiple choice test is used across all sections of the Principles of Microeconomics (ECO 202) to determine the depth of student understanding of key concepts. All seven sections of this class were given the assessment in spring 2012 and the most commonly missed questions were identified for additional review. The sections included on-campus traditional classroom, dual enrollment, and online sections. The assessment was repeated in spring 2013 for five sections, including classroom and online.

Pre-/Post-testing of skills and knowledge is conducted at the end of the semester in two sets of biology courses, BIO 101 and 102 (General Biology) and BIO 141 and 142 (Human Anatomy and Physiology). Test data are collected using Scantron forms at both campuses and the results are used to ensure that students get the skills they need in these two critical course sequences so that they can succeed in science and allied health programs.

### **III. The Program Review Process**

All academic programs are evaluated through a faculty-driven [Program Review Process](#). [Program coordinators](#) are responsible for ensuring that updated student learning outcomes (SLOs) are in place

for each program, that data are collected for SLO measures, and that the results are used for improvement. They are responsible for working with their respective deans on program review. The preparation of a program review report, including review of assessment and program evaluation results, is done at the beginning of the academic year following the fourth year of program results.

At the heart of the academic program review process is the annual collection and presentation of information in a student learning outcome grid. The grid documents the intended program-level student learning outcomes for each program, measures for the outcomes, criteria to determine whether the outcomes are successful, results of the measures/data, and how the results have been used for improvement. Program coordinators are expected to annually submit a completed SLO grid containing outcome data and their use of the results for improvement. The program coordinators, deans, and program-/discipline-related faculty review the grids and determine whether changes are needed for the coming year. College staff are available to help faculty revise SLOs, pick appropriate measures, document results, and plan program improvement.

Each program has a curriculum map that documents which SLOs are addressed by which courses. For each program SLO, one or more measures are identified using the curriculum map. Criteria are set for determining success in the measure. Data/results about the measures are collected and used to reflect on improvements that can be made to teaching and learning in the program.

Programs are reviewed in a [four-year cycle](#) to ensure sufficient time for reflection and data collection. As stated above in the definitions section, there are three components to program review at the College. These include: (1) basic program information; (2) a program review conducted every four years; and (3) annual grids that track results and improvements for program SLOs. Program review involves pulling all of these pieces together into a cohesive whole; analyzing the results of annual program student learning outcomes; and documenting program effectiveness, [program assessment of competencies](#), and [productivity](#) reports prepared by the College. This includes looking at how results

have been used for improvement over time and making plans for the future. Program advisory committees are also used to provide feedback about the program from employers and stakeholders in the community about the changing demands of the workplace.

The following table shows this sequence of activities.

**Table 3.3.1.1-B: LFCC Program Review Cycle**

Acad. Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Cycle Year	1	2	3	4	1	2
	Collect Data / Review SLOs	Collect Data / Review SLOs	Collect Data / Review SLOs	Collect Data / Review SLOs	Collect Data / Review SLOs. Write Report for 2013-14 through 2016-17	Collect Data / Review SLOs

The report format used for program review has changed over the past five years. After the last reaffirmation, program review was revised to address a series of 17 questions. This approach was revised to include a one-page summary template with key measures. As richer data became available, such as those from [longitudinal tracking](#) and online [Jobs EQ](#) reports about [occupational outlook and unemployment rates](#), the depth of program review expanded accordingly. The program review template was expanded again for 2012-13. Currently, the following types of information are part of program review:

1. [Program purpose statement](#)
2. Review of program history, including changes since the last review cycle
3. [Program productivity data](#)
4. Student success rates
5. Course success rates
6. Transfer data

7. Licensure/certification rates
8. Occupational outlook in related fields
9. Employment data
10. Advice and feedback from program advisory committees
11. Other measures, momentum points, and milestones such as the average number of credits attempted and completed and attrition by risk factors

Program productivity data for program review typically include:

1. Student headcount and FTE enrollment by degree/plan
2. Student headcount demographics, including attendance status, demographics, campus/LFCC, and off-campus breakouts
3. Student headcount by status (new, returning, and transfer)
4. Awards, broken out by campus and demographics
5. Course offerings/enrollment by type of faculty, location, and delivery mode
6. Student credit hours generated by program-specific courses
7. Virginia [program viability measures](#)

#### **IV. A Culture of Evidence for Program Improvement**

The College works to assemble a variety of types of data to inform decision-making at the College and the program level. For example, college-wide assessment activities are tied to specific programs whenever possible to provide triangulation of measures on SLOs. Two of these sources of data include general education competency testing and competencies documented through self-reports of progress, collected in the graduating student survey, which is administered in the fall and spring semesters.

Longitudinal results are provided through the last seven administrations of the graduating student survey, with the most recent report for spring 2010 through fall 2012. Sparkline graphics are used to visualize trends over time by program.

The following list provides examples of outcomes, measures, and evidence of the use of results for program improvement. Examples are included for both transfer and career/technical (CTE) programs, all award types, and a range of disciplines. The sample includes programs offered at different campuses and the Luray-Page County Center, as well as at dual enrollment and NFCU. The sample includes programs offered in all delivery modes. Note: No programs are offered solely through distance learning.

**Table 3.3.1.1-C: LFCC Sample for Program Outcomes Documentation**

<b>Program</b>	<b>Purpose Statement</b>	<b>Curriculum Map</b>	<b>SLO Grid 2011-12</b>	<b>SLO Grid 2012-13</b>	<b>Last Program Review</b>
AA&S in Business Administration	<a href="#">Purpose</a>	<a href="#">Map</a>	<a href="#">2011-12</a>	<a href="#">2012-13</a>	<a href="#">Review</a>
AA&S in Education	<a href="#">Purpose</a>	<a href="#">Map</a>	<a href="#">2011-12</a>	<a href="#">2012-13</a>	<a href="#">Review</a>
AA&S in General Studies	<a href="#">Purpose</a>	<a href="#">Map</a>	<a href="#">2011-12</a>	<a href="#">2012-13</a>	<a href="#">Review</a>
AA&S in Liberal Arts	<a href="#">Purpose</a>	<a href="#">Map</a>	<a href="#">2011-12</a>	<a href="#">2012-13</a>	<a href="#">Review</a>
AA&S in Liberal Arts: Fine Arts	<a href="#">Purpose</a>	<a href="#">Map</a>	<a href="#">2011-12</a>	<a href="#">2012-13</a>	<a href="#">Review</a>
AA&S in Liberal Arts: Philosophy & Religion	<a href="#">Purpose</a>	<a href="#">Map</a>	<a href="#">2011-12</a>	<a href="#">2012-13</a>	<a href="#">Review</a>
AAS in Accounting	<a href="#">Purpose</a>	<a href="#">Map</a>	<a href="#">2011-12</a>	<a href="#">2012-13</a>	<a href="#">Review</a>
AAS in Administrative Support Technology (AST)	<a href="#">Purpose</a>	<a href="#">Map</a>	<a href="#">2011-12</a>	<a href="#">2012-13</a>	<a href="#">Review</a>
AAS in Business Management	<a href="#">Purpose</a>	<a href="#">Map</a>	<a href="#">2011-12</a>	<a href="#">2012-13</a>	<a href="#">Review</a>
AAS in Dental Hygiene (with Virginia Western CC)	<a href="#">Purpose</a>	<a href="#">Map</a>	<a href="#">2011-12</a>	<a href="#">2012-13</a>	<a href="#">Review</a>
AAS in Early Childhood Education	<a href="#">Purpose</a>	<a href="#">Map</a>	<a href="#">2011-12</a>	<a href="#">2012-13</a>	<a href="#">Review</a>
AAS in General Engineering Technology: Civil	<a href="#">Purpose</a>	<a href="#">Map</a>	<a href="#">2011-12</a>	<a href="#">2012-13</a>	<a href="#">Review</a>
AAS in General Engineering Technology: Mechanical	<a href="#">Purpose</a>	<a href="#">Map</a>	<a href="#">2011-12</a>	<a href="#">2012-13</a>	<a href="#">Review</a>
AAS in Emergency Medical Services	<a href="#">Purpose</a>	<a href="#">Map</a>	<a href="#">2011-12</a>	<a href="#">2012-13</a>	<a href="#">Review</a>
AAS in Information Systems Technology (IST)	<a href="#">Purpose</a>	<a href="#">Map</a>	<a href="#">2011-12</a>	<a href="#">2012-13</a>	<a href="#">Review</a>
AAS in Nursing	<a href="#">Purpose</a>	<a href="#">Map</a>	<a href="#">2011-12</a>	<a href="#">2012-13</a>	<a href="#">Review</a>
AAS in Virtual Assistant (AST)	<a href="#">Purpose</a>	<a href="#">Map</a>	<a href="#">2011-12</a>	<a href="#">2012-13</a>	<a href="#">Review</a>
Certificate in General Education	<a href="#">Purpose</a>	<a href="#">Map</a>	<a href="#">2011-12</a>	<a href="#">2012-13</a>	<a href="#">Review</a>
Certificate in Medical Administrative Assistant/Transcription	<a href="#">Purpose</a>	<a href="#">Map</a>	<a href="#">2011-12</a>	<a href="#">2012-13</a>	<a href="#">Review</a>
Certificate in Medical Billing/Coding	<a href="#">Purpose</a>	<a href="#">Map</a>	<a href="#">2011-12</a>	<a href="#">2012-13</a>	<a href="#">Review</a>
Certificate in Office Legal Assistant/Paralegal	<a href="#">Purpose</a>	<a href="#">Map</a>	<a href="#">2011-12</a>	<a href="#">2012-13</a>	<a href="#">Review</a>
Career Studies Certificate in American Sign Language	<a href="#">Purpose</a>	<a href="#">Map</a>	<a href="#">2011-12</a>	<a href="#">2012-13</a>	<a href="#">Review</a>



<b>Program</b>	<b>Purpose Statement</b>	<b>Curriculum Map</b>	<b>SLO Grid 2011-12</b>	<b>SLO Grid 2012-13</b>	<b>Last Program Review</b>
Career Studies Certificate in Early Childhood Education	<a href="#">Purpose</a>	<a href="#">Map</a>	<a href="#">2011-12</a>	<a href="#">2012-13</a>	<a href="#">Review</a>
Career Studies Certificate in General Engineering Technology: Industrial Design	<a href="#">Purpose</a>	<a href="#">Map</a>	<a href="#">2011-12</a>	<a href="#">2012-13</a>	<a href="#">Review</a>
Career Studies Certificate in Information Processing Technician	<a href="#">Purpose</a>	<a href="#">Map</a>	<a href="#">2011-12</a>	<a href="#">2012-13</a>	<a href="#">Review</a>
Career Studies Certificate in Nature & Outdoor Photography	<a href="#">Purpose</a>	<a href="#">Map</a>	<a href="#">2011-12</a>	<a href="#">2012-13</a>	<a href="#">Review</a>
Career Studies Certificate in Phlebotomy	<a href="#">Purpose</a>	<a href="#">Map</a>	<a href="#">2011-12</a>	<a href="#">2012-13</a>	<a href="#">Review</a>

### Examples of Program Assessment and Improvement

The following are examples of educational program outcomes and ways in which the results used for program improvement.

The faculty in the *Information Systems Technology (IST) Program* identified four SLOs that are measured in a number of different courses. One of these involves the competencies of oral communication and writing. The IST program expects its graduates to be able to communicate with subject matter experts in business and industry in order to understand their IT processes and help formulate computer-based business solutions. There are learning activities in which students participate in team projects that require collaboration, critical thinking, and problem-solving to design and implement a computer-based solution for a client. A rubric is used to rate student work and students are expected to score 80% or higher. For 2012-13, the average score was 80.3%, lower than the 2011-12 score of 83.3%. After reflection, this became a topic of discussion of the program's curriculum advisory committee. These competencies are expected by employers to be at a high level, not just meeting minimal expectations. Based on the results and ongoing discussion, the faculty decided to put more emphasis on collaboration and communication in team activities. Specific course activities are being developed for ITE 120 and ITP 251 to work on these skills

For the *AAS Early Childhood Education Program*, graduates are expected to recognize developmentally appropriate behaviors and create a behavior modification plan. Students review a case study in the CHD 205 class and design a plan to extinguish or replace a negative behavior with a positive one. A total of 67% in 2010-11 met the cutoff score for this exercise and the target was 80%. Reflecting on the results, faculty are now using more case studies. Groups are being assigned to collaborate and design behavior modification programs before students begin working independently.

Clinical performance evaluations are used in the *nursing* courses NUR 180 and NUR 221 to assess the SLO that students will exhibit ethical, legal, and professional behavior in providing nursing care based on psychomotor, affective, and cognitive learning domains. Criteria are set so that 100% of students will score 80% or higher on the evaluation. For accreditation purposes with the Virginia Board of Nursing, the College tracks the nursing programs success separately by campus. However, the program SLOs are the same. While 98.0% of Middletown Campus students and 89.5% of Fauquier Campus students scored 80% or better, this did not meet the target of 100%, which is required in the profession. As a result, more case studies are being used. The nursing faculty have also implemented a textbook computerized assignment called "MyNursingLab," which encourages students to prepare for lectures by reading material and taking a pre-test ahead of time.

A written report is required as part of learning activities in the *AA&S Education Program* for students to meet the SLO to recognize developmentally appropriate instructional strategies and prepare a written analysis of their effectiveness. A rubric is used and provided to students to promote adequate analysis and reflection. A target is set for 80% of students to meet a specific score or higher on this rubric; but this was not met in 2012-13 with 77%. To make improvements, students were given the option of turning in draft reports to be critiqued by the instructor, then rewritten. Students who took advantage of this option excelled. As a next step, the faculty recommended that these draft reports be made mandatory.

As part of the *Liberal Arts: Philosophy and Religion Program*, there is an SLO for program graduates to be able to properly evaluate philosophical theories. A term paper is assigned in the PHI 220 course in which students compare two competing theories in normative ethics. Students are assessed on their ability to articulate the strengths and weaknesses of the two theories. An average rating of 7.5 is set as the target, but students in 2011-12 scored 7.4. To address this, the program faculty created a separate lesson within PHI 220 on the topic of "Evaluating Normative Theories." It includes discussion of typical criteria for evaluating theories, the reasoning behind the criteria, and examples of how criteria have historically been applied to theories by ethicists.

Program coordinators and faculty in the *Allied Health Professions and Science* programs recognize that the competencies and skills taught in two sets of biology courses, BIO 101 and 102 (General Biology) and BIO 141 and 142 (Human Anatomy and Physiology), are key to student success. For this reason, faculty designed pre-/post-testing of the material to determine the degree of understanding. A brief standardized test was designed and is administered at two points in time in each course. Test data are collated and used to determine key concepts that need additional review or may need to be taught differently. Longitudinal data have been gathered for each semester, including seven semesters since spring 2011. The results show over time the number of questions incorrectly answered by question, course, section, and instructor. These data help the program coordinator evaluate the success of instructors in preparing students for the course sequence and document specific concepts in need of improvement.

## V. Monitoring Quality at Off-Campus Sites

Planning for the Dual Enrollment Program is coordinated by LFCC's Dean and Director of high school outreach in collaboration with each private school or school division and the high school's administration, including the career and technical education director, director of guidance, and assistant superintendent for instruction. LFCC's director of high school outreach works with the high schools and faculty to assess the needs of the high school student body and deliver appropriate courses. The director of high school outreach has overall responsibility for program expansion, enrollment increases, retention, assessment and program improvement.

The overall quality of instruction is considered to be the responsibility of the instructional faculty, academic deans, associate vice presidents of instruction for the Middletown and Fauquier campuses, and the vice president for instruction and student affairs. This responsibility extends to off-campus sites, such as dual enrollment programs offered at high schools, where students may complete a substantial portion of an LFCC degree or certificate program.

Academic deans routinely monitor instruction through various methods, such as class observation; review of course success rates by instructor, location, and delivery mode; and analysis of student ratings of instruction. All off-campus, dual enrollment classes are required to be evaluated with [student ratings of instruction](#). All course sections taught by all adjunct faculty, including DE instructors in high schools, are required to be evaluated with student ratings each semester. [DE results](#) are handled by the dual enrollment coordinator and then provided to the high school principals and then to the instructors. Full-time faculty work with their academic dean to select appropriate courses for review as part of their performance evaluations, and these require student ratings of instruction. Copies of results are maintained in the respective academic deans' offices, along with documentation of credentials. Performance evaluations, credentials, and documentation of experience are also maintained by LFCC's human resources office.

The College ensures that common student learning outcomes are used across different delivery modes and at different locations. Course syllabi are developed using outlines and common SLOs. A course taught at a dual enrollment high school or online will have the same SLOs as a course taught on-campus.

In addition, the annual LFCC Current Student Survey includes satisfaction ratings for all administrative and student success units at the college. Dual enrollment is listed as a location value for selection, along with Middletown, Fauquier, Luray-Page County Center, and online. The results are shared with administrators to assist in planning for improvements across their divisions. This survey includes questions about the quality of instruction, and the data are broken out by location in order to compare dual enrollment students' perceptions with students on-campus. For example, 99% of dual enrollment students strongly agree/agree that "instruction at LFCC is of high quality," compared to 98% at the Middletown and 95% at the Fauquier campuses. Approximately 84% of DE students strongly agree/agree that their "teachers let me know if I am doing poorly in class as early as possible," in contrast to 93% for both the Middletown and the Fauquier campuses.

Discipline-specific assessments for throughout the College, including many dual enrollment classes. Certain dual enrollment courses are assessed on a regular basis. These included all sections at all DE locations of the courses ITD 110, ENG 111, ENG 112, BIO 101, BIO 102, ADJ 211, ADJ 212, and ADJ 237 in 2010-11; HIS 122, ECO 202, BIO 101, BIO 102, AST 102, and AST 141 in 2011-12; and AST 253, HIM 111, BIO 101, BIO 102, AST 101, AST 102, and AST 141 in 2012-13.

Dual enrollment faculty receive communication about and attend LFCC professional development programs and initiatives. They enjoy the same access to library services and resources that is available to their students. They meet with LFCC full-time faculty in their discipline to discuss course alignment, student learning outcomes, use of best practices, updates about technology and textbooks, and other matters. For example, a DE Instructors Professional Development Meeting is held regularly,

with the most recent in [April 2013](#). Professional development has been held for dual enrollment English instructors to meet with LFCC full-time faculty. Presentations have also been made each year to dual enrollment instructors in the largest LFCC jurisdiction and school division with DE enrollment, Frederick County.

Students at the LPCC and NFCU off-campus sites are included in student ratings of instruction. The associate vice president of instruction for the Middletown Campus supervises the LPCC site and works with the academic deans to oversee any courses taught by adjunct faculty at LPCC. The Academic Dean of Business and Technology and the full-time faculty member who supervises the NFCU site work together to monitor quality and oversee any courses taught by adjunct faculty at NFCU. Courses at LPCC and NFCU uses the same syllabi and have the same learning outcomes as those taught on campus. Adjunct faculty teaching at LPCC and NFCU are included in all campus professional development activities. The program coordinators for those programs, which are available with 50% or more of their credits at LPCC and NFCU are responsible for oversight of the program at this and all other locations.

## **VI. Student Achievement**

Each program's outcomes directly relate to the mission of LFCC. With the mission of access, LFCC serves high school students through dual enrollment programs and works to ensure that the students who come to it are college-ready through developmental education. Transfer, employment, and Perkins/career and technical education are key components of the college's mission, and these program-related outcomes are documented in the following section.

### Knowledge and Skills Achievement

In some LFCC programs, graduates are prepared to pass national licensure and certification exams. At LFCC, most of these programs are in the health care field, including Nursing, Emergency

Medical Services, and Dental Hygiene. Data will be available soon for a fourth program, Surgical Technology.

The AAS in Nursing uses the NCLEX-RN pass rate, with scores broken out for the Middletown and Fauquier campuses. The Middletown [pass rate for 2012](#) is 88.5% (61 candidates) and Fauquier is 100.0% (24 candidates). Over the past five years, Middletown's pass rate has ranged from 65.5% to 100.0%, with steady improvements since 2008. Fauquier's pass rate has ranged from 64.3% to 100.0%, again with steady improvement since 2008. The [five-year pass rate](#) for Middletown is 86.9% and it is 83.7% for Fauquier.

The Certificate in Practical Nursing uses the NCLEX-PN pass rate, with scores broken out for the Middletown and Fauquier campuses. Both the Middletown and Fauquier [pass rates for 2012](#) are 100.0% (each with 19 candidates). Over the past five years, Middletown's pass rate has ranged from 92.3% to 100.0%, with three years at 100.0%. Fauquier's pass rate has ranged from 81.8% to 100.0%, with four years at 100.0%. The [unweighted, five-year pass rate](#) for Middletown is 97.6%; for Fauquier it is 96.4%.

The Career Studies Certificates in EMS Advanced and EMS Intermediate prepare graduates for two exams of the National Registry of Emergency Medical Technicians (NREMT). Five years of data are currently available for the EMT Intermediate exam. Data are provided on first pass and cumulative pass within three and six attempts. The [first pass rate](#) from 2007-08 to 2011-12 ranges from a low of 57% to a high of 100%. The cumulative pass rate after three attempts ranges from 67% to 100%. Two years of data are available for the EMT Paramedic exam. There was only one test-taker the first year who passed on the first attempt (100%). For seven students who attempted this exam in [2011-12](#), 71% passed on the first attempt and 86% within three attempts.

The Dental Hygiene Program is offered in a two-year cycle through a joint venture agreement with Virginia Western Community College (VWCC), which confers the degree. LFCC students participate in classroom instruction using distance education technology. LFCC provides clinical instruction and

supervision. VWCC provides licensure data with pass rates for first-time test takers of the National Board Dental Hygiene Examination (NBDH). The overall [VWCC NBDH pass rates](#) from the Commission on Dental Accreditation were 97% in 2009 and 100% in 2010, 2011, and 2012. Fourteen LFCC students graduated from this program in 2012 and took the NBDH exam, with a 100% pass rate.

Previously, LFCC had a cooperative arrangement with Piedmont Virginia Community College (PVCC) to offer the Certificate in Surgical Technology. PVCC provided student services and taught the online lecture portion of the classes, while LFCC provided the classroom, hands-on training, space, equipment, clinical rotation, and clinical supervision. LFCC ended this cooperative arrangement and filed a substantive change prospectus with SACSCOC to offer the entire program itself. SACSCOC approved this change in a [12/3/12 letter](#). The College filed an initial application for accreditation with the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA). Once accredited, graduates of accredited programs may take the National Certifying Examination to become a Certified Surgical Technologist (CST). The first administration of the ARC-ST Program Assessment Exam was scheduled for July 2013, so no data on pass rates are available at this time.

### Dual Enrollment Achievement

LFCC served a total of 2,386 dual enrollment students in 2012-13. There are eight jurisdictions and 16 public high schools in the LFCC service region. Of the 3,563 high school graduates in 2011, 874 (25%) enrolled at LFCC. Approximately 29% of recent high school graduates entering LFCC from the service region were previously dual enrolled. This measure of subsequent enrollment is a key mission-related outcome for student success.

Another College report provides the course success rate for dual enrollment courses in fall 2010 and spring 2011 compared to the [same courses in a non-dual enrollment setting](#). The results suggest that dual enrollment students do as well if not better in terms of course success than non-dual



enrollment students attending on campus. Approximately 95.4% of dual enrollment students were successful in their courses, compared to 74.3% for non-dual enrollment students. A variety of [other course success reports](#) are prepared by College, focusing on different subjects, delivery modes, instructor types, and specific courses of interest. An example is course success rates by school division and high school for 2010-11.

### Developmental Education Achievement

The work of the recent VCCS Task Force for Developmental Education focused on three goals: (1) reduce the need for developmental education, (2) reduce the time to complete developmental education, and (3) increase the number of developmental education students graduating or transferring within four years. This work then manifested in two redesign projects, one for English and another for math. LFCC faculty and administrators have been an integral part of these VCCS redesign efforts.

Starting in spring 2012, the VCCS implemented a major change in how colleges deliver developmental mathematics instruction to students. This redesign included the modularization of developmental mathematics content into nine one-credit-hour units, the implementation of four-week sessions for delivery of the units, and a new diagnostic and placement test to determine which units are needed by entering students to help them succeed.

Similar in purpose, the VCCS and LFCC redesign of English focused on improving success rates for students in developmental reading and writing, improving student success in subsequent college-level English courses, and increasing graduation and transfer rates for students first enrolled in developmental reading and writing. New English Fundamentals (ENF) courses were launched this spring 2013 semester, and the Virginia Placement Test for Developmental English (VPT-English) has been administered. Reading and writing were integrated as part of the redesign and three levels of developmental English were created, as well as eight SLOs to be taught and tested across them.

Initial results from the developmental math redesign were shared in January, 2013 in a [VCCS Snapshot #24 report](#), allowing LFCC to compare its students to other colleges and to the VCCS overall in terms of proficiency, enrollment, and course-taking. Proficiency levels at LFCC are comparable to the VCCS average. Approximately 53% enrolled in a developmental math class, compared to 40% for the VCCS. Another system report provides peer comparison data on the percentage of students completing all required developmental units. The bulk of students completed units one to five and did so at the same rate as the VCCS average (32%). For the higher order math skills in units six to nine, 17% of LFCC students completed them, compared to 41% for the VCCS, though this was only 23 students. Overall, the rate of students who needed developmental math and became college-ready was 51% through spring 2013. This is comparable to the VCCS rate of 56%.

Enrollments in modules by session and [course-taking patterns](#) in developmental math MTE modules have been analyzed by the College. ENF course success rates were calculated for spring 2013 and compared to fall 2012 courses from before the redesign. They suggest that the redesign did help [improve student success](#) compared to the developmental ENG 1/3/4 courses for fall 2012.

[Annual College Readiness Reports](#) have been prepared each year since 2009 and include a number of tables with key performance indicators of institutional effectiveness. College readiness is assessed in terms of placement testing in reading, writing, and math. For fall 2011, 86% of recent high school graduates entering LFCC from the service region were college-ready in reading; 72% in writing; and 41% in math. Between fall 2008 and fall 2011, the results show improvements in college readiness in all three areas – 6% in reading, 12% in writing, and 7% in math. All three readiness percentages are significantly higher than the VCCS total.

Among recent high school graduates who entered the College and needed remediation in fall 2011 to be college ready, 78% earned a satisfactory grade in developmental English, up 28% from fall 2008. While level the first three years at around 47%, the percentage of students with satisfactory

grades in developmental math went to 33% in fall 2011. This is the last year in which this placement test was used. LFCC has worked with the VCCS as part of a developmental education redesign the past few years to address this need, and new developmental courses were implemented in 2012-13. LFCC was awarded a VCCS grant to bring together teachers and counselors from Frederick County Public Schools and developmental education faculty from LFCC to discuss and improve college readiness standards, expectations, and competencies, many of which are changing due to the redesign of developmental English and math at the state level. The dean and director of high school outreach serves in a state workgroup that strives to decrease remediation and gather information about best practices. LFCC is one of five colleges in the system that have been studying transition for the past four years and identifying strategies to share with secondary partners to help students enter college ready for credit programs.

In addition, college readiness reports provide data on first semester GPA ranges. Approximately 16% earn 3.5 to 4.0 and 35% earn 2.5 to 3.4, percentages that are comparable to the VCCS average. Course success by subject is also analyzed. Given the large number of disciplines, data are reported at a macro level for the nine LFCC jurisdiction school divisions. Course success rates are available for all subjects, but the focus is on those with the most enrollments, including biology, English, history, information technology, math, and total. The percent with A/B/C grades is calculated, along with the withdrawal rate. The report is prepared each year for the current fall semester and for the previous five-year period. Overall, 71% of high school graduates were successful in their courses in their first fall semester between 2007 and 2011. This compares to 74% for the VCCS. The withdrawal rate of 5% is lower than the VCCS total of 8% for this time period.

The LFCC Current Student Survey asks students about their experience with developmental coursework. In fall 2012, 89% reported that they strongly agree/agree that LFCC uses developmental

courses to ensure student success, up from 86% in 2011. Approximately 83% said they strongly agree/agree that LFCC developmental courses prepared them for other classes in their program.

Course success in the new MTE developmental education modules was examined for the past two years in terms of online versus traditional delivery. Online delivery has shown between 5% and 18% improvement in course success over traditional delivery, though this varies by module. Course success rates in [developmental math courses](#) have been analyzed by [course](#), [location](#), and [faculty](#) to look for patterns and ways to improve instruction.

### Transfer Achievement

LFCC tracks transfers to four-year institutions in several different ways. The first is through the VCCS SAS Data Warehouse, which provides cohort tracking data from fall 2002 onward. A number of momentum points and milestones are included, which are gleaned from the research of Achieving the Dream, such as credits attempted and earned, success in gatekeeper courses, and other measures. A combined student-success measure is used that includes continued enrollment, completion, and transfer. This rate is calculated for every cohort of students and includes a number of demographic variables, such as attendance status, gender, race/ethnicity, low-income, under-represented students, and program of study. Transfer and completion data are collected from the National Student Clearinghouse and used in the retention data model in the VCCS SAS data warehouse. The College has obtained data from the clearinghouse directly for the total full- and part-time student cohorts of first-time-in-college students in [fall 2008](#) and [fall 2009](#). Additional analysis of total student success rates and four-year completion rates is under way.

A variety of cohort reports are prepared by the College about overall success rates, broken out by attendance status and by program for 100% and 150% of time. These may be tracked for many years longitudinally. An example of this analysis is the [LFCC 2005 Cohort Progress by Award Type](#), which shows

a cumulative transfer rate of 24.8% for full-time, associate's degree-seeking students between fall 2005 and spring 2009.

A new VCCS decision support system called Question Information Navigator (Quinn) provides a dashboard of key performance indicators and a data warehouse for reporting. Quinn currently offers [key indicators](#) in student and finance modules, with student financial aid and human resources modules coming on board in 2013-14. A [retention dashboard](#) and [ProClarity retention](#) and completion reports are also available. These allow the College to examine dozens of key measures and better understand student success rates that impact transfer success.

A second source of data is SCHEV, which provides institution-level reports on recent graduates enrolling the following fall at four- and two-year institutions; recent graduates enrolling the following fall, grouped by major earned; first-time students transferring to four-year institutions by cohort; and students who were reported as a new transfer the following fall by the four-year receiving institution. In [fall 2012](#), there were 319 new bachelor's degree-seeking transfers from LFCC to Virginia institutions. This number has grown 84.4% from 173 transfers in 1999. A report on transfer-trend highlights is prepared each year to document patterns in degree preparation, with the most recent report for fall 1999 through 2012. The trend analysis shows, for example, that there has been a recent increase in the percent of transfers with associate's degrees.

Transfer plans are also reported in the [LFCC Graduating Student Survey](#), which is administered each year. For example, the top pick with 19.7% of respondents is James Madison University (JMU). This corresponds with the SCHEV transfer trends analysis. As noted above, many questions previously asked in the Graduating Student Survey are now part of the Current Student Survey. When these questions were still included, an extensive report was prepared. For an example, see the [2010 LFCC Graduating Student Survey Report](#).

Additional transfer analyses have been done with two other sources of data – the National Student Clearinghouse and data provided under the state of Virginia’s Guideline Eight policy, which requires four-year institutions to report back to two-year institutions on how their students perform after transfer. LFCC has received [Guideline Eight data](#) from several four-year schools for some time. There has been great interest in how LFCC students perform once they leave the college and take classes at four-year colleges such as JMU. The College examined course success by LFCC students in JMU classes by subject and the results suggest that 84.1% of students were successful in their courses. This analysis was useful in policy discussions about whether LFCC students are being adequately prepared for foreign language courses at four-year colleges. The data from JMU indicate that LFCC students are adequately prepared for these courses.

LFCC participated in the National Community College Benchmarking Project (NCCBP) in 2011 and data on student completion and transfer for the 2007 IPEDS GRS Cohort are compared. The [results](#) suggest that LFCC’s transfer rates are in line with the nation’s community colleges. The combined student success, three-year rate for completion/transfer for full-time students is 43.5%. This ranks at the 68% benchmark among NCCBP participants. The part-time rate of 24.1% is ranked 73%. According to the [IPEDS Data Feedback Report for 2012](#), the transfer rate for LFCC of 12% is the same as that for the [VCCS](#).

In the LFCC Current Student Survey, 60% report that they plan to transfer to a four-year university and another 22% want to earn a terminal degree, certificate, or diploma at LFCC. Students were asked to rate access to four-year transfer agreements and 96% felt that this is very good/good in 2012, up from 94% in 2011. Approximately 89% of students rated that they strongly agree/agree that their advisor is knowledgeable regarding transfer requirements. The number of students unaware of guaranteed admissions agreements has dropped over the past six years to 37% and the number planning to use the agreements has increased noticeably to 50%. A new data collection is being started

by the VCCS to capture data on how transfers under the guaranteed admissions agreements are doing at their four-year colleges.

### Employment Achievement

Employment-related questions are used in the LFCC Graduating Student Survey, such as next steps after graduation and whether respondents expect to be able to get a job in their field. The VCCS obtains employment data for its credit and noncredit students from the Virginia Employment Commission and makes them available to the colleges. It also analyzes system-wide data and provides comparison reports, such as [“Annual Enrollments and Graduates, and Six Month Employment Rates for Graduates for Students in Health Related Programs.”](#) The LFCC employment rates in health-related fields were 85% in 2008-09 and 76% in 2009-10, comparable to the VCCS average of 75% and 79% respectively. For all fields of employment, 69% of 2008-09 LFCC graduates were employed six months after completion, compared to 64% for the VCCS; and 64% in 2009-10 for both LFCC and the VCCS.

Using these data from the Virginia Employment Commission, the College analyzes employment rates and average annual wages for all programs where there are sufficient graduates to do this analysis. This includes both the average annual wages for completers and for students who exit the institution without completing an award. Five years of data are compiled for graduates by graduating year, with additional analysis of estimated wage increases from the year before to the year after completion. Average annual wages are calculated from the data, along with documentation about key employers of alumni, broken out for [graduates by program](#) and for [non-completers by program](#).

The report on [LFCC Trends in Annual Wages of Graduates by Program](#) shows that there is a 40 to 60% bump in wages for graduates before versus after graduation in all award types. In nursing, the bump ranges from 88% to 240% by year. For [enrolled students who do not complete](#), there is still a

noticeable wage benefit from before versus after enrolling at LFCC, from 10 to 21% for students in all programs. For AAS students, the range is 10 to 49%.

The State Council of Higher Education for Virginia is working with K-12, workforce, and other segments of state government on the Virginia Longitudinal Data System. The first reports to come out of the VLDS address the employment of graduates in terms of rates and wages. The data are available by CIP Code for college programs where there are sufficient numbers of graduates. The data are averaged across five years to protect confidentiality. The [LFCC results](#) suggest that graduates are very successful in gaining employment. Graduates of the LFCC Nursing Program earn an average of \$45,932 eighteen months after completion. Approximately 6% are self-employed, work for the federal government or military, or are unemployed and not enrolled in further postsecondary education. Associates in the CIP Code for liberal arts and sciences graduates earn an average of \$24,211 and career studies certificate graduates of less than one academic year are earning \$32,588.

College Measures, a joint venture of the American Institutes for Research and Matrix Knowledge Group, analyzed employment data across the nation and prepared a [comparison report on Virginia colleges](#). The results show that graduates from LFCC earn \$12,000 more than those in the same program from some [other VCCS schools](#). Perhaps the most interesting conclusion from this report is that community college graduates from career and technical programs at LFCC and the VCCS out-earn bachelor degree graduates in liberal arts.

The occupational outlook for LFCC programs is monitored closely by academic deans and faculty as part of program review. Jobs EQ software is used to identify unemployment rates by occupation in the service region of the college and the number of new openings by occupation. [Quarterly reports](#) and [dashboard displays](#) are prepared by the College to help faculty and staff understand economic trends related to employment and job preparation.



## Perkins/Career and Technical Education Achievement

Data on postsecondary Perkins performance measures are collected about LFCC by the VCCS and used for reporting. LFCC uses these and other data to ensure that CTE programs are successful. The Perkins measures focus on success in CTE courses, completion, retention/transfer, employment, nontraditional participation, and nontraditional completion.

The most recent [Perkins data report by LFCC for 2010-11](#) show 79.9% for attaining technical skills/GPA; 46.1% for completion; 69.4% retained/enrolled after one year; and 70.9% employed. All of these are above the performance target at the 90% threshold for Perkins. For the last two indicators about non-traditional participation, participation is at 14.6% and completion increased to 14.6%. Each year, a [Perkins Improvement Plan](#) is filed, then a status report submitted. For 2011-12, instructional resources and equipment were purchased to help students prepare for and pass certification and licensure exams.

The most recent table of comparison data for these measures was provided by the [VCCS in 2008-09](#). The results show that 77.5% of LFCC students earn a GPA of 2.5 or higher and therefore attain technical skills, compared to the VCCS average of 75.2%. Approximately 47.8% of CTE students complete their program, compared to 38.4% for the VCCS. The number of LFCC CTE students retained/enrolled after one year is 67.9%, compared to 46.0% for the VCCS. The percent of CTE graduates who are employed six months after graduation is 75.9%, compared to 70.8% for the VCCS. In terms of non-traditional participation by gender and minority status, LFCC CTE students are at only 15.3% versus 18.0% for the VCCS. Non-traditional completion is at 8.3%, compared to 15.4% for the VCCS. To address this, the College recently allocated funding to build a leadership model for non-traditional representation and completion. A team is recommending strategies and funds are being used for training and to purchase materials to promote non-traditional approaches.

## VII. Distance Learning

Of LFCC's 7,288 students in fall 2012, [811](#) (11.1%) studied solely through distance learning. Another 1,927 (26.4%) studied through a combination of distance and traditional delivery. As noted previously, none of LFCC's programs are offered only through distance learning. Courses offered at different locations, such as dual enrollment high schools and online, have the exact course syllabi and same course-based, student learning outcomes as classes taught on-campus.

Program location is included in assessments where sample size permits. The LFCC Graduating Student Survey results are broken out by award type, program, attendance status, location, and gender. Three years with fall and spring semester data are combined for approximately 1,470 respondents. Trends in mean scores are displayed using Excel spark line graphs. Both frequencies and means are reported and a number of different conclusions may be drawn from the results. For example, rating their growth at LFCC on a scale of one to five for much weaker to much stronger, online graduates of the AA&S in Business Administration rate their self-confidence at 4.6, versus 4.2 at Middletown, 4.1 at Fauquier, and 3.7 at the Luray-Page County Center. Approximately 71% of those studying primarily online rated their growth in computer skills as much stronger, versus 31% at Middletown, 52% at Fauquier, and 33% at Luray-Page County Center.

The LFCC Current Student Survey in fall 2012 includes questions about the quality of instruction, and the [results are broken out by location](#) in order to compare distance learning students' perceptions with those on-campus. Approximately 99% of online students strongly agree/agree that "the instruction at LFCC is of high quality." The results for the Middletown and Fauquier campuses are comparable at 98% and 95% respectively. In terms of library services, 59% of online students rated it very good, versus 61% for Middletown and 58% for Fauquier. Asked if they found the "variety of online courses sufficient," 89% of respondents strongly agree/agree. Approximately 78% respond that they were well-prepared/prepared to learn online and 82% rated their experience with online courses very good/good.

Advising to online students was rated very good/good by 79% of students. Regarding how well LFCC involves online students in the college's community, 91% rated it very good/good.

Course success rates have been examined for [all courses annually](#), as well as for online versus traditional classroom delivery, looking at patterns and ways to improve instruction. Course success is defined as the student receiving an A, B, or C grade, or if the course is pass/fail, a pass or satisfactory grade. In 2011-12, the overall course success rate was 78.0%, and the withdrawal rate was 4.6%. The traditional classroom success rate was higher (79.8%), while online delivery was 69.5%. The withdrawal rate was for online was 7.9%. LFCC uses these data to identify courses with lower pass rates and deans work with faculty to improve success in different delivery modes.

Online delivery of developmental coursework is an area that LFCC has experimented with in hopes of improving student success. The College analyzed the data, and the success rate for [MTE developmental math courses](#) was 59% for traditional delivery and 77% for online in 2011-12. This suggests that there may be an online "bump" in success of almost 18%. For 2012-13, the bump was less noticeable when the traditional MTE success rate was 62% and online was 68%.

The difference between online and traditional delivery was examined across the [past four years by subject, course, and instructor](#). The traditional success course rate ranges from 76% to 82%, while online ranges from 71 to 72%. For 2012-13, there is only a -3% differential between online and traditional delivery.

There has been policy interest in whether the length of a course, scheduling within the "session" or partial semester, has an impact on course success rates. [Course success was analyzed using 2011-12 data by session](#) and delivery mode. The percent with course success is 79.6% for all sections and 69.8% for online. Twelve-week sessions show less disparity for online (64.6%) than overall (67.7%).

Through short courses, semester camps, professional development workshops, and ongoing consultations, the LFCC Office of Instructional Technology and Distance Learning (ITO) prepares full-time

and adjunct faculty to teach online in a number of ways. LFCC has instituted a ["Design Camp for Online Learning"](#) which runs each semester for eight weeks. The purpose of these camps is to provide relevant education and training for how to design an effective online learning environment, as well as manage one's teaching tasks within the environment. The camps target faculty who will be teaching online the following semester – so that they leave camp with a well-designed course ready to go. The design efforts are research-based, utilizing standards from Quality Matters, Blackboard Exemplary Courses, and AECT instructional design standards.

Additionally, LFCC participates in the TOTAL Workshops offered through the VCCS. TOTAL (Topics in Online Teaching and Learning) workshops are a result of a 2012 VCCS Innovation Grant to the College and recently won recognition at the 2013 VCCS New Horizons Annual Conference. These workshops vary from 2 to 4 weeks in length and are focused on specific topics relating to online learning. Example topics are "Making Your Courses Accessible," "Developing Collaborative Activities," and "Designing Rubrics and Providing Feedback." There are ten TOTAL workshops offered on a rotating basis each semester. These are open to all VCCS faculty and are publicized by the LFCC Office of Instructional Technology and Distance Learning. They target areas where those already teaching online commonly wish to improve their skills. There is also a recommended sequence for those who are new to online teaching.

The College provides ongoing professional development and consultation in the area of online course design. This includes four series that run throughout a semester. "Teach Online" & "Teaching 'N Technology" are held in a synchronous fashion online, attracting both full-time and adjunct faculty. "Mobile Madness" is held face-to-face during the lunch hour and "Blackboard Shorts" is a three minute or less video that is prerecorded and covers topics specific to the use of "Blackboard Learning Management System at the College." One-on-one consultation and peer mentoring are available year-round.

Students who are new to online learning have a variety of resources available to them. Beginning in fall 2013, there is a portal (web page) for online students that will quickly direct them to student services and help. Students are also encouraged to complete a self-assessment of their readiness for online learning. Three inventories are available at the "Is Distance Learning Right for Me?" web page. The College designed a self-paced workshop called "Ready for Online Learning" (ROLL), and information for enrolling in it is also available at the ITO website. The College provides a help desk email at lfconline@lfcc.edu where students can request help on specific instructional technology issues in both their face-to-face and online courses and set up an appointment for face-to-face or online synchronous help when needed.

#### **E. Library/Learning Resources:**

**CR 2.9** The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs.

#### **(Learning Resources and Services)**

  X   Compliance      Non-Compliance

Lord Fairfax Community College (LFCC) provides adequate library resources and services to its students at both campuses, as well as its off-campus sites, dual enrollment high schools, and distance-learning courses. Two libraries are maintained by the College: (1) the Paul Wolk Library on the Middletown Campus; and (2) the Bob G. Sowder Library on the Fauquier Campus. Both libraries provide student, faculty, staff, and community patron access and user privileges. They also support adequate

library collections as well as other learning and information resources consistent with the mission of the institution and the nature of the degree and certificate programs offered.

### **Library Access, User Privileges, and Support**

The mission of the Lord Fairfax Community College libraries is to serve the LFCC community by supporting and strengthening instructional programs with onsite and remote access to information resources, instruction, and services. Students who attend classes at any location or via distance education have full access to all physical materials held at the Middletown and Fauquier campuses, as well as the online resources accessible from the [LFCC Learning Resource Center \(LRC\) website](#). LFCC LRCs are open 64 hours per week at both campuses when classes are in session. In addition, users can log on to the LRC website at any time and search the collection through the online catalog or do research through the [online databases](#). Currently registered students, if off-campus, are authenticated via a proxy server and granted 24-7 access to all online resources. This is important for students in distance education or dual enrollment classes.

The libraries also provide links to information resources and services through the learning management software Blackboard. Each Blackboard course contains links to course-specific or general research “[LibGuides](#)” that are accessible to any student using the system. [Dual enrolled students](#) and [students at remote sites](#) such as the Navy Federal Credit Union (NFCU) have full access to online resources and support services. [Luray-Page County Center students may go online](#) and request print materials that are mailed to their homes. The [LFCC Dual Enrollment Student Handbook](#) contains information about library resources and services for these students.

A daily courier provides delivery of items between the Middletown and Fauquier libraries when requested by students and a courier service is provided as needed to the Luray-Page County Center. The LFCC full-time faculty member who coordinates the NFCU site delivers print material to students at that location upon request. All students have access to materials not owned by LFCC through [Interlibrary](#)

[Loan](#). As part of the College's public service to the community, the library allows community members to use the facilities and to check out circulating materials. One-on-one support is available in person at both libraries or through the LRC website via email, telephone, text messaging (SMS), and [LRC Live](#), a 24-7 shared reference chat service provided through the Virginia Community College System (VCCS). Formal instructional sessions are held in conjunction with many courses as well. These are described in [C.S. 3.8.2](#).

### **Collections and Other Learning Resources**

The LFCC libraries have an extensive collection of print and electronic materials, with more than 75,000 books, 100,000 e-books, 200 print serials and 5,900 videotapes and DVDs. Additionally, the libraries have access to more than 75,000 full-text serials, as well as numerous online indexes and databases. The library is now offering "[Films on Demand](#)," a streaming video database of over 12,000 educational films in a wide variety of topics. The [Virtual Library of Virginia \(VIVA\)](#) consortium provides access to a majority of the College's electronic resources. The VCCS and LFCC have purchased several others to support the curricular needs of the College. For example, during the most recent fiscal year the library purchased subscriptions to the LexisNexis Academic database and the Nursing Education in Video collection. Books and audiovisual materials may be checked out for long-term use by departments and/or individual instructors. The collections of all materials are organized according to professionally recognized systems and are clearly labeled for users. Books are cataloged and organized according to the Library of Congress Classification System and periodicals are organized alphabetically by title.

[VIVA](#), the Virginia library consortium, provides LFCC students with 24/7 access to tens of thousands of electronic books and journals, hundreds of [research databases](#), and a wealth of academic and professional working papers, proceedings, and transactions, all covering subject areas from science, medicine, and technology to the arts and humanities.

The libraries encourage faculty, staff, and student participation in the selection process and this is described in the [Collection Development Policy](#). [Monthly lists are generated of newly acquired items](#) and sent to faculty and posted on the [library's website](#). Library staff regularly evaluate the collection for relevance and currency and discard materials that no longer meet the criteria outlined in the Collection Development Policy. The most recent [age evaluation](#) of the Middletown collection was completed in 2010 and shows greatly improved currency in the collection. [Annual expenditures](#) demonstrate the College's support of library acquisitions and collection updates. The libraries offer other resources, such as laptop and desktop computers and software, to aid students in their research and course work. These physical resources are discussed in [C.S. 3.8.1](#).

The library reviews print and electronic subscriptions annually and collaborates with faculty to ensure that curricular needs are being met. In the last two years, for example, in order to ensure that faculty and students in the paralegal, nursing, and dental hygiene programs are informed with latest best practices, the library has added subscriptions to LexisNexis Academic, Nursing Education in Video, JSTOR Language and Literature Collection, and Dentistry & Oral Sciences Source.

Since the 2008 SACSCOC reaffirmation, the LFCC Library Survey was administered in spring [2010](#), [2012](#), and [2013](#). For spring 2013, 90% of students responding described the collection of print and online resources as either "adequate" or "outstanding." Similar results were shown in the 2012 and 2010 administrations.

### **Distance Learning**

The [LFCC Dual Enrollment Student Handbook](#) contains information about library resources and services for students taking online courses. It is highly recommended that students complete the [Ready for Online Learning \(ROLL\)](#) exercise to determine if they are ready for online learning. Students enrolled in an online course are expected to login the first week of class and complete an assignment as directed



by the instructor. Failure to respond to this requirement results in students being administratively dropped and no refunds are issued. The [Instructional Technology and Distance Learning Office](#) has developed a self-paced course to provide students with a hands-on introduction to a set of “[student-readiness skills](#),” which are important to their success. The course includes, but is not limited to, an introduction to the Blackboard course management system, the student e-mail system, and various resources that are available to students through the Learning Resource Centers (i.e. libraries) to enhance the online learning experience.

According to the [Spring 2013 LFCC Library Survey](#), 66.7% of online students are very satisfied with the library, compared to 62.3% of Middletown, 73.0% of Fauquier, and 68.2% of dual enrollment students. Regarding navigating the library’s website to find what they need, 36.8% of online students find it very easy compared to 32.1% of Middletown, 39.0% of Fauquier, and 35.4% of dual enrollment students. When asked about using the library’s online catalog to find books, 36.8% of online students are very comfortable, compared to 35.1% of Middletown, 44.6% of Fauquier, and 22.9% of dual enrollment students. Approximately 38.9% are very comfortable using the library’s online databases to find articles from journals or magazines, compared to 35.5% of Middletown, 43.1% of Fauquier, and 35.4% of dual enrollment students.

In fall 2012, 95% of respondents in the LFCC Current Student Survey [rated LFCC’s library services as very good/good](#), up from 90% in 2011. Students who are [primarily online rate library services](#) very good (59%), comparable to those attending classes at Middletown (61%) and Fauquier (58%) .

**CS 3.8.1** The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission.

**(Learning/information resources)**

X  Compliance \_\_\_ Non-Compliance

## Facilities

Lord Fairfax Community College (LFCC) has learning resource centers on both the Middletown and Fauquier campuses. Students who attend classes at any location, including Navy Federal Credit Union (NFCU), or via distance education, have full access to all materials from the Learning Resource Center on either campus. LFCC Learning Resource Centers are open 64 hours per week when classes are in session. Both campus libraries offer Saturday hours and weekday evening hours Monday through Thursday. In addition, users may log on to the [LRC website](#) at any time and search the collection through the online catalog or do research through the online [databases](#) by logging on and authenticating through a proxy server. This is especially useful for students enrolled in distance education classes, giving them access to the same materials as students who are on campus. [Dual enrolled students](#) and [students at remote sites](#) have full access to online resources. [Luray-Page County Center students](#) may request print materials online and have them mailed to their homes. A daily courier provides delivery of items between libraries when requested by students.

The Paul Wolk Library in Middletown is a 12,949-square-foot facility with seating for 220, including four group study rooms and numerous individual study carrels. The library offers 30 computers for public use, plus four more computers dedicated to the library's [online catalog](#). In addition, 20 laptops are available for checkout that feature wireless access to the College's network. A scanner is available, allowing scanning directly to email or to a USB drive. Group study rooms have large screen displays where students may plug in their laptops. Students must adhere to the College's [LFCC Computer Usage Policy](#) and to the [Library Computer Usage Policy](#).

Black-and-white and color printing are available through the campus-wide WEPA Print Management System at a cost of 10 cents/50 cents per single-sided or 15 cents/75 cents per double-sided black-and-white/color page, and all students are credited \$5 for printing each semester. There are three WEPA print kiosks in the library. Televisions with DVD and VCR players, typewriters, photocopiers,

calculators, and a microfilm/microfiche reader/printer are also available. Staff and faculty may check out digital cameras, laptops, CD and cassette players, and an iPad.

The Bob G. Sowder Library at the Fauquier Campus in Warrenton is an 8,500-square-foot facility with a maximum occupancy of 135, including nine study rooms and two conference rooms with distancing equipment. The library offers 30 desktop computers for public use. In addition, students in the library may use any of the 16 netbooks or two laptops that feature wireless access to the College's network. There are two WEPA print kiosks in the library. Televisions with DVD and VCR players, a photocopier, a scanner, and calculators are also available. Staff and faculty may check out digital cameras, laptops, CD and cassette players, and digital voice recorders.

In the [LFCC Spring 2013 Library Survey](#), 77.8% of students described the software available on library computers as “adequate” or “outstanding.” The most frequent response describing the library’s physical space was “A nice place to work and study” (72.4%). Similar results were shown in the 2012 and 2010 administrations of this survey.

### **Library Services**

The library provides services typical to community college libraries. The staff provides users with assistance in material selection and retrieval, circulation functions, and bibliographic instruction. One-on-one support is available in person at both libraries, or through the LRC website via email, telephone, text messaging (SMS), and [LRC Live](#), a 24-7 shared reference chat service. The library uses the LibAnswers tool to receive and answer questions and to create an [FAQ document](#) of the most frequently asked questions. Students also have access to materials not owned by LFCC through Interlibrary Loan. [ILL requests](#) are submitted online and articles are typically delivered electronically. During the 2011-12 fiscal year, there were 231 ILL items borrowed by LFCC.

Formal instructional sessions are held in conjunction with many courses. Staff routinely communicate with faculty to determine if their needs are being met. Course reserves are offered at both campuses, and electronic reserves are available to interested faculty. The library staff welcomes suggestions for improvement and solicits suggestions for purchasing materials from faculty. The library reviews print and electronic subscriptions annually and collaborates with faculty to ensure that curricular needs are being met. In the last two years, for example, in order to ensure that faculty and students in the paralegal, nursing, and dental hygiene programs are informed with latest best practices, the library has added subscriptions to LexisNexis Academic, Nursing Education in Video, JSTOR Language and Literature Collection, and Dentistry & Oral Sciences Source.

The libraries also provide links to information resources and services through the learning management software Blackboard. Each Blackboard course contains links to course-specific or general research “[LibGuides](#)” that are accessible to any student using the system. The [LFCC Dual Enrollment Student Handbook](#) contains information about library resources and services.

The [LFCC 2012 Current Student Survey](#) showed a high level of satisfaction with the library, with over 90% of students rating library services and facilities as very good/good. This rating is [94% for dual enrolled students and 92% for online students](#).

## **Technology**

LFCC students participated in the spring 2012 [ECAR Study of Undergraduate Students and Information Technology](#) conducted by the EDUCAUSE Center for Applied Research. The results suggest that LFCC students meet or slightly exceed the average for students in the VCCS. Approximately 81% report that “technology helps me achieve my academic outcomes” and 82% report that “technology better prepares me for future educational plans.” Approximately 70% say that “The technology I have used in my courses will have adequately prepared me for the workplace.”

Approximately 77% of LFCC students report that instructors use technology effectively most or all of the time, compared to 71% for associates degree-granting institutions. Most or all instructors provide adequate technology training (64%) and 76% use the right kind of technology. The library website is rated as very important or extremely important by 62% of LFCC respondents and web-based citation/ bibliography tools are very or extremely important to 58%. Of respondents, 76% agree or strongly agree that technology services are always available.

### **Academic Center for Excellence**

The Academic Center for Excellence (ACE) provides students with several auxiliary learning opportunities including tutoring services, a TRIO student support services program, academic and student success workshops, retention assistance, peer mentoring, and assistance through the writing and math centers. ACE is available to new and returning students and works with other areas of the College to help identify and support at-risk students.

Tutoring Services: [Tutoring services](#) are available free to any student enrolled in an LFCC curriculum. Students may access these services on a walk-in basis at the Middletown Campus or by appointment at both the Fauquier Campus and the Luray-Page County Center. A [full schedule of tutoring options](#) is provided on the LFCC website each semester for students at any location or online to access. The tutoring staff are highly trained and supervised by the associate dean of student services and the academic support programs coordinator. The College employs 27 tutors and serves an average of 145 students per month with tutoring. The fall 2012 Current Student Survey indicated that 88% of students rated their tutoring experience as good or very good.

TRIO Student Support Services Program: The [nationally known program](#) is designed to help meet the academic, social, personal, cultural, emotional, financial, and vocational needs of those eligible. Eligibility is based on those students who demonstrate an academic need and meet at least one of the

following criteria: they must be first-generation college students, low-income, or have a documented disability. Students in the TRIO program have more direct access to counseling and advising services, transfer assistance, and social and cultural activities. TRIO students also have the same access as other students to tutoring and disability services. The TRIO program serves approximately 160 students on the Middletown Campus. For the 2011-12 assessment year, TRIO students had a persistence rate of 84%. Ninety-two percent of TRIO participants were considered to be in good academic standing, as defined by having a cumulative G.P.A. of 2.0 or higher, without being on academic warning or probation. Within the 2011-12 assessment year, 28% of participants graduated with an associate's degree or a certificate, while 9% of the participants graduated with an associate's degree or certificate and transferred to a four-year institution.

Academic and Student Success Workshops: ACE offers a variety of academic and financial success workshops throughout the year aimed at providing students with additional success skills that can be utilized both in and outside of the classroom. The [semester schedule](#) of workshops is posted on the ACE website. For students who cannot attend or who are taking classes online, these presentations are posted online and are available to any student. In the 2013 spring semester, ACE offered 24 workshops and 45 students attended. Starting in fall 2013, these workshops will be recorded and posted for all students to access online.

Writing and Math Centers: The purpose of the writing and math centers is to help students develop the skills necessary to be successful in their academic program. Both of the centers employ faculty and staff who are well qualified and trained to deliver these services to students. Both of the centers are located at the Middletown Campus and provide both day and evening hours for student convenience. For those students taking classes at another location or online, the center provides online resources, handouts, and tutorials on these sites [www.lfcc.edu/mathcenter](http://www.lfcc.edu/mathcenter) and [www.lfcc.edu/writingcenter](http://www.lfcc.edu/writingcenter). In addition, all LFCC students have access to instant messaging writing

help, which allows students to chat with the writing consultant. They can also receive feedback for papers via their college email account. Starting fall 2013, the math center will provide online videos that focus on developmental math topics. These videos also integrate interactive practice questions to test competencies and then provide resources to help them further excel in these areas. These videos are intended to help students prepare for placement testing or excel in their current developmental math courses.

Testing Center: The Testing Center administers placement testing for writing, reading, and math to entering students. The staff offer test-taking tips and strategies, practice tests, and an online "[Are You Ready?](#)" website to prepare students for the placement test. Math and English faculty have populated the "Are You Ready" (Improve Your Results) section for preparing to take the Virginia Placement Test. The English and math faculty have also prepared streaming videos on how to prepare to take the placement test (i.e., "Tour of the VPT English" and "Tour of the VPT Math") that are posted at the Are You Ready site. These placement tests may be taken at all LFCC locations, as well as within the high schools for dual enrolled students. The testing center staff train career coaches and specific guidance counselors to administer placement testing in the high schools.

Office of High School Outreach: The [Office of High School Outreach](#) is the central point of contact for students enrolling in dual enrollment courses. High school juniors and seniors, as well as home-schooled students, may enroll in selected LFCC courses taught at their respective high school, technical center, or those offered by the college on-site or online. Students in 9th and 10th grade may request an exception in order to enroll.

The office's primary mission is to coordinate and provide support to high schools (both public and private) as well as governor's schools throughout LFCC's service region. The office manages the dual enrollment program, while providing support to all dual enrolled students as they plan their studies. High school students who elect to take dual enrollment classes online or on-site at one of the College's

locations have access to the same services as any other LFCC student. Students taking courses at their respective high school work with a career coach employed by LFCC but placed in the high school. These career coaches, along with high school guidance counselors, provide assistance with the application process, placement testing, course selection, program information, scholarships, and career plans. Dual enrolled students have access to the same resources as any other LFCC student, including student email accounts, library services, and access to the Student Information System and Blackboard learning management system. Interested dual enrollment students also have access to all on-campus services, such as student activities and clubs. The only resources not available to dual enrolled students are TRIO and financial aid, due to federal regulations. Faculty often participate in career fairs at the various high schools and meet directly with students about programs offered on campus.

### **Student Satisfaction Ratings with Learning/Information resources**

Approximately 89% of students strongly agree/agree that LFCC [uses developmental courses to ensure student success](#) and 83% of students strongly agree/agree that [developmental courses prepared them for other classes in their program](#), according to results from the LFCC Fall 2012 Current Student Survey. Students who are at risk struggle to ask for help in a variety of ways. The Current Student Survey results for 2011 and 2012 show that the College [improved the percentage of students who sought help](#) from 40% to 60%. [Ratings on instruction](#) suggest that a large percentage strongly agree/agree that LFCC helps them grow and learn as a student (98%); that instruction is high quality (97%); that professors provide timely progress feedback (92%); that instructors show concern for them as an individual (91%); and that professors tell them as soon as possible if they are doing poorly (85%).

In fall 2012, 95% of respondents to the LFCC Current Student Survey [rated LFCC's library services as very good/good](#), up from 90% in 2011. Student [experiences with tutoring services](#) improved from 2011 to 2012, from 83% very good/good to 86% very good/good. [Testing Center usage](#) is at a high over



six years of data from 2007 to 2012 at 62%. The percentage that [rated the Testing Center very good/good](#) went up from 80% in 2011 to 89% in 2012. Student [experience with TRIO](#) is at 80% very good/good, down slightly from 85% very good/good in 2011.

## **Distance Learning**

The [LFCC Dual Enrollment Student Handbook](#) contains information about library resources and services for students taking online courses. It is highly recommended that students complete the [Ready for Online Learning \(ROLL\)](#) exercise to determine if they are ready for online learning. Students enrolled in an online course are expected to log in during the first week of class and complete an assignment as directed by the instructor. Failure to respond to this requirement results in students being administratively dropped and no refunds are issued.

The primary mission of the Instructional Technology and Distance Learning Office, or [ITO](#), is to provide vision, leadership, and support in the appropriate use of educational technology and media for teaching and learning and in the development and continuation of quality distance education programs. The ITO supports students in using technology for learning in classrooms and at a distance. The office is open to students for walk-in assistance during the day and also monitors an online Help Desk for approximately 12 hours each day, with a response time of under 12 hours for student requests for assistance with using the VCCS Content Management System (Blackboard Learn), as well as requests for assistance using other campus or VCCS-wide educational technology tools. The office is responsible for the administration of Blackboard Learn and posts relevant student announcements on the main login page of the system, including how to get homework help from Academic Center for Excellence (ACE), how to get a student ID card or parking permit, register for the LFCC Alert System, and other timely student news and information.

The ITO also provides guidance for students on how to identify distance programs and courses at LFCC and maintains a web portal site that includes information for students who are considering online learning with resources, such as [Is Distance Learning Right for Me?](#) and a [Technology Skill Inventory](#). This portal also includes “Resources for Students,” which links to information about how to get started using Blackboard Learn and other educational technology tools at LFCC. In cooperation with ACE, the ITO conducts student success workshops on a range of topics such as Using Blackboard Learn, Using Google Drive, and How to Store and Move Electronic Files. These workshops are conducted face-to-face and streamed real-time to online students.

According to the [Spring 2013 LFCC Library Survey](#), 66.7% of online students were very satisfied with the library, compared to 62.3% of Middletown students, 73.0% of Fauquier students, and 68.2% of dual enrollment students. Regarding navigating the library’s website to find what they need, 36.8% of online students find it very easy compared to 32.1% of Middletown students, 39.0% of Fauquier students, and 35.4% of dual enrollment students. When asked about using the library’s online catalog to find books, 36.8% of online students are very comfortable compared to 35.1% of Middletown students, 44.6% of Fauquier students, and 22.9% of dual enrollment students. Approximately 38.9% are very comfortable using the library’s online databases to find articles from journals or magazines compared to 35.5% of Middletown students, 43.1% of Fauquier students, and 35.4% of dual enrollment students.

Of those students responding to the [LFCC Fall 2012 Current Student Survey](#), 89% strongly agree/agree that LFCC's variety of online courses is sufficient, and 78% say they were very prepared/prepared to learn online. In addition, 82% rated their experience with online courses as very good/good, and 79% of respondents rated the advising office's service to online students as very good/good. Students who are [primarily online rate library services](#) very good (59%), comparable to those for the Middletown Campus (61%) and Fauquier Campus (58%).

Among online students, 95% strongly agree/agree that "[instruction at LFCC is of high quality](#)," compared to 98% for Middletown and 95% for Fauquier. Faculty feedback about course progress and early notification of doing poorly also have very similar ratings. [Tutoring services](#) are rating very good/good by 87% of online students, compared to 90% for Middletown and 82% for Fauquier. The [Testing Center is rated](#) 88% very good/good for online versus 92% for Middletown and 80% for Fauquier.

**CS 3.8.2** The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.

**(Instruction of library use)**

Compliance  Non-Compliance

Lord Fairfax Community College (LFCC) ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources. Learning Resource Center (LRC) staff members offer regular on-campus orientation and instructional sessions for faculty, including general library orientation/tours and specialized course-specific instruction. During the fall 2012 semester, 63 sessions were conducted with 1,034 students taught, including three sessions at the Luray-Page County Center and three at other off-campus sites. In addition to formal presentations, librarians also instruct students in the use of the library and materials at the point of need. One-on-one support is available in person at both libraries or through the LRC website via text messaging (SMS), email, and [LRC Live](#), a 24-7 shared reference chat service. The library also posts course-specific and subject-specific [LibGuides](#) on the LRC web site and through links in Blackboard courses. In addition, the library website offers a [Library Answers FAQ](#), which provides answers to common questions and step-by-step instructions for various tasks, such as [renewing library materials online](#).

All LFCC students enrolled in a degree program and certain certification programs are required to take an [orientation course](#) before graduation: SDV 100 College Success Skills or SDV 101 (either Orientation to the Health Professions or Orientation to the Visual Arts). Each course has a library component in which students come to the library for a tour and instruction or a librarian visits the classroom to introduce the library and demonstrate the use of online resources. Students are given an assignment that requires the use of specific library resources and the library staff grades the assignment. According to the [LFCC Current Student Survey](#) for fall 2012, 73% of students report taking an SDV course, and 51% took it in their first semester. Among the most helpful course topics in SDV courses, student rate college resources 61% and academic planning 60%. In a [post-instruction SDV survey](#) conducted during the fall 2012 semester, over 85% of students reported feeling more confident about conducting library research.

### **Distance Learning**

In Fall 2012, approximately 95% of respondents to the [LFCC Current Student Survey](#) rated LFCC's library services as very good/good, up from 90% in 2011. [Students who attend classes primarily online](#) rate library services very good (59%), comparable to those for the physical campuses at Middletown (61%) and Fauquier (58%).

In the [Spring 2013 LFCC Library Survey](#), 36.8% of online students rate the library's website as "very easy – I can find what I'm looking for without help," comparable to the Middletown (32.1%) and Fauquier (39.0%) results. Among all students, 36.3% rated themselves "very comfortable – I can use the catalog and find books without help" and the online figure is 36.8%. Online students rate that they are "very comfortable – I can use the databases and find articles without help" (38.9%), compared to 37.6% of all students. Online students' overall satisfaction with the library is rated very satisfied by 66.7%, 65.6% for all students.

**CS 3.8.3** The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution. **(Qualified staff)**

X  Compliance \_\_\_ Non-Compliance

Lord Fairfax Community College (LFCC) provides a sufficient number of qualified staff, with appropriate education or experiences in library and/or other learning/information resources, to accomplish the mission of the College. Three of the staff, including the director, are professional librarians with master’s degrees in library science from American Library Association-accredited programs, and several of the staff have extensive library experience. The three librarians collaborate on collection development, provision of online services, and library instruction, including visits to dual enrollment sites.

Two of the professional librarians report to the director of learning resources, who reports to the vice president of academic and student affairs. The Fauquier library classified staff report to the Fauquier Campus librarian, while the Middletown library classified staff report to the director of learning resources. The [LRC organizational chart](#) documents that the Middletown library employs seven full-time and two part-time staff, including two librarians. A list of [LFCC LRC Staff Qualifications](#) provides additional documentation. The Fauquier Campus employs three full-time staff, including one librarian. Both campuses typically employ work-study students during the fall and spring semesters.

All library staff are involved in setting goals and objectives for the library by participating in monthly staff meetings where potential projects are discussed and planned. In addition, individual staff members work collaboratively with their supervisor to develop personal annual goals every year.

Library staff, like all other staff, are required to participate in 40 hours of professional development activities during the year. The College offers an ongoing program of development opportunities held monthly during the fall and spring semesters, with topics ranging from information

technology to business office procedures. In addition, the library offers support for attending national and regional conferences and workshops off-campus, which last year included such events as the statewide interlibrary loan conference and the annual LOEX conference on library instruction.

All library services are available to dual enrollment students and all staff members have helped serve dual enrollment students in person, through email, and on the website. Dual enrollment students have made use of Interlibrary Loan, reference, and online chat services. Librarians annually present information on library services and resources to dual enrollment faculty during their [professional development day](#). The [LFCC Dual Enrollment Student Handbook](#) contains information about library resources and services. The [Office of High School Outreach](#) forwards email updates concerning library resources and services to dual enrollment faculty throughout the year. The LFCC libraries are larger and offer a more robust and varied collection of print and online resources than their high school counterparts.

The LFCC Academic Center for Excellence (ACE) was established in January 2013 for all Lord Fairfax Community College students as a one-stop shop for auxiliary learning and is located on the Middletown Campus, Fairfax Hall, room 319. ACE offers tutoring, TRIO Student Support Services Program, academic success workshops, peer mentoring, and more. The motto of the center is "Let us help you ACE your classes" because the ACE offers LFCC students a range of tools that will contribute to their success. The [ACE staffing chart](#) includes seven staff members across the Middletown, Fauquier, and Luray-Page County locations. Four additional staff members are located at the Middletown Campus [Testing Center](#). All of these staff report to the associate dean of student services.

The [LFCC Spring 2013 Library Survey](#) found that over 92% of students feel "comfortable" or "very comfortable" in asking staff for help. Over 85% of students who had interactions with the staff described them as meeting or exceeding expectations. When interacting with library staff, 32.2% of students report that they "exceed my expectations" and another 53.0% report that staff "usually meet

my expectations.” The staff are described as friendly (79.2%), helpful (77.3%), knowledgeable (72.1%), and courteous (67.3%).

### **Distance Learning**

Ratings in the [LFCC 2013 Library Survey](#) about staff are relatively the same for online students and those on-campus and in dual enrollment programs. Friendly is the term used by 86.7% of online students, up from 79.2% for all types of respondents. Courteous is slightly lower at 53.3% than overall (67.3%). Knowledgeable is higher at 93.3% than overall (72.1%) and helpful is higher at (86.7%) than overall (77.3%). Among online students, 47.1% are very comfortable and 52.9% are comfortable in asking the library staff for help. When they interact with library staff, 27.8% report that they “exceed my expectations” and 44.4% that they “usually meet my expectations.”

### **E. Student Services:**

**CR 2.10** The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. **(Student Support Services)**

Compliance \_\_\_ Non-Compliance

Lord Fairfax Community College (LFCC) provides a broad array of student support programs, services, and activities consistent with its [mission](#) to provide a positive, caring, and dynamic learning environment that inspires student success. This learning and student-focused environment provides comprehensive student services to all students, whether classes are taken on one of the campuses, at an off-campus site, or through distance learning. In addition, library support services are described in [Comprehensive Standard 2.9](#) and the Academic Support Services in [Comprehensive Standard 3.4.9](#)

LFCC's student support programs, services, and activities are organized in the following areas: (1) Academic Center for Excellence; (2) Counseling, Advising, and Career Services; (3) Student Life; (4) Financial Aid; (5) Admissions and Records; (6) Testing Services; (7) Transition Programs; (8) High School Outreach; and (9) Distance Learning.

### **Academic Center for Excellence**

The Academic Center for Excellence (ACE) provides students with several auxiliary learning opportunities including tutoring services, a TRIO Student Support Services Program, academic and student success workshops, retention assistance, peer mentoring, and assistance through the writing and math centers. ACE is available to new and returning students and works with other areas of the college to help identify and support at-risk students. Their services are available to students taking classes on-campus, off-campus, and online.

Tutoring Services: [Tutoring services](#) are available free to any student enrolled at LFCC. Students may access these services on a walk-in basis at the Middletown Campus or by appointment at both the Fauquier Campus and the Luray-Page County Center. A [full schedule of tutoring options](#) is provided on the LFCC website each semester for students at any location or online. The tutoring staff is highly trained and is supervised by the associate dean of student services and the academic support programs coordinator. The College employs 27 tutors and serves an average of 145 students per month. The fall 2012 Current Student Survey indicated that 88% of students rated their tutoring experience as good or very good.

TRIO Student Support Services Program: The [nationally known program](#) is designed to help meet the academic, social, personal, cultural, emotional, financial, and vocational needs of those eligible. Eligibility is based on those students who demonstrate an academic need and meet at least one of the following criteria: they must be first-generation college students, low-income, or have a documented disability. Students in the TRIO program have more direct access to counseling and advising services,



transfer assistance, and social and cultural activities. TRIO students also have the same access as other students to tutoring and disability services. The TRIO program serves approximately 160 students on the Middletown Campus. For the 2011-12 assessment year, TRIO students had a persistence rate of 84%. Ninety-two percent of TRIO participants were considered to be in good academic standing, as defined by having a cumulative G.P.A. of 2.0 or higher, without being on academic warning or probation. Within the 2011-12 assessment year, 28% of participants graduated with an associate's degree or a certificate, while 9% of the participants graduated with an associate's degree or certificate and transferred to a four-year institution.

Academic and Student Success Workshops: ACE offers a variety of academic and financial success workshops throughout the year aimed at providing students with additional success skills that can be utilized both in and outside of the classroom. The [semester schedule](#) of workshops is posted on the ACE website. For students who cannot attend or who take classes online, these presentations are posted online. In the 2013 spring semester, ACE offered 24 workshops and served 45 students. Starting in fall 2013, these workshops are recorded and posted for all students to access online.

Retention Assistance: The associate dean for ACE works with the retention specialist to oversee college-wide retention efforts and initiatives in support of the [college goal](#) to increase student success. The associate dean chairs the Retention Committee made up of administrators, staff, and faculty. This committee is charged with looking at best practices in community college retention as well as assessment of retention strategies implemented at LFCC. Additionally, the retention specialist creates, implements, and sustains a variety of retention efforts on a daily basis. One of these efforts is our Early Alert Program.

The Early Alert Program allows all faculty, including those teaching at an off-site location and online, the opportunity to identify students who feel they are at risk for a variety of reasons—attendance, performance, personal issues, etc. Once a faculty member submits the online [Electronic](#)

[Alert Form](#), the retention specialist follows up with the student that the faculty member has identified. The retention specialist also connects with the student's other instructors to see if the student is struggling in more than one course. When the retention specialist meets with the student regarding the alert, the specialist talks with the student in detail to identify the source of the issue. From there, the retention specialist and student create an action plan to address any issues and create a pathway to success. The retention specialist also closes the loop by reporting back to the faculty member the status of each alert. For the spring 2013 semester, faculty submitted a total of 290 alerts.

Additionally, the College employs a nursing retention specialist who works with current students in the ADN, LPN Transition, and Practical Nursing programs. This specialist provides tutoring, one-on-one assistance, testing remediation, and open skills labs. For the spring 2013 semester, the nursing retention specialist met with 65 students. Of those 65 students, 43 are still enrolled in one of the nursing programs.

Peer Mentoring: The college offers a program called "[Student 2 Student – An LFCC Peer Mentor Program](#)" to all first-year students to help them navigate the college experience. During the 2012-2013 academic year, six students were trained as lead mentors. They completed a series of workshops and sessions throughout the year on how to connect with and mentor fellow students. Starting fall 2013, LFCC launched its mentoring program at the Middletown Campus, selecting 10-12 mentors for the next academic year. Each mentor is assigned 10 students per academic year. Mentors keep a log of all interactions and communications with their mentees. Mentors also receive additional training throughout the year. The program is closely monitored and evaluated by the associate dean of student services and TRIO counselor.

Writing and Math Centers: The purpose of the writing and math centers is to help students develop the skills necessary to be successful in their academic program. Both centers employ faculty and staff who are well qualified and trained to deliver these services to students. Both centers are located at

the Middletown Campus and provide day and evening hours for student convenience. For those students taking classes at another location or online, the center provides online resources, handouts, and tutorials on the web pages [www.lfcc.edu/mathcenter](http://www.lfcc.edu/mathcenter) and [www.lfcc.edu/writingcenter](http://www.lfcc.edu/writingcenter). In addition, all LFCC students have access to instant-messaging writing help, which allows students to chat with a writing consultant. Students can receive feedback for papers via their college email account. Starting in fall 2013, the math center will provide online videos that focus on developmental math topics. These videos integrate interactive practice questions to test competencies and provide resources to help them further excel in these areas. These videos help students prepare for placement testing and succeed in their current developmental math courses.

### **Counseling, Advising, and Career Services**

The Counseling, Advising, and Career Services department provides student support in the areas of academic advising, career services, disability services, transfer planning, connection with community resources, and assistance for veteran and international students. Resources for students are provided online through the [College's website](#).

Academic Advising: All new students at LFCC, except those enrolled at local high schools through dual enrollment, attend a new student advising appointment (either in-person or via phone). At this appointment, students are provided program planning, transfer planning, and career planning assistance. For current students, academic advising services are available for students at all locations, as well as online. These are provided by counseling and academic advising staff, as well as full-time faculty. Students can access advising through the Academic Advising Center located on the Middletown Campus, by making an appointment with an academic advisor or counselor at the Fauquier Campus or Luray-Page County Center, or by making an appointment or seeing a faculty member during office hours. In addition to these options, students can receive academic advising support from an advisor or faculty member

online. LFCC has a comprehensive bank of online advising information to support students' self-advising efforts. In addition, faculty in some academic disciplines have created Blackboard advising organizations in order to better communicate with and advise program-placed and prospective students. For examples, see: [LFCC IT Advising Information Systems Technology](#), [Administrative Support Technology](#), and [Nursing](#).

Academic advising for off-campus high school sites is accomplished through the [LFCC High School Outreach Office](#). The High School Outreach staff handle advising for all dual enrolled students, although all dual enrolled students also have access to online and on-campus advising services. Students and parents meet with either the coordinator for dual enrollment or the dean, who oversees high school outreach. High School Outreach staff work hand-in-hand with high school guidance counselors to provide up-to-date information about the College's programs and processes. Two high school counselor meetings are held annually in December and [April](#) to ensure that high school guidance counselors have the most accurate information related to dual enrollment. This forum provides an opportunity for counselors to learn about four-year school expectations, LFCC programs and processes, placement testing, and other changes to programs at the College.

The College employs nine career coaches that serve 12 of the 16 public high schools in LFCC's service region. [Career coaches](#) work directly with dual enrollment students in the high schools to provide placement testing, assistance with admissions and financial aid applications, and advising about careers and what courses to take to meet the prerequisites of the College's programs. These coaches are supervised by the High School Outreach Office and are provided [yearly training by both LFCC and Virginia Community College System \(VCCS\) staff](#).

In addition to on-campus advising, students enrolled in the Business Management Program, offered at Navy Federal Credit Union (NFCU), also have access to academic advising. The lead faculty member in the Business Management Program is on-site at NFCU at least two days per week with

scheduled office hours and is available to meet with students to advise them on courses, the registration process, and answer questions related to their progress. Access is available to online and on-campus advising services.

Career Services: The College provides career planning resources on the [website](#), as well as in person at any of the College's three primary locations. LFCC uses the College Central Network to connect LFCC students with local job opportunities. In addition, staff members work with students to develop job readiness skills through workshops and student development courses and meet with them one-on-one for career counseling sessions. Staff members coordinate with faculty in applied science programs to provide presentations on job readiness skills in the classroom and to connect students with job recruiters in related fields. LFCC currently employs a career coach for the health professions and a job placement coordinator for the health professions. These individuals work together to advise students, from the time they first enroll to the time they are accepted into a health program to helping them get a job within their field. All associate's degree and certificate students are required to take a College Success Skills (SDV) course. Part of the curriculum for this course is information about career resources, resume writing, interviewing skills, and completing the Wizard assessments.

Disability Services: LFCC is committed to ensuring that students with documented disabilities have an opportunity to take part in educational programs. The College employs a full-time disability services counselor to coordinate those services. The disability services counselor supports students for all locations, in coordination with designated advisors or guidance counselors at the high schools, and works to make accommodations and resources needed by students available regardless of location or modality. In addition to working with students, the counselor provides training and professional development to faculty on how to best accommodate students in the classroom. The [disability services web page](#) on the LFCC site promotes available services and explains how to access them. Since 2010, the

number of students requesting academic accommodations has increased from 88 to 155 students and the number of deaf or hearing-impaired students requiring interpreting services has tripled.

Transfer Planning: With approximately [38.3%](#) of LFCC students enrolled in a transfer associate's degree program, the College offers students a full range of on-campus, off-campus, and online services to support the transfer [mission](#) of the College. The [goal](#) of the transfer planning and advising office is to provide timely, up-to-date information to students and to help students use web resources about transferring to a four-year institution. Each year, the College takes students to several of the universities to which LFCC students frequently transfer, such as James Madison University, Shenandoah University, Virginia Tech, and Radford. In addition, the College invites representatives from institutions where there is an articulation agreement in place to set up a booth in the student lounge, provide presentations to interested students, and offer individual student advising appointments. Furthermore, LFCC provides office space for transfer counselors from local institutions to meet with prospective transfer students. Any enrolled LFCC student can make an appointment with these representatives.

LFCC hosts the Virginia Association of Collegiate Registrars and Admissions Officers (VACRAO) school tour with stops on both the Middletown and Fauquier campuses, giving students the opportunity to meet with transfer representatives from a wide range of institutions. This year, a transfer fair was hosted at the Luray-Page County Center and a nursing transfer fair was provided for second year nursing students. The College redesigned its [transfer web page](#) to offer a more user-friendly transfer guide. The web page advertises and markets transfer events and provides students with transfer planning tools and direct links to important transfer information on websites of various colleges and universities, including every four-year institution with an articulation agreement.

Connection with Community Resources: LFCC faculty and staff are trained to refer students in crisis to the counseling and advising staff, who are trained in connecting students to community resources that offer social, financial, and mental health support. All counselors use the United Way Community

Services Directory and the Concern Hotline Sourcebook to make appropriate and timely referrals. Students who are actively suicidal or at risk for self-harm are immediately referred to Northwestern Community Services, the local mental health community services board, for evaluation. The college maintains a list of resources on the website [www.lfcc.edu/communityresources](http://www.lfcc.edu/communityresources). This site provides resources in the community that assist with housing, food, counseling, addiction, and other needs. Additionally, LFCC has a [threat assessment management team](#) that meets weekly to discuss issues identified by the LFCC community via the “[See Something, Say Something](#)” online report form. This team works to identify any threatening behavior and to resolve it in order to keep the LFCC community a safe place to learn and work. The team is made up of members from each of the three primary locations.

Assistance for Veteran and International Students: LFCC employs a full-time veteran and international admissions specialist dedicated to working with veterans and international students. Currently, there are 138 veterans enrolled in credit programs as well as 17 students attending LFCC on an F-1 student visa. For the past two years, LFCC has been [recognized](#) by G.I. Jobs as a Military Friendly School due to its commitment to serving veterans and their families. Veteran students at LFCC have the benefit of registering early for their courses each semester and are recognized for their service on holidays that honor service members and their families. International students are celebrated at the [Global Awareness Day](#) each year and have the opportunity to share their culture with fellow students. Resources for these students are available by visiting the [veteran’s affairs](#) and [international students](#) web pages on the College's website.

## **Student Life**

The Student Life Office provides services to students geared toward their first year in college, as well as extracurricular opportunities to experience LFCC outside of the classroom. Some of the services this office provides are student development course offerings, student activities, wellness and athletic

programs, a bi-monthly student newsletter, and coordination of new student registration and welcome day.

Student Development (SDV) Courses: All students enrolled in a degree program have an SDV requirement in their first semester. Some degree programs have special versions of [SDV courses](#) which blend the curriculum of SDV 100 course with occupational-specific orientation. Those include SDV 101 for the health, information technology, education, virtual assistant, and health information management professions. These courses are offered at many locations and online and in different session/semester lengths to meet the needs of students.

Student Activities: Research has shown that students who are engaged and involved on campus are more likely to reach their educational goals. To that end, LFCC encourages students to become involved in [college-wide clubs, organizations, and cultural events](#). The College class schedule is set up to provide a break from 12:15 to 1:00 pm each day to allow for club meetings and other activities. [Clubs and organizations](#) are listed on the College website with contact information for the club sponsor. All students enrolled at the College, regardless of where the student takes classes, can participate in student activities free of charge. The LFCC fall 2012 Current Student Survey indicated that 22% of the student population participates in student activities. Approximately 55% of students reported that student activities interest them. The survey indicated that most students enjoy social, wellness, athletic, educational, and cultural events. As a result, the department focused on offering more of those types of programs.

Wellness and Athletics: The College currently has [men's and women's rugby, men's and women's soccer, and men's and women's basketball teams](#). LFCC employs an outreach and athletics specialist to facilitate outreach activities and oversee athletic programs. Throughout the year, the Student Activities Office also offers Zumba, yoga, softball, and volleyball. The results of the 2010 [LFCC Current Student Survey](#) indicated that the students, faculty, and staff all felt that there was a need for a



fitness facility. As a result, the [Student Union Building](#) will be completed in January 2014 and will include a fitness facility and physical education classrooms.

Student Newsletter: LFCC Focus is an online student newsletter created to promote student events, important deadlines, club and organization meetings, and student successes. A link to this [newsletter](#) is emailed to students each Monday, along with a brief description of the week's events. LFCC Current Student Survey results suggest that students prefer to learn about events through email. The Student Life Office also created [Facebook pages](#) for each campus's student activities program.

New Student Registration and Welcome Day: From 2008 to 2010, LFCC required all new students to attend a face-to-face new student orientation. Orientations were held several times a year on various days and at various times to accommodate student needs. Overall, the program was a positive experience for students. It helped familiarize them with staff and the facilities, and students were able to develop an appropriate first semester schedule. However, survey results from the orientation indicated that some students were frustrated with the required face-to-face, four-hour orientation. There was also feedback from staff members about the time commitment required for the large number of orientations required during the summer and late fall months. As a result, LFCC redesigned its orientation efforts to create a registration and orientation process that is more convenient, flexible, and thorough for students.

In 2011, with funding from the VCCS Chancellors Innovation Fund, LFCC created a [New Student Orientation Video](#). This video received the [VCCS Excellence in Communication Award and a District 2 Excellence Award from National College Marketing and Public Relations](#). The new student orientation video outlines the resources and processes new students must be familiar with before attending their first semester. The video can be viewed from the LFCC website from any location. After watching the video, students are directed to a website that outlines how to schedule an advising appointment or visit during walk-in hours. The advising of new students now takes place on an individual basis, with the

student, the advisor, and any supportive party that the student wishes to bring to the appointment. Note that dual enrollment students are still advised in person through the High School Outreach Office and career counselors in the high schools. New students attending LFCC and taking classes online can meet with an advisor via phone if desired. LFCC conducted a survey of new students about this new process and found that students appreciated the flexibility and the one-to-one attention received.

In order to further introduce new students to the LFCC campuses, faculty, resources, and services, the College holds a [New Student Welcome Day](#) on the Saturday before classes start for the fall and spring semesters. Students come to campus to take a tour, find their classrooms, meet their teachers, attend special sessions about transferring, get acclimated to the College, and become familiar with Student Life. Survey data suggest that participants find the event beneficial.

## **Financial Aid**

The [Financial Aid Office](#) provides access to educational programs through federal and state financial aid programs, work study, the student loan program, and scholarships. During the 2011-12 academic year, LFCC awarded over \$12.9 million dollars in grants, loans, work-study funding, and scholarships to more than 3,300 students. Financial aid outreach and education is a major part of the [College's Goal of Affordability](#). For 2012-13, the College has a goal to increase the number of students who apply for and receive financial aid and scholarships by 3% over 2011-12. This goal ties in with the Virginia Community College System goal in the [VCCS Achieve 2015 Strategic Plan](#).

To help meet these goals and the needs of the students, the financial aid office offers many workshops at the high schools in LFCC's service region. In 2013, LFCC conducted financial aid workshops in the evening at 10 high schools in the service region. In addition, LFCC hosts an annual [Super Saturday event](#) to help families complete the FAFSA. The College offers workshops explaining the financial aid process and support for students and families completing the FAFSA at each of its three primary

locations. At LFCC's regional high schools, financial aid personnel provide support to the career coaches, who help students complete the FAFSA and serve as a resource. The Financial Aid Office has meetings several times a year with College faculty, staff, and career coaches to address questions and provide regulatory updates. The Financial Aid Office has regular meetings with the admissions office, business office, counseling and advising, and foundation staff to provide training and get feedback on current processes so that the units working directly with students have a full understanding of financial aid's impact on enrollment and student success.

The fall 2012 LFCC Current Student Survey indicated that 85% of the students rate the financial aid services at LFCC as either very good or good. Furthermore, 89% of the respondents reached out to the Financial Aid Office for help in understanding the application process and responded that they strongly agreed/agreed that it was very helpful in completing this process.

### **Admissions and Records**

The [Admissions and Records Office](#) provides a variety of services to students, including assistance with applying to the College, registering for classes, getting admitted into a program, having courses evaluated for transfer credit, requesting transcripts and course substitutions within a program, dropping or withdrawing from a course, making schedule changes, applying for graduation, and other general admission or curriculum questions. The College has full-time staff at the Middletown and Fauquier campuses and the Luray-Page County Center and offers resources on its website for online students. Students who have questions at off-campus locations, such as high schools or Navy Federal Credit Union, can contact career coaches and faculty there or use the online resources. They may also phone one of the offices.

## **Testing Services**

The Testing Center administers placement testing for writing, reading, and math to entering students. The staff offer test-taking tips and strategies, practice tests, and an online [“Are You Ready?”](#) website to prepare students for the placement test. Math and English faculty have populated the "Are You Ready (Improve Your Results)" section of the website for preparing to take the Virginia Placement Test. The English and math faculty have also prepared streaming videos on how to prepare for taking the placement test (i.e., “Tour of the VPT English” and “Tour of the VPT Math” placement tests) that are posted on the site. These tests may be taken at all three primary LFCC locations, as well as at dual enrollment high schools. The Testing Center staff train career coaches and guidance counselors on how to administer placement testing in the high schools.

## **Transition Programs**

LFCC and the [Office of Transition Programs](#) provides students with services to prepare for college and career readiness. The programs offered by this office include: (1) Middle College; (2) Great Expectations; (3) On-Ramp; (4) Adult Job Placement Services; and (5) Adult Basic Education. In addition to a director, this office is staffed by seven full-time and part-time, highly qualified employees to ensure that these services are available to at-risk students in the LFCC community.

Middle College: The [Middle College Program](#) provides services to adults age 18 to 24 who have not earned a high school diploma or G.E.D. This program provides instruction for G.E.D. attainment, acquisition of a Career Readiness Certificate, and skills to move on to postsecondary education. A coach works with students to address their needs and provide supportive services to assist in persistence and retention.

Great Expectations: [Great Expectations](#) is open to students under 25 who have been in the foster care system or were a special needs adoption. The Great Expectations coach provides support services and assistance with college processes that promote retention and persistence.

On-Ramp: The College manages the On-Ramp program to provide financial assistance for tuition to individuals who have experienced job loss. These funds can be for either credit or non-credit programs. One-on-one counseling and support are provided to help ensure student success.

Adult Job Placement Services: As part of a Department of Labor TAACCCT grant received statewide, a job placement coordinator is available to help students in the health sciences find employment in their field. The College provides services such as resume writing, interviewing skills, and managing workplace expectations. The job placement coordinator works with several healthcare employers in the area to conduct on-campus interviews.

Adult Basic Education: LFCC oversees the Northern Shenandoah Valley Adult Education program, providing GED preparation and testing, adult education, and English as a Second Language classes to residents from the counties of Clarke, Frederick, Page, Shenandoah, Warren, and the City of Winchester. The College provides basic skills courses for students who need remediation in specific areas. The program serves approximately 1,200 individuals annually.

## **High School Outreach**

The [Office of High School Outreach](#) is the central point of contact for students enrolling in dual enrollment courses. High school juniors and seniors, as well as home-schooled students, may enroll in selected LFCC courses taught at their respective high school, technical center, or courses offered by the College off-campus, on-campus, and online. The office's primary mission is to coordinate and provide support to high schools (both public and private) as well as the Governor's Schools throughout LFCC's service region. The office manages the dual enrollment program and provides support to dual enrolled

students as they plan their studies. High school students who elect to take dual enrollment classes online or on-site have access to all of the same services as any other LFCC student. Students taking courses at their respective high school work with a [career coach](#) who is employed by LFCC and embedded in the high school. Career coaches work with high school guidance counselors to assist with the college application process, placement testing, course selection, program information, seeking scholarships, and career planning. Dual enrolled students have access to student email accounts, library services, and access to the Student Information System and Blackboard learning management system. The only services they do not have access to are TRIO and financial aid, due to federal eligibility requirements. Interested dual enrollment students have access to all on-campus services, such as student activities and clubs. Faculty often participate in career fairs at the various high schools and meet directly with dual enrolled students about programs offered on campus.

According to the [fall 2012 LFCC Current Student Survey](#), dual enrolled students rate the College's student support services very highly. The following percentages of online students rate each unit within the student affairs division as very good/good: academic advising/counseling (83%), registration/admissions (88%), financial aid (80%), tutoring services (85%), testing center (88%), Transition Programs (92%), student activities (85%), and disability services (90%). These numbers are comparable to or higher than those for the Middletown and Fauquier campuses.

### **Distance Learning**

The primary mission of the Instructional Technology and Distance Learning Office ([ITO](#)) is to provide vision, leadership, and support in the appropriate use of educational technology and media for teaching and learning and in the development and continuation of quality distance education programs. The ITO supports students in using technology for learning in classrooms and at a distance. The office is open to students for walk-in assistance during the day and also monitors an online Help Desk for

approximately 12 hours each day, with a response time of under 12 hours for students who request assistance with the VCCS content management system (Blackboard Learn), as well as other campus or VCCS-wide educational technology tools. The office is responsible for the administration of Blackboard Learn and posts relevant student announcements on the main login page of the system, including: how to get homework help from the Academic Center for Excellence: how to get a student ID card or parking permit; how to register for the LFCC Alert system; and other student news and information.

The College provides guidance for students on how to enroll in distance programs and courses at LFCC. The ITO office maintains a website with information about online learning called ([Is Distance Learning Right for Me?](#), including a [Technology Skill Inventory](#).) This site also includes “[Resources for Students](#)”, with links to information about how to get started using [Blackboard Learn](#) and other educational technology tools at LFCC. In cooperation with ACE, the ITO conducts student success workshops on a range of topics such as [using Blackboard Learn](#), Using Google Drive, and How to Store and Move Electronic Files. These workshops are conducted face-to-face and streamed real-time to online or off-campus students. They are recorded and made available online.

According to the [fall 2012 LFCC Current Student Survey](#), distance learning students rate the College's student support services very highly. The following percentages of online students rate each unit within the Student Affairs Division as very good/good: academic advising/counseling (85%), registration/admissions (96%), financial aid (87%), tutoring services (87%), testing center (88%), Transition Programs (89%), student activities (90%), and disability services (77%). These numbers are comparable to or higher than those for the Middletown and Fauquier campuses.

**CS 3.4.9** The institution provides appropriate academic support services.

**(Academic Support Services)**

X Compliance \_\_\_ Non-Compliance

Lord Fairfax Community College (LFCC) provides a broad array of academic support services consistent with its [mission](#) and values, which foster a positive, caring, and dynamic learning environment that inspires student success. This learning and student-focused environment provides comprehensive academic services to all students, whether they are taking classes on campus, at an off-campus site, or through distance learning. The College also provides extensive support and professional development services for its faculty. See [Comprehensive Standard 2.9](#) and Student Support Services outlined in [Core Requirement 2.10](#).

### **Student Academic Support Services**

The College's [2012-2013 Goals](#) focus on seven key areas, one of which is Student Success. This particular goal responds to the need to improve retention and provide additional learning opportunities to support more students graduating or earning a workforce credential.

One of the key student support units is the Academic Center for Excellence (ACE), which provides students with several learning opportunities including tutoring services, the TRIO student support services program, academic and student success workshops, retention assistance, and assistance through writing and math centers. ACE is available to new and returning students, including those taking classes off-site and online.

Tutoring Services: [Tutoring services](#) are available free to any credit student enrolled at LFCC. Students may access this service on a walk-in basis at the Middletown Campus or by appointment at both the Fauquier Campus and the Luray-Page County Center. Off-campus students, such as those taking dual enrolled classes at a high school or at Navy Federal Credit Union (NFCU), can utilize tutors at any of the three primary LFCC locations. A [full schedule of tutoring options](#) is provided on the LFCC website each semester. The tutoring staff is highly trained and is supervised by the Associate Dean of Student Services and the Academic Support Programs Coordinator. The College employs 27 tutors and



serves an average of 145 students per month with tutoring. The fall 2012 Current Student Survey indicated that 88% of students rated their tutoring experience as good or very good.

TRIO Student Support Services Program: This [nationally known program](#) is designed to help meet the academic, social, personal, cultural, emotional, financial, and vocational needs of those eligible for the program. Eligibility is based on demonstrating an academic need and meeting at least one of the following criteria: first generation student, low-income, or documented disability. Students in the TRIO program have more direct access to counseling and advising services, transfer assistance, and social and cultural activities. TRIO students also have the same access as other students to tutoring and disability services. The TRIO program serves approximately 160 students on the Middletown Campus. For the 2011-12 assessment year, TRIO students had a persistence rate of 84%. Ninety-two percent of TRIO participants were considered to be in good academic standing, as defined by having a cumulative G.P.A. of 2.0 or higher, without being on academic warning or probation. Within the 2011-12 assessment year, 28% of participants graduated with an associate's degree or a certificate, while 9% of the participants graduated with an associate's degree or certificate and transferred to a four-year institution.

Academic and Student Success Workshops: ACE offers a variety of academic and financial success workshops throughout the year aimed at providing students with additional success skills that can be utilized both in and outside of the classroom. The [semester schedule](#) of workshops is posted on the ACE website. For students who cannot attend or who take classes off-site or online, these presentations are posted online. For the 2013 spring semester, ACE offered 24 workshops.

Writing and Math Centers: The purpose of the writing and math centers is to help students develop the skills necessary to be successful in their academic program. Both centers employ faculty and staff who are well qualified and trained to deliver these services to students. The centers have day and evening hours for student convenience. For students taking classes at an off-site location or online, the center provides online resources, handouts, and tutorials for [math](#) and [writing](#). In addition, all LFCC

students have access to instant messaging writing help, which allows students to chat with the Writing Consultant and receive feedback on papers via their college email account. Starting this fall, the math center provides online videos that focus on developmental math topics that students can view. These videos include interactive practice questions to test math competencies and provide resources to help students further remediate in these areas.

### **Counseling, Advising, and Career Services Unit**

A second department in the College that provides significant academic support services for students is the Counseling, Advising, and Career Services Unit. This department provides student support in the areas of academic advising, career services, and disability services. See also other student services outlined in [Core Requirement 2.10](#), including transfer planning, connection with community resources, and assistance for veteran and international students. Resources for students are provided online through the [college's website](#) and are available to students taking classes at any location or online.

Academic Advising: All new students at LFCC, except those enrolled at local high schools through dual enrollment, attend a New Student Advising Appointment (either in-person or via phone). At this appointment, students are provided with program planning, transfer planning, and career planning assistance. For current students, academic advising services are available at the College's three primary locations, as well as online. These services are provided by counseling and [academic advising staff](#), as well as full-time faculty. Students can access advising through the Academic Advising Center located on the Middletown campus by making an appointment with an academic advisor or counselor at the Fauquier Campus or Luray-Page County Center, or by making an appointment or seeing a faculty member during office hours. In addition to these options, students can receive academic advising support from an advisor or faculty member online. Additionally, LFCC has developed a comprehensive

bank of online advising information to support students' self-advising efforts. Faculty in some academic disciplines have created Blackboard Advising Organizations in order to better communicate with and advise program-placed and prospective students. For examples, see: [Information Systems Technology](#), [Administrative Support Technology](#), and [Nursing](#).

Academic advising for off-campus high school sites is accomplished through the [LFCC High School Outreach office](#). The High School Outreach staff handle advising for all dual enrolled (DE) students, although all dual enrolled students also have access to online and on-campus advising services. Students and parents meet with either the Coordinator for Dual Enrollment or the Dean/Director who oversees high school outreach. High School Outreach staff work hand-in-hand with high school guidance counselors to provide up-to-date information about college programs and processes. Two high school counselor meetings are held annually in December and in [April](#) to ensure that high school guidance counselors have the most accurate information related to dual enrollment. This forum provides an opportunity for counselors to learn about four-year school expectations, LFCC programs and processes, placement testing, and other changes to programs at the College.

The College employs nine career coaches that serve 12 of the 16 public high schools in LFCC's service region. [Career coaches](#) work directly with DE students in the high schools to provide placement testing, assistance with admissions and financial aid applications, and advising of students about career pathways and appropriate courses to take while in high school to meet prerequisites for college programs. These coaches are supervised by the LFCC High School Outreach Office and are provided [yearly training](#) by both LFCC and Virginia Community College System (VCCS) staff.

Students enrolled at Navy Federal Credit Union (NFCU) have access to academic advising at the site. The lead full-time faculty member for the site is at NFCU at least two days per week with scheduled office hours and is available to meet with students to discuss their program of study in business

management, courses to take, the registration process, and other questions related to their degree progress. These students also have access to online and on-campus advising services.

Career Services: Resources are available on the [Career Services website](#) as well as in person at any of the College's three primary locations. LFCC utilizes the [College Central Network](#) to connect LFCC students with local job opportunities. In addition, staff work with students to develop job readiness skills through workshops, Student Development Courses, and one-on-one, career counseling sessions. Staff coordinate with faculty in applied science programs to provide presentations on job readiness skills in the classroom and to connect students with job recruiters in related fields. LFCC currently employs a Career Coach for the Health Professions and a Job Placement Coordinator for the Health Professions. These individuals work together to advise students in the health professions career track, from initial enrollment to acceptance into their desired health program to job placement into their field. All students enrolled in an associate's degree or certificate program are required to take a College Success Skills (SDV) course. Part of the curriculum for this course is information about career resources, resume writing, interviewing skills, and completing career inventory assessments.

Disability Services: LFCC is committed to ensuring that students with disabilities have an opportunity to take part in educational programs. The College employs a full-time disability services counselor to coordinate these services at locations, in coordination with designated off-site advisors or guidance counselors at the high schools. The disability counselor works to make sure that the accommodations and resources needed by students are available, regardless of location or modality. In addition to working with students, the counselor provides training and professional development to faculty on how to best accommodate students in the classroom. The College's [Disability Services website](#) promotes services available, as well as how to access those. Since 2010, the number of students requesting academic accommodations has increased from 88 to 155 students and the number of deaf or hearing-impaired students requiring interpreting services has tripled.

## **Office of High School Outreach**

A third College office responsible for providing academic support is the [Office of High School Outreach](#), which works specifically with dual enrolled students. High school juniors and seniors, as well as home schooled students, may enroll in selected LFCC courses taught at their respective high school, technical center, on-campus, and online. The Office's primary mission is to coordinate and provide support to public and private high schools, as well as the Governor's Schools throughout LFCC's service region. The office manages the dual enrollment program, while providing support to all dual enrolled students as they plan their studies. High school students who elect to take dual enrollment classes online or on-site have access to the same services as any other student. Students taking courses at their respective high school work with a [Career Coach](#) employed by LFCC but placed in the high school. These career coaches, along with high school guidance counselors, provide assistance with the college application process, placement testing, course selection, program information, scholarships, and career plans. Dual enrolled students have access to the same resources as any other LFCC student, including a student email account, library services, and access to the Student Information System and Blackboard learning management system. Interested dual enrollment students also have access to all on-campus services such as student activities and clubs. Faculty participate in career fairs at various high schools and meet directly with dual enrolled students about programs offered on campus.

## **Faculty Academic Support**

LFCC provides faculty with many opportunities for professional development and academic support that are consistent with the College's overall Organizational Development goal in its [Achieve 2015 Strategic Plan](#). The college maintains a robust professional development program and provides funding for formal coursework.

Professional Development: All full-time and adjunct faculty are required to maintain currency in their teaching discipline. In order to support this requirement, the college sets aside a professional development budget for each academic division. These funds can be used for faculty to attend conferences or participate in professional meetings related to their teaching field. Both full-time faculty and adjunct faculty have access to these resources. In addition to this division-level funding, the Human Resources Department at LFCC manages funds used to support the Educational Assistance and Continuous Learning Policy. These funds are used to pay for tuition and fees for full-time and adjunct faculty to take credit courses at LFCC or other institutions. These funds are available to full-time faculty upon hire. Adjunct faculty must be employed for two consecutive semesters to be eligible.

In addition to formal methods of professional development such as graduate classes and conferences, LFCC provides in-house opportunities for all faculty that are free of charge. Specific examples include:

1. The week prior to classes starting in both the fall and spring semesters, the College hosts a [College-wide Convocation](#) for all employees, which includes an outside guest speaker and professional development sessions. These sessions often focus on academic related topics and are presented by faculty.
2. During the fall and spring semesters, the College hosts a one-day [professional development seminar](#) created primarily for adjunct faculty members, including those teaching off-site or online. This seminar focuses on some aspect of pedagogy. Full-time faculty members are paired with adjuncts to help engage them in curricular discussions. For those faculty who cannot attend the onsite event, the [presentations](#) are posted online.
3. The College has an [Internal Professional Development Program](#) that is open to all employees and is scheduled on the fourth Thursday of the month. This program consists of 10 to 15

individual sessions, with many focused on instructional or technology-related topics. The materials are available online and many of the sessions are video archived.

4. For faculty who teach online, the LFCC Instructional Technology Office (ITO) provides ongoing professional development and consultation in the area of online course design. This includes [four series](#) that run throughout each semester. "Teach Online" and "Teaching 'N Technology" are held in a synchronous fashion online, attracting both full-time and adjunct faculty who teach on-campus, off-campus, and online. "Mobile Madness" is held face-to-face during the lunch hour and "Blackboard Shorts" is a three-minute or less video that is prerecorded and covers topics specific to the use of Blackboard learning management system at LFCC. These videos are posted to the ITO website and available to all faculty. One-on-one consultation and peer mentoring are available year-round to all faculty.
5. LFCC participates in the [TOTAL Workshops](#) offered through the Virginia Community College System. TOTAL (Topics in Online Teaching and Learning) workshops are a result of a 2012 VCCS Innovation Grant and recently won recognition at the 2013 VCCS New Horizons Annual Conference. These workshops vary from 2, 3 to 4 weeks in length and are focused on specific topics relating to online learning. Example topics are "Making Your Courses Accessible," "Developing Collaborative Activities," and "Designing Rubrics and Providing Feedback." There are ten TOTAL workshops offered on a rotating basis each semester. These are open to all faculty and are publicized by the LFCC Office of Instructional Technology.
6. Dual enrollment faculty have access to all of the professional development activities noted above. In addition, a DE Instructors Professional Development Meeting is held each academic year, with the most recent in [April 2013](#). At this meeting, dual enrollment faculty are provided with updates about programs at the college and meet with LFCC full-time faculty in their

discipline to discuss course alignment, student learning outcomes, use of best practices, get updates about technology and textbooks, and other matters.

7. In addition to these LFCC professional development opportunities, LFCC's Career Coaches who assist high school DE students have additional [academic support services training](#) provided by the Office of High School Outreach and the Virginia Community College System.

Discipline and Program Academic Resources: The College has full-time faculty who serve as both Program Coordinators and Discipline Coordinators (for more detailed information see Comprehensive Standard 3.4.11). These coordinators work with adjunct faculty to ensure consistency of course content and other administrative tasks; however, the coordinators also work with full-time and adjunct faculty to ensure they have access to all of the instructional resources used for a particular class or program. The Mathematics discipline coordinator creates courses in MyMathLab, a software program used by all faculty and students, and then provides instructions for how faculty may use it for their own classes. This guarantees that all faculty have access to the same instructional resources.

Many programs and discipline coordinators utilize Blackboard Organizations to share instructional resources with other faculty. One such example is the Student Development (SDV) Organization. All SDV instructors are added to the "SDV Instructors" Blackboard Organization upon hire. This Blackboard site provides the following resources to instructors: syllabus template, SDV exams, instructors manual, supplemental course materials, course demographic forms, a forum to share ideas, important academic dates, and much more. The Emergency Medical Services (EMS) program coordinator also utilizes a Blackboard Organization to share information and academic resources with all faculty teaching in the program. Other examples include English, where all faculty teaching an ENG prefix course are added to the Blackboard Organization in order to receive updates about course changes as well as minutes from English department meetings.



Additional Academic Resources: Beyond professional development and discipline or program-specific support, all faculty have access to academic resources such as the library, the MyLFCC web portal that includes access to the Blackboard Learning Management system, LFCC faculty email, information technology support, and instructional technology support. These resources are available through the college website or by contacting individual departments at the college. Further, the Academic Deans' offices provide all faculty with the textbooks and supplies needed to teach the assigned courses.

### **Distance Learning**

The College's [Instructional Technology and Distance Learning Office \(ITO\)](#) provides instructional assistance to students who have technology or distance learning questions or issues. The primary mission of the ITO is to provide vision, leadership, and support in the appropriate use of educational technology and media for teaching and learning and in the development and continuation of quality distance education programs. The ITO supports students in using technology for learning in classrooms and at a distance. The office is open to students for walk-in assistance during the day and also monitors an online Help Desk for approximately 12 hours each day, with a response time of under 12 hours for student requests for assistance with using the VCCS Content Management System (Blackboard Learn), as well as requests for assistance using other campus or VCCS-wide educational technology tools. The office is responsible for the administration of Blackboard Learn and posts relevant student announcements on the main login page of the system, including topics such as: how to get homework help from the Academic Center for Excellence (ACE); how to get a student ID card or parking permit; how to register for the LFCC Alert System; and other timely student news and information.

The ITO also provides guidance for students on how to find and enroll in distance programs and courses. The office maintains a web portal site that includes information for students who are

considering online learning, called ([Is Distance Learning Right for Me?](#) and including a [Technology Skill Inventory](#).) This portal offers online [Resources for Students](#), with links to information about how to get started using [Blackboard Learn](#) and other educational technology tools at LFCC. In cooperation with ACE, the ITO conducts student success workshops on a range of topics such as [Using Blackboard Learn](#), Using Google Drive, and How to Store and Move Electronic Files. These workshops are conducted face-to-face and streamed real-time to online or off-campus students. The workshops are recorded and are available online.

Among online students, 95% strongly agree/agree that "[instruction at LFCC is of high quality](#)," compared to 98% for Middletown and 95% for Fauquier. Faculty feedback about course progress and early notification of doing poorly also have very similar ratings. [Tutoring services](#) are rating very good/good by 87% of online students, compared to 90% for Middletown and 82% for Fauquier. The [Testing Center is rated](#) 88% very good/good for online versus 92% for Middletown and 80% for Fauquier.

**CS 3.9.3** The institution provides a sufficient number of qualified staff—with appropriate education or experience in the student affairs area—to accomplish the mission of the institution. **(Qualified staff)**

Compliance \_\_\_ Non-Compliance

Lord Fairfax Community College (LFCC) employs qualified personnel to ensure the quality and effectiveness of its student affairs programs. LFCC offers a comprehensive and integrated program of student services that meets the needs of students, from orientation and enrollment through degree progress and graduation. To accomplish the [College's mission](#) to provide comprehensive services within a community college, the College relies on an experienced and qualified team of student affairs professionals to oversee the following units: Student Life; Financial Aid; Admissions and Registration;

Counseling, Advising, and Career Services; the Academic Center for Excellence; the Office of High School Outreach; and the Office of Transition Services. Qualified staff are available at both LFCC campuses, as well as off-campus sites where more than 50% of a program is offered. All of these units are under the auspices of the vice president of academic and student affairs.

The College’s organizational structure is documented in the [LFCC Organizational Chart](#). Additional organizational charts are also provided in this report for [Student Affairs](#) and the [Office of Transition Programs](#). This structure adheres to the [VCCS Policy Manual Section 2-B](#) requirement for a college organizational structure. The position descriptions and academic qualifications of student affairs administrators and staff are documented in [LFCC Student Affairs Qualification](#). A list of these individuals is provided below, along with links to their curriculum vitae.

<b>Title</b>	<b>Position</b>	<b>Name</b>
Vice President of Academic and Student Affairs	<a href="#">298FA007</a>	Dr. Christopher Coutts
Dean of Business and Technology/High School Outreach	<a href="#">298FA062</a>	Brenda Byard
Dean of Students - Middletown Campus	<a href="#">298FA003</a>	Dr. Karen Bucher
Dean of Students - Fauquier Campus	<a href="#">298FA077</a>	Heather Burton, Interim
Associate Dean of Student Services	<a href="#">298GA050</a>	Dr. Mia Leggett
Director, Financial Aid	<a href="#">298FA005</a>	Aaron Whitacre
Director, Transition Programs	<a href="#">298GA021</a>	Lyda Kiser
Coordinator, Student Life and Information Services	<a href="#">298FA057</a>	Brandy Boies
Lead Counselor, Counseling and Advising Center	<a href="#">298FA078</a>	Amber Foltz

### **Programs and Personnel**

The dean of students at the Middletown Campus provides operational leadership and strategic planning for all five units of the Student Services Division which include: 1) Admissions and Records; 2) Counseling and Career Services; 3) the Financial Aid Office; 4) the Academic Center for Excellence; and 5) the Office of Student Life. The Dean of Students at Middletown holds a master's degree in counseling and a doctorate in community college leadership and has worked in higher education for more than 20 years as an instructor and administrator. The dean of students at the Middletown Campus also serves as

the college registrar and is responsible for enrollment management at the College. In addition, the Fauquier Campus also employs a dean of students to oversee student services and employees on that campus. This interim dean has a master's degree in counseling education and has worked in the community college system for seven years. Administrative personnel in the Student Services Division receive an annual performance evaluation by their immediate supervisor, based on the results of the College's 360-degree performance evaluation, their commitment to carrying out the [College mission](#), and the outcomes of their unit goals. Evaluations become part of the employee's permanent record.

#### Admissions and Records Office

The [Admissions and Records Office's](#) goals include promoting access, creating a supportive and welcoming climate, and providing excellent customer service. Each of the five staff members at the Middletown Campus and one staff member at the Fauquier Campus maintain a high level of student contact and are trained to meet the needs of a diverse student population. In addition to admissions and records, this office is also responsible for working with veterans and international students.

- The assistant registrar has a bachelor's degree in multidisciplinary studies. This person uses human relations skills to work with a diverse population and leads the office in providing exemplary customer service, evaluating transcripts, and certifying graduates, as well as providing office leadership.
- The veteran and international student specialist offers support for the College veterans and the international student population. The specialist is responsible for certifying attendance with agencies, such as the Veteran's Administration and SEVIS, and providing support for these students during their enrollment period.

These classified staff receive an annual performance evaluation completed by their immediate supervisor. Staff members are evaluated on specific job tasks identified in their employee work profile

and on their team approach to providing effective customer service. Evaluations become part of each staff member's permanent record.

### Counseling, Advising and Career Services

The Office of [Counseling, Advising and Career Services](#) provides comprehensive counseling and career services for both new and continuing students and serves students through individual appointments, group advising, orientation sessions, workshops, and walk-in services at all locations.

- The coordinator of counseling, advising and career services has a master's degree in criminology and criminal justice. This person has been employed at the College for 10 years as a counselor, instructor, and administrator. The coordinator provides oversight for counseling, advising, and career services at both the Middletown and Fauquier campuses.
- The College employs one counselor at the Middletown Campus who serves as the lead for disability services college-wide. This counselor has a master's degree in education with a concentration in special education and is a certified rehabilitation counselor. The Fauquier Campus also employs a counselor who serves as the lead at that location for students who need disability services.
- A core team of four professional advisors holding a minimum of a bachelor's degree and master's degree in counseling, student personnel services, and related fields work with students in the areas of transfer planning, advising, and career services.
- The health professions career coach has a master's degree in rehabilitation counseling and is a certified rehabilitation counselor. The coach works with students who are interested in health professions by providing advising and curriculum planning.
- The great expectations campus coach has a master's degree in psychology and has a background in family counseling, disability services, and individual counseling.

Each member of the counseling and career services team is evaluated annually by the coordinator of counseling, advising and career services, with input from the dean of students. Emphasis is placed on specific job functions and activities and on the staff member's role in expanding programs and services, promoting student success, and working as an effective team member.

#### Financial Aid

The [Financial Aid Office](#) administers all federal, state, and college financial aid programs, as well as the student loan program. Financial Aid staff help students navigate and understand the financial aid process so that they can get the maximum aid to which they are entitled. This requires technical expertise, the ability to work with a diverse population, and a strong commitment to customer service. Two full-time financial aid assistants at Middletown and one assistant at the Fauquier campus report to the financial aid director. The director holds a master's degree in business administration and has an extensive background in financial aid. Staff are evaluated annually by the director, with input from the deans of students.

#### Academic Center for Excellence

The [Academic Center for Excellence](#) provides testing, tutoring, retention, and academic coaching services for new and current students. In addition, this unit oversees the TRIO Student Support Services Grant. In the center, students are provided with a comfortable, welcoming, and positive environment in which they can test and improve their academic skills. Each member of the staff is trained to deliver excellent customer service and meet the needs of an at-risk and diverse student population.

- The associate dean of student services has a doctorate in educational administration with a concentration in community college leadership, with a strong background in retention services and developmental education.

- The TRIO Counselor has a master's degree in organizational leadership. This person works with students who need help with advising, goal setting, career planning, and transfer planning.
- The academic support programs coordinator holds a master's degree in management. This person is in charge of tutoring and learning labs. The coordinator hires, trains, and supervises all tutors and learning lab personnel.
- The retention advisor has a background in instruction, academic coaching, and retention services. This position works with students who are reported in the Early Alert Program and implements workshops on academic services such as time management, money management, and navigating the college technology.
- The Testing Center manager has a strong background in testing services. This person supervises placement testing and facilitates online testing.
- Tutors in the Academic Center for Excellence are all trained in their disciplines and are supervised by the tutoring coordinator. Tutors are able to evaluate each tutoring session using the TutorTrac software program.

These classified staff and the associate dean of student services receive an annual performance evaluation completed by their immediate supervisor. Staff members are evaluated both on specific job tasks identified in their employee work profile and on their team approach to providing effective customer service and offering meaningful student support services. Evaluations become part of each staff member's permanent record.

### Student Life

The [Office of Student Life](#) works with all other areas of student services to promote student success through a broad program of clubs and organizations; community service; intramural sports; social, cultural and international programs; and student government. The coordinator of Student Life

holds a master's degree in college student personnel administration. The coordinator reports to the dean of students at the Middletown Campus and is evaluated annually on the effectiveness of the student activities program in responding to the diverse needs of a commuter population. In addition to Student Life, the coordinator is responsible for judicial proceedings, first-year experience programming, information services, and oversees the Student Development Program.

Classified staff who report directly to the coordinator receive an annual performance evaluation. Staff members are evaluated both on specific job tasks identified in their employee work profile and on their team approach to providing effective customer service. Evaluations become part of each staff member's permanent record.

#### Office of High School Outreach

The [Office of High School Outreach](#) is the central point of contact for students enrolling in dual enrollment courses. The office manages the dual enrollment program, while providing support to all dual enrolled students as they plan their studies. Students taking courses at their respective high school work with a [career coach](#) employed by LFCC but placed in the high school. These career coaches, along with high school guidance counselors, provide assistance with the college application process, placement testing, course selection, program information, scholarships, and career plans.

- The dean/director of high school outreach, who has both a master's degree in higher education and experience as a teacher in the public school system, coordinates the career coaching program and works to increase high school dual enrollment and career awareness.
- The dual enrollment coordinator, who has a master's degree in counseling education, coordinates the dual enrollment program with public and private high schools in the College's service region.



- Career coaches must have a minimum of a bachelor's degree, with experience in secondary school systems, administration of assessments, and advising or student development activities.

Both the dean/director of high school outreach and the dual enrollment coordinator receive an annual performance evaluation by their immediate supervisor. This is based on the results of the College's 360-degree performance evaluation, their commitment to carrying out the College [mission](#), and the outcomes of their unit goals. Evaluations are part of the employee's permanent record. Career coaches are evaluated by the dean/director of high school outreach on performance in the high school setting, numbers of students served, satisfaction of students served, and other performance measures.

#### Office of Transition Programs

The Office of Transition Programs provides support to individuals with specific challenges to entering and persisting in postsecondary education through a variety of programs. These include students with no high school credential, students who have been part of the foster-care system, and under-employed/unemployed individuals seeking job-focused education and training. The director of the Office of Transition Programs possesses master's degrees in history education and in public administration and is working towards a doctorate in community college education. The director reports to the vice president of academic and student affairs and is evaluated annually on the effectiveness of the program in responding to the diverse needs of these students, grants management, and the community relationships that are part of these programs. In addition to transition programs, the director is responsible for Title IX coordinator duties for the College.

Classified staff who report directly to the director receive an annual performance evaluation completed by their immediate supervisor. Staff members are evaluated not only on specific job tasks identified in their employee work profile, but also on their team approach to providing effective customer service. Evaluations become part of each staff member's permanent record at the college.

## Professional Development

Professional development and renewal is essential to a successful student services program. Student Services, Office of Transition Services, and Office of High School Outreach staff participate in a variety of professional development opportunities each year. Recent examples include:

- Admissions staff members are provided with professional development opportunities at the College, at Virginia Community College System peer group conferences, and at training opportunities that help them incorporate new technology and best practices.
- Information services personnel receive training at the College's administrative professional's workshop.
- Counseling, advising, and career center staff attend workshops on suicide prevention, participate in their peer group meetings, and host guest speakers on campus to learn more about topics such as: how to work with students who are reentering the workforce after incarceration, community resources available to students who have extraordinary needs such as homelessness, and how to serve students who need disability services.
- Professional development for financial aid staff has included webinars on satisfactory academic progress, verification practices, and student loan updates. The director of financial aid attends monthly VCCS peer group meetings.
- The Student Life staff attend conferences on student organization, student leadership, and athletics.
- The coordinator of Student Life attends workshops on threat assessment, Title IX, and the Gehring Academy workshop on judicial concerns in higher education.

- The associate dean of student services participates in a developmental education series and attend national conferences on TRIO and retention services.
- The dean of students participates in statewide peer group meetings and a statewide task force on re-engineering the Virginia Community College System.
- The Office of Transition Programs staff participate in state-wide peer group meetings, trainings held by the Virginia Department of Education related to Adult Education, VCCS trainings specific to their programs, and regional conferences on working with other Workforce Investment Act service providers.
- The dean/director of high school outreach attends quarterly statewide meetings with other VCCS dual enrollment directors.
- Career coaches attend an annual professional development event in August of each year.

### **Ensuring Quality and Effectiveness**

In addition to the evaluations of individual staff members described above, Student Services staff routinely assess the quality and effectiveness of the services they provide in order to ensure excellent customer service. Each student service unit develops annual goals which contain objectives, how the outcome will be assessed, and how the results are used for improvements. It is expected that the annual activities of support units are consistent with the College's mission and support the priorities of the College. Unit directors are responsible for updating their plans each year and measuring, documenting, and reporting results during their annual evaluations. In addition, Student Services staff use the results of the LFCC Current Student Survey, the Community College Survey of Student Engagement (CCSSE), the LFCC Graduating Student Survey, the Survey of Entering New Student Engagement (SENSE), and other surveys to monitor student needs and concerns, identify aspects of programs and services that need attention, and use student feedback to refine their own skills. The

following examples demonstrate how staff have responded to evaluations to improve quality and effectiveness of Student Services:

- The LFCC web pages were redesigned as a result of student concerns that the web was confusing and difficult to navigate.
- Students have voiced concerns about advising in the LFCC Student Survey. As a result, the College renovated the advising process at the Middletown Campus. Now, instead of being assigned an academic advisor, students are able to use the Academic Advising Center to get their advising questions answered. Students may use the Center on a walk-in basis or make an appointment if more comprehensive advising is necessary.
- Due to concerns about new student advising student surveys, the orientation process was changed from a four-hour orientation event to an online orientation video and a face-to-face advising appointment.
- Some students have found the transfer process confusing and have asked for more individual attention and information on guaranteed admissions programs. Responding to these concerns, the Counseling, Advising, and Career Services Office created a new website that offered information about transfer colleges, how to research transfer options, and other important information. Staff have also started offering small group transfer sessions for students.
- Satisfaction with tutoring services is high; however, students voiced some concerns with the hours of operation. In response, the Academic Center for Excellence extended the hours for tutoring in the evening.

As a result of the College's increased international and veterans populations, the College hired a staff person in the Admissions Office to work directly with these students.

**F. Physical Resources:**

**CS 3.11.3** The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission related activities. **(Physical facilities)**

X  Compliance \_\_\_ Non-Compliance

Lord Fairfax Community College (LFCC) operates two full-service campuses, as well as an off-campus learning center in Luray, Va. Various classes are taught in other off-site locations in order to better serve the college's large, geographic service region. Facilities owned by the College, as well as those owned by others, are operated and maintained in a manner that fulfills its mission and serves a wide array of program offerings and student support services. The College's owned and leased properties are described below. The off-site location at Navy Federal Credit Union (NFCU) is maintained by this corporation. Public dual enrollment high schools and regional high school training facilities are maintained by their respective school divisions and private dual enrollment high schools by their school administration.

**Campus Facilities**

Middletown Campus

The Middletown Campus is located on Route 11 in Middletown, Va. This state-owned campus consists of approximately 101 acres between Route 11 and Interstate 81. Today, the campus facilities consist of six closely clustered buildings constructed between 1970 and 2010, as well as substantial at-grade parking. The College property, along with an additional 20-acre parcel directly to the north of the campus and owned by the Lord Fairfax Educational Foundation, is shown from an [aerial view](#). Currently, the College and the Foundation are collaborating on the development of a Student Union on Foundation property. This development was designed to connect and engage the Middletown Campus experience.

The project illustrates the College's goal to create a unified long-term vision for both properties to meet the needs of students and the community.

### Fauquier Campus

The Fauquier Campus is located at the intersection of Routes 29 and 15 just on the outskirts of Warrenton, Va. This state-owned campus consists of approximately 52 acres. As shown from an [aerial view](#), the Fauquier Campus is highly visible from Route 29/15 (particularly from the northbound direction). Currently the campus consists of two buildings – an original barn, renovated as a small conference space and a multi-function academic building constructed in 1999, as well as considerable at-grade parking. Significant buildable land area exists for future development.

### **Off-Campus Facilities**

The following are off-campus sites where students may earn 50% or more of a degree or certificate:

#### Luray-Page County Center

Approximately 7,686 square feet are leased within a portion of a one-story brick commercial building in Luray, Va., in Page County for the Luray-Page County Center. Luray is geographically isolated by two mountain ranges with moderate transportation linkages to more populated areas. Luray-Page County Center space consists of five academic classrooms, office, and support space, a large student lounge, and a small computer lab. The center serves approximately 200 students during the fall and spring semesters.

#### Off-Campus/Dual Enrollment Sites

Dual enrolled courses are taught at area high schools. Each building is maintained by the appropriate county or city department of public schools. For example, the Strasburg High School building is maintained by Shenandoah County Public Schools. All dual enrollment students have full

access to the physical resources of their high schools. Dual enrollment students also have full access to LFCC resources, such as library and student success services.

### Navy Federal Credit Union

Navy Federal Credit Union seeks to provide opportunities for their employees to enhance their job skills and further their education by taking college courses. In order to meet these needs, LFCC has partnered with NFCU and offered courses at this site since spring 2009. Increased demand for LFCC courses has led to the planned expansion of course offerings. All classes are held at an NFCU building in Winchester, Va. NFCU training facilities feature fully-equipped classrooms with many technological and media resources, such as computer workstations, digital projectors, and audio and video players. NFCU facilities are more than sufficient to accommodate the needs of the specific course work offered at the site. The full-time faculty coordinator for this off-site location and the dean of business and technology coordinate with NFCU staff to schedule classes and the NFCU training supervisor arranges classroom space accordingly.

### **Master Plan**

In 2012, the College went through a collaborative process to update the master plan for the Middletown and Fauquier campuses. Grimm & Parker Architects performed a thorough analysis of the existing campus conditions and future needs in order to develop a comprehensive plan for future development. The LFCC community was involved throughout the process and several design meetings were held at each campus to provide information and opportunities for input. The end product is a plan for future growth that is guided by a long-term vision of supporting the development of a high-quality, collegiate campus environment. An [Executive Summary](#) and master plans for the [Middletown](#) and [Fauquier](#) campuses were prepared. The local College Board and Virginia State Board for Community Colleges approved the campus master plan for each campus.

## Six-Year Capital Plan

The Virginia Community College System (VCCS) develops and updates its six-year, capital outlay plan every biennium to correspond with the Commonwealth of Virginia's capital planning process. LFCC continues to submit vital projects to meet the needs of the College's growing student population and to improve existing spaces within the learning environment. For the 2014-20 plan, [LFCC submitted five major projects](#) for approval. The first priority is a new STEM-H academic building on the Middletown Campus to meet the growing programming demands in these disciplines. A new STEM-H academic building is also requested for the Fauquier Campus. The final three projects consist of two renovations of existing facilities at Middletown to improve learning spaces and the construction of a new maintenance facility at the Fauquier Campus.

## Preventive Maintenance Activities

The College uses software maintained by the company VFA Inc. to conduct an assessment of all College-owned facilities to produce a [Facility Inventory Condition and Assessment System \(FICAS\) report](#) on the condition and needed improvements for our facilities. FICAS provides a building-by-building assessment of each structure, including the structure history, square footage, building construction type, etc. The assessment produces a report on the condition of building systems, their value, and when they will need to be repaired or replaced. The latest FICAS reports were produced in 2012 and include an [LFCC Asset Detail Report](#), an [LFCC Asset Snapshot Report](#), and an [LFCC 2012 Requirement List](#).

The FICAS report becomes the basis for [LFCC's maintenance reserve budget requests](#) to the state of Virginia. These are processed through the VCCS to the Virginia Department of Planning & Budget. Funding is awarded based on the severity of the project. Projects not funded through the maintenance reserve budget are often handled through LFCC's locally-controlled, maintenance budget.

Preventive and routine maintenance are scheduled based on the manufacturer's recommendations using the [School Dude software](#) and its maintenance work-order system. The



recommended time intervals for work are entered into the software, and it produces a work order to be completed at the appropriate time for the specific piece of equipment that requires attention.

Maintenance staff monitor sensitive equipment on a regular basis. Maintenance contracts exist for specialized equipment that college personnel are not equipped to handle.

### **Capital Improvements since Last Reaffirmation (2008)**

#### Opening the Corron Community Development Center

In 2010, LFCC opened the Corron Community Development Center on its Middletown Campus. This 30,000-square-foot building is a multipurpose facility that supports workforce services, continuing education, small business development, and College advancement and community events. The facility provides additional training opportunities for area residents and the ever-increasing business community in the LFCC service region. In addition, the Old Dominion University (ODU) Teletechnet Program, which partners with LFCC, occupies a portion of the building, allowing expanded distance-learning opportunities for students to receive bachelor's, master's, and doctoral degrees from this location. The two-story facility includes classrooms, office space, and a 500-seat multipurpose room. Configurable classrooms can be used for workforce training programs, professional development course offerings, meetings, or breakout spaces for larger gatherings. When configured to form one large area, this classroom space supports a variety of activities and functions, including conferences, meetings, and other special events.

This facility benefits the community by providing resources necessary to respond to the training needs of business and industry, allowing more workforce training and distance education opportunities by providing classrooms dedicated to this purpose and providing conference facilities with adjacent breakout and training space. Departments housed include the LFCC Development Office/Foundation, Workforce Solutions and Continuing Education, the Lord Fairfax Small Business Development Center

(SBDC), and Old Dominion University Teletechnet. The relocation of these departments also freed up space in other buildings for academic and student services. Workforce Solutions and Continuing Education uses the space in the Corron for career training, including customer service; human resources; leadership and professional training and licensing; computer training, including database software, hardware, Internet, presentation software, word processing software and servers; CTE education, including engineering, construction, and industrial, including electrician, HVAC, industrial design, and industrial maintenance; and security training. In addition, LFCC has college-wide meetings, community meetings, and special events in the building.

#### Renovating the Alson H. Smith Hall

The Alson H. Smith Hall at the Middletown Campus was originally built in 1984 and was recently renovated. The building is comprised of a 4,000-square-foot multipurpose room, four classrooms, program and instructional support areas for the dental hygiene program, and a 3,000-square-foot, career/technical/receiving support area. This renovation project was designed to enhance both the multipurpose room and the instructional and support space vacated by the Nursing Program (approximately 3,200 square feet), which has moved to the Science and Health Professions Building. Programs remaining in Alson H. Smith Hall include the Dental Hygiene Program, workforce and career/technical courses, and "performance-oriented" courses, such as speech and drama. The newly renovated space, completed in 2010, improves the lab experience for dental hygiene students and patients. The Black Box Theatre increases LFCC's ability to offer theatrical courses and cultural events on campus.

#### Light and Paving Project

Based on concerns from students found in the LFCC Current Student Survey, the college hired an electrical engineer to redesign the lighting system in the south parking lot at the Middletown Campus. The project produced a light grid system that exceeded the foot candle recommendation of the Virginia

State Police. In addition, the entire lot was repaved and new striping installed. This 2011 project has greatly reduced the concerns voiced by students about poor nighttime lighting. In the LFCC Current Student Survey, [parking was rated as very good/good](#) by 79% of students in 2012, up from 67% in 2011. The rating of lighting as very good/good increased from 87% in 2011 to 95% in 2012.

#### Gravel Lot Paving

In 2012, a gravel lot at Middletown was paved and striped to encourage student and employee parking in this area. This addition has eliminated the requirement to park vehicles in the grass during the first couple weeks of the fall semester due to high traffic volume.

#### Way Finding

In 2010, with two new buildings added to the Middletown Campus, and after hearing concerns from students and visitors, a comprehensive way-finding project was undertaken. A new standardized outdoor signage system was installed in a manner to help guide students and visitors to their destination. A new digital sign was installed at the main campus entrance that has the ability to display important updates and messages to the public. Similar signage and a new digital sign were also installed at the Fauquier Campus for the same reasons. In the LFCC Current Student Survey, [signage was rated as very good/good](#) by 94% of students in 2012, up from 86% in 2011.

#### Fauquier Modular Classrooms

The tremendous growth experienced at the Fauquier Campus, along with a hold on state-funded capital projects, led to the installation of six modular classrooms in 2010. These classrooms provide flexible space for instruction during peak times and have been used for other purposes as well. The hope is that, once a new academic building is constructed at the campus, these units can be removed.

#### ADA Improvements

The VCCS conducted an assessment of every campus to comply with the Americans with Disabilities Act. Various improvements were identified and completed in 2012. This work included the

restriping of some handicapped parking spaces on campus, various sidewalk and entrance improvements, and some enhanced signage.

#### Smith 208 Renovation

In 2011, the former auto mechanics and welding lab was renovated using grant funds to create an up-to-date welding lab, two instructional labs, and improved storage areas. These improvements allowed for expanded course offerings on both the credit and non-credit sides of instruction. Solar technology, HVAC, welding, electrical engineering, and other subjects are taught in this area.

#### Construction of the Student Union Building

LFCC is committed to strengthening the student experience in and out of the classroom. Through a partnership with the LFCC Educational Foundation, a new [Student Union Building](#) is being constructed on Foundation land adjacent to the Middletown Campus. The 31,800-square-foot Student Union will house many student support facilities and amenities including a larger bookstore, food service and café, a student lounge, student life offices, a fitness center, aerobics and yoga studios, classrooms, and locker rooms.

LFCC and the LFCC Educational Foundation worked together to develop a creative solution to funding this initiative and the Foundation is assuming a \$9 million loan to finance the project. Ground breaking was done on November 28, 2012 and the building will be open in January 2014.

#### **Police and Security**

Following the Virginia Tech shooting, LFCC implemented a number of state mandated changes in the area of police and security, such as the establishment of a Threat Assessment Management (TAM) Team. The College also has an active [Violence Prevention Committee \(VPC\)](#) that provides public awareness programs and education for students, faculty and staff. The VPC has representatives from faculty, police, staff, and administration at both campuses and the Luray-Page County Center.

In addition to the statutory requirements, the college decided to transition from the Security Department to the Police and Security Department in 2010. A police chief and staff were hired in 2010. The new department greatly enhances LFCC's ability to handle emergency situations on campus in an almost instantaneous manner. As a result, [ratings of the LFCC police](#) in the LFCC Current Student Survey have gone from 81% very good/good in 2011 to 90% in 2012. When asked if "LFCC's campuses and sites are safe," 98% of [students rated them as very good/good](#).

The College has worked to improve communication with students and staff during emergency situations. The [LFCC Alert system](#) provides instant messages through text and email. In the 2012 LFCC Current Student Survey, [LFCC Alert was rated very good/good](#) by 94% of respondents. The public announcement system has been upgraded at both campuses. Phones in each classroom can instantly display written and verbal messages. Electronic signs in the front of each campus and plasma screens located throughout LFCC buildings are used to display important messages.

Drills and exercises are regularly practiced on campus to test personnel and emergency operations plans. Campus camera systems have been upgraded, and LFCC is adding cameras in new locations. Printed emergency guides have also been placed in each classroom and office to assist students and staff during emergencies. Health materials about the spread of germs and preventing flu are distributed through the campuses along with hand sanitizers.

In 2012, LFCC implemented the "[See Something, Say Something](#)" system for students, faculty, and staff to communicate concerns. This web-based system allows anyone to enter information about a variety of concerns, which is then routed to appropriate staff at the College. All "See Something, Say Something" incidents are discussed at TAM Team meetings, with decisions made about additional follow-up investigation or action. This system also routes any incident identified as sexual harassment or sexual misconduct to the College's Title IX Coordinator.

## Sustainability

LFCC is dedicated to the preservation of the environment and its resources. In response to Executive Order 82 and the [Chancellor's Task Force on Environmental Sustainability](#), the College's goal is to continually research and implement ideas to reach an optimal level of sustainability. The LFCC Current Student Survey asks students whether they think that "[the college demonstrates sustainability and green principles](#)." Approximately 91% rated that they strongly agree/agree in 2012, up from 78% in 2011.

On a day-to-day basis, the entire College is involved in recycling efforts. Every office and classroom has a recycle bin, with additional bins placed throughout campus. LFCC also has designated areas for newspaper, battery, and ink cartridge recycling. LFCC's Building and Grounds staff ensure that items are properly recycled. The [LFCC Sustainability Committee](#) meets throughout the year to track progress on goals and brainstorm new initiatives. [Sustainability has been a goal of the LFCC Achieve 2015 Strategic Plan](#).

Over the past two years, the College had been the recipient of [Dominion Foundation Grants](#), which have helped LFCC make important changes at both the Middletown and Fauquier campuses. LFCC was able to install five water bottle filling stations in an effort to cut back on plastic bottle waste. Both campuses were able to purchase a florescent bulb crusher to dispose of old light bulbs in a safer and more environmentally friendly way. Finally, the College community has been able to celebrate Earth Day college-wide with these funds. Events have included guest speakers on solar energy and green building in Virginia, planting trees around the Middletown Campus, and having students and staff, pick up trash. In addition, information technology servers have been virtualized and an automated HVAC system installed that sets back temperature settings during off times. These projects have produced measurable energy and cost savings.

## **Student and Faculty/Staff Satisfaction Ratings**

[Infrastructure ratings](#) on the cleanliness of classrooms, lighting, laboratories, WIFI/Internet connection, signage, technology, furnishings/décor, comfort of classrooms, and parking have all gone up from 2011 to 2012 in the LFCC Current Student Survey results. Bookstore and campus food service ratings also increased. For example, 96% of students rated the cleanliness of the campus as very good/good in 2012, up from 92% in 2011. Approximately 92% rated the technology available in classrooms as very good/good in 2012, up from 83% in 2011. On furnishing/furniture/décor, 91% rated this as very good/good, up from 77% in 2011. The comfortability of classrooms also went up from 79% very good/good in 2011 to 88% in 2012.

An LFCC Finance and Administration Survey was conducted in [2009](#) and in [2010](#). Many of these questions were incorporated into the LFCC Faculty/Staff Survey in 2011. The [2010 FAS Survey](#) showed that 88.0% of students at the Middletown Campus, 54.2% at the Fauquier Campus, and 80.0% at the Luray-Page County Center were very satisfied/somewhat satisfied with buildings and grounds. After 2010, a number of the improvements needed at that time were put in place during the first two years of the LFCC Achieve 2015 Strategic Plan in [2010-11](#) and [2011-12](#). The [LFCC Faculty/Staff Survey](#) in 2011 asked about [satisfaction with the physical plant](#), and the majority of ratings were very good/good. Lighting in the parking lots was rated fair/poor by 49.0% and this problem was subsequently addressed. The survey results are also [broken out by campus](#) for items where there were differences by location.

## **Space/Room Utilization**

LFCC monitors its [inventory of space](#) regularly and submits reports annually through the VCCS and its [Facility Utilization Management System \(FUMS\)](#). These data are then submitted to the State Council of Higher Education for Virginia (SCHEV) and are used as part of calculations for capital outlay needs. SCHEV sets guidelines for performance indicators for classrooms and for class laboratories with

room utilization, station utilization, and station occupancy statistics. For [fall 2012](#), LFCC's overall room utilization rate is 38.9 average hours of use per week for classrooms and 43.4 hours for labs. These rates compare favorably with the SCHEV guidelines, which are 40 hours for classrooms and 24 hours for labs. SCHEV's other guidelines are 24% station utilization for classrooms (18% for labs) and 60% station occupancy for classrooms (78% for labs).

The VCCS and SCHEV look at these performance measures by campus. For the Fauquier Campus, classroom weekly room use is 36.4 hours, station utilization is 22.0%, and station occupancy ratio is 60.5%. Lab room use for Fauquier is 46.5 hours, station utilization is 27.3%, and station occupancy ratio is 58.2%. For the Middletown Campus, classroom weekly room use is 39.8 hours, station utilization is 23.5%, and station occupancy ratio is 59.1%. Lab room use for Middletown is 42.3 hours, station utilization is 31.6%, and station occupancy ratio is 74.9%. [Trend data on space utilization by campus](#) show improvements in these biennial performance measures since 2006.

### **Distance Learning**

Physical plant and technology are provided by the College for the preparation and delivery of distance learning. The [Instructional Technology and Distance Learning Office](#) (ITO) works with faculty, staff, and students in their use of technology to support LFCC's academic mission. Online/distance learning students have access to all of the same physical facilities of the College as students in traditional classrooms, such as computers and online resources in the Fauquier and Middletown libraries. According to the [LFCC 2012 Current Student Survey](#), online students rate the bookstore very good/good (87%). This figure is comparable to those for Middletown (79%), Fauquier (84%), Luray-Page County Center (91%), and dual enrollment high schools (80%).

Other satisfaction ratings of online students suggest that LFCC is doing a good job of meeting their needs with the physical plant. According to the LFCC Current Student Survey, 97% of online



students rate the WIFI/Internet connection as very good/good. The LFCC Alert system is rated very good/good by 97% and the LFCC website very good/good by 88%. Online registration is rated very good/good as “an effective way to register by classes” by 99% of online students.