2017-2018

FACT BOOK

Office of Institutional Planning, Effectiveness, and Research Danville Community College

2017-2018

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Office of Institutional Planning, Effectiveness, and Research Danville Community College

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VISION STATEMENT

Danville Community College will be the college of choice in our region for exemplary educational programs and services.

MISSION STATEMENT

Danville Community College is committed to providing quality comprehensive higher education and workforce programs and services to promote student success and to enhance business and community development.

COLLEGE GOALS

1. **Educational Programs**

   The College will provide quality credit and non-credit educational programs and instruction.

2. **Faculty and Staff**

   The College will have excellent faculty and staff.

3. **Academic and Student Services**

   The College will provide quality services to assist students in achieving their academic and personal goals.

4. **Educational Environment**

   The College will have facilities, equipment and technology that enhance an effective learning environment.

5. **Outreach Programs**

   The College will have a comprehensive outreach program.

6. **Community Relations**

   The College will foster effective partnerships.

7. **Resources**

   The College will obtain and use resources to achieve its mission and goals.

GOVERNING BODIES

State Council of Higher Education for Virginia

The mission of the State Council of Higher Education for Virginia (SCHEV) is to promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education.

SCHEV's primary responsibilities include:

Developing "policies, formulae, and guidelines for the fair and equitable distribution and use of public funds among [Virginia's] public institutions of higher education."

Analyzing each institution's operating and capital budget request and provide recommendations to the Governor and the General Assembly regarding the approval or modification of each request.

General duties in coordinating Virginia's system of higher education. In fulfilling these duties, the Council may not affect, either directly or indirectly, the selection of faculty or the standards and criteria for admission. The intention is that faculty selection and student admission policies shall remain a function of the individual institutions.

Regulating private in-state institutions and out-of-state institutions operating in Virginia that offer at least an associate degree. Exempt from SCHEV approval are institutions offering religious degrees, programs offered on military bases, and programs offered by corporations for their employees.

Consulting with public institutions of higher education and members of their governing boards, providing educational programs for the governing boards of such institutions.

Developing patent and copyright policy guidelines for state-supported institutions of higher education. SCHEV also coordinates legislatively assigned studies, participates in state, national, and international studies and other higher education-related efforts, and performs other activities to further its mission.

Virginia Community College System

The mission of the Virginia Community College System (VCCS) is to provide comprehensive higher education and workforce training programs and services of superior quality that are financially and geographically accessible and that meet individual, business, and community needs of the Commonwealth.

Principles that guide Virginia's community colleges as stated by the VCCS include:

To provide programs and courses of instruction, through the associate-degree level, encompassing occupational-technical education, college transfer education, general education, developmental education, continuing education and workforce development.

To offer a comprehensive program of student-development services.

To provide a broad range of instructional technologies, methods, materials, facilities and instructional support services that accommodate students of varied backgrounds, interests, and abilities.

To create an educational environment that facilitates learning through a curriculum that broadens perspectives, leads to responsible citizenship, and sets standards that support the highest level of performance.

To serve as an important linkage between secondary education and four-year colleges and universities.

To enrich local communities, by making available resources in people, facilities, libraries and programming.

To take a leadership role in helping shape the future direction of their communities.

To enhance economic, cultural, and educational partnerships between the colleges and the communities they serve.

To ensure a healthy and safe environment on each campus.

To be fiscally responsible and accountable.

Presidents of Danville Community College

Dr. Bruce Scism	2013 to 2018
Dr. Carlyle Ramsey	1992 to 2013
Dr. Arnold R. Oliver	1987 to 1992
Dr. Walter S. DeLany, Jr.	1978 to 1987
Dr. Joseph Taylor	1967 to 1978

HISTORY

Danville Community College

Danville Community College has played an important role in the education of area citizens for nearly 200 years. The Danville Male Academy, founded in 1829, evolved into the Danville Military

Institute (1890-1939), the Virginia Presbyterian School, the Danville Textile School, and the Danville Technical Institute (1936-1966).

The Danville Division of Virginia Polytechnic Institute first began as an engineering division in 1946 and was later expanded to include the first two years of course work for all engineering, business administration, liberal arts, and science majors. In 1950, part of the campus land was allocated to the Virginia Polytechnic Institute (VPI) to establish an extension of VPI in Danville. This afforded an opportunity for local veterans to complete two years of education before they transferred to the main campus in Blacksburg. The VPI Branch was first located on the first floor of what is now the Wyatt Building. Shortly thereafter, the Taylor and Temple buildings were constructed to house the VPI Branch, and the Hill building was constructed for the Danville Technical Institute.

Beginning in the summer of 1966, all programs taught by Danville Technical Institute were brought under the Virginia Department of Community Colleges and DTI became Danville Community College. Effective July 1, 1968, the Danville Division of Virginia Polytechnic Institute merged with the existing community college to provide more comprehensive programming for a service region that covers the geographic areas of Danville, Pittsylvania County, and Halifax County.

In 1986, DCC expanded its offerings to the citizens of Halifax County by participating in the educational opportunities offered at the Continuing Education Center (CEC) of Halifax-South Boston. In addition to the CEC, DCC began to offer dual enrollment courses through local high schools, which allows high school juniors and seniors to take college-level courses for which they qualify.

Virginia Community College System

In 1964, the General Assembly of Virginia passed legislation which established a State Board for Technical Education which was to build and operate a system of technical colleges. The Virginia Community College System (VCCS) was created as an act of the Virginia General Assembly in 1966. At that time, the State Board for Community Colleges and the State Department for Community Colleges replaced Board and Department for Technical Education. As a result, existing technical colleges, existing two-year university branches, and five vocational-technical schools were absorbed into the "comprehensive" VCCS.

The VCCS is comprised of 23 colleges located to serve conveniently the needs of citizens and employers in each service region. To accomplish this task, the System operates 40 campuses and uses a considerable number of off-campus leased facilities. Each community college is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools and offers credit and non-credit instruction.

THE PEOPLE OF DANVILLE COMMUNITY COLLEGE

Virginia Community College System State Board

Robin Sullenberger, Chair		
Susan Tinsley Gooden, Vice Chair		
Glen Dubois, Chancellor		
Yohannes A. Abraham	Carolyn Berkowitz	Nathaniel Bishop
Adnan Bokhari	David E. Broder	Darren Conner
Edward Dalrymple, Jr.	Douglas M. Garcia	William C. Hall, Jr.
Peggy Layne	Eleanor Saslaw	Joseph Smiddy, M.D.
Walter Stosch		

Danville Community College Board

Chris R. Eastwood, Chair	Pittsylvania County
Matt Leonard, Vice Chair	Halifax County
Sheila Baynes	City of Danville
Frank T. Grogan III, DDS	City of Danville
Ricky E. Hutcherson	Halifax County
John Mead	Pittsylvania County
Telly Tucker	City of Danville
Carlyle Wimbish	Halifax County

Danville Community College Educational Foundation Board

Associate of Arts and Science Degree (A.A. & S.)

Business Administration
Liberal Arts
- o Humanities Specialization
- o Social Science Specialization

Science
- o Computer Science Specialization

Associate of Science Degree (A.S.)

Engineering

Associate of Applied Science Degree (A.A.S.)

Administration of Justice
- o Law Enforcement Specialization

Administrative Support Technology
- o General Office Specialization
- o Medical Office Administration Specialization
- o Medical Office Coding Specialization

Business Management
- o Automotive Management Specialization
- o Graphic Imaging Management Specialization
- o Management Specialization
- o Project Management Specialization

Dental Hygiene

Early Childhood Education
Health Science
- o Practical Nursing Specialization

Industrial Technician
- o Electrical Technical Studies
- o Mechanical Technical Studies

Information Systems Technology
- o Gaming and Mobile Application Design Specialization
- o Network Engineer
- o Software Development Specialization

Integrated Machining Technology
Marketing
- o Electronic Commerce Specialization
- o Marketing Specialization
- o Warehousing and Distribution Specialization

Medical Laboratory Technology
Nursing
Respiratory Therapy
Venture Creation and Management

Diploma

Air Conditioning and Refrigeration
Automotive Analysis and Repair
Electrical/Electronic Equipment Servicing
Electrical/Electronics Engineering Technology
Graphic Imaging Technology
Precision Machining Technology
Welding

Certificate

Air Conditioning and Refrigeration Servicing

Cyber Security

Cybercrime Investigation

General Education

Industrial Electrical Principles

Industrial Electronic Principles

Law Enforcement

Maintenance Mechanics

Office Information Processing

Welding Technology

Career Studies Certificate

Advanced Database Development

Basic Dental Assisting

Basic Welding

Brewing, Distillation, and Fermentation

Building Construction Trades

CNC Flow Cell Machining

Commercial Art

Cyber Security Technician

Desktop Applications

Digital Art and Design

Digital Imaging and Photography

Dimensional Inspection

Early Childhood Development

Electrical Concepts

Electronic Concepts

Emergency Medical Services

Factory Automation and Robotics

Food Service Management Trainee

General Office Studies

Graphic Communications

Hospitality and Food Service Management

Information Systems Data Analyst

Information Systems Management

Information Systems Technician

Information Technology Support Specialist

Instrument (Guitar) Building Craft

Logistics Management

Machining Skills

Manufacturing Technician

Medical Coding

Medical Office Studies

Metal Arts

Metal Processing

Mobile Application Development

Network Technology

Network Virtualization Technologies

Networking Technology Fundamentals

Networking with CISCO/CCNA

Nurse Aide—Extended Care

Pharmacy Technician

Phlebotomy

Printing Technology

Project Management

Small Business Management

Small Unmanned Aircraft Systems (sUAS)

Software Development

Website Design

Website Programming

GUARANTEED ADMISSIONS AGREEMENTS

A Guaranteed Admission Agreement (GAA) is a document that provides a clear transfer pathway for students earning a degree from VCCS colleges. Below is a list of Guaranteed Admissions Agreements between Virginia's community colleges and four-year institutions:

American Public University System
    Averett University
    Bluefield College
    Campbell University
    Christopher Newport University
Davis and Elkin College
    East Carolina University
    Easter Kentucky University
    ECPI University
Emory and Henry College
    Excelsior College
    Ferrum College
    Franklin University
    George Mason University
    Greensboro College
    Guilford College
    Hollins University
    James Madison University
J. Sargeant Reynolds Community
    College (Joint Venture Respiratory
    Therapy Program)
    Liberty University
    Longwood University
    Mary Baldwin College
    Montreat College
    Norfolk State University
North Carolina AT&T State University
North Carolina State University

Old Dominion University
Radford University
Randolph College
Regent University
Regis University
Shenandoah University
Strayer University
Sweet Briar College
The College of William and Mary
    UNC Chapel Hill
    UNC Charlotte
    UNC Greensboro
    UNC Wilmington
    University of Lynchburg
University of Mary Washington
    University of Richmond
    University of Virginia
University of Virginia's College at Wise
    Virginia Commonwealth University
    Virginia Tech
    Virginia State University
    Virginia Union University
    Virginia Wesleyan College
Virginia Western Community College
    (Joint Venture Dental Hygiene
    Program)
    Western Governors University
Winston Salem State University

ARTICULATION AGREEMENTS

Articulation Agreements differ from GAAs in that they are specific to a program of study at a certain institution. See below for a list of institutions in which DCC has an articulation agreement with:

American Public University System (Criminal Justice)
  Averett University (General, Criminal Justice, Early Childhood Education, non-licensure Nursing, Applied Science)
Bluefield College
Davis and Elkins College
  Eastern Kentucky University (College of Justice and Safety)
  Excelsior College
  Ferrum College (Criminal Justice)
  Franklin University
  George Mason University
  James Madison University
  J. Sargeant Reynolds Community College (JSRCC-DCC Joint Venture Respiratory Therapy and Medical Laboratory Technology Programs)
  Longwood University (General and Business and Economics)
  Montreat College
  Radford University (General, Computer Science and Technology, Information Science and Systems)
  University of Richmond (School of Continuing Studies)
  University of Virginia (Engineering and Applied Science)
  Virginia Commonwealth University (School of Business—Selected Majors)
  Virginia State University
Virginia Union University
Virginia Western Community College (VWCC-DCC Joint Venture Dental Hygiene Program)

Tuition Rates

In-State*	Out-of-State*+	E-Rate (In-State)**	E-Rate (Out-of-State)**+
$157.00 per credit hour	$354.60 per credit hour	$157.00 per credit hour	$260.00 per credit hour

*Includes an $8.50 per credit Information Technology Fee, $2.00 per credit Student Activity Fee, and $1.00 per credit Maintenance Fee.

** The E-Rate is applicable to designated distance-learning courses delivered entirely over the Internet. This includes an $8.50 per credit Information Technology Fee.

+ Out-of-state residents also pay a $20.00 per Capital Fee.

Note: Fees are subject to change by the State Board for Community Colleges.

Student Clubs and Organizations

African-American Culture Club

The African-American Club was organized in 1973 to promote a greater understanding and appreciation for African American Culture by presenting art exhibits, special programs, and speakers. Members of the club also perform community services through projects such as Sickle Cell testing and Halloween parties for children in the community. Membership is open to all DCC students.

Iota Zeta Chapter — Alpha Beta Gamma

Alpha Beta Gamma is an international business honor society established to recognize and encourage scholarship among two-year business and professional college students.

Design Team

The Design Team will gather any IT students to collaborate with others related to technology to expand their knowledge and skills in a variety of ways. The club will start to work on numerous technology projects to broaden their skills and then go out into the community to help people get a better understanding of technology. The club will also start to assist local businesses with their technology needs, meanwhile giving the students real-world experience.

Maker Collaboration

The Maker Collaboration is a group of students that are interested in the DIY community. The Maker Collaboration focuses on finding resources for various student projects. The Maker

Collaboration Club allows students to learn DIY electronics, programming, rapid prototyping, and fabrication.

National Technical Honor Society

The National Technical Honor Society promotes the ideals of honesty, service, leadership, and skill development among America's future workforce. NTHS rewards scholastic achievement in occupational, vocational and/or technical education. Members help build and maintain a stronger, more positive image for vocational and technical students. Members also may attend conferences, workshops, and seminars to exchange ideas and experiences.

Networking Club

The Networking Club focuses on helping students understand material presented in the networking curriculum as well as other network-related information that may not be presented in the classroom environment. The club is a place to come together, learn, help, and have fun while exploring the world of networking with veteran enthusiasts and beginners alike.

Nursing Club

The Nursing Club was organized to recruit and support nursing students in the nursing program. The membership is open to current as well as prospective practical nursing students. The mission of the club is to increase the visibility of the nursing students on campus and to increase the awareness of the nursing program. The club supports community events such as community health fairs providing free health screenings at these events.

Omega Alpha Omicron Chapter — Lambda Alpha Epsilon

The Omega Alpha Omicron Chapter of Lambda Alpha Epsilon improves criminal justice through educational activities; promotes professional, academic, and public awareness of criminal justice issues; provides a unified voice for professionals in, and students of, criminal justice; promotes high standards of ethical conduct, professional training, and higher education within the criminal justice field.

Upsilon Phi Chapter — Phi Theta Kappa

Phi Theta Kappa is an international honor society for two-year colleges. A student must earn twelve or more credits, be a currently full- or part-time student in an associate degree program and have a grade point average of 3.2 or better to be eligible for membership. The Upsilon Phi

Chapter follows an honor theme and has fundraising and service projects each semester. The hallmarks guiding the chapter are scholarship, leadership, service, and fellowship.

Student American Dental Hygiene Association

Includes students studying dental hygiene. The club participates in Health Fairs, Open Houses, and Community Health Projects.

Student Government Association (SGA)

The Student Government Association is made up of all registered DCC students. The SGA's purpose is to promote a better understanding between the faculty and the students; to regulate and encourage activities beneficial to the morale of the students and the welfare of the school; and to act as the official voice of the student body. Officers elected by the student body govern the SGA.

Student Veterans Organization (SVO)

The Student Veterans Organization ensures veterans, active duty personnel, reservists, and National Guard members are receiving all benefits to which they are entitled. The SVO shall also increase awareness and understanding of veterans' issues on campus and to advocate on behalf of student veterans.

T.E.A.C.H. Club

T.E.A.C.H. (To Educate Always Creates Hope) educates and celebrates the future education careers of interested students at DCC.

THE SERVICE REGION

POPULATION

Danville Community College's service area includes the City of Danville, Pittsylvania County, and part of Halifax County.
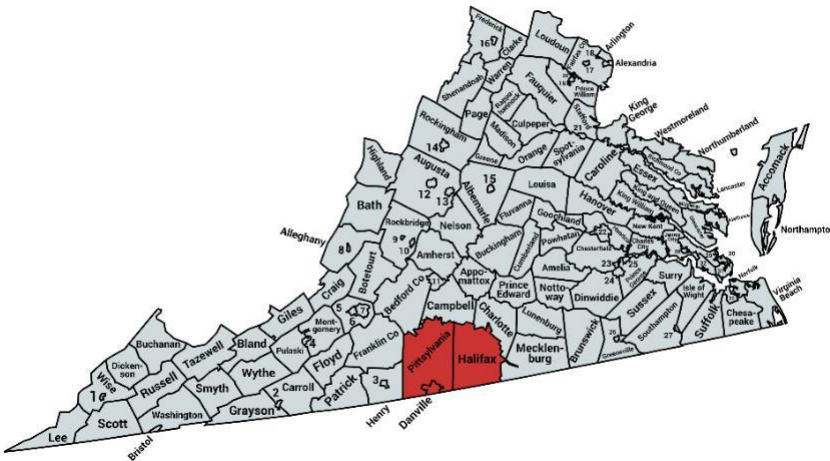
Area	Population
Danville City	41,130
Pittsylvania County	61,258
Halifax County	34,563
Total Population	**136,951**

HIGH SCHOOL GRADUATES

Division	2012-13	2013-14	2014-15	2015-16	2016-17
Danville City	432	365	330	439	376
Pittsylvania County	653	636	639	677	682
Halifax County	412	383	320	403	362
Service Region	1,497	1,384	1,289	1,519	1,420
Commonwealth of Virginia	89,503	88,131	86,845	90,193	89,704

Source: Virginia Department of Education Report of Graduates

STATE AND LOCAL MAPS

Danville Community College is located approximately 85 miles southeast of Roanoke, Virginia; 27 miles east of Martinsville, Virginia; 60 miles south of Lynchburg, Virginia; 45 miles north of Greensboro, North Carolina; and 150 miles west of Richmond, Virginia.

MAIN CAMPUS

The 86-acre main campus of Danville Community College is located approximately two miles from downtown Danville on South Main Street (Route 86).

CENTRAL GROUNDS

RCATT & HAAS CENTER

LEGEND
1 Daycare Center
2 Foundation Hall
3 Haas Center
4 Hawkins EIT Building
5 Hill Building
6 Learning Resources Center (LRC)
7 Maintenance Shop
8 Regional Center for Advanced Technology & Training (RCATT)
9 Student Center
10 Taylor Building
11 Temple Building
12 Welding Building
13 Womack Hall
14 Wyatt Building
P Parking
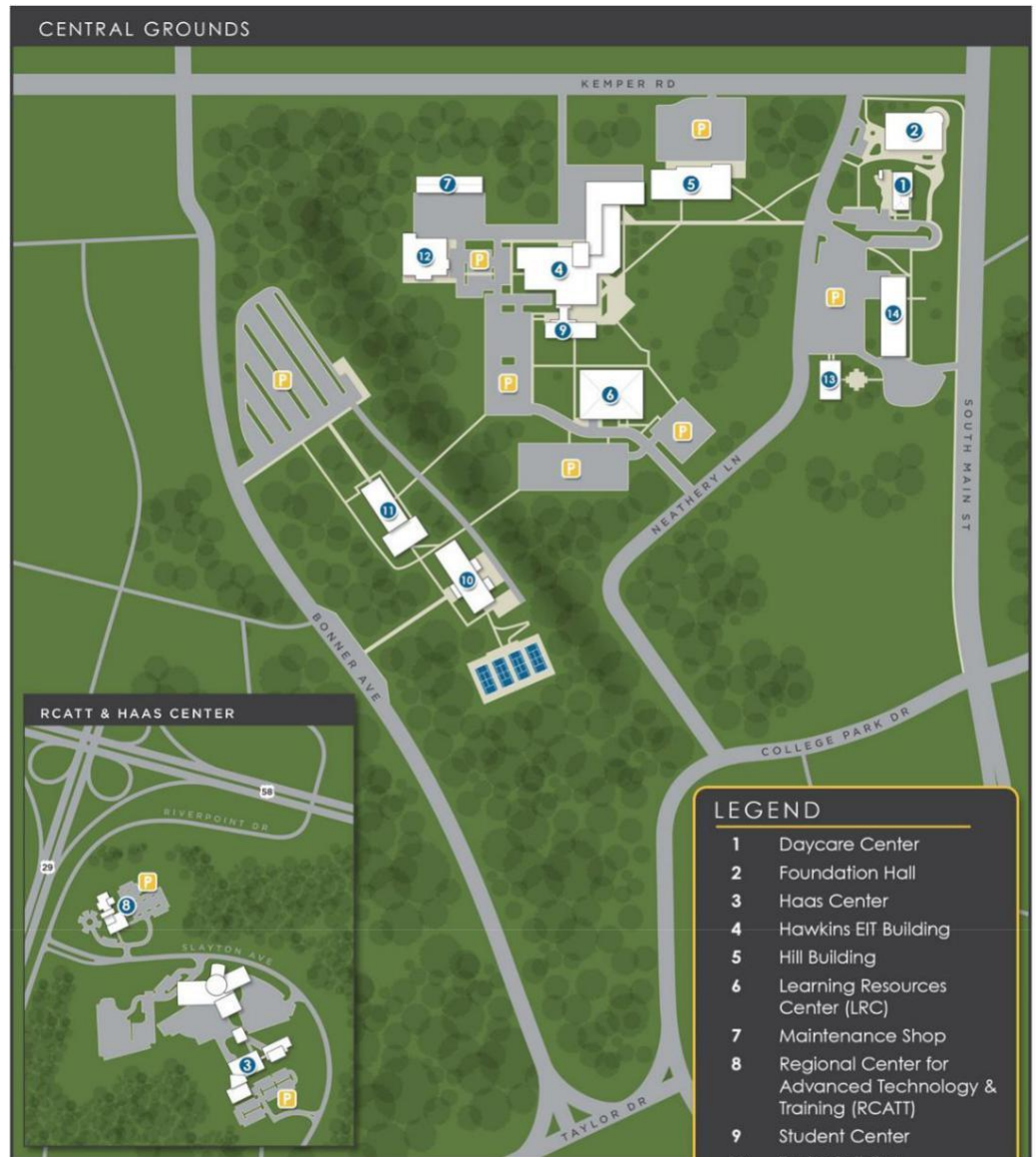
DCC
Danville Community College

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Who do you want to be tomorrow?

CAMPUS FACILITIES

Facility	Year Built	Assignable Sq. Ft.	Non-Assignable Sq. Ft.	Total Sq. Ft.
Carrington Child Development Center	2001	—	3,656	3,656
Charles R. Hawkins Engineering and Industrial Technology***++	1972	33,818	10,294	44,112
Estelle H. Womack***+	1986	—	5,000	5,000
Hill	1964	11,272	3,547	14,819
Maintenance	2008	6,554	517	7,071
Regional Center for Advanced Technology and Training (RCATT)	2005	16,726	3,734	20,460
Taylor**	1964	16,779	7,381	24,160
Temple***	1968	19,516	7,134	26,650
Welding	2018	4,849	2,705	7,554
Whittington W. Clement Learning Resource Center	1994	22,065	5,282	27,347
Wyatt*	1950	18,379	7,396	25,775

* Renovated 2001-2002

** Renovated 2003-2004

*** Renovated 2005-2006

***+ Renovated 2007-2008

***++ Renovated 2017-2018

COLLEGE DEMOGRAPHICS

AGE DISTRIBUTION

Enrollment of students 17 years of age and younger has increased by 12% since Fall 2013. All other age category percentages have decreased since Fall 2013. Refer to **Table 1.1**.

Table 1.1
Student Age Distribution
Fall 2013 through Fall 2017

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	#	%	#	%	#	%	#	%	#	%
<=17	1,281	30	1,393	35	1,316	37	1,402	41	1,296	42
18-19	842	20	762	19	762	21	765	22	664	21
20-21	460	11	430	11	347	10	283	8	275	9
22-24	423	10	342	9	271	8	235	7	216	7
25-29	356	8	306	8	245	7	210	6	200	6
30-34	246	6	223	6	186	5	139	4	122	4
35-39	172	4	160	4	106	3	113	3	92	3
40-49	260	6	188	5	182	5	126	4	142	5
50-64	219	5	158	4	132	4	122	4	88	3
>=65	21	0	20	1	14	0	10	0	6	0

GENDER DISTRIBUTION

Between Fall 2013 and Fall 2017, most students were female. Over the course of the five-year period, the percentage of male enrollment has gradually increased while the percentage of female enrollment has declined. Refer to **Table 1.2** and **Figure 1.2**.

Table 1.2
Student Gender Distribution
Fall 2013 through Fall 2017

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	#	%	#	%	#	%	#	%	#	%
Male	1,864	44	1,774	45	1,637	46	1,554	46	1,443	47
Female	2,416	56	2,208	55	1,924	54	1,851	54	1,658	53

Figure 1.2
Student Gender Distribution
Fall 2013 through Fall 2017
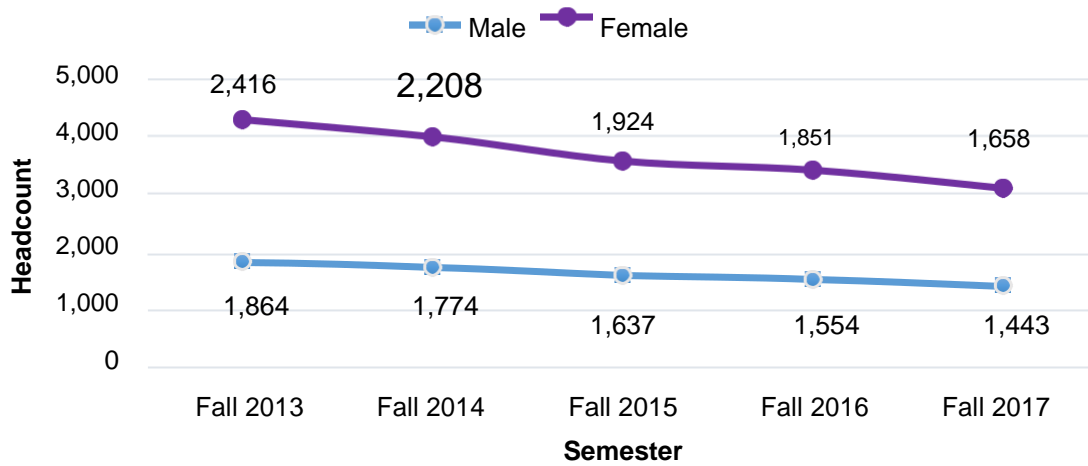
ETHNICITY DISTRIBUTION

Enrollment of African-American students has decreased by 8% since Fall 2013. The percentage of Caucasian student enrollment has increased by 1%. The percentage of Hispanic students and other minorities have increased by 2% and 4% respectively. Refer to **Table 1.3** and **Figure 1.3**.

Table 1.3
Student Ethnicity Distribution
Fall 2013 through Fall 2017

Ethnicity	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	#	%	#	%	#	%	#	%	#	%
Caucasian	2,624	61%	2,441	61%	2,227	63%	2,107	62%	1,933	62%
African-American	1,523	36%	1,320	33%	1,080	30%	1,004	29%	868	28%
Asian	41	1%	26	1%	27	1%	30	1%	31	1%
American Indian	13	0%	18	0%	13	0%	15	0%	7	0%
Hispanic	65	2%	108	3%	123	3%	139	4%	129	4%
Other	14	0%	69	2%	91	3%	110	3%	133	4%

Figure 1.3
Student Ethnicity Distribution
Fall 2013 through Fall 2017

■ Caucasian ■ African-American ■ Asian ■ American Indian ■ Hispanic ■ Other
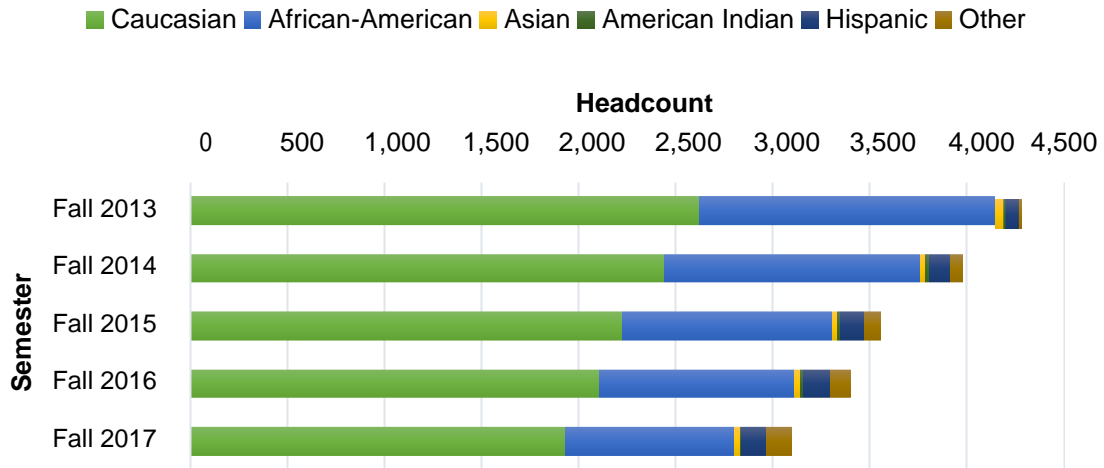
Headcount

DOMICILE

Nearly all students between Fall 2013 and Fall 2017 were in-state students.

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	#	%	#	%	#	%	#	%	#	%
In-State	4,163	97	3,874	97	3,471	97	3,351	98	3,035	98
Out-of-State	117	3	108	3	90	3	54	2	66	2

ENROLLMENT DATA

HEADCOUNT AND FTEs ENROLLMENT

In the 2017-18 academic year, there was a decrease in unduplicated headcount and FTEs[1] by 29% and 30% respectively compared to the 2013-14 academic year. Refer to **Table 2.1** and **Figure 2.1**.

Table 2.1
Annual Student Headcount and FTEs
2013-14 through 2017-18

Academic Year	Headcount	FTEs
2017-18	4,260	1,829
2016-17	4,812	2,021
2015-16	5,007	2,224
2014-15	5,554	2,373
2013-14	6,041	2,604

Figure 2.1
Annual Headcount and FTEs
2013-14 through 2017-18
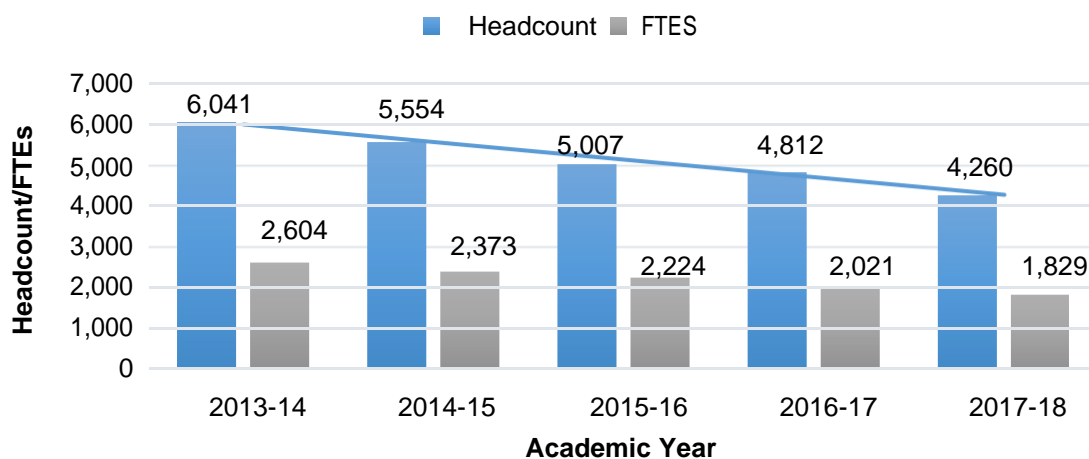
[1]**Full-Time Equivalency (FTE):** The full-time equivalency of students is a single value providing a meaningful combination of full-time and part-time students.

Between Fall 2013 and Fall 2017, student enrollment headcount has decreased by 28% percent and 26% in FTEs. Refer to **Table 2.2** and **Figure 2.2**.
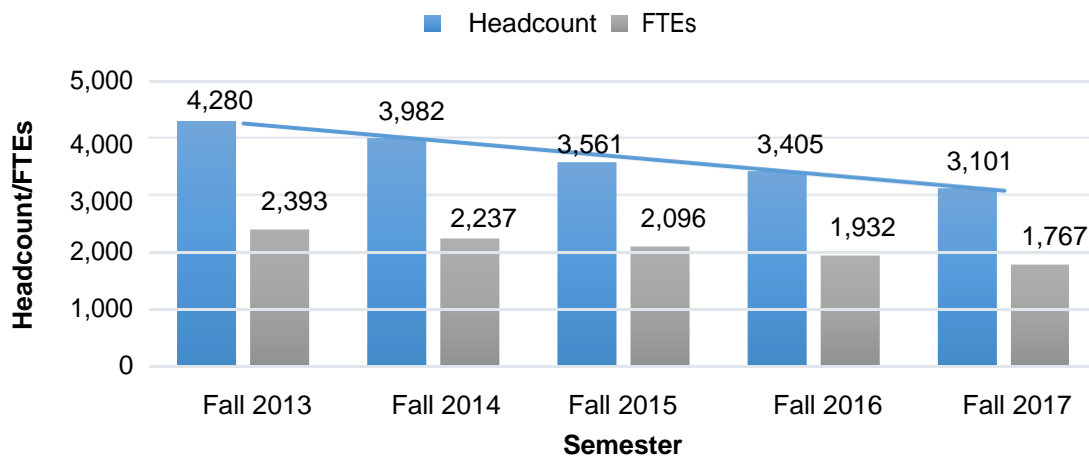
Table 2.2
Fall Headcount and FTEs Enrollment
Fall 2013 through Fall 2017

Academic Year	Headcount	FTEs
Fall 2017	3,101	1,767
Fall 2016	3,405	1,932
Fall 2015	3,561	2,096
Fall 2014	3,982	2,237
Fall 2013	4,280	2,393

Figure 2.2
Fall Headcount and FTEs
Fall 2013 through Fall 2017


ENROLLMENT BY DAY/NIGHT STATUS

Since Fall 2013, the percentage of students taking day classes increased by 2%. The percentage of students taking night classes has decreased by 1%. The percentage of students taking both day and night classes remained at 3%. Refer to **Table 2.3** and **Figure 2.3**.

Table 2.3
Enrollment by Day/Night Status
Fall 2013 through Fall 2017

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	#	%	#	%	#	%	#	%	#	%
Day	3,896	91	3,671	92	3,294	93	3,138	92	2,870	93
Night*	255	6	209	5	174	5	188	6	145	5
Both	129	3	102	3	93	3	79	2	86	3

*Night classes begin at 6:00pm or later.

Figure 2.3
Enrollment by Day/Night Status
Fall 2013 through Fall 2017
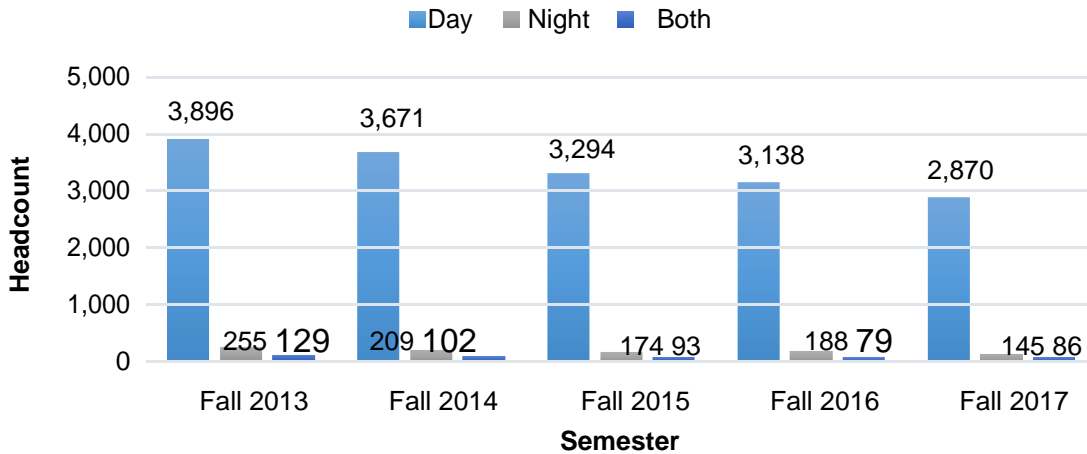
FALL-TO-FALL RETENTION

Fall-to-Fall retention is defined as the percentage of full-time, first-time degree/certificate seeking students who enroll during a Fall semester and subsequently enroll in classes the following academic year in the Fall or successfully complete their program by the following academic year in the fall.

The Fall-to-Fall retention rate for both Danville Community College and the Virginia Community College System has remained steady throughout the previous five years with only a few percentage points in difference. Refer to **Table 2.5** and **Figure 2.6**.

Table 2.5
Fall to Fall Student Retention Rate
Fall 2012 through Fall 2017

	Fall 2012 to Fall 2013		Fall 2013 to Fall 2014		Fall 2014 to Fall 2015		Fall 2015 to Fall 2016		Fall 2016 to Fall 2017	
	#	%	#	%	#	%	#	%	#	%
DCC	1,717	38.8	1,712	40	1,536	38.6	1,427	40.1	1,304	38.3
VCCS	80,030	41.5	77,671	41.1	75,971	41.4	72,289	40.9	70,372	41.2

Figure 2.6
Fall to Fall Student Retention Rate
Fall 2012 through Fall 2017
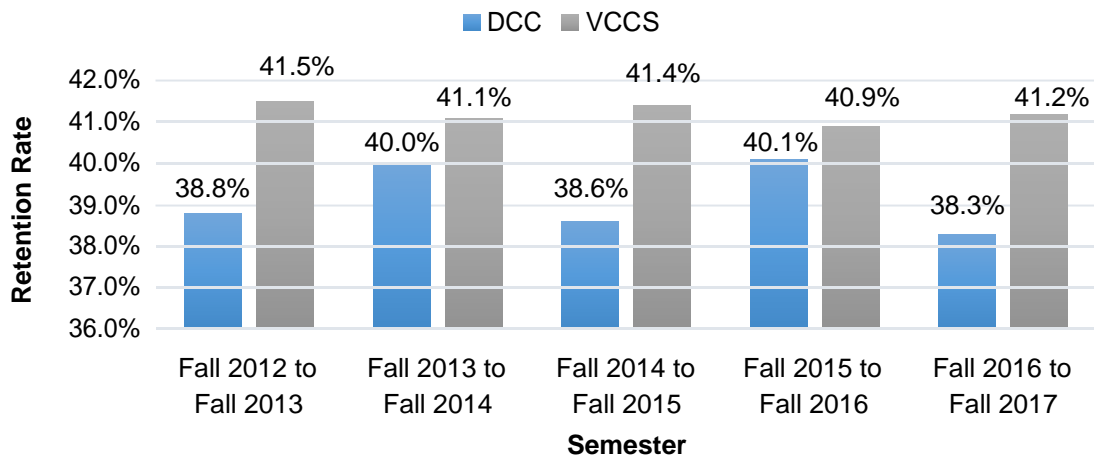
ANNUAL GRADUATE HEADCOUNT

The number of graduates increased by 15% between the 2014-15 and 2015-16 academic years but later decreased by 27% in 2016-17. In the 2017-18 academic year, the number of graduates increased by 22%. Refer to **Table 2.6** and **Figure 2.7**.

Table 2.6
DCC Annual Graduate Headcount
2013-14 through 2017-18

Academic Year	Headcount
2017-18	772
2016-17	634
2015-16	867
2014-15	756
2013-14	894

Figure 2.7
DCC Annual Graduate Headcount
2013-14 through 2017-18
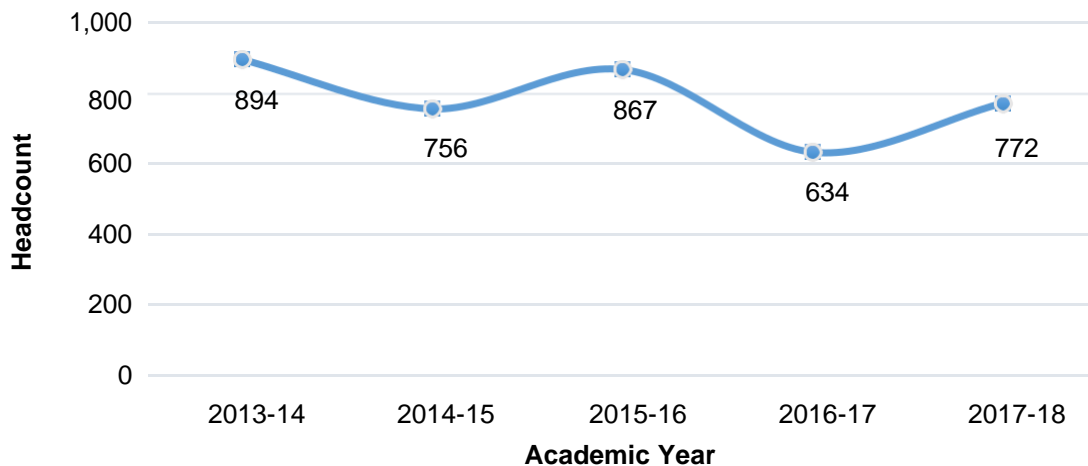
AGE DISTRIBUTION

The percentage of graduates age 17 and younger increased by 13% since 2013-14. The number of graduates age 20-21 increased by 5%, while graduates age 22-24 decreased by 11% since 2013-14. Refer to **Table 2.7** and **Figure 2.8**.

Table 2.7
Graduate Age Distribution
2013-14 through 2017-18

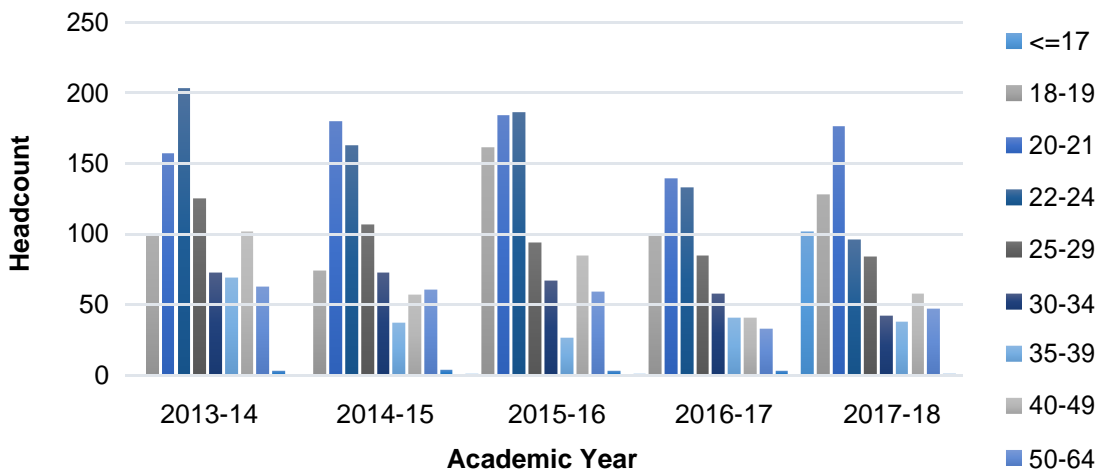|	2013-14		2014-15		2015-16		2016-17		2017-18	
	#	%	#	%	#	%	#	%	#	%
<=17	0	0	0	0	1	0	1	0	102	13
18-19	99	11	74	10	161	19	100	16	128	17
20-21	157	18	180	24	184	21	139	22	176	23
22-24	203	23	163	22	186	21	133	21	96	12
25-29	125	14	107	14	94	11	85	13	84	11
30-34	73	8	73	10	67	8	58	9	42	5
35-39	69	8	37	5	27	3	41	6	38	5
40-49	102	11	57	8	85	10	41	6	58	8
50-64	63	7	61	8	59	7	33	5	47	6
>=65	3	0	4	1	3	0	3	0	1	0

Figure 2.8
Graduate Age Distribution
**2013-14 through 2017-18**

GENDER DISTRIBUTION

Between academic year 2013-14 and 2017-18, most Danville Community College graduates were female. However, during the 2015-16 and 2016-17 academic years, there were more male graduates than female. Refer to **Table 2.8** and **Figure 2.9**.

Table 2.8
Graduate Gender Distribution
2013-14 through 2017-18

	Male		Female	
Academic Year	Headcount	%	Headcount	%
2017-18	352	45	420	55
2016-17	336	42	298	58
2015-16	461	53	406	47
2014-15	318	53	438	47
2013-14	399	46	488	54

Figure 2.9
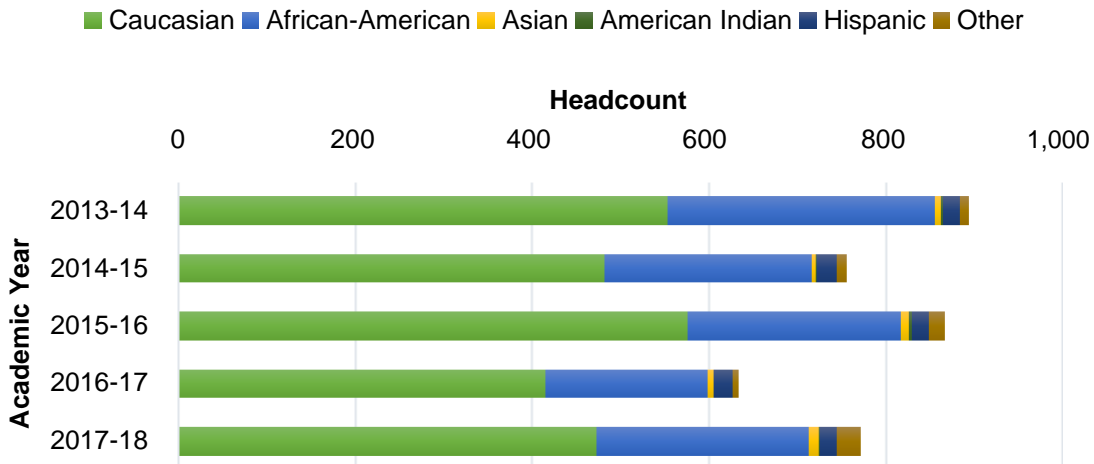**Graduate Gender Distribution**
2013-14 through 2017-18
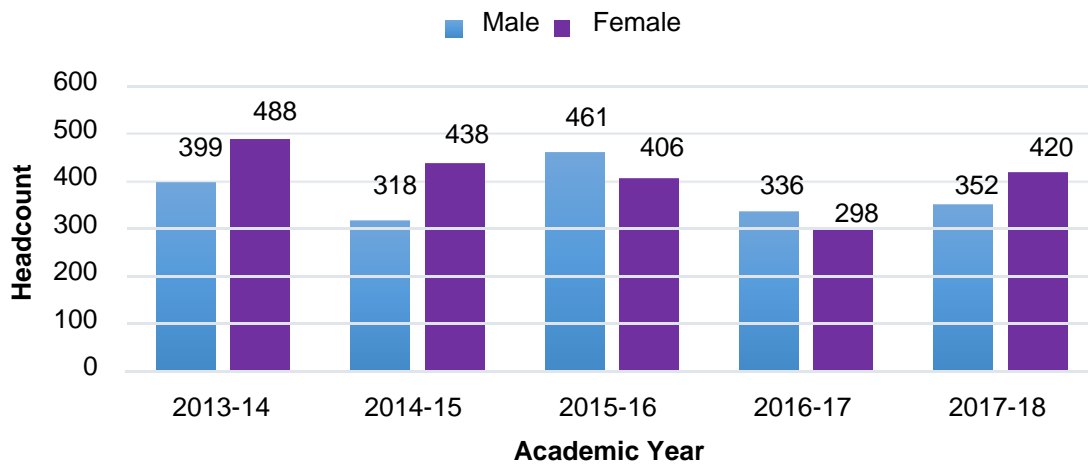
ETHNICITY DISTRIBUTION

In the 2017-18 academic year, there were 3% less African-American graduates compared to 2013-14. This, however, was an increase from the previous year, where 29% of graduates were African-American. There was also an increase in graduates of other minorities of approximately 2%. Refer to **Table 2.9** and **Figure 2.10**.

Table 2.9
Graduate Ethnicity Distribution
2013-14 through 2017-18

	2013-14		2014-15		2015-16		2016-17		2017-18	
	#	%	#	%	#	%	#	%	#	%
Caucasian	554	62	482	64	576	66	415	65	473	61
African-American	302	34	235	31	241	28	184	29	240	31
Asian	6	1	4	1	9	1	6	1	11	1
American Indian	3	0	1	0	4	0	0	0	2	0
Hispanic	19	2	23	3	19	2	22	3	19	2
Other	10	1	11	1	18	2	7	1	27	3

Figure 2.10
Graduate Ethnicity Distribution
Fall 2013 through Fall 2017

GRADUATE AWARD DISTRIBUTION

	2013-14	2014-15	2015-16	2016-17	2017-18
AA&S Degree					
Business Administration	9	13	13	12	18
Engineering	4	4	3	3	5
Liberal Arts	92	51	67	56	38
Science	30	40	29	28	32
Total	256	199	260	99	93
AAS Awards					
Administration of Justice	16	21	16	10	3

Administrative Support Technology	9	14	25	16	13
Business Management	19	23	17	18	13
Early Childhood Development	27	20	7	19	10
General Engineering Technology	1	5	3	9	7
Health Sciences	11	8	14	12	9
Information Systems Technology	37	31	26	15	22
Marketing	5	9	8	7	4
Nursing	25	25	18	30	26
Technical Studies	8	10	16	14	20
Total AAS Awards	165	170	159	156	127
Diploma Awards					
Air Conditioning & Refrigeration	10	6	17	15	12
Automotive Analysis & Repair	11	4	10	16	9
Computer Aided Drafting & Design	5	1	5	8	5
Electrical Electronics Technology	0	0	17	20	25
Machine Shop	33	35	46	44	34
Printing	7	10	14	8	7
Total Diploma Awards	78	68	110	111	92
Certificate Awards					
Air Conditioning & Refrigeration Servicing	1	2	15	2	14
Career Studies	247	225	218	128	318
Corrections Science	5	2	3	1	1
Cyber Security	-	-	-	-	3
Drafting Technology	1	2	14	3	1
Electrical/Electronics	34	13	39	29	49
First Year Studies	50	19	7	5	2
General Education	-	-	-	76	65
Industrial Maintenance	2	0	2	3	2
Office Information Processing	4	4	7	0	2
Welding	13	14	8	11	3
Total Certificate Awards	395	317	338	268	460

FACULTY & STAFF

PERSONNEL STATISTICS

| | Administrators | | Faculty | Classified Staff | | Adjunct Faculty |
	State-Funded	Restricted, Grant-Funded, Auxiliary	State-Funded + Restricted, Grant-Funded	State-Funded	Restricted, Grant-Funded, Auxiliary	State-Funded
2018	19	4	61+2	50	10	240
2017	19	6	58+1	50	12	214
2016	18	5	55+2	47	18	191
2015	18	5	48+1	45	14	246
2014	14	4	46+1	42	19	170