AGENDA

SEPTEMBER 19, 2013

STATE BOARD MEETING

JAMES MONROE BUILDING

RICHMOND, VIRGINIA
September 3, 2013

MEMORANDUM

TO: Members, State Board for Community Colleges

SUBJECT: Agenda Materials for the September Meeting

The State Board will meet on September 18 and 19, 2013 in Richmond. The schedule is as follows:

**September 18, 2013**

1:30 p.m. – 4:30 p.m. State Board Committee Meetings

The schedule and room assignments for the committee meetings will be as follows:

<table>
<thead>
<tr>
<th>Committee</th>
<th>Time</th>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic, Student Affairs and Workforce Development</td>
<td>1:30 p.m. – 3:00 p.m.</td>
<td>September 18</td>
<td>Conference Room 1 15th Floor</td>
</tr>
<tr>
<td>Audit</td>
<td>3:00 p.m. – 3:45 p.m.</td>
<td>September 18</td>
<td>Conference Room Internal Audit 14th Floor</td>
</tr>
<tr>
<td>Budget and Finance</td>
<td>1:30 p.m. – 3:00 p.m.</td>
<td>September 18</td>
<td>Godwin-Hamel Board Room, 15th Floor</td>
</tr>
<tr>
<td>Facilities</td>
<td>3:00 p.m. – 4:30 p.m.</td>
<td>September 18</td>
<td>Godwin-Hamel Board Room, 15th Floor</td>
</tr>
<tr>
<td>Personnel</td>
<td>3:45 p.m. – 4:30 p.m.</td>
<td>September 18</td>
<td>Conference Room Internal Audit 14th Floor</td>
</tr>
</tbody>
</table>

6:30 p.m. Dinner

**Berkeley Hotel**

**1200 East Cary Street**

**Richmond, VA 23219**
MEMORANDUM
September 3, 2013
Page 2

STATE BOARD FOR COMMUNITY COLLEGES

September 19, 2013

9:00 a.m. State Board Meeting – Godwin-Hamel Board Room, 15th Floor, James Monroe Building

12 Noon Lunch – Godwin-Hamel Board Room, 15th Floor, James Monroe Building

1:00 p.m. Orientation Session for New State Board Members – Godwin-Hamel Board Room, 15th Floor, James Monroe Building

The agenda and supporting documents are enclosed.

You may park in the James Monroe Building. In order to gain access into the James Monroe Building Parking Deck, you will need to have your building access card. In addition, please be sure that your parking permit is displayed in or near your front windshield. You may park in any space except those marked for handicapped. If this office may be of assistance in moving your car, please let us know upon your arrival.

Unless you indicated differently, a room reservation has been made for you on a guaranteed arrival basis at the Omni Richmond Hotel for the night of September 18. The Omni Richmond Hotel is located at 100 South 12th Street. The hotel’s telephone number is (804) 344-7000; fax number (804) 648-6704. Directions are attached.

I look forward to seeing you soon.

[Signature]

Marlene Mondziel
Executive Assistant to the Chancellor

MM/ph
Enclosures
c: Secretary of Education
Chancellor's Cabinet
Administrative Council
VCCS Presidents
Office of the Attorney General
State Council of Higher Education
Senate Finance Staff
House Appropriation Staff
STATE BOARD
FOR COMMUNITY COLLEGES
VIRGINIA COMMUNITY COLLEGE SYSTEM

2013-2014

Bruce J. Meyer, Chair
Dorcas Helfant-Browning, Vice Chair
Glenn DuBois, Secretary

STATE BOARD COMMITTEES

1:30 p.m.
Academic, Student Affairs and Workforce Development Committee
LaVonne Ellis, Chair
Robin Sullenberger, Vice Chair
Idalia P. Fernandez
Sasha Gong
Mirta Martin
Benita Thompson Byas
Darren Conner

1:30 p.m.
Budget and Finance Committee
Mike Thomas, Chair
Dave Nutter, Vice Chair
Robert Fountain
Dorcas Helfant-Browning
Michel Zajur
Steve Gannon
James Cuthbertson

3:00 p.m.
Facilities Committee
Robert Fountain, Chair
Michel Zajur, Vice Chair
Dorcas Helfant-Browning
Benita Thompson Byas
Mike Thomas
LaVonne Ellis
Dave Nutter

3:00 p.m.
Audit Committee
Mirta Martin, Chair
Steve Gannon, Vice Chair
Idalia P. Fernandez
Sasha Gong
James Cuthbertson
Darren Conner
Robin Sullenberger

Executive Committee
Bruce J. Meyer, Chair
Dorcas Helfant-Browning, Vice Chair
LaVonne Ellis
Robert Fountain
Mike Thomas
Mirta Martin
Steve Gannon

3:45 p.m.
Personnel Committee
Steve Gannon, Chair
Mirta Martin, Vice Chair
Idalia P. Fernandez
Sasha Gong
Robin Sullenberger
James Cuthbertson
Darren Conner

*Note: Audit and Personnel Committees will meet together with reports to be given by respective chairs.
STATE BOARD FOR COMMUNITY COLLEGES

MEETING NO. 329

September 19, 2013

James Monroe Building
Godwin-Hamel Board Room
Richmond, Virginia

9:00 a.m.

AGENDA

I. OPENING
   A. Call to Order
   B. Roll Call
   C. Introduction of New Board Members
      1. Darren Conner of Callands
         President of Southeast for Dewberry
      2. James Cuthbertson of Glen Allen
         Retired Health Executive
      3. Idalia Fernandez of Centreville (Reappointed)
         Director at Community Wealth Partners &
         President of Yaya Speaks, LLC
      4. Benita Thompson-Byas of Potomac Falls
         Senior Vice President of Joint Ventures and
         Vice Chair for Thompson Hospitality
   D. Minutes – Meeting No. 326, March 21, 2013 – Approval of Corrected Minutes (Page 12)
   E. Minutes – Meeting No. 328, July 18, 2013
   F. Public Comment
   G. Reports from Campus Liaison
   H. Education: Six-Year Plan – Ms. Donna VanCleave, Vice Chancellor for
      Administrative Services; Dr. Susan Wood, Vice Chancellor for Academic
      Services and Research; and Dr. Craig Herndon, Vice Chancellor for Workforce
      Development
II. CHANCELLOR'S REPORT

A. Introduction of Dr. Bruce Scism, President, Danville Community College

B. Introduction of Dr. Edward “Ted” Raspiller, President, John Tyler Community College

C. Enrollment Updates (Summer 2013)

D. Chancellor’s Report of Goals Aligned with Achieve 2015

E. Update VCCS Reengineering Taskforce

F. Strategic Planning Town Hall Meetings

G. “Faculty and Administrators Leadership Academy, September 23-26, 2013 The Founders Inn, 5641 Indian River Road, Virginia Beach, VA, Dr. Susan S. Wood, Vice Chancellor for Academic Services and Research

H. Student Leadership Conference, October 25-27, 2013, Holiday Inn Virginia Beach – Norfolk Hotel and Conference Center, 5655 Greenwich Rd, Virginia Beach, VA, 23462- Dr. Susan S. Wood, Vice Chancellor for Academic Services and Research.

I. Commonwealth Legacy Scholarship Luncheon, November 19, 2013, 11:30 a.m. – 1:00 p.m., Richmond Marriott Hotel, 500 East Broad Street, Richmond, VA – Dr. Jennifer Gentry, Vice Chancellor for Institutional Advancement

J. State Board Annual Meeting, November 19 – 20, 2013, at 3:00 p.m. Richmond Marriott Hotel, 500 East Broad Street, Richmond, VA – Dr. Jennifer Gentry, Vice Chancellor for Institutional Advancement

K. 2013 Hire Education Conference, December 11-13, 2013, The Homestead, 7696 Sam Snead Highway, Hot Springs, VA – Dr. Craig Herndon, Vice Chancellor for Workforce Development

III. COMMITTEE REPORTS

A. Academic, Student Affairs and Workforce Development Committee – LaVonne Ellis, Chair

   1. Minutes – Meeting of July 17, 2013
2. Action Item
   a. Approval of the VCCS Six-Year Plan

3. Information Items
   a. Update on Workforce Enterprise System (WES)
   b. Tracking the Contributions of High School Career Coaches
   c. Program Approval
      (1) Paul D. Camp Community College
          Certificate
          Practical Nursing
   d. Program Discontinuance
      (1) Blue Ridge Community College
          Certificate
          Fine Arts
   e. SAILS (Early Alert) Update
   f. Student Leadership Conference
   g. 3PL Program Update
   h. Student Success Snapshot #27

B. Audit Committee – Mirta M. Martin, Chair
   1. Minutes - Meeting of July 17, 2013
   2. Action Items
      None
   3. Information Items
      a. Auditor of Public Accounts Annual Financial Report for Fiscal Year
         Ending June 30, 2012
b. Paul D. Camp Community College – Update on Business Office Review

c. Human Resources Management System Audit Report

d. Litigation

C. Facilities Committee – Robert Fountain, Chair

1. Minutes July 17 2013 and Revised Minutes from March 20 2013

2. Action Items

a. Revisions to State Board Policy Manual
   Section 10: Facilities

b. Germanna Community College
   Fredericksburg Campus
   Master Plan Update
   Project Code: NP297-005

c. Northern Virginia Community College
   Alexandria Campus
   Tyler Replacement Building
   Partial Vacation of Existing East Campus Lane
   Project Code: 260-17720

d. Northern Virginia Community College
   Woodbridge Campus
   Workforce Development Center
   Schematic Plan Review
   Project Code: 260-17802

e. Patrick Henry Community College
   Timber Sale

3. Information Items

a. Virginia Community College System
   Single Bid Reporting
   Rappahannock Community College
   Facilities Building Vinyl Siding Replacement
   VCCS Project Code: NP278-005

b. Germanna Community College
   Stafford Center Feasibility Study
c. Virginia Community College System SWaM Expenditure Report 194

d. Virginia Community College System College Construction Project Report 196

e. Virginia Community College System Status Report on Capital Outlay Projects 207

D. Budget and Finance Committee – Mike Thomas, Chair

1. Minutes - Meeting of July 17, 2013

2. Action Items
   a. Approve VCCS Six-Year Financial Plan 211
   b. Approve Submission of 2014-16 Budget Requests to the Governor 212
   c. Resolution on Restructuring – Level II Procurement 215

3. Information Item
   a. Analysis of Fiscal Year 2013 Spending 219

E. Personnel Committee – Stephen Gannon, Chair

1. Minutes—Meeting of July 17, 2013

2. Action Items
   a. Revision of Several Administrative Policies 220
      i. Categories of Employment, Policy #3.0 222
      ii. Academic Rank, Special Positions, Administrative Titles, Policy #3.1: 228
      iii. Faculty Qualifications for Rank, Policy #3.2 238
      iv. Faculty Sanctions, #3.12: 241
      vi. Lactation, (New) Policy #3.14.8: 253
vii. Presidential Salaries, Policy #3.15.0.1:

b. Degree Equivalency, Policy # 3.2.3 (Continued)

3. Information Item

a. Executive Succession Planning (Continued Item)

IV. EXECUTIVE COMMITTEE/CHAIR’S REPORT

V. OTHER BUSINESS

VI. ADJOURNMENT

1:00 p.m. Orientation Session for New State Board Members – Godwin-Hamel Board Room, 15th Floor, James Monroe Building
TITLE:  ENROLLMENT UPDATES (Summer 2013) (Chancellor’s Report, Item II.C)

BACKGROUND:

In this item, enrollment updates are provided that reflect Summer 2013 headcount and FTE by college. These data are compared to the previous terms.

Summer 2013 Enrollment Highlights

- The VCCS had a summer 2013 headcount enrollment of 86,842 students. FTE student enrollment was 31,870.
- Headcount enrollment decreased by over 3,900 students (-4.4%) from the end of the summer 2012 term. FTE student enrollment decreased by more than 2,000 (-5.9%) from summer 2012 to summer 2013.
- Seven colleges increased or held steady in headcount enrollment from summer 2012. Three colleges (Blue Ridge, Rappahannock, and Thomas Nelson) increased FTES enrollment from summer 2012 enrollment.
- Eight colleges experienced a decrease in student headcount of more than 10% from summer 2012 enrollment. Patrick Henry experienced the largest percentage decrease (-18.7%), while Tidewater experienced the largest numerical decrease (-1,059).
- Seven colleges experienced a decrease in FTES of more than 10% from summer 2012 enrollment. Dabney S. Lancaster experienced the largest percentage decrease (-27.1%), while Northern Virginia experienced the largest numerical decrease (-585).

ACTION RECOMMENDED:

This is an information item. No action is required.

RESOURCE PERSONS:

Dr. Susan S. Wood, Vice Chancellor for Academic Services & Research, swood@vccs.edu, 804.819.4972

Dr. Catherine Finnegan, Assistant Vice Chancellor for Institutional Effectiveness, cfinnegan@vccs.edu, 804.819.1665
### VCCS Summer 2013 End-of-Term and Summer 2012 End-of-Term

<table>
<thead>
<tr>
<th>College</th>
<th>Headcount</th>
<th>FTES</th>
<th>Headcount</th>
<th>FTES</th>
<th>Difference Percent</th>
<th>Difference Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Ridge</td>
<td>1,790</td>
<td>636</td>
<td>1,762</td>
<td>622</td>
<td>1.6%</td>
<td>28</td>
</tr>
<tr>
<td>Central Virginia</td>
<td>1,845</td>
<td>598</td>
<td>2,097</td>
<td>665</td>
<td>-12.0%</td>
<td>-252</td>
</tr>
<tr>
<td>Dabney S. Lancaster</td>
<td>422</td>
<td>102</td>
<td>505</td>
<td>140</td>
<td>-16.4%</td>
<td>-83</td>
</tr>
<tr>
<td>Danville</td>
<td>1,538</td>
<td>607</td>
<td>1,512</td>
<td>619</td>
<td>1.7%</td>
<td>26</td>
</tr>
<tr>
<td>Eastern Shore</td>
<td>232</td>
<td>70</td>
<td>234</td>
<td>73</td>
<td>-0.9%</td>
<td>-2</td>
</tr>
<tr>
<td>Germanna</td>
<td>3,109</td>
<td>1,050</td>
<td>3,164</td>
<td>1,058</td>
<td>-1.7%</td>
<td>-55</td>
</tr>
<tr>
<td>J. Sargeant Reynolds</td>
<td>6,713</td>
<td>2,515</td>
<td>6,841</td>
<td>2,586</td>
<td>-1.9%</td>
<td>-128</td>
</tr>
<tr>
<td>John Tyler</td>
<td>3,657</td>
<td>1,249</td>
<td>4,169</td>
<td>1,436</td>
<td>-12.3%</td>
<td>-512</td>
</tr>
<tr>
<td>Lord Fairfax</td>
<td>2,577</td>
<td>871</td>
<td>2,577</td>
<td>894</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Mountain Empire</td>
<td>890</td>
<td>385</td>
<td>1,032</td>
<td>458</td>
<td>-13.8%</td>
<td>-142</td>
</tr>
<tr>
<td>New River</td>
<td>1,547</td>
<td>530</td>
<td>1,672</td>
<td>585</td>
<td>-7.5%</td>
<td>-125</td>
</tr>
<tr>
<td>Northern Virginia</td>
<td>29,158</td>
<td>10,850</td>
<td>30,046</td>
<td>11,398</td>
<td>-3.0%</td>
<td>-888</td>
</tr>
<tr>
<td>Patrick Henry</td>
<td>1,005</td>
<td>399</td>
<td>1,236</td>
<td>527</td>
<td>-18.7%</td>
<td>-231</td>
</tr>
<tr>
<td>Paul D. Camp</td>
<td>639</td>
<td>263</td>
<td>695</td>
<td>278</td>
<td>-8.1%</td>
<td>-56</td>
</tr>
<tr>
<td>Piedmont Virginia</td>
<td>2,194</td>
<td>694</td>
<td>2,192</td>
<td>705</td>
<td>0.1%</td>
<td>2</td>
</tr>
<tr>
<td>Rappahannock</td>
<td>1,206</td>
<td>401</td>
<td>1,174</td>
<td>386</td>
<td>2.7%</td>
<td>32</td>
</tr>
<tr>
<td>Southside Virginia</td>
<td>1,979</td>
<td>793</td>
<td>2,306</td>
<td>946</td>
<td>-14.2%</td>
<td>-327</td>
</tr>
<tr>
<td>Southwest Virginia</td>
<td>1,166</td>
<td>489</td>
<td>1,301</td>
<td>535</td>
<td>-10.4%</td>
<td>-135</td>
</tr>
<tr>
<td>Thomas Nelson</td>
<td>5,063</td>
<td>1,769</td>
<td>4,963</td>
<td>1,766</td>
<td>2.0%</td>
<td>100</td>
</tr>
<tr>
<td>Tidewater</td>
<td>14,777</td>
<td>5,773</td>
<td>15,836</td>
<td>6,268</td>
<td>-6.7%</td>
<td>-1,059</td>
</tr>
<tr>
<td>Virginia Highlands</td>
<td>864</td>
<td>301</td>
<td>918</td>
<td>314</td>
<td>-5.9%</td>
<td>-54</td>
</tr>
<tr>
<td>Virginia Western</td>
<td>3,396</td>
<td>1,074</td>
<td>3,358</td>
<td>1,088</td>
<td>1.1%</td>
<td>38</td>
</tr>
<tr>
<td>Wytheville</td>
<td>1,075</td>
<td>450</td>
<td>1,232</td>
<td>536</td>
<td>-12.7%</td>
<td>-157</td>
</tr>
<tr>
<td>VCCS</td>
<td>86,842</td>
<td>31,870</td>
<td>90,822</td>
<td>33,882</td>
<td>-4.4%</td>
<td>-3,980</td>
</tr>
</tbody>
</table>

### Highlights of Summer 2013 Headcount and FTES Enrollment:

- The VCCS had a summer 2013 headcount enrollment of 86,842 students. FTE student enrollment was 31,870.
- Headcount enrollment decreased by over 3,900 students (-4.4%) from the end of the summer 2012 term. FTE student enrollment decreased by more than 2,000 (-5.9%) from summer 2012 to summer 2013.
- Seven colleges increased or held steady in headcount enrollment from summer 2012. Only three colleges (Blue Ridge, Rappahannock, and Thomas Nelson) increased FTES enrollment from summer 2012 enrollment.
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- Seven colleges experienced a decrease in FTES of more than 10% from summer 2012 enrollment. Dabney S. Lancaster experienced the largest percentage decrease (-27.1%), while Northern Virginia experienced the largest numerical decrease (-585).
BACKGROUND:

In order to keep members of the State Board for Community Colleges informed about progress made in strategic areas aligning with the goals of Achieve 2015, the Chancellor provides bi-monthly status reports at the time of the regularly scheduled State Board meetings. This item reflects goal updates on the 2013-14 Chancellor’s Goals approved by the State Board for Community Colleges in May 2013.

RESOURCE PERSONS:

Dr. Glenn DuBois
Chancellor
804.819.4903

Dr. Susan S. Wood
Vice Chancellor for Academic Services & Research
804.819.4972

Dr. Catherine Finnegan
Assistant Vice Chancellor for Institutional Effectiveness
804.819.1665
In order to keep members of the State Board for Community Colleges informed about progress made in strategic areas aligning with the goals of Achieve 2015, the Chancellor provides bi-monthly status reports at the time of the regularly scheduled State Board meetings. This item reflects goal updates on the 2013-14 Chancellor’s Goals approved by the State Board for Community Colleges in May 2013.

ACCESS

Increase the number of individuals who are educated and trained by Virginia’s Community Colleges by 50,000 to a total of 423,000, with emphasis on increasing the number from underserved populations by at least 85,000 individuals.

1. INCREASE ENROLLMENT UNDERSERVED POPULATIONS

Increase enrollment from underserved populations by 3% over 2012-13.

<table>
<thead>
<tr>
<th>MONTH</th>
<th>UPDATE</th>
<th>PROGRESS</th>
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</thead>
<tbody>
<tr>
<td>July 2013</td>
<td>In Summer 2013, 21% of enrolled students were considered first-</td>
<td></td>
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<tr>
<td></td>
<td>generation college attenders, compared to 20% in Summer 2012. Also,</td>
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<td></td>
<td>41.9% of enrolled students identified themselves as minority,</td>
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<tr>
<td></td>
<td>compared to 41% in Summer 2012.</td>
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<tr>
<td>September 2013</td>
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<tr>
<td>November 2013</td>
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<td>January 2014</td>
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<tr>
<td>March 2014</td>
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<tr>
<td>May 2014</td>
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<tr>
<td>June 2014</td>
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</table>

2. EDUCATIONAL PROGRAMS

Annually develop 10 new academic programs (degree, certificate, or career studies certificate) that respond to emerging, critical workforce needs, particularly in STEM-related areas (science, technology, engineering, and mathematics).

<table>
<thead>
<tr>
<th>MONTH</th>
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<tbody>
<tr>
<td>July 2013</td>
<td></td>
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<tr>
<td>September 2013</td>
<td>Three new career studies certificates were created by Blue Ridge</td>
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<td></td>
<td>Community College, Paul D. Camp Community College and Wytheville</td>
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<td></td>
<td>Community College.</td>
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<tr>
<td>November 2013</td>
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<td>January 2014</td>
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<td>March 2014</td>
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<td>May 2014</td>
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<tr>
<td>June 2014</td>
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### 3. VIRGINIA EDUCATION WIZARD

Increase the total number of profiles created in the Virginia Education Wizard by 70,000, to include 45,000 profiles created by Virginia students in grades 7 through 12 and 12,000 profiles by Virginia community college students. Achieve 15,000 Career and Course Plans by community college students.

<table>
<thead>
<tr>
<th>MONTH</th>
<th>UPDATE</th>
<th>PROGRESS</th>
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</thead>
<tbody>
<tr>
<td>July 2013</td>
<td></td>
<td></td>
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<tr>
<td>September 2013</td>
<td>Since July 1, 2013, 6,052 new profiles have been created, to include 2,274 profiles created by Virginia students in grades 7 through 12 and 1,319 profiles by Virginia community college students. There have been 495 Career and Course Plans created by community college students. These new profiles and planners were created during the summer when fewer students are enrolled. The number of new profiles and CCPs will increase throughout the fall and spring terms.</td>
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<td>November 2013</td>
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<td>January 2014</td>
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<td>March 2014</td>
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<td>May 2014</td>
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<tr>
<td>June 2014</td>
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### 4. IMPLEMENT STUDENT LEVEL TRACKING OF CAREER COACH SERVICES

Establish access to student data at the division level for career coaches via agreements with division superintendents or school principals.

<table>
<thead>
<tr>
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<th>PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 2013</td>
<td>Chmura Economics &amp; Analytics, the developer for the case management system, delivered version 1 of the case management system for career coaches and VCCS staff provided feedback. A focus group of coaches, who were provided access to the test site, gave feedback which will be used to improve the tool prior to launch in September.</td>
<td></td>
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<tr>
<td>November 2013</td>
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<tr>
<td>January 2014</td>
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<td>March 2014</td>
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<td>May 2014</td>
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<tr>
<td>June 2014</td>
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</table>

### 5. EXPAND GREAT EXPECTATIONS ENROLLMENTS

Adopt and implement a strategic plan for the program identifying goals and outcome measures that align with Achieve 2015-Take Two and other VCCS system-wide measures of student success. Increase by 10% the number of GE students who successfully earn at least 16 hours of credit per year.

<table>
<thead>
<tr>
<th>MONTH</th>
<th>UPDATE</th>
<th>PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2013</td>
<td>In May, Great Expectations conducted an awareness tour across the state in celebration of the program’s 5th anniversary. Three awareness luncheons were held with Department of Social Services.</td>
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</table>
(DSS), CASA, Independent Living Coordinators, school personal and others connected to foster youth in attendance. It is expected that referrals and enrollment will increase due to the increased awareness.

September 2013  
November 2013  
January 2014  
March 2014  
May 2014  
June 2014

6. **EXPAND SHARED DISTANCE LEARNING MODEL**

*Expand participation in shared distance learning model to all remaining colleges. Explore the feasibility of adding more course originating colleges to the model.*

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<tbody>
<tr>
<td>July 2013</td>
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<tr>
<td>September 2013</td>
<td>In fall 2011, six colleges (ESCC, GCC, PDCCC, RCC, SwVCC and TNCC) participated in the shared distance learning model. BRCC began in spring 2012. JTCC, NRCC, PVCC, VHCC, and VWCC began offering courses in fall 2012 bringing the current total to 12 colleges utilizing Shared Distance Learning.</td>
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**AFFORDABILITY**

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

7. **INCREASE FINANCIAL AID RECIPIENTS**

*Increase the number of students receiving financial aid by 5% over 2012-13 with special focus on middle class students.*

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<tbody>
<tr>
<td>July 2013</td>
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<tr>
<td>September 2013</td>
<td>As of August 20, 2013, comparing Award Year 2013 to 2014, the number financial aid applications declined slightly (-2.93%) but the number of student aid awards increased slightly (2.08%).</td>
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8. **BENCHMARKS FOR FINANCIAL AID SHARED SERVICES MODEL**

Implement and monitor the performance benchmarks of the Financial Aid Shared Services model.

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<tr>
<td>July 2013</td>
<td>Funding was received to support the development and implementation of Online Financial Aid Portal. The portal will allow students to have greater control over their submission and tracking of financial aid information during the verification process. Regularly scheduled meeting times and dates have been set with colleges participating in back office function. Currently VCCS staff are working with pilot colleges to develop tools to measure and benchmark both front office and back office financial aid efficiencies.</td>
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**STUDENT SUCCESS**

*Triple the number of students graduating, transferring, or completing a workforce credential to 91,173, including tripling the success of students from underserved populations to 39,393.*

9. **ENHANCE VETERANS SERVICES**

All colleges will develop plans to expand and enhance services for veterans and active duty military personnel with attention to prior learning. Plans will be submitted to the Chancellor by October 1, 2013.

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<tr>
<td>July 2013</td>
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<tr>
<td>September 2013</td>
<td>The inaugural Troops to Energy Jobs (T2EJ) work group meeting took place on June 27. In addition to representatives from Dominion, TNCC, TCC, and NVCC participated in the meeting. Dominion has suggested that the work group focus on the Technician and Operator skill set categories because of the number of energy jobs related to this particular skill set. The workgroup is currently reviewing a degree map created by Dominion that shows the alignment between Dominion Virginia Power business positions and degrees from JSRCC, JTCC, and CVCC. The next T2EJ work group meeting will take place in September.</td>
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10. ENCOURAGE COLLEGE READINESS

All colleges will develop plans to strengthen college readiness initiatives between colleges and K-12 partners. Plans may be sequenced over several years. Plans will be submitted to the Chancellor by November 1, 2013.

MONTH | UPDATE | PROGRESS
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July 2013 |  |  
September 2013 |  |  
November 2013 |  |  
January 2014 |  |  
March 2014 |  |  
May 2014 |  |  
June 2014 |  |  

11. DEVELOP STUDENT SERVICES INITIATIVES

Implement an automated early alert system (eWISE) to strengthen persistence.

MONTH | UPDATE | PROGRESS
--- | --- | ---
July 2013 | The Project Team and College Implementation Teams are currently working towards implementation of the new enterprise early alert system. The system will be piloted with all developmental education courses during the Fall 2013 semester and will be fully released to all credit courses in Spring 2014. |  
September 2013 | The Project Team selected the acronym SAILS for the new early alert system. SAILS stands for Student Assistance and Intervention for Learning Support. In preparation for the pilot period, which will begin on September 30, 2013, the Project Team and College Teams are conducting testing of the early alert system. Preparation for trainings is also underway. |  
November 2013 |  |  
January 2014 |  |  
March 2014 |  |  
May 2014 |  |  
June 2014 |  |  

12. Evaluate Developmental Education Redesign

Evaluate effectiveness of developmental mathematics and developmental English redesign.

MONTH | UPDATE | PROGRESS
--- | --- | ---
July 2013 | Student Success Snapshot #26 following the progress of the first cohort of students who took the VPT-Math and enrolled in redesigned developmental math courses was shared with Board members during their July 2013 meeting. |  
September 2013 | During the 2013 Chancellor's Retreat in August, Dr. Templin from NVCC, Dr. Coutts from LFCC and Dr. Finnegan from the System Office shared data on the progress of the developmental education redesign, perspectives on institutional change and ideas for the future of developmental education. |  

Progress Key: ● Work Not Started ✦ Progressing with Challenges ■ Progressing as Expected ★ Complete
### 13. EXPLORE EMERGING LEARNING TECHNOLOGIES

*Develop new and evolving learning technologies and promote those that offer the greatest promise for effective teaching and learning and improved student success.*

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<tr>
<td>July 2013</td>
<td>In May 2013, a Future Technologies Group was established, consisting of the five VCCS Vice Chancellors and their selected staff. The goal of this group is to learn more about developing educational technologies and trends and their possible impact on teaching and learning throughout the system. In May, the group learned more about Open Badges. In June the group heard a presentation on MOOCs.</td>
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<tr>
<td>September 2013</td>
<td>The Future Technologies Group focused on Google Apps for Education at its July meeting. The ASAC Educational Technology Committee formed a small panel to redefine the mission of the eLearning and Educational Technology Committee (ELET) so the committee can play a more prominent role in identifying, researching, and recommending promising emerging educational technologies. The panel will offer its recommended changes by the end of the summer in time for the Fall 2013 ELET and ASAC meetings.</td>
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### 14. DEVELOP DIGITAL TEXTBOOKS FOR HIGH VOLUME COURSES

*Continue development and promotion of the adoption of openly licensed digital textbooks for high volume VCCS courses.*

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<tr>
<td>July 2013</td>
<td>One of the twelve open resources grantees was replaced with a new grantee selected from the original applicants. The new grantee began work right away, and has been supported by Lumen Learning to complete her project on time.</td>
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<td>September 2013</td>
<td>On June 28th, the twelve Chancellor's OER grantees submitted progress reports on the development of their openly licensed course materials. All of the projects are developing as expected. Final deliverables were due on July 19, 2013. The courses will be piloted during the Fall 2013 semester.</td>
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**Progress Key:**  
- Work Not Started  
- Progressing with Challenges  
- Progressing as Expected  
- Complete
15. **INCREASE EMPLOYMENT ATTAINMENT BY STUDENTS SERVED BY ON-RAMP AND ADULT CAREER COACHES**

*Meet individual college targets established for job placement of individuals served by On Ramp and the Adult Career Coach Program’s Experiential Learning/Job Placement Coordinators.*

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<tr>
<td>July 2013</td>
<td>On Ramp applications are complete and funds have been transferred to all but one college, which will provide additional information before funds are transferred. WDS staff continued to develop a budget and work plan for the $1.2 million National Emergency Grant that will fund and expansion of the On Ramp program to additional colleges. By mid-August, the adult career coaches served over 3,000 clients throughout the Commonwealth and facilitated 154 employment placements.</td>
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| March 2014    |                                                                                                                                                                                                         |          |
| May 2014      |                                                                                                                                                                                                         |          |
| June 2014     |                                                                                                                                                                                                         |          |

16. **SUPPORT CREDIT AND NON-CREDIT CREDENTIAL ATTAINMENT BY DISLOCATED WORKERS AND MIDDLE COLLEGE PARTICIPANTS**

*Increase the number of credentials earned by individuals served through On Ramp, Middle College, and Adult Career Coaches.*

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<tr>
<td>July 2013</td>
<td>On Ramp applicants identified credential attainment goals in their applications for funding. The nine Middle College directors met with VCCS staff in July to discuss the upcoming year of Middle College, funding, and needed shifts in the design of the program to produce more credentials and more successful postsecondary outcomes. The VCCS Director of Middle College is developing a plan based on this meeting.</td>
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**Progress Key:**  ● Work Not Started  ◆ Progressing with Challenges  ■ Progressing as Expected  ★ Complete
17. INCREASE THE NUMBER OF STUDENTS COMPLETING AND BUSINESSES RECOGNIZING CAREER READINESS CERTIFICATES

Meet individual college targets established for number of individuals receiving and businesses recognizing the CRC.

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<td>July 2013</td>
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<tr>
<td>September 2013</td>
<td>From July 1 through August 15, 2013, 971 Career Readiness Certificates were attained by Virginians. WDS staff is working with colleges currently to develop guidelines for what constitutes business recognition and how it will be tracked and reported. Additionally, WDS staff allocated funding for a statewide CRC promotional strategy that will help drive demand for and access to testing for the credential.</td>
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18. STUDENT SUCCESS REPORTING

Provide comprehensive reporting on a variety of student success measures aligned with Achieve 2015-Take Two and the Reengineering Task Force recommendations.

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<tr>
<td>July 2013</td>
<td>Student Success Snapshot 26 entitled Student Performance in Redesigned Developmental Math Courses was presented to the presidents during their June 2013 meeting. This is the second snapshot in a series following 11,117 students who took the Virginia Placement Test-Math (VPT-Math) prior to January 15, 2012 and subsequently enrolled in the spring 2012 term. These students were the first group to complete the VPT-Math and as a result, are the only group able to enroll in a year of redesigned developmental math courses.</td>
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<td>September 2013</td>
<td>Student Success Snapshot 27 entitled Graduation Outcomes for VCCS Students Transferring to 4-Year Institutions was presented to the presidents during their August 2013 meeting. This snapshot examines graduation and transfer outcomes for 14,048 students who graduated from the VCCS with an associate degree in the 2005-2006 academic year.</td>
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19. DUAL ENROLLMENT SUCCESS

Progress Key: ● Work Not Started ◆ Progressing with Challenges ■ Progressing as Expected ★ Complete
Monitor college dual enrollment efforts and assist colleges in implementing HB 1184.

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<tr>
<td>July 2013</td>
<td>Colleges have developed pathways articulating compliance with HB1184 with every school division they serve. The 2013-2014 dual enrollment contracts are currently being finalized to include these pathways.</td>
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<tr>
<td>September 2013</td>
<td>All of Virginia's community colleges have submitted approved plans in accordance with HB1184. Colleges are now solidifying and submitting their 2013-2014 dual enrollment contracts.</td>
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WORKFORCE

*Increase the number of employers provided training and services to 13,000, with a particular focus on high-demand occupational fields.*

20. SERVE EMPLOYERS THROUGH COLLEGE COURSES, PROGRAMS, AND OUTREACH

*Increase the number of employers served through college credit and noncredit courses, customized training, layoff aversion, and other outreach efforts by 6% and report annually all their employer activities.*

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<tr>
<td>September 2013</td>
<td>Funding to support noncredit workforce training, including funding to offset the cost of training for employers, has been distributed to colleges.</td>
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21. IMPLEMENT WORKFORCE ENTERPRISE SYSTEM

*Monitor and report on the multi-year implementation of a workforce enterprise system.*

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<td>July 2013</td>
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<tr>
<td>September 2013</td>
<td>VCCS staff presented updated interface requirements to colleges as part of the fit-gap analysis in July. Over 100 college staff participated in the call. Colleges raised concern that staff would need to work in both systems (SIS and WES) and that it would reduce the functionality of WES. VCCS staff reviewed feedback from the call and are looking at new methods to shift the work between the systems from WES to IT interfaces.</td>
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**Progress Key:** ● Work Not Started ◊ Progressing with Challenges ■ Progressing as Expected ★ Complete
November 2013
January 2014
March 2014
May 2014
June 2014

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

22. LEVERAGE SUPPORT FROM THE VIRGINIA WORKFORCE SYSTEM
Leverage funding and in-kind contributions from workforce partners and workforce funding streams.

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<tr>
<td>July 2013</td>
<td>Efforts toward preparation for seeking Level II Delegated Authority for Procurement continue. Collaborative procurement efforts are also in progress. Wytheville Community College awarded a web design contract, which included cooperative procurement language. Two other colleges have already inquired about using the contract (saving months of research and procurement time). Led by Virginia Western Community College, nine colleges are working together to develop a leveraged contract for bookstore/learning materials.</td>
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<tr>
<td>September 2013</td>
<td>An update on the process and timeline for pursuing more delegated authority for procurement was presented to the State Board in July and ACOP in August. Preliminary discussions with state procurement officials have occurred.</td>
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23. LEVERAGE VCCS PURCHASING VOLUME
Obtain Level II delegated authority for procurement for the system.

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24. INCREASE VFCCE FUNDRAISING
Increase the Virginia Foundation for Community College Education fundraising totals by 10% from 2012-13.
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<tr>
<td>July 2013</td>
<td>For the period June 1, 2012 to May 31, 2013, the VFCCE increased its fundraising by 24%. The new Great Expectations Director, Anne Holton, conducted an awareness tour across the state. Four donor receptions were held for stakeholders. To date, close to $500,000 has been raised to support Great Expectations through the VFCCE.</td>
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<td>September 2013</td>
<td>When compared to the previous year ended July 31, 2012, the VFCCE in July and August increased by 51%. Contributions, sponsorships and investment income for the last two months exceeded prior year performance.</td>
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25. **INCREASE ONLINE DONATIONS**

*Increase the number of online donations to the VFCCE by 20% over 2012-13.*

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<tr>
<td>September 2013</td>
<td>Online donations for July 2013 increased over July 2012 significantly both in number of donations and dollar amounts. This goal is on track to meet the 20 percent increase as awareness of the availability of the online forms increases.</td>
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26. **LAUNCH RURAL VIRGINIA HORSESHOE INITIATIVE**

*Launch Rural Virginia Horseshoe Initiative pilot across the seven community colleges within the rural horseshoe region.*

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<tr>
<td>July 2013</td>
<td>The RVHI Steering Committee’s first meeting was held on April 24 with excellent attendance and participation. Work to date was reviewed and subsequent one on one meetings have been held with virtually all members. A database of legislative contacts by committee member is being developed and initial contribution contacts have been identified. The next Steering Committee meeting is set for the afternoon of September 11.</td>
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<td>September 2013</td>
<td>The RVHI was endorsed by Lieutenant Governor Bolling in his transmittal letter of the Rural Jobs Council’s report to the governor. The lieutenant governor and the office of the secretary of education remain supportive, and the RVHI is proceeding with a budget request of $1.9 million. The RVHI was presented to the</td>
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Workforce/K-12 Committee of the Virginia Chamber Commerce, which is developing an “Economic Development Blueprint” to present to the next Governor.

Working with Patrick Henry Community College, a template for a four year media and communications plan was drafted and shared with the other pilot colleges. A template for a full-time career coach program was developed with assistance from Blue Ridge Community College and reviewed with the pilot colleges as well. Information obtained from the focus groups previously discussed contributed to their development.

November 2013
January 2014
March 2014
May 2014
June 2014

27. INCREASE REVENUES GENERATED BY WORKFORCE DEVELOPMENT SERVICES
Meet individual college targets established for revenues generated in excess of covering the direct costs in delivering workforce development services.

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<th>MONTH</th>
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<tbody>
<tr>
<td>July 2013</td>
<td>VCCS staff are working with colleges to set revenue goals.</td>
</tr>
<tr>
<td>September 2013</td>
<td>VCCS staff are working with colleges to set revenue goals.</td>
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<td>November 2013</td>
<td>VCCS staff are working with colleges to set revenue goals.</td>
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<tr>
<td>June 2014</td>
<td>VCCS staff are working with colleges to set revenue goals.</td>
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MANAGEMENT GOALS
In order to accomplish the goals set forth in Achieve 2015- Take Two and these Chancellor’s Goals, various management goals are necessary.

28. Expand Data In Decision Support System
Complete implementation of the financial aid and human resources modules and plan for adding new data to Quinn.

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<tr>
<th>MONTH</th>
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<tbody>
<tr>
<td>July 2013</td>
<td>Initial implementation of the Quinn financial aid module is progressing as planned. The Financial Aid Workgroup held an orientation and fit-gap analysis meeting during the week of July 8th.</td>
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<tr>
<td>September 2013</td>
<td>The Financial Aid Workgroup completed its validation of the data in late July. Installation of the new business intelligence tool, Pyramid was completed in early September. Initial planning for the installation of the human resources module was begun. A gap analysis of data found in the previous datawarehouse and Quinn was conducted.</td>
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Progress Key: ● Work Not Started ♦ Progressing with Challenges ■ Progressing as Expected ★ Complete
29. Monitor Achieve 2015-Take Two

Monitor implementation of Achieve 2015-Take Two.

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<tr>
<td>July 2013</td>
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<tr>
<td>September 2013</td>
<td>VCCS staff are working with SCHEV staff to create a system for tracking the progress and outcomes of VCCS students who participate in guaranteed admissions agreements. This system would provide web-based reports about these students on the SCHEV research website.</td>
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30. Meet Management Standards

Meet specified academic, administrative, and financial Performance Standards required to receive incentives provided for in the Higher Education Restructuring Act.

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31. Improve Efficiencies In Administrative Services

Identify best opportunities to improve efficiencies in administrative services across the system and begin implementation.

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<tr>
<td>July 2013</td>
<td>Responses to the RFP for benchmarking assistance have been received and are under review by the evaluation team. A contract should be awarded in summer 2013. The benchmarking data collection and analysis will begin after contract award.</td>
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**Progress Key:**  ● Work Not Started  ◊ Progressing with Challenges  ■ Progressing as Expected  ★ Complete
32. Continue Emergency Preparedness

Host or sponsor a series of threat assessment team training programs and functional exercises throughout the VCCS.

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33. Project Management

By March 1, 2014, colleges will submit reports on the current status for implementation of the technology project management standards and guidelines relative to Level 2.

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34. Implement Revised Faculty Evaluation System

Complete implementation of a revised faculty evaluation system.

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35. Develop VCCS Leadership

Progress Key: ● Work Not Started ✦ Progressing with Challenges ■ Progressing as Expected ★ Complete

14 | Chancellor’s Goals Update on Achieve 2015 Goals 17
Offer opportunities to develop promising VCCS leaders for senior roles.

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<th>MONTH</th>
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<tr>
<td>July 2013</td>
<td>Planning is underway for the annual Faculty and Administrators Leadership Academy hosted by the Office of Professional Development, which will be held in late September in Virginia Beach. Forty representatives from all 23 colleges are being named by their presidents.</td>
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36. Complete Internal Audit Plan
Complete the FY 2014 Internal Audit Plan.

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<tr>
<td>July 2013</td>
<td>The audit plan has been developed and approved for FY 2013-2014.</td>
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37. Create Diversity Taskforce
Create a diversity taskforce to define VCCS policies and practices for recruiting and retaining a diverse workforce and leadership. A VCCS president should serve as chair and a State Board member should serve as co-chair.

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<tr>
<td>July 2013</td>
<td>The chief human resource officers group of the VCCS held a diversity summit on June 20th. The group has prepared a draft report that contains some recommendations for the VCCS to consider as it investigates strategies for increasing diversity within the VCCS. The recommendations include emphasizing the value of building a unified community within the VCCS that would be the foundation for a world-class community college system. Their recommendations will be offered to the State Board Task Force on Diversity that is being formulated as a part of the Chancellor's Goals for 2014.</td>
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<tr>
<td>September 2013</td>
<td>A charge for the Diversity Task Force has been developed, membership is being established, and the initial meeting of the group is scheduled for August 27, 2013.</td>
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**Progress Key:**  
- **Work Not Started**  
- **Progressing with Challenges**  
- **Progressing as Expected**  
- **Complete**
TITLE: Progress on Implementing Recommendations of Chancellor’s Re-engineering Task Force (Chancellor’s Report, II.E.)

BACKGROUND:

This item provides progress reports on the recommendations of the Chancellor’s Re-engineering Task Force accepted by the State Board for Community Colleges at its November, 2010 meeting.

Task Force updates for August and September, 2013 have been added to the attached progress report and the www.rethink.vccs.edu website will be updated with the September report after the State Board for Community Colleges meeting.

Much re-engineering activity continues through the summer. Below are highlights from just a few of the on-going workgroups:

Implementation of the new faculty evaluation process is proceeding on schedule. Training for deans was held in two locations this summer with nearly 100 deans participating. Piedmont Virginia Community College was the first to receive full approval of its new Faculty Evaluation Plan. Eleven college plans have been approved or provisionally approved, eight college plans were not approved with revisions now underway, and the remaining four colleges will use the model plan the first year.

The third fall semester of the Shared Services Distance Learning System (SSDL) will begin with 12 partner colleges. Two-hundred and five course sections and sessions are ready for partners to share for fall 2013. Partner colleges are requesting courses to offset faculty shortages and to-date the Extended Learning Institute and Northern Virginia Community College are successfully meeting that demand. Fall enrollment for SSDL courses is now at a record 1,316 students. The development of specific orientation modules for world languages and other difficult content courses is in the planning stages following suggestions from partner colleges on improving student success. Phase 2 of the SSDL that includes the sharing courses from other partners through the SSDL model is under discussion.

Through the Back-Office Financial Aid services provided by Tidewater Community College, thus far 32,512 students have been processed for the 2013-14 award year; 6,283 verifications have been completed; and 2,221 students have been contacted for additional verification information. To-date, 15,563 students from the nine partner colleges have received financial aid awards for the 2013-14 year. Additionally, funding has been provided to support the development and implementation of an Online Financial Aid Portal. The portal will allow students to have greater control over submission and tracking of financial aid information during the verification process.

Details on numerous activities that continue related to Developmental Education are attached. As just one action, two break-out sessions on developmental education redesign were conducted during the Chancellor’s Annual Planning Retreat. Session presenters reviewed
current student performance data, discussed institution change influenced by the redesign, and shared ideas about the future of developmental education.

An interim report of the Textbook Costs and Digital Learning Resources workgroup is planned for September, 2013. Development of the solicitation for a leveraged bookstore/learning resource materials contract for nine colleges is in progress to be published in early fall 2013.

There are numerous system implementations that are continuing as well:

- The Financial Aid workgroup has completed its initial orientation to QuInN (systemwide decision support system). The workgroup met to validate the financial aid data at the end of July, 2013. The new suite of business intelligence tools, Pyramid, has been installed and is being tested.
- Workforce Development Services provided college workforce leaders an overview of planned scope changes to the Workforce Enterprise System (WES) which resulted from college feedback. The college response to the planned change was positive.
- **E-WISE:** The early alert system is undergoing the final stages of configuration and testing. The pilot period is scheduled to begin at all colleges on September 30, 2013.
- **Career and Course Planner:** The Career and Course Planner (CCP) is now available to VCCS students. The CCP is housed in the Virginia Education Wizard under the heading “Career and Course Planner”. Training for community college faculty, SDV coordinators, counselors, and advisors will be provided in-person at regional sites and peer group meetings this fall. Webinars will also be held.

More details on these and other activities are included in the attached updates. The next meeting of the Re-engineering Task Force II will be held on September 24-25, 2013 in the Godwin-Hamel Board Room, 15th Floor of the James Monroe Building in Richmond.

**RESOURCE PERSONS:**

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gdubois@vccs.edu  

Ms. Donna M. VanCleave  
Vice Chancellor, Administrative Services  
Virginia Community College System  
(804) 819-4695  
dvancleave@vccs.edu
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<thead>
<tr>
<th>Status</th>
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<tr>
<td><strong>REDESIGN DEVELOPMENTAL EDUCATION</strong>&lt;br&gt;1&amp;2</td>
<td>Implement Developmental Education Task Force Redesign Proposal (Mathematics &amp; English)(^i)</td>
<td>21 Managing with Productivity in Mind</td>
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<tr>
<td>3</td>
<td>Implement Developmental Education Task Force Redesign Proposal (College Readiness)</td>
<td>REPOSITION WORKFORCE SERVICES&lt;br&gt;22 Implement Enterprise System&lt;br&gt;23 Expand and Promote Entrepreneurial Operations</td>
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<tr>
<td><strong>IMPLEMENT SHARED SERVICES</strong>&lt;br&gt;4</td>
<td>Centralize “Back-Office” Functions of Financial Aid</td>
<td><strong>AUTOMATE STUDENT SUCCESS SOLUTIONS</strong>&lt;br&gt;24 Redesign the Delivery of Selected Services to Students(^{\text{viii}})</td>
</tr>
<tr>
<td>5</td>
<td>Leverage VCCS Purchasing Volume</td>
<td><strong>EXPAND THE FACULTY EMPLOYMENT SPECTRUM</strong>&lt;br&gt;25 Develop and Implement New Faculty Position Options</td>
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<td>6</td>
<td>Expand Shared Services Distance Learning System(^{\text{ii}})</td>
<td><strong>CONDUCT CREDIT AUDIT OF ACADEMIC PROGRAMS</strong>&lt;br&gt;26 Review Curricula through a Credit Audit</td>
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<tr>
<td>7 <strong>(^{\text{iii}})</strong></td>
<td>Expand Opportunities for Development of Consortia (Administrative Services)</td>
<td><strong>CONTINUE RE-ENGINEERING EFFORTS</strong>&lt;br&gt;27 Continue Re-engineering Efforts including a Comprehensive Communication Strategy and Establishment of Metrics&lt;br&gt;28 Continue to Identify, Develop and Refine New Re-engineering Targets&lt;br&gt;29 Adopt New Strategies for Implementing Enhancements to Facilities Operations(^{\text{x}})&lt;br&gt;30 Reduce Textbook Costs</td>
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<td>9&amp;14</td>
<td>Seek Increased State Support and Implement State Board Strategic Plans(^{\text{v}})</td>
<td><strong>STRENGTHEN AND DIVERSIFY RESOURCE BASE</strong>&lt;br&gt;9&amp;14 Seek Increased State Support and Implement State Board Strategic Plans(^{\text{v}})&lt;br&gt;10&amp;11 Increase Proportion of Students Receiving Financial Aid, with a Focus on Meeting Needs of Middle Income Students(^{\text{vii}})&lt;br&gt;12 Provide Professional Development and Other Services to College Foundations(^{\text{vi}})&lt;br&gt;13 Expand the Pursuit of External Funding Opportunities with Grants and Contracts(^{\text{vi}})&lt;br&gt;15 Pursue Opportunities to Expand Public-Private Partnerships(^{\text{vii}})&lt;br&gt;16 Leverage the Use of Proven Strategic Financing Mechanisms</td>
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<td><strong>ARTICULATE LEARNING OUTCOMES FOR COURSES</strong>&lt;br&gt;17</td>
<td>Improve Learning Outcomes and Reduce Student and College Costs</td>
<td><strong>FOSTER A CULTURE OF HIGH PERFORMANCE</strong>&lt;br&gt;18 Reinvesting in Our People&lt;br&gt;19 Reinvesting in Our People (Faculty Evaluation)&lt;br&gt;20 Innovation through Technology</td>
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\(^{\text{i}}\) As of June, 2013, Implement Developmental Education Task Force Redesign Proposal Mathematics (#1) and English (#2) will be reported together.<br>\(^{\text{ii}}\) Formerly Pilot Shared Services Distance Learning System.<br>\(^{\text{iii}}\) Formerly Expand Opportunities for Development of Consortia (Academic Programs); further reporting on this item individually is not necessary (see narrative for further explanation).<br>\(^{\text{iv}}\) As of June, 2013, formerly #9 – Adhere to Implementation of the Six-Year Financial Plan and #14 – Seek Increased State Support will be reported together with a new title and updated purpose.<br>\(^{\text{v}}\) As of June, 2013, formerly #10 – Pursue an Aggressive Strategy to Increase the Proportion of Students Receiving Financial Aid and #11 – Encourage College Foundations to Focus Fund Raising Efforts on the Goal of Fulfilling by FY2015 the Unmet Financial Needs of all Middle Income Students will be reported together.<br>\(^{\text{vi}}\) As of June, 2013, progress on this activity will be reported on an annual basis.<br>\(^{\text{vii}}\) As of August, 2013, progress on this activity will be provided via links to Workforce Development Services newsletters.<br>\(^{\text{viii}}\) formerly Redesign the Delivery of Selected Services to Students and Pursue Public-Private Partnership Solutions.<br>\(^{\text{x}}\) Formerly Adopt Strategies for Sustainable Facilities Operations.
Progress on Implementing Recommendations of
Chancellor’s Re-engineering Task Force
September 2013 Update

REDESIGN DEVELOPMENTAL EDUCATION
Redesign developmental mathematics, reading and writing in order to enhance student success; implement the recommendations of the Developmental Education Task Force; and take steps to prevent the need for remediation by working with local school divisions to improve the college readiness of high school graduates.

1 (1 & 2) Implement Developmental Education Task Force Redesign Proposal (Mathematics and English)
Improve success rates for students in developmental mathematics, reading, and writing; improve student success in subsequent college level mathematics and English courses; and increase graduation and transfer rates for students first enrolled in developmental mathematics, reading, and writing.
As of June, 2013, progress on English (reading and writing) will be included in this report.
AUGUST: The Campus Implementation Leads for Developmental English met to discuss lessons learned in course design, course delivery, integration of reading and writing, and integration with student services for the new developmental English curriculum that was launched in spring 2013. Co-chairs Dr. Brent Kendrick (faculty, Lord Fairfax Community College) and Dr. Dan Lewis (System Office) are compiling a document that captures the work of this meeting, which will be distributed across the VCCS in the near future.
SEPTEMBER: VCCS staff participated in a meeting with the Virginia Placement Test (VPT) vendor to review the VPT-English and VPT-Math tests’ item performance. Two new VPT essay prompts will be launched in September, 2013. A guide for best practices was developed for colleges to use to help reduce the number of non-scorable student essays. Two break-out sessions on developmental education redesign were conducted during the Chancellor’s Annual Planning Retreat. Session presenters reviewed current student performance data, discussed institution change influenced by the redesign, and shared ideas about the future of developmental education.

2 Implement Developmental Education Task Force Redesign Proposal (English)
Improve success rates for students in developmental reading and writing, improve student success in subsequent college level English courses, and increase graduation and transfer rates for students first enrolled in developmental reading and writing.
As of June, 2013, progress on this activity will be reported along with #1 – Implement Developmental Education Task Force Redesign Proposal (Mathematics).

3 Implement Developmental Education Task Force Redesign Proposal (College Readiness)
Reduce the need for developmental mathematics and developmental reading and writing by assuring high school graduates are college ready.
AUGUST: The workgroup has recommended that each VCCS college maintain a placement testing webpage including, but not limited to, information about sample placement tests, links to resources for self-remediation, and navigational
recommendations for test-taking success. Colleges should also develop specific strategies to a) address multi-dimensional student populations and b) ensure effective communication with off-campus students.

To secure best practices from the institutions, the team will conduct interviews of the 16 colleges who reported college readiness projects during the fall 2012 survey. It was noted that although the projects are highly variable in their approach to enhancing readiness, it is important to emphasize that the ultimate goal of the project is to decrease the need for remediation after high school. The team discussed the challenge with developing standard metrics with such variable projects. Due to the need to ensure that colleges remain focused on the ultimate goal of decreasing remediation, the following suggestion was made and will be discussed further during the next meeting.

Required metric: The proportion of first time in college (FTIC) students who test into developmental English, mathematics, or both.

Optional metrics: Additional project-specific metrics may be added. A list of metrics for consideration will be added based on the college interviews and may include metrics such as:
- Number of students completing the practice test,
- Comparison of test scores for those who did and did not complete the practice test,
- Student surveys including self-assessment of the perceived value of the practice test and/or ease of accessing the practice test, and
- Number of students taking the placement test.

SEPTEMBER: The College Readiness workgroup is completing interviews with college representatives regarding the status of local college initiatives. The data will be compiled from the interviews and the workgroup will discuss best practices discovered during the interviews with the goal of making recommendations about which practices should be taken to scale. The importance of decreasing the need for remediation as students enter Virginia’s Community Colleges will also be discussed.

### IMPLEMENT SHARED SERVICES

Implement shared services to provide cost-effective, flexible and reliable services to all colleges whereby economies of scale may be realized and performance standards reached.

4 Centralize “Back-Office” Functions of Financial Aid

Conduct a pilot to centralize student financial aid “back office” processes at Tidewater Community College resulting in greater individualized service to students, improved student affordability and access, and reduced processing costs per student.

AUGUST: As of July 29, 2013, for the 2013-14 award year, 29,301 students have been processed, 4,862 verifications have been completed, and 1,651 students have been contacted for additional verification information. To-date, 14,232 students from the nine partner colleges have received financial aid awards for the 2013-14 year.

VCCS staff, the Back-Office Financial Aid processors, and each of the pilot colleges met to discuss financial aid processing trends, enhanced services, and financial aid metrics for both front and back-office financial aid processing.

September 2013
SEPTEMBER: As of August 16, 2013, for the 2013-14 award year, 32,512 students have been processed, 6,283 verifications have been completed, and 2,221 students have been contacted for additional verification information. To-date, 15,563 students from the nine partner colleges have received financial aid awards for the 2013-14 year. Funding has been provided to support the development and implementation of an Online Financial Aid Portal. The portal will allow students to have greater control over submission and tracking of financial aid information during the verification process. Regularly scheduled meeting times and dates are being set with colleges participating in the back-office function and work is progressing with pilot colleges to develop tools to measure/benchmark both front office and back-office financial aid efficiencies.

5 Leverage VCCS Purchasing Volume
Leverage the purchasing volume of the VCCS and increase operational efficiencies to provide significant cost savings.

AUGUST: Development of the solicitation for a leveraged bookstore/learning resource materials contract is in progress to be published in early fall, 2013.

SEPTEMBER: Work to develop an RFP for a leveraged bookstore/learning materials contract is underway with Virginia Western Community College conducting the procurement on behalf of nine Virginia Community Colleges in early fall. Wytheville Community College will be competing an HVAC maintenance contract and has offered to include the requirements of other Virginia Community Colleges in the southwest and central Virginia regions.

6 Expand Shared Services Distance Learning System
Offer a distance learning system option to VCCS colleges that will expand their capacity for greater student access and comprehensive course offerings through a shared services arrangement provided by Northern Virginia Community College, sharing both FTE and tuition revenues.

AUGUST: The third fall semester of the Shared Services Distance Learning System will begin with 12 partner colleges. Two-hundred five course sections and sessions are coded by partners to share for fall 2013. The current enrollment is 769. Partner colleges are requesting courses to offset faculty shortages and to-date the Extended Learning Institute and Northern Virginia Community College are successfully meeting that demand.

SEPTEMBER: Fall enrollment for Shared Services Distance Learning System (SSDL) courses is now at a record 1,316 students. The development of specific orientation modules for world languages and other difficult content courses is in the planning stages following suggestions from partner colleges on improving student success. Phase 2 of the SSDL that includes the sharing courses from other partners through the SSDL model is under discussion.

7 Expand Opportunities for Development of Consortia (Academic Programs)
Encourage the exploration of consortia program possibilities in order to both increase student success and opportunities for colleges to offer academic programs in their regions when and where they might not otherwise be feasible.

*The RETFIll has revisited this component of the “idea” and has determined that the concept of academic collaboration and development of academic consortia is actively promoted and supported by Academic Services and Research and results are regularly reported on*

September 2013
Progress on Implementing Recommendations of Chancellor’s Re-engineering Task Force

through other initiatives; therefore, further reporting on this item individually is not necessary.

8 Expand Opportunities for Development of Consortia (Administrative Services)
Encourage the exploration of consortia program possibilities in order to increase both student success and opportunities for colleges to combine some operations to gain operational efficiencies.

AUGUST: Negotiations with two vendors to conduct the benchmark study are underway. A contract should be awarded in August, 2013.

SEPTEMBER: An update on the negotiations for the benchmark study will be provided during a conference call with the Administrative Consortia workgroup, which has been scheduled for the first week in September.

| STRENGTHEN AND DIVERSIFY THE VCCS RESOURCE BASE |
| Identify a variety of resource strategies to complement other Re-engineering concepts and strengthen and diversify the VCCS resource base in order to support Achieve 2015. |

9 (9 & 14) Seek Increased State Support and Implement State Board Strategic Plans
Seek increased state support through modification and funding of state guidelines and policies to recognize the mission of the VCCS and implement State Board Strategic Plans, including long-term financial plans.

As of June, 2013, progress on #14 – Seek Increased State Support – will be reported here along with the former Idea #9 – Adhere to Implementation of the Six-Year Financial Plan. Further, beginning June, 2013, progress on this activity will be provided via links to meeting agendas and minutes of the State Board for Community Colleges as appropriate.

10 (10 & 11) Increase Proportion of Students Receiving Financial Aid, with a Focus on Meeting Needs of Middle Income Students
Strategies will focus on increasing student awareness and access to financial aid and defining needs of middle income students.

As of June, 2013, progress on #11—Encourage College Foundations to Focus Fund Raising Efforts on the Goal of Fulfilling by FY2015 the Unmet Financial Needs of all Middle Income Students – will be reported here along with the former Idea #10 – Pursue an Aggressive Strategy to Increase the Proportion of Students Receiving Financial Aid.

AUGUST:

SEPTEMBER: Funding has been provided to support the development and implementation of an Online Financial Aid Portal. The portal will allow students to have greater control over submission and tracking of financial aid information during the verification process.

11 Encourage College Foundations to Focus Fund Raising Efforts on the Goal of Fulfilling by FY2015 the Unmet Financial Needs of all Middle Income Students
Strategies will focus on defining unmet needs and assisting Colleges and their foundations to address the unmet financial needs of all middle income students by FY2015.

As of June, 2013, progress on this activity will be reported along with #10 – Increase Proportion of Students Receiving Financial Aid, with a Focus on Meeting Needs of Middle Income Students (formerly Pursue an Aggressive Strategy to Increase the Proportion of Students Receiving Financial Aid).

September 2013
12 Provide Professional Development and Other Services to College Foundations
Professional development and related support services will be made available to College foundations.
Beginning June, 2013, progress on this activity will be reported on an annual basis.

13 Expand the Pursuit of External Funding Opportunities with Grants and Contracts
The System Office will provide technical assistance in the development of system-wide, regional and college-based grant and contract solicitations.
Beginning June, 2013, progress on this activity will be reported on an annual basis.

14 Seek Increased State Support
Seek increased state support through modification and funding of state guidelines and policies to recognize the mission of the VCCS.
As of June, 2013, progress on this activity will be reported along with #9 – Seek Increased State Support and Implement State Board Strategic Plans (formerly Seek Increased State Support).

15 Pursue Opportunities to Expand Public-Private Partnerships with Business and Industry
Identify ways to assist Colleges to expand the reach and revenues generated from business and industry in support of workforce development programs, particularly for high cost and high demand programs.
As of August, 2013, progress on this activity will be provided via links to Workforce Development Services newsletters.

16 Leverage the Use of Proven Strategic Financing Mechanisms
Leverage the use of proven strategic financing mechanisms such as debt financing and performance contracting.

AUGUST:

SEPTEMBER:

ARTICULATE LEARNING OUTCOMES FOR COURSES
Utilize the VCCS faculty peer group structure to articulate learning outcomes for courses, beginning with prerequisite courses and courses with high enrollment currently demonstrating low success rates and/or low persistence rates to subsequent courses and award completion.

17 Improve Learning Outcomes and Reduce Student and College Costs
Develop mutually agreed learning outcomes, associated learning objects, student achievement benchmarks and multiple assessment methodologies.

AUGUST: The BIO 101 Curriculum Committee has concluded its work. The implementation phase will begin with the awarding of grants this summer to Pilot Teams to develop courses in on-campus, hybrid, and online formats. The Pilot Teams will begin designing those courses in Fall 2013. The revised BIO 101/102 course descriptions and content summaries will be submitted to the Dean's Course Review Committee in Fall 2013; BIO 101 will be implemented in Fall 2014 and BIO 102 will be implemented in Spring 2015.

The ACC 211 Curriculum Committee has concluded its work. The implementation phase will begin with the awarding of grants this summer to Pilot Teams to develop courses in on-campus, hybrid, and online formats. The Pilot Teams will begin designing those
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courses in Fall 2013. The revised ACC 211/212 course descriptions and course content summaries will be submitted to the Dean’s Course Review Committee in Fall 2013; ACC 211 will be implemented in Fall 2014 and ACC 212 will be implemented in Spring 2015. The PSY 200 Pilot Teams will deliver final courses in on-campus, hybrid, and online formats to the VCCS this summer. In Fall 2013, the courses will be disseminated and promoted throughout the VCCS for adoption/adaptation by faculty who choose to use the courses. The new PSY 200 course description and course content summary becomes active across the VCCS in the Fall 2013 semester.

Assessment: In 2013-14 the Psychology Peer Group will begin assessing student learning outcomes, and the VCCS will coordinate initial assessments of the ALO initiative.

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FOSTER A CULTURE OF HIGH PERFORMANCE
Support the creation of high performance systems that utilize fully the talent and potential of our people, leverage the power of technology, enhance productivity, and produce better outcomes for students.

18 Reinvesting in Our People
Develop strategies that encourage and reward sustainable improvements in individual and organizational performance.

AUGUST:
SEPTEMBER:

September 2013
19 **Reinvesting in Our People (Faculty Evaluation)**
Review current VCCS teaching faculty evaluation policy and develop an improved process that will create an environment for teaching faculty that promotes high performance and continuous improvement resulting in world class faculty and increased student success. The process will establish standards to be used by individual college evaluation plans for teaching faculty.

**AUGUST:** Training for deans on how to conduct and manage the evaluation process and how to conduct an evaluation session has commenced with one session being held in July, 2013 and another scheduled for August. The review of College Faculty Evaluation Plans continues.

**SEPTEMBER:** Training for deans was held for the Faculty Evaluation Process in two locations this summer with nearly 100 deans participating. Significant progress was made on the development of new college evaluation plans. Eleven colleges' plans have been approved or provisionally approved, eight college plans were not approved with revisions now underway and the remaining four colleges will use the model plan the first year.

20 **Innovation Through Technology**
Develop a dynamic strategic planning process to achieve a culture of innovation through the use of technology in order to promote student success and more effective and efficient use of resources.

**AUGUST:** The Innovation and Technology Task Force (ITTF) continues to meet, mostly through technology, and has six active workgroups researching various aspects of the recommendations. The task force is working on a prototype for a system to encourage transparency and collaboration among the colleges. The Innovation Community Exchange, or ICE, is structured around a simple, yet powerful, concept: linking people, technology, and information to improve the development and sharing of innovation throughout the VCCS. The ITTF saw a demo of the system from the developers at New River Community College at its meeting in August, 2013.

**SEPTEMBER:** Things are moving in innovation. The Innovation and Technology Task Force members are busy working on several initiatives, including testing the Innovation Community Exchange (ICE) prototype, developing scorecards, writing communication plans and trying to write a story that explains simply why innovation is important.

21 **Managing with Productivity in Mind**
Provide additional management tools that make objective and useful data on the cost-effectiveness of operations within the college available to decision-makers, along with professional development on how to use the data in a way to promote improved productivity and efficiencies.

**AUGUST:** The Financial Aid workgroup participated in an orientation of QuInN and gap analysis of the data, reports, and business processes for collecting and reporting data. A data validation for student financial aid data is planned for late July, 2013.

**SEPTEMBER:** The Financial Aid workgroup has completed its initial orientation to QuInN. The workgroup met to validate the financial aid data at the end of July, 2013. Remote validation of the data continues. The new suite of business intelligence tools, Pyramid, has been installed and is being tested. These new tools will replace the current ProClarity and dashboard tools for all modules in October.
REPOSITION WORKFORCE SERVICES
Reposition workforce services as a high performance operation meeting employer needs while contributing to the financial strength of Virginia’s Community Colleges.

22 Implement Automated Enterprise System
Evaluate, acquire and implement an automated enterprise system for registration, enrollment and tracking of open enrollment, community service and employer contract training courses in order to provide accurate and auditable data, reduce staffing costs, become more efficient, and provide improved customer service.

AUGUST: The Project Management Team sought college feedback on planned details of the Lumens/SIS interface and modifications as presented to workforce, IT, finance, student services, and other college personnel in July, 2013. Based on responses, the team is exploring an alternative interface option, which it will present to the colleges in August.

SEPTEMBER: WDS leadership provided college workforce leaders an overview of the planned scope change which resulted from college feedback delivered during a scope verification effort in July. The college response to the planned change was positive, and the Project Management Team subsequently briefed the Steering Committee. The Project Management Team continues its outreach effort to numerous organizations.

23 Expand and Promote Entrepreneurial Operations
Seek to position workforce services and continuing education as revenue producing functions through further efficiencies and improved effectiveness; adopt strategies from workforce services to increase revenue from credit, non-credit, and other college services; identify barriers to cost effective, entrepreneurial operations in workforce services; and promote changes to operational and funding policies and guidelines where appropriate.

AUGUST: With the Administrative Overhead policy decided, the Workforce Development Services (WDS) has turned its Entrepreneurial Operations attention to the remaining high-gain topics of college collaboration and marketing. VCCS workforce leadership and the WDS Advisory Council Programs Committee discussed both topics during a web meeting in late July, 2013, and WDS plans to go live with the college collaboration interactive Buzz website in time for introduction at the September meeting of the full WDS Advisory Council. Feedback following the meeting will inform adjustments to maximize the site's usefulness to the colleges. In addition, WDS will continue its effort to facilitate cross-region marketing. In the near term, this will mean meetings between WDS and college experts to create templates for inter-college noncredit class exportation and marketing.

SEPTEMBER: The WDS Research and Evaluation team will explore managing the development and implementation of the administrative overhead goal plan as a formal project. VCCS staff worked on the planned Buzz site (powered by Microsoft SharePoint) intended to facilitate collaboration between college workforce divisions. Work continued on the Workforce Enterprise System, a major goal of which is to support strategic marketing, which will raise the profile of workforce activities.

September 2013
AUTOMATE STUDENT SUCCESS SOLUTIONS
Redesign the delivery of selected services to students such that those functions are most effective in promoting student success and delivered in the most cost efficient manner.

24 Redesign the Delivery of Selected Services to Students
Redesign the delivery of student services such that those functions are most effective in promoting student success and delivered in the most cost efficient manner in order to meet the access and student success goals of Achieve 2015.

AUGUST: E-WiSe: The Project Team is just beginning the testing phase. College Lead testing and training sessions have been scheduled. Career and Course Planner: The Career and Course Planner (CCP) found within the Virginia Education Wizard allows VCCS students to transfer their Wizard information and PeopleSoft information into one document – the planner. The planner can then be shared with the students’ academic advisor. Students may also choose to e-mail their planners to college student services specialists, SDV instructors, and other faculty. Over 20 CCP training sessions have been conducted since January, 2013, and extensive training is scheduled for special populations (peer groups, ASAC, CODD, etc.) in the fall semester.

SEPTEMBER: E-WiSe: The early alert system is undergoing the final stages of configuration and testing. The Project Team is identifying and fixing issues identified through testing. The pilot period is scheduled to begin at all colleges on September 30, 2013.

Career and Course Planner: The Career and Course Planner (CCP) is now available to VCCS students. The CCP is housed in the Virginia Education Wizard under the heading “Career and Course Planner”. Training for community college faculty, SDV coordinators, counselors, and advisors will be provided in-person at regional sites and peer group meetings this fall. Webinars will also be held.

EXPAND THE TEACHING FACULTY EMPLOYMENT SPECTRUM
Develop and implement new faculty position options to provide needed flexibility for college management of faculty resources.

25 Develop and Implement New Faculty Position Options
Provide colleges with greater flexibility in the use and management of personnel resources through the addition of new types of faculty positions to be used at the option of each college such as contracted adjunct, half-time teaching faculty, lecturer, and 10-11 month teaching faculty.

AUGUST:

SEPTEMBER: Three surveys will be administered this month: (1) to faculty who were hired in one of the new positions last academic year; (2) to the colleges that hired faculty in any of the new roles last academic year; and (3) to the colleges to determine which ones hired faculty using the new roles this academic year. The results of the three surveys will be shared at a joint meeting of the Council of Deans and Directors and the Academic and Student Affairs Council in September. The data collected will also be shared with the Re-engineering Task Force II at its September meeting. A
summary of the survey results will be available for the October progress report.

## CONDUCT CREDIT AUDIT OF ACADEMIC PROGRAMS
Colleges will review their curricula through a credit audit of academic programs with an unusually high number of credit hour requirements in order to determine whether the same program and general education outcomes could be achieved by students with fewer credit hours, thereby reducing time to degree for students and eliminating some tuition expense for students.

### 26 Review Curricula through a Credit Audit
Review curricula for academic programs (career studies certificate, certificate and associate degree) to determine whether the same program and general education (if appropriate) outcomes could be achieved by students with fewer credits, thereby reducing time-to-degree and time-to-certificate and eliminating tuition cost of courses trimmed through the audit process.

**AUGUST:** The final report of the Credit Audit of Academic Programs was presented to the State Board for Community Colleges at its meeting in July, 2013. The report and its findings were also shared with the leadership of the State Council of Higher Education for Virginia.

**SEPTEMBER:** All three phases of the Credit Audit of Academic Programs have been completed. Colleges have moved credit reductions through local approval processes for transfer degrees (phase 1) and applied degrees (phase 2). The only remaining work is for colleges to complete curricular revisions prompted by the credit audit of certificates and diplomas (phase 3). Curricular revisions for all phases of the credit audit should be completed by December 2, 2013. The estimated savings resulting from the credit audit will not only reduce tuition costs for students but will also result in general funds savings. The annual total savings for the credit audit is $3,474,408 based on the expected annual number of graduates (3-year average). Over a three-year period, the total savings is estimated to be $10,423,224.

## CONTINUE RE-ENGINEERING EFFORTS
Establish Re-engineering Task Force II to oversee implementation of the re-engineering recommendations by utilizing expanded workgroups of functional experts and by continuing to consider and recommend additional ideas.

### 27 Continue Re-engineering Efforts
**AUGUST:** The next meeting of the Re-engineering Task Force II is scheduled for September 24-25, 2013 in the Godwin-Hamel Board Room, 15th Floor of the James Monroe Building in Richmond.

**SEPTEMBER:**

**Implement a Comprehensive Communications Strategy**
Develop a communication strategy to maximize the transparency of the re-engineering process and goals, to engage VCCS employees throughout Virginia in two-way communications about the continued re-engineering efforts, improve availability of information about implementation of recommendations, provide greater opportunities

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for the VCCS community to be involved in re-engineering strategies, and promote these efforts across the commonwealth and the country.

AUGUST:
SEPTEMBER:

Establish Metrics
Establish a baseline and metrics for measuring progress and completion of recommendations.

AUGUST: Metrics are in the development stage for the College Readiness workgroup.
SEPTEMBER:

28 Continue to Identify, Develop and Refine New Re-engineering Targets

AUGUST:
SEPTEMBER:

29 Adopt New Strategies for Implementing Enhancements to Facilities Operations
Focus on new strategies for facilities operations that maximize resources and enhance the learning environment.

AUGUST: A meeting of the workgroup that has been established to define strategies for Implementing Enhancements to Facilities Operations will be scheduled for September.
SEPTEMBER:

30 Reduce Textbook Costs
Help improve student success by identifying ways to use digital technology and open educational resources to reduce the costs of textbooks for VCCS students.

AUGUST:
SEPTEMBER: A draft “interim” report of the TCDLR workgroup has been developed for review by the workgroup at its next meeting on September 3, 2013.
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REDESIGN DEVELOPMENTAL EDUCATION
Redesign developmental mathematics, reading and writing in order to enhance student success; implement the recommendations of the Developmental Education Task Force; and take steps to prevent the need for remediation by working with local school divisions to improve the college readiness of high school graduates.

1 (1 & 2) Implement Developmental Education Task Force Redesign Proposal (Mathematics and English)
Improve success rates for students in developmental mathematics, reading, and writing; improve student success in subsequent college level mathematics and English courses; and increase graduation and transfer rates for students first enrolled in developmental mathematics, reading, and writing.

As of June, 2013, progress on English (reading and writing) will be included in this report.

OCTOBER: The first issue of the newsletter “DMIST Discoveries” edited by Prof. Jane Serbousek (NOVA) was sent to all mathematics faculty, developmental education coordinators, deans, vice presidents, and presidents. The newsletter contains promising practices from colleges that were identified as a result of the visits to all 23 colleges by the Developmental Mathematics Implementation Support Team.

Online Resources: The content of the VPT-Math online resources has been identified. The project team is currently shooting an introductory video for students who will visit the VPT-Math Prep Site. The VPT-Math Prep site is currently being built using the WordPress platform and is scheduled to be ready for testing and review by the end of October.

Professional Development: Dev Ed podcasts and Dev ED Talks are currently being vetted by leaders in the field. The calendar is now available for academic year 2012-2013 for a series of drive-in meetings to be hosted by the chairs of the Regional Centers for Teaching Excellence and featuring local faculty from the regions served as facilitators. Meetings are currently being planned and participants registered. A successful follow-up meeting for Chancellor’s Developmental Institute 2012 participants was held on September 28, 2012.

NOVEMBER: Two issues of the newsletter DMIST Discoveries edited by Prof. Jane Serbousek (NOVA) was sent to all mathematics faculty, developmental education coordinators, deans, vice presidents, and presidents. The newsletter contains promising practices from colleges that were identified as a result of the visits to all 23 colleges by the Developmental Mathematics Implementation Support Team.

The Online Developmental Math Resources project for the TAACCCT grant is nearing completion. The deliverable is a web site that helps students or potential students prepare for the Virginia Placement Test –Math (VPT-Math). The web address is http://vccsblogs.com/math/. The site has an introductory video as well as links to free, online resources aligned with the units and subunits of the VPT. Each subunit has
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a short, one-question assessment, as well as a link to a free math resource, such as a Khan Academy lesson or a module from the National Repository of Online Courses (NROC) Developmental Math site. The project teams are currently reviewing the site and various question formats. Once that is done, the remaining pages of the site will be created. When the site is complete, members of the project team will begin to promote the resource at VCCS meetings and conferences. We will also recommend adding a link to the VA Education Wizard and the Developmental Math resource pages of the various colleges.

The 2012-2013 series of drive-in meetings hosted by the chairs of the Regional Centers for Teaching Excellence and featuring local faculty from the regions are scheduled and in the planning stages. The first meeting will be October 26 and is sponsored by the Tidewater Center for Teaching Excellence. A successful follow-up meeting for Chancellor’s Developmental Institute 2012 participants was held on September 28, 2012; the next is planned for November 30.

DECEMBER: The third issue of the newsletter DMIST Discoveries was shared widely with colleges and mathematics faculty. Updates and clarifications on developmental math redesign implementation were recently shared with colleges as well. McCann Associates recently incorporated ADA accommodations into the Virginia Placement Test –Mathematics.

The preparation of online resources for developmental mathematics is ongoing, with expected release later this month. It includes online resources for Units 0-3 of the common curriculum for developmental mathematics redesign as well as an introductory video created by the project team. The Regional Centers for Teaching Excellence hosted the first set of drive-in meetings for developmental mathematics and English faculty; they were well attended (a second set of regional meetings will be offered in spring 2013).

JANUARY: Snapshot #24 was presented to the Advisory Council of Presidents as well as the Re-engineering Task Force II in December, presenting an initial look at students’ proficiency based on VPT-Math scores and enrollment behavior of the 15,269 students tested prior to the start of spring 2012. These students were the first group to complete the VPT-Math and as a result, to enroll in the new courses.

FEBRUARY: The new VPT MathSite was announced to colleges on January 22, 2013. This is a website that provides students with free, supplemental online resources that help prepare them for the Virginia Placement Test-Math. The VPT MathSite was developed by a group of VCCS math faculty and an instructional designer with funds from a DOL TAA-CCCT grant. The instructional designer designed and developed the supporting website and introductory video found on the site’s homepage. The video features VCCS students explaining the importance of preparing for the VPT. The URL for the VPT MathSite is http://vccsblogs.com/math/. The VCCS Developmental Mathematics Redesign Initiative was selected as a finalist for the Bellwether Award given at the Community College Futures Assembly. A VCCS team, headed by Chancellor DuBois and State Board Member Ms. Fernandez, will travel to the Futures Assembly in late January to make the finalist presentation.

MARCH: Two practice tests for calculus have been developed and integrated into the College Success testing platform where other practice tests for the Virginia Placement

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Tests (VPT) can be found. One test integrates trigonometry, while the other omits trigonometry. These tests will be announced to colleges in the next few weeks. Faculty teaching developmental mathematics are invited to attend the 3rd Annual Chancellor’s Developmental Education Symposium to be held in Roanoke on April 2, 2013, and to join with faculty teaching developmental English and student services leaders in applying to attend the 3rd Annual Chancellor’s Developmental Education Institute, to be held June 2-7, 2013. Five drive-in regional workshops for full-time and adjunct faculty teaching developmental education courses will be held at colleges this spring. A VCCS team represented Virginia’s Community Colleges at the 2013 Community College Futures Assembly held in Orlando late January, 2013. The team was recognized as a Bellwether Award finalist for its work in developmental mathematics redesign. Chancellor DuBois and State Board for Community Colleges member Idalia Fernandez led the team.

**APRIL:** Two practice tests for calculus have been developed and integrated into the College Success testing platform where other practice tests for the Virginia Placement Tests (VPT) can be found. One test integrates trigonometry, while the other omits trigonometry.

**MAY:** Forty-two developmental math faculty, developmental English faculty, and student service leaders were selected to participate in the 3rd Annual Chancellor’s Developmental Education Institute. Dr. Hunter Boyland (National Center for Developmental Education) will lead this week-long professional development opportunity scheduled for June 2-7, 2013.

**JUNE:** The Redesign Implementation Support for English (RISE), a team of faculty leaders and System Office staff, has completed its work gathering preliminary information about college implementation. RISE recently conducted the last of its focus groups at the Developmental Education Institute. The first “temperature gauge” survey, distributed during the first month of the launch of the ENF courses, focused on issues and practices pertaining to the placement of students. RISE, working in collaboration with Academic Services and Research, analyzed the results, compiled the data, and drafted a report, which was distributed in May to the colleges. RISE is in the midst of completing the reports on the other two temperature gauges.

Student Success Snapshot #26 – Student Performance in Developmental Math Courses will be presented to the Advisory Council of Presidents in June.

The Chancellor’s 3rd Annual Developmental Education Institute was held in South Boston the week of June 2-7. Over 40 developmental education faculty and student service leaders worked collaboratively to develop strategies to integrate academic and student support services in the classroom. Institute participants are required to provide professional development opportunities for faculty and staff on their campus as well as implement one project that demonstrates principles that they learned at the Institute.

**JULY:** The Chancellor’s 3rd Annual Developmental Education Institute was held in South Boston the week of June 2-7. Forty-one developmental education faculty and student service leaders worked collaboratively to develop strategies to integrate academic and student support services in the classroom. Dr. Hunter Boylan and his staff from the Nation Center for Developmental Education facilitated the meeting.
Institute participants are required to provide professional development opportunities for faculty and staff on their campus as well as implement one project that demonstrates principles that they learned at the Institute.

**AUGUST:** The Campus Implementation Leads for Developmental English met to discuss lessons learned in course design, course delivery, integration of reading and writing, and integration with student services for the new developmental English curriculum that was launched in spring 2013. Co-chairs Dr. Brent Kendrick (faculty, Lord Fairfax Community College) and Dr. Dan Lewis (System Office) are compiling a document that captures the work of this meeting, which will be distributed across the VCCS in the near future.

**SEPTEMBER:** VCCS staff participated in a meeting with the Virginia Placement Test (VPT) vendor to review the VPT-English and VPT-Math tests’ item performance. Two new VPT essay prompts will be launched in September, 2013. A guide for best practices was developed for colleges to use to help reduce the number of non-scorable student essays. Two break-out sessions on developmental education redesign were conducted during the Chancellor’s Annual Planning Retreat. Session presenters reviewed current student performance data, discussed institution change influenced by the redesign, and shared ideas about the future of developmental education.

1. **Implement Developmental Education Task Force Redesign Proposal (English)**

   Improve success rates for students in developmental reading and writing, improve student success in subsequent college level English courses, and increase graduation and transfer rates for students first enrolled in developmental reading and writing.

   *As of June, 2013, progress on this activity will be reported along with #1 – Implement Developmental Education Task Force Redesign Proposal (Mathematics).*

   **OCTOBER:** The Virginia Placement Test for Developmental English (VPT-English) was released to colleges for use by students on October 1, 2012. Colleges have been provided with information on changes and updates to the VPT-English, on pending or non-scorable essays, the VPT-English Practice Test, and on accessibility of the test. McCann Associates, the placement test vendor, has made modifications to the VPT-English prompted by feedback from faculty and staff over the past several weeks. The VPT-English Practice Test was made available to students on October 1, 2012. The VPT-English has been made ADA-compliant, with release of those modifications forthcoming. The VPT-English Fact Sheet (Final Draft) consisting of frequently asked questions and responses was distributed to the colleges to be shared with full- and part-time faculty.

   Professional Development: Dev Ed podcasts and Dev ED Talks are currently being vetted by leaders in the field. The calendar is now available for academic year 2012-2013 for a series of drive-in meetings to be hosted by the chairs of the Regional Centers for Teaching Excellence and featuring local faculty from the regions served as facilitators. Meetings are currently being planned and participants registered. A successful follow-up meeting for Chancellor’s Developmental Institute 2012 participants was held on September 28, 2012. Dr. Brent Kendrick (LFCC) is assisting with planning for a Developmental English Workshop that will be offered concurrent with the English and ESL peer group meeting on November 15.

   **NOVEMBER:** The Virginia Placement Test for Developmental English (VPT-English) and

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the VPT-English Practice Test were released to colleges for use by students on October 1, 2012. Colleges were provided with information on changes and updates to the VPT-English Test and the VPT-English Practice Test. McCann Associates, the placement test vendor, has made modifications to the VPT-English prompted by feedback from faculty and staff over the past several weeks. The VPT-English has been made ADA-compliant, with release of those modifications forthcoming. A VPT-English Fact Sheet consisting of frequently asked questions and responses was distributed to the colleges to be shared with full- and part-time faculty.

Professional Development: A Developmental Education Workshop will be offered on November 15, running concurrently with the English and ESL Peer Group meeting. A reception to celebrate the accomplishments of the English redesign will be held at that time as well. The 2012-2013 series of drive-in meetings hosted by the chairs of the Regional Centers for Teaching Excellence and featuring local faculty from the regions are scheduled and in the planning stages. The first meeting will be October 26 and is sponsored by the Tidewater Center for Teaching Excellence. A successful follow-up meeting for Chancellor’s Developmental Institute 2012 participants was held on September 28, 2012, the next is planned for November 30.

DECEMBER: The Virginia Placement Test for Developmental English (VPT-English) has been administered to more than 5,000 students. The Placement Test Team is finalizing a set of online resources for preparing for the VPT-English, which will be distributed to the colleges. The Implementation Leads for Developmental English completed an implementation checklist that indicates that all colleges are ready to implement the ENF courses in spring 2013.

Professional Development: More than 90 reading and writing faculty participated in the Developmental English Workshop that was offered on November 15, 2012, running concurrently with the English and ESL Peer Group meeting. The Regional Centers for Teaching Excellence hosted the first set of drive-in meetings for developmental English and mathematics faculty; they were well attended (a second set of regional meetings will be offered in spring 2013).

JANUARY:

FEBRUARY: New developmental English courses were offered for the first time beginning in January, 2013. The Placement Test Team (PTT) has completed the work of identifying online resources to help students review in advance of taking the VPT – English. The list of the online resources has been shared with the colleges. Work is underway to launch an initiative to provide support to colleges as they implement the redesigned developmental English (ENF) courses this semester. This outreach will gather preliminary information about college implementation and will document questions and concerns so they can be addressed to strengthen the success of our implementation. A "Save the Date" announcement was distributed regarding the 3rd Annual Chancellor’s Developmental Education Symposium (to be held on April 2, 2013).

MARCH: As the new English Fundamentals (ENF) courses are launched this semester, the Redesign Implementation Support for English (RISE)—the counterpart to last year’s Developmental Mathematics Implementation Support Team (DMIST)—will provide assistance for colleges in the midst of redesign, gather preliminary information about college implementation, and document questions and concerns so they can be
addressed to strengthen the success of our implementation. A three-pronged work plan has been developed that is tailored to the second year of our implementation of the developmental education redesign: (1) Three “temperature gauge surveys” will be distributed to various stakeholders such as faculty teaching ENF courses and campus implementation leads to track the implementation as it unfolds over the course of the semester; (2) Site visits to some colleges will be conducted. Faculty, students, and administrators will be interviewed by members of RISE; (3) A series of targeted focus groups will be conducted with faculty and administrators at previously scheduled system-wide meetings, including meetings of the Council of Deans and Directors (CODD) and the Academic and Student Affairs Council (ASAC), and at the Chancellor’s Developmental Education Symposium and Institute and the New Horizons Conference. Faculty teaching developmental English are invited to attend the 3rd Annual Chancellor’s Developmental Education Symposium to be held in Roanoke on April 2, 2013, and to join with faculty teaching developmental mathematics and student services leaders in applying to attend the 3rd Annual Chancellor’s Developmental Education Institute, to be held June 2-7, 2013. Five drive-in regional workshops for full-time and adjunct faculty teaching developmental education courses will be held at colleges this spring.

APRIL: Faculty teaching developmental English or mathematics, as well as student service leaders were in attendance at the Chancellor’s 3rd Annual Developmental Education Symposium. Additionally, five drive-in regional workshops for full-time and adjunct faculty teaching developmental education courses will be held at colleges this spring. The Redesign Implementation Support for English (RISE) has completed three campus visits, distributed surveys to ENF faculty in addition to implementation leads, and conducted focus groups at the meeting of Councils of Deans and Directors and the Developmental Education Symposium.

MAY: A three-pronged work plan has been developed that is tailored to the second year of the implementation of the developmental education redesign. (1) Three “temperature gauge surveys” are being distributed to various stakeholders such as faculty teaching ENF courses and campus implementation leads to track the implementation as it unfolds over the course of the semester. (2) Site visits to some colleges are being conducted. Faculty, students, and administrators are being interviewed by members of RISE. (3) A series of targeted focus groups were conducted with faculty and administrators at the meetings of the Council of Deans and Directors (CODD) and the Academic and Student Affairs Council (ASAC), the Chancellor’s Developmental Education Symposium, and the New Horizons Conference.

Over 130 Faculty teaching developmental English or mathematics, as well as student service leaders attended the 3rd Annual Chancellor’s Developmental Education Symposium held in Roanoke on April 2, 2013; five drive-in regional workshops for full-time and adjunct faculty teaching developmental education courses will be held at colleges this spring; and the 3rd Annual Chancellor’s Developmental Education Institute is to be held June 2-7, 2013.

As of June, 2013, progress on this activity will be reported along with #1 – Implement Developmental Education Task Force Redesign Proposal (Mathematics).
3 Implement Developmental Education Task Force Redesign Proposal (College Readiness)
Reduce the need for developmental mathematics and developmental reading and writing by assuring high school graduates are college ready.

OCTOBER: A survey is underway at the colleges to identify their current status on recommendations from the original workgroup on strategies to increase college readiness of entering students.

NOVEMBER: The workgroup has updated its original 2011 report which included recommendations for addressing college readiness concerns. Some recommendations were deemed best addressed at the system level; while others could be addressed at the local college level. Colleges responded to a survey that focused on identifying current college level practices. The preliminary results were shared with the Re-engineering Task Force II at its October 2012 meeting. Next steps include an analysis of survey results and sharing the report, recommendations, and survey results with the Advisory Council of Presidents.

DECEMBER:
JANUARY:
FEBRUARY: The workgroup has met and reviewed original recommendations. Best practices will be presented at the March meeting of the Academic and Student Affairs Council (ASAC) and the Council of Deans and Directors (CODD) for review and comment.

MARCH: At the February Re-engineering Task Force II meeting, it was suggested that further information be provided regarding the changes to the standard high school diploma and other high school graduation requirements and how those intersect with college readiness, particularly regarding math requirements and the timing of when students take those courses.

APRIL: The workgroup is working to secure success data from initial initiatives by colleges with mature College Readiness programs.

MAY: Results of data gathered from the "early initiators” colleges provided significant qualitative data but little quantitative data because the colleges had not established quantitative metrics at the start of their programs/initiatives. The workgroup is establishing metrics as colleges proceed with assessment of existing programs/initiatives. In addition, Dr. Linda Wallinger, Assistant Superintendent for Instruction at the Virginia Department of Education, made a presentation to the Re-engineering Task Force II at its April meeting on new high school graduation requirements, leading to a conversation on college readiness and how community colleges and local schools could work together to better prepare students for college work.

JUNE: Initial discussion on development of appropriate metrics is underway.

JULY: The Chancellor’s goals for 2013-14 include a goal for all colleges to develop plans to strengthen college readiness initiatives between colleges and K-12 partners. Plans may be sequenced over several years. Plans will be submitted to the Chancellor by November 1, 2013.

AUGUST: The workgroup has recommended that each VCCS college maintain a placement testing webpage including, but not limited to, information about sample placement tests, links to resources for self-remediation, and navigational
recommendations for test-taking success. Colleges should also develop specific strategies to a) address multi-dimensional student populations and b) ensure effective communication with off-campus students.

To secure best practices from the institutions, the team will conduct interviews of the 16 colleges who reported college readiness projects during the fall 2012 survey. It was noted that although the projects are highly variable in their approach to enhancing readiness, it is important to emphasize that the ultimate goal of the project it to decrease the need for remediation after high school. The team discussed the challenge with developing standard metrics with such variable projects. Due to the need to ensure that colleges remain focused on the ultimate goal of decreasing remediation, the following suggestion was made and will be discussed further during the next meeting.

Required metric: The proportion of first time in college (FTIC) students who test into developmental English, mathematics, or both.

Optional metrics: Additional project-specific metrics may be added. A list of metrics for consideration will be added based on the college interviews and may include metrics such as:

- Number of students completing the practice test,
- Comparison of test scores for those who did and did not complete the practice test,
- Student surveys including self-assessment of the perceived value of the practice test and/or ease of accessing the practice test, and

Number of students taking the placement test.

SEPTEMBER: The College Readiness workgroup is completing interviews with college representatives regarding the status of local college initiatives. The data will be compiled from the interviews and the workgroup will discuss best practices discovered during the interviews with the goal of making recommendations about which practices should be taken to scale. The importance of decreasing the need for remediation as students enter Virginia’s Community Colleges will also be discussed.

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**IMPLEMENT SHARED SERVICES**

Implement shared services to provide cost-effective, flexible and reliable services to all colleges whereby economies of scale may be realized and performance standards reached.

4 Centralize “Back-Office” Functions of Financial Aid

Conduct a pilot to centralize student financial aid “back office” processes at Tidewater Community College resulting in greater individualized service to students, improved student affordability and access, and reduced processing costs per student.

OCTOBER:

NOVEMBER: Draft operational benchmarks for the Back-office Pilot as well as benchmarks for student success were discussed at the Re-engineering Task Force II meeting in October. Additionally, preliminary data reflect a significant increase in financial aid applications and awards, despite the leveling and/or declining enrollments at some institutions.

DECEMBER: Processing services in the Tidewater Community College’s back-office
pilot program are continuing as agreed in the MOU. At the request of the pilot colleges, and with the endorsement of the Chancellor, three new staff members have been hired to provide additional services beyond the requirements of the MOU to include student follow-up for missing verification information and documents.

JANUARY:

FEBRUARY:

MARCH: The 2012 financial aid year has officially closed with over 40,000 unduplicated Institutional Student Information Records (ISIR) and 3,700 unduplicated student loans processed for the eight pilot colleges, and all were completed within the MOU timelines. The eight pilot colleges are presently incorporating federal aid changes for the 2013 financial aid year in SIS, and it is anticipated that processing will begin in early March. The addition of a ninth college to the pilot is under consideration.

APRIL: Paul D. Camp Community College has joined the pilot program, making it the ninth college to participate. SIS changes and setup for the 2013-14 financial aid year are being completed, and processing has begun for those colleges that have completed these functions. It is predicted that the verification process may prove to be as challenging as it was for the past aid year.

MAY:

JUNE: The Back-Office Financial Aid Pilot has begun 2013-14 financial aid year processing for all nine partner colleges. Virginia Western Community College has elected to have their Direct Loans awarded by the Back Office beginning with the 2013-14 financial aid year.

JULY: The Back-Office Financial Aid Pilot continues to provide processing services for two financial aid award years (2012-13 and 2013-14) simultaneously for the partner colleges. As the 2012-13 award year draws to a close, it is noted that the Back-Office staff has managed processes for more than 42,000 students at eight partner colleges; completing 8,692 verification reviews; and awarding more than 21,000 students. For the 2013-14 award year (processing began in March), the staff has managed processes for more than 22,000 students; completing 2,838 verification reviews; and awarding over 8,000 students.

AUGUST: As of July 29, 2013, for the 2013-14 award year, 29,301 students have been processed, 4,862 verifications have been completed, and 1,651 students have been contacted for additional verification information. To-date, 14,232 students from the nine partner colleges have received financial aid awards for the 2013-14 year. VCCS staff, the Back-Office Financial Aid processors, and each of the pilot colleges met to discuss financial aid processing trends, enhanced services, and financial aid metrics for both front and back-office financial aid processing.

SEPTEMBER: As of August 16, 2013, for the 2013-14 award year, 32,512 students have been processed, 6,283 verifications have been completed, and 2,221 students have been contacted for additional verification information. To-date, 15,563 students from the nine partner colleges have received financial aid awards for the 2013-14 year. Funding has been provided to support the development and implementation of an Online Financial Aid Portal. The portal will allow students to have greater control over submission and tracking of financial aid information during the verification process.
Regularly scheduled meeting times and dates are being set with colleges participating in the back-office function and work is progressing with pilot colleges to develop tools to measure/benchmark both front office and back-office financial aid efficiencies.

5 Leverage VCCS Purchasing Volume
Leverage the purchasing volume of the VCCS and increase operational efficiencies to provide significant cost savings.

OCTOBER: Two additional leveraged procurements are underway. Thomas Nelson Community College is working on an RFP for background checks and Tidewater Community College is working on an RFP for enhanced distribution of student refund checks. Both will contain language that will allow all VCCS colleges to utilize the contract. Additional opportunities for leveraged procurements are being explored.

NOVEMBER: A survey document will be sent to the colleges late November, 2012 to gauge progress on several procurement activities. The results will be compared to previous surveys in order to create benchmarks.

DECEMBER: The workgroup continues its work on developing an annual survey document to track progress toward reengineering goals. Additional procurement training was provided at the VCCS Administrative Services Fall Conference in November, 2012. Several colleges will be participating in a joint procurement that Tidewater Community College is spearheading to select a vendor to manage the electronic refund distribution process.

JANUARY: Currently, the workgroup is working to finalize a new procurement survey to be conducted annually that will measure progress toward the VCCS’ goals for leveraging procurements. Cooperative procurements continue to be identified and the colleges are working collaboratively on several active procurements. A summary of recent and upcoming joint procurements was presented at the Re-engineering Task Force II December, 2012 meeting.

FEBRUARY: The workgroup continues its work to identify more consolidated procurement opportunities and to measure progress toward established goals.

MARCH: The workgroup is working to redefine goals and measure success from leveraged procurements.

APRIL: Several colleges will be working together to negotiate a new combined Bookstore Contract to leverage combined purchasing volume and to provide more cost effective options for students to obtain learning resources. This effort will be led by Virginia Western Community College. Additionally, Northern Virginia Community College (NVCC) has included cooperative procurement language in their new bookstore contract that will allow colleges to benefit from NVCC’s volume. Both avenues will be explored.

MAY: Several colleges will be working together to leverage their combined volume for a new bookstore contract. Efforts to position the VCCS for Level II Delegated Purchasing Authority continue.

JUNE: Efforts toward preparation for seeking Level II Delegated Authority for Procurement continue. Collaborative procurement efforts are also in progress. Wytheville Community College awarded a web design contract, which included cooperative procurement language. Two other colleges have already inquired about using the contract (saving months of research and procurement time). Led by Virginia
Western Community College, nine colleges are working together to develop a leveraged contract for bookstore/learning materials.

**JULY:** Steps to pursue Level II Delegated Authority for Procurement will be discussed with the State Board in July.

**AUGUST:** Development of the solicitation for a leveraged bookstore/learning resource materials contract is in progress to be published in early fall, 2013.

**SEPTEMBER:** Work to develop an RFP for a leveraged bookstore/learning materials contract is underway with Virginia Western Community College conducting the procurement on behalf of nine Virginia Community Colleges in early fall. Wytheville Community College will be competing an HVAC maintenance contract and has offered to include the requirements of other Virginia Community Colleges in the southwest and central Virginia regions.

6 **Expand Shared Services Distance Learning System**

Offer a distance learning system option to VCCS colleges that will expand their capacity for greater student access and comprehensive course offerings through a shared services arrangement provided by Northern Virginia Community College, sharing both FTE and tuition revenues.

**OCTOBER:** The Shared Services Distance Learning (SSDL) project is currently receiving selections for spring 2013 courses from its partner colleges. New queries written by Northern Virginia Community College (NVCC) staff assist in monitoring accuracy for the twelve different colleges entering cloned course information in the SIS. The SSDL Director provided SSDL data information to the VCCS and represented NVCC at the Southern Regional Education Board's *Electronic Campus* State Partner and Joint *Electronic Campus*/Educational Technology Cooperative meeting, presenting on the VCCS, SSDL success.

**NOVEMBER:** The total enrollment for fall 2012 for the Shared Services Distance Learning (SSDL) is 783 students in 171 courses. The fall enrollment generated 120.7 FTEs for the partner colleges. The courses combined under Social Sciences have 85 students enrolled with high numbers in history. The Humanities (excluding World Languages) share 217 students, 43 of them enrolled in 14 unique English courses, and 69 in Philosophy. World Language offerings are most often selected by the partner colleges. Chinese (18) is available at seven of the partner colleges; Arabic (26), Japanese (36), and Russian (24) are available at six colleges; Spanish (32) at five; German (41) at four; and French (36) at three. The total number of students enrolled in World Languages for the fall 2012 semester is 213 or 27.48% of the total enrollment. The SSDL continues to be a popular topic at peer group meetings with a virtual interactive presentation made at the joint Foreign Language and Foreign Language Association of Virginia meeting in Williamsburg in October, 2012.

**DECEMBER:** Spring 2013 semester enrollment for the Shared Services Distance Learning (SSDL) is currently 478 students in 183 course sections. Twelve partner colleges are participating in spring enrollment. Currently, the top eight spring 2013 subject areas are History (59), German (48), Accounting (37), Japanese (31), Philosophy (29), Spanish (25), Russian (24), and French (20). Year 2 MOUs and stipend renewals for liaisons are complete for Eastern Shore, Germanna, Paul D. Camp, Rappahannock, Southwest Virginia, and Thomas Nelson Community Colleges and are in process for.
Blue Ridge, New River, Virginia Highlands, and Virginia Western Community Colleges.

**JANUARY:** Spring 2013 semester enrollment continues to grow with Shared Services Distance Learning (SSDL) classes set to start January 14, 2013. Colleges with over one hundred students enrolled are Eastern Shore (130), Germanna (146), and Virginia Western (102). Many partner colleges are now offering alternative course sessions to their students. Sixty-six of the eighty-two course sessions shared are shorter courses of eight to twelve-week duration, an indication of the growing popularity of shorter class sessions.

**FEBRUARY:** Spring 2013 enrollment includes 1,088 students from 12 colleges enrolled in 150 unique courses through the Shared Services Distance Learning (SSDL) project. An Extended Learning Institute (ELI) Faculty Services Assistant hired this summer benefits the SSDL and monitors rapidly changing and expanding partner college needs. Northern Virginia Community College (NVCC) continues to refine SSDL queries and reports when SIS “blind spots” (areas of partner college coding that cannot be seen by NVCC) are uncovered that inhibit the ability to smoothly perform SSDL processes.

**MARCH:** The spring semester is proceeding smoothly. Partner colleges are responding to individual student requests by adding an 8- or 12-week session that starts later in the semester, even when only one student from a partner college is requesting a later start date. In this way, colleges are accommodating a student’s unique curriculum need for degree or certificate completion, and transfer requirements. Each college was mailed an updated marketing brochure to assist in the seamless delivery to their students of SSDL courses. The brochure may be viewed at [http://tinyurl.com/anddlte](http://tinyurl.com/anddlte).

**APRIL:** The Shared Services Distance Learning (SSDL) will complete the academic year from summer 2012 to spring 2013 with 2,025 students enrolled in 616 unique courses from nine partner colleges. The SSDL will complete its two-year pilot on July 30, 2013. Six colleges have been partners with NVCC in the two-year pilot program and discussions with the initial six colleges are now underway regarding future shared services opportunities. Twelve partner colleges now participate in the pilot program.

**MAY:** The goals for the two-year pilot of Phase I of the Shared Services Distance Learning program to expand capacity for greater student access and comprehensive course offerings through a shared services arrangement piloted by Northern Virginia Community College, sharing both FTE and tuition revenues, have been reached for the initial six pilot colleges: Eastern Shore, Germanna, Paul D. Camp, Rappahannock, Thomas Nelson, and Southwest Virginia Community Colleges. Fact sheets (included as Attachment A) summarize the enrollment, courses, tuition, and annualized FTES for the initial pilot in Fall 2011-Spring 2012 and the full academic year of Summer 2012-Spring 2013; and colleges are currently preparing requests for sharing courses for summer and fall 2013.

**JUNE:** Shared Services Distance Learning (SSDL) summer courses are proceeding well in the first 8-week and 12-week sessions. There are 122 courses shared with a current enrollment of 501 students. Twenty-two percent (or 108 students) are enrolled in the popular world languages. Partner colleges also participate in distinctive courses such as Biotechnology Concepts, Network Security Basics, Intercultural Communication, General University Physics, and Works of Shakespeare I.

In April, the Advisory Council of Presidents discussed the possibility of faculty deficits...
for the fall 2013 semester. Foreseeing fall faculty shortages Northern Virginia Community College is prepared to provide options for students who are good candidates for online learning when there may be less course capacity or fewer options at their home campus. The Shared Services Distance Learning (SSDL) network will make these additional courses available to those colleges who are part of the network. Colleges that are not currently members of SSDL may contact Inez Farrell (ifarrell@nvcc.edu) for information regarding membership and services.

**JULY:** The six original partner colleges (Eastern Shore, Germanna, Paul D. Camp, Rappahannock, Thomas Nelson, and Southwest Virginia) have expressed their satisfaction with the SSDL system and extended their MOU beyond the pilot phase. These colleges agree to share, at minimum, twelve courses each semester and will continue to receive the $12,500 stipend for liaisons. The additional six partner colleges are continuing in various phases of their two-year pilot MOUs.

**AUGUST:** The third fall semester of the Shared Services Distance Learning System will begin with 12 partner colleges. Two-hundred five course sections and sessions are coded by partners to share for fall 2013. The current enrollment is 769. Partner colleges are requesting courses to offset faculty shortages and to-date the Extended Learning Institute and Northern Virginia Community College are successfully meeting that demand.

**SEPTEMBER:** Fall enrollment for Shared Services Distance Learning System (SSDL) courses is now at a record 1,316 students. The development of specific orientation modules for world languages and other difficult content courses is in the planning stages following suggestions from partner colleges on improving student success. Phase 2 of the SSDL that includes the sharing courses from other partners through the SSDL model is under discussion.

7 **Expand Opportunities for Development of Consortia (Academic Programs)**
Encourage the exploration of consortia program possibilities in order to both increase student success and opportunities for colleges to offer academic programs in their regions when and where they might not otherwise be feasible.

*The RETFI has revisited this component of the “idea” and has determined that the concept of academic collaboration and development of academic consortia is actively promoted and supported by Academic Services and Research and results are regularly reported on through other initiatives; therefore, further reporting on this item individually is not necessary.*

8 **Expand Opportunities for Development of Consortia (Administrative Services)**
Encourage the exploration of consortia program possibilities in order to increase both student success and opportunities for colleges to combine some operations to gain operational efficiencies.

**OCTOBER:** The workgroup met on August 30 and October 3. The workgroup continues to analyze opportunities to improve efficiencies in payroll processing, travel reimbursements, and several other human resources and financial services processes. Several cooperative procurements for administrative services such as accounts receivables collections, background checks, and investment management are underway or being considered. The workgroup is currently focusing on determining which administrative areas have the best opportunities to achieve greater efficiencies.
Progress on Implementing Recommendations of Chancellor’s Re-engineering Task Force

The workgroup is also considering a system-wide benchmarking project to determine the cost of services and the system's level of efficiency in administrative functions compared to similar organizations. The project should help identify the administrative functions or areas that have the most potential for developing beneficial consortia programs.

**NOVEMBER:** At its October 3, 2012 meeting, the workgroup decided not to continue to pursue a pilot payroll consolidation project at this time. The emphasis at this point will be on determining which payroll processes can be improved or standardized. The workgroup will concentrate much of its efforts on evaluating the best opportunities to establish consortia programs and building a business case for change. More data about the cost of current services and processes are needed. On October 10, a sub-workgroup met with an expert on evaluating the potential for shared services and consortia. That information will be shared with the workgroup on November 2.

**DECEMBER:** The workgroup held a conference call in early November, 2012 to review the information shared by the expert on evaluating the potential for shared services and consortia. The workgroup met briefly following the VCCS Administrative Services Fall Conference and scheduled its next meeting for mid-January.

**JANUARY:** A draft Request For Proposals (RFP) for consulting services to evaluate the efficiency of several VCCS business processes will be reviewed in December, 2012. The RFP will be issued in January, 2013.

**FEBRUARY:** A request for proposals for a consultant to gather data and assist with analysis of consortia opportunities will be issued in early February, 2013.

**MARCH:** A request for proposals to contract with a firm to assist with a benchmarking study is being prepared for issuance in early March, 2013.

**APRIL:** A request for proposals has been issued for a benchmarking study of administrative functions across the System. Responses are due to the VCCS in late April, 2013. A cross-functional team of college and System Office staff will evaluate the proposals and determine which vendor will conduct the study. Also, Tidewater Community College has entered into a contract for electronic student refunds which all colleges have agreed to use. An interface to AIS will be developed over the next few months and the system will be implemented at all colleges for the spring 2014 semester.

**MAY:**

**JUNE:** Responses to the RFP for benchmarking assistance have been received and are under review by the evaluation team. A contract should be awarded in summer 2013. The benchmarking data collection and analysis will begin after the contract is awarded.

**JULY:**

**AUGUST:** Negotiations with two vendors to conduct the benchmark study are underway. A contract should be awarded in August, 2013.

**SEPTEMBER:** An update on the negotiations for the benchmark study will be provided during a conference call with the Administrative Consortia workgroup, which has been scheduled for the first week in September.
STRENGTHEN AND DIVERSIFY THE VCCS RESOURCE BASE
Identify a variety of resource strategies to complement other Re-engineering concepts and strengthen and diversify the VCCS resource base in order to support Achieve 2015.

9  (9 & 14) Seek Increased State Support and Implement State Board Strategic Plans
Seek increased state support through modification and funding of state guidelines and policies to recognize the mission of the VCCS and implement State Board Strategic Plans, including long-term financial plans.
As of June, 2013, progress on #14 – Seek Increased State Support – will be reported here along with the former Idea #9 – Adhere to Implementation of the Six-Year Financial Plan. Further, beginning June, 2013, progress on this activity will be provided via links to meeting agendas and minutes of the State Board for Community Colleges as appropriate.

10  (10 & 11) Increase Proportion of Students Receiving Financial Aid, with a Focus on Meeting Needs of Middle Income Students
Strategies will focus on increasing student awareness and access to financial aid and defining needs of middle income students.
As of June, 2013, progress on #11—Encourage College Foundations to Focus Fund Raising Efforts on the Goal of Fulfiling by FY2015 the Unmet Financial Needs of all Middle Income Students – will be reported here along with the former Idea #10 – Pursue an Aggressive Strategy to Increase the Proportion of Students Receiving Financial Aid.

OCTOBER:

NOVEMBER: Preliminary data reflect a significant increase in financial aid applications and awards for this year, despite the leveling and/or declining enrollments at some institutions. This also reflects the additional state support of $3.4 million for student financial aid.

DECEMBER:

JANUARY: Development of related financial aid performance benchmarks has been delayed due to the changing federal financial aid landscape, however draft benchmarks are now being circulated for review.

FEBRUARY:

MARCH: A revised set of draft financial aid performance benchmarks was distributed at the February Re-engineering Task Force II meeting for further review and comment.

APRIL:

MAY:

JUNE: Initial data on financial aid metrics will be shared with the Re-engineering Task Force II at its meeting in June, 2013.

JULY: At the June, 2013 meeting of the Re-engineering Task Force II an update on the continuously changing landscape of financial aid was provided.

AUGUST:

SEPTEMBER: Funding has been provided to support the development and implementation of an Online Financial Aid Portal. The portal will allow students to have greater control over submission and tracking of financial aid information during the verification process.

October 2012 through September 2013
11 Encourage College Foundations to Focus Fund Raising Efforts on the Goal of Fulfiling by FY2015 the Unmet Financial Needs of all Middle Income Students

Strategies will focus on defining unmet needs and assisting Colleges and their foundations to address the unmet financial needs of all middle income students by FY2015.

As of June, 2013, progress on this activity will be reported along with #10 – Increase Proportion of Students Receiving Financial Aid, with a Focus on Meeting Needs of Middle Income Students (formerly Pursue an Aggressive Strategy to Increase the Proportion of Students Receiving Financial Aid).

OCTOBER: Institutional Advancement staff are preparing a fact sheet for all college advancement professionals which illustrates the case for donors supporting community colleges. The fact sheet will highlight the current $77.8 million unmet need of over 21,000 students whose family incomes are designated as “middle class” (defined as being between 200 and 400% of the poverty level).

NOVEMBER:

DECEMBER:

JANUARY:

FEBRUARY:

MARCH: Work continues on articulating the metrics necessary to identify and address the financial needs of middle income students.

APRIL:

MAY:

As of June, 2013, progress on this activity will be reported along with #10 – Increase Proportion of Students Receiving Financial Aid, with a Focus on Meeting Needs of Middle Income Students (formerly Pursue an Aggressive Strategy to Increase the Proportion of Students Receiving Financial Aid).

12 Provide Professional Development and Other Services to College Foundations

Professional development and related support services will be made available to College foundations.

OCTOBER: Planning has begun for the November State Board meeting which will feature several professional development sessions for staff and Foundation Board members. Penelope Burk will lead a session on donor-centered fundraising and West Avenue Associates will provide expertise on best practices to convey the community college story.

NOVEMBER:

DECEMBER: The November Annual State Board meeting featured several well-attended professional development sessions for staff and Foundation Board members. Penelope Burk led a session on donor-centered fundraising and West Avenue Associates provided expertise on best practices to convey the community college story.

JANUARY:

FEBRUARY: The Institutional Advancement Peer Group meeting is scheduled for February 28, 2012 at the Higher Education Center in Roanoke, Virginia. The agenda includes conversation regarding shared services in the areas of prospect research and potential research services relative to launching alumni programs. In addition, colleges will share best practices in the following areas: Board Engagement, Successful Board Meetings, Cultivation Techniques, Raising Operational Funds,
Alumni Development Relations and Engagement, and Donor Recognition Circles and Societies. The Senior Development Coordinator and Vice Chancellor are assisting Patrick Henry and Thomas Nelson Community Colleges, respectively, with their searches for new Vice Presidents of Institutional Advancement.

**MARCH:** Held in late February, 2013, a statewide Institutional Advancement meeting featured progress on the shared services of prospect research and donor wealth screening, and hiring a consultant to research and create a long-term alumni giving program. The group will next convene in August.

**APRIL:** Resulting from the Winter Institutional Advancement Leaders Meeting and the subsequent workgroup that formed to research different prospecting tools, on March 29, 12 college foundations along with the VFCCE agreed to a shared services subscription to iWave PRO. Prospect research works by collecting names of individuals, companies or foundations, then checking them against multiple databases to learn more about their philanthropic interests. By gathering this information, staff time is better spent cultivating and making a stronger ask.

**MAY:** Institutional Advancement created a page for best practices on The Buzz, the VCCS Intranet powered by SharePoint, to share with advancement professionals at all colleges.

*Beginning June, 2013, progress on this activity will be reported on an annual basis.*

**Expand the Pursuit of External Funding Opportunities with Grants and Contracts**

The System Office will provide technical assistance in the development of system-wide, regional and college-based grant and contract solicitations.

**OCTOBER:** Negotiations are complete for the non-competing Year 2 proposal for a current project funded through the Virginia Department of Health. The VCCS was awarded $660,929 for the System Office and six partnering colleges to support retention and graduation of pregnant and parenting students. Online voting is complete for the Richmond Unite community effort to raise funds for the VCCS Career Coach Program. The VFCCE received over 1,000 votes, ensuring eligibility for a share of the total funds raised through December, 2012. The award will be determined in January, 2013. The $15 million statewide Round 2 DOL TAA-CCCT proposal was not funded, but the U.S. Department of Labor contacted the vice chancellor of workforce development services to offer an award of $2.5 million which it was determined should be made to Southwest Virginia Community College (SWVCC). SWVCC will partner with the Virginia Department of Education’s Office of Adult Education and Literacy to expand the PluggedIn VA Program. In a separate effort, the VCCS Director of Grant Development is leading a team of community college grants professionals to develop an RFP to identify a pool of prequalified grant consultants who would then be available to colleges on short notice through simplified purchase orders. Colleges will then have access to experienced grant writers for rapid response to grant opportunities with short turn-around periods between program announcement and proposal due dates. This concept emerged from the summer meeting of VCCS Institutional Advancement professionals.

**NOVEMBER:**

**DECEMBER:** The $364,000 proposal submitted to the Tobacco Indemnification and Revitalization Commission was referred to the Education Committee, delaying a
decision until Spring 2013. A $2 million proposal to support the Great Expectations Program was submitted to the Edna McConnell Clark Foundation. In all, grant proposals totaling $2,966,738 are pending and over $1 million have been funded this calendar year. In addition, silent and live auctions were a lively addition to the Annual Meeting of the State Board in November, raising $23,000 for the Virginia Foundation for Community College Education.

JANUARY:

FEBRUARY: There are 13 grant proposals pending, requesting over $3.37 million. To summarize calendar year 2012, 31 proposals would have had start dates in 2012. Of those, 11 (35%) were funded, 16 (52%) were not funded, and 4 (13%) are still pending. Removing the three federal grant proposals that requested a total of almost $26 million and are always a long shot, 49% of the requested amounts were awarded ($1,338,291), 48% were not awarded ($1,310,000), and 3% are still pending ($78,000). A full-day training session on federal grant compliance is in the planning stages. It is expected that pairs of people from each college will attend together: a person from the grants office and a person from the business office. Sessions will be offered in spring or early summer, 2013.

MARCH:

APRIL: Competitive Grants: Since January 2013, the VFCCE has been awarded over $121,000, has over $1.5 million in pending requests, and was declined $2.1 million in requests. While Potomac Health Foundation declined to fund a nursing Fellows program, they requested a meeting in April, 2013 to discuss the concept further. They have never awarded scholarships, but have been seeking a vehicle that would relieve them of the burden of processing individual applications themselves. Our proposal was encouraged by the Executive Director as a way to begin this discussion with their board.

The Governor requested that the VCCS Workforce Division lead a statewide effort to submit a proposal to the U.S. Department of Labor to address the wave of military service members who will be discharged in the coming years and also assist Virginia’s over 18,000 unemployed veterans to transition into the civilian workforce. On March 29, a concept paper was delivered to the DOL Philadelphia Regional Office requesting over $10 million. A response is expected quickly that will provide direction for the submission of a full proposal in May. Partners in the development of this project included: Office of the Secretary of Veterans Affairs & Homeland Security (5 representatives), Office of the Secretary of Education (1 representative), Office of the First Lady of Virginia (1 representative), Department of Veterans Services (3 representatives, including the Wounded Warrior Program), Department for Aging and Rehabilitative Services (2 representatives), Virginia Employment Commission (1 representative), and the Virginia Community College System (representatives from Base Realignment and Closure, One-Stop Operators, Workforce Investment Boards, two college workforce divisions, and the Virginia Community College System Office workforce and academic divisions).

Discussions are underway for the submission of a $1.2 million proposal to the U.S. Department of Labor to continue the multi-partner Workforce Data Quality Initiative, which is a subset of the Virginia Longitudinal Data System effort. The proposal is due
April 25. Finally, a consultant contacted the Director of Grant Development and Administration with an intriguing opportunity for Virginia’s Community Colleges to partner with 6 other states to hire, train, and certify our students to be Health Exchange Navigators with a special focus on assisting veterans as they choose whether to use their VA benefits or enroll in health insurance through the new federal exchanges that will open in October, 2013. Vice Chancellors are reviewing this opportunity.

Shared Services: The request for proposals to secure a pre-qualified pool of grant consultants is still with the VCCS Procurement Office. It is scheduled for release in early summer. This effort supports the Achieve 2015 goal to help the colleges with fundraising efforts.

The statewide federal grants post-award compliance training will be held May 21-22, prior to the VCCS Administrative Services Spring Conference in Suffolk, VA. The contract will be fully executed shortly. Registration opened April 1.

A budget request will be submitted for the FY 2014 VCCS budget to support statewide implementation of a grants management software tool. An IDEA form will be submitted to the Project Board for its April meeting and a team from the System Office and college grants and business offices will be convened to create a requirements document and vet vendor products. The process is expected to take one year.

**MAY:**

**JUNE:** Competitive Grants: Since January 2013, the VFCCE has been awarded over $256,700, has over $2.5 million in pending requests, and was declined $2.1 million in requests. Recent awards include $60,000 from Wells Fargo to support the Commonwealth Legacy Scholarship Program. Potomac Health Foundation has requested a full proposal for an Allied Health Fellows Program to be submitted in mid-June.

VCCS Workforce Development Services has made significant progress on the Governor’s request to lead a statewide effort to submit a proposal to the U.S. Department of Labor that will address the wave of military service members who will be discharged in the coming years and also assist Virginia’s over 18,000 unemployed veterans to transition into the civilian workforce. The DOL Regional Office is reviewing a draft of the proposal. As soon as their feedback is received and incorporated, a formal proposal for over $9 million will be submitted.

The $1.2 million renewal of the Workforce Data Quality Initiative was submitted. A decision is expected by July 1.

For the Rural Virginia Initiative, the proposal that had originally been submitted to the Tobacco Commission last summer has again been deferred by the Education Committee. The VCCS is awaiting further information.

For Great Expectations, the May Tour for foster care awareness month generated a significant number of leads for new grant proposals. In June, three proposals will be submitted to foundations that have expressed a strong interest in funding Great Expectations. This is in addition to the funds secured from private donors.

Shared Services: The RFP to secure a pre-qualified pool of grants consultants is still with VCCS Purchasing Office. It is scheduled for release in early summer. This effort supports the Achieve 2015 goal to help the colleges raise funds.
The statewide federal grants post-award compliance training was held May 21 and 22 and was well received. The IDEA form related to a statewide grants management software tool was approved. The next step is to convene a team from the System Office and the colleges’ grants and business offices to create a requirements document. It is expected that some of the requirements could be met by tailoring existing systems, but vendor products will also be vetted. The process is expected to take one year.

*Beginning June, 2013, progress on this activity will be reported on an annual basis.*

14 Seek Increased State Support

Seek increased state support through modification and funding of state guidelines and policies to recognize the mission of the VCCS.

*As of June, 2013, progress on this activity will be reported along with #9 – Seek Increased State Support and Implement State Board Strategic Plans (formerly Seek Increased State Support).*

**OCTOBER:** The State Board approved the budget requests to be submitted to the Governor for consideration for the 2013 budget. The highest priorities are faculty and staff salary increases and construction funding for capital projects that are currently authorized for planning. The State Board also endorsed enhancements to the Two-Year College Transfer Grant to expand eligibility. The Governor will present his budget recommendations to the General Assembly budget committees on December 17. The Vice Chancellor for Academic Services and Research has been representing the VCCS on the State Council of Higher Education for Virginia (SCHEV) advisory group that is recommending performance measures and adjustments to the incentive funding program required by the 2011 Top Jobs legislation.

**NOVEMBER:** Budget amendment requests for the 2013 session were endorsed by the Advisory Council of Presidents on August 9, 2012; approved by the State Board on September 20; and submitted to the Department of Planning and Budget on September 21 for the Governor’s consideration.

**DECEMBER:**

**JANUARY:** The State Council of Higher Education for Virginia (SCHEV) recommended an additional $36.7 million for the VCCS in FY 2014 to support operating and equipment needs. SCHEV also approved the performance measures institutions will need to meet to be certified and receive the financial benefits authorized under the Higher Education Restructuring Act. The Council of Presidents endorsed and sent to the Higher Education Advisory Committee a recommendation that much of any new funds for higher education should be allocated for incentives to achieve the performance measures. Talking points on the community colleges’ legislative priorities for the 2013 General Assembly session have been provided to the college presidents, members of the State Board, and the Virginia Foundation for Community College Education. The System Office budget staff has been providing additional information for budget amendment requests to the Department of Planning and Budget and the Office of the Secretary of Education. A conference call will be held with the Chancellor and college presidents to discuss the budget amendment recommendations that the Governor will present to the money committees on December 17, 2012.

**FEBRUARY:** The Governor's budget bill amendments include recommendations that
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the VCCS receive an additional $9.9 million in FY 2014.

MARCH: The 2013 General Assembly budget includes additional funding for general operating costs, student financial aid, and workforce development services.

APRIL: The General Assembly will consider any budget amendments the Governor submits for the veto session on April 3. Also, the review of college capital outlay plans continues. The recommended plan for 2014-20 will be presented to the State Board for Community Colleges at its May, 2013 meeting.

MAY: 
As of June, 2013, progress on this activity will be reported along with #9 – Seek Increased State Support and Implement State Board Strategic Plans (formerly Seek Increased State Support).

15 Pursue Opportunities to Expand Public-Private Partnerships with Business and Industry
Identify ways to assist Colleges to expand the reach and revenues generated from business and industry in support of workforce development programs, particularly for high cost and high demand programs.

OCTOBER: 
NOVEMBER: Progress on this activity will be reported along with #23 – Expand and Promote Entrepreneurial Operations.

DECEMBER: Progress on this activity will be reported along with #23 – Expand and Promote Entrepreneurial Operations.

JANUARY: Progress on this activity will be reported along with #23 – Expand and Promote Entrepreneurial Operations.

FEBRUARY: Progress on this activity will be reported along with #23 – Expand and Promote Entrepreneurial Operations.

MARCH: Progress on this activity will be reported along with #23 – Expand and Promote Entrepreneurial Operations.

APRIL: Progress on this activity will be reported along with #23 – Expand and Promote Entrepreneurial Operations.

MAY: Progress on this activity will be reported along with #23 – Expand and Promote Entrepreneurial Operations.

As of August, 2013, progress on this activity will be provided via links to Workforce Development Services newsletters.

16 Leverage the Use of Proven Strategic Financing Mechanisms
Leverage the use of proven strategic financing mechanisms such as debt financing and performance contracting.

OCTOBER: Colleges continue to pursue opportunities to use strategic financing methods to address facility needs. Two colleges are currently in discussions with local governments and developers about potential projects. The State Board is being informed about the progress of these projects.

NOVEMBER: 
DECEMBER: Staff in the Administrative Services and Legal Services Divisions of the System Office are developing a resource for the colleges for identifying potential opportunities for alternative financing of capital projects. A draft document was shared with college vice presidents of finance and administration at the VCCS Administrative Services Fall Conference. Work will continue on the draft document.
before its distribution to college presidents.

**JANUARY:** Modifications are being made to the draft resource for identifying potential opportunities for alternative financing of capital projects based on feedback from the vice presidents for finance and administration.

**FEBRUARY:**

**MARCH:**

**APRIL:**

**MAY:** The Virginia Foundation for Community College Education’s Treasurer spoke to presidents about pooled resources and best practices of fiduciary responsibilities at the Advisory Council of Presidents meeting in April, 2013.

**JUNE:**

**JULY:**

**AUGUST:**

**SEPTEMBER:**

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**ARTICULATE LEARNING OUTCOMES FOR COURSES**

Utilize the VCCS faculty peer group structure to articulate learning outcomes for courses, beginning with prerequisite courses and courses with high enrollment currently demonstrating low success rates and/or low persistence rates to subsequent courses and award completion.

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17 **Improve Learning Outcomes and Reduce Student and College Costs**

Develop mutually agreed learning outcomes, associated learning objects, student achievement benchmarks and multiple assessment methodologies.

**OCTOBER:** The second phase of the Articulate Learning Outcomes (ALO) initiative is underway. ACC 211 and BIO 101 ALO curriculum committees have begun work on those courses. Work continues on PSY 200 from the first phase of ALO implementation. The revised PSY 200 course was approved by the VCCS Deans’ Course Review Committee and will become effective in Fall 2013. Central Virginia, Northern Virginia, and Thomas Nelson Community Colleges are developing model courses in on-campus, hybrid, and online formats, and a system-wide professional development strategy for PSY 200 faculty is being rolled out.

**NOVEMBER:** The second phase of the Articulate Learning Outcomes (ALO) initiative is underway. ACC 211 and BIO 101 ALO curriculum committees have begun work on those courses. Each curriculum committee will host a session at their upcoming Peer Group meeting. Work continues on PSY 200 from the first phase of ALO implementation. The revised PSY 200 course was approved by the VCCS Deans’ Course Review Committee and will become effective in Fall 2013. Central Virginia, Northern Virginia, and Thomas Nelson Community College are developing model courses in on-campus, hybrid, and online formats, and a system-wide professional development strategy for PSY 200 faculty is being rolled out.

**DECEMBER:** The ACC 211 and BIO 101 Articulate Learning Outcomes curriculum committees are writing course descriptions and student learning outcomes. They have shared drafts with their peer groups and are in the process of revising. In the spring semester the curriculum committees will create assessment strategies, professional
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development plans, and resource repositories. A request for proposals to ACC and BIO faculty to design and test model courses for on-campus, hybrid, and online delivery modes will be issued; awards will be $5,000 for each model course. Work continues on PSY 200 implementation. The PSY 200 Pilot Teams are actively developing model courses, and a system-wide professional development strategy is being rolled out.

JANUARY: The ACC 211 and BIO 101 Articulate Learning Outcomes curriculum committees are writing course descriptions and student learning outcomes. They have shared drafts with their peer groups and are in the process of revising. In the spring semester the curriculum committees will create assessment strategies, professional development plans, and resource repositories. A request for proposals to ACC and BIO faculty to design and test model courses for on-campus, hybrid, and online delivery modes will be issued; awards will be $5,000 for each model course. Work continues on PSY 200 implementation: The PSY 200 Pilot Teams are actively developing model courses, and a system-wide professional development strategy is being rolled out.

FEBRUARY: The ACC 211 and BIO 101 Articulate Learning Outcomes curriculum committees have drafted student learning outcomes, course descriptions, and assessment plans. The committees will turn to finalizing those items and to identifying professional development strategies for the roll out of the new courses. In March, 2013 a request for proposals will be issued to ACC and BIO faculty to design and test model courses for on-campus, hybrid, and online delivery modes; awards will be $5,000 for each model course. The PSY 200 Pilot Teams are testing courses in on-campus, hybrid, and online formats this semester. In February the PSY Peer Group will hold a drive-in meeting to support the full implementation of PSY 200 in Fall 2013.

MARCH: The ACC 211 and BIO 101 Articulate Learning Outcomes (ALO) curriculum committees continue to make progress on articulating learning outcomes. In this process each committee has found it necessary to discuss goals and outcomes for two courses in a sequence (i.e. ACC 211-212 and BIO 101-102). The work of the curriculum committees is informed by ongoing feedback from faculty across the VCCS, and each committee will host a session at the 2013 VCCS New Horizons Conference. An RFP will be issued to ACC and BIO faculty to apply for $5,000 grants to develop model courses in on-campus, hybrid, and online formats. The PSY 200 implementation is in the pilot course development and faculty professional development phase. A drive-in meeting for PSY faculty was held at John Tyler Community College on February 22, 2013 to disseminate information about the PSY 200 ALO project. Highlights included an update on and discussion of the PSY 200 assessment plan, and reports from the three PSY 200 faculty teams that are piloting model courses this semester in on-campus, hybrid, and online formats. These PSY 200 Pilot Teams will also host a session at the 2013 VCCS New Horizons Conference. The new PSY 200 course will be implemented system-wide in Fall 2013.

APRIL: ACC 211: The Curriculum Committee has differentiated course goals between ACC 211 & 212. A prerequisite recommendation has been identified, an assessment plan is being developed, and discussions are ongoing for a resource repository. A Request for Proposals (RFP) will be issued in April, 2013 for faculty to apply for four $5,000 grants to develop model courses in on-campus, online, and hybrid formats that
can be adopted or adapted by any Accounting faculty member in the VCCS.

**BIO 101:** The Curriculum Committee has completed most work on the course
description, prerequisite recommendation, learning outcomes, and assessment plan.
Work continues on the resource repository, and the committee is turning its attention
to creating a professional development plan. An RFP will be issued in April for faculty
to apply for four $5,000 grants to develop model courses in on-campus, online, and
hybrid formats that can be adopted or adapted by any Biology faculty member in the
VCCS.

**PSY 200:** The on-campus, online, and hybrid model courses are in the pilot test
implementation phase. Pilot Teams have conducted interim assessments and are using
that data to modify the courses. Delivery of the completed courses to the VCCS for
dissemination is expected this summer.

Communication with ACC, BIO, and PSY faculty peer groups is ongoing; presentations
will be made at the New Horizons Conference.

**MAY:** **ACC 211:** The Curriculum Committee has differentiated course goals between
ACC 211 & 212. A prerequisite recommendation has been identified, an assessment
plan is being developed, and discussions are ongoing for a resource repository. A
Request for Proposals (RFP) has been issued for faculty to apply for four $5,000 grants
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VCCS.

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implementation phase. Pilot Teams have conducted interim assessments and are using
that data to modify the courses. Delivery of the completed courses to the VCCS for
dissemination is expected this summer.

Communication with ACC, BIO, and PSY faculty peer groups is ongoing, including
presentations at the New Horizons Conference.

**JUNE:** The **BIO 101** Curriculum Committee has concluded its work and is finalizing its
report. The implementation phase will begin with the awarding of grants this summer
to Pilot Teams to develop courses in on-campus, hybrid, and online formats. The Pilot
Teams will begin designing those courses in Fall 2013. The revised **BIO 101/102** course
descriptions and content summaries will be submitted to the Dean’s Course Review
Committee in Fall 2013; **BIO 101** will be implemented in Fall 2014 and **BIO 102** will be
implemented in Spring 2015.

The **ACC 211** Curriculum Committee will complete its work in June, 2013. The
implementation phase will begin with the awarding of grants this summer to Pilot
Teams to develop courses in on-campus, hybrid, and online formats. The Pilot Teams
will begin designing those courses in Fall 2013. The revised **ACC 211/212** course
descriptions and course content summaries will be submitted to the Dean’s Course
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Review Committee in Fall 2013; ACC 211 will be implemented in Fall 2014 and ACC 212 will be implemented in Spring 2015.

PSY 200: Pilot Teams will deliver final courses in on-campus, hybrid, and online formats to the VCCS this summer. In Fall 2013, the courses will be disseminated and promoted throughout the VCCS for adoption/adaptation by faculty who choose to use the courses. The new PSY 200 course description and course content summary becomes active across the VCCS in the Fall 2013 semester.

Assessment: In 2013-14 the Psychology Peer Group will begin assessing student learning outcomes, and the VCCS will coordinate initial assessments of the ALO initiative.

JULY: The BIO 101 Curriculum Committee has concluded its work and is finalizing its report. The implementation phase will begin with the awarding of grants this summer to Pilot Teams to develop courses in on-campus, hybrid, and online formats. The Pilot Teams will begin designing those courses in Fall 2013. The revised BIO 101/102 course descriptions and content summaries will be submitted to the Dean’s Course Review Committee in Fall 2013; BIO 101 will be implemented in Fall 2014 and BIO 102 will be implemented in Spring 2015.

The ACC 211 Curriculum Committee will complete its work in June, 2013. The implementation phase will begin with the awarding of grants this summer to Pilot Teams to develop courses in on-campus, hybrid, and online formats. The Pilot Teams will begin designing those courses in Fall 2013. The revised ACC 211/212 course descriptions and course content summaries will be submitted to the Dean’s Course Review Committee in Fall 2013; ACC 211 will be implemented in Fall 2014 and ACC 212 will be implemented in Spring 2015.

The PSY 200 Pilot Teams will deliver final courses in on-campus, hybrid, and online formats to the VCCS this summer. In Fall 2013, the courses will be disseminated and promoted throughout the VCCS for adoption/adaptation by faculty who choose to use the courses. The new PSY 200 course description and course content summary becomes active across the VCCS in the Fall 2013 semester.

Assessment: In 2013-14 the Psychology Peer Group will begin assessing student learning outcomes, and the VCCS will coordinate initial assessments of the ALO initiative.

AUGUST: The BIO 101 Curriculum Committee has concluded its work. The implementation phase will begin with the awarding of grants this summer to Pilot Teams to develop courses in on-campus, hybrid, and online formats. The Pilot Teams will begin designing those courses in Fall 2013. The revised BIO 101/102 course descriptions and content summaries will be submitted to the Dean’s Course Review Committee in Fall 2013; BIO 101 will be implemented in Fall 2014 and BIO 102 will be implemented in Spring 2015.

The ACC 211 Curriculum Committee has concluded its work. The implementation phase will begin with the awarding of grants this summer to Pilot Teams to develop courses in on-campus, hybrid, and online formats. The Pilot Teams will begin designing those courses in Fall 2013. The revised ACC 211/212 course descriptions and course content summaries will be submitted to the Dean’s Course Review Committee in Fall 2013; ACC 211 will be implemented in Fall 2014 and ACC 212 will be implemented in Spring 2015.
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The PSY 200 Pilot Teams will deliver final courses in on-campus, hybrid, and online formats to the VCCS this summer. In Fall 2013, the courses will be disseminated and promoted throughout the VCCS for adoption/adaptation by faculty who choose to use the courses. The new PSY 200 course description and course content summary becomes active across the VCCS in the Fall 2013 semester.

Assessment: In 2013-14 the Psychology Peer Group will begin assessing student learning outcomes, and the VCCS will coordinate initial assessments of the ALO initiative.

SEPTEMBER: The BIO 101 Curriculum Committee has concluded its work. The implementation phase will begin with the awarding of grants this summer to Pilot Teams to develop courses in on-campus, hybrid, and online formats. The Pilot Teams will begin designing those courses in Fall 2013. The revised BIO 101/102 course descriptions and content summaries will be submitted to the Dean's Course Review Committee in Fall 2013; BIO 101 will be implemented in Fall 2014 and BIO 102 will be implemented in Spring 2015.

The ACC 211 Curriculum Committee has concluded its work. The implementation phase will begin with the awarding of grants this summer to Pilot Teams to develop courses in on-campus, hybrid, and online formats. The Pilot Teams will begin designing those courses in Fall 2013. The revised ACC 211/212 course descriptions and course content summaries will be submitted to the Dean's Course Review Committee in Fall 2013; ACC 211 will be implemented in Fall 2014 and ACC 212 will be implemented in Spring 2015.

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Assessment: In 2013-14 the Psychology Peer Group will begin assessing student learning outcomes, and the VCCS will coordinate initial assessments of the ALO initiative.

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FOSTER A CULTURE OF HIGH PERFORMANCE

Support the creation of high performance systems that utilize fully the talent and potential of our people, leverage the power of technology, enhance productivity, and produce better outcomes for students.

18  Reinvesting in Our People

Develop strategies that encourage and reward sustainable improvements in individual and organizational performance.

OCTOBER:

NOVEMBER: The Compensation Philosophy workgroup continues to discuss how to position the VCCS most effectively with regard to making decisions about pay and rewards. Consideration of various operating principles that would encourage high performance is being evaluated. The result of the workgroup’s discussions will be presented to the Re-engineering Task Force II.

DECEMBER: The Compensation Philosophy workgroup continues to meet and discuss

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the key variables around how and why the VCCS makes the decisions it does regarding compensation. The goal of the workgroup is to offer some elements that would help the System take a strategic approach to managing compensation-related matters.

JANUARY:

FEBRUARY: At its January meeting, the State Board for Community Colleges approved a reward and recognition program for part-time staff and adjunct faculty. The program will be implemented later in the spring, 2013. The Compensation Philosophy workgroup is meeting and will have an updated report at the next Re-engineering Task Force II meeting, which is scheduled for February 18-19.

MARCH: The Compensation Philosophy workgroup presented a draft Reward and Recognition Philosophy to the Re-engineering Task Force II at its meeting in February, 2013. The workgroup is now soliciting wider membership to complement the existing group of vice presidents of finance and HR officers. A further refined draft document will be presented at the next RETF II meeting scheduled in April.

APRIL: A presentation on the concepts developed by the Compensation Workgroup that would lead to a VCCS “reward and recognition philosophy” was thoroughly discussed by vice presidents for finance and administration at their spring meeting. The group is supportive of the effort to develop such a philosophy.

MAY: A presentation on the concepts developed by the Compensation Workgroup that would lead to a VCCS “reward and recognition philosophy” was thoroughly discussed by the Re-engineering Task Force II. The Task Force is supportive of the effort to develop such a philosophy. With the support of the Task Force, the workgroup will be expanded and charged with developing a more refined proposal that outlines strategies that the VCCS can take to better recognize and reward employees. These strategies will include a series of operating principles that will help guide decision-making.

JUNE: The Compensation Philosophy workgroup’s work was supported by the Re-engineering Task Force II. The workgroup will be expanded and will include a president, faculty members, classified staff, and other VCCS constituents. The charge for the workgroup is to gather input and feedback from the larger VCCS community on the ideas related to how the VCCS should best recognize and reward faculty and staff for their active support of the VCCS mission.

JULY:

AUGUST:

SEPTEMBER:

19 Reinvesting in Our People (Faculty Evaluation)

Review current VCCS teaching faculty evaluation policy and develop an improved process that will create an environment for teaching faculty that promotes high performance and continuous improvement resulting in world class faculty and increased student success. The process will establish standards to be used by individual college evaluation plans for teaching faculty.

OCTOBER: The Faculty Evaluation Workgroup met on October 9, 2012 to consider the various comments and suggestions received over the summer, in preparation for finalizing a draft for consideration and approval by the Advisory Council of Presidents at its October meeting.

October 2012 through September 2013
NOVEMBER: At its October, 2012 meeting, the Advisory Council of Presidents approved the faculty evaluation proposal, which will now be presented to the State Board at its November meeting. Work continues on a “model plan” that will serve as a resource to the colleges in developing their own plans, in addition to work that continues on policy revisions to the VCCS-29 promotion policy.

DECEMBER: At its November, 2012 meeting, the State Board for Community Colleges approved the faculty evaluation proposal. Related revisions to the State Board Policy Manual will be presented to the Advisory Council of Presidents at its December, 2012 meeting. Work continues on a “model plan” that will serve as a resource for colleges in developing their own plans.

JANUARY: At its December, 2012 meeting, the Advisory Council of Presidents approved, with some modifications, the proposed changes to the State Board Policy Manual that are needed to implement the faculty evaluation proposal adopted by the State Board in November. In addition, the faculty evaluation summit workgroup is continuing to develop a Model Plan for colleges to use as a resource in developing their own college faculty evaluation plans.

FEBRUARY: At its meeting in January, the State Board for Community Colleges approved final policy language to implement the new faculty evaluation plan. The Faculty Evaluation Summit workgroup continued to meet in December, 2012 and January, 2013 to develop the VCCS Faculty Evaluation Model Plan. The full 50+ page draft document will go to colleges for review, comment, and possible corrections from January 15 until February 15. The committee will then meet to review comments and suggestions and publish the final "Model Plan" for use by the colleges by March 15. Colleges may develop their own plans, use the Model Plan as it is, or customize the Model Plan as necessary to fit local circumstances within the parameters offered by the Chancellor. The Chancellor must approve each college's final plan by October 15. The Plan goes into effect for new faculty in Fall 2013. The draft Model Plan can be reviewed at

http://www.vccs.edu/FacultyStaff/HumanResources/FacultyDevelopmentProcess.aspx.

MARCH: The draft Model Faculty Evaluation Plan incorporating Board-approved policies was made available to the colleges for review, comments, and suggestions until February 15, 2013. The final Model Plan will be published no later than March 15, 2013. Each college is now in the process of establishing a local committee to develop a college plan. Colleges may develop their own plans, use the Model Plan as it is, or customize the Model Plan as necessary to fit local circumstances within the parameters offered by the Chancellor. Each college’s faculty evaluation plan must be approved by the individual college faculty, the college President, and the Chancellor. The Faculty Evaluation workgroup is now conducting regional conference calls with the college Faculty Evaluation committees to, where needed, clarify the plan, respond to questions, and consult on possible local options in the plan. The development of a strategy for training deans on the redesigned Faculty Evaluation Plan is now in progress with hopes that the training will be completed by the end of the 2013 summer semester. Various training opportunities for faculty are being developed as well, including peer group presentations and presentations at New Horizons.

APRIL: The Chancellor has asked the Faculty Evaluation workgroup to serve as a review
committee for college faculty evaluation plan proposals. It is anticipated that the review process will be completed by October, 2013. Workgroup members have been assigned to specific colleges to answer their questions and provide assistance when needed.

**MAY:** The Faculty Evaluation workgroup continues with the task of establishing standards to be used by individual college evaluation plans for full-time teaching faculty. Colleges now have the Model Plan, Guidelines, and a Checklist to use as assistance in developing their own plans. These resources can be reviewed at [http://www.vccs.edu/FacultyStaff/HumanResources/FacultyDevelopmentProcess.aspx](http://www.vccs.edu/FacultyStaff/HumanResources/FacultyDevelopmentProcess.aspx).

Each college is now reviewing the Model Plan and may be making modifications, within the Chancellor’s parameters, to better fit the local culture and the institution. The colleges’ proposed modifications are being explored in conjunction with a Workgroup Liaison who is in communication with the local institution’s Faculty Evaluation Chairperson. Each college’s faculty evaluation plan will be reviewed and approved by the individual college faculty, the college President, and the Chancellor. Newly-hired faculty will come into the VCCS under the new faculty evaluation plan while current faculty will transition to the new plan in the 2014 spring semester. At this time, the process continues smoothly; colleges are in contact with their respective liaisons, the Faculty Evaluation workgroup is fielding questions, and colleges are beginning to submit their proposed plans for review and approval.

**JUNE:** The finalization of Faculty Development and Evaluation Plans at each college is continuing over the summer. Individual schools now have the Model Plan and are currently reviewing the plan for possible adoption or modification to make it appropriate to their own culture. The plans are to be approved by the faculty, the President, and finally by the Chancellor. Ten plans have been submitted to the Chancellor for review thus far.

**JULY:** More than half of the colleges have submitted their initial Faculty Development and Evaluation Plans for review and approval by the Chancellor. The Chancellor discussed the process and reviews to-date with the presidents at the Advisory Council of Presidents meeting in June.

**AUGUST:** Training for deans on how to conduct and manage the evaluation process and how to conduct an evaluation session has commenced with one session being held in July, 2013 and another scheduled for August. The review of College Faculty Evaluation Plans continues.

**SEPTEMBER:** Training for deans was held for the Faculty Evaluation Process in two locations this summer with nearly 100 deans participating. Significant progress was made on the development of new college evaluation plans. Eleven colleges' plans have been approved or provisionally approved, eight college plans were not approved with revisions now underway and the remaining four colleges will use the model plan the first year.

20 **Innovation Through Technology**

Develop a dynamic strategic planning process to achieve a culture of innovation through the use of technology in order to promote student success and more effective and efficient use of resources.

**OCTOBER:** The Innovation and Technology Task Force (ITTF) continues to work on an
interim report which has a high level goal of mobilizing innovation and technology to continually improve student access, engagement, and success. To support this goal ITTF has developed three themes around which strategies and actions are organized: 1) achieve a collaborative environment that fosters innovation and embraces technological change; 2) develop a funding structure for innovation; and 3) create a structure for evaluating, developing, scaling, and sharing innovations.

NOVEMBER: An interim report is being finalized for review by the Chancellor and the Re-engineering Task Force II, and will contain goals for reaching the four themes outlined in the report. The report will outline work that still needs to be done by the Innovation and Technology Task Force, and thus recommends continuing the task force for another year.

DECEMBER: Work continues on the report, which is being tweaked to reflect the mission of the System. The group will be meeting in person in February, 2013 to begin working on meeting some of the goals from the recommended actions.

JANUARY:

FEBRUARY: The Innovation and Technology Task Force (ITTF) will be meeting in early February, 2013 to finalize an interim report to the Chancellor, prioritize its recommendations, and form workgroups to pursue implementation of the recommendations. Some recommendations are already under consideration, such as the consolidated service desk workgroup, which will hold its first meeting in February.

MARCH: The Innovation and Technology Task Force (ITTF) has released an interim report and is soliciting feedback from all constituents of the VCCS. The report focuses on the concept of “mobilizing innovation and technology to continually improve student access, engagement and success.” It can be divided into the following three themes, with strategies supporting each theme:

1. Achieve a collaborative environment that fosters innovation and embraces technological change.
2. Develop a funding structure for innovation.
3. Create a framework for evaluating, developing, scaling, and sharing innovations.

ITTF has recommended 10 strategies to help meet the goals of this initiative and is beginning to work on executing some of the following strategies:

1. Convey a clear and compelling case for an innovative culture to all college leaders that would create appreciation for the benefits of such a culture.
2. Identify long-term strategies to promote a culture of innovation and foster incentives for the identification and development of innovative solutions across the system.
3. Enhance the Strategic Plan for Technology to include innovation and emerging technology.
4. Maximize the use of current resources to operate more efficiently and hold down tuition increases.
5. Develop an incentive program to reward colleges for implementing efficiencies. Ensure policies and processes are in place for alternative funding sources to support innovation. Projects should be part of the technology strategic planning and included in the VCCS Six Year plan.
6. Provide incentives for innovation.
7. Spur innovation by creating a transparent system of collaboration that links people, technology and information.
8. Use metrics to build and support a culture that fosters innovation and effectively manages resources.
9. Review current emerging technologies and determine the potential impact they could have on students and the colleges:
10. Develop an effective communication plan to highlight, encourage, and support innovation.

**APRIL:** Members of the Innovation and Technology Task Force (ITTF) have been assigned to workgroups for six of the ten recommendations the group presented in their interim report. The ITTF will be meeting in mid-April to review progress to date and ensure all workgroups are on track with their work.

**MAY:** The Innovation and Technology Task Force (ITTF) met in April to review progress from the six workgroups and make suggestions on how to proceed. The ITTF also had a presentation on metrics and is now in the process of determining which metrics will be applicable to the strategies being developed.

**JUNE:** The Innovation and Technology Task Force (ITTF) has begun work on six of the strategies identified in the interim report. The task force is developing action steps for completion and metrics for each strategy.

**JULY:** The Innovation and Technology Task Force (ITTF) continues to work on six strategies that relate to focusing on creating an innovative culture, building a system for collaboration, and looking at enhancing communication on innovative ideas. As part of the strategy, work is also underway on defining metrics that could be used to measure the work in progress. In addition, the ITTF is working on finding avenues for colleges and individuals with innovative ideas to share their ideas with others.

**AUGUST:** The Innovation and Technology Task Force (ITTF) continues to meet, mostly through technology, and has six active workgroups researching various aspects of the recommendations. The task force is working on a prototype for a system to encourage transparency and collaboration among the colleges. The Innovation Community Exchange, or ICE, is structured around a simple, yet powerful, concept: linking people, technology, and information to improve the development and sharing of innovation throughout the VCCS. The ITTF saw a demo of the system from the developers at New River Community College at its meeting in August, 2013.

**SEPTEMBER:** Things are moving in innovation. The Innovation and Technology Task Force members are busy working on several initiatives, including testing the Innovation Community Exchange (ICE) prototype, developing scorecards, writing communication plans and trying to write a story that explains simply why innovation is important.

**21 Managing with Productivity in Mind**

Provide additional management tools that make objective and useful data on the cost-effectiveness of operations within the college available to decision-makers, along with professional development on how to use the data in a way to promote improved productivity and efficiencies.

**OCTOBER:** The QuinN financial module was made available for all colleges on October 15, 2012. Anyone interested in using the system should follow the procedures at their
college for requesting access to information technology resources. The Student Module Workgroup was formed during October and participated in the vendor-led orientation. Workgroup members reviewed the data elements that will be available with the student module, validated the assumptions of the data load, and reviewed business practices for collecting the data in PeopleSoft. Regional trainings for ProClarity and ProClarity Pro were held at Thomas Nelson, Blue Ridge, New River, and J. Sargeant Reynolds Community Colleges.

**NOVEMBER:** With the QuInN financial module now available, instructions for accessing the module have been shared with college presidents and vice presidents. The QuInN student module is being developed next and the college staff workgroup to support development of the student module has been formed. The QuInN Steering Committee continues to meet monthly.

**DECEMBER:** The first data validation for the student/academic module for QuInN was held at J. Sargeant Reynolds Community College. College representatives reviewed the data in QuInN with that found in SIS. A workgroup of finance leaders was established to review current reports in the QuInN finance module and make recommendations for additional reports and dashboards.

**JANUARY:** A workgroup of finance experts met in December, 2012 to review the current reports and dashboards and to offer advice on additional items that would support their work. Additional training opportunities were offered at Northern Virginia Community College and online.

**FEBRUARY:** In January, 2013, two new dashboards were created for the QuInN finance module. The Executive’s Dashboard provides a streamlined view of revenue and expenditures specifically for presidents. The Department Manager's Dashboard shows pre-encumbrances, encumbrances, and expenditures by department and account code. Blackboard Analytics staff continued to make progress on the modifications needed for the student module.

**MARCH:** The Finance dashboard has been completed and the Executive dashboard has been redesigned. These two dashboards were shown to the QuInN Finance Workgroup, DSS Steering Committee, and college presidents at ACOP. The new dashboards were well received. The second data validation for the student module was held during the week of February 11, 2013. Representatives from 13 colleges attended and were able to validate college level data in enrollments, registrations, and course sections in QuInN with data in SIS. The QuInN team continues to refine reporting on academic plans, grades, and VCCS specific data elements (e.g., developmental education, dual enrollment).

**APRIL:** Additional ProClarity training opportunities for QuInN were offered in March, 2013. For the new student module, data validation was completed, the first dashboards were created, and plans for providing secured access were finalized. As a separate activity related to this “Idea”, and as a part of a forthcoming sabbatical report, a number of proposals related to employee engagement and development will be presented to VCCS leadership in April, 2013.

**MAY:** The student module for QuInN was released into production on April 17, 2013. Trainings for using ProClarity with the student module were held online and at J.
Sargeant Reynolds, Blue Ridge, and New River Community Colleges in April. Additional trainings will be scheduled.

**JUNE:** The student module of QuInN was released to the VCCS community in April, 2013, following a presentation of the Student Executive dashboard to the Advisory Council of Presidents. A link to QuInN is now available through MyVCCS. The QuInN Financial End-Users workgroup has reviewed the current financial reports and has identified new reports and dashboards that need to be created. The QuInN Steering Committee continues to meet monthly. Regional trainings for ProClarity and ProClarity Pro were held at Thomas Nelson, Blue Ridge, New River, Northern Virginia and J. Sargeant Reynolds Community Colleges. Also, two web-based trainings have been held.

**JULY:** Planning for the implementation of the financial aid module has begun. The financial aid workgroup is being created.

**AUGUST:** The Financial Aid workgroup participated in an orientation of QuInN and gap analysis of the data, reports, and business processes for collecting and reporting data. A data validation for student financial aid data is planned for late July, 2013.

**SEPTEMBER:** The Financial Aid workgroup has completed its initial orientation to QuInN. The workgroup met to validate the financial aid data at the end of July, 2013. Remote validation of the data continues. The new suite of business intelligence tools, Pyramid, has been installed and is being tested. These new tools will replace the current ProClarity and dashboard tools for all modules in October.

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**REPOSITION WORKFORCE SERVICES**

Reposition workforce services as a high performance operation meeting employer needs while contributing to the financial strength of Virginia’s Community Colleges.

### 22 Implement Automated Enterprise System

Evaluate, acquire and implement an automated enterprise system for registration, enrollment and tracking of open enrollment, community service and employer contract training courses in order to provide accurate and auditable data, reduce staffing costs, become more efficient, and provide improved customer service.

**OCTOBER:** The business processes review described in the September update continues, and VCCS staff scheduled vendor teleconferences in October to resolve some areas of uncertainty prior to vendor selection. In addition, VCCS hired a full-time Workforce Enterprise Director (WES) Director to shepherd the project forward.

**NOVEMBER:** The Workforce Enterprise System (WES) project is moving forward on several fronts. Vendors and WES workgroup members addressed proposal-related questions by teleconference. VCCS staff continued work on the draft charter, which includes project goals and measurable objectives, and seven college workforce leaders contributed detailed activity and cost estimates to the cost-benefit analysis portion of the charter. Staff and WES Steering Committee members are scheduling the first committee meeting with the goal of delivering an approved project charter within the next few weeks.

**DECEMBER:** The Workforce Enterprise System (WES) project progressed on several fronts. The WES Project Team completed the project charter and began vendor
Progress on Implementing Recommendations of Chancellor’s Re-engineering Task Force

reference checks, the WES Steering Committee held its first meeting and approved the project charter, and the VCCS is working toward a vendor contract. The WES Project Team plans to provide update presentations at the 2012 Hire Ed Conference and other December, 2012 meetings.

**JANUARY:** The Workforce Enterprise System (WES) project charter is with the Virginia Information Technologies Agency (VITA), and work toward a vendor contract continues. The VCCS completed discussions with system and workforce leaders across the U.S. who use enterprise systems similar to what the VCCS may procure. The WES Project Team began incorporating associated lessons learned into the negotiation effort and the project plan. The WES Project Team engaged stakeholders across Virginia’s colleges through a series of presentations and discussions with colleges’ administrative and finance, IT, and workforce leaders and staff.

**FEBRUARY:** VCCS' purchasing and legal experts are working on a draft vendor contract to support the Workforce Enterprise System (WES). VITA reviewed the project charter, and the WES Project Manager is providing coordination to ensure the contract satisfies VITA’s requirements.

**MARCH:** On February 5, 2013, the VCCS posted an Intent to Award the Workforce Enterprise System contract to Augusoft, Inc., the company providing the Lumens product to Lord Fairfax Community College’s workforce division.

**APRIL:** The VCCS and Augusoft, Inc. have scheduled a meeting in April to determine project planning methodology and for the Augusoft team to learn the details of VCCS’ business operations and PeopleSoft implementation. A small team of college workforce, business, and technical experts will assist.

**MAY:** Workforce Development Services (WDS) hosted a college/vendor meeting at which participants refined project scope and discussed Workforce Enterprise System (WES) challenges and opportunities. Next steps include a product demonstration for the WDS Advisory Council in April, 2013, followed by a meeting in May at which WDS Advisory Council members will identify implementation challenges and common business practices.

**JUNE:** Workforce Development Services (WDS) hosted a Workforce Enterprise System (WES) Strategy Meeting with workforce leaders. Meeting discussion topics included what workforce leaders must see to consider WES implementation successful, building winning implementations, barriers to success and solutions, and college roles. The VCCS/Augusoft team began the Fit-Gap Analysis, comparing existing Lumens capabilities with WES requirements to identify gaps and determine best solutions. The VCCS will engage College Implementation Teams in the Fit-Gap Analysis effort over the next several weeks. Now all VCCS Active Directory users have read permissions (ability to view) for the informative WES project page on The Buzz, the VCCS Intranet (powered by SharePoint). WDS staff began providing weekly email updates to a large stakeholder audience, including the College Implementation Teams. Staff delivered update presentations to several System Office and college groups, including the vice presidents of finance and administration and members of the Academic and Student Affairs Council.

**JULY:** The Workforce Enterprise System (WES) Project Management Team met with over 100 workforce and admissions and records functional experts, representing most
of the colleges, and conducted a demonstration of Augusoft’s Lumens product, which will serve as the WES foundation. The Team discussed proposed business practice and technical solutions related to both the Lumens modifications and the Lumens/SIS interface with the workforce functional group and select members of the A&R workgroup in support of the project’s fit/gap analysis. Lord Fairfax Community College, in coordination with VCCS WDS leadership, conducted demonstration of the Lumens product at the ACOP meeting in June. The Team continues to send weekly updates to a large group of project stakeholders. The Team, with substantial VCCS IT engagement, also met with Augusoft’s PeopleSoft team to further develop the Lumens/SIS interface plan.

**AUGUST:** The Project Management Team sought college feedback on planned details of the Lumens/SIS interface and modifications as presented to workforce, IT, finance, student services, and other college personnel in July, 2013. Based on responses, the team is exploring an alternative interface option, which it will present to the colleges in August.

**SEPTEMBER:** WDS leadership provided college workforce leaders an overview of the planned scope change which resulted from college feedback delivered during a scope verification effort in July. The college response to the planned change was positive, and the Project Management Team subsequently briefed the Steering Committee. The Project Management Team continues its outreach effort to numerous organizations.

**23 Expand and Promote Entrepreneurial Operations**

Seek to position workforce services and continuing education as revenue producing functions through further efficiencies and improved effectiveness; adopt strategies from workforce services to increase revenue from credit, non-credit, and other college services; identify barriers to cost effective, entrepreneurial operations in workforce services; and promote changes to operational and funding policies and guidelines where appropriate.

**OCTOBER:** The Workforce Development Services Advisory Council reviewed and discussed the three re-engineering paths which the Entrepreneurial Operations Workgroup selected for immediate attention. The three paths are related to collaboration, marketing, and return on investment. Return on investment dominated the WDS Advisory Council discussions, and the conversation focused on costs. Subsequently, the project lead presented questions to the vice presidents of finance and administration to improve WDS understanding of current cost evaluation processes and possible steps along the path to improvement. VCCS anticipates receiving the vice presidents’ survey results this month.

**NOVEMBER:** Recent Entrepreneurial Operations activity focused on return on investment. Sixteen college finance leaders responded to a VCCS survey which asked how each college calculates workforce indirect cost contributions, what should comprise workforce indirect costs, and whether it would be valuable to explore alternatives to existing VCCS workforce administrative overhead policy. The responses show some variation in indirect cost calculation methods between the colleges, significant variation in what the leaders think should be included in indirect cost calculations, and an appetite for exploring alternative policies, especially if the outcome could increase the colleges’ flexibility in setting workforce indirect cost
Progress on Implementing Recommendations of Chancellor’s Re-engineering Task Force

contributions.

DECEMBER: In response to college workforce and finance leaders’ interest in workforce return on investment, VCCS staff outlined a draft administrative overhead policy which, if implemented, would grant greater authority to the colleges than the existing policy provides. In addition, the outlined policy would encourage collaboration through its recognition of the low costs typically associated with third-party or multi-college training contracts. Collaboration gained further attention, as VCCS staff created a template to facilitate additional coordination between Virginia’s Community Colleges’ workforce divisions. VCCS staff plans to present both the draft administrative overhead policy outline and the collaboration template to the WDS Advisory Council in December, 2012 for refinement before any proposed policy changes are advanced to the Advisory Council of Presidents and ultimately to the State Board for Community Colleges, as needed.

JANUARY: The VCCS made progress on two paths intended to facilitate more cost-effective, entrepreneurial operations. The first involved enabling greater collaboration between the colleges. VCCS staff sent questionnaires to the colleges’ workforce leaders soliciting information about their instructors who might be willing to teach in other Virginia regions, about classes they want to offer outside their service areas, and about their instructor and class needs. VCCS staff plans to compile and send the responses to the workforce leaders to use as a resource, and the WDS Advisory Council will assess the effort and guide adjustments in spring, 2013. The second path concerned return on investment, where most of the recent discussion focused on workforce administrative overhead costs. Volunteer teams of college workforce and IT administrative and finance leaders plan to work together to explore possible VCCS policy changes related to these costs. Any proposed policy changes will be clearly communicated and routed through proper channels for approval.

FEBRUARY: The Project Team moved forward on the two paths recently addressed (college collaboration and return on investment). VCCS staff sent questionnaires to the 22 workforce divisions soliciting information intended to facilitate greater collaboration through voluntary instructor and course sharing. VCCS staff will collect and send the responses to all VCCS workforce division leaders. In addition, college workforce and admin/finance leaders are to meet soon to develop a possible replacement for VCCS’ current workforce 30% administrative overhead policy. Any resulting policy suggestions must be coordinated through proper channels before implementation, which may include consideration by ACOP and the State Board for Community Colleges.

MARCH: The VCCS progressed on both of the two paths on which it focused recent efforts: collaboration and administrative overhead. Regarding collaboration, the colleges implemented a plan to share instructor and course resources across the 22 workforce divisions. This modest beginning sought “help wanted” and “help available” postings from each of the 22 workforce divisions, then made the results available to all college workforce leaders. The WDS Advisory Council plans to assess the effort at their April, 2013 meeting to determine next steps. Addressing administrative overhead, a team of four college admin/finance leaders and four college workforce leaders examined a draft policy and goal plan designed to replace VCCS’ current workforce
administrative overhead policy. The WDS Advisory Council subsequently approved the draft policy and plan and recommended that the draft be presented to the Administrative Services Council for approval. If the Administrative Services Council approves, then the proposal will be presented to the Advisory Council of Presidents and ultimately to the State Board for Community College for approval.  

**APRIL:** Over the past six months, Workforce Development Services (WDS) and a team of workforce and administration/finance leaders focused attention on the workforce administrative overhead policy and on workforce collaboration and developed recommended revisions to VCCS policy. The Administrative Services Council reviewed the WDS draft administrative overhead policy and related goal plan and recommended that the draft policy and plan be presented to the Advisory Council of Presidents (ACOP) for their consideration. If ACOP views the draft policy and plan favorably, the proposal will be presented to the State Board for Community Colleges. To facilitate greater collaboration, WDS staff created a SharePoint site intended to support college-to-college coordination. The VCCS will present and seek guidance related to the site at the WDS Advisory Council meeting in April, 2013.  

**MAY:** Workforce Development (WDS) staff carried three ideas forward: administrative overhead, workforce collaboration, and marketing.  

1. Advisory Council of Presidents accepted the draft administrative overhead policy, and WDS will request final approval from the State Board for Community Colleges.  

2. WDS created a draft, web-based workforce collaboration tool using the existing, modest collaborative effort as a foundation, and will seek WDS Advisory Council refinement before implementing the new system.  

3. WDS leadership is planning a meeting in May with college workforce leaders. Though the meeting will focus on Workforce Enterprise System implementation, it will also help WDS leadership identify avenues to raise the workforce divisions’ profiles.  

**JUNE:** Workforce Development Services (WDS) staff again carried three ideas forward: administrative overhead, workforce collaboration, and marketing.  

1. The State Board for Community Colleges approved the administrative overhead policy, and WDS leadership is coordinating creation of a related plan for setting annual, college-specific goals for workforce revenue in excess of direct costs.  

2. The WDS Advisory Council supported moving the collaboration tool to The Buzz, the VCCS Intranet (powered by SharePoint) and expanding its capabilities.  

3. VCCS and college workforce leaders see opportunities to raise the profile of workforce divisions’ efforts through WES implementation and through the realization of WES marketing goals.  

**JULY:** Workforce Development Services (WDS) continues the administrative overhead, collaboration, and marketing work.  

Administrative Overhead: VCCS WDS staff developing a process through which the Chancellor and college presidents will set goals for workforce, non-credit revenue in excess of direct expenses. Collaboration: Three colleges brought forward ideas that involve cross-service area marketing and training. VCCS WDS staff are working to facilitate these efforts and plan to discuss best paths with a small team of college workforce leaders. Marketing: The WES project continues to raise the profile of workforce non-credit services within VCCS, and WES implementation, with associated Learning Resource Network (LERN) tools, will improve workforce marketing.
AUGUST: With the Administrative Overhead policy decided, the Workforce Development Services (WDS) has turned its Entrepreneurial Operations attention to the remaining high-gain topics of college collaboration and marketing. VCCS workforce leadership and the WDS Advisory Council Programs Committee discussed both topics during a web meeting in late July, 2013, and WDS plans to go live with the college collaboration interactive Buzz website in time for introduction at the September meeting of the full WDS Advisory Council. Feedback following the meeting will inform adjustments to maximize the site’s usefulness to the colleges. In addition, WDS will continue its effort to facilitate cross-region marketing. In the near term, this will mean meetings between WDS and college experts to create templates for inter-college noncredit class exportation and marketing.

SEPTEMBER: The WDS Research and Evaluation team will explore managing the development and implementation of the administrative overhead goal plan as a formal project. VCCS staff worked on the planned Buzz site (powered by Microsoft SharePoint) intended to facilitate collaboration between college workforce divisions. Work continued on the Workforce Enterprise System, a major goal of which is to support strategic marketing, which will raise the profile of workforce activities.

### AUTOMATE STUDENT SUCCESS SOLUTIONS
Redesign the delivery of selected services to students such that those functions are most effective in promoting student success and delivered in the most cost efficient manner.

24 Redesign the Delivery of Selected Services to Students
Redesign the delivery of student services such that those functions are most effective in promoting student success and delivered in the most cost efficient manner in order to meet the access and student success goals of Achieve 2015.

**OCTOBER:** Enterprise Early Alert System: Vendors issued proposals in response to an RFP, which the workgroup has reviewed and provided feedback to VCCS procurement staff. Procurement staff are continuing the process that will result in identification of a preferred vendor.

Career and College Planning: A draft version of the Wizard functionalities is now available in a test site and is undergoing testing by Wizard staff. Modifications to the academic advising components of SIS are now available.

**NOVEMBER:** Career and College Planning: The Wizard functionalities are currently in the test environment undergoing testing and modifications. Modifications to the academic advising components of SIS are now available. The integration of the SIS and Wizard components is under development.

Enterprise Early Alert System: The workgroup reviewed all proposals from vendors and the procurement office is finalizing the procurement.

**DECEMBER:** Enterprise Early Alert System: An Intent to Award notice has been posted. It is anticipated that a contract with Starfish Retention Solutions will be finalized soon. After securing a contract, an implementation plan and timeline will be developed.

Career and College Planning: A draft version of the Wizard functionalities is undergoing user testing and performance testing is scheduled to begin soon. Modifications to the academic advising components of SIS are now available.

*October 2012 through September 2013*
JANUARY:

FEBRUARY: Enterprise Early Alert System: Following review and discussions with Starfish Retention Solutions, VCCS legal counsel approved the contract language. It is anticipated that a contract with Starfish Retention Solutions will be signed very soon. Next steps include developing an implementation plan and timeline.

Career and College Planning: User and performance testing are complete and the new functionalities are available in production. Colleges may now utilize the new Wizard enhancements as well as the academic advising components of SIS.

MARCH: Career and College Planning: New functionalities to the Virginia Education Wizard were released in January, 2013. Functionalities are being monitored and trainings are being scheduled.

E-WISE (early alert system): A contract has been secured with Starfish Retention Solutions. A Steering Committee and Project Team have been identified and have scheduled kick-off meetings. Colleges are in the process of submitting names of their Implementation Leads. A detailed implementation plan is being developed.

APRIL: E-WISE: The Steering Committee, Project Team, and College Implementation Leads have been identified and convened. The Steering Committee is defining success metrics. The Project Team is meeting weekly and working towards implementation. A test environment has been created. College Implementation Leads had a kick-off meeting and will begin regular meetings soon.

Career and College Planning: Wizard 4.0 was launched in January, 2013. Training sessions have been offered via WebEx and in-person. Additional training sessions are scheduled and have been advertised.

MAY: E-WISE: The Project Team has drafted tracking items. College Implementation Leads provided feedback on those items. Currently, teams are evaluating staff roles within Starfish and critical data points with SIS.

JUNE: E-WISE: The Project Team and College Implementation Leads have finalized tracking items and completed SIS mapping meetings. The Project Team and colleges are working to identify who will have access to the system and to develop customized email interventions that will be utilized when a tracking item is raised.

JULY: E-WISE: In preparation for the pilot period this fall, the Project Team and college teams are working to identify who will have access to the system and to develop customized email interventions that will be utilized when a tracking item is raised.

AUGUST: E-WISE: The Project Team is just beginning the testing phase. College Lead testing and training sessions have been scheduled.

Career and Course Planner: The Career and Course Planner (CCP) found within the Virginia Education Wizard allows VCCS students to transfer their Wizard information and PeopleSoft information into one document – the planner. The planner can then be shared with the students’ academic advisor. Students may also choose to e-mail their planners to college student services specialists, SDV instructors, and other faculty. Over 20 CCP training sessions have been conducted since January, 2013, and extensive training is scheduled for special populations (peer groups, ASAC, CODD, etc.) in the fall semester.

SEPTEMBER: E-WISE: The early alert system is undergoing the final stages of configuration and testing. The Project Team is identifying and fixing issues identified
through testing. The pilot period is scheduled to begin at all colleges on September 30, 2013.

Career and Course Planner: The Career and Course Planner (CCP) is now available to VCCS students. The CCP is housed in the Virginia Education Wizard under the heading “Career and Course Planner”. Training for community college faculty, SDV coordinators, counselors, and advisors will be provided in-person at regional sites and peer group meetings this fall. Webinars will also be held.

EXPAND THE TEACHING FACULTY EMPLOYMENT SPECTRUM
Develop and implement new faculty position options to provide needed flexibility for college management of faculty resources.

25 Develop and Implement New Faculty Position Options
Provide colleges with greater flexibility in the use and management of personnel resources through the addition of new types of faculty positions to be used at the option of each college such as contracted adjunct, half-time teaching faculty, lecturer, and 10-11 month teaching faculty.

OCTOBER: The Advisory Council of Presidents will review the two-semester adjunct position as an information item at its October, 2012 meeting. Assuming there are no significant issues, the academic vice presidents will have this one position as an action item at the Academic and Student Affairs November meeting. Other than this, the workgroup has been looking into what metrics would be most appropriate for this initiative. Proposed metrics will be shared with the Re-engineering Task Force at its October meeting.

NOVEMBER: The Academic and Student Affairs Council will vote this month on the creation of the new two-semester adjunct position. If this new position is approved, it will be sent to the Advisory Council of Presidents in December, 2012 for action, followed by the State Board for Community Colleges in January, 2013. If all of the governance parties approve the new two-semester adjunct position, then it will be available for use by colleges beginning fall 2013.

DECEMBER: The new two-semester adjunct position was approved by the Academic and Student Affairs Council at their November, 2012 meeting. This new position will now move to the Advisory Council of Presidents for approval at their meeting this month. If approved, the new position will be on the agenda for the State Board for Community Colleges in January, 2013.

JANUARY: At the December, 2012 meeting of the Advisory Council of Presidents (ACOP), the two-semester adjunct position was discussed in combination with other adjunct-related topics. Once some specifics related to adjunct faculty are resolved, the proposed two-semester adjunct position will be placed on the ACOP agenda for action, most likely at the February, 2013 meeting. If this timeline holds and the position is approved by the presidents, then the State Board for Community Colleges will act on this at the March, 2013 meeting.

The Faculty Employment Spectrum workgroup will meet again in early spring semester to review the new positions, discuss metrics to be used to evaluate the effectiveness of the new positions, and determine if there are still other positions to be investigated.
FEBRUARY: There has been no additional activity this month. Once details regarding adjunct faculty workload are resolved, the two-semester adjunct position will be moved forward. Additionally, the workgroup will be getting together in the next month or two in order to review the need for any additional positions.

MARCH: This particular initiative is currently in two stages: (1) the two-semester adjunct position is on hold until details of the Patient Protection and Affordable Care Act can be determined. Once details have been defined, the System can move forward with the new position. (2) Now in the data collection phase, consideration is being given to which metrics can be measured or reviewed at this time. For example, colleges that hired one of the new faculty positions last academic year will be surveyed to determine their satisfaction with the new positions, etc. Additionally, faculty hired in those new roles will also be contacted to reflect on their experience this first year. Lastly, additional metrics data will be gathered to see if the goals of creating these new positions are being achieved.

APRIL: At this time, there is no additional information on the two items listed in the March, 2013 update.

MAY:

JUNE: The two-semester adjunct faculty position is still on hold pending a final ruling from the IRS on the Affordable Care Act. Regarding the other new roles created last spring (Associate Instructor, 10-month teaching faculty, and Part-time Teaching Faculty), three surveys will be administered this month: (1) to those hired in the new positions; (2) to academic vice presidents at those colleges where these new positions were hired last academic year; and (3) to all academic vice presidents to inquire about how many and what type of new positions are being hired for next academic year. The results of those surveys will be shared with the Re-engineering Task Force II as well as with the colleges’ presidents and vice presidents.

JULY:

AUGUST:

SEPTEMBER: Three surveys will be administered this month: (1) to faculty who were hired in one of the new positions last academic year; (2) to the colleges that hired faculty in any of the new roles last academic year; and (3) to the colleges to determine which ones hired faculty using the new roles this academic year. The results of the three surveys will be shared at a joint meeting of the Council of Deans and Directors and the Academic and Student Affairs Council in September. The data collected will also be shared with the Re-engineering Task Force II at its September meeting. A summary of the survey results will be available for the October progress report.

CONDUCT CREDIT AUDIT OF ACADEMIC PROGRAMS

Colleges will review their curricula through a credit audit of academic programs with an unusually high number of credit hour requirements in order to determine whether the same program and general education outcomes could be achieved by students with fewer credit hours, thereby reducing time to degree for students and eliminating some tuition expense for students.

October 2012 through September 2013
26 **Review Curricula through a Credit Audit**

Review curricula for academic programs (career studies certificate, certificate and associate degree) to determine whether the same program and general education (if appropriate) outcomes could be achieved by students with fewer credits, thereby reducing time-to-degree and time-to-certificate and eliminating tuition cost of courses trimmed through the audit process.

**OCTOBER:** Credit Audit: The system office has distributed to colleges the matrix with the credit totals for certificates and diplomas and has provided guidance on targeting programs for credit reduction. Colleges continue to work on the audit of applied degrees. Deadlines have been established for completing curricular revisions prompted by the credit audit: (1) transfer degrees: December 3, 2012; (2) applied degrees: May 1, 2013; (3) certificates and diplomas: May 1, 2013.

**NOVEMBER:** A report showing the results of the first phase of the credit audit of academic programs was presented to the Advisory Council of Presidents and the Reengineering Task Force at their October meetings. At the beginning of the credit audit process, twenty-three percent of the transfer programs (49/214) were already at the ideal credit total of 60-61 credits. When the curricular changes prompted by the credit audit are completed by the colleges later this year, 79 percent of the transfer programs will be at the ideal credit total of 60-61 credits. The other two phases of the credit audit initiative (phase 2: applied degrees and phase 3: certificates and diplomas) are continuing.

**DECEMBER:** Colleges are completing curricular changes prompted by the credit audit of transfer programs (phase 1) this month. The system-level audit of applied degrees (phase 2) is wrapping up; colleges have identified the programs targeted for credit reduction. The audit of certificate and diplomas programs (phase 3) is continuing.

**JANUARY:**

**FEBRUARY:** Colleges are in the midst of finishing the work of identifying the certificates and diplomas targeted for credit reduction (phase 3).

**MARCH:** Colleges have completed the submissions for programs targeted for credit reduction for phase 2 (applied degrees—December 3, 2012 was the deadline) and for phase 3 (certificates and diplomas—January 22, 2013 was the deadline). College responses are being compiled and analyzed to share with Chancellor DuBois.

**APRIL:** The System Office is completing a report showing the results of phase 2 (applied degrees) and phase 3 (certificates and diplomas) of the credit audit of academic programs.

**MAY:**

**JUNE:** A report showing the results of phase 2 (applied degrees) and phase 3 (certificates and diplomas) of the credit audit of academic programs will be presented to ACOP and RETFI in June, 2013.

**JULY:** A final report of the Credit Audit of Academic Programs was presented to ACOP and Re-engineering Task Force II at their meetings in June, 2013. The report showed the results of all three phases (transfer degrees, applied degrees, and certificates and diplomas) reflecting significant savings in terms of time and tuition for students, including a shift from 55% of all programs being above the audit threshold to just 23% of programs being above the threshold, a reduction of 1,069 credits. Once the report...
is presented to the State Board the report will be available on the Rethink website.

**AUGUST:** The final report of the Credit Audit of Academic Programs was presented to the State Board for Community Colleges at its meeting in July, 2013. The report and its findings were also shared with the leadership of the State Council of Higher Education for Virginia.

**SEPTEMBER:** All three phases of the Credit Audit of Academic Programs have been completed. Colleges have moved credit reductions through local approval processes for transfer degrees (phase 1) and applied degrees (phase 2). The only remaining work is for colleges to complete curricular revisions prompted by the credit audit of certificates and diplomas (phase 3). Curricular revisions for all phases of the credit audit should be completed by December 2, 2013. The estimated savings resulting from the credit audit will not only reduce tuition costs for students but will also result in general funds savings. The annual total savings for the credit audit is $3,474,408 based on the expected annual number of graduates (3-year average). Over a three-year period, the total savings is estimated to be $10,423,224.

### CONTINUE RE-ENGINEERING EFFORTS

**Establish Re-engineering Task Force II to oversee implementation of the re-engineering recommendations by utilizing expanded workgroups of functional experts and by continuing to consider and recommend additional ideas.**

#### 27 Continue Re-engineering Efforts

**OCTOBER:** The next meeting of the Re-engineering Task Force II will be on October 22-23, 2012 in the Godwin-Hamel Board Room, 15th Floor of the James Monroe Building in Richmond.

**NOVEMBER:** The October 22-23 agenda of the Re-engineering Task Force II recognized the third anniversary of re-engineering activities, discussed the need to pursue strategies to support revised *Achieve 2015* goals in the areas of student success and workforce development, had a significant focus and discussion on metrics for many of the Big Ideas, endorsed the final draft of the new faculty evaluation system proposal, reviewed the latest thinking on the Sustainable Facilities Operations Idea, and heard reports from workgroup leaders on a number of significant achievements.

**DECEMBER:** The next meeting of the Re-engineering Task Force II will be on December 12-13, 2012 in the Godwin-Hamel Board Room, 15th Floor of the James Monroe Building in Richmond.

**JANUARY:** The agenda of the December 12-13, 2012 Re-engineering Task Force II meeting included continued discussion of the revised *Achieve 2015* goals and the stretch it would take to achieve those goals – focusing primarily on the need for the student experience to be purposefully examined and redesigned to improve student success. The new student success snapshot #24 generated significant discussion as did the report from the workgroup looking at sustainable facilities operations. Reports were heard from each of the other workgroups with substantial discussion about next steps and new ideas on many of them. The next meetings of the RETFII are set for February 18-19, April 17-18, and June 19-20, 2013, all to be held in the Godwin-Hamel
Board Room, 15th Floor, of the James Monroe Building in Richmond.

**FEBRUARY:** The next meetings of the Re-engineering Task Force II are set for February 18-19, April 17-18, and June 19-20, 2013, all to be held in the Godwin-Hamel Board Room, 15th Floor, of the James Monroe Building in Richmond. The agenda for the February meeting will include a review of all initiatives to determine whether any are complete, need modifications, or if any new ones should be recommended.

**MARCH:** The agenda of the February 18-19, 2013 Re-engineering Task Force II meeting included a review of the Innovation and Technology Task Force Interim Report, an in-depth presentation on the numbers of degrees and student transfers that are needed to accomplish the revised *Achieve 2015* goals, a far-ranging discussion of how various RETFII goals can and should facilitate meeting the *Achieve 2015* goals, an initial discussion of a “VCCS Compensation Philosophy”, and updates from various workgroup leads on progress being made. The next meetings of the Re-engineering Task Force II are set for April 17-18 and June 19-20, 2013, both to be held in the Godwin-Hamel Board Room, 15th Floor, of the James Monroe Building in Richmond.

**APRIL:** The next meetings of the Re-engineering Task Force II are set for April 17-18 and June 19-20, 2013, both to be held in the Godwin-Hamel Board Room, 15th Floor, of the James Monroe Building in Richmond. At the April meeting, Dr. Sandy Shugart, president of Valencia College, Florida, will make a presentation on the transformational work at his college involving student services and student success.

**MAY:** The agenda of the April 17-18, 2013 Re-engineering Task Force II meeting included a guest speaker, Dr. Sandy Shugart, President of Valencia College, Florida, who provided a series of thought-provoking perspectives and ideas undertaken at his college to “redesign for greater student learning and completion”. In addition, the agenda included a presentation from Dr. Linda Wallinger, Assistant Superintendent for Instruction at the Virginia Department of Education, on the new high school graduation requirements that led to a conversation on college readiness and how community colleges and local schools could work together to better prepare students for college work. The Task Force also undertook a review of the re-engineering goals and determined that reporting on some of the goals could be streamlined and that the Task Force would meet every 3 months rather than every 2 months, recognizing that many goals are well underway. A revised format for some of the goals will be presented in the next State Board update. The next meeting of the RETFII will be on June 19-20, 2013 in the Godwin-Hamel Board Room, 15th Floor of the James Monroe Building in Richmond.

**JUNE:** The next meetings of the Re-engineering Task Force II are scheduled for June 19-20, 2013 and September 24-25, 2013 in the Godwin-Hamel Board Room, 15th floor of the James Monroe Building. Dr. Jack Lewis is scheduled to make a presentation on Advanced Manufacturing at the June, 2013 meeting.

**JULY:** The agenda of the Re-engineering Task Force II meeting on June 19-20 included an eye-opening presentation on advanced manufacturing by Dr. Jack Lewis, president of New River Community College, that led to a lively conversation about the possibilities surrounding this emerging discipline; a presentation on the significant results of the Credit Audit of Academic Programs reflect a shift from 55% of all programs being above the audit threshold to just 23% of programs being above the
threshold, a reduction of 1,069 credits; a robust conversation on the future role of re-engineering in the VCCS; numerous reports from workgroups that continue to make progress over the summer, including an update on the continuously changing landscape of financial aid; and a roll-out of the new streamlined reporting format for many of the RETFII ideas. The next meeting of the Task Force will be held on September 24-25, 2013 in the Godwin-Hamel Board Room, 15th Floor of the James Monroe Building in Richmond.

AUGUST: The next meeting of the Re-engineering Task Force II is scheduled for September 24-25, 2013 in the Godwin-Hamel Board Room, 15th Floor of the James Monroe Building in Richmond.

SEPTEMBER:

Implement a Comprehensive Communications Strategy

Develop a communication strategy to maximize the transparency of the re-engineering process and goals, to engage VCCS employees throughout Virginia in two-way communications about the continued re-engineering efforts, improve availability of information about implementation of recommendations, provide greater opportunities for the VCCS community to be involved in re-engineering strategies, and promote these efforts across the commonwealth and the country.

OCTOBER: Presentations related to re-engineering topics will be included in the faculty peer group meetings scheduled for October, 2012.

NOVEMBER: The latest Chancellor’s email was distributed on October 11, 2012 (attached) and presentations were made to two faculty peer groups in October.

DECEMBER: On November 26, 2012 the Chancellor sent an email to all faculty to ask for their participation in a survey developed by the Textbook Costs and Digital Learning Resources Workgroup, as well as notification that the State Board had approved the new faculty evaluation policy. The last of eight faculty peer group re-engineering presentations scheduled for the fall were also completed in November. On December 5, the Chancellor sent another of his re-engineering update emails to all faculty and staff (attached).

JANUARY:

FEBRUARY: The Chancellor distributed a re-engineering update on January 24, 2013 (attached). A comprehensive communication and training program is being established related to the new faculty evaluation system. New peer group meetings are being scheduled for the spring.

MARCH: The need to revisit communications and marketing strategies was discussed at the February, 2013 Re-engineering Task Force II meeting, and will be discussed in more detail at the April meeting.

APRIL:

MAY: A small workgroup will be convened to establish a charge for a workgroup to develop a communications and marketing strategy.

JUNE:

JULY:

AUGUST:

SEPTEMBER:
Establish Metrics
Establish a baseline and metrics for measuring progress and completion of recommendations.

OCTOBER: The Metrics workgroup has not met since the last progress report.

NOVEMBER: There have been no additional meetings of the Metrics workgroup. The workgroup is waiting on reports from the other workgroups.

DECEMBER: The Metrics workgroup did not meet in November. However, information concerning progress made by various workgroups was shared with the Metrics workgroup to keep workgroup members informed.

JANUARY: The Metrics workgroup has been made aware of all reported progress from each of the other re-engineering workgroups. It is anticipated that there will be increased activity after the December, 2012 Re-engineering Task Force II meeting.

FEBRUARY: The Metrics workgroup met on January 16, 2013 to discuss preliminary Financial Aid benchmarks. The workgroup relayed suggestions to the Financial Aid workgroup. Metrics workgroup members are currently working with the Procurement and Administrative Consortia workgroups, as well.

MARCH: The Metrics workgroup met in January, 2013 to discuss a proposal from the Financial Aid workgroup. The workgroup shared recommendations with the Financial Aid workgroup chair. No other metrics have been presented to the Metrics workgroup at this time. The expanding need for metrics and the role of Institutional Research offices in helping to achieve a stronger culture of evidence was an item of discussion at the February, 2013 Re-engineering Task Force II meeting.

APRIL: The Metrics workgroup did not meet in March.

MAY: The Metrics workgroup met in April, 2013 to discuss a draft set of metrics from the Procurement workgroup and preliminary information from the College Readiness workgroup.

JUNE: The Metrics workgroup did not meet in May, 2013. However, new documents from the Sustainable Facilities workgroup will be discussed at a meeting to be scheduled for June.

JULY: 

AUGUST: Metrics are in the development stage for the College Readiness workgroup.

SEPTEMBER:

28 Continue to Identify, Develop and Refine New Re-engineering Targets

OCTOBER:

NOVEMBER: The Chancellor’s reconvened Strategic Planning Task Force has proposed aggressive revisions to several of the initial Achieve 2015 strategic planning goals. In light of those recommendations, at its October, 2012 meeting, the Re-engineering Task Force II discussed the need to pursue strategies to support those revised Achieve 2015 goals in the areas of student success and workforce development.

DECEMBER:

JANUARY: The December, 2012 meeting of the Re-engineering Task Force II included significant discussion about the revisions to the Achieve 2015 strategic planning goals and the implications for expanded work focusing on the student experience.

FEBRUARY:

MARCH: In addition to continued conversations about greater focus on the student experience.
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experience, a presentation on Re-thinking Advanced Manufacturing will be provided at the April, 2013 meeting.

APRIL:

MAY: Due to unforeseen circumstances, the presentation on Re-thinking Advanced Manufacturing was postponed until the June, 2013 meeting. However, conversations regarding providing a greater focus on the student experience were highlighted in the April, 2013 meeting.

JUNE:

JULY: The agenda of the Re-engineering Task Force II meeting on June 19-20 included an eye-opening presentation on advanced manufacturing by Dr. Jack Lewis, president of New River Community College, that led to a lively conversation about the possibilities surrounding this emerging discipline, as well as a robust conversation on the future role of re-engineering in the VCCS and possible unmet needs that should be considered in the next strategic plan.

AUGUST:

SEPTEMBER:  

29 Adopt New Strategies for Implementing Enhancements to Facilities Operations
Focus on new strategies for facilities operations that maximize resources and enhance the learning environment.

OCTOBER: The strategy document has been modified as discussed at the last meeting of the Facilities Re-engineering workgroup. A workgroup meeting has been scheduled for October 9, 2012 to review and finalize these changes. A smaller group of workgroup members will review the existing documents to pull together a final version for the workgroup to agree upon before bringing to the Re-engineering Task Force II. A meeting of all colleges will be scheduled for a final review and comment.

NOVEMBER:  

DECEMBER: Workgroup meetings continue as the protocols for adopting strategies for sustainable facilities operations are refined. The next meeting is scheduled for December 5, 2012, to discuss the direction that the workgroup has taken with representatives from other community colleges to gain additional insight and input from the larger group. Following this discussion, the goals and strategies will be able to be finalized.

JANUARY: The workgroup met on December 5, 2012 at J. Sargeant Reynolds Community College. There was good participation from staff at the colleges and System Office. The items previously discussed were presented and accepted by the workgroup. As a result of the discussions held, some additional items were identified for analysis and consideration. These items include components such as: maintenance reserve, environmental considerations, and management and building security systems and protocols. A summary of the discussions was presented at the December, 2012 meeting of the Re-engineering Task Force II and the ideas and focus of the workgroup were well received.

FEBRUARY: A second meeting of the expanded workgroup is in the works. The expanded workgroup group includes chief facilities officers and vice presidents of finance and administration for all 23 colleges. On the agenda will be campus security, changing environmental codes, and creating a collective FICAS database management
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strategy.

**MARCH:** A webinar (GoToMeeting) with the workgroup has been scheduled for March 11, 2013 to discuss the overall document and details of the newly-added components such as FICAS support, campus security, and environmental concerns. The results of this meeting will be discussed in more detail with vice presidents of finance and administration and facilities staff at the VCCS Administrative Services Spring Conference.

**APRIL:** A conference call was held to discuss information found to be most significant and to consider how to take it to greater detail. Detailed discussions will be held at the VCCS Administrative Services Spring Conference in May, 2013.

**MAY:** As a result of VCCS FMS Re-engineering / Rethink efforts, the work has targeted regular facilities inspections and FICAS database upkeep as a way to leverage the System’s size and provide cost-efficient and cost beneficial services to the colleges. Presently there is massive duplication of yearly consultant inspection services across the System. With the consultation and approval of the vice presidents of finance and administration, the assistant vice chancellor of Facilities Management Services created two program-funded VCCS inspector positions. The role of these two positions will be to travel to the colleges for continuous review and update of information in the FICAS database and of building conditions assessment to ensure accurate Maintenance Reserve requests and contribute to the upkeep of the System’s 8+ million square foot building inventory. It is expected that efficient building operation will be a natural outcome of regularly scheduled building condition inspections.

**JUNE:** As a result of discussions by the Sustainable Facilities Operations workgroup, VCCS Facilities Management Services has proposed and is in the process of creating a central support group for gathering and maintaining the data that populates the statewide FICAS database. This will allow for better efficiencies and more consistent data across all colleges.

**JULY:**

**AUGUST:** A meeting of the workgroup that has been established to define strategies for Implementing Enhancements to Facilities Operations will be scheduled for September.

**SEPTEMBER:**

**30 Reduce Textbook Costs**

Help improve student success by identifying ways to use digital technology and open educational resources to reduce the costs of textbooks for VCCS students.

**OCTOBER:** The Textbook Costs and Digital Learning Resources workgroup met on October 1, 2012 and approved a set of principles to guide its work, reviewed the work of each of the four sub-workgroups as well as the survey workgroup, and received presentations from speakers on two related initiatives underway. A survey has been distributed to the finance vice presidents regarding their bookstore operations, a faculty survey is being finalized, and a student survey is under initial development. The next meeting of the full workgroup is tentatively scheduled for December 18, 2012.

**NOVEMBER:** Results of the survey of finance vice presidents regarding their bookstore operations are being tallied; a draft faculty survey was shared with the Re-engineering Task Force II at its October, 2012 meeting; and the results of the ECAR survey as
summarized in the recent Student Success Snapshot #23, Technology and Student Success, are being considered in development of a student survey. **DECEMBER:** A survey of all faculty was distributed by the Chancellor on November 26, 2012 to find out about their current practices regarding textbook adoption, their thoughts about e-textbooks and open education resources, as well as their ideas on how to provide incentives to faculty to develop and use alternative textbook materials. Various sub-workgroups (publishers, accessibility, MOOC, financial aid and surveys) will report out on their discussions to-date at the next full meeting of the Textbook Costs and Digital Learning Resources Workgroup to be held on December 18, 2012 at Piedmont Virginia Community College. **JANUARY:** Preliminary findings from the survey of finance vice presidents regarding bookstore operations as well early highlights from the survey of faculty on their current practices regarding textbooks were presented to the Re-engineering Task Force II at its December, 2012 meeting. A more detailed analysis of the findings will be discussed at the next meeting of the TCDLR workgroup on December 18, 2012 at Piedmont Virginia Community College. **FEBRUARY:** The TCDLR met for a full day at Piedmont Virginia Community College on December 18, 2012. The meeting agenda included a review of current topics regarding MOOCs and open source materials; presentations regarding pilots at Tidewater, New River, and Southwest Virginia Community Colleges; and progress reports from each of the subworkgroups. An interim report of the workgroup is planned for spring, 2013 with a final report planned for spring, 2014. The next meetings are scheduled for February 22, 2013 (PVCC) and for March 22, 2013 (virtual). One or more publishers will be invited to the February meeting. **MARCH:** The TCDLR Workgroup met on February 22, 2013 at Piedmont Virginia Community College. The workgroup heard from two publishers, had substantial conversations about the role of bookstores and textbooks in the future, and began drafting an interim report planned for Spring 2013 with a final report planned for Spring 2014. The next meeting is scheduled for March 22, 2013 (virtual). Additionally, the Chancellor has invited proposals from faculty of high enrollment VCCS courses to help reduce course costs for VCCS students by adopting free, openly-licensed materials for a course. Ten proposals will be selected to receive $3,000 to identify, review and customize existing high quality OER to incorporate as the only required material for the course. Grantees are expected to pilot the new materials during the Fall 2013 semester. **APRIL:** The TCDLR Workgroup held a virtual meeting on March 22, 2013 to discuss a draft outline of its interim report planned for Spring, 2013. In addition, a presentation on the results of the TCDLR surveys was made to the vice presidents of finance and administration on March 26, 2013. As a result, several colleges will be working together to negotiate a new combined “bookstore contract” to both leverage combined purchasing volume and to provide more cost effective options for students to obtain learning resources. **MAY:** Draft concepts of the TCDLR workgroup interim report were vetted with the RETFI, along with information about the Chancellor’s Open Education Resource Initiative and an update on efforts of several colleges to negotiate a new combined
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“bookstore contract” to both leverage combined purchasing volume and provide more cost effective options for students to obtain learning resources.

**JUNE:** Work on the TCDLR workgroup interim report continues, as well as work led by Virginia Western Community College on the RFP for several colleges for a new combined “bookstore contract”.

**JULY:** A draft “interim” report of the TCDLR workgroup will be reviewed by the workgroup at its next meeting on September 3, 2013, with a subsequent presentation and review with the Re-engineering Task Force II at its next meeting on September 24-25, 2013.

**AUGUST:**

**SEPTEMBER:** A draft “interim” report of the TCDLR workgroup has been developed for review by the workgroup at its next meeting on September 3, 2013.
BACKGROUND:

The Virginia Higher Education Opportunity Act of 2011 (Top Jobs 21) requires the governing board of each public institution of higher education to develop and adopt biennially, and amend or affirm annually a six-year academic and financial plan for the institution. The plan is to be submitted to the State Council of Higher Education for Virginia (SCHEV), the Governor, and the Chairs of the House Committee on Appropriations and the Senate Committee on Finance no later than July 1 of each odd-numbered year. State Board approval of the Plan is required prior to submission to the state officials.

The State Board approved the concepts for the VCCS Six-Year Plan for fiscal years 2015 to 2020 at the May 2013 meeting. The State Council for Higher Education issued instructions for the format of the plans shortly after that date. The plan in the required format that was submitted to SCHEV on July 1 was reviewed and endorsed by the State Board at the July meeting.

A meeting with the Chancellor and other VCCS representatives, the Secretary of Finance, Secretary of Education, Director of the Department of Planning and Budget, Executive Director of SCHEV, Staff Director of the House Committee on Appropriations, and Staff Director of the Senate Committee on Finance was held on August 1 to discuss the Plan. That group, known as the “Operation Six Group”, was to provide comments to the institutions on their plans by September 1, but that time has been extended to September 6. By October 4, each institution must submit a final Plan incorporating any changes made in response to the comments from the Group.

The proposed VCCS response to the “Operation Six” comments and any changes recommended to the Plan will be provided to the Board at its September meeting. Any changes approved by the Board at the September meeting will be incorporated into the final Plan prior to submission to SCHEV.

RECOMMENDATION:

State Board approval of the revised Six-Year Plan is recommended.
RESPONSIBLE STAFF:

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UPDATE ON THE WORKFORCE ENTERPRISE SYSTEM (WES) (Academic, Student Affairs, and Workforce Development Committee, Information Item III.A.3.a)

BACKGROUND:

The VCCS noncredit client experience in registration and payment is inferior to that provided by the private sector. Few Virginia community colleges offer noncredit customers an online registration and payment option, so most students and clients must call or visit to register, then go to another office or undergo phone transfers to arrange payment.

Following the receipt of endorsement from the Re-engineering Task Force and the receipt of funding from a Department of Labor grant, the Workforce Enterprise System Implementation was identified as a Chancellor’s Annual Goal, and the implementation of a system to solve this issue, and other pressing concerns related to workforce development services, is underway.

VCCS is collaborating with Augusoft, Inc., the organization providing Lord Fairfax Community College’s Lumens system, to provide a solution which will allow all VCCS colleges to offer their non-credit students and businesses an attractive, intuitive, web-based registration and payment system based on these goals:

- Improve convenience for clients,
- Increase enrollments and revenues,
- Increase training timeliness and relevance,
- Improve business processes,
- Provide a non-credit marketing tool,
- Provide accurate, auditable data, and
- Interface with PeopleSoft.

Depending on system development, the first colleges may “go live” as early as late spring or early summer of 2014, with systems operational at all colleges and the systems office several months later.

The Project Management Team presents regular updates to the Advisory Council of Presidents, the WDS Advisory Council, Administration and Finance Vice Presidents, Tech Council, and other organizations, and the Team began sending bi-weekly updates to the College Implementation Teams (CITs) in June. CIT membership includes the workforce leader, an IT expert, an administration/finance professional, and a workforce functional expert from each college.

ACTION RECOMMENDED:

This item is for information only.
RESOURCE PERSONS:

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TITLE: TRACKING THE CONTRIBUTIONS OF HIGH SCHOOL CAREER COACHES  
(Academic, Student Affairs, and Workforce Development Committee, Information Item III.A.3.b)

BACKGROUND:  
This update describes the status of a new Virginia Education Wizard-based data management system that will be used by high school career coaches beginning with the 2013-14 Academic Year.

To date, data tracking of high school career coaches has focused on school level data, i.e., total students served in a variety of contexts within a school, principal satisfaction, student satisfaction, and the like. While this information has been beneficial to the overall picture of how the coaches and schools work together, and acceptance of the program, VCCS has not been able to develop a picture of how students served by coaches compare to un-coached students with respect to graduation rates, postsecondary enrollments, and completions of courses of study. This new system will allow such outcome tracking at the student level over time.

The High School Case Management System (CMS) was officially launched statewide on Friday, August 23, 2013, following a two-month pilot phase, during which nine coaches tested and revised the system. Developed by Chmura Economics and implemented through the Virginia Education Wizard, the case management system will have significant implications on how coaching services are offered, recorded, and reported. More robust data collection, and analysis tools that were unavailable to date, will allow coaches, colleges, and the VCCS as a whole to report on a broader range of outcomes and successes. The system is user-friendly, and it compliments the career planning work with students.

The CMS is NOT a replacement for a student’s Academic and Career Plan, which becomes a mandate for all 7th-8th grade students during the 2013-14 Academic Year. Rather, it is designed as a tool to help coaches track the career planning work conducted with students in a manner that makes data collection of those services much easier and more reliable. The system has some required data components in order for the student to be considered an “official” student, as well as supplementary components that will help coaches create a more expansive picture of the services provided and subsequent student outcomes. The need for paper files should be minimized or eliminated, and the system will be functional across all major internet browsers, as well as iPad and Android operating systems, so coaches will be able to access their case files wherever they have a secure Internet connection.

The shift to the use of the CMS will allow coaches, colleges, and the VCCS to focus more on the depth and diversity of services provided and to more effectively analyze the correlations between those services and student outcomes over time. Coaches will continue to operate under a priority of service model if they have more students who request services than the time the coaches have available. In keeping with the themes of Achieve 2015, the focus will be on underrepresented students (low income; first generation; minority; underserved school divisions), followed by students with middle GPAs (2.0-3.0), followed by all other students.
VCCS and VDOE have had early discussions concerning providing coaches access to students’ academic and career plans at the school division level and sharing the coaches case notes with school counselors, so that both the coaches and counselors may have a broader picture of the students’ goals, services delivered, and outcomes achieved. An informal survey indicates that such access is currently possible for approximately 25% of coaches. VCCS and VDOE staff will continue discussions, and propose a superintendents memo to be distributed by VDOE to encourage the provision of such access to coaches while maintaining data security and student confidentiality.

**ACTION RECOMMENDED:**
This is for information only.

**RESOURCE PERSONS:**
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BACKGROUND:

Paul D. Camp Community College (PDCCC) proposes the establishment of a Certificate in Practical Nursing. This is a three-semester, 45-credit curriculum. The Practical Nursing Certificate is designed for persons who seek employment as a Licensed Practical Nurse (LPN) in the health care industry.

ACTION RECOMMENDED:

This is an information item. No action is required.

PREVIOUSLY REVIEWED BY:

- PDCCC Curriculum Committee and College Board
- VCCS Academic Services and Research staff

RATIONALE:

In recent years Practical Nursing programs—administered by local hospitals—have been shuttered in PDCCC’s service area due to a change in which these programs are funded. LPN programs were formerly funded through school divisions, which provided tuition assistance to high school graduates who were interested in becoming a LPN. The college’s LPN program would not only provide a much needed allied health training program in the community but would also address a growing employment demand in the college’s service area.

RESOURCE PERSONS:

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Paul D. Camp Community College Program Proposal
Certificate in Practical Nursing

Paul D. Camp Community College (PDCCC) is seeking approval to offer the Certificate in Practical Nursing, CIP code 51.1613. The Practical Nursing Certificate is designed for persons who seek employment as a Licensed Practical Nurse (LPN) in the health care industry.

Number of Credit Hours
The proposed Certificate in Practical Nursing is a career technical education certificate program that requires a total of 45 credits for graduation. The curriculum meets the minimum requirement of 15% of the credit hours in general education.

Student Demand
In the past five months PDCCC has received 80 inquiries from students who are interested in the proposed Practical Nursing program. Sixty-five percent of the students who contacted the college are enrolled in courses at the institution.

Employer Demand
According to the U.S. Department of Labor’s Bureau for Labor Statistics, “[e]mployment for licensed practical nurses (LPNs) and licensed vocational nurses (LVNs) is expected to increase an average of 22 percent from 2010 to 2020. As the U.S. population ages the overall need for healthcare is expected to increase. This trend will lead to increased employment of LPNs and LVNs in hospitals, physicians’ offices, and other healthcare settings” (Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2012-2013 edition). The college has received letters of support from several hospitals in PDCCC’s service area who would be interested in employing graduates of PDCCC’s LPN program.

Virginia Board of Nursing
PDCCC is working closely with the Virginia Board of Nursing to obtain approval to offer the Practical Nursing program.

Estimated Headcount and FTES

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Target Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDCT</td>
<td>FTES</td>
<td>HDCT</td>
<td>FTES</td>
</tr>
<tr>
<td>20</td>
<td>8</td>
<td>30</td>
<td>12</td>
</tr>
</tbody>
</table>

HDCT – fall headcount enrollment
FTES – annual full-time equivalent student enrollment
GRADS – annual number of graduates of the proposed program

Curriculum Detailing Credit Hours by Course

1st Semester (Assumes a Fall Semester Start):
ENG 111 College Composition I 3
BIO 100 Basic Human Biology 3
NUR 135 Drug Dosage Calculations  2
PNE 146 Fundamentals of Practical Nursing  6
PNE 151 Medical-Surgical Nursing I  4
Total Credits: 18

2nd Semester:
SDV 100 College Success Skills  1
HLT 130 Nutrition and Diet Therapy  1
BIO 149 Microbiology for Allied Health  1
PSY 201 Introduction to Psychology I  3
PNE 173 Pharmacology for Practical Nurses  2
PNE 135 Maternal and Child Health Nursing  5
PNE 157 Pediatrics  4
Total Credits: 17

3rd Semester:
PNE 145 Trends in Practical Nursing  1
PNE 158 Mental Health & Psychiatric Nursing  2
PNE 152 Medical-Surgical Nursing II  4
PSY 230 Developmental Psychology  3
Total Credits: 10

Total credits for the Certificate in Practical Nursing = 45
TITLE: PROGRAM DISCONTINUANCE (APPROVED BY CHANCELLOR)
(Academic, Student Affairs, and Workforce Development Committee,
Information Item III.A.3.d.1.)

BACKGROUND:

Blue Ridge Community College and its Local College Board have approved the discontinuance of the Certificate in Fine Arts. Established in 2000, this program was designed to provide students with the fundamental knowledge and skills necessary for a career in art. The program is being discontinued because of low enrollments and few program awards over the past five years.

The discontinuance of the certificate program will not have an adverse effect on students at the college. Students will be provided program information about two career studies certificates: Introduction to Two-Dimensional Art and Introduction to Three-Dimensional Art.

RECOMMENDATION:

This is an information item. No action is required.

RESOURCE PERSONS:

Dr. Susan S. Wood, VCCS, Vice Chancellor for Academic Services and Research, swood@vccs.edu, 804.819.4970

Dr. Van C. Wilson, VCCS, Assistant Vice Chancellor for Academic and Student Services, vwilson@vccs.edu, 804.819.4697

Dr. Dan Lewis, VCCS, Director of Educational Programs, dlewis@vccs.edu, 804.819.4936
TITLE:  SAILS (EARLY ALERT) UPDATE (Academic, Student Affairs, and Workforce Development Committee, Information Item III.A.3.e.)

BACKGROUND:

The enterprise early alert (SAILS) system is being implemented at Virginia’s community colleges in support of the Achieve 2015 and the student success goal. Implementation of the VCCS SAILS (Student Assistance and Intervention for Learning Success) system will allow faculty and staff to identify and provide interceptive guidance to students demonstrating behaviors, performance, and characteristics that correlate with risk of not succeeding academically thereby improving student success as defined by Achieve 2015. What is typically a manual, labor-intensive process, the automated early alert system will seamlessly work to provide a holistic view of students in need of assistance and provide accurate and real-time records of student interventions.

The pilot program will open for developmental education courses on September 30, 2013 with the full launch for all credit courses occurring in advance of Spring 2014. The Project Team and College Implementation Teams are currently working to finalize and test system configuration as well as refining processes to support implementation of the automated system. Training for faculty and staff will begin in the September and run through the academic year.

ACTION RECOMMENDED:

None. This is an information item.

RESOURCE PERSONS:

Dr. Susan S. Wood, VCCS, Vice Chancellor for Academic Services and Research, swood@vccs.edu, 804.819.4972

Ms. Lori Dwyer, VCCS, Director of Educational Policy, ldwyer@vccs.edu, 804.819.1673
TITLE:  STUDENT LEADERSHIP CONFERENCE (Academic, Student Affairs, and Workforce Development Committee, Information Item III.A.3.f.)

BACKGROUND:

Each fall the VCCS, with monetary assistance from the colleges, sponsors the annual Student Leadership Conference. This year’s conference, “Surge into Leadership,” will be held at the Holiday Inn Virginia Beach – Norfolk Hotel and Conference Center from October 25-27. (Thanks to John Tyler for the outstanding theme and artwork). More than 450 VCCS students, staff, and faculty members, representing all 23 of our colleges, are anticipated to attend.

Jason LeVasseur is this year’s conference emcee. Jason was well received last year as a keynote speaker and has won numerous national campus activities awards. Joining Jason will be another nationally known motivational and leadership speaker and author, Joshua Fredenburg. His new book, Are You the WORLD’S Next Top Leader? 40 Questions Every Leader Must Answer Before They Lead!, will be published in October. TCC’s President, Dr. Edna Baehre-Kolovani, will welcome student leaders on Friday night. Mr. Bruce Meyer, State Board Chair, and his wife, Mrs. Connie Meyer, a member of TCC’s Board, will provide a message as part of the closing activities on Sunday morning.

Students will have the opportunity on Saturday to attend 5 of 30 concurrent session workshops. Workshop topics include leadership, teamwork, personality assessment, conflict resolution, dining etiquette, dressing for success, resume writing, transfer tips, and more.

A highlight at this year’s conference will be a focus on community service projects from all 23 colleges. In place of the competition for the top community service club projects will be a presentation highlighting students from all over the Commonwealth who are involved in projects and making a difference at each of our colleges as well as in their communities.

For the third year, students will also have the opportunity to participate in a community service project. Stop Hunger Now is an international hunger relief organization that coordinates the distribution of food and other life-saving aid around the world. These meal packages are shipped around the world to support school feeding programs and crisis relief.

You are invited to join us for an exciting educational and fun-filled weekend in Virginia Beach.

ACTION RECOMMENDED:

None. This is an information item.
RESOURCE PERSONS:

Dr. Susan S. Wood, VCCS, Vice Chancellor for Academic Services and Research, swood@vccs.edu, 804.819.4972

Dr. Van Wilson, VCCS Assistant Vice Chancellor for Academic and Student Services, vwilson@vccs.edu, 804.819.4697

Ms. Jennifer D. Allman, VCCS Director of Student Services, jallman@vccs.edu, 804.819.4971
TITLE: 3PL PROGRAM UPDATE (Academic, Student Affairs, and Workforce Development Committee, Information Item A.III.3.g.)

BACKGROUND:
Since October 2011, VCCS has partnered with the Virginia Department of Health on the 3PL Program - Support for Pregnant and Parenting College Students with the goal of strengthening the academic achievement of pregnant and parenting students at six VCCS colleges: Patrick Henry, Paul D. Camp, Southside Virginia, Southwest Virginia, Tidewater, and Virginia Western.

Challenges faced by students who juggle parenthood and family responsibilities with their academic pursuits can influence rates of retention, certification, graduation and/or transfer. Little was previously known about the number and characteristics of student-parents throughout the state of Virginia; therefore, with the support of the 3PL grant, the VCCS designed a phased needs assessment to: 1) estimate the number of expectant and/or parenting students enrolled at six participating colleges, 2) identify top concerns and challenges faced by this group, and, 3) identify ways that colleges can better support expectant and parenting students to achieve their academic goals.

The first phase of the student needs assessment was conducted in Fall 2012. Key findings include:

- Many VCCS students are parents. [1249 (41%) of 3,026 respondents at six participating colleges identified themselves as currently expecting and/or parenting.]
- VCCS student-parents are a diverse group. [Respondents ranged from 18 to 70 years old; 55% were single parenting; 45% were co-parenting.]
- VCCS student-parents face many challenges and competing demands. [Family/school balance, finances, childcare, and time management were chief concerns.]
- VCCS student-parents are interested in assistance to achieve their goals. [78% of respondents reported they would be ‘likely’ to ‘very likely’ to use campus-based support services.]

ACTION RECOMMENDATION:
This is an information item. No action is required

RESOURCE PERSONS:
Dr. Susan S. Wood
Vice Chancellor for Academic Services & Research
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Dr. Van Wilson
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Dr. Catherine Finnegan
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Elise Wallace, MPH
Director, 3PL Program
757.971.1982
ewallace@vccs.edu
TITLE:  STUDENT SUCCESS SNAPSHOT #27 – GRADUATION OUTCOMES FOR VCCS STUDENTS TRANSFERRING TO 4-YEAR INSTITUTIONS
(Academic, Student Affairs, and Workforce Development Committee, Information Item III.A.3.h.)

BACKGROUND:
As part of Achieve 2015, the VCCS continually tracks the number of students graduating, transferring, or completing a workforce credential as measures of student success. To date, little investigation has been conducted regarding what happens to students academically after they transfer. This snapshot is an analysis of VCCS associates graduates’ outcomes at 4-year institutions based on National Student Clearinghouse Data.

ACTION RECOMMENDED:
This is an information item. No action is required.

RESOURCE PERSONS:
Dr. Susan S. Wood, Vice Chancellor for Academic Services & Research, swood@vccs.edu, 804.819.4972

Dr. Catherine Finnegan, Assistant Vice Chancellor for Institutional Effectiveness, cfinnegan@vccs.edu, 804.819.1665

Ms. Lindsey Interlante, Director of Institutional Effectiveness, linterlante@vccs.edu, 804.819.4694
BACKGROUND:

The Auditor of Public Accounts for the Commonwealth of Virginia performs an audit on the financial statements of the VCCS each year. Representatives from the Auditor of Public Accounts (APA) will present their report at the meeting and discuss the results of the audit for the fiscal year ending June 30, 2012. Members of the APA who will be present include Mr. Eric Sandridge, Higher Education Program Director, and Zachary Borgerding, Project Leader.

RECOMMENDATION:

None.

RESOURCE PERSON:

Mrs. Helen C. Vanderland  
Director of Internal Audit  
Virginia Community College System  
804-819-4951
Executive management at Paul D. Camp Community College (PDCCC) will attend the Audit Committee meeting to provide details on the timeline of actions being taken to address risks and internal control weaknesses noted in the Internal Audit report, Business Office Review, dated April 24, 2013. Those who will be present include:

- Dr. Paul Conco, President;
- Mr. Richard Brooks, PDCCC Board Chair; and
- Dr. Joe Edenfield, Vice President of Financial and Administrative Services.

Our review of the Business Office at PDCCC, performed for the period July 1, 2011 through December 31, 2012, revealed significant weaknesses in internal controls. The report, which contains 18 recommendations, was presented to the Audit Committee in May 2013. Due to concerns of the members of the Audit Committee, a motion was made and approved that required:

1. The Director of Internal Audit stay in communication with PDCCC regarding actions the college is taking to mitigate risks and correct weaknesses noted in the Internal Audit report and that she talk with the President and Vice President for Finance on a periodic basis. Since June 2013, the Director of Internal Audit has participated in weekly conference calls with the Vice President of Financial and Administrative Services and the Business Office Manager. The President has participated on several occasions.

2. The President and the Vice President of Financial and Administrative Services attend the next meeting of the Audit Committee to present a schedule of the findings and a timeline of actions being taken. While the President was unavailable to attend the next audit committee meeting in July 2013, the President, Vice President of Financial and Administrative Services, and the PDCCC Board Chair will attend the September 18, 2013 meeting.

3. The Chancellor consider assigning a person to PDCCC for the next several months (crossing over year-end) to assist and train college personnel in preparing year-end financial statements and state schedules. The intent is to mitigate exposure for PDCC and the VCCS regarding the APA audit that will be conducted for fiscal year 2012-2013. Thomas Nelson Community College provided staff assistance to the PDCCC Business Office for the fiscal year ending June 30, 2013. PDCCC also contracted with McGladrey Consulting to review and provide advice on policies and procedures developed by PDCCC as a result of the Business Office Review.

The Chancellor met with the President of the College and requested all issues be resolved within six months.
RECOMMENDATION:

None.

RESOURCE PERSON:

Mrs. Helen C. Vanderland
Director of Internal Audit
Virginia Community College System
804-819-4951
BACKGROUND:

The Human Resources Management System (HRMS) Audit Report, dated August 16, 2013, was emailed to you recently. The report shows the results of the audit which was performed to ensure the colleges are properly utilizing HRMS; the VCCS is using features in HRMS that can improve the efficiency of operations and the accuracy of data; the interfaces to the statewide human resource systems are operating as intended; the System Office Human Resource Services Department (Department) manages and implements new features in HRMS using the VCCS Project Management Standard; and communication between the colleges and the Department is sufficient. The period under review was from January 1, 2013 through May 31, 2013. The Department and the following eight colleges were included in the scope of the audit:

- Blue Ridge Community College
- J Sargeant Reynolds Community College
- Lord Fairfax Community College
- Northern Virginia Community College
- Rappahannock Community College
- Southside Virginia Community College
- Tidewater Community College
- Virginia Western Community College

As a result of our audit, we identified several opportunities to improve the effectiveness of HRMS and the efficiency of operations. We provided the following recommendations to management:

1. Complete the process to determine HRMS utilization requirements for the colleges;
2. Re-evaluate the feasibility of the project goal to interface with multiple state systems;
3. Continue to implement and prioritize new functionalities in HRMS;
4. Comply with the VCCS Project Management Standard to improve planning and resource identification;
5. Update and consolidate HRMS User Instructions; and
6. Develop desktop procedures for the Department.

The audit report and management’s action plan will be discussed in more detail at the Audit Committee meeting.

RECOMMENDATION:

None.

RESOURCE PERSON:

Mrs. Helen C. Vanderland
Director of Internal Audit
Virginia Community College System
804-819-4951
TITLE: LITIGATION (III.B.3.g.)

BACKGROUND:

Litigation regarding the VCCS will be discussed at the Audit Committee meeting.

RECOMMENDATION:

None

RESOURCE PERSON:

Ms. Greer Saunders
System Counsel and Assistant Attorney General
Virginia Community College System
804-819-4906
TITLE: REVISIONS TO STATE BOARD POLICY MANUAL
SECTION 10: FACILITIES
(III.C.2.a)

BACKGROUND:

As the VCCS continues to fully implement the requirements of Level II delegated authority, the requirements of Section 10 have been reviewed. There are items within Section 10 that required modification to conform to the requirements of our level II authority, current practice and to clarify the intent of policy.

The overall scope of the review and edits have accomplished several objectives. Definitions have been added and clarified. Requirements that appear in multiple locations have been consolidated into the most appropriate location. Sections detailing requirements that occur in other Manuals or in State law have been deleted from policy as they are already mandated requirements. Changes have been made to conform to current practice of State Board and staff.

RECOMMENDATION:

It is recommended that the State Board for Community Colleges approve the proposed modifications to Section 10 of the VCCS Policy Manual.

RESOURCE PERSONS:

Mr. Robert B, Jones, RA, CBO, VCCO
Associate Vice Chancellor for
Facilities Management Services
Virginia Community College System
(804) 819-4917
bjones@vccs.edu
Section 10
PHYSICAL FACILITIES

10.0 PLANNING AND CONSTRUCTION

10.0.0 Introduction and Purpose

The purpose of this section 10.0 is to outline policies which guide VCCS personnel in planning and developing capital outlay projects.

a. This Policy describes the responsibilities of the State Board for Community Colleges, the Chancellor, Community College Presidents, and System Office staff for the planning, development, construction and maintenance at VCCS college and System facilities.

b. This Policy shall govern the planning and budget development for the System's capital projects, capital project authorization, and the implementation of capital projects, whether funded by a general fund appropriation, proceeds from State Tax Supported Debt, or funding from other sources, and shall govern:

1) the process for developing one or more capital project programs for the System;
2) authorization of new capital projects;
3) procurement of Capital Professional Services and construction services;
4) design reviews and code approvals for Capital Projects and other construction projects;
5) environmental impact requirements;
6) building demolitions;
7) building and land acquisitions;
8) building and land dispositions;
9) project management systems; and
10) reporting requirements.

c. This Policy shall set forth the post-legislative authorization system of reviews, approvals, policies and procedures governing Capital Projects at all Community Colleges, and the System offices within the Commonwealth, and also the traditional preauthorization approval process for projects funded entirely with nongeneral funds and without any proceeds from State Tax Supported Debt.

10.0.0.1 Definitions

As used in this Policy, the following terms shall have the following meanings, unless the context requires otherwise:
a. "Auxiliary Enterprise" means an enterprise that exists to furnish goods or services to VCCS students, faculty, staff, other institutional departments, or incidentally to the general public, and charges a fee directly related to, although not necessarily equal to, the cost of the goods or services. The distinguishing characteristic of an auxiliary enterprise, as opposed to an Educational & General (E&G) facility is that it is managed to operate as a self-supporting activity. Over time, the revenues will equal or exceed the expenses, although in any individual year there may be a deficit or a surplus. Examples are residence halls, food services, intercollegiate athletics (only if essentially self-supporting), college stores, faculty clubs, parking, and faculty housing. Student health services, when operated as an auxiliary enterprise, also are included. Hospitals, although they may serve students, faculty, or staff, are classified separately because of their financial significance.

b. "Capital Professional Services" means professional engineering, architecture, land surveying and landscape architecture services related to capital and other construction projects.

c. "Capital Lease" shall have the common meaning attributable to it under generally accepted accounting principles. Typically, a capital lease is one that meets one or more of the following criteria, meaning it is classified as a purchase by the lessee: the lease term is greater than 75% of the property's estimated economic life; the lease contains an option to purchase the property for less than fair market value; ownership of the property is transferred to the lessee at the end of the lease term; or the present value of the lease payments exceeds 90% of the fair market value of the property.

d. "Capital Project" means the acquisition of any interest in land, including improvements on the acquired land at the time of acquisition, new construction, and improvements or renovations when the total project cost exceeds $500,000. The term shall not include any capital lease.

e. "Enabling Legislation" means those chapters, other than Chapter 4.10 (§ 2338.88 et seq.), of the Code of Virginia, as amended, creating, continuing, or otherwise setting forth the powers, purposes, delegated authorities and missions of the individual public institutions of higher education of the Commonwealth.

f. "Major Capital Project" means the acquisition of any interest in land, including improvements on the acquired land at the time of acquisition, new construction of 5,000 square feet or greater or costing $1 million or more, and improvements or renovations of $1 million or more. The term shall not include any capital lease.

g. "Master Site Plan" shall mean such land use plans required to be prepared and updated by Commonwealth agencies pursuant to the Code of Virginia and State Board policy, as amended.

f.h. "State Tax Supported Debt" means bonds, notes, or other obligations issued under Article X, Section 9(a), 9(b), 9(c), or 9(d), if the debt service payments are made or ultimately are to be made from general government funds, as defined in the December 20, 2004, Report to the Governor and General Assembly of the Debt Capacity Advisory Committee or as that definition is amended from time to time.

10.0.0.2 General Codes and Standards

All construction, alterations, or renovations of community college facilities must meet applicable Federal and State codes and standards, and follow, where required, the guidelines and procedures established by the State Council for Higher Education (SCHEV), the Department of Planning and Budget (DPB), the Department of General Services (DGS), and other regulatory authorities as applicable. Where appropriate, the Attorney General's Office will be consulted.

10.0.0.3 Responsibilities

a. The Chancellor shall at all times be fully and ultimately accountable to the State Board for Community Colleges for the proper fulfillment of the duties and responsibilities set forth in, and for the appropriate implementation of this Policy.
b. Subsequent to the approval of the State Board, the responsibility for planning the expansion of existing colleges and the addition of new campuses is delegated to the Chancellor by the State Board. This responsibility is implemented jointly by personnel from colleges and the System Office.

c. VCCS Facilities Management Services, in close liaison with the local community college designee, is responsible for coordinating reviews and approvals of master site plans and capital outlay projects.

10.0.0.4 Actions Requiring State Board Approval (SB)

It is the expressed direction that the State Board for Community Colleges will be informed as early as practicable on advance of any other agency, board, or body on matters that pertain to construction of any nature on a community college campus. Items being presented to the State Board for approval shall have the recommendation of approval by the College Board prior to presentation unless waived by the State Board. Such matters will be heard before the State Board and consent must be granted by the Board prior to any contacts with other agencies, boards or bodies.

Approval of the State Board must also be gained for the following projects:

a. The Six Year Capital Outlay Plan for the Community Colleges;

b. Approval of the establishment and acquisition of new campuses, including the naming of new campuses as detailed in Section 2A.IX.D.7.c of the VCCS Policy Manual;

c. Acquisition or conveyance of title to community college real property including exchanges;

d. Capital leases, which are also subject to further approval of the General Assembly and appropriate state agencies;

e. Master Site Plans;

f. Requests for college specific line item appropriations, maintenance reserve funds, and all other blanket/umbrella appropriations;

g. Proposed construction of new building space which is not covered under capital outlay;

h. Entering into any arrangement including proposed debt to support any capital project;

i. Preplanning Studies or Schematic Plans when Preplanning Studies are not required;
j. Contract awards for any construction projects with a contract price exceeding the authorized construction estimate by the greater of 10 percent or $100,000;

jk. Any activity which would substantially affect the appearance of a campus, including demolition of any building, renovation of the exterior of any building, the construction of any site improvements including, but not limited to, parking lots, walls, fences, entrance signs, tennis courts, gazebos, moveable buildings, and other outdoor physical education areas;

lk. Any other commitment which would have substantial impact on the real property of the VCCS;

ml. Any litigation proposed on behalf of the VCCS or initiated against the VCCS relative to construction or real estate; and

mn. Any project requiring an increase in student fees. Guidelines for making such a submission will be available through the office of the Vice Chancellor for Administrative Services.

10.0.1 Capital Outlay Planning

10.0.1.0 Basic Policy

a. The Chancellor, acting through his designee, shall be responsible for the overall capital outlay planning for the Virginia Community College System. The Associate Vice Chancellor or his-its designee or designees shall have obtained a Virginia Construction Contracting Officer designation from the Bureau of Capital Outlay Management of the Department of General Services and at least one designee shall be an architect or engineer licensed to practice in the Commonwealth.

b. The Board shall approve the Six Year Capital Outlay Plan for the Community Colleges including Major Capital Projects. Major Capital Projects that are to be funded entirely or in part by a general fund appropriation or proceeds from State Tax Supported Debt shall follow the Commonwealth’s requirements for capital plans.
c. The Board may approve amendments to the program for Major Capital Projects annually or more often if circumstances warrant. Each capital project program shall meet the System’s mission and institutional objectives, and shall be appropriately authorized by the System, be of a size and scope to provide for the defined program needs, be designed in accordance with all applicable building codes and handicapped accessibility standards as well as the System’s design guidelines and standards, and be costed to reflect current costs and escalated to the midpoint of anticipated construction.

c. The Associate Vice Chancellor shall periodically report to the Board a listing of all non-capital projects planned for construction on a college campus, regardless of project amount and source of funds. The inclusion of a project on a periodic list or report does not constitute a request for Board approval of such project and Board review and approval of such report or list does not constitute approval of the projects therein.

d. Requests for college specific line item appropriations, maintenance reserve funds, and all other blanket/umbrella appropriations; and

e. Contract awards for any construction projects with a contract price exceeding the authorized construction estimate by the greater of 10 percent or $100,000 or where a minimum of two (2) bids are not received.

10.0.1.1 Guides and Standards

Basic guidance for planning and developing capital outlay projects are outlined in the manuals, directives, and procedures issued by the VCCS, the Department of Planning and Budget, the Department of General Services, and other agencies as required, including without limitation the VCCS Construction & Professional Services Manual (CPSM).

10.0.1.2 Master Site Planning

a. A Master Site Plan (MSP) is required for each community college campus and must be approved by the State Board. Once a master site plan has been approved, any changes in location, size, or use of buildings or other facilities shall be similarly approved.
b. Significant changes recommended in locations of buildings, other constructed facilities or land use must be incorporated as revisions to the MSP and resubmitted for recommendation by the college board and approval by the college board and the State Board.

c. Board approval of an MSP is for planning purposes only and does not constitute Board approval of any specific building, construction project, schematic design, structure, building demolition, improvement or program concept and does not establish policy for authorization of any construction projects. The programmatic and policy issues relating to master plan projects must be addressed through established review processes.
10.0.1.3 General Policies for Funding, Construction, and Maintenance of Site Development and Parking and Other Nongeneral Fund Projects (SB)

a. Expenditures for land acquisition, site preparation beyond five feet from a building, and the construction of additional outdoor lighting, sidewalks, outdoor athletic and recreational facilities, and parking lots in the Virginia Community College System shall be made only from appropriated federal funds, Trust and Agency funds, including local government allocations or appropriations, or the proceeds of indebtedness authorized by the General Assembly.

The political subdivision(s) sponsoring and being served by the community college shall provide sufficient land for the initial establishment of the college, additional campuses and future expansion, acceptable to the State Board. Expenditures for site preparation beyond five feet from a building, and the construction of additional outdoor lighting, sidewalks, outdoor athletic and recreational facilities, and parking lots shall be made only from appropriated Trust and Agency funds, including local government allocations or appropriations, or the proceeds of indebtedness authorized by the General Assembly. These include surveys, borings for parking areas and roads, grading, utilities to within five feet of the building, storm drainage, roads, parking facilities, sidewalks, landscaping, seeding, and outdoor facilities for physical education and recreation. (Excavation costs for basements, footings, and trenches for utility lines within or under the building extending five feet outside the building are part of the building costs.)

b. Unless expressly and specifically permitted otherwise by the State Board, funding for the construction of a new workforce center shall include at least $1,000,000 in additional non-general funds for the construction of this building. Funding requirements for site costs identified in the section above apply to workforce centers as well.

c. Auxiliary Enterprise projects under state policy must be constructed, operated, and maintained using non-state funds. This includes, without limitation, projects for dining, parking, bookstore, student housing, athletics facilities, day care centers, and student center facilities.

d. Parking is to be operated as an auxiliary enterprise by all colleges and must be operated in accordance with... Colleges should develop sufficient reserves for ongoing maintenance and replacement of parking facilities. Colleges shall establish a capital outlay plan for parking and a reserve fund from auxiliary enterprise revenues and/or contributions from local government jurisdictions to provide for the construction, repair, and maintenance of college parking facilities approved by the college board which shall be submitted to the Chancellor by July 1 of each new biennium. (Section 4.3.1.5 of the VCCS Policy Manual).
e. Expenditures for maintenance, replacement, and repair of outdoor lighting, sidewalks, and other infrastructure facilities may be made from any appropriated funds. Auxiliary enterprise funds may be used for site improvements other
than for construction and maintenance of parking facilities when approved by the college board and the State Board for Community Colleges (see Section 4.3.1.5 of the VCCS Policy Manual).

f. Expenditures for operations, maintenance, and repair of Auxiliary Enterprise facilities—athletic, recreational, public service facilities, both indoor and outdoor, and auxiliary enterprise space including bookstores, dining, and student activity facilities—should be from nongeneral funds. However, this condition shall not apply to any indoor recreational facility existing as of July 1, 1988.

g. Prior to the award of a capital project design contract, the college must demonstrate the availability of the local funds required to complete the capital project in the VCCS Local Commitment letter. The college president, or designee, and the chairman of the college board must certify this requirement to the VCCS Chancellor.

Prior to the awarding of a contract to initiate planning, design or construction phase services, or modifications to an existing contract, that is funded in whole or in part from non-general funds (trust & agency/local/private gifts/auxiliary) pursuant to the requirements of this section, such non-general funds required for each phase, must be on deposit either in the State Treasury or in local college accounts under the control of the local college board as authorized by the State Board for Community Colleges. The college must maintain all non-general funds held locally in dedicated local departments that clearly identify the project in the VCCS Administrative Information System. The VCCS will not execute contracts or process expenditure invoices requiring non-general funds until the college demonstrates sufficient cash is on hand per the requirements above.

An exception to these requirements may be made for non-general funds committed to the college under written contract with a college foundation, local and federal governments, or other private donor if the balance of the funds is held in a legally escrowed, separately identified, account for the named project. The arrangement must be pre-approved by the Chancellor and appropriate documentation provided to validate the availability of funds. Funds held under escrow must still be transferred to the college and reflected in accordance with the requirements above prior to having a related invoice processed. In case of funding from localities with regard to site development, exceptions to this policy may be granted by the Chancellor.
h. On-site campus roads shall be designed to meet
requirements of the Virginia Department of Transportation
(VDOT). Approval of plans should be secured in writing
from the Resident Engineer to allow acceptance of the
road into the State highway system for maintenance
purposes. When on-site campus roads do not connect
with State maintained highways, but into city streets, It is
desired that the VDOT or appropriate locality remains
responsible for the on-site road maintenance. The VDOT
may arrange to have such maintenance performed by the
city.

10.0.1.4  Development of Capital Outlay Plan and Capital Projects (C)

10.0.1.4.0  Basic Policy

Reviews of requests for capital outlay projects to meet space
needs are the joint responsibility of a number of agencies:
individual colleges, the VCCS, the State Board, SCHEV, the
Department of General Services’ Division of Engineering and
Buildings (DEB), the Department of Planning and Budget, the
Governor’s Office, and the Legislature. The sequence for
developing capital outlay plans and project requests is outlined in
the subsection which follows.

10.0.1.4.1  Sequence for Capital Outlay Requests (C)

a. Based upon guidance from central agencies, the System Office
issues to each institution a complete package of documents.

b. The System Office thoroughly reviews all completed space guides
and capital outlay requests submitted by each college. The
review includes checking to ensure that space needs and
requests have been prepared in conformity with established
guides. Discrepancies are called to the attention of appropriate
college personnel and corrected.

c. Following correct completion of all capital outlay requests, the
State Board establishes priorities for VCCS capital outlay projects
and approves a Six Year Plan.

d. Any projects to be funded with non-general funds should have the
sources of funds clearly identified in the submission along with
preliminary information regarding any student fee increases that
may be needed. Approval of financial feasibility studies and
approval of the student fees by the State Board will be required
before a project approved by the General Assembly may proceed.

e. The capital outlay requests with priorities are then submitted by
the Chancellor to the Governor for consideration for the State Six
Year Plan according to instructions issued by the Department of
Planning and Budget.
10.0.1.4.2 Priorities for Types of Facilities (SB)
a. For new construction projects, the State Council of Higher Education has standard formulas that guide the analysis of whether additional space is needed at a college. The formulas are basically enrollment driven, with the exception of library and public service space.

1. Requests for new space are generally required to be 100% space guideline justified in the biennium in which they were recommended although the State Board may make exceptions when justified on the basis of a programmatic or other compelling need.

2. For the purposes of determining whether new construction is needed, estimated enrollment growth factors shall be used in the analysis. The growth factors are based on a combination of system-wide growth rates, actual college specific growth rates, and in a few instances, future demographic information that colleges were allowed to provide for requests such as new campuses. The decision rule is to use the annualized growth rate for the specific colleges, and where warranted, a higher rate for colleges that demonstrate reliable data supporting increased demographic trend data.

3. In addition to the use of state space need guidelines, VCCS strategic plan priorities are to be used as a component of the review and recommendation of priorities. New construction requests with high space justification are typically prioritized ahead of renovation projects (in order to provide access). Instructional space needs are typically prioritized ahead of administrative support space needs (focus on instruction and learning). Workforce development facilities, when justified, place high in the priorities as well.

b. For renovation projects, the Facilities Condition Index should be a primary but not the sole component of setting renovation project priorities. Projects with significant components related to continued operation of the facility, such as heating and cooling systems, electrical systems, roofing, windows, doors and plumbing systems, shall be highly considered as well as are placed to higher priorities than requests for cosmetic purposes. Projects tied to updating laboratories and other instructional facilities, particularly those projects to address high priority programmatic needs, more efficiently utilize existing space, or address with large space deficits, are also recommended as higher priorities over projects related to administrative space improvements.

c. Renovation project requests are generally considered to have merit and are typically included on the recommended projects list as long as the building is entered into the Facility Inventory Condition and Assessment System (FICAS) with the appropriate Facility Condition Assessment. Non-general fund projects may be included on the list pending further review of fund source.
information, particularly for debt related projects to be funded by student fees.

d. Approval of Requests for new campuses will be predicated on receipt and approval by the State Board of feasibility studies from the requesting college.

10.0.1.5 General Design Criteria for Capital Projects

The following general design criteria shall are to be considered:

a. Economy of maintenance and operation;

b. Functional and economic siting and building interior configuration;

c. Unit costs for similar projects;

d. Efficiency of design, with regard to common-use areas, such as hallways and lobbies, and in placement of plumbing, heating, ventilating, and cooling systems (ratio of assignable area to gross area of a building);

e. Relationship between the number of floors in a building and the availability of land;

f. Generally accepted architectural/ engineering standards;

g. Harmonious integration of the new facility with the architectural environment; and

h. Energy efficiency;

i. Longevity; and

h. Sustainability.

10.0.2 Project Management

10.0.2.0 Basic Policy

The State Board shall authorize the initiation of each Capital Project and Major Capital Project by approving its size, scope, budget, and funding. Capital and Major Capital Projects that are to be funded entirely or in part by a general fund appropriation or proceeds from State Tax Supported Debt, shall require both State Board approval and those pre-appropriation approvals of the State’s governmental agencies when applicable, and shall follow the State’s process for capital budget requests.

Accordingly, the budget, size, and scope of a capital project shall not be materially changed beyond the plans and justifications that were the basis for the capital project’s approval, either before or during construction, unless approved in advance as described above. Minor changes shall be permissible if they are determined by the Chancellor or his designee to be justified. Major Capital Projects may be submitted for State Board
authorization at any time but must include a statement of urgency if not part of the approved Major Capital Project program.
10.0.2.1 Architects and Engineers

10.0.2.1.0 Basic Policy (SB)

The policy of the State Board is to select an architectural/engineering firm based upon the recommendation of the college building committee, college board, college staff, and the staff of the System Office.

10.0.2.1.1 Selection of Architects (C)

Architects and engineers shall be selected in accordance with Procedures contained in the VCCSDGS/DEB Construction and Professional Services Manual (CPSM) as adopted by the VCCS.

The Building Committee (A/E Selection Panel) shall include at least one member from the System Office and others appointed by the college president including: a college business representative; the head of the department which will be the principal occupant; the Head of the Buildings and Grounds Department; and local board members as considered appropriate.

The Building Committee shall fulfill the roles contained in the CPSM and shall appoint a member to act as coordinator for the committee.

10.0.2.1.2 Owner - Architect Relationship (C)

The architect may communicate directly with the Building Committee and the college president or the president's designee. However, only the System Office is authorized to communicate all approvals, rejections, change of requirements and other similar information to the architect or engineer.

Orders changes in scope and directives to Architects and Engineers to contractors shall flow only through the System Office program manager and the architect/engineer.

10.0.2.1.3 Responsibilities

The Associate Vice Chancellor for Facilities Management Services (AVCFMS) shall serve as Contracting Officer for all capital outlay design and construction. Assistance shall be provided by the college Building Committee in the functional design. During the bidding, contract award and construction phases, only the AVCFMS or his designee shall act on behalf of the owner.
10.0.2.2 Procurement of Capital Professional Services and Construction Services

a. With regard to the procurement of Capital Professional Services, Capital Projects, and Major Capital Projects, the System elects to have all such procurements be governed by the Virginia Public Procurement Act (§ 2.2-4300 et seq.) of the Code of Virginia.

b. The System shall utilize procedures for the procurement of Capital Professional Services and Construction Services set forth in the Construction and Professional Services Manual (CPSM) including revisions issued. The procedures provide for:

1. Competitive negotiation for Capital Professional Services, including a procedure for expedited procurement of Capital Professional Services under $50,000, pursuant to current rules and Acts;

2. A prequalification procedure for contractors or products;

3. Procedures for special construction contracting methods, including but not limited to design build and construction management contracts (Also, see VCCS Alternative Methods of Procurement for Construction Policy Manual); and

4. A prompt payment procedure.

c. The System also may enter into cooperative arrangements with other private or public health or educational institutions, healthcare provider alliances, purchasing organizations, or state agencies where, in the judgment of the System, the purposes of this Policy will be furthered.

d. In accordance with its Small, Women, and Minority (SWaM) plan, the System will proactively promote the eligibility and inclusion of SWaM vendors in its procurement opportunities.

10.0.2.3 Design Reviews and Code Approvals

a. The State Board shall review the design of all capital projects and shall provide final capital project authorization based on the size, scope, and cost estimate provided with the design. Unless stipulated by the State Board at the design review, no further design reviews shall be required. All capital projects shall be designed and constructed in accordance with applicable Virginia Uniform Statewide Building Code (VCUSBC) standards and the applicable accessibility code.
For purposes of building code compliance, the System will continue to use the services of the Department of General Services, Division of Engineering and Buildings.

10.0.2.4 Environmental Impact Reports and Impact to Historic Structures

The System shall assess the environmental, historic preservation and conservation impacts of all capital projects as required by state law projects and minimize and otherwise mitigate all adverse impacts to the extent practicable. The System shall develop and maintain procedures for the preparation and approval of environmental impact reports for capital projects in accordance with State environmental, historic preservation, and conservation requirements generally applicable to capital projects otherwise meeting the definition of Major Capital Projects but with a cost of $500,000 or more.

10.0.2.5 Building Demolitions

The System shall consider the environmental and historical aspects of any proposed demolitions. The State Board shall approve all demolition requests. The System shall develop and maintain procedures for the preparation and review of demolition requests, including any necessary reviews by the Department of Historic Resources and the Art and Architectural Review Board in accordance with State historic preservation requirements generally applicable to capital projects in the Commonwealth. Provided, however, that general laws applicable to State owned property shall apply to any property that was acquired or constructed with funding from a general fund appropriation or proceeds from State Tax Supported Debt.

10.0.2.6 Renovations (Gov.)

Major permanent repairs, replacements and improvements to existing buildings and installations which are estimated to have a total aggregate cost of $1,000,000 or more must be classified as capital outlay expenditures. Renovation, replacement and improvement requests less than $1,000,000 must be included if general fund support is requested. Such anticipated expenditures should be included within capital outlay budget proposals.

10.0.2.7 Equipment

10.0.2.7.0 Basic Policy (Code of Virginia)

Capital outlay projects for Educational and General Major Capital Projects as approved by the Legislature may include State funding to equip new buildings.
10.0.2.7.1 Movable Furnishings and Equipment (C)

The college president is responsible for specifying movable furnishings and equipment within the approved budget shall be determined by specialists in the System Office in consultation with college personnel. These needs must be coordinated by local college personnel with specialists in the System Office, as well as other applicable State agencies. Movable furnishings and equipment shall be bid competitively under established State bidding standards.

10.0.2.7.2 Auxiliary Enterprise Equipment (SB)

10.0.2.7.2.0 Food Service Equipment

Food service programs in a college normally fall into one of the following categories:

a. Educational purposes only - It is permissible for kitchen and food service equipment to be provided from State funds.

b. Self-supporting auxiliary operation - Kitchen and food service equipment should be provided from non-State funds.

c. A combination of (a) and (b) - The cost of kitchen equipment should be prorated between the educational and auxiliary enterprise categories.

10.0.2.7.2.1 Other Auxiliary Enterprise Equipment

Any other enterprise equipment such as for bookstore operations should be provided from non-State funds.

10.0.2.8 Project Inspector (C)

The college president must recommend Each project must have an experienced, competent full-time building construction inspector to assure that the project is built in accordance with plans, specifications, and contract documents. Selection and Employment of the inspector is subject to approval of the System Office in consultation with college personnel. When construction is of a minor nature, in that it is below the dollar threshold to qualify as a Major Capital Project, the requirement for a project inspector may be waived and a qualified member of the college or System staff may be appointed with the approval of the Associate Vice Chancellor for Facilities Management Services to serve as a part-time inspector.
10.1 REAL ESTATE

10.1.0 Basic Policy (SB)

The college board is responsible for providing sufficient land acceptable to the State Board for the initial establishment of the college and for future expansion. Normally, 100 acres is the minimum area for a campus site, except in certain urban areas.

10.1.1 Ownership (Code of Virginia)

a. Ownership is vested in the Commonwealth of Virginia, State Board for Community Colleges. No deed to land may be accepted without the approval of the State Board and the Governor as provided by State law. Deeds must be secured, recorded in the local court, and the original recorded deed and title insurance covering the land submitted to the System Office. All deeds must be approved by the Attorney General's Office.

b. The State Board shall approve the sale or any other disposition of any building or land. Disposition of land or buildings, the acquisition or construction of which was funded entirely or in part by a general fund appropriation or proceeds from State Tax Supported Debt, shall require both State Board approval and other approvals in accordance with general law applicable to State-owned property and with the System's enabling legislation.

c. Unless otherwise directed by the Governor or the General Assembly, proceeds from the sale of State Board for Community Colleges owned real property accrue to the local funds of the community college represented by the sale of the real property. The local college board shall develop a plan, to be approved by the State Board for Community Colleges, for use of the proceeds from the sale of real property owned by the State Board for Community Colleges. Investment and management of the proceeds shall be the responsibility of the local college board and the college administration. Investment and management of the funds shall be governed by existing policies of the Commonwealth of Virginia and the State Board for Community Colleges addressing the management and investment of local funds. The local college board and the college administration are encouraged to utilize the proceeds from the sale of real property and the earnings on the funds for future capital or site improvements and/or to benefit the general student population. The local college board and the college administration are encouraged to invest the funds so that proceeds from such an investment may continue to benefit students and the college in the future.
10.1.2 Building or land acquisitions

Capital projects involving building or land or other significant real estate interest acquisition (e.g., air rights, condominium units, and the like) shall be subjected to thorough inquiry and due diligence prior to closing on the acquisition of such real property. The System shall ensure that a review and analysis of all pertinent matters relating to the acquisition of buildings and land will be provided as any prudent purchaser would perform to the end that any building or land acquired by the System shall be suitable for its intended purpose, that the acquisition can be made without substantial risk of liability to the System or the Commonwealth and that the cost of the real property to be acquired, together with any contemplated development thereof, shall be such that compliance with the State Board capital outlay project authorization process is achieved. The System also shall ensure that, where applicable to do so, the following specific policies pertaining to the acquisition of buildings, land, or other significant real estate interests for capital projects are carried out.

a. The System shall reasonably cooperate with each locality affected by the acquisition. Such cooperation shall include but not be limited to furnishing any information that the locality may reasonably request and reviewing any requests by the locality with regard to any such acquisition. The System shall consider the zoning and comprehensive plan designation by the locality of the building or land and surrounding parcels, as well as any designation by State or federal agencies of historically or archeologically significant areas on the land. Nothing herein shall be construed as requiring the System to comply with local zoning laws and ordinances.

b. The System shall ensure that, in the case of capital projects involving the acquisition of buildings or land, VCCS procedures will provide for a review of the following matters prior to acquisition of the building or land: that any land can be developed for its intended purpose without extraordinary cost; that an environmental engineer has been engaged by the System to provide an assessment of any environmental conditions in the building or on the land; that there is adequate vehicular ingress and egress to serve the contemplated use of the building or land; that utilities and other services to the land are adequate or can reasonably be provided or have been provided in the case of building acquisitions; that the condition and grade of the soils have been examined to determine if any conditions exist that would require extraordinary site work or foundation systems; and that the purchase cost is reasonable in relationship to the value of the property.

c. An American Land Title Association/American Congress on Surveying & Mapping (ALTA/ACSM) land survey shall be prepared for any real property acquired, and an examination of title to the real property shall be conducted by a licensed attorney or, in the alternative, a commitment for title insurance shall be procured from a title insurance company.
authorized to do business in the Commonwealth. Based upon the survey and title examination or report, the System shall conclude, prior to acquisition of the real property, that title thereto will be conveyed to the System in fee simple, free and clear of all liens, encumbrances, covenants, restrictions, easements, or other matters that may have a significant adverse effect upon the System’s ability to own, occupy, convey, or develop the real property.

d. An appraisal conforming to the Uniform Standards of Professional Appraisal Practice promulgated by the Appraisal Foundation shall be conducted of the real property to be acquired to determine its fair market value and the consistency of the fair market value with the price agreed upon by the System. For properties with an estimated value of $1 million or more, the appraisal conducted shall be reviewed by a qualified appraiser in accordance with the Uniform Standards of Professional Appraisal Practice promulgated by the Appraisal Foundation.

10.2 MAINTENANCE AND OPERATIONS (GOV & SB)

10.2.0 The purpose of this section is to outline policies which guide VCCS personnel in maintaining facilities.

10.2.0.0 General Codes and Standards

a. Work on buildings or structures must conform to the requirements of the Virginia Uniform Statewide Building Code (VUSBC). The Code of Virginia, §36-98.1, designates the Department of General Services, acting through its Division of Engineering and Buildings (DEB), as the Building Official for state owned buildings and structures and makes DEB responsible for enforcement of the VUSBC. DEB has a Building Permit Policy for Construction of State Owned Buildings & Structures which sets forth the rules and guidelines for determining when a permit is required for work on state property. The only work that does not require a building permit is ordinary repairs and maintenance which are not regulated by the VUSBC and which would replace in kind materials and equipment with that of similar characteristics in the same location.

b. The DEB Building Permit Policy includes the ability to obtain an Annual Permit on certain types of work as follows:

1. For projects limited to the addition, removal, alteration, or relocation of all, or part, of a Means of Egress, Exit Requirements, or Fire Rated Assembly, DEB requires construction documents that are signed and sealed by a registered architect or engineer and review and approval of the Regional Fire Marshal is required.

2. For projects limited to the addition, removal, alteration, or relocation of any wall or partition, site improvements
limited to parking lots and roads, fences, and other work regulated by the VUSBC, roof replacement projects where the scope of work is limited to the replacement of more than 25 percent of an existing roof covering. DEB requires construction documents that are prepared under the supervision of and signed by a registered architect or engineer.

3. For projects limited to alteration or relocation of HVAC, electrical, plumbing, gas piping, fire sprinkler, fire suppression and fire alarm systems, DEB requires construction documents. For asbestos abatement, construction documents must be prepared and signed by a licensed asbestos designer.

c.b. The State Board for Community Colleges may grants authorization to its community colleges to request Annual Permit from the Division of Engineering and Buildings. College requests must include all documentation required by DEB. The request must be submitted by the College President to the Chancellor for approval, and for subsequent submission to DEB for approval. The college representative responsible to the State Building Official must be a registered architect or engineer on the college staff.

d.c. An Annual Permit Activity Report, as of June 30, listing work initiated under the Annual Permit is required to be submitted each year to the Virginia Community College System Facilities Management Services office. This report will be presented to the State Board for Community Colleges at its July meeting for approval and subsequent submission to the State Building Official by July 31 of each year. If appropriate documentation is not maintained and/or appropriate enforcement of VUSBC and State Board standards are not maintained by a college, its Annual Permit authority will be withdrawn.

10.2.0.1 Responsibilities

Each college president is responsible for maintenance of college facilities including allocation of adequate resources for maintaining and safeguarding buildings and grounds in accordance with State and VCCS policies.

10.2.0.2 Reporting and Auditing the Condition of Facilities

a. All required reports regarding facilities shall be submitted by the colleges to the Facilities Management Services Office for review, consolidation, appropriate internal action, and forwarding to the issuing authorities.

b. A full Facility Condition Assessment should be completed for all college facilities in accordance with the
Commonwealth of Virginia Facility Inventory Condition and Assessment System (FICAS Manual), as revised. An evaluation short of a full condition assessment is allowed if a facility is less than 10 years old, less than 2,500 gross square feet, the facility is small or specialized in nature, or any facility with a temporary occupancy permit or any structure which does not require a building permit.

c. While a full facility condition assessment is the preferred method for collecting facility data, the VFA Auditor tool may be used to conduct a condition assessment on any building that needs to be recorded in FICAS. Use of the Auditor tool is the minimum requirement for a condition assessment.

d. Information on required facilities must be maintained on the Facility Inventory Condition and Assessment System (FICAS) since that is the tool used by the Department of Planning and Budget to evaluate maintenance and capital outlay funding requests.

e. On a schedule developed by the System Office, colleges will report with their maintenance requirements in the level of detail required to initiate designs for contracts. These reports are to provide the principal support for seeking maintenance reserve funding and for the annual Facilities Report to the State Board. The reports must include all identified deficiencies such as safety, fire, and health problems which have been noted by outside inspection agencies, including the Fire Marshal, OSHA, and Department of Health.

f. The annual self-appraisal (semi-annual for roofs) shall be conducted by persons qualified to assess the condition and the remaining useful life of roof systems. This activity may be performed by outside experts.

10.2.0.23 Facilities Report

As part of the submittal of the Six Year Capital Plan, the State Board shall be provided a consolidated report on condition of facilities under the control of the State Board. The report shall include a plan to accomplish the identified needs.

10.2.0.34 Maintenance Standards

Minimum acceptable standards for facilities maintenance management are outlined below.
10.2.0.4.0 **Organization**

Each college must develop an organization structure clearly defining responsibility/authority for the maintenance of all permanent facilities under its control. Individuals responsible should be technically competent through experience, education, certification, and the like to discharge their assignments. Colleges without technically qualified facility maintenance managers may choose to retain such experts under contract.

10.2.0.4.1 **College Policy**

A clearly defined written Facility Maintenance Program stating maintenance policy best suited to obtaining the goals and objectives of the Capital Outlay Manual is required. The program's intent should be aimed at extending asset life expectancy and reducing cost while assuring a functionally safe and well-maintained facility plant.

Maintenance programs may be formal or informal and performed by employees or provided by service contracts. Facility maintenance programs can be manual or computerized but every college must have a maintenance program.

10.3 **OFF-CAMPUS SITE OFFERINGS AND LEASED REAL PROPERTY**

10.3.0 **Introduction and Purpose – Off-Campus Site Offerings**

The purpose of this section is to outline policies which guide VCCS personnel in establishing off-campus sites. Activities governed by this subsection 10.3.0requirement are those at locations not contiguous to the main campus of the institution where credit or non-credit offerings are provided and for which full-time, part-time, or resident staff are employed unless specific appropriations identifying the additional activities have been made.

If the off-campus site is an employee’s primary work location and the employee provides administrative or student services support such as counseling and financial aid at the off-campus site, the employee is considered resident staff.

10.3.0.1 **General Codes and Standards**

Occupancy and control of the use of space is considered an acquisition of real property and as such is governed by the guidelines promulgated by the Department of General Services for leases and by the State Board for
Community Colleges policy for off-campus site offerings, as delegated to the State Board by the Appropriation Act.

10.3.0.2 Authority

Unless otherwise stated below, authority is delegated to the college presidents to establish off-campus sites in accordance with leasing guidelines promulgated by the Department of General Services.

State Board approval is required when a college establishes an off-campus site of 10,000 square feet or more at which classes are offered and support service staff are resident.

The Chancellor’s approval is required when a college establishes an off-campus site of 10,000 square feet or more at which classes are offered but support service staff are not resident.

The Chancellor’s approval is required when a college establishes an off-campus site in excess of 2,500 but less than 10,000 square feet at which classes are offered and support service staff are resident.

The Chancellor’s approval is required when a college establishes any off-campus site involving a Foundation.

The Chancellor or State Board’s approval is required when a previously established off-campus site expands and such expansion would cause the 2,500 or 10,000 square foot threshold to be exceeded, or if support service staff become resident and the requisite approvals cited above have not been received.

10.4 LEASEHOLD INTEREST IN REAL PROPERTY

10.34.10 Introduction and Purpose

The purpose of this subsection 10.3.1 is to outline polices which guide VCCS personnel in leasing interests in real property.

10.34.10 General Leasing Codes and Standards

All leasing of real property must follow approval procedures set forth by the VCCS Operating and Income Lease Policy Manual, as such manual may be amended from time to time.

10.34.10 Responsibilities

Once appropriate approvals have been received relative to the establishment of an off-campus site, the responsibility for leasing real property is delegated to the Presidents by the State Board.
10.4.0.2 Leases Requiring State Board Approval

Colleges may not enter into any capital lease, as defined by the Department of Planning and Budget, without prior approval of the State Board for Community Colleges.

10.4. EASEMENTS

10.4.0 Introduction and Purpose

The purpose of this section is to outline policies which guide VCCS and college personnel in granting or obtaining easements, rights of way, use rights, and rights of entry to real property.

10.4.0.0 General Standards

All easements, rights of way, use rights, and rights of entry are governed by the VCCS Conveyance and Acquisition of Easements Policy Manual, as such manual may be amended from time to time.

10.4.0.1 Responsibilities

Once appropriate approval has been received relative to the matters covered by this policy section 10.5, the responsibility for granting or receiving easements is delegated to the Chancellor by the State Board.

10.4.0.2 Easements Requiring State Board Approval

The VCCS may not enter into any easement, without prior approval of the State Board for Community Colleges. Lesser use rights, including temporary rights of entry, may be entered into by a college or the System only with the prior approval of the Associate Vice Chancellor for Facilities Management Services.

10.5. ALTERNATIVE METHODS OF PROCUREMENT FOR CONSTRUCTION

10.5.0 Introduction and Purpose

The purpose of this section is to outline policies which guide VCCS and college personnel in allowing for alternative methods to low bid selection for certain capital outlay procurement.

10.5.0.0 General Standards

All proposed alternative capital outlay procurement methods are governed by the VCCS Alternative Methods of Procurement for Construction Policy Manual, as such manual may be amended from time to time.
10.5.0.1 Responsibilities

The responsibility for selection of alternative methods of capital outlay procurement is delegated pursuant to the VCCS Alternative Procurement Methods Policy Manual, as amended from time to time.

10.65. REPORTING REQUIREMENTS

In addition to complying with any internal reporting systems contained in the System’s project management systems, the System shall comply with State reporting requirements for those Major Capital Projects funded entirely or in part by a general fund appropriation or proceeds from State Tax Supported Debt. Additionally, if any capital project constructs improvements on land, or renovates property, that originally was acquired or constructed in whole or in part with a general fund appropriation for that purpose or proceeds from State Tax Supported Debt, and such improvements or renovations are undertaken entirely with funds not appropriated by the General Assembly and, if the cost of such improvements or renovations is reasonably expected to exceed $2 million dollars, the decision to undertake such improvements or renovations shall be communicated as required by §23-38.109C.3 of the Restructuring Act. As a matter of routine, the System shall report to the Department of General Services on the status of such capital projects at the initiation of the project, prior to the commencement of construction, and at the time of acceptance of any such capital project.
Section 10

PHYSICAL FACILITIES

10.0 PLANNING AND CONSTRUCTION

10.0.0 Introduction and Purpose

The purpose of this section 10.0 is to guide VCCS personnel in planning and developing capital outlay projects.

a. This Policy describes the responsibilities of the State Board for Community Colleges, the Chancellor, Community College Presidents, and System Office staff for the planning, development, construction and maintenance at VCCS college and System facilities.

b. This Policy shall govern the planning and budget development for the System’s capital projects, capital project authorization, and the implementation of capital projects, whether funded by a general fund appropriation, proceeds from State Tax Supported Debt, or funding from other sources, and shall govern:

1) the process for developing one or more capital project programs for the System;

2) authorization of new capital projects;

3) procurement of Capital Professional Services and construction services;

4) design reviews and code approvals for Capital Projects and other construction projects;

5) environmental impact requirements;

6) building demolitions;

7) building and land acquisitions;

8) building and land dispositions;

9) project management systems; and

10) reporting requirements.

c. This Policy sets forth the post-legislative authorization system of reviews, approvals, policies and procedures governing Capital Projects at all Community Colleges, and the System offices within the Commonwealth, and also the traditional preauthorization approval process for projects funded entirely with nongeneral funds and without any proceeds from State Tax Supported Debt.
As used in this Policy, the following terms shall have the following meanings, unless the context requires otherwise:

a. “Auxiliary Enterprise” means an enterprise that exists to furnish goods or services to VCCS students, faculty, staff, other institutional departments, or incidentally to the general public, and charges a fee directly related to, although not necessarily equal to, the cost of the goods or services. The distinguishing characteristic of an auxiliary enterprise, as opposed to an Educational & General (E&G) facility is that it is managed to operate as a self-supporting activity. Over time, the revenues will equal or exceed the expenses, although in any individual year there may be a deficit or a surplus. Examples are residence halls, food services, intercollegiate athletics (only if essentially self-supporting), college stores, faculty clubs, parking, and faculty housing. Student health services, when operated as an auxiliary enterprise, also are included. Hospitals, although they may serve students, faculty, or staff, are classified separately because of their financial significance.

b. “Capital Professional Services” means professional engineering, architecture, land surveying and landscape architecture services related to capital and other construction projects.

c. “Capital Lease” shall have the common meaning attributable to it under generally accepted accounting principles. Typically, a capital lease is one that meets one or more of the following criteria, meaning it is classified as a purchase by the lessee: the lease term is greater than 75% of the property's estimated economic life; the lease contains an option to purchase the property for less than fair market value; ownership of the property is transferred to the lessee at the end of the lease term; or the present value of the lease payments exceeds 90% of the fair market value of the property.

d. “Capital Project” means the acquisition of any interest in land, including improvements on the acquired land at the time of acquisition, new construction, and improvements or renovations when the total project cost exceeds $500,000. The term shall not include any capital lease.

e. “Enabling Legislation” means those chapters, other than Chapter 4.10 (§ 2338.88 et seq.), of the Code of Virginia, as amended, creating, continuing, or otherwise setting forth the powers, purposes, delegated authorities and missions of the individual public institutions of higher education of the Commonwealth.

f. “Major Capital Project” means the acquisition of any interest in land, including improvements on the acquired land at the time of acquisition, new construction of 5,000 square feet or greater or
costing $1 million or more, and improvements or renovations of $1 million or more. The term shall not include any capital lease.

g. “Master Site Plan” shall mean such land use plans required to be prepared and updated by Commonwealth agencies pursuant to the Code of Virginia and State Board policy, as amended.


i. "State Tax Supported Debt" means bonds, notes, or other obligations issued under Article X, Section 9(a), 9(b), 9(c), or 9(d), if the debt service payments are made or ultimately are to be made from general government funds, as defined in the December 20, 2004, Report to the Governor and General Assembly of the Debt Capacity Advisory Committee or as that definition is amended from time to time.

10.0.0.2 General Codes and Standards

All construction, alterations, or renovations of community college facilities must meet applicable Federal and State codes and standards, and follow, where required, the guidelines and procedures established by the State Council for Higher Education (SCHEV), the Department of Planning and Budget (DPB), the Department of General Services (DGS), and other regulatory authorities as applicable. Where appropriate, the Attorney General's Office will be consulted.

10.0.0.3 Responsibilities

a. The Chancellor shall at all times be fully and ultimately accountable to the State Board for Community Colleges for the proper fulfillment of the duties and responsibilities set forth in, and for the appropriate implementation of this Policy.

b. Subsequent to the approval of the State Board, the responsibility for planning the expansion of existing colleges and the addition of new campuses is delegated to the Chancellor by the State Board. This responsibility is implemented jointly by personnel from colleges and the System Office.

c. VCCS Facilities Management Services, in close liaison with the local community college designee, is responsible for coordinating reviews and approvals of master site plans and capital outlay projects.

10.0.0.4 Actions Requiring State Board Approval

It is the expressed direction that the State Board for Community Colleges will be informed as early as practicable on matters that pertain to construction of any nature on a community college campus.

Approval of the State Board must be gained for the following:
a. The Six Year Capital Outlay Plan for the Community Colleges;

b. Approval of the establishment and acquisition of new campuses, including the naming of new campuses as detailed in Section 2A.IX.D.7.c of the VCCS Policy Manual;

c. Acquisition or conveyance of title to community college real property including exchanges;

d. Capital leases, which are also subject to further approval of the General Assembly and appropriate state agencies;

e. Master Site Plans;

f. Proposed construction of new building space which is not covered under capital outlay;

g. Entering into any arrangement including proposed debt to support any capital project;

h. Entering into any project expected to be established through the processes of the Public-Private Education and Infrastructure Act of 2002 (PPEA), as amended;

i. Preplanning Studies or Schematic Plans when Preplanning Studies are not required;

j. Any activity which would substantially affect the appearance of a campus, including demolition of any building, renovation of the exterior of any building, the construction of any site improvements including, but not limited to, parking lots, walls, fences, entrance signs, tennis courts, gazebos, moveable buildings, and other outdoor physical education areas;

k. Any other commitment which would have substantial impact on the real property of the VCCS;

l. Any litigation proposed on behalf of the VCCS or initiated against the VCCS relative to construction or real estate; and

m. Any project requiring an increase in student fees. Guidelines for making such a submission will be available through the office of the Vice Chancellor for Administrative Services.

10.0.1 Capital Outlay Planning

10.0.1.0 Basic Policy

a. The Chancellor, acting through his designee, shall be responsible for the overall capital outlay planning for the Virginia Community College System. The Associate Vice Chancellor or its
designee or designees shall have obtained a Virginia Construction Contracting Officer designation from the Bureau of Capital Outlay Management of the Department of General Services and at least one designee shall be an architect or engineer licensed to practice in the Commonwealth.

b. The Board may approve amendments to the program for Major Capital Projects annually or more often if circumstances warrant.

c. The Associate Vice Chancellor shall periodically report to the Board a listing of all non-capital projects planned for construction on a college campus, regardless of project amount and source of funds. The inclusion of a project on a periodic list or report does not constitute a request for Board approval of such project and Board review of such report or list does not constitute approval of the projects therein.

d. Requests for college specific line item appropriations, maintenance reserve funds, and all other blanket/umbrella appropriations; and

e. Contract awards for any construction projects with a contract price exceeding the authorized construction estimate by the greater of 10 percent or $100,000 or where a minimum of two (2) bids are not received.

10.0.1.1 Guides and Standards

Basic guidance for planning and developing capital outlay projects are outlined in the manuals, directives, and procedures issued by the VCCS, the Department of Planning and Budget, the Department of General Services, or other agencies as required, including without limitation the VCCS' Construction & Professional Services Manual (CPSM).

10.0.1.2 Master Site Planning

a. A Master Site Plan (MSP) is required for each community college campus and must be approved by the State Board. Once a master site plan has been approved, any changes in location, size, or use of buildings or other facilities shall be similarly approved.

b. Significant changes recommended in locations of buildings, other constructed facilities or land use must be incorporated as revisions to the MSP and resubmitted for recommendation by the college board and approval of the State Board.
c. Board approval of an MSP is for planning purposes only and does not constitute Board approval of any specific building, construction project, schematic design, structure, building demolition, improvement or program concept and does not establish policy for authorization of any construction projects. The programmatic and policy issues relating to master plan projects must be addressed through established review processes.

10.0.1.3 General Policies for Funding, Construction, and Maintenance of Site Development and Parking and Other Nongeneral Fund Projects

a. Expenditures for land acquisition, site preparation beyond five feet from a building, and the construction of additional outdoor lighting, sidewalk, outdoor athletic and recreational facilities, and parking lots in the Virginia Community College System shall be made only from appropriated federal funds, Trust and Agency funds, including local government allocations or appropriations, or the proceeds of indebtedness authorized by the General Assembly.

b. Unless expressly and specifically permitted otherwise by the State Board, funding for the construction of a new workforce center shall include at least $1,000,000 in additional nongeneral funds for the construction of this building. Funding requirements for site costs identified in the section above apply to workforce centers as well.

c. Auxiliary Enterprise projects under state policy must be constructed, operated, and maintained using non-state funds. This includes, without limitation, projects for dining, parking, bookstore, student housing, athletics facilities, day care centers, and student center facilities.

d. Parking is to be operated as an auxiliary enterprise by all colleges and must be operated in accordance with Section 4.3.1.5 of the VCCS Policy Manual.

e. Expenditures for maintenance, replacement, and repair of outdoor lighting, sidewalks, and other infrastructure facilities may be made from any appropriated funds. Auxiliary enterprise funds may be used for site improvements other than for construction and maintenance of parking facilities when approved by the college board and the State Board for Community Colleges (see Section 4.3.1.5 of the VCCS Policy Manual).

f. Expenditures for operations, maintenance, and repair of Auxiliary Enterprise facilities should be from nongeneral funds. However, this condition shall not apply to any indoor recreational facility existing as of July 1, 1988.
g. Prior to the award of a capital project design contract, the college must demonstrate the availability of the local funds required to complete the capital project in the VCCS Local Commitment letter. The college president, or designee, and the chairman of the college board must certify this requirement to the VCCS Chancellor.

Prior to the awarding of a contract to initiate planning, design or construction phase services, or modifications to an existing contract, that is funded in whole or in part from non-general funds (trust & agency/local/private gifts/auxiliary) pursuant to the requirements of this section, such non-general funds required for each phase, must be on deposit either in the State Treasury or in local college accounts under the control of the local college board as authorized by the State Board for Community Colleges. The college must maintain all non-general funds held locally in dedicated local departments that clearly identify the project in the VCCS Administrative Information System. The VCCS will not execute contracts or process expenditure invoices requiring non-general funds until the college demonstrates sufficient cash is on hand per the requirements above.

An exception to these requirements may be made for non-general funds committed to the college under written contract with a college foundation, local and federal governments, or other private donor if the balance of the funds is held in a legally escrowed, separately identified, account for the named project. The arrangement must be pre-approved by the Chancellor and appropriate documentation provided to validate the availability of funds. Funds held under escrow must still be transferred to the college and reflected in accordance with the requirements above prior to having a related invoice processed. In case of funding from localities with regard to site development, exceptions to this policy may be granted by the Chancellor.

h. On-site campus roads shall be designed to meet requirements of the Virginia Department of Transportation (VDOT). Approval of plans should be secured in writing from the Resident Engineer to allow acceptance of the road into the State highway system for maintenance purposes. When on-site campus roads do not connect with State maintained highways, but into city streets, it is desired that the VDOT or appropriate locality remains responsible for the on-site road maintenance. The VDOT may arrange to have such maintenance performed by the city.

10.0.1.4 Development of Capital Outlay Plan and Capital Projects

10.0.1.4.0 Basic Policy

Reviews of requests for capital outlay projects to meet space needs are the joint responsibility of a number of agencies: individual colleges, the VCCS, the State Board, SCHEV, the
Department of General Services’ Division of Engineering and Buildings (DEB), the Department of Planning and Budget, the Governor’s Office, and the Legislature. The sequence for developing capital outlay plans and project requests is outlined in the subsection which follows.

10.0.1.4.1 Sequence for Capital Outlay Requests

a. Based upon guidance from central agencies, the System Office issues to each institution a complete package of documents.

b. The System Office thoroughly reviews all completed space guides and capital outlay requests submitted by each college. The review includes checking to ensure that space needs and requests have been prepared in conformity with established guides. Discrepancies are called to the attention of appropriate college personnel and corrected.

c. Following correct completion of all capital outlay requests, the State Board establishes priorities for VCCS capital outlay projects and approves a Six Year Plan.

d. Any projects to be funded with non-general funds should have the sources of funds clearly identified in the submission along with preliminary information regarding any student fee increases that may be needed. Approval of financial feasibility studies and approval of the student fees by the State Board will be required before a project approved by the General Assembly may proceed.

e. The capital outlay requests with priorities are then submitted by the Chancellor to the Governor for consideration for the State Six Year Plan according to instructions issued by the Department of Planning and Budget.

10.0.1.4.2 Priorities for Types of Facilities

a. For new construction projects, the State Council of Higher Education has standard formulas that guide the analysis of whether additional space is needed at a college. The formulas are basically enrollment driven, with the exception of library and public service space.

1. Requests for new space are generally required to be 100% space guideline justified in the biennium in which they were recommended although the State Board may make exceptions when justified on the basis of a programmatic or other compelling need.

2. For the purposes of determining whether new construction is needed, estimated enrollment growth factors shall be used in the analysis.

3. In addition to the use of state space need guidelines, VCCS strategic plan priorities are to be used as a component of the
review and recommendation of priorities. New construction requests with high space justification are typically prioritized ahead of renovation projects (in order to provide access). Instructional space needs are typically prioritized ahead of administrative support space needs (focus on instruction and learning). Workforce development facilities, when justified, place high in the priorities as well.

b. For renovation projects, the Facilities Condition Index should be a primary but not the sole component of setting renovation project priorities. Significant components related to continued operation of the facility, such as heating and cooling systems, electrical systems, roofing, windows, doors and plumbing systems, shall be highly considered as well as projects tied to updating laboratories and other instructional facilities, particularly those projects to address high priority programmatic needs, more efficiently utilize existing space, or address large space deficits.

c. Renovation project requests are generally considered to have merit and are typically included on the recommended projects list as long as the building is entered into the Facility Inventory Condition and Assessment System (FICAS) with the appropriate Facility Condition Assessment. Non-general fund projects may be included on the list pending further review of fund source information, particularly for debt related projects to be funded by student fees.

d. Approval of requests for new campuses will be predicated on receipt and approval by the State Board of feasibility studies from the requesting college.

10.0.1.5 General Design Criteria for Capital Projects

The following general design criteria shall be considered:

a. Economy of maintenance and operation;

b. Functional and economic siting and building interior configuration;

c. Unit costs for similar projects;

d. Efficiency of design, with regard to common-use areas, such as hallways and lobbies, and in placement of plumbing, heating, ventilating, and cooling systems (ratio of assignable area to gross area of a building);

e. Relationship between the number of floors in a building and the availability of land;

f. Generally accepted architectural/ engineering standards;

g. Harmonious integration of the new facility with the architectural environment;

h. Energy efficiency;
i. Longevity; and
j. Sustainability

10.0.2. Project Management

10.0.2.0 Basic Policy

The State Board shall authorize the initiation of each Capital Project and Major Capital Project by approving its size, scope, budget, and funding. Capital and Major Capital Projects that are to be funded entirely or in part by a general fund appropriation or proceeds from State Tax Supported Debt, shall require both State Board approval and those pre-appropriation approvals of the State’s governmental agencies when applicable, and shall follow the State’s process for capital budget requests.

Accordingly, the budget, size, and scope of a capital project shall not be materially changed beyond the plans and justifications that were the basis for the capital project’s approval, either before or during construction, unless approved in advance as described above. Minor changes shall be permissible if they are determined by the Chancellor or his designee to be justified. Major Capital Projects may be submitted for State Board authorization at any time but must include a statement of urgency if not part of the approved Major Capital Project program.

10.0.2.1 Architects and Engineers

10.0.2.1.0 Basic Policy

The policy of the State Board is to select an architectural/engineering firm based upon the recommendation of the college building committee, college board, college staff, and the staff of the System Office.

10.0.2.1.1 Selection of Architects

Architects and engineers shall be selected in accordance with Procedures contained in the VCCS Construction and Professional Services Manual (CPSM).

The Building Committee (A/E Selection Panel) shall include at least one member from the System Office and others appointed by the college president including: a college business representative; the head of the department which will be the principal occupant; the Head of the Buildings and Grounds Department; and local board members as considered appropriate.

The Building Committee shall fulfill the roles contained in the CPSM and shall appoint a member to act as coordinator for the committee.

10.0.2.1.2 Owner - Architect Relationship

Orders changes in scope and directives to Architects and Engineers shall flow only through the System Office program manager and the architect/engineer.
10.0.2.1.3 Responsibilities

The Associate Vice Chancellor for Facilities Management Services (AVCFMS) shall serve as Contracting Officer for all capital outlay design and construction. Assistance shall be provided by the college Building Committee in the functional design. During the bidding, contract award and construction phases, only the AVCFMS or his designee shall act on behalf of the owner.

10.0.2.2 Procurement of Capital Professional Services and Construction Services

a. With regard to the procurement of Capital Professional Services, Capital Projects, and Major Capital Projects, the System elects to have all such procurements be governed by the Virginia Public Procurement Act (§ 2.2-4300 et seq.) of the Code of Virginia.

b. The System shall utilize procedures for the procurement of Capital Professional Services and Construction Services set forth in the Construction and Professional Services Manual (CPSM) including revisions issued. The procedures provide for:

1. Competitive negotiation for Capital Professional Services, including a procedure for expedited procurement of Capital Professional Services under $50,000, pursuant to current rules and Acts;

2. A prequalification procedure for contractors or products;

3. Procedures for special construction contracting methods, including but not limited to design build and construction management contracts (Also, see VCCS Alternative Methods of Procurement for Construction Policy Manual); and

4. A prompt payment procedure.

c. The System also may enter into cooperative arrangements with other private or public health or educational institutions, healthcare provider alliances, purchasing organizations, or state agencies where, in the judgment of the System, the purposes of this Policy will be furthered.

d. In accordance with its Small, Women, and Minority (SWaM) plan, the System will proactively promote the eligibility and inclusion of SWaM vendors in its procurement opportunities.

10.0.2.3 Design Reviews and Code Approvals

a. The State Board shall review the design of all capital projects and shall provide final capital project authorization based on the size, scope, and cost estimate provided with the design. Unless stipulated by the State Board at the design review, no further design reviews shall be required. All capital projects shall be designed and constructed in accordance with
applicable Virginia Construction Code (VCC) standards and the applicable accessibility code.

b. For purposes of building code compliance, the System will continue to use the services of the Department of General Services, Division of Engineering and Buildings.

10.0.2.4 Environmental Impact Reports and Impact to Historic Structures

The System shall assess the environmental, historic preservation and conservation impacts of all capital projects as required by state law.

10.0.2.5 Building Demolitions

The System shall consider the environmental and historical aspects of any proposed demolitions. The State Board shall approve all demolition requests. The System shall develop and maintain procedures for the preparation and review of demolition requests, including any necessary reviews by the Department of Historic Resources and the Art and Architectural Review Board in accordance with State historic preservation requirements generally applicable to capital projects in the Commonwealth. Provided, however, that general laws applicable to State owned property shall apply to any property that was acquired or constructed with funding from a general fund appropriation or proceeds from State Tax Supported Debt.

10.0.2.6 Renovations

Major permanent repairs, replacements and improvements to existing buildings and installations which are estimated to have a total aggregate cost of $1,000,000 or more must be classified as capital outlay expenditures. Renovation, replacement and improvement requests less than $1,000,000 must be included if general fund support is requested. Such anticipated expenditures should be included within capital outlay budget proposals.

10.0.2.7 Equipment

10.0.2.7.0 Basic Policy

Capital outlay projects for Educational and General Major Capital Projects as approved by the Legislature may include State funding to equip new buildings.

10.0.2.7.1 Movable Furnishings and Equipment

The specifying of movable furnishings and equipment within the approved budget shall be determined by specialists in the System Office in consultation with college personnel. Movable furnishings and equipment shall be bid competitively under established State bidding standards.
10.0.2.7.2 **Auxiliary Enterprise Equipment**

10.0.2.7.2.0 **Food Service Equipment**

Food service programs in a college normally fall into one of the following categories:

a. Educational purposes only - It is permissible for kitchen and food service equipment to be provided from State funds.

b. Self-supporting auxiliary operation - Kitchen and food service equipment should be provided from non-State funds.

c. A combination of (a) and (b) - The cost of kitchen equipment should be prorated between the educational and auxiliary enterprise categories.

10.0.2.7.2.1 **Other Auxiliary Enterprise Equipment**

Any other Auxiliary Enterprise equipment should be provided from non-State funds.

10.0.2.8 **Project Inspector**

Each project must have an experienced, competent full-time building construction inspector to assure that the project is built in accordance with plans, specifications, and contract documents. Selection and employment of the inspector is subject to approval of the System Office. When construction is of a minor nature, in that it is below the dollar threshold to qualify as a Major Capital Project, the requirement for a project inspector may be waived and a qualified member of the college or System staff may be appointed with the approval of the Associate Vice Chancellor for Facilities Management Services to serve as a part-time inspector.

10.1 **REAL ESTATE**

10.1.0 **Basic Policy**

The college board is responsible for providing sufficient land acceptable to the State Board for the initial establishment of the college and for future expansion. Normally, 100 acres is the minimum area for a campus site, except in certain urban areas.

10.1.1 **Ownership**

a. Ownership is vested in the Commonwealth of Virginia, State Board for Community Colleges. No deed to land may be accepted without the approval of the State Board and the Governor as provided by State law. Deeds must be secured, recorded in the local court, and the original recorded deed and title insurance covering the land submitted to the System Office. All deeds must be approved by the Attorney General's Office.
b. The State Board shall approve the sale or any other disposition of any building or land. Disposition of land or buildings, the acquisition or construction of which was funded entirely or in part by a general fund appropriation or proceeds from State Tax Supported Debt, shall require both State Board approval and other approvals in accordance with general law applicable to State-owned property and with the System’s enabling legislation.

c. Unless otherwise directed by the Governor or the General Assembly, proceeds from the sale of State Board for Community Colleges owned real property accrue to the local funds of the community college represented by the sale of the real property. The local college board shall develop a plan, to be approved by the State Board for Community Colleges, for use of the proceeds from the sale of real property owned by the State Board for Community Colleges. Investment and management of the proceeds shall be the responsibility of the local college board and the college administration. Investment and management of the funds shall be governed by existing policies of the Commonwealth of Virginia and the State Board for Community Colleges addressing the management and investment of local funds. The local college board and the college administration are encouraged to utilize the proceeds from the sale of real property and the earnings on the funds for future capital or site improvements and/or to benefit the general student population. The local college board and the college administration are encouraged to invest the funds so that proceeds from such an investment may continue to benefit students and the college in the future.

10.1.2 Building or land acquisitions

Capital projects involving building or land or other significant real estate interest acquisition (e.g., air rights, condominium units, and the like) shall be subjected to thorough inquiry and due diligence prior to closing on the acquisition of such real property. The System shall ensure that a review and analysis of all pertinent matters relating to the acquisition of buildings and land will be provided as any prudent purchaser would perform to the end that any building or land acquired by the System shall be suitable for its intended purpose, that the acquisition can be made without substantial risk of liability to the System or the Commonwealth and that the cost of the real property to be acquired, together with any contemplated development thereof, shall be such that compliance with the State Board capital outlay project authorization process is achieved. The System also shall ensure that, where applicable to do so, the following specific policies pertaining to the acquisition of buildings, land, or other significant real estate interests for capital projects are carried out.

a. The System shall reasonably cooperate with each locality affected by the acquisition. Such cooperation shall include but not be limited to furnishing any information that the locality may reasonably request and reviewing any requests by the locality with regard to any such acquisition. The System shall consider the zoning and comprehensive plan designation by the locality of the building or land and surrounding parcels, as well as any
designation by State or federal agencies of historically or archeologically significant areas on the land. Nothing herein shall be construed as requiring the System to comply with local zoning laws and ordinances.

b. The System shall ensure that, in the case of capital projects involving the acquisition of buildings or land, VCCS procedures will provide for a review of the following matters prior to acquisition of the building or land: that any land can be developed for its intended purpose without extraordinary cost; that an environmental engineer has been engaged by the System to provide an assessment of any environmental conditions in the building or on the land; that there is adequate vehicular ingress and egress to serve the contemplated use of the building or land; that utilities and other services to the land are adequate or can reasonably be provided or have been provided in the case of building acquisitions; that the condition and grade of the soils have been examined to determine if any conditions exist that would require extraordinary site work or foundation systems; and that the purchase cost is reasonable in relationship to the value of the property.

c. An American Land Title Association/American Congress on Surveying & Mapping (ALTA/ACSM) land survey shall be prepared for any real property acquired, and an examination of title to the real property shall be conducted by a licensed attorney or, in the alternative, a commitment for title insurance shall be procured from a title insurance company authorized to do business in the Commonwealth. Based upon the survey and title examination or report, the System shall conclude, prior to acquisition of the real property, that title thereto will be conveyed to the System in fee simple, free and clear of all liens, encumbrances, covenants, restrictions, easements, or other matters that may have a significant adverse effect upon the System’s ability to own, occupy, convey, or develop the real property.

d. An appraisal conforming to the Uniform Standards of Professional Appraisal Practice promulgated by the Appraisal Foundation shall be conducted of the real property to be acquired to determine its fair market value and the consistency of the fair market value with the price agreed upon by the System. For properties with an estimated value of $1 million or more, the appraisal conducted shall be reviewed by a qualified appraiser in accordance with the Uniform Standards of Professional Appraisal Practice promulgated by the Appraisal Foundation.

10.2 MAINTENANCE AND OPERATIONS

10.2.0 The purpose of this section is to outline policies which guide VCCS personnel in maintaining facilities.

10.2.0.0 General Codes and Standards
a. Work on buildings or structures must conform to the requirements of the Virginia Uniform Statewide Building Code (VUSBC). The Code of Virginia, §36-98.1, designates the Department of General Services, acting through its Division of Engineering and Buildings (DEB), as the Building Official for state owned buildings and structures and makes DEB responsible for enforcement of the VUSBC. DEB has a Building Permit Policy for Construction of State Owned Buildings & Structures which sets forth the rules and guidelines for determining when a permit is required for work on state property. The only work that does not require a building permit is ordinary repairs and maintenance which are not regulated by the VUSBC and which would replace in kind materials and equipment with that of similar characteristics in the same location.

b. The State Board for Community Colleges may grant authorization to its community colleges to request Annual Permit from the Division of Engineering and Building. College requests must include all documentation required by DEB. The request must be submitted by the College President to the Chancellor for approval, and for subsequent submission to DEB for approval. The college representative responsible to the State Building Official must be a registered architect or engineer on the college staff.

c. An Annual Permit Activity Report, as of June 30, listing work initiated under the Annual Permit is required to be submitted each year to the Virginia Community College System Facilities Management Services office.

10.2.0.1 Responsibilities

Each college president is responsible for maintenance of college facilities including allocation of adequate resources for maintaining and safeguarding buildings and grounds in accordance with State and VCCS policies.

10.2.0.2 Facilities Report

As part of the submittal of the Six Year Capital Plan, the State Board shall be provided a consolidated report on condition of facilities under the control of the State Board. The report shall include a plan to accomplish the identified needs.

10.2.0.3 Maintenance Standards

Minimum acceptable standards for facilities maintenance management are outlined below.

10.2.0.4.0 Organization

Each college must develop an organization structure clearly defining responsibility/authority for the maintenance of all permanent facilities under its control. Individuals responsible should be
technically competent through experience, education, certification, and the like to discharge their assignments. Colleges without technically qualified facility maintenance managers may choose to retain such experts under contract.

10.2.0.4.1 College Policy

A clearly defined written Facility Maintenance Program stating maintenance policy best suited to obtaining the goals and objectives of the Capital Outlay Manual is required. The program's intent should be aimed at extending asset life expectancy and reducing cost while assuring a functionally safe and well-maintained facility plant.

Maintenance programs may be formal or informal and performed by employees or provided by service contracts. Facility maintenance programs can be manual or computerized but every college must have a maintenance program.

10.3 OFF-CAMPUS SITE OFFERINGS AND LEASED REAL PROPERTY

10.3.0 Introduction and Purpose – Off-Campus Site Offerings

The purpose of this section is to outline policies which guide VCCS personnel in establishing off-campus sites. Activities governed by this subsection 10.3.0 are those at locations not contiguous to the main campus of the institution where credit or non-credit offerings are provided and for which full-time, part-time, or resident staff are employed unless specific appropriations identifying the additional activities have been made.

If the off-campus site is an employee’s primary work location and the employee provides administrative or student services support such as counseling and financial aid at the off-campus site, the employee is considered resident staff.

10.3.0.1 General Codes and Standards

Occupancy and control of the use of space is considered an acquisition of real property and as such is governed by the guidelines promulgated by the Department of General Services for leases and by the State Board for Community Colleges policy for off-campus site offerings, as delegated to the State Board by the Appropriation Act.

10.3.0.2 Authority

Unless otherwise stated below, authority is delegated to the college presidents to establish off-campus sites in accordance with leasing guidelines promulgated by the Department of General Services.

State Board approval is required when a college establishes an off-campus site of 10,000 square feet or more at which classes are offered and support service staff are resident.
The Chancellor’s approval is required when a college establishes an off-campus site of 10,000 square feet or more at which classes are offered but support service staff are not resident.

The Chancellor’s approval is required when a college establishes an off-campus site in excess of 2,500 but less than 10,000 square feet at which classes are offered and support service staff are resident.

The Chancellor’s approval is required when a college establishes any off-campus site involving a Foundation.

The Chancellor or State Board’s approval is required when a previously established off-campus site expands and such expansion would cause the 2,500 or 10,000 square foot threshold to be exceeded, or if support service staff becomes resident and the requisite approvals cited above have not been received.

### 10.3.1 Introduction and Purpose

The purpose of this subsection 10.3.1 is to outline polices which guide VCCS personnel in leasing interests in real property.

#### 10.3.1.1 General Leasing Standards

All leasing of real property must follow approval procedures set forth by the VCCS Operating and Income Lease Policy Manual; as such manual may be amended from time to time.

#### 10.3.1.2 Responsibilities

Once appropriate approvals have been received relative to the establishment of an off-campus site, the responsibility for leasing real property is delegated to the Presidents by the State Board.

### 10.4.0.2 Leases Requiring State Board Approval

Colleges may not enter into any capital lease, as defined by the Department of Planning and Budget, without prior approval of the State Board for Community Colleges.

### 10.4. EASEMENTS

#### 10.4.0 Introduction and Purpose

The purpose of this section is to outline polices which guide VCCS and college personnel in granting or obtaining easements, rights of way, use rights, and rights of entry to real property.

#### 10.4.0.0 General Standards

All easements, rights of way, use rights, and rights of entry are governed by the VCCS Conveyance and Acquisition of Easements Policy Manual, as such manual may be amended from time to time.
10.4.0.1 Responsibilities

Once appropriate approval has been received relative to the matters covered by this policy section 10.5, the responsibility for granting or receiving easements is delegated to the Chancellor by the State Board.

10.4.0.2 Easements Requiring State Board Approval

The VCCS may not enter into any easement, without prior approval of the State Board for Community Colleges. Lesser use rights, including temporary rights of entry, may be entered into by a college or the System only with the prior approval of the Associate Vice Chancellor for Facilities Management Services.

10.5. ALTERNATIVE METHODS OF PROCUREMENT FOR CONSTRUCTION

10.5.0 Introduction and Purpose

The purpose of this section is to outline polices which guide VCCS and college personnel in allowing for alternative methods to low bid selection for certain capital outlay procurement.

10.5.0.0 General Standards

All proposed alternative capital outlay procurement methods are governed by the VCCS Alternative Methods of Procurement for Construction Policy Manual; as such manual may be amended from time to time.

10.5.0.1 Responsibilities

The responsibility for selection of alternative methods of capital outlay procurement is delegated pursuant to the VCCS Alternative Procurement Methods Policy Manual, as amended from time to time.

10.6. REPORTING REQUIREMENTS

In addition to complying with any internal reporting systems contained in the System's project management systems, the System shall comply with State reporting requirements for those Major Capital Projects funded entirely or in part by a general fund appropriation or proceeds from State Tax Supported Debt. Additionally, if any capital project constructs improvements on land, or renovates property, that originally was acquired or constructed in whole or in part with a general fund appropriation for that purpose or proceeds from State Tax Supported Debt, and such improvements or renovations are undertaken entirely with funds not appropriated by the General Assembly and, if the cost of such improvements or renovations is reasonably expected to exceed $2 million dollars, the decision to undertake such improvements or renovations shall be communicated as required by §23-38.109C.3 of the Restructuring Act. As a matter of routine, the System shall report to the Department of General Services
on the status of such capital projects at the initiation of the project, prior to the commencement of construction, and at the time of acceptance of any such capital project.
BACKGROUND:

Germanna Community College requests approval of a proposed update to the master plan for the Fredericksburg Area Campus. An update to the Campus Master Plan for the Fredericksburg Area Campus (FAC) in Massaponax was needed due to rapid growth in population and employment in the Fredericksburg Region. The FAC also experienced significant changes in recent years, mainly the recovery efforts from the 2011 earthquake and opening the new Science and Engineering Building and Information Commons (SEBIC). This Master Plan was prepared in conjunction with a Feasibility Study to expand the GCC Stafford Center, and provides the College with updated data to support future growth based on recent changes to the campus and to the region as a whole.

Although a conceptual FAC Master Plan was adopted in 2006, site changes and proposed program adjustments warranted a new vision for campus growth, based on the addition of SEBIC and its associated parking garage. For example, the parking garage was built several feet to the west of where it was originally proposed, creating several challenges in completing the proposed loop road. Also, the desired program for future buildings now considers a more significant student services component, which increases spatial demand while decreasing eventual parking demand. The full build-out for the FAC yields 118,000 additional gross square feet of academic, student services, office and support space; 470 additional parking spaces; and 9.1 acres of additional developed area. Finally, this Master Plan takes a more detailed look at site topography to determine an appropriate development plan that does not significantly impact slopes and wooded areas. Design guidelines are also included to help communicate existing campus character and provide recommendations to enhance character with future development. These guidelines are intended to provide a level of consistency that supports the identity of the Fredericksburg Area Campus. Suggested sustainability initiatives are also included, based in part on previously adopted GCC policies.

The Fredericksburg Area Campus serves as GCC's flagship campus, hosting 55 percent of total student credit hours and two-thirds of all on-campus credit hours. Because future prospects for enrollment at the Fredericksburg Area Campus depend on whether or not the new Stafford Center is developed, analysis of enrollment projections were based on two scenarios – one with and one without the Stafford Center. With the development of a new center, the “Projected Enrollment Area” (PEA) for the Fredericksburg Area Campus is likely to contract to focus primarily on residents of the City of Fredericksburg and Caroline and Spotsylvania counties. The Fredericksburg Area Campus PEA had 327,773 residents in 2010, 92 percent higher than the 1990 level and 36 percent above the 2000 count. Growth was somewhat slower in Fredericksburg and Spotsylvania and Caroline counties from 2000 to 2010 than in the five-jurisdiction PEA, with a 33-percent growth in population and a 31-percent increase in households. PEA population with no new Stafford Center is projected to increase to 429,500 residents by 2020, a 31-percent increase over the 2010 level, and then increase by another 70 percent to 731,200 residents by 2040. With development of the new Stafford Center and a smaller PEA, growth would be somewhat slower – 28 percent to 2020 and 63 percent from 2020 to 2040 – reaching a total population of 224,300 in 2020 and 364,800 in 2040.
A space utilization study documented current utilization issues after the recent, significant changes on the FAC. A previous study was conducted in Fall semester 2011, during which time the Earl Dickinson Building was taken off line due to earthquake damage. That study focused on utilization before the earthquake and found that classrooms and class labs were over-utilized compared to SCHEV standards. This past year, SEBIC opened, bringing several new lab spaces online, and the Dickinson Building reopened. The updated Master Plan and associated analysis show how space utilization has been influenced by these events.

Several condition assessments were also conducted on the FAC property to determine potential development and land use constraints. The Natural Resource Assessment confirmed the previously identified wetlands areas along Massaponax Creek in the northern area of the property. Development in this area is restricted, and as a result of the wetland presence, development on the remainder of the site is subject to strict erosion and sediment control practices. The study also found potential habitats for two federally threatened plant species. Further analysis concluded that these species do not have an actual physical presence on the property, though re-examination may be required depending on the timing of future development on the campus. The study also found multiple historic resources near the property that may lead the Department of Historic Resources to require additional review for alterations in the property that could have adverse impacts beyond the property line.

The eventual build-out of the Fredericksburg Area Campus property will provide approximately 118,000 additional gross square feet of academic, student services, office and support space; 470 additional parking spaces in combination of surface and structured parking; and 9.1 acres of additional developed area. It will serve a maximum 4,780 on-campus regular session FTE’s.

LOCAL BOARD RECOMMENDATION FOR APPROVAL:

The Germanna Community College Local Advisory Board has reviewed and recommended approval of the master plan update for the Fredericksburg Area Campus at its June 24, 2013, meeting.

RECOMMENDATION:

In accordance with Virginia Community College Policy Manual, §10.0.0.4e, it is recommended that the State Board for Community Colleges approve the update to the master site plan for the Fredericksburg Area Campus of Germanna Community College as presented.

RESOURCE PERSONS:

Dr. David A. Sam
President
Germanna Community College
(540)423-9087
dsam@germanna.edu

Mr. Robert B. Jones, RA, CBO, VCCO
Associate Vice Chancellor
Facilities Management Services
Virginia Community College System
(804) 819-4917
bjones@vccs.edu
BACKGROUND:

Northern Virginia Community College requests approval to initiate regulatory procedures for vacating a section of a public access easement within the existing East Campus Lane at the Alexandria Campus. Vacation of a section of this public access easement is required to facilitate the construction of the new Tyler Replacement Building and related site improvements (i.e. construction slated to commence in October 2013). As designed, the Tyler Replacement Building and related site improvements will encroach on a portion of this public access easement. It is also important to note that the site improvements associated with this project will include the construction of a public plaza, which will connect to the remaining public “right-of-way”, via existing paths and sidewalks.

The easement to be vacated was reissued to the City of Alexandria on August 2, 2000 for the purpose of ingress and egress by members of the public as well as the City’s police, emergency, and maintenance vehicles.

Staff from Northern Virginia Community College will present the application for a 430 feet long partial vacation of the existing easement at public hearings in front of the City of Alexandria Planning Commission and City Council in October 2013. The defense of the proposed change is based on the City of Alexandria Fire and Rescue Department’s recent approval of the new circulation patterns. The continued accessibility and integration with adjoining access points, provided by paths and Public Plazas, will also be emphasized as an invitation to the public to enter and participate in college events and activities.

LOCAL BOARD RECOMMENDATION FOR APPROVAL:

The Local College Advisory Board will review this “easement vacation” at their next regularly scheduled meeting on September 9, 2013. The State Board will be apprised of any concerns raised by the Local College Board.

RECOMMENDATION:

In accordance with Virginia Community College System Policy Manual, §10.0.0.4 l, it is recommended that the State Board for Community Colleges approve execution of this Easement Vacation contingent upon satisfaction of all applicable requirements of the Commonwealth and Virginia Community College System policy.

Dr. Robert G. Templin, Jr.,
President
Northern Virginia Community College
(703) 323-3101
rtemplin@nvcc.edu

Mr. Robert B. Jones, RA, CBO, VCCO
Associate Vice Chancellor for
Facilities Management Services
Virginia Community College System
(804) 819-4917
bjones@vccs.edu
BACKGROUND:

During the 2009 Session of the General Assembly, $250,000 in General Funds (GF/0100) was authorized to begin the initial programming for the design and construction of a Workforce Development Center on the Woodbridge Campus of Northern Virginia Community. Grimm & Parker, an A/E firm located in McLean, Virginia, was retained to complete the programming and to develop the design documents and provide construction administration for this project. Full funding for this project was subsequently authorized at $23,298,823. This amount (i.e. $23,298,823) includes $19,949,730 in VCBA Funds (0817) and $3,349,093 in Local Funds (TA/0700).

As currently designed, this project provides construction of a 2-story, approximately 55,000 g. s. f. Workforce Development Center. Exterior materials will include aluminum composite panels, high density concrete masonry units, cast stone trim, aluminum storefront systems and glazed aluminum curtain-wall systems. This facility will house a large multi-purpose hall, conference rooms, general classrooms, computer labs, bio-tech labs, a tele-work center, administrative offices, and associated support spaces.

The heart of the existing Woodbridge Campus and future proposed academic expansion is set deep into the campus site and is focused around a lake, and therefore has very little visible presence within the community. The intent of the design of the Workforce Development Center is to provide a visible presence along Nebasco Mills Road with a signature building that will connect to the community. This is achieved by the siting and geometry of the building. Its transparency, and the building and roof forms warm-toned masonry units, metal panels and glazed curtain-wall will be used to relate back to the palette of materials used on the Phase III Academic Building (currently under construction), the future academic buildings, and the upcoming renovation of the main campus building (i.e. Seefeldt Building).

It is the intent of the Agency that this project achieves a LEED Silver Certification. This project will implement many design related LEED strategies, which include building orientation, solar control and day-lighting.

The overall budget for this project, including construction, A/E fees, project inspection, furnishings & equipment, contingency and miscellaneous other costs is $23,298,823. The current construction budget is set at $18,433,555.

This project was approved by the Art and Architectural Review Board at its October 2012 meeting. The AARB was very complimentary of the overall design, with particular emphasis on the siting of the building and the well thought out Landscape Plan.
LOCAL BOARD RECOMMENDATION FOR APPROVAL:

The Local College Board will review the schematic design for the Woodbridge Campus, Workforce Development Center at their September 9, 2013 meeting. The State Board will be apprised of any concerns raised by the Local College Board.

RECOMMENDATION:

In accordance with the Virginia Community College PolicyManual, § 10.0.0.4 i, it is recommended that the State Board for Community Colleges approve the Northern Virginia Community College Woodbridge Campus, Workforce Development Center schematic drawings, as submitted.

RESOURCE PERSONS:

Dr. Robert G. Templin, Jr., Mr. Robert B. Jones, RA, CBO, VCCO
President Associate Vice Chancellor for
Northern Virginia Community College Facilities Management Services
(703) 323-3101 Virginia Community College System
rtemplin@nvcc.edu (804) 819-4917
bjones@vccs.edu
BACKGROUND:

At its March 2013 meeting, the State Board for Community Colleges approved a plan to allow Patrick Henry Community College to harvest approximately 10 to 15 acres of mature Loblolly Pine and Virginia Pines located at or near the NW “Property Line” of the campus, in the general vicinity of College Drive (i.e. County Road 714). Harvesting of this timber was recommended by the Virginia Department of Forestry.

Since this initial authorization was granted, the Virginia Department of Forestry expanded their survey to include the remaining stands of trees on the Patrick Henry Community College campus. As a result of this latest survey, they have recommended that an additional 10 to 12 acres of timber be either “thinned” or “clear-cut”, as appropriate (see attached letter, dated August 13, 2013, summarizing the findings of the Virginia Department of Forestry).

The timber located on the PHCC campus contains some areas of mature planted Loblolly Pine and some overly mature Virginia Pine. When Virginia Pine reaches the age of the trees on the PHCC Campus, they become very susceptible to the Southern Pine Beetles and to damage from wind and ice storms. Once the trees are attacked by the Southern Pine Beetles or blown over by weather events, they quickly become worthless. The Virginia Department of Forestry has indicated that it would be prudent to harvest these overly mature trees at this time.

If authorization is granted by the State Board to harvest these trees, the Virginia Department of Forestry will oversee the sale of this timber. Based on current timber prices, it is anticipated that the “clear-cut” acreage will bring approximately $1,000 per acre. The buyer is typically given a 1 to 2 year window to remove the timber. The proposed contract will stipulate that the Logging Company smooth out, water bar and reseed any temporary roads or damaged areas of the campus resulting from the harvesting of this timber. Once the timber harvesting is complete, the cutover or “clear-cut” areas will be reforested in Loblolly Pine the following spring. The “thinned” areas will be reforested with Shortleaf Pine. A portion of the proceeds from the sale of this timber will be placed in a special account to cover costs associated with planting and managing the new Loblolly Pine and Shortleaf Pine Seedlings. These costs include:

- Purchase and Plant Loblolly Pine and Shortleaf Pine Seedlings
- Herbicide Spray (i.e. applied following year to control hardwood competition)

LOCAL BOARD RECOMMENDATION FOR APPROVAL:

The Local College Advisory Board will review the revised Virginia Forest Management Plan at their August 26, 2013 Meeting. The State Board will be apprised of any concerns raised by the Local College Advisory Board.

RECOMMENDATION:

In accordance with Virginia Community College System Policy Manual, §10.0.0.4 l, it is recommended that the State Board approve the harvesting or “thinning” of approximately 10 to 12 additional acres of Loblolly and Virginia Pines on the Patrick Henry Community College Campus.
RESOURCE PERSONS:

Dr. Angeline Godwin, President
Patrick Henry Community College
(276) 656-0201
agodwin@patrickhenry.edu

Mr. Robert B. Jones, RA, CBO, VCCO
Associate Vice Chancellor for
Facilities Management Services
Virginia Community College System
(804) 819-4917
bjones@vccs.edu
August 28, 2013

Dear Patrick Henry Community College:

Please find within your Virginia Forest Management Plan for your property located *, in Henry County. It is a pleasure to know that you have a true interest in the good forest management of your property.

In this plan you will find your personalized management plan based upon your objectives for managing the property. All of the recommendations within this plan are for your consideration. You may do as much or as little as you desire.

After my evaluation of your forestland, I have delineated the stands of timber into 7 different parcels. However, only two main stand types are prevalent and when grouped together by stand type, the prescription for those parcels is essentially the same.

Parcels A1, A2, and A3 are all existing stands of planted loblolly that have never been thinned. They have passed the optimal thinning ages and cannot be thinned to the desired basal areas for maximum growth. Though, this may be true, the growth, vigor, and health of these stands will be improved by employing a fourth row thinning operation.

Parcels B1 and B2 are both predominately Virginia Pine stands, with some variation. These stands have already begun to deteriorate and many trees have died and fallen. I recommend a clearcut of the areas of Virginia pine while leaving pockets of good hardwood stands untouched. Leaving the hardwoods would add diversity to your forest and have an increased aesthetic and wildlife value. I do recommend leaving a 100 foot buffer on the areas exposed to the most public view, as this will help to alleviate any eye sores due to the harvest. Upon completion of the harvest I recommend that the clearcut areas be reforested with shortleaf pine at a rate of 435 trees per acre in parcel B1 and 360 trees per acre in parcel B2. This variation in planting densities between the two stands will create valuable diversity throughout your forest.

Shortleaf pine is a native species and is one of the four most important commercial species of conifers in the southeastern United States. Even though shortleaf pine is a very important native species, it is also a declining species in which multiple factors have led to its reduced numbers since the 1940’s. Shortleaf pine has excellent wood properties, is long lived, drought tolerant, and
has an added wildlife and aesthetic value. These factors included with your objectives make shortleaf pine an excellent choice for reforestation your timberland.

I hope you find this plan to be interesting and informative. If you have any questions or comments please feel free to contact me at any time.

Sincerely,

Neil A. Brooks
285 South Main Street Suite B
Rocky Mount, VA 24151
(540) 483-5330
neil.brooks@dof.virginia.gov
Patrick Henry Community College

Stand Delineations
BACKGROUND:

Pursuant to the request of the Facilities Committee of the State Board for Community Colleges, an itemization of Single Bid participation is attached for review.

On the basis of the limited scope of work, the value of the work, and urgent nature of the project, we approved award to the sole bidder.

RESOURCE PERSONS:

Mr. Robert B, Jones, RA, CBO, VCCO
Associate Vice Chancellor for
Facilities Management Services
Virginia’s Community Colleges
(804) 819-4917
bjones@vccs.edu
August 5, 2013

Rappahannock Community College
Attn: D. Kim McManus
Vice President of Finance and Administrative Services
12745 College Drive
Glenns, Virginia 23149

Rappahannock Community College
Facilities Building Vinyl Siding Replacement
RCC Project Code: RCC278-FY14-001
VCCS Project Code: NP278-005

Dear Mr. McManus:

We are in receipt of your letter dated July 29, 2013, in which you request approval to award a contract to Petke Construction for the referenced project. As detailed in your letter, RCC staff made significant efforts to generate interest in the project and ensure competition. Despite those efforts only one bid was received in the amount of $12,150.00. Due to the small size of the project and the administrative costs of rebidding the work, it is not in the best interest of RCC to rebid this work.

In accordance with State Board for Community Colleges action of July 19, 2012, delegating authority to the Associate Vice Chancellor of Facilities Management Services to approve award or a construction contract where a minimum of two (2) bids are not received, I approve the award of a contract to Petke Construction in the amount of $12,150.000. Should you have any questions, please don’t hesitate to contact me.

Sincerely,

Robert B. Jones, RA, CBO, VCCO
Associate Vice Chancellor for
Facilities Management Services

C: Ms. Sibyl Roberts
Ms. X. Tong Wang
<table>
<thead>
<tr>
<th>College</th>
<th>Vendor</th>
<th>Project Code</th>
<th>Amount</th>
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<td>Rappahannock Community</td>
<td>Petke</td>
<td>Facilities Building Vinyl Siding Replacement</td>
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<tr>
<td>College</td>
<td>Construction</td>
<td>Project Code NP278-005</td>
<td></td>
</tr>
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</table>
BACKGROUND:

Germanna Community College requests State Board for Community Colleges review of a feasibility study that has been developed by the College for a potential center in Stafford.

In accordance with Virginia Community College System Policy Manual §10.0.0.4 I, State Board approval of any agreement associated with the development is required. The development proposal is presented for information only at this time.

LOCAL BOARD RECOMMENDATION FOR APPROVAL:

This is an information item only and no action is required at this time.

RECOMMENDATION:

This is an information item only and no action is required at this time.

RESOURCE PERSONS:

Dr. David A. Sam
President
Germanna Community College
(540) 423-9087
dsam@germanna.edu

Mr. Robert B, Jones, RA, CBO, VCCO
Associate Vice Chancellor for Facilities Management Services
Virginia Community College System
(804) 819-4917
bjones@vccs.edu
Center Location

[Map showing locations such as LFCC/Fauquier Campus, NVCC Woodbridge Campus, Fredericksburg Area Campus, and proposed Stafford Center site, with a boundary legend indicating GCC Stafford Center Projected Enrollment Area and GCC Service Area.]
Center Location

Courthouse UDA

Potential Site
Enrollment Projection Methodology

- Analyzed Population and job growth potential within the Projected Employment Area
  - 78 percent population growth to 2040
  - 70,000 jobs in 2015, growing to over 100,000 by 2035
- Analyzed Number of area residents attending community colleges as a growing share of the population
- Analyzed Percent attending on-campus classes
  - Specifically the share that could be attracted to Stafford Center
- Analyzed Opportunities for specialized programs
General Education
Enrollment Projections

### Projected Enrollment at the New Stafford Center, Student Headcounts and FTEs, 2017-2040

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Fall Semester</th>
<th>Academic Year</th>
<th>Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Headcount</td>
<td></td>
<td>Student Headcount</td>
</tr>
<tr>
<td>Year</td>
<td>Low - High</td>
<td>Low - High</td>
<td>Low - High</td>
</tr>
<tr>
<td>2017</td>
<td>2,140 - 2,340</td>
<td>1,560 - 1,710</td>
<td>780 - 860</td>
</tr>
<tr>
<td>2020</td>
<td>2,410 - 2,660</td>
<td>1,760 - 1,940</td>
<td>880 - 970</td>
</tr>
<tr>
<td>2025</td>
<td>2,890 - 3,290</td>
<td>2,110 - 2,400</td>
<td>1,060 - 1,200</td>
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<tr>
<td>2030</td>
<td>3,290 - 3,880</td>
<td>2,400 - 2,830</td>
<td>1,200 - 1,420</td>
</tr>
<tr>
<td>2035</td>
<td>3,890 - 4,750</td>
<td>2,840 - 3,470</td>
<td>1,420 - 1,740</td>
</tr>
<tr>
<td>2040</td>
<td>4,560 - 5,710</td>
<td>3,330 - 4,170</td>
<td>1,670 - 2,090</td>
</tr>
<tr>
<td><strong>Change, 2017-2040</strong></td>
<td><strong>Number</strong></td>
<td><strong>Percent</strong></td>
<td><strong>Number</strong></td>
</tr>
<tr>
<td></td>
<td>2,420 - 3,370</td>
<td>113.1% - 144.0%</td>
<td>1,770 - 2,460</td>
</tr>
<tr>
<td></td>
<td>890 - 1,230</td>
<td>114.1% - 143.0%</td>
<td></td>
</tr>
</tbody>
</table>

Note: The offering of unique special programs would increase headcounts and FTEs.
## Enrollment Projections Including Special Programs

### Projected Enrollment of Stafford Center Student Headcounts and FTEs, Including Special Programs Enrollment, 2017-2040

<table>
<thead>
<tr>
<th>Year</th>
<th>Low - High</th>
<th>Low - High</th>
<th>Low - High</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>2,380 - 2,700</td>
<td>1,740 - 1,970</td>
<td>870 - 990</td>
</tr>
<tr>
<td>2020</td>
<td>2,660 - 3,010</td>
<td>1,940 - 2,200</td>
<td>970 - 1,100</td>
</tr>
<tr>
<td>2025</td>
<td>3,140 - 3,640</td>
<td>2,290 - 2,660</td>
<td>1,150 - 1,330</td>
</tr>
<tr>
<td>2030</td>
<td>3,530 - 4,230</td>
<td>2,580 - 3,090</td>
<td>1,290 - 1,550</td>
</tr>
<tr>
<td>2035</td>
<td>4,140 - 5,110</td>
<td>3,020 - 3,730</td>
<td>1,510 - 1,870</td>
</tr>
<tr>
<td>2040</td>
<td>4,810 - 6,070</td>
<td>3,510 - 4,430</td>
<td>1,760 - 2,220</td>
</tr>
</tbody>
</table>

### Change, 2017-2040

<table>
<thead>
<tr>
<th></th>
<th>Low - High</th>
<th>Low - High</th>
<th>FTEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>2,430 - 3,370</td>
<td>1,770 - 2,460</td>
<td>890 - 1,230</td>
</tr>
<tr>
<td>Percent</td>
<td>102.1% - 124.8%</td>
<td>101.7% - 124.9%</td>
<td>102.3% - 124.2%</td>
</tr>
</tbody>
</table>

Note: Includes 180 to 260 Fall semester students enrolled in unique special programs offered on the Stafford County Campus.


### Specialized program opportunities

- Homeland and National Security, including Cyber Security (also at the Fredericksburg Area Campus)
- Hospitality Management, including Culinary Arts
- Information Technology (also at the Fredericksburg Area Campus)
- Criminal Justice (possibly also at the Fredericksburg Area Campus)
- Non-nursing healthcare certificate programs.
Site Development Constraints

Germanna Community College
New Stafford Center Feasibility Study

186
Center Site Plan

Option A
Building 1 only
60,000 GSF of gross academic, office and support space
240 parking spaces
Serving 534 FTEs
$22,840,000

Option B
Buildings 1 and 2
100,000 GSF of gross academic, office and support space
400 parking spaces
Serving 970 FTEs
$36,090,000
Eastward View

Toward Phases 1 & 2
Preliminary Grading & Utilities

Germanna Community College
New Stafford Center Feasibility Study
Campus Site Plan

Built Out Totals
383,000 GSF of gross academic, office and support space
1,532 parking spaces
32 acres of developed area
Aerial View
Westward View
Toward Phases 3 & 4
Preliminary Grading & Utilities

Germanna Community College
New Stafford Center Feasibility Study
TITLE: VIRGINIA COMMUNITY COLLEGE SYSTEM
SWAM REPORTING
(III.C.3.c)

BACKGROUND:

Pursuant to the request of the Facilities Committee of the State Board for Community Colleges an itemization of SWaM participation is attached for review.

RESOURCE PERSONS:

Mr. Robert B. Jones, RA, CBO, VCCO
Associate Vice Chancellor for
Facilities Management Services
Virginia’s Community Colleges
(804) 819-4917
bjones@vccs.edu
## SWAM

### Time Period: June, 2013

<table>
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<tr>
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<th>Dollars</th>
<th>Percent of Invoice</th>
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<tbody>
<tr>
<td><strong>Total Invoice</strong></td>
<td>$8,601,936.95</td>
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<tr>
<td>Small</td>
<td>$2,460,799.35</td>
<td>28.6%</td>
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<tr>
<td>Women</td>
<td>$233,157.95</td>
<td>2.7%</td>
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<tr>
<td>Minority</td>
<td>$120,295.89</td>
<td>1.4%</td>
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<tr>
<td><strong>Total SWAM</strong></td>
<td>$2,814,253.19</td>
<td>32.7%</td>
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</tbody>
</table>

### Time Period: July, 2013

<table>
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<tr>
<th></th>
<th>Dollars</th>
<th>Percent of Invoice</th>
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<tbody>
<tr>
<td><strong>Total Invoice</strong></td>
<td>$5,324,120.97</td>
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</tr>
<tr>
<td>Small</td>
<td>$1,780,905.92</td>
<td>33.4%</td>
</tr>
<tr>
<td>Women</td>
<td>$89,651.88</td>
<td>1.7%</td>
</tr>
<tr>
<td>Minority</td>
<td>$54,641.99</td>
<td>1.0%</td>
</tr>
<tr>
<td><strong>Total SWAM</strong></td>
<td>$1,925,199.79</td>
<td>36.2%</td>
</tr>
</tbody>
</table>
BACKGROUND:

Pursuant to the request of the Facilities Committee of the State Board for Community Colleges, a list of all active Community College Construction Projects and their status is provided.

RESOURCE PERSONS:

Mr. Robert B. Jones, RA, CBO, VCCO
Associate Vice Chancellor for
Facilities Management Services
Virginia’s Community Colleges
(804) 819-4917
bjones@vccs.edu
<table>
<thead>
<tr>
<th>COLL</th>
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<th>Project Name</th>
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<td>BRCC</td>
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<td>Feasibility Study</td>
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<td>CVCC</td>
<td>A2260-132</td>
<td>Renovate Student Center</td>
<td>Student Fees</td>
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<td>1/17/2013</td>
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<tr>
<td>CVCC</td>
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Wednesday, August 21, 2013

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<td>New Electrical Circuit for Robotic Device</td>
<td>HE/0300</td>
<td>$6,000.00</td>
<td>Construction</td>
<td></td>
</tr>
<tr>
<td>VWCC</td>
<td>A2260-133</td>
<td>Student Life Center (Sitework)</td>
<td>Student Activity</td>
<td>$750,000.00</td>
<td>Construction</td>
<td></td>
</tr>
<tr>
<td>VWCC</td>
<td>A3260-003</td>
<td>Signage Project</td>
<td>HE/0300</td>
<td>$385,000.00</td>
<td>Construction</td>
<td></td>
</tr>
</tbody>
</table>

* 322,000.00

* 55,000.00

* 780,000.00

* 1,981,000.00
<table>
<thead>
<tr>
<th>COLL</th>
<th>Project Number</th>
<th>Project Name</th>
<th>Funding Source</th>
<th>Fund Amt</th>
<th>Status</th>
<th>SBCC Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>WCC</td>
<td>A1260-018</td>
<td>Breezeway Construction-Bland, Carroll and Fincastle Halls</td>
<td>HE/0300</td>
<td>$191,860.00</td>
<td>Construction</td>
<td></td>
</tr>
<tr>
<td>WCC</td>
<td>A2260-030</td>
<td>Grayson Hall Computer Lab &amp; Bathroom Improvements</td>
<td>HE/0300</td>
<td>$306,000.00</td>
<td>Construction</td>
<td></td>
</tr>
<tr>
<td>WCC</td>
<td>A2260-030</td>
<td>Grayson Hall Computer Lab &amp; Bathroom Improvements</td>
<td>VCBA/0817 (capital)</td>
<td>$92,444.00</td>
<td>Construction</td>
<td></td>
</tr>
<tr>
<td>WCC</td>
<td>NP288-004</td>
<td>HVAC Study for Smyth Hall</td>
<td>HE/0300</td>
<td>$21,000.00</td>
<td>Design</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**  $611,304.00

**TOTAL**  $24,839,926.00
BACKGROUND:

Pursuant to the request of the Facilities Committee of the State Board for Community Colleges, a list of all active Capital Outlay Projects and their status is provided.

RESOURCE PERSONS:

Mr. Robert B. Jones, RA, CBO, VCCO
Associate Vice Chancellor for Facilities Management Services
Virginia’s Community Colleges
(804) 819-4917
bjones@vccs.edu
<table>
<thead>
<tr>
<th>Line Item Funded</th>
<th>Comp. Date</th>
<th>College</th>
<th>Project Name</th>
<th>Phase</th>
<th>Projected Comp. Date of Phase</th>
<th>Funding</th>
<th>Supplement Estimate</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRCC</td>
<td></td>
<td></td>
<td>Student Recreation Center</td>
<td>Construct</td>
<td>Oct-13</td>
<td>$10,698,000</td>
<td>Notice to Proceed issued Jan. 3, 2012. Project is behind schedule because of slow performance by site and glazing subcontractors.</td>
<td></td>
</tr>
<tr>
<td>BRCC</td>
<td></td>
<td></td>
<td>Construct new Academic Building</td>
<td>Design</td>
<td>May-14</td>
<td>$626,556</td>
<td>AARB approved schematic design. DEQ approved Environmental Impact Report</td>
<td></td>
</tr>
<tr>
<td>CVC</td>
<td></td>
<td></td>
<td>Construct Occupational Program Building, Culinary Arts</td>
<td>Closeout</td>
<td>Oct-13</td>
<td>$1,778,000</td>
<td>Project complete. Reimburse college for Equipment Purchases.</td>
<td></td>
</tr>
<tr>
<td>DSLCC</td>
<td></td>
<td></td>
<td>Renovate Warren and Scott Halls</td>
<td>Construct</td>
<td>Oct-13</td>
<td>$6,607,867</td>
<td>Certificates of Use &amp; Occupancy received for Scott &amp; Warren Halls. Punch-list complete.</td>
<td></td>
</tr>
<tr>
<td>JSRCC</td>
<td></td>
<td></td>
<td>Renovate Burnette Hall</td>
<td>Closeout</td>
<td>Sep-13</td>
<td>$9,526,000</td>
<td>Certificate of Occupancy issued - Resolving final As Built Drawings with A/E</td>
<td></td>
</tr>
<tr>
<td>JSRCC</td>
<td></td>
<td></td>
<td>Workforce Training &amp; Technical Center</td>
<td>Closeout</td>
<td>Sep-13</td>
<td>$8,857,200</td>
<td>Certificate of Occupancy issued February 4th, 2013. Communication between the VCCS and the Associate representing the Surety continues to resolve final issues. The project continues to remain at 99% complete. Working on final few items for closure. Surety has submitted revised O&amp;M Manuals and as-built Drawings to A/E for review.</td>
<td></td>
</tr>
<tr>
<td>JSRCC</td>
<td></td>
<td></td>
<td>Improvements to Downtown Campus</td>
<td>Construct</td>
<td>Aug-13</td>
<td>$11,960,000</td>
<td>Phase 6A completion at 95%. BCOM Substantial Completion scheduled for August 14th.</td>
<td></td>
</tr>
<tr>
<td>JTCC</td>
<td></td>
<td></td>
<td>Chester Library Renovation</td>
<td>Closeout</td>
<td>Sep-13</td>
<td>$3,112,000</td>
<td>Occupancy Permit obtained 6/16/2012. All punchlist items completed and final retainage has been released to contractor. Building permit closed out 8/14/2012. AE submit closeout docs to VCCS.</td>
<td></td>
</tr>
<tr>
<td>JTCC</td>
<td></td>
<td></td>
<td>Chester 2nd Entrance</td>
<td>Closeout</td>
<td>Sep-13</td>
<td>$1,446,000</td>
<td>Construction for Original Scope of Work is complete. Final retainage released. VCCS received closeout documents from AE 7/7/13.</td>
<td></td>
</tr>
<tr>
<td>JTCC</td>
<td></td>
<td></td>
<td>Midlothian Parking Deck</td>
<td>Design</td>
<td>Mar-14</td>
<td>$6,829,000</td>
<td>See JTCC Midlothian Phase III Building. Construction Cost estimate is currently over budget. Cost saving items have been identified and will be further studied during Preliminary Design Phase to bring project under budget. Design Not To Exceed Amount adjusted to $5,400,000</td>
<td></td>
</tr>
<tr>
<td>LFCC</td>
<td></td>
<td></td>
<td>Renovate Main Academic/Administration Hall - Middletown</td>
<td>Design</td>
<td>Jun-14</td>
<td>$500,000</td>
<td>Schematic design is underway. Anticipate schematic submission to BCOM Aug. 2013.</td>
<td></td>
</tr>
<tr>
<td>MECC</td>
<td></td>
<td></td>
<td>Construct second access road</td>
<td>Construct</td>
<td>Aug-14</td>
<td>$2,100,000</td>
<td>Wise County is funding this project, and VDOT is managing design and construction.</td>
<td></td>
</tr>
<tr>
<td>NRCC</td>
<td></td>
<td></td>
<td>Replace HVAC</td>
<td>Closeout</td>
<td>Jun-13</td>
<td>$1,439,000</td>
<td>Final review of project punchlist in progress. A few issues left to final resolution.</td>
<td></td>
</tr>
<tr>
<td>NVCC</td>
<td></td>
<td></td>
<td>Annandale Campus, Phase VI</td>
<td>Closeout</td>
<td>Nov-13</td>
<td>$34,356,000</td>
<td>Construction complete and building occupied. Complete Furnishings &amp; Equipment purchases.</td>
<td></td>
</tr>
<tr>
<td>NVCC</td>
<td></td>
<td></td>
<td>Annandale Campus, Renovate Cafeteria</td>
<td>Design</td>
<td>TBD</td>
<td>$1,550,000</td>
<td>Pre-planning Study completed. Overall project scope currently under review.</td>
<td></td>
</tr>
<tr>
<td>NVCC</td>
<td></td>
<td></td>
<td>Manassas Campus, Improvements: Access Road</td>
<td>Design</td>
<td>TBD</td>
<td>$400,000</td>
<td>Pending VDOT funding for intersection at State Route 234</td>
<td></td>
</tr>
<tr>
<td>NVCC</td>
<td></td>
<td></td>
<td>Construct Higher Education Center, Loudoun Campus</td>
<td>Construct</td>
<td>Nov-14</td>
<td>$14,381,600</td>
<td>Contract for construction awarded to SIGAL Construction Corporation, Arlington, Virginia.</td>
<td></td>
</tr>
<tr>
<td>NVCC</td>
<td></td>
<td></td>
<td>Construct Support Services Building, Woodbridge</td>
<td>Construct</td>
<td>Sep-13</td>
<td>$3,016,830</td>
<td>Project complete with exception of remedial asphalt work (i.e. &quot;Punch-list item).</td>
<td></td>
</tr>
<tr>
<td>NVCC</td>
<td></td>
<td></td>
<td>Expand Brault Building, Annandale</td>
<td>Bid Phase</td>
<td>Sep-13</td>
<td>$13,405,567</td>
<td>Receive Bids August 28, 2013. Final BCOM Working drawing Review in progress. Initial GMP Proposal received from Forestier Construction. Bid Phase suspended, pending resolution of existing Access Easement issue (i.e. easement to be vacated).</td>
<td></td>
</tr>
<tr>
<td>NVCC</td>
<td></td>
<td></td>
<td>Replace Tyler Academic Building, Alexandria</td>
<td>Bid Phase</td>
<td>Oct-13</td>
<td>$40,225,996</td>
<td>Final BCOM Working drawing Review in progress. Initial GMP Proposal received from Forestier Construction. Bid Phase suspended, pending resolution of existing Access Easement issue (i.e. easement to be vacated).</td>
<td></td>
</tr>
<tr>
<td>NVCC</td>
<td></td>
<td></td>
<td>Renovate Reynolds Academic Building, Loudoun Campus</td>
<td>Design</td>
<td>Jun-14</td>
<td>$894,362</td>
<td>Submit Schematic Design Documents to BCOM for review - October 2013.</td>
<td></td>
</tr>
<tr>
<td>PDCCC</td>
<td></td>
<td></td>
<td>Major Mechanical Renovation, Hobbs Campus</td>
<td>Construct</td>
<td>Nov-13</td>
<td>$3,442,000</td>
<td>Project progressing on schedule. Project at 80% Complete</td>
<td></td>
</tr>
<tr>
<td>PHCC</td>
<td></td>
<td></td>
<td>Learning Resources Center and West Hall Renovation</td>
<td>Initiation</td>
<td>TBD</td>
<td>$3,439,300</td>
<td>Basic project (i.e. original scope of work) complete. Sub-project to refurbish existing elevator and address HVAC issues in &quot;West Hall&quot;, currently under consideration.</td>
<td></td>
</tr>
</tbody>
</table>
### Virginia’s Community Colleges
#### Capital Outlay Status Report Sorted by College

**Updated 8/20/2013**

#### Line Item Funded

<table>
<thead>
<tr>
<th>College</th>
<th>Project Name</th>
<th>Phase</th>
<th>Project Comp. Date of Phase</th>
<th>Funding</th>
<th>Supplement Estimate</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHCC</td>
<td>Motorsports/Workforce Development Center</td>
<td>Acquisition</td>
<td>Aug-13</td>
<td>$9,452,000</td>
<td></td>
<td>Acquisition of Arrington Property, 67 Motorsports Drive, Martinsville, Va. (i.e. current location of PHCC – Motorsports Program) currently in progress.</td>
</tr>
<tr>
<td>RCC</td>
<td>Classroom and Laboratory Renovation, Glenns and Warsaw</td>
<td>Closeout</td>
<td>Dec-13</td>
<td>$10,500,000</td>
<td></td>
<td>Repair of feature walls complete Dec 2012. RCC to complete equipment purchase.</td>
</tr>
<tr>
<td>SvVCC</td>
<td>Student Services/LRC Building Daniel Campus</td>
<td>Construct</td>
<td>May-14</td>
<td>$13,095,039</td>
<td></td>
<td>Construction Contract award complete with Notice to Proceed issued 11/9/2012. Construction is 55% completion. 2 weeks behind schedule.</td>
</tr>
<tr>
<td>SWVCC</td>
<td>Renovate Russell Hall</td>
<td>Closeout</td>
<td>Sep-13</td>
<td>$9,645,000</td>
<td></td>
<td>Building is in use. State Fire Marshal has given final approval. Applied for final Certificate of Occupancy 5/15/2013. Lingering AV electronic &amp; programming issues being resolved.</td>
</tr>
<tr>
<td>TCC</td>
<td>Phase I, Regional Health Prof.Ctr, VAB Campus</td>
<td>Closeout</td>
<td>Aug-11</td>
<td>$21,360,000</td>
<td></td>
<td>Closeout underway</td>
</tr>
<tr>
<td>TCC</td>
<td>Construct Norfolk Campus Student Center</td>
<td>Closeout</td>
<td>Oct-13</td>
<td>$17,595,000</td>
<td></td>
<td>College Access System submitted to BCOM for 2nd Review.</td>
</tr>
<tr>
<td>TCC</td>
<td>Construct Academic Building, Chesapeake Campus</td>
<td>Construct</td>
<td>Apr-13</td>
<td>$28,012,000</td>
<td></td>
<td>Certificate of Occupancy issued on August 8, 2013. Final punchlist items being completed. Turnover to the college has begun on rooms that have been reinspected for Punchlist Completion.</td>
</tr>
<tr>
<td>TCC</td>
<td>Construct Learning Resource Center - Phase 1, VAB Campus</td>
<td>Construct</td>
<td>Mar-13</td>
<td>$43,549,000</td>
<td></td>
<td>Final Certificate of Use &amp; Occupancy received May 30, 2013. Building commissioning is complete. College is moving in books and furniture. Building is open.</td>
</tr>
<tr>
<td>TCC</td>
<td>New Construction: Construct Student Center, VAB Campus</td>
<td>Construct</td>
<td>Jun-13</td>
<td>$24,370,000</td>
<td></td>
<td>Final completion achieved July 17, 2013. Certificate of occupancy issued.</td>
</tr>
<tr>
<td>TCC</td>
<td>New Construction: Construct Student Center, CC Tidewater</td>
<td>Construct</td>
<td>Nov-13</td>
<td>$20,753,000</td>
<td></td>
<td>Construction schedule is now 60+ days behind due to A/E errors. CM is working on a recovery schedule.</td>
</tr>
<tr>
<td>TCC</td>
<td>Renovate Bayside Building, VAB Campus</td>
<td>Design</td>
<td>Mar-13</td>
<td>$1,722,155</td>
<td></td>
<td>Preliminaries are underway. CM selection process underway.</td>
</tr>
<tr>
<td>TCC</td>
<td>New Construction: Construct Student Center, PC, Tidewater</td>
<td>Construct</td>
<td>May-13</td>
<td>$18,396,000</td>
<td></td>
<td>Project is Substantially Complete. Commissioning is underway.</td>
</tr>
<tr>
<td>TNCC</td>
<td>Acquire Hampton III Bldg. (Phase II Improvements)</td>
<td>Closeout</td>
<td>Aug-11</td>
<td>$2,707,000</td>
<td></td>
<td>All phases are in Closeout</td>
</tr>
<tr>
<td>TNCC</td>
<td>Renovate Hampton III Building</td>
<td>Closeout</td>
<td>Aug-11</td>
<td>$8,033,000</td>
<td></td>
<td>All phases are in Closeout</td>
</tr>
<tr>
<td>VWCC</td>
<td>Construct New Science and Technology Building</td>
<td>Construct</td>
<td>Aug-13</td>
<td>$23,117,000</td>
<td></td>
<td>Temporary Certificate of Occupancy issued 6/27/2013. A settlement agreement with the AE is being finalized. A subcontractor claim for additional mechanical work is being evaluated.</td>
</tr>
<tr>
<td>VWCC</td>
<td>Construct Exterior Multi-Use Plaza</td>
<td>Construct</td>
<td>Aug-13</td>
<td>$2,000,000</td>
<td></td>
<td>Construction complete.</td>
</tr>
<tr>
<td>VWCC</td>
<td>Renovate Expand Student Life Center</td>
<td>Construct</td>
<td>Apr-14</td>
<td>$7,542,000</td>
<td></td>
<td>Concrete shafts and steel erection underway.</td>
</tr>
<tr>
<td>VWCC</td>
<td>Renovate Anderson Hall</td>
<td>Initiative</td>
<td>Jul-13</td>
<td>$1,036,050</td>
<td></td>
<td>Design funding appropriated, feasibility study for renovation vs. demolition completed</td>
</tr>
<tr>
<td>WCC</td>
<td>Wm. F. Snyder Auditorium</td>
<td>Closeout</td>
<td>Sep-13</td>
<td>$1,536,080</td>
<td></td>
<td>Project complete and building occupied. As built docs were received from AE. VCCS complete CO-14.</td>
</tr>
<tr>
<td>WCC</td>
<td>Walking and Biking Trail</td>
<td>Closeout</td>
<td>TBD</td>
<td>$800,000</td>
<td></td>
<td>Phase I Construction complete. VCCS received Phase I closed out docs from AE. Phase II construction is in consideration by college.</td>
</tr>
<tr>
<td>WCC</td>
<td>Upgrade Electrical Systems-Phase III Replace Fire Alarm Systems Campuswide</td>
<td>Initiative</td>
<td>Sep-13</td>
<td>$2,566,000</td>
<td></td>
<td>Construction of Project Phase I and Phase II completed and CO-14 for Phase I &amp; II approved. VCCS received closed out docs from AE. Initiation of Phase III-Fire Alarm Replacement Campuswide approved by BCOM/DPR 3/13. VCCS to receive AE fee proposal.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>$618,140,817</strong></td>
<td><strong>$4,749,700</strong></td>
<td></td>
</tr>
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</table>

#### System-wide Projects

<table>
<thead>
<tr>
<th>College</th>
<th>Project Name</th>
<th>Phase</th>
<th>Project Comp. Date of Phase</th>
<th>Funding</th>
<th>Supplement Estimate</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRCC</td>
<td>Major Mechanical Campuswide (ESCO)</td>
<td>Closeout</td>
<td>Sep-13</td>
<td>$4,761,100</td>
<td></td>
<td>Awaiting schedule to resolve ceiling issues in 10 classrooms. ESCO, NRCC and VCCS have agreed to a resolution.</td>
</tr>
<tr>
<td>TCC-N.C</td>
<td>Major Mechanical - Lighting (ESCO)</td>
<td>Complete</td>
<td>Aug-13</td>
<td>$3,338,031</td>
<td></td>
<td>Final Documentation received - Final closeout in progress</td>
</tr>
<tr>
<td>WVCC</td>
<td>Major Mechanical - Exterior Envelope Repair (ESCO)</td>
<td>Complete</td>
<td>Aug-13</td>
<td>$1,791,344</td>
<td></td>
<td>Final Documentation received - Final closeout in progress</td>
</tr>
<tr>
<td>WVCC</td>
<td>Emergency Lighting &amp; Life Safety Alterations</td>
<td>Construct</td>
<td>Sep-13</td>
<td>$550,000</td>
<td></td>
<td>Work is about 90% complete as of July 2013.</td>
</tr>
<tr>
<td>WCC</td>
<td>Structural Repair - Grayson Hall</td>
<td>Complete</td>
<td></td>
<td>$</td>
<td></td>
<td>Project was incorporated into the WCC-Snyder Auditorium Addition and is complete.</td>
</tr>
<tr>
<td>VCCS</td>
<td>Americans with Disabilities Act Improvements</td>
<td>Various</td>
<td>Various</td>
<td>$4,000,000</td>
<td></td>
<td>Project is being completed in eleven phases systemwide. Phase 1 is under construction. Phases 2 and 3 bids over budget and under redesign. Phase 4 contract award in progress.</td>
</tr>
</tbody>
</table>

**Total System-wide Projects** $14,625,475 $4,749,700

**Grand Total** $628,966,292 $4,749,700

**Notes:**

- **Funding:**
  - Within budget.
  - Costs may exceed funds available.
  - Costs will exceed all available funding.

- **Comp. Date:**
  - On schedule.
  - Facility may not be ready in time to hold scheduled classes.
Virginia’s Community Colleges
Capital Outlay Status Report Sorted by College
Updated 8/20/2013

<table>
<thead>
<tr>
<th>Line Item Funded Comp. Date College</th>
<th>Project Name</th>
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<th>Funding</th>
<th>Supplement Estimate</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility will not be ready in time to hold scheduled classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TITLE: APPROVE THE SIX YEAR PLAN
(Budget and Finance Committee, Action Item III.D.2.d)

ISSUE:

The Virginia Higher Education Opportunity Act of 2011 (Top Jobs 21) requires the governing board of each public institution of higher education to develop and adopt biennially, and amend or affirm annually a six-year academic and financial plan for the institution. The plan is to be submitted to the State Council of Higher Education for Virginia (SCHEV), the Governor, and the Chairs of the House Committee on Appropriations and the Senate Committee on Finance no later than July 1 of each odd-numbered year. State Board approval of the Plan is required prior to submission to the state officials.

The State Board approved the concepts for the VCCS Six Year Plan for fiscal years 2015 to 2020 at the May 2013 meeting. The State Council for Higher Education issued instructions for the format of the plans shortly after that date. The plan in the required format that was submitted to SCHEV on July 1 was reviewed and endorsed by the State Board at the July meeting.

A meeting with the Chancellor and other VCCS representatives, the Secretary of Finance, Secretary of Education, Director of the Department of Planning and Budget, Executive Director of SCHEV, Staff Director of the House Committee on Appropriations, and Staff Director of the Senate Committee on Finance was held on August 1 to discuss the Plan. That group, known as the “Operation Six Group”, was to provide comments to the institutions on their plans by September 1, but that time has been extended to September 6. By October 4, each institution must submit a final Plan incorporating any changes made in response to the comments from the Group.

The proposed VCCS response to the “Operation Six” comments and any changes recommended to the Plan will be provided to the Board at its September meeting. Any changes approved by the Board at the September meeting will be incorporated into the final Plan prior to submission to SCHEV.

RECOMMENDATION:

State Board approval of the revised Six Year Plan is recommended.

RESPONSIBLE STAFF:

Donna M. VanCleave              William M. Johnson
Vice Chancellor for              Assistant Vice Chancellor for
Administrative Services          Budget and Planning Services
(804) 819-4695                  (804) 819-4912
dvancleave@vccs.edu              wjohnson@vccs.edu
YEAR-END RESULTS

On August 19, 2013, Governor McDonnell reported the state’s fiscal condition at the close of fiscal year 2013 (FY 2013) to the General Assembly’s money committees. The Governor reported that the state ended FY 2013 with a $585 million surplus in the general fund. This surplus included revenue collections of $264.3 million more than expected, savings, year-end balances of $195.3 million from state agencies, an additional $125.4 million from public institutions of higher education, and other unexpended non-general funds. Most of the surplus is already obligated in statute or already committed in the budget to meet various needs.

Governor McDonnell reported that total general fund collections rose 5.3% in FY 2013, exceeding the budget forecast of 3.6% for general fund collections. Over the last four years revenue surpluses and budget savings have totaled nearly $2 billion, a positive trend during this difficult economic period.

While the FY 2013 financial results are encouraging, Secretary of Finance, Ric Brown, anticipates continued weak economic growth for FY 2014 and cautions that tightened fiscal policies and slow growth in the Eurozone continue to be threats to the economy. In order to meet the current official estimates in FY 2014, revenue needs to grow at a 2.2 percent rate. It is anticipated that funding for new initiatives will be very limited in the 2014 Legislative Session.

The VCCS ended FY 2013 with a $26 million E&G fund balance, which is 30 percent less than the FY 2012 E&G fund balance. These funds will be reappropriated, in accordance with the provisions of the Restructuring Act of 2005 since the VCCS met required state performance measures.

POTENTIAL BUDGET AMENDMENTS

The process has begun to develop the state budget for the 2014-16 biennium, which begins on July 1, 2014.

The Department of Planning and Budget (DPB) has issued instructions to state agencies for both preparing and submitting amendments to the current year’s (FY 2014) budget and for new funding requests for the 2014-16 biennial budget. The instructions include guidance from the Governor on the types of amendments to be considered for executive branch budget proposals. Proposed budget initiatives are due on September 16, 2013, which is prior to the September meeting of the State Board for Community Colleges.

Typically, institutions will submit requests for issues specific to the college or university. Based on preliminary discussions with DPB, we expect that requests for new funding must be tied directly to the Six-Year Plan in order to be accepted for the Governor’s consideration. The
following potential funding items for the VCCS are presented to the State Board for guidance and approval:

**Operating Budget**

- **Increase faculty salaries.** Funding is requested to support 3 percent faculty salary increases in each year of the biennium. An increase to the base operating budget would support moving colleges towards the 60% faculty salary threshold comparison to peer institutions.

- **Increase funding for student support services to improve student success.** Funding is requested for additional funding to the base operating budget for enhanced delivery of student support services to increase student retention and progression. Additional funding would support student success by strengthening the implementation of an enterprise Early Alert System, providing enhancements to the Virginia Education Wizard, and hiring additional student services staff to provide intensive support for high-risk students.

- **Improve the ratio of full-time to part-time teaching faculty.** The Six-Year financial and academic plan provides for increasing the full time teaching faculty ratio to 52 percent by FY16. In conjunction with a proposed modest tuition increase, funding is requested to increase the base operating budget for the non-general fund portion of costs to improve the teaching faculty ratio.

- **Increase support for workforce development.** Funding is requested for additional Program 534 (Economic Development) funding to implement an incentive program for colleges to increase the number of skilled workers (target of 7,500) obtaining credentials for high-demand non-degree jobs. Funding would provide a $1,000 pay for performance premium to colleges for each student who earned a credential.

- **Expand programs that support improving access to higher education for underserved populations.** Funding is requested for additional support for the base operating budget to 1) expand programs that inform groups with lower higher-education participation rates about career opportunities and college entrance processes; and 2) expand Middle College and PluggedInVA programs to increase the number of individuals obtaining general education diplomas and then entering into post-secondary education and training.

- **Expand noncredit Equipment Trust Fund.** Additional funding is requested to expand the 2013 allocation of the Higher Education Equipment Trust Fund (HEETF) for the replacement of non-credit workforce development equipment. In 2013, a historic allocation was made to the HEETF that provided funding to replace outdated advanced manufacturing equipment at five selected community colleges. This initiative will provide additional workforce equipment replacement to address unmet workforce training needs. Additional state funds would be requested to service anticipated debt issuance.
Capital Outlay Budget

- **Fund Top 25 Capital Outlay Projects.** In June 2013, the VCCS submitted capital outlay requests for the 2014-16 biennium to DPB, which included the top 25 priority projects that address access, student success, and STEM program support. Endorsed by the Advisory Council of Presidents as legislative priorities for the 2014 General Assembly, the “Top 25” list includes:
  
  ✓ Construct a new science building on the Chesapeake Campus of Tidewater Community College to address enrollment growth, access, and STEM education.
  ✓ Replace the original 1970s-era “prototype” buildings that have exceeded their useful lives at Eastern Shore (currently funded as a renovation project), Germanna, and Thomas Nelson Community Colleges.
  ✓ Construct a dedicated distance learning education support facility at Northern Virginia Community College.
  ✓ Construct an integrated advanced manufacturing design, production, and credentialing center at New River Community College.

- **Allow state funding for site costs.** Revision of language in the Appropriations Act will allow use of appropriated state funds, including tax-supported debt, to fund site improvements outside the five-foot perimeter of new buildings and additions on community college campuses. The use of state funds would not preclude the use of funds provided by the locality in campus development. Additional state funding is not being requested; this amendment would clarify that existing state resources that have been appropriated for capital projects could be utilized to support site development.

**RECOMMENDATION:**

State Board approval to submit proposed budget amendments to the Governor, in support of anticipated Virginia Community College System initiatives and operations is recommended.

**RESOURCE PERSONS:**

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BACKGROUND:

Chapter 945 of the 2005 Session of the General Assembly provided for a significant restructuring of operational authority for Virginia’s institutions of higher education (the 2005 Restructuring Act). It also provided to institutions which met the stated objectives and performance indicators certain financial incentives and additional operational authorities.

Chapters 824 and 829 of the 2008 Session of the General Assembly provided for qualifying institutions of higher education to be granted additional operational authority in a minimum of two, but not all three, of the following areas: information technology, procurement, and capital outlay. The VCCS obtained Level II status for information technology and capital outlay management on December 21, 2009.

Subsequently, in Chapter 3, 2012 Special Session I, the General Assembly allowed for institutions of higher education that have already obtained Level II authority in two functional areas to obtain delegated authority in the third area subject to the following language:

§ 4-9.03 LEVEL II AUTHORITY

a. Notwithstanding the provisions of § 5 of Chapter 824 and 829 of the 2008 Acts of Assembly, institutions of higher education that have met the eligibility criteria for additional operational and administrative authority set forth in Chapters 824 and 829 of the 2008 Acts of Assembly shall be allowed to enter into separate negotiations for additional operational authority for a third and separate functional area listed in Chapter 824 and 829 of the 2008 Acts of Assembly, provided they have:

1. successfully completed at least three years of effectiveness and efficiencies operating under such additional authority granted by an original memorandum of understanding;

2. successfully renewed an additional memorandum of understanding for a five year term for each of the original two areas.

The institutions shall meet all criteria and follow policies for negotiating and establishing a memorandum of understanding with the Commonwealth of Virginia as provided in § 2.0 (Information Technology), § 3.0 (Procurement), and § 4.0 (Capital Outlay) of Chapter 824 and 829 of the 2008 Acts of Assembly.
b. As part of the memorandum of understanding, each institution shall be required to adopt at least one new education-related measure for the new area of operational authority. Each education-related measure and its respective target shall be developed in consultation with the Secretary of Finance, Secretary of Education, the appropriate Cabinet Secretary, and the State Council of Higher Education for Virginia. Each education-related measure and its respective target must be approved by the State Council of Higher Education for Virginia and shall become part of the certification required by § 23-9.6:1.01.

The third area functional area available to the VCCS is procurement. There would be many benefits under Level II authority for this functional area. A few of the benefits include allowing the community colleges to better collaborate with each other and with the universities in Virginia to leverage buying power and to implement efficiencies in procurement processes that better meet the needs of institutions of higher education.

The VCCS met the first two requirements specified in the Act by effectively and efficiently operating under Level II authority in the functional areas of information technology and capital outlay management for more than three years and successfully renewing in March 2012 additional memoranda of understanding for a five year term for each of the original two areas.

To obtain the additional authority for procurement, the VCCS would have to meet specified criteria including that the System Office must take an interim step of receiving decentralized procurement authority from the Department of General Services (DGS). VCCS System Office has held initial discussion with the DGS, Division of Purchasing and Supply to obtain decentralized procurement authority. In addition, the purchasing office is acquiring a centralized contract management system that will streamline and improve the System’s ability to track, manage and administer the large volume of contracts, agreements, leases, grants handled by the various business units within the System Office and the colleges.

The VCCS also would be required to adopt at least one new education-related performance which has to be approved by SCHEV. The VCCS would be required to negotiate and enter into a Memorandum of Understanding with the appropriate Cabinet Secretary or Secretaries, as designated by the Governor.

The legislation authorizing Level II status specifically requires that the authority to be granted to the VCCS would have to be to the State Board for Community Colleges, based on qualifications and performance of System Office staff. System Office procurement staff are certified by the DGS, Division of Purchasing and Supply as either Virginia Contracting Officers (VCO) or Virginia Contracting Associates (VCA). In addition, an employee development track for all VCCS procurement officers has been added to the bi-annual meetings of the vice presidents for finance and administration’s Administrative Services Conference.
The State Board for Community Colleges would be responsible for approving any subsequent delegation of authority to community college presidents as long as the college meets the eligibility and performance criteria established by the State Board and included in the memorandum of understanding approved by the appropriate Cabinet Secretaries.

The Level II enabling legislation requires that “an absolute two-thirds or more of the institution's governing body must have voted in the affirmative for a resolution expressing the sense of the body that the institution is qualified to be, and should be, governed by memoranda of understanding as provided in this chapter.” A proposed resolution conveying the sense of the State Board that the Virginia Community College System is qualified to be, and should be considered for an additional delegated operational authority for procurement is attached.

RECOMMENDATION:

Approval of the resolution is requested.

RESPONSIBLE STAFF:

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Resolution of the
State Board for Community Colleges

Whereas, Chapter 945 of the 2005 Acts of Assembly of Virginia provided for a significant restructuring of operational authority for Virginia’s institutions of higher education; and

Whereas, Chapters 824 and 829 of the 2008 Acts of Assembly of Virginia permitted eligible institutions to enter into Level II Memoranda of Understanding ("MOUs") with specified Governor’s Cabinet Secretaries for additional operational authority in a minimum of two, but not all three, of the following areas: information technology, procurement, and capital outlay; and

Whereas, in December 2009, the VCCS entered into MOUs with appropriate Governor’s Cabinet Secretaries for additional operational authority in information technology and capital outlay; and

Whereas, Chapter 3 of the 2012 Acts of Assembly of Virginia, Special Session I, now permits eligible institutions to enter into a third and separate functional area of operational authority as authorized by Chapter 824 and 829 above; and

Whereas, eligibility for additional authority is not automatic and for each area of additional operational authority selected an institution must meet specified criteria and is required to adopt at least one new education-related performance measure and target for each area; and

Whereas, the institution is required to negotiate and enter into a Memorandum of Understanding with the appropriate Cabinet Secretary or Secretaries, as designated by the Governor, in each area for which such operational authority is requested; and

Whereas, the additional operational authority would allow the VCCS to provide procurement, in addition to information technology and capital outlay services to the colleges and students more efficiently and directly; and

Whereas, time is of the essence in negotiating the MOUs with current administration officials; now

Be it Therefore Resolved, that it is the sense of the State Board for Community Colleges that the Virginia Community College System is qualified to be, and should be, governed by memoranda of understanding as provided in Section 23.38.90 of the Code of Virginia, in the areas of procurement, capital outlay and information technology.

Be it Further Resolved, the State Board adopts § 3.0 of the second enactment clause of Chapters 824 and 829 in the functional area of procurement in addition to the previously adopted § 2.0 of the same clause in the functional area of information technology, and § 4.0 of the same clause in the functional area of capital outlay.

Be it Further Resolved, that the Chancellor is authorized to work with members of the Governor’s staff to develop the necessary memoranda of understanding in the additional area of procurement.

Dr. Glenn DuBois, Chancellor
Secretary to State Board for Community Colleges
Virginia Community College System
TITLE: ANALYSIS OF FISCAL YEAR 2013 SPENDING  
(Budget and Finance Committee, Information Item III.D.3.a)

ISSUE
The 2013 fiscal year for the VCCS ended on June 30. An analysis of spending (on cash basis) across the system will be presented to the Budget and Finance Committee.

RECOMMENDATION:
None. This is an informational item.

RESOURCE PERSONS:

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BACKGROUND

The VCCS Human Resources Department is undergoing a comprehensive review and update of policies in the VCCS Policy Manual. Changes are necessary for a variety of reasons to include the introduction of the Associate Instructor position, revisions to the faculty evaluation system, implementation of the Affordable Care Act, needed clarification of language, and regulatory or legal updates. Input for the review of these policies was solicited from members of the Academic and Student Affairs Council (ASAC) as well as chief human resource officers from each college.

The policies that are proposed for revision include the following with highlights provided.

**Categories of Employment, Policy #3.0:** Updates include the inclusion of the Associate Instructor, Ten-Month Teaching Faculty, and Regular Part-time Nine-Month Teaching Faculty positions, as well as codifying the workload limits for adjunct faculty and wage positions.

**Academic Rank, Special Positions, Administrative Titles, Policy #3.1:** The rank and position parameters of the Associate Instructor position are formally documented and clarification regarding rank and restricted positions are made in this policy revision. Language is added allowing the emeritus status for various positions.

**Faculty Qualifications for Rank, Policy #3.2:** Language regarding rank and the VCCS-29 is clarified and the separation of rank and compensation for administrative and professional faculty members is properly noted.

**Faculty Sanctions, #3.12:** The noteworthy policy change here is the delegation of authority to take action to vice presidents, executive vice presidents, and provosts allowing presidents to automatically hear appeals. Updates are made to non-reappointment dates to comport with the new faculty evaluation policy, and procedures for non-reappointment and dismissal are streamlined.

**Child Abuse Notification, new Policy #3.14.7:** This new policy is a state requirement to inform and train employees on their responsibilities for reporting child abuse.

**Lactation, new Policy #3.14.8:** This new policy is a federal requirement that organizations allow time and a location for nursing mothers to express milk after the birth of a child.
Presidential Salaries, Policy #3.15.0.1: The two changes proposed include updating the listing of college categories (i.e. including college category VII), which is used for determining presidential salaries, and documenting the executive compensation plan.

Additional policy review and updates to update the Faculty Policy Manual will be presented to the Board in a future meeting.

RECOMMENDATION:

It is recommended that the State Board for Community Colleges approve the attached policies as provided.

RESOURCE PERSON:

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Associate Vice Chancellor Human Resource Services  
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3.0 Categories of Employment (SB)

All employees in the VCCS are State employees. Personnel are further categorized as follows:

3.0.0 Regular Nine-Month Teaching Faculty

Full-time teaching faculty (including program heads and assistant division chairmen) are normally on nine-month appointments which include the fall and spring semesters of the academic year. All assistant division chairmen and program heads are appointed as teaching faculty. Such appointments are made at the discretion of the individual college.

3.0.1 Ten-Month Teaching Faculty

Ten-month teaching faculty are full-time teaching faculty with additional on-going administrative duties, such as program head or assistant dean, that require teaching faculty to provide administrative oversight of programmatic areas. This position may be used for faculty teaching on non-traditional schedules.

3.0.2 Twelve Month Teaching Faculty and Nine-Month Administrative/Professional Faculty

Twelve-month teaching positions and nine-month administrative positions are established by special request to the Chancellor. The requests are submitted annually prior to March and must explain how the exceptional position will better meet the needs of the college. For the twelve-month teaching positions, the work schedule and leaves are the same as those of twelve-month administrative and professional positions. For nine-month administrative/professional positions, salary and leaves are prorated.

3.0.3 Twelve-Month Professional Faculty

Professional faculty are individuals holding non-teaching positions with continuing responsibilities, employed on a twelve-month basis beginning July 1 and ending on June 30. All professional faculty are assigned a faculty rank for which they qualify. Librarians and Counselors are professional faculty. Colleges may also designate Coordinator, Assistant Coordinator, and Administrative Officer level positions as professional faculty.

3.0.4 Twelve-Month Administrative Faculty

Administrative faculty perform work related to the management of the educational and general activities of the college, department, or division.
All Administrative faculty are normally employed on a twelve-month basis beginning on July 1 and ending on June 30. Twelve-month administrative faculty personnel are assigned a faculty rank for which they qualify.

3.0.5 Restricted Faculty

Restricted faculty are individuals holding a restricted appointment to instructional teaching, administrative or professional faculty positions. A restricted appointment is an appointment to a position that is funded in whole or in part by non-State revenues, or has been accepted under special conditions, or that is identifiable as non-continuing in nature.

A restricted position carries limitations due to funding, length of service, or other special conditions. Such conditions include funding in whole or in part by non-state revenues (e.g. grants, fees, etc.), restricted state revenues, limited appointment period, non-continuing assignments, or other restricted conditions. Restrictions may apply to teaching, administrative, and professional faculty positions as well as classified positions.

3.0.6 Associate Instructor

Associate Instructors are individuals holding a full-time, restricted, one-year appointment to teach a higher instructional load than regular nine-month teaching faculty for the fall and spring semesters. This position is relieved of most administrative and governance duties to spend time in student support and student success related activities. The Associate Instructor contract contains no expectation or guarantee of continued employment.

3.0.7 Regular Part-Time Nine-Month Teaching Faculty

Regular part-time faculty are employed on a continuing basis to teach less than a full load. Part-time nine-month teaching faculty are employed on a continuing basis to teach approximately 60%-80% of a regular faculty workload and carry regular faculty duties and responsibilities. Compensation is pro-rated and benefits are restricted consistent with state policies and regulations.

3.0.8 Adjunct Faculty

Adjunct faculty are employed to teach less than a normal faculty load or to teach less than a full session on a semester by semester or summer term basis. The total workload includes credit hours taught at all VCCS colleges. Adjunct faculty workload is governed by the equivalent workload credit hour limits established in the Virginia Manpower Control Program Section 4-7.0.1 of the Code of Virginia. The adjunct faculty contract contains no guarantee of continued employment.

3.0.9 Classified Employees
Classified employees are employees who occupy positions that are listed in the Commonwealth’s Compensation Plan, and who are covered by the Virginia Personnel Act as found in Chapter 10, Title 2.1 of the Code of Virginia, once they have completed the probationary period.

3.0.10 Wage Employees

Wage employees are employees not covered by the Virginia Personnel Act (also referred to as hourly, P-14, or WE-14 employees). Generally these positions who are non-exempt for the purpose of overtime compensation. The positions on and who are used to supplement the work force during seasonal or temporary workloads, to provide interim replacements, or to perform short-term projects, or other jobs that do not require full-time classified employees. Wage employees are limited to working 29 hours per week on average and 1500 hours per agency college per year at any one or more VCCS college/System Office. These positions are governed by the Manpower Control Program, Section 4-7.0.1 of the Code of Virginia.
3.0 Categories of Employment (SB)

All employees in the VCCS are State employees. Personnel are further categorized as follows:

3.0.0 Regular Nine-Month Teaching Faculty

Full-time teaching faculty (including program heads and assistant division chairs) are normally on nine-month appointments which include the fall and spring semesters of the academic year. All assistant division chairs and program heads are appointed as teaching faculty. Such appointments are made at the discretion of the individual college.

3.0.1 Ten-Month Teaching Faculty

Ten-month teaching faculty are full-time teaching faculty with additional on-going administrative duties, such as program head or assistant dean, that require teaching faculty to provide administrative oversight of programmatic areas. This position may be used for faculty teaching on non-traditional schedules.

3.0.2 Twelve Month Teaching Faculty and Nine-Month Administrative/Professional Faculty

Twelve-month teaching positions and nine-month administrative positions are established by special request to the Chancellor. The requests are submitted annually prior to March and must explain how the exceptional position will better meet the needs of the college. For twelve-month teaching positions, the work schedule and leaves are the same as those of twelve-month administrative and professional positions. For nine-month administrative/professional positions, salary and leaves are prorated.

3.0.3 Twelve-Month Professional Faculty

Professional faculty are individuals holding non-teaching positions with continuing responsibilities, employed on a twelve-month basis beginning July 1 and ending on June 30. All professional faculty are assigned a faculty rank for which they qualify. Librarians and Counselors are professional faculty. Colleges may also designate Coordinator, Assistant Coordinator, and Administrative Officer level positions as professional faculty.

3.0.4 Twelve-Month Administrative Faculty
Administrative faculty perform work related to the management of the educational and general activities of the college, department, or division. Administrative faculty are normally employed on a twelve-month basis beginning on July 1 and ending on June 30. Twelve-month administrative faculty personnel are assigned a faculty rank for which they qualify.

3.0.5 Restricted Faculty

A restricted position carries limitations due to funding, length of service, or other special conditions. Such conditions include funding in whole or in part by non-state revenues (e.g. grants, fees, etc.), restricted state revenues, limited appointment period, non-continuing assignments, or other restricted conditions. Restrictions may apply to teaching, administrative, and professional faculty positions as well as classified positions.

3.0.6 Associate Instructor

Associate Instructors are individuals holding a full-time, restricted, one-year appointment to teach a higher instructional load than regular nine-month teaching faculty for the fall and spring semesters. This position is relieved of most administrative and governance duties to spend time in student support and student success related activities. The Associate Instructor contract contains no expectation or guarantee of continued employment.

3.0.7 Regular Part-Time Nine-Month Teaching Faculty

Part-time nine-month teaching faculty are employed on a continuing basis to teach approximately 60%-80% of a regular faculty workload and carry regular faculty duties and responsibilities. Compensation is pro-rated and benefits are restricted consistent with state policies and regulations.

3.0.8 Adjunct Faculty

Adjunct faculty are employed to teach less than a normal faculty load or to teach less than a full session on a semester by semester or summer term basis. The total workload includes credit hours taught at all VCCS colleges. Adjunct faculty workload is governed by the equivalent workload credit hour limits established in the Virginia Manpower Control Program, Section 4-7.0.1 of the Code of Virginia. The adjunct faculty contract contains no guarantee of continued employment.

3.0.9 Classified Employees
Classified employees are employees who occupy positions that are listed in the Commonwealth’s Compensation Plan, and who are covered by the Virginia Personnel Act as found in Chapter 10, Title 2.1 of the Code of Virginia, once they have completed the probationary period.

3.0.10 Wage Employees

Wage employees are employees not covered by the Virginia Personnel Act (also referred to as hourly, P-14, or WE-14 employees). Generally these positions are non-exempt for the purpose of overtime compensation. The positions are used to supplement the work force during seasonal or temporary workloads, to provide interim replacements, or to perform short-term projects, or other jobs that do not require full-time classified employees. Wage employees are limited to working 29 hours per week on average and 1500 hours per year at any one or more VCCS college/System Office. These positions are governed by the Manpower Control Program, Section 4-7.0.1 of the Code of Virginia.
3.1 Academic Rank, *Special Positions*, Administrative Titles

3.1.0 Academic Rank

The titles authorized for the four standard levels of faculty rank are Professor, Associate Professor, Assistant Professor, and Instructor. The qualifications for these are on the VCCS-29.

3.1.1 Special Rank

a. The Assistant Instructor classification may be used for individuals appointed on a temporary or emergency basis for one year. These individuals meeting most, but not all, of the minimum requirements for the instructor rank and who show supporting written evidence of being able to complete such requirements within one year. A one-year renewal may be requested by a college administrator and approved by the president for a person who is actively pursuing completion of the necessary requirements.

b. Teaching faculty members who are restricted hold the rank for which they qualify according to the VCCS-29. The Lecturer rank may be used for restricted positions in exceptional cases upon the approval of the president.

c. Associate instructors hold the rank of lecturer.

d. The Lecturer rank is may be used when for restricted administrative and professional faculty, qualifications make it more appropriate than other titles. It may also be used for grant funded positions if VCCS-29 qualifications do not apply.

3.1.2 Special Positions

a. Part-Time Nine Month Teaching Faculty Position is a regular part-time teaching position with the same rights, privileges, and responsibilities of full-time faculty. It has an academic year workload that is generally 60%-80% of a fulltime position, with 14-24 credits and 18-32 contact hours. It may be assigned an overload of up to 9 credits but the total workload cannot exceed 27 credits. Compensation is based on the nine-month faculty salary scale by percentage. Benefits are limited, and governed by the policies and regulations of the state for part-time, regular employees. Leave benefits are prorated. All full-time, unrestricted faculty policies apply.

b. The Associate Instructor Position is a student-focused position responsible for teaching and being involved in activities that directly support student success, such as mentoring and tutoring. It carries a higher instructional load than regular nine-month faculty but is relieved of most administrative and governance duties. The position is
a nine-month restricted position teaching fall and spring semesters. The following conditions apply to this position:

1 Workload: The academic year workload is 33-39 credits with 39-49 contact hours. No more than 3 credit hours of overload may be assigned in an academic year.

2 Office hours and additional duties: The position is expected to have 12-19 hours per week involved in student engagement activities such as office hours, tutoring, and mentoring.

3 Compensation: There are two salary ranges for the Associate Instructor position. The Level I range is for those who meet the VCCS-29 qualifications of instructor or assistant professor. Level II is for those who meet the qualifications of associate professor or professor. The position is full-time and therefore receives full benefits.

4 Contract Period: The position receives an annual one-year contract. Contracts are not renewable. However, individual associate instructors may receive an additional one-year contract upon the successful review of the college’s instructional needs and the individual’s performance.

5 Applicability of full-time faculty policies: The following policies are unique to the associate instructor position.

   a. Evaluation: The college adjunct faculty evaluation plan will be used.

   b. Academic rank: All Associate Instructors hold the rank of Lecturer. Credentials are evaluated using the requirements of the VCCS-29 to determine whether placement for compensation should be as a Level I or Level II Associate Instructor. Those with credentials that match the instructor or assistant professor rank requirements are designated as Level I. Those with credentials that match the associate professor and professor rank requirements are designated as Level II.

   c. Reclassification: Faculty who acquire additional credentials may request a re-evaluation of salary and position level prior to the issuance of a new contract.
d. **Grievance Procedure:** Faculty concerns may be pursued through Level 3 of the Faculty Grievance Procedure. College-level decisions are binding.

e. **Severance:** The Associate Instructor position is not covered under the severance policy.

6 **Recruitment and Selection:** Because of the restricted, limited time nature of the associate instructor position, colleges may use regional recruitment sources. Hiring decisions may follow reviews by smaller committees than those utilized for regular full-time teaching positions.

c. **Ten-month Teaching Faculty Positions** are on-going positions for regular full-time teaching faculty with program head, or administrative duties or for faculty teaching non-traditional schedules. Salary for the tenth month is based on a pro-rata basis of the nine-month teaching salary. Ten-month positions are not temporary assignments that faculty move into and out of on a regular cycle, rather a permanent assignment for programs that do not shift assigned program head responsibilities periodically.

3.1.3 **Emeritus:** The Emeritus/Emerita title is honorific and is intended to acknowledge outstanding service to the Virginia Community College System. It does not represent any entitlement to authority, rights, privileges or resources.

a. **President Emeritus.**

1. **Eligibility:** Candidates for emeritus status must have provided ten or more years of outstanding, distinguished, and honorable service to the VCCS in positions of substantial leadership to include the role of president.

2. **Procedure:** The Local College Board must nominate a President for emeritus status by official Board action. The request should contain a brief description of the candidate’s service and an explanation of why he or she is deserving of this honor. The request should be submitted in writing to the Chancellor for review and consent. If agreed to, the Chancellor will submit the request to the State Board for approval.

3. **Emeritus Conditions:** The appointment of the President Emeritus/Emerita is for life. Whenever using the Emeritus
title in print or otherwise, the President Emeritus should conduct himself or herself in the same manner and consideration expected of an active president.

4. **General Provision:** Notwithstanding any other element of this policy, the State Board retains the authority to withdraw the Emeritus title, without cause. Further, the Chancellor may in extenuating circumstances recommend exceptions to the eligibility requirements for the State Board’s consideration and action.

b. **Chancellor Emeritus.** The State Board may grant the title of Chancellor Emeritus at its sole discretion.

c. **Professor Emeritus.** The establishment of the status of Professor Emeritus is recommended as a method of honoring teaching faculty persons for meritorious service to the college. The President of the college shall establish a procedure for selecting retired employees of the college who held faculty rank (usually that of Associate Professor or Professor), with a minimum of ten years of service in the VCCS, and who have made meritorious and significant contributions to the college for appointment as Professor Emeritus with all the rights and privileges established by the college. The President of the college shall establish a procedure for selecting individuals for appointment as Professor Emeritus with all the rights and privileges established by the college. To be eligible the faculty member must be retired and usually will have the rank of Associate Professor or Professor with a minimum of ten years of service in the VCCS and have made a significant, meritorious contribution to the college or the VCCS.

d. **Administrative/Professional Faculty Emeritus.** The establishment of the status of Administrative/Professional Faculty Emeritus is recommended as a method of honoring individuals for meritorious service to the college. The President of the college shall establish a procedure for selecting individuals for appointment as Administrative/Professional Faculty Emeritus with all the rights and privileges established by the college. To be eligible, the person must be retired, have a minimum of ten years of service in the VCCS, and have made a significant, meritorious contribution to the college or the VCCS.

e. **Classified Employee Emeritus.** The establishment of the status of Classified Employee Emeritus is recommended as a method of honoring staff members for meritorious service to the college. The President of the college shall establish a procedure for selecting
individuals for appointment as Classified Employee Emeritus with all the rights and privileges established by the college. To be eligible the person must be retired, have a minimum of ten years of service in the VCCS, and have made a significant, meritorious contribution to the college or the VCCS.

3.1.4 Use of Administrative and Professional Titles and Faculty Rank (C)

All faculty employees shall use the faculty rank and/or administrative titles as recommended by the college president and approved by the VCCS, and the State Board in all formal or official operations of the college. Approved working titles may be used when they are reflective of the position level and responsibilities.

Appropriate titles of faculty rank and administrative office are granted to persons on the basis of the requirements of the position and the qualifications of the person holding such position, in accordance with the Governor’s Consolidated Salary Authorization for Teaching and Research Staff in Institutions of Higher Education and the regulations of the VCCS.
3.1 Academic Rank, Special Positions, Administrative Titles,

3.1.0 Academic Rank

The titles authorized for the four standard levels of faculty rank are Professor, Associate Professor, Assistant Professor, and Instructor. The qualifications for these are on the VCCS-29.

3.1.1 Special Rank

a. The Assistant Instructor classification may be used for individuals appointed on a temporary or emergency basis for one year. These individuals meet most, but not all, of the minimum requirements for the instructor rank and show supporting written evidence of being able to complete such requirements within one year. A one-year renewal may be requested by a college administrator and approved by the president for a person who is actively pursuing completion of the necessary requirements.

b. Teaching faculty members who are restricted hold the rank for which they qualify according to the VCCS-29. The Lecturer rank may be used for restricted positions in exceptional cases upon the approval of the president.

c. Associate instructors hold the rank of lecturer.

d. The Lecturer rank is used for restricted administrative and professional faculty.

3.1.2 Special Positions

a. Part-Time Nine Month Teaching Faculty Position is a regular part-time teaching position with the same rights, privileges, and responsibilities of full-time faculty. It has an academic year workload that is generally 60%-80% of a fulltime position, with 14-24 credits and 18-32 contact hours. It may be assigned an overload of up to 9 credits but the total workload cannot exceed 27 credits. Compensation is based on the nine-month faculty salary scale by percentage. Benefits are limited and governed by the policies and regulations of the state for part-time, regular employees. Leave benefits are prorated. All full-time, unrestricted faculty policies apply.

b. The Associate Instructor Position is a student-focused position responsible for teaching and being involved in activities that directly support student success, such as mentoring and tutoring. It carries a higher instructional load than regular nine-month faculty but is relieved of most administrative and governance duties. The position is a nine-month restricted position teaching fall and spring semesters. The following conditions apply to this position:
1 Workload: The academic year workload is 33-39 credits with 39-49 contact hours. No more than 3 credit hours of overload may be assigned in an academic year.

2 Office hours and additional duties: The position is expected to have 12-19 hours per week involved in student engagement activities such as office hours, tutoring, and mentoring.

3 Compensation: There are two salary ranges for the Associate Instructor position. The Level I range is for those who meet the VCCS-29 qualifications of instructor or assistant professor. Level II is for those who meet the qualifications of associate professor or professor. The position is full-time and therefore receives full benefits.

4 Contract Period: The position receives an annual one-year contract. Contracts are not renewable. However, individual associate instructors may receive an additional one-year contract upon the successful review of the college’s instructional needs and the individual’s performance.

5 Applicability of full-time faculty policies: The following policies are unique to the associate instructor position.

   a. **Evaluation:** The college adjunct faculty evaluation plan will be used.

   b. **Academic rank:** All Associate Instructors hold the rank of Lecturer. Credentials are evaluated using the requirements of the VCCS-29 to determine whether placement for compensation should be as a Level I or Level II Associate Instructor. Those with credentials that match the instructor or assistant professor rank requirements are designated as Level I. Those with credentials that match the associate professor and professor rank requirements are designated as Level II.

   c. **Reclassification:** Faculty who acquire additional credentials may request a re-evaluation of salary and position level prior to the issuance of a new contract.

   d. **Grievance Procedure:** Faculty concerns may be pursued through Level 3 of the Faculty Grievance Procedure. College-level decisions are binding.
e. **Severance:** The Associate Instructor position is not covered under the severance policy.

6 Recruitment and Selection: Because of the restricted, limited time nature of the associate instructor position, colleges may use regional recruitment sources. Hiring decisions may follow reviews by smaller committees than those utilized for regular full-time teaching positions.

c. **Ten-month Teaching Faculty Positions** are on-going positions for regular full-time teaching faculty with program head, or administrative duties or for faculty teaching non-traditional schedules. Salary for the tenth month is based on a pro-rata basis of the nine-month teaching salary. Ten-month positions are not temporary assignments that faculty move in and out of on a regular cycle, rather a permanent assignment for programs that do not shift assigned program head responsibilities periodically.

3.1.3 **Emeritus:** The Emeritus/Emerita title is honorific and is intended to acknowledge outstanding service to the Virginia Community College System. It does not represent any entitlement to authority, rights, privileges or resources.

a. President Emeritus.

1. **Eligibility:** Candidates for emeritus status must have provided ten or more years of outstanding, distinguished, and honorable service to the VCCS in positions of substantial leadership to include the role of president.

2. **Procedure:** The Local College Board must nominate a President for emeritus status by official Board action. The request should contain a brief description of the candidate’s service and an explanation of why he or she is deserving of this honor. The request should be submitted in writing to the Chancellor for review and consent. If agreed to, the Chancellor will submit the request to the State Board for approval.

3. **Emeritus Conditions:** The appointment of the President Emeritus/Emerita is for life. Whenever using the Emeritus title in print or otherwise, the President Emeritus should conduct himself or herself in the same manner and consideration expected of an active president.
4. **General Provision:** Notwithstanding any other element of this policy, the State Board retains the authority to withdraw the Emeritus title, without cause. Further, the Chancellor may in extenuating circumstances recommend exceptions to the eligibility requirements for the State Board’s consideration and action.

b. **Chancellor Emeritus.** The State Board may grant the title of Chancellor Emeritus at its sole discretion.

c. **Professor Emeritus.** The establishment of the status of Professor Emeritus is recommended as a method of honoring teaching faculty for meritorious service to the college. The President of the college shall establish a procedure for selecting individuals for appointment as a Professor Emeritus with all the rights and privileges established by the college. To be eligible the faculty member must be retired and usually will have the rank of Associate Professor or Professor with a minimum of ten years of service in the VCCS and have made a significant, meritorious contribution to the college or the VCCS.

d. **Administrative/Professional Faculty Emeritus.** The establishment of the status of Administrative/Professional Faculty Emeritus is recommended as a method of honoring individuals for meritorious service to the college. The President of the college shall establish a procedure for selecting individuals for appointment as Administrative/Professional Faculty Emeritus with all the rights and privileges established by the college. To be eligible, the person must be retired, have a minimum of ten years of service in the VCCS, and have made a significant, meritorious contribution to the college or the VCCS.

e. **Classified Employee Emeritus.** The establishment of the status of Classified Employee Emeritus is recommended as a method of honoring staff members for meritorious service to the college. The President of the college shall establish a procedure for selecting individuals for appointment as Classified Employee Emeritus with all the rights and privileges established by the college. To be eligible the person must be retired, have a minimum of ten years of service in the VCCS, and have made a significant, meritorious contribution to the college or the VCCS.

3.1.4 **Use of Administrative and Professional Titles and Faculty Rank (C)**

All faculty employees shall use the faculty rank and/or administrative titles as recommended by the college president and approved by the VCCS, and the
State Board in all formal or official operations of the college. Approved working titles may be used when they are reflective of the position level and responsibilities.
3.2 Faculty Qualifications for Academic Rank (SB)

3.2.0 Qualifications for Teaching Faculty Academic Ranks and Special Ranks

These Qualifications for teaching faculty are stated on the “Normal Minimum Criteria for Each Faculty Rank,” VCCS-29 chart and narrative, as approved by the State Board. The academic rank is determined by academic preparation, previous teaching experience and/or related occupational experience. Academic rank determines the salary range for compensation decisions.

3.2.1 Qualifications for Administrative and Professional Faculty

The normal minimum criteria for faculty as listed in Columns 1 and 2 of the VCCS-29 are normally used to determine the rank for administrative faculty members

a. Qualifications for Administrative and Professional Faculty are stated on the “Normal Minimum Criteria for Each Faculty Rank,” VCCS-29 chart and narrative in Columns 1 and 2. The academic rank is determined by academic preparation, previous teaching experience and/or related occupational experience. Academic rank does not determine the range for compensation decisions; the salary range for the type of position (e.g. Vice President, Dean, Director, Coordinator, etc.) is used for this purpose.

b. Columns 3 and 4 of the VCCS-29 may be used if there is appropriate justification. Experience related to the administrative position under consideration must be used to justify using these columns.

b. Columns 5 and 6 of the VCCS-29 are normally not used with respect to administrative appointments.

b. The use of Columns 3, 4, 5, and 6 to hire administrative and professional faculty requires the approval of the Chancellor.

c. The minimum academic credential for the positions of Provost, Academic Vice President, and President, Vice President of Instruction, and Vice President of Instruction and Student Services in the VCCS is an earned doctorate. All vacancy announcements for these academic positions must clearly state that an earned doctorate is the minimum degree required.
3.2.2 Qualifications for Adjunct Faculty

*Adjunct Faculty must meet the qualifications as stated on the “Normal Minimum Criteria for Each Faculty Rank,” VCCS-29 chart and narrative. The academic rank is determined by academic preparation, previous teaching experience and/or related occupational experience. Academic rank determines the range for compensation decisions. The minimum qualifications for adjuncts are based on qualifications for the regular ranks from assistant instructor through professor. The equated ranks determine the salary. Under certain circumstances, exceptions to qualifications may be made; provided, however, any exceptions to criteria for adjuncts, as outlined in the VCCS-29, are fully justified and documented.*
3.2 Faculty Qualifications for Academic Rank (SB)

3.2.0 Qualifications for Teaching Faculty

Qualifications for teaching faculty are stated on the “Normal Minimum Criteria for Each Faculty Rank,” VCCS-29 chart and narrative. The academic rank is determined by academic preparation, previous teaching experience and/or related occupational experience. Academic rank determines the salary range for compensation decisions.

3.2.1 Qualifications for Administrative and Professional Faculty

a. Qualifications for Administrative and Professional Faculty are stated on the “Normal Minimum Criteria for Each Faculty Rank,” VCCS-29 chart and narrative in Columns 1 and 2. The academic rank is determined by academic preparation, previous teaching experience and/or related occupational experience. Academic rank does not determine the range for compensation decisions; the salary range for the type of position (e.g. Vice President, Dean, Director, Coordinator, etc.) is used for this purpose.

b. The use of Columns 3, 4, 5, and 6 to hire administrative and professional faculty requires the approval of the Chancellor.

c. The minimum academic credential for the positions of Provost, Academic Vice President, and President is an earned doctorate. All vacancy announcements for these academic positions must clearly state that an earned doctorate is the minimum degree required.

3.2.2 Qualifications for Adjunct Faculty

Adjunct Faculty must meet the qualifications as stated on the “Normal Minimum Criteria for Each Faculty Rank,” VCCS-29 chart and narrative. The academic rank is determined by academic preparation, previous teaching experience and/or related occupational experience. Academic rank determines the range for compensation decisions.
3.12 Faculty Sanctions

Purpose: To provide fair and objective methods of addressing behavior and performance issues that interfere with the maintenance of high standards of professional conduct and work performance.

3.12.0 Definitions

a. **Dismissal** -- Dismissal is the involuntary termination of employment of faculty during the terms of their appointment.

b. **Insubordination** -- Insubordination is the refusal or deliberate failure to comply with a directive of a supervisor when such directive is within the scope of authority/responsibility of the supervisor.

c. **Misconduct** -- Misconduct is any criminal, immoral, or unprofessional act occurring while working for or representing the institution or any such act while on the premises of the institution or at sponsored events. Misconduct shall include, without limitation, unauthorized taking or use of any State property, conflicts of interest, engaging in or contributing to any assault, physical abuse or threats of harm, misusing authority for personal gain or favors, unlawful discrimination, harassment sexual or racial harassment.

For the purposes of nonreappointment, only, except as may be stated above, unprofessional conduct shall not include and any act that does not materially affects or interferes with the performance of one’s responsibilities or the operations of the institution.

d. **Nonreappointment** -- Nonreappointment is the decision not to renew the appointment of a faculty member at the end of the current appointment period.

e. **Suspension** -- The required absence from work with or without pay that is imposed as part of a disciplinary action or to remove the faculty member from the workplace pending an investigation related to conduct or a court action.

3.12.1 Nonreappointment

a. **Coverage** -- Full-time and regular part-time faculty in unrestricted appointment positions are covered by the provisions of this section.

b. **Reasons for Nonreappointment** -- Faculty may be nonreappointed only for just cause. Permissible grounds for nonreappointment shall include but are not limited to incompetence, unsatisfactory job performance, insubordination, or misconduct.
c. **Procedure** -- The immediate supervisor shall schedule a conference with the faculty member. During the conference, the faculty member shall be informed of the immediate supervisor's intention to recommend nonreappointment and provided a written copy of the reasons for the recommendation. The faculty member shall have up to five (5) business days to discuss and/or respond to the recommendation in writing. At the time of the conference, if the supervisor recommends nonreappointment after consideration of any response from the faculty member, a copy of the recommendation, response and any other pertinent materials shall be forwarded to the vice president/executive vice president/provost. In circumstances involving a direct report of a vice president/executive vice president/provost, the vice president/executive vice president/provost’s recommendation or decision is binding. In cases involving a vice president, executive vice president, provost, or direct report to the president, the president’s decision is binding. The immediate supervisor shall provide the faculty member, to the vice president/provost or provost, and the president with a written notice stating the reasons for recommending nonreappointment. The faculty member shall be notified in writing of the final decision regarding nonreappointment.

Nothing in the procedure described herein shall prevent the president or the president's designee from taking appropriate action to not reappoint a faculty member.

d. **Time Frames** -- The president's notification of nonreappointment shall be sent to the faculty member not later than the following dates:

1. **March 15** January 15 during the probationary first year of employment, second year of employment, and third year of employment as teaching faculty in the VCCS. or for any faculty member who holds a regular one-year appointment.

2. **December 15** January 15 after one year of service for teaching faculty in the last year of a holding multi-year appointment; and other teaching faculty who are on one year appointments, but who are not in their probationary, second, or third year of employment.

(3) after two or more years of service and for faculty rank employees in the final year of a multi-year appointment. January 15 for administrative and professional faculty.

3.12.2 **Dismissal**
a. Coverage -- All full-time faculty and regular part-time nine-month teaching faculty are covered by this policy.

b. Reasons for Dismissal -- Faculty may be dismissed only for just cause. Permissible grounds for dismissal shall include but are not limited to incompetence, unsatisfactory performance of duties, insubordination, unlawful discrimination, sexual or workplace harassment, and misconduct.

c. Procedure -- The immediate supervisor of a faculty member may initiate dismissal proceedings whenever sufficient justification exists to consider dismissal for just cause. In all cases, the immediate supervisor must demonstrate that credible evidence is present to justify dismissal. The immediate supervisor shall schedule a conference with the faculty member. During the conference, the faculty member shall be informed both orally and in writing of the justification for considering dismissal and shall have the opportunity to discuss and respond to the issue. The immediate supervisor shall identify the required corrective action unless immediate dismissal is recommended.

Following the conference, a faculty member may have up to five (5) business days to submit a written response and/or additional information may be submitted up to five (5) business days to the immediate supervisor for consideration. If the supervisor still recommends dismissal, if the supervisor recommends dismissal after consideration of any response from the faculty member, a copy of the recommendation, response and any other pertinent materials shall be forwarded to the vice president/executive vice president_provost. In circumstances involving a direct report of a vice president/executive vice president_provost, the vice president/executive vice president_provost’s recommendation or decision is binding. In cases involving a vice president, executive vice president, provost, or direct report to the president, the president’s decision is binding. A copy of all written correspondence between the faculty member and the immediate supervisor shall be sent to the vice president/provost, and to the president of the college. The vice president/executive vice president_provost or president shall notify the faculty member in writing of the decision. If the decision is to dismiss, the letter will include for dismissal and the effective date.

Nothing in the procedure described herein shall prevent the president or the president's designee from taking appropriate action to dismiss a faculty member.
d. **Exceptional Cases** -- The initial recommendation of dismissal may be issued from the vice president/executive vice president/provost or the president instead of the immediate supervisor. In all such cases, the faculty member shall be notified of the identity of the person making the initial recommendation.

3.12.3 **Suspension**

a. **Coverage** -- All faculty are covered by this policy.

b. **Use in Dismissal Cases** -- Suspension of faculty is not to be used routinely in possible dismissal cases. Such use is justified only if a substantial threat to the welfare of the institution can reasonably be interpreted as meaning that the faculty member’s continuance at the institution will cause immediate harm to the faculty member or others or materially affects or interferes with the performance of one’s responsibilities, or the operations of the institution. The president shall determine whether suspensions are with or without pay, within legal guidelines.

c. **Procedure** -- Nothing in the procedure described herein shall prevent the president or if absent, the president's designee, from suspending a faculty member. Prior to taking such action, the **vice president/executive vice president/provost** shall inform the affected faculty member of the reason for the suspension and provide the faculty member an informal opportunity to respond to the allegations.

d. **Investigations** -- In all cases, The president vice president/executive vice president/provost shall ensure that an investigation be conducted and completed within thirty (30) calendar days of the date of the start of the suspension. Upon conclusion of the president's investigation, court action, or official investigation, the faculty member may be disciplined, dismissed, suspended, or reinstated from suspension as the vice president/executive vice president/provost president determines to be appropriate under the circumstances.

e. **Though suspensions are generally with pay, a suspension without pay for up to thirty (30) work days may be utilized as a disciplinary action in lieu of dismissal.**

3.12.4 **General Provisions**

a. **Academic Freedom** -- Faculty sanctions shall not be used to restrain faculty in their exercise of constitutional rights or academic freedom as set forth in the Statement of Academic Freedom and Responsibility adopted by the State Board.
b. **Appeals** -- Decisions made under the provisions of the Sanctions policy may be appealed through the Faculty Grievance Procedure.

1. Appeals of nonreappointments, and dismissals, and suspensions must be filed within twenty (20) work days after receipt of the president’s notification of nonreappointment, dismissal or suspension.

2. Adjunct Faculty may appeal suspension and dismissal issues to the end of Level Two of the Faculty Grievance Procedure.

3. **Associate Instructors may appeal dismissals and suspension issues to the end of Level Three of the Faculty Grievance Procedure**

c. **Extension of Time** -- Every effort shall be made by all parties to expedite the process. The time limitations specified for either party may be extended by mutual written agreement.

d. **Delivery of Notices** -- When giving notice of action or requesting appeal, it is the author's responsibility to make all reasonable effort to ensure that the person(s) designated to receive such notices and requests receive(s) them personally. Personal delivery by the author or certified mail with return receipt or other delivery forms that provide a receipt should be used for the delivery of notices and requests when appropriate.
3.12 Faculty Sanctions

**Purpose:** To provide fair and objective methods of addressing behavior and performance issues that interfere with the maintenance of high standards of professional conduct and work performance.

3.12.0 Definitions

- **Dismissal** -- Dismissal is the involuntary termination of employment of faculty during the terms of their appointment.

- **Insubordination** -- Insubordination is the refusal or deliberate failure to comply with a directive of a supervisor when such directive is within the scope of authority/responsibility of the supervisor.

- **Misconduct** -- Misconduct is any criminal, immoral, or unprofessional act occurring while working for or representing the institution or any such act while on the premises of the institution or at sponsored events. Misconduct shall include, without limitation, unauthorized taking or use of any State property, conflicts of interest, engaging in or contributing to any assault, physical abuse or threats of harm, misusing authority for personal gain or favors, unlawful discrimination, harassment and any act that materially affects or interferes with the performance of one’s responsibilities or the operations of the institution.

- **Nonreappointment** -- Nonreappointment is the decision not to renew the appointment of a faculty member at the end of the current appointment period.

- **Suspension** -- The required absence from work with or without pay that is imposed as part of a disciplinary action or to remove the faculty member from the workplace pending an investigation related to conduct or a court action.

3.12.1 Nonreappointment

- **Coverage** -- Full-time and regular part-time faculty in unrestricted positions are covered by the provisions of this section.

- **Reasons for Nonreappointment** -- Faculty may be nonreappointed only for just cause. Permissible grounds for nonreappointment shall include but are not limited to incompetence, unsatisfactory job performance, insubordination, or misconduct.
c. **Procedure** -- The immediate supervisor shall schedule a conference with the faculty member. During the conference, the faculty member shall be informed of the immediate supervisor's intention to recommend nonreappointment and provided a written copy of the reasons for the recommendation. The faculty member shall have up to five (5) business days to discuss and/or respond to the recommendation in writing. If the supervisor recommends nonreappointment after consideration of any response from the faculty member, a copy of the recommendation, response and any other pertinent materials shall be forwarded to the vice president/executive vice president/provost. In circumstances involving a direct report of a vice president/executive vice president/provost, the vice president/executive vice president/provost’s recommendation or decision is binding. In cases involving a vice president, executive vice president, provost, or direct report to the president, the president’s decision is binding. The faculty member shall be notified in writing of the final decision regarding nonreappointment.

Nothing in the procedure described herein shall prevent the president or the president's designee from taking appropriate action to not reappoint a faculty member.

d. **Time Frames** -- The notification of nonreappointment shall be sent to the faculty member not later than the following dates:

1. March 15 during the probationary, second year of employment, and third year of employment as teaching faculty in the VCCS.

2. January 15 for teaching faculty in the last year of a multi-year appointment; and other teaching faculty who are on one year appointments, but who are not in their probationary, second, or third year of employment.

3. January 15 for administrative and professional faculty.

### 3.12.2 Dismissal

a. **Coverage** -- All full-time faculty and regular part-time nine-month teaching faculty are covered by this policy.

b. **Reasons for Dismissal** -- Faculty may be dismissed only for just cause. Permissible grounds for dismissal shall include but are not limited to incompetence, unsatisfactory performance of duties, insubordination, unlawful discrimination, sexual or workplace harassment, and misconduct.
c. **Procedure** -- The immediate supervisor of a faculty member may initiate dismissal proceedings whenever sufficient justification exists to consider dismissal for just cause. In all cases, the supervisor must demonstrate that credible evidence is present to justify dismissal. The immediate supervisor shall schedule a conference with the faculty member. During the conference, the faculty member shall be informed both orally and in writing of the justification for considering dismissal and shall have the opportunity to discuss and respond to the issue. The immediate supervisor shall identify the required corrective action unless immediate dismissal is recommended.

Following the conference, a faculty member may have up to five (5) business days to submit a written response and/or additional information to the immediate supervisor for consideration. If the supervisor recommends dismissal after consideration of any response from the faculty member, a copy of the recommendation, response and any other pertinent materials shall be forwarded to the vice president/executive vice president/provost. In circumstances involving a direct report of a vice president/executive vice president/provost, the vice president/executive vice president/provost’s recommendation or decision is binding. In cases involving a vice president, executive vice president, provost, or direct report to the president, the president’s decision is binding. The vice president/executive vice president/provost or president shall notify the faculty member in writing of the decision. If the decision is to dismiss, the letter will include the effective date.

Nothing in the procedure described herein shall prevent the president or the president's designee from taking appropriate action to dismiss a faculty member.

d. **Exceptional Cases** -- The initial recommendation of dismissal may be issued from the vice president/executive vice president/provost or the president instead of the immediate supervisor. In all such cases, the faculty member shall be notified of the identity of the person making the initial recommendation.

### 3.12.3 Suspension

a. **Coverage** -- All faculty are covered by this policy.

b. **Use in Dismissal Cases** -- Suspension of faculty is not to be used routinely in possible dismissal cases. Such use is justified only if a substantial threat to the welfare of the institution can reasonably be interpreted as meaning that the faculty member’s continuance at the
institution will cause immediate harm to the faculty member or others or materially affects or interferes with the performance of one’s responsibilities, or the operations of the institution. The president shall determine whether suspensions are with or without pay, within legal guidelines.

c. **Procedure** -- Nothing in the procedure described herein shall prevent the president or the president's designee from suspending a faculty member. Prior to taking such action, vice president/executive vice president/provost shall inform the affected faculty member of the reason for the suspension and provide the faculty member an informal opportunity to respond to the allegations.

d. **Investigations** -- The vice president/executive vice president/provost shall ensure that an investigation be conducted and completed within thirty (30) calendar days of the date of the start of the suspension. Upon conclusion of the investigation, court action, or official investigation, the faculty member may be disciplined, dismissed, suspended, or reinstated from suspension as the vice president/executive vice president/provost determines to be appropriate under the circumstances.

e. Though suspensions are generally with pay, a suspension without pay for up to thirty (30) work days may be utilized as a disciplinary action in lieu of dismissal.

### 3.12.4 General Provisions

a. **Academic Freedom** -- Faculty sanctions shall not be used to restrain faculty in their exercise of constitutional rights or academic freedom as set forth in the Statement of Academic Freedom and Responsibility adopted by the State Board.

b. **Appeals** -- Decisions made under the provisions of the Sanctions policy may be appealed through the Faculty Grievance Procedure.

1. Appeals of nonreappointments, dismissals, and suspensions must be filed within twenty (20) work days after receipt of notification of nonreappointment, dismissal or suspension.

2. Adjunct Faculty may appeal suspension and dismissal issues to the end of Level Two of the Faculty Grievance Procedure.

3. Associate Instructors may appeal dismissals and suspension issues to the end of Level Three of the Faculty Grievance Procedure.
c. **Extension of Time** -- Every effort shall be made by all parties to expedite the process. The time limitations specified for either party may be extended by mutual written agreement.

d. **Delivery of Notices** -- When giving notice of action or requesting appeal, it is the author's responsibility to make all reasonable effort to ensure that the person(s) designated to receive such notices and requests receive(s) them personally. Personal delivery by the author or certified mail with return receipt or other delivery forms that provide a receipt should be used for the delivery of notices and requests when appropriate.
3.14.7 Reporting Sexual Child Abuse or Neglect

Purpose: The purpose of this policy is to recognize the responsibility of the Virginia Community College System to provide a safe environment for children and to comply with relevant state laws related to the mandatory reporting of suspected child abuse or neglect.

3.14.7.1 Definition from Code of Virginia §63.2-100

Abused or Neglected Child: Any child under 18 years of age whose parent or any person responsible for his or her care:

- Causes or threatens to cause a non-accidental physical or mental injury, or allows such an injury;
- Allows a child to be present during the manufacture of a controlled substance or during the unlawful sale of such substance where such activity would constitute a felony violation;
- Neglects or refuses to provide adequate food, clothing, shelter, emotional nurturing or health care;
- Abandons the child;
- Neglects or refuses to provide adequate supervision in relation to a child’s age and level of development;
- Knowingly leaves a child alone in the same dwelling with a person, not related by blood or marriage, who has been convicted of an offense against a minor for which registration is required as a violent sexual offender; or
- Commits or allows to be committed any illegal sexual act upon a child, including incest, rape, indecent exposure, prostitution or allows a child to be used in any sexually explicit visual material.

3.14.7.2 Coverage of Personnel

All employees of the VCCS are covered by this policy.

3.14.7.3 Policy Requirement:

All employees, who in their official or professional capacity, have reason to suspect that a child is an abused or neglected child, are required to report the matter as soon as possible, but not longer than 24 hours after having reason to suspect a reportable offense of child abuse or neglect.

3.14.7.4 Procedures

1. Each college will designate an office to be responsible for Child Abuse and Neglect Reporting.
2. The designated office will develop a communication plan which includes an initial communication of the policy to employees and the inclusion of the policy in the new employee orientation programs for all employees. Policy details should also be placed on the college website.

3. Communications must include the following information:

A. Definitions of Child Abuse and Neglect

B. Where to Report Suspected Abuse Including Specific Phone Numbers

Information will include the Local Department of Social Services, Department of Social Services (DSS) toll-free child abuse and neglect hotline (1-800-552-7096), State Child Abuse HotLine, and the number of the college office of responsibility. Reporting information should also note the employee’s supervisor as a reporting source.

C. Explanation of Employee Responsibility

All employees are responsible for reporting suspected child abuse. If a report is made to the designated college office, that office will forward the report to the Department of Social Services. Employees shall make available any information, records, or reports that document the basis for a report of child abuse or neglect.

D. Explanation of the Penalties for Failing to Make a Required Report.

1. Any person who fails to file a report as soon as possible, but not longer than 24 hours after having reason to suspect a reportable offense of child abuse or neglect, may be fined not more than $500 for the first failure and, not less than $1,000 for any subsequent failures. In cases involving certain crimes of sexual assault, a person who knowingly and intentionally fails to file a report may be guilty of a Class 1 misdemeanor.

2. Employees who make or cause to be made a report of child abuse or neglect that they know to be false may be guilty of a Class 1 misdemeanor.

3. The Faculty Sanctions Policy and the Standards of Conduct Policy can be used with disciplinary actions commensurate with the severity and/or frequency of the offense and may include termination of employment.
3.14.8 Lactation

Purpose: The purpose of this policy is to support employees who wish to continue breastfeeding when they return to work.

3.14.8.1 Definitions

**Lactation Activities:** Breastfeeding and expression of milk by mothers for their children.

**Lactation Area:** Facility for expressing breast milk and breastfeeding.

**Expression of milk:** The initiation of lactation, by manual or mechanical means, for the designated employees’ child.

3.14.8.2 Coverage of Personnel

All employees of the VCCS are covered by this policy for one year after the birth of their child. While students are not covered by this policy, they may use lactation facilities but must provide their own means of expressed milk storage.

3.14.8.3 Policy Requirements

Colleges will establish reasonable rest periods, a location for employees to express breast milk for their nursing child or breastfeed a child, and an opportunity and location in which to store expressed milk.

3.14.8.4 Procedures for determining a reasonable rest period, establishing an appropriate location for a lactation area, and storage of expressed milk

A. Reasonable Rest Period to Express Milk or to Breastfeed a Child

1. A reasonable rest period, unless otherwise agreed upon by the supervisor and employee, is no less than thirty (30) minutes during each four (4) hour work period, or major part of a four (4) hour work period.

2. Rest periods cannot be accumulated or banked by an employee for use at another time.
3. Paid Rest Period  An employee shall, if feasible, take the rest period to express milk at the same time as the rest periods or meal periods that are otherwise provided.

4. Unpaid Rest Period

   a. Employees may take an unpaid rest period of up to thirty (30) additional minutes during each four (4) hour period to express milk.

   b. Employees may request an adjustment to their work schedule to fulfill their normal work hours to make up the amount of time used during the unpaid rest period.

   c. If an employee does not work to make up the amount of time used during the unpaid rest period, the College is not required to compensate the employee for that time. Employees are not required to use paid leave time to cover unpaid meal and rest periods used for expressing milk.

   d. A health insurance eligible employee will have any unpaid rest periods that are taken to express milk counted toward the number of hours required in the month to meet benefits eligibility requirements.

   e. If a lactation area, as identified below, is not within close proximity to the employee’s work area, the time taken to travel to and from the location may not be included as part of the break period. Close proximity is defined as within walking distance of the employee’s work area so as not to appreciably shorten the employee’s rest or meal period.

B. Lactation area

1. College locations selected as lactation areas must meet the following criteria:

   a. A separate room or other location shall be provided to ensure privacy while expressing breast milk. A private location is a place with an electrical outlet and seating, other than a public
restroom or toilet stall, concealed from view and without intrusion by other employees or the public.

b. The room or location should contain, at a minimum, a chair, a small table, desk, counter, or other flat surface, and an electrical outlet. Acceptable lactation areas include the following if the employee can express milk without intrusion by other employees or the public:

- The employee’s work area,
- A room connected to a public restroom, such as a lounge,
- A child care facility where the employee can express milk concealed from view and without intrusion by other employees or the public; or
- An empty or unused office or conference room.

2. Lactation Room Signage   Signage must designate that a location is a lactation area. The signage must also be able to indicate that a room is/or is not in use. At a minimum, the signage may be placed on the door handle.

C. Storage of Expressed Milk

1. An employee may bring a cooler or other container to work to store expressed milk. The supervisor is responsible for ensuring there is adequate space in the employee’s general work area to accommodate the cooler or container.

2. If the College allows employees access to refrigeration for personal use, an employee may use the available refrigeration for storage of expressed milk.

3. The College is not responsible for insuring the safekeeping of expressed milk stored on college property nor is it liable for the loss or damage of the employee’s personal equipment and/or supplies.
A. College Responsibilities

1. Colleges will establish lactation areas that meet the criteria set forth in this policy.

2. The availability of lactation areas will be made known through appropriate publications and on the college website.

3. The Human Resource Office and managers may inform employees of the availability of lactation areas before they take leave associated with the birth of a child.

4. Managers should meet with employees prior to or after returning from leave associated with the birth of a child to discuss lactation location(s), milk storage area(s), and time needed to express milk or breastfeed a child. Schedule adjustments must be documented.

5. The College will assess the work environment to ensure there are no risks to the employee or to children if the employee is having a child brought to the worksite for breastfeeding.

B. Employee Responsibilities

1. Employees will notify the supervisor and the Human Resource Office no later than seven (days) prior to the need to use the lactation facilities. This timeframe will allow the supervisor/manager to assess the work environment. While all requests will be honored, without the seven days advance notice access may be delayed.

2. Employees are required to store all expressed milk in closed, clearly labeled containers, regardless of the method or location of storage. They are responsible for providing the bottles, sterilizing equipment and breast pumps.

3.14.8.6 Guidance, Consultation and Complaints. The Human Resource Office will provide policy and procedural information, address concerns, provide consultation services for managers, and respond to formal employee complaints.
3.15 Policies Pertaining to Presidents

3.15.0 Presidential Salaries

3.15.0.0 Purpose:

To provide a rationale for establishing equitable presidential salaries based on the size of the college and experience of the president.

3.15.0.1 Presidential Salary Scale. The salary scale will be comprised of seven categories with a salary range for each category.

1. The colleges will be placed in one of seven categories. The categories will be based on annual full-time equivalent enrollment. The categories are:

   a. Category I  less than 1500 FTES
   b. Category II  1,500-2,499 FTES
   c. Category III 2,500-4,999 FTES
   d. Category IV 5,000-9,999 FTES
   e. Category V 10,000-17,499 FTES
   f. Category VI 17,500- and above 29,999 FTES
   g. Category VII 30,000 and above FTES

2. Each category will have a minimum and maximum salary.

3. Salary structure adjustments shall be made based on market salary analysis the appropriations decisions of the General Assembly, approval of the State Board, and approval of the Governor.

4. It is anticipated that salaries of individual college presidents with a satisfactory performance evaluation will be based on performance, goal achievement, market conditions, internal and external equity and other related factors as determined by the Chancellor and the State Board.

3.15.0.2 Evaluating College Categories:

1. Colleges shall be categorized annually in the spring based on annual full-time equivalent students (FTES). The annual enrollment is the full-time equivalent students (FTES) in summer, fall and the spring semester.

   a. Should a college's enrollment increase so that a college moves to a higher size category, the
president’s salary shall be placed in the higher category range and increased by the category difference of up to 9%. Presidents will receive only one category change salary increase per category. For example: If a college moves from a Category I to a Category II, the president will receive up to a 9% increase at the discretion of the Chancellor. If the college drops back to a Category I then moves back to a Category II, the President would not be eligible for another category increase until the College became a Category III college.

b. Should a college's enrollment decrease so that a college moves to a lower size category, the president's salary shall be placed in the lower category salary range. If the president’s salary exceeds the lower category range maximum, the salary shall be frozen until such time as salary structure increases result in the range maximum being equal to or greater than the president’s salary. The Chancellor may grant exceptions when warranted.

2. Presidents will be informed in writing by June 30 if their college has changed categories.

3. Salary adjustments resulting from category changes will take effect July 1. College categories will be included in the VCCS- 18 Faculty Salary Scales.

3.15.0.3 Presidential Entry Level Salaries:

1. Starting presidential salaries will be determined by the Chancellor

2. Salary offers shall be within the college category salary range.

3. Placement within the range will be based on the years and types of experience, current salary, market conditions, other VCCS presidents’ salaries and other factors as determined by the Chancellor.
3.15.0.4 Presidential Supplementary Salary Guidelines

1. In addition to a state salary, compensation of community college presidents may include a housing supplement up to $10,000 from private gifts, endowment funds, or income from endowments and gifts. Any such supplements to a president’s state salary must be recommended by the local board chair and approved by the Chancellor.

2. Requests for a salary supplement must be submitted in writing and include the amount of supplement, the source of the supplement, and whether it is a one-time or continuing supplement. Requests must be received by April 1 for the upcoming fiscal year. The amount of all supplements to a president’s state salary will be identified in the president’s contract.

1. Supplemental total compensation utilizing the provisions of the VCCS approved Executive Compensation Plan will be considered on an as needed basis.

2. The VCCS has an approved Executive Compensation Plan that includes a limited number of options designed to recruit and retain the best executive talent. This plan is reviewed and updated periodically to reflect market conditions. The plan elements are used on an as needed basis. Some elements are funded from state resources and others from private gifts, endowment funds, or income from endowments and gifts. Generally, the elements will require the recommendation of the Local College Board, approval of the Chancellor, and all are subject to the review of the Personnel Committee of the State Board for Community Colleges annually. The plan elements are detailed in a separate Executive Compensation Plan maintained by the VCCS Human Resource Services Department.

3. Requests for a salary supplement must be submitted in writing and include the amount of supplement, the source of the supplement, and whether it is a one-time or continuing supplement. Requests must be received each spring for the upcoming fiscal year. The amount of all supplements to a president’s state salary will be identified in the president’s contract or otherwise documented for the record.
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The State Board for Community Colleges approved changes to the VCCS-29 at its May 2013 meeting. Adjustments to the Degree Equivalency policy were made in support of changes to the VCCS-29. The enclosed changes were reviewed, recommended, and approved by the Academic and Student Affairs Council. The proposed changes clarify language regarding degree equivalencies and the acceptance of particular degree types.

The enclosed revisions are proposed in support of changes to the VCCS-29.

It is recommended that the State Board for Community Colleges approve the enclosed revisions to the Degree Equivalency Policy, 3.2.3.

Christopher D. Lee, Ph.D., SPHR
Associate Vice Chancellor
Human Resource Services
804-819-4685
clee@vccs.edu
3.2.3 Degree Equivalency

a. The earned doctoral degree normally includes the Ph.D., D.A., D.Sc., and Ed.D.

b. For faculty whose effective employment date with the VCCS is July 1, 1995, or anytime thereafter, or for current employees who earn a master’s or bachelor’s degree on July 1, 1995, or anytime thereafter, only those graduate hours taken after the master’s or bachelor’s degree requirements are completed may be used to determine salary increments for initial salary calculations or to meet promotional requirements. For all other faculty, the equivalency factor of 30 hours for the master’s degree will be continued.

c. Degrees such as M.D., D.D.S., D.V.S., J.D., D.P.T. and DNP, and other professional degrees are equivalent to the master’s degree plus 24 graduate semester hours. are normally equivalent either to the master’s or specialist degrees and must be evaluated on the basis of the number of years or credits of applicable graduate study. For appointment and promotion purposes, the First Professional Degrees may be regarded as equivalent to the earned doctor’s degree if these degrees include seven years or 84-90 post-baccalaureate semester credit hours in actual classroom instruction.

d. The Master of Fine Arts (MFA) degree— for those faculty who teach a majority of classes in studio art, theater, or creative writing areas shall be recognized as is considered a terminal degree for faculty teaching in a field related to the degree. The requirement of the doctoral degree under columns one and two for such faculty will not be necessary; however, these faculty will still need to satisfy the requirements of credits in the teaching field and the other requirements for promotion to upper ranks of the professoriate.

e. In considering college degrees for initial appointment, promotion, or recognition, the highest degree accepted for consideration must have been awarded by a college or university in good standing with a regional accrediting agency recognized by the U.S. Department of Education. Regional accrediting agencies include: Middle States, New England, North Central, Southern, North West and Western Commissions. If the highest degree is from a non-regionally accredited institution outside the United States, evidence must be presented showing that the faculty member has appropriate academic preparation and that the degree requirements are consistent with the academic rigor required of a regionally accredited institution. Foreign transcripts must be evaluated by a credential evaluation service approved by the National Association of Credential Evaluation Services (NACES). The evaluation will be considered by the college as a recommendation.
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BACKGROUND

In order to ensure the continuity of executive leadership and to plan for the development of the next generation of leaders, the Chancellor and his staff are in the process of developing succession plans. The input of Personnel Committee will be invaluable in the process of evaluating our current processes and determining which positions should be included (i.e. chancellor, presidents, vice chancellors, vice presidents, etc.) and which preparatory activities should be considered. There is in due recognition of the large percentage of baby boomers on staff, our aging population, and the longevity of many senior leaders. Initial succession planning discussions will be held at the September State Board meeting.

RECOMMENDATION:

None—this is an information item.

RESOURCE PERSON:

Dr. Christopher D. Lee
Associate Vice Chancellor Human Resource Services
System Office
804-819-4685; clee@vccs.edu

Greer Saunders, Esq.
VCCS System Counsel
System Office
(804) 819-4906
gsaunders@vccs.edu
Minutes
Meeting No. 326
March 21, 2013
Approval of Corrected Minutes
(Page 12)
k. Patrick Henry Community College
Updated Real Estate Transaction
(Closed Session)

A motion was made by Ms. Helfant- Browning and seconded by Mr. Jeffrey Mitchell that:

“IN ACCORDANCE WITH SECTION 2.2-3711(A)(3) OF THE CODE OF VIRGINIA, I MOVE THAT THE STATE BOARD CONVENE IN CLOSED SESSION TO DISCUSS A REAL ESTATE TRANSACTION FOR PATRICK HENRY COMMUNITY COLLEGE UNDER THE REAL ESTATE EXEMPTION TO THE VIRGINIA FREEDOM OF INFORMATION ACT, BECAUSE DISCUSSION IN AN OPEN MEETING WOULD ADVERSELY AFFECT THE BARGAINING POSITION OR NEGOTIATING STRATEGY OF THE COLLEGE AND THE SYSTEM.”

The motion carried.

Closed Session: 11:39 PM
Open Session: 11:52 PM

A motion was made by Ms. Helfant- Browning and Seconded by Mr. Jeffrey Mitchell that:

“IN ACCORDANCE WITH SECTION 2.2-3711(A)(3) OF THE CODE OF VIRGINIA, I MOVE THAT THE STATE BOARD RECONVENE IN OPEN SESSION.”
The motion carried.

In the absence of the Chair, the Vice Chair stated that:

“THE STATE BOARD HAS CONCLUDED ITS CLOSED SESSION AND IS HEREBY IN OPEN SESSION. WE WILL NOW TAKE A RECORDED VOTE THAT WILL BE INCLUDED IN THE MINUTES CERTIFYING THAT ONLY SUCH PUBLIC BUSINESS IDENTIFIED IN THE MOTION TO CONVENE IN CLOSED SESSION WAS DISCUSSED.”

At this time, the Chancellor read the Certificate of Closed Session to which every member of the State Board for Community Colleges present certified in the affirmative. (Appendix XIII)

A motion was made by the Facilities Committee to approve the real estate acquisition for Patrick Henry Community College. This motion was unanimously approved.

3. Information Items

a. Virginia Community College System
   Update on 2014-2020 Six-Year Capital Plan

   Mr. Will Johnson presented the Board with a draft of the 2014-2020 Six-Year Capital Outlay Plan. The full plan will be presented at the May meeting for final Board review and approval and then to the Governor.
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APPENDIX

FOR

STATE BOARD FOR COMMUNITY COLLEGES

MEETING NO. 328

July 18, 2013
The State Board for Community Colleges convened at 9:10 a.m. on May 16, 2013 in the Godwin-Hamel Board Room, 15th Floor, James Monroe Building, 101 North 14th Street, Richmond, Virginia.

Members Present: Mr. Bruce Meyer, Chair
Ms. Dorcas Helfant-Browning, Vice Chair
Ms. LaVonne P. Ellis
RADM. Robert R. Fountain
Dr. Sasha Gong
Mr. Stephen Gannon
Dr. Mirta M. Martin
Mr. David A. Nutter
Mr. Robin Sullenberger
Mr. Michael Thomas
Mr. Michel Zajur

Members Absent: Mr. Hank Chao
Ms. Idalia P. Fernandez
Mr. Jeffery K. Mitchell
Mr. William H. Talley, III

Staff Present: Ms. Jennifer Allman
Mr. Tom Cantone
Ms. Katherine Coates
Dr. Ellen Davenport
Ms. Lori Dwyer
Dr. Glenn DuBois
Dr. Catherine Finnegan
Dr. Jennifer Gentry
Dr. Joy Hatch
Dr. Craig Herndon
Mr. Will Johnson
Mr. Robert Jones
Mr. Jeff Kraus
I. OPENING

A. Call to Order

Mr. Bruce Meyer, Chair, called the meeting to order.

B. Roll Call

Dr. Glenn DuBois, Chancellor, took a roll call to determine a quorum was present.

C. Introduction of New Board Members

The introduction of new Board members will be moved to the next meeting since State Board appointments/reappointments have not yet been announced.

D. Minutes – Meeting No. 327, May 16, 2013

A motion was made by Mr. Gannon and seconded by RADM. Fountain that:

“THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE MINUTES OF THE MAY 2013 MEETING.”
The motion carried.

E. Public Comment

There was no public comment

F. Reports from Campus Liaison – Ms. LaVonne Ellis

Ms. LaVonne Ellis introduced Dr. Elizabeth Crowther, President of Rappahannock Community College (RCC), to give some remarks on her behalf. Dr. Crowther gave a brief overview of RCC’s students, campuses and programs.

Dr. Crowther spotlighted some of the industry training programs at Rappahannock Community College. She also gave a brief overview of the consortium with Thomas Nelson Community College and the Newport News Shipyard. At the Glenns Campus, RCC has replicated the interior of a ship that is used for training. Many of RCC’s students who graduate from this program secure jobs at the shipyard. Rappahannock Community College also has a very active Foundation.

Admiral Fountain responded that he was familiar with RCC and with Dr. Crowther’s work. He stated that she deserves an enormous amount of credit for stepping up and being the educational leader in the Rappahannock area.

G. Education: Innovative Workforce Initiatives, Thomas Nelson Community College – President John Dever

Dr. John Dever, President of Thomas Nelson Community College (TNCC), gave the Board background information on TNCC. The college was established in 1967 at the Hampton Campus. They are now serving students at two campus locations, two workforce centers and one downtown center. Part of the Thomas Nelson Community College mission is to enhance the social and economic vitality of their region through workforce training.

Dr. Dever stated that workforce development has three winners; the employee who needs education and training opportunities, the employer who needs a well-prepared workforce, and the larger community. Thomas Nelson Community College plays an important economic development role in the community by providing a trained workforce.

Dr. Dever discussed the successful Marine Trade Skills program, a partnership of Newport News Shipbuilding and the VCCS.
II.  CHANCELLOR'S REPORT

A. Introduction of Dr. John J. Rainone, President, Dabney S. Lancaster Community College

The Chancellor introduced Dr. John Rainone as the new president of Dabney S. Lancaster Community College. Dr. Rainone came to DSLCC from New Hampshire where he was Dean of Institutional Advancement at York Community College.

B. Chancellor’s Classified Staff Fellowship Recipients for 2013-2014

The Chancellor noted that recognition is provided to members of the Classified Staff with two fellowships that will assist the recipients in their pursuit of a higher education degree.

1. Ms. Cheryl Westray
   Thomas Nelson Community College

   Ms. Westray is the administrative assistant to the Interim Vice President for Student Affairs at Thomas Nelson Community College. The fellowship will enable her to complete an Associate Degree in Business Administration at Thomas Nelson Community College.

2. Ms. Roberta Wright
   Patrick Henry Community College

   Ms. Wright is an Engineering Technician in the Facilities and Grounds Department at Patrick Henry Community College. The fellowship will enable her to complete her Bachelor of Science Degree at Old Dominion University.

C. Chancellor’s Faculty Fellowship Recipients for 2013-2014

The Chancellor recognized this year’s recipients.

1. Lorrie Coe-Meade
   Associate Professor, Nursing
   Wytheville Community College
   Ph.D. in Community College Leadership, Old Dominion University

2. Kristyn Moskey
   Professor, Geology and Environmental Science
   Northern Virginia Community College
   Ph.D. in Environmental Science and Public Policy, George Mason University
D. Final Chancellor’s Report on 2012-2013 Goals and Cumulative Update on Achieve 2015

The Chancellor noted that the Report on 2012-2013 Goals Aligned with Achieve 2015 is provided. The report is offered in both summary and detailed formats.

E. Great Expectations Tour Update

The Chancellor gave an update on the Great Expectations Tour that took place in May in recognition of National Foster Care Month. Ms. Anne Holton serves as the Great Expectations Project Director. The Tour was successful and raised over $500,000 for the Great Expectations Program.

State Board members and Virginia Foundation for Community College Education Board members hosted, co-hosted and contributed to the events.

F. Update VCCS Reengineering Taskforce

Chancellor DuBois provided an update on the Reengineering Task Force (RETF).

G. Chancellor’s Annual Planning Retreat, August 13-14, 2013, Wyndham Virginia Crossings Hotel and Conference Center, 1000 Virginia Center Parkway, Glen Allen, VA 23059 – Dr. Susan Wood, Vice Chancellor for Academic Services and Research

The Chancellor’s Planning Retreat will be held on August 13-14, 2013 at the Wyndham Virginia Crossing Hotel and Conference Center in Glen Allen. All State Board members are invited to attend. Approximately 250 participants are expected to attend this event.

H. Commonwealth Legacy Scholarship Luncheon, November 19, 2013, 11:30 a.m. – 1:00 p.m., Richmond Marriott Hotel, 500 East Broad Street, Richmond, VA – Dr. Jennifer Gentry, Vice Chancellor for Institutional Advancement

The Legacy Scholarship Luncheon will be held on November 19 at the Richmond Marriott Hotel. Outstanding student scholarship recipients will be honored at this event.
I. State Board Annual Meeting, November 19–20, 2013, at 3:00 p.m.
Richmond Marriott Hotel, 500 East Broad Street, Richmond, VA –
Dr. Jennifer Gentry, Vice Chancellor for Institutional Advancement

The Annual Meeting of the State Board will be held November 19-20 at the
Richmond Marriott Hotel. State Board members are encouraged to attend.

J. 2013 Hire Education Conference, December 11-13, 2013, The Homestead,
7696 Sam Snead Highway, Hot Springs, VA – Dr. Craig Herndon, Vice Chancellor
for Workforce Development

The 2013 Hire Education Conference will be held at the Homestead in Hot Springs,
VA. All Board members are invited to attend.

III. COMMITTEE REPORTS

A. Academic, Student Affairs and Workforce Development
Committee – LaVonne P. Ellis, Chair

1. Minutes – Meeting of May 15, 2013

   Since no quorum was present, approval of the meeting minutes was postponed
   until the September 2013 meeting.

2. Action Items

   a. Revision to VCCS Policy Manual Section 5.6.0 – Grading Systems
      for Credit Classes

      Dr. Wood reported that this revision clarified how the withdrawal grade is
      defined. (See Appendix I)

A motion was made by Ms. Ellis and seconded by Ms. Helfant-Browning that:

“THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE PROPOSED
REVISION TO ITEM B OF THE WITHDRAWL POLICY CONTAINED IN SECTION
5.6.0 OF THE VCCS POLICY MANUAL.”

The motion carried.
b. Revision to VCCS Policy Manual Section 6.0.1 – General Admission to the VCCS Colleges

Dr. Wood reported that this Policy Manual revision is an insertion in the General Admission policy. These changes have also been previously approved by ASAC and reviewed and approved by the Advisory Council of Presidents after they added and approved an exception clause to the policy. (See Appendix II)

A motion was made by Ms. Ellis and seconded by Admiral Fountain that:

“The State Board for Community Colleges Approves the Proposed Changes to the VCCS Policy Manual Section 6.0.1 Regarding Admission Policies to Its Colleges.”

The motion carried.

c. Revision to VCCS Policy Manual Section 6.0.1.1 – Dual Enrollment Student Admissions

A revised policy for dual enrollment admission and chart of basic measures for admission to transfer courses and CTE courses were developed including scores the student may have already received on other tests such as SAT, ACT, PSAT, SOL, etc. Although MTE 1 is listed in the chart as the basic requirement for mathematics for transfer and CTE courses, it is important to note that this is the minimum admissions standard; students enrolling in dual enrollment courses must meet all course pre-requisites. (See Appendix III)

A motion was made by Ms. Ellis and seconded by Dr. Gong that:

“The State Board for Community Colleges Approves the Proposed Changes to the VCCS Policy Manual Section 6.0.1.1 – Dual Enrollment Student Admissions.”

The motion carried.

d. Revision to VCCS Policy Manual Section 8 – Planning, Accreditation, Institutional Effectiveness, Research, and Reporting (Clarify Meaning of Census Term)

This revision is the result of efforts by the Institutional Effectiveness leaders to make sure census data aligns with state practices.
Section 8 of the VCCS Policy Manual defines the policies of the VCCS pertaining to planning, accreditation, institutional effectiveness, research, and reporting. The following changes to Section 8 of the Policy Manual are suggested:

- Section 8.3.0 - Define census date as the date that the system office accepts end-of-term data submissions from all colleges;
- Section 8.3.0 - Define the last day to drop a class with a refund as 15% of the session and remove reference to the census date as it relates to the last day to drop a class;
- Section 8.3.0 - Define the last day to register in terms of the last day to drop a class with a refund.
- Section 8.3.1 - Correct the reporting period for headcount and FTE to SCHEV based on current practice.
- Section 8.2.1 a and b - Add wording “When requested by the college president or SACS visit committee chair.”
- The IE committee also suggested a number of non-substantive, grammatical changes to other sections within Section 8 of the Policy Manual.

ASAC reviewed and approved the proposed changes to Section 8. ACOP approved the changes at its meeting in June 2013. (See Appendix IV)

A motion was made by Ms. Ellis and seconded by Dr. Gong that:

“THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE REVISIONS TO SECTION 8 OF THE VCCS POLICY MANUAL.”

Discussion followed involving additional wording changes and clarifications that were recommended by State Board members. Staff have reviewed these requested changes and determined that the additional changes suggested would need to be reflected in other areas of the VCCS Policy Manual. Therefore, these additional language changes and clarifications proposed will need to be brought back to the State Board for approval at a subsequent meeting of the State Board.

The motion carried.
3. Information Items

a. Program Discontinuance

(1) Northern Virginia Community College
Certificate
Small Business Management

Northern Virginia Community College and its local board have approved the discontinuance of the Certificate in Small Business. This program is being discontinued because of low enrollment and few awards over the past 5 years.

(2) Virginia Western Community College
Certificate
Radiation Oncology

Virginia Western Community College and its local board have approved the discontinuance of the Certificate in Radiation Oncology. The program is being discontinued because radiation oncology programs must now be offered at the associate degree level in order to retain accreditation. The college has approval to offer the AAS degree in radiation oncology.

b. 2012-13 Report on VCCS Academic Program Approvals and Discontinuances

At each meeting, the State Board for Community Colleges considers action and information items reflecting academic program proposals or discontinuances. The report compiles all of the approvals and discontinuances to give an annual look at academic program activity.

Dr. Wood gave a summary and the highlights of the report. She noted that many of the discontinuances are a result of the fields requiring the associate level in place of the certificate programs.

c. Credit Audit of Academic Programs Report

The Chancellor noted that the Credit Audit was one of the big ideas from the Reengineering Task Force. Very few states have been able to achieve what Dr. Wood’s team has accomplished with the credit audit.

Dr. Wood stated that the goal of this project is to reduce credit totals of programs to achieve two student benefits: (1) reduce time-to-degree; and (2) eliminate some tuition expense for students. She then introduced Dr. Dan Lewis who gave the Board a presentation on the processes and results of the
credit audit. Estimated annual tuition, mandatory fee savings, and general fund savings based on the expected number of graduates are as follows:

- Transfer Degrees: $1,991,822
- Applied Degrees: $1,069,686
- Certificates: $216,358
- Diplomas: $196,544

d. Process to Update Six-Year Plan (This item was moved to an Action item)

The Virginia Higher Education Opportunity Act of 2011 (Top Jobs 21) requires the governing board of each public institution of higher education to develop and adopt biennially, and amend or affirm annually a six-year academic and financial plan for the institution. The plan is to be submitted to the State Council of Higher Education for Virginia (SCHEV), the Governor, and the Chairs of the House Committee on Appropriations and the Senate Committee on Finance no later than July 1 of each odd-numbered year. State Board approval of the Plan is required prior to submission to the state officials.

The State Board approved the concepts for the VCCS Six Year Plan for fiscal years 2015 to 2020 at the May 2013 meeting. The State Council of Higher Education for Virginia issued instructions for the format of the plans shortly after that date. The plan in the required format that was submitted to SCHEV on July 1 was provided to the State Board at the July meeting.

A meeting with the Chancellor and other VCCS representatives, the Secretary of Finance, Secretary of Education, Director of the Department of Planning and Budget, Executive Director of SCHEV, Staff Director of the House Committee on Appropriations, and Staff Director of the Senate Committee on Finance will be held on August 1 to discuss the Plan. That group, known as the “Operation Six”, must provide comments to the institutions on their plans by September 1. Each institution must respond to any comments from the Group by October 1.

The proposed VCCS response to the “Operation Six” comments and any changes recommended to the Plan will be provided to the Board prior to its September meeting. Any changes approved by the Board at the September meeting will be incorporated into the final Plan, which will be submitted to SCHEV by October 1, 2013.

Mr. Thomas asked that, having been reviewed by the Budget and Finance Committee, this item be moved to an action item. (See Appendix V)
A motion was made by Mr. Thomas and seconded by Ms. Ellis that:

“THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE 2014-20 SIX-YEAR PLAN”

The motion carried.

e. June 2013 Southern Association of Colleges and Schools Actions

Ms. Ellis reported the June 2013 SACS actions were very positive for the VCCS. The Commission reaffirmed John Tyler Community College’s accreditation; removed Southwest Virginia and Wytheville Community Colleges from warning; and removed Central Virginia Community College from probation.

f. Developmental Education Redesign Update

The Chancellor’s Third Annual Developmental Education Institute was held in South Boston and was led by Dr. Van Wilson. Over 40 developmental education faculty and student service leaders were in attendance.

g. Enrollment Updates (Spring 2013, Annual 2012-13)

This update is a routine report that compares spring 2012 to spring 2013 enrollment. The report also gave figures for the annual headcount and FTE by college for 2012-2013.

h. Student Success Snapshot #26 – Student Performance in Redesigned Developmental Math Courses

Student Success Snapshot #26 is the second in a series of three discussing the results from the Developmental Education Redesign.

i. Update on the Workforce Enterprise System (WES)

Dr. Craig Herndon reported that Mr. George Sherman will give a presentation at the next meeting of the Board on the Workforce Enterprise System.

j. Update on Adult Career Coaches and Experiential Learning/Job Placement Coordinators

Dr. Craig Herndon reported that the Adult Career Coaches and Experiential Learning/Job Placement Coordinators were created in response to the
TAACCCT Grant to assist unemployed and underemployed students with job placements. To date, 2,139 individuals have been enrolled for services by Adult Career Coaches and 1,108 individuals have been enrolled in services for Experiential Learning/Job Placement Coordinators.

k. Update on the Virginia Longitudinal Data System (VLDS)

The VLDS is a multi-agency effort between VDOE, State Council of Higher Education for Virginia, Virginia Employment Commission and the VCCS to help develop a longitudinal data system that allows for cross agency sharing of data. Funded by a $17 million US Department of Education grant, the VLDS helps the agencies make better decisions. Dr. Herndon presented a short video on the VLDS.

B. Audit Committee – Mirta M. Martin, Chair

1. Minutes - Meeting of May 15, 2013

   It was reported that the Committee approved the minutes of its May 2013 meeting.

2. Action Items

   a. Approve Internal Audit Charter

      Ms. Helen Vanderland reported that the Internal Audit Charter is a formal document that defines the internal audit’s activities, purpose, authority, and responsibility. Final approval of the Internal Audit Charter resides with the State Board. (See Appendix VI)

      A motion was made by the Committee that:

      “THE STATE BOARD FOR COMMUNITY COLLEGES REAFFIRMS THE INTERNAL AUDIT CHARTER.”

      The motion carried.

   b. Approve Audit Plan for 2013-2014

      The Audit Plan is a document that governs the timing scope and objectives for the audits and special projects planned for the fiscal year for the VCCS which includes the System Office and the 23 colleges.
The proposed plan includes the audit of several key areas of the VCCS:

- High Risk Instructional Programs
- IT Security Standards and Procedures
- Fixed Assets
- Project Management

The audits will address internal controls and operational issues and provide management with practical suggestions on ways to mitigate weaknesses or improve the efficiency of operations. (See Appendix VII)

A motion was made by the Committee that:

“THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE FY2013-2014 AUDIT PLAN.”

The motion carried.

c. Approve Internal Audit Goals and Objectives for 2013-2014

Ms. Vanderland presented the Internal Audit Goals and Objectives to the Board. These goals and objectives were developed to improve and refine internal audit operations and the service provided to the colleges and the System Office. Ms. Vanderland stated her vision was to continue to identify and implement the newest and most innovative audit tools and practices and to encourage her staff to advance their skills and core competencies. (See Appendix VIII)

A motion was made by the Committee that:

“THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE FY 2013-2014 AUDIT GOALS AND OBJECTIVES.”

The motion carried.

d. Approve Evaluation of Director of Internal Audit

The Audit Committee went into closed session during its committee meeting on July 17, 2013 to discuss the Director of Internal Audit’s Evaluation. (See Appendix IX)
A motion was made by the Committee that:

“THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE INTERNAL AUDIT DIRECTOR’S PERFORMANCE EVALUATION.”

The motion carried.

3 Information Items

a. Present Audit Committee Reference Manual

The committee members were provided with the Audit Committee Reference Manual. The manual includes the bylaws and responsibilities of the committee.

b. Purchasing Card Audit Report

Ms. Vanderland reported that the Purchasing card audit looked for fraud and anomalies in purchasing cards and none were found. She reported that as a result of the audit, more efficient paperless ways of completing purchasing logs and reconciliations were being determined.

c. Paul D. Camp Community College – Update on Business Office Review

Ms. Vanderland reported that she and Dr. Mirta Martin visited Paul D. Camp Community College (PDCCC) to identify actions taken by the College related to recommendations contained in the Business Office Review Report issued by the Internal Audit Department on April 24, 2013. She reported that PDCCC developed a timeline for their action plan and will hire a consulting firm to perform an assessment of their processes. Ms. Vanderland stated she will continue to communicate with the college on a weekly basis until all recommendations have been implemented. The President of PDCCC and the local Board Chair will meet with the State Board Audit Committee in September.

d. Dabney S. Lancaster Community College - TRIO Grant Follow-up Report

Ms. Vanderland reported that in accordance with the 2012-2013 audit plan a follow-up review was conducted on the audit recommendations and management action plans of the Dabney S. Lancaster Community College (DSLCC) TRIO Grant. The follow up included conferring with appropriate College personnel regarding implementation of their corrective actions. The follow up found that DSLCC has appropriately addressed all recommendations.
e. Year-End Status of 2012-2013 Audit Plan

Ms. Vanderland reported that she was very pleased to inform the Board that the 2012-2013 Audit Plan has been successfully completed.

f. Staffing Update

Ms. Vanderland introduced the new VCCS Senior Internal Auditor, Ms. Intan McCartt.

g. Litigation

The Committee received current litigation information provided by Ms. Greer Saunders.

C. Facilities Committee – Robert R. Fountain, Chair

1. Minutes – Meeting of May 15, 2013

It was reported the committee approved the minutes of its May 2013 meeting.

2. Action Items

a. Lord Fairfax Community College  
   Middletown Campus  
   Renovate Fairfax Hall Schematic Design  
   Project Code: 260-17986

Admiral Fountain reported that Lord Fairfax Community College requested approval for the schematic design for the renovation of Fairfax Hall. This project includes reconfiguring approximately 20,000 square feet of interior spaces to create a "one-stop" student services suite and improve and clarify interior circulation, renovating restrooms to be accessible, adding a fire protection sprinkler system and emergency generator, and upgrading mechanical and electrical systems and technology infrastructure throughout the building to current standards. The committee recommended approval.  
(See Appendix X)
A motion was made by the Committee that:

“THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE SCHEMATIC DESIGN OF THE RENOVATION OF FAIRFAX HALL IN ACCORDANCE WITH THE VCCS POLICY MANUAL SECTION 10.0.0.4 i.”

The motion carried.

b. J. Sargeant Reynolds Community College
   Varina Center
   Feasibility Study
   Project Code: NP283-006

Admiral Fountain reported that J. Sargeant Reynolds Community College requested approval to proceed with the master site plan for the proposed Varina Center to be located in eastern Henrico County, southeast of the intersection of I-295 and Route-5. (See Appendix XI)

This item was postponed until the September 2013 meeting.

c. Northern Virginia Community College
   Alexandria Campus
   Beauregard Street Parking Garage Repairs
   Project Code: A3260-008

Admiral Fountain reported that Northern Virginia Community College requests the approval of a VCCS defined Capital Project in conjunction with the repair of the Upper Level of the Beauregard Street Parking Garage at the Alexandria Campus. The project was previously anticipated to be less than $500,000; however, based on recent bid results, it is clear that after “soft costs,” the amount exceeds the $500,000 threshold set by the State Board. (See Appendix XII)

A motion was made by the Committee that:

“IN ACCORDANCE WITH THE VCCS POLICY MANUAL SECTION 10.0.0.4 i., THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE BEAUREGARD STREET PARKING GARAGE REPAIR PROJECT AS A VCCS DEFINED CAPITAL PROJECT.”

The motion carried.
d. Tidewater Community College  
Norfolk Campus  
Renovation of Portions of Andrews and Martin Buildings 
Project Initiation  
Project Code: 260-A3260-039

Admiral Fountain reported that Tidewater Community College requests State Board approval to initiate the design and construction of renovations of the ground floors of the Andrews and Martin buildings and the mezzanine floor of the Martin Building as a capital project expected to cost in excess of $1,000,000. (See Appendix XIII)

A motion was made by the Committee that:

“IN ACCORDANCE WITH THE VCCS POLICY MANUAL SECTION 10.0.0.4 i., THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE INITIATION OF THE RENOVATIONS OF PORTIONS OF THE ANDREWS AND MARTIN BUILDINGS AT THE NORFOLK CAMPUS OF TIDEWATER COMMUNITY COLLEGE AS A CAPITAL PROJECT.”

The motion carried.

e. Tidewater Community College 
Virginia Beach Campus 
Bayside Building Renovation 
Schematic Design Review  
Project Code: 260-17990

Admiral Fountain reported that Tidewater Community College requests approval for the schematic design for the renovation of the Bayside Building at the Virginia Beach Campus. Preliminary design of the renovation was authorized in the 2012-2014 Appropriation Act. Subsequently, in the 2013 General Assembly Session, the renovation project was approved for funding. (See Appendix XIV)

A motion was made by the Committee that:

“IN ACCORDANCE WITH THE VCCS POLICY MANUAL SECTION 10.0.0.4, THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE SCHEMATIC DESIGN FOR THE RENOVATION OF THE BAYSIDE BUILDING AT THE VIRGINIA BEACH CAMPUS OF TIDEWATER COMMUNITY COLLEGE.”

The motion carried.
f. Virginia Western Community College
   Additional Signage for the Center for Sciences and
   Health Professions
   Project Code: 260-A3260-003

Admiral Fountain reported that Virginia Western Community College proposes to construct new signs for the Center for Science & Health Professions (CS&HP) building which is nearing completion. The State Board for Community Colleges approved the design of two of the signs (locations 1 & 2) at its May 2013 meeting. VWCC would like to add letters on the building (location 3) under this project. They are also requesting approval for a future sign at location 4, and to relocate an existing sign to the rear of the campus, along I-581, when additional funds are available. (See Appendix XV)

A motion was made by the Committee that:

“IN ACCORDANCE WITH VCCS POLICY MANUAL SECTION 10.0.0.4 k., THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE ADDITIONAL SIGNAGE FOR THE CENTER FOR SCIENCE AND HEALTH PROFESSIONS AT VIRGINIA WESTERN COMMUNITY COLLEGE.”

The motion carried.

3. Information Items
   a. Virginia Community College System
      SWaM Expenditure Report

      Mr. Robert Jones presented the Board with an itemized April and May SWaM expenditure report.

   b. Virginia Community College System
      College Construction Project Report

      Mr. Robert Jones reported that the VCCS has continued to add new College Construction Projects. Currently, there are no projects to bring to the Board’s attention.

   c. Virginia Community College System
      Status Report on Capital Outlay Projects

      Mr. Jones presented the Board with the current VCCS Capital Projects. He noted that all projects are progressing.
D. Budget and Finance Committee – Michael Thomas, Chair

1. Minutes - Meeting of May 15, 2013

   It was reported that the Committee approved the minutes of its May 2013 meeting.

2. Action Items

   a. Approval of FY 2014 College Operating Budgets

      Ms. Donna VanCleave reported that all of Virginia’s community colleges are fully accredited by the Southern Association of Colleges and Schools (SACS). Among the many requirements of the SACS reaffirmation review process is a requirement that college budgets be approved by the governing body which for the VCCS is the State Board for Community Colleges.

      A table with the FY 2014 state operating budgets for the colleges in the VCCS and a spreadsheet showing the amount and percentage change from the FY 2013 budgets for each college and the System Office was previously distributed to State Board members.

      The dollars for each community college are allocated based on the state higher education funding model adopted by the State Council of Higher Education and the General Assembly and subsequently adapted for use by the 23 community colleges. It is the responsibility of the VCCS System Office to execute the resource model on an annual basis using available resources from state appropriations and anticipated tuition and fee revenue collections. The committee recommended approval. (See Appendix XVI)

      A motion was made by the Committee that:

      “THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE FY 2014 COLLEGE BUDGETS.”

      The motion carried.

   b. Approval of Updates to Section of the VCCS Policy Manual Pertaining to Tuition and Local Funds.

      Ms. VanCleave reported that several provisions in the VCCS Policy Manual need to be updated to reflect legislative changes in the 2013 Session. Also, to improve reporting about current tuition rates, a change is proposed to replace
the specific details with a link to the VCCS website which will contain more information. The Committee recommended approval. (See Appendix XVII)

A motion was made by the Committee that:

“THE STATE BOARD FOR COMMUNITY COLLEGES:

- APPROVES THE PROPOSED CHANGES TO VCCS POLICY MANUAL SECTIONS 4.3.0.4, 4.3.0.6, AND 4.3.0.7 TO REFLECT THE IN-STATE TUITION AUTHORITY FOR THE MILITARY AS OUTLINED IN THE CODE OF VIRGINIA

- APPROVES THE PROPOSED CHANGES TO UPDATE THE VCCS POLICY MANUAL SECTION 4.2.2 FOR CODE OF VIRGINIA INVESTMENT REFERENCES APPLICABLE TO LOCAL COMMUNITY COLLEGE FUNDS

- APPROVES THE PROPOSED CHANGES TO VCCS POLICY MANUAL SECTION 4.3.0 TO REMOVE TUITION AND FEE RATES AND REPLACE IT WITH A VCCS WEBSITE LINK BETTER SUITED FOR PUBLISHING AND COMMUNICATING DETAIL TUITION AND FEE RATE INFORMATION

The motion carried.

3. Information Items

   a. Process to Update Six-Year Plan (Changed to Action Item)

      This document was reviewed and approved previously in the Academic, Student Affairs, and Workforce Development Committee report. (See Appendix V)

   b. Update on Level 2 Procurement

      Ms. VanCleave reported that because the VCCS had Level 2 Authority in two areas, under new legislation, the VCCS can apply for Level 2 authority in a third area. The VCCS is currently working to obtain Level 2 Authority in procurement. Ms. VanCleave stated that more information will be available at the September 19, 2013, State Board meeting.

Mr. Thomas announced that the Virginia Business Higher Education Council/Virginia Chamber of Commerce Summit is to be held on September 18, 2013, in Richmond. Both candidates for Governor will be addressing the summit. A reception will be held that evening, and all Board members are encouraged to attend.
E. Personnel Committee – Stephen Gannon, Chair

Action and information items of the Personnel Committee listed below, including approval of the minutes, were postponed until the September 2013 State Board meeting.

1. Minutes—Meeting of May 15, 2013

2. Action Item
   a. Degree Equivalency

3. Information Item
   a. Executive Succession Planning

IV. EXECUTIVE COMMITTEE/CHAIR’S REPORT

A. Minutes – Meeting of May 15, 2013

It was reported the Executive Committee approved the minutes of its May 2013 meeting.

B. Action Items

1. Bylaws as Required by Chapter 577 of 2013 General Assembly

   Mr. Meyer reported that the changes to the bylaws are in relation to new legislation regarding public meetings and the responsibilities of the governing boards for institutions of higher education. Additionally, the Committee changed wording in the bylaws to clarify language regarding a quorum of the State Board. (See Appendix XVIII)

   A motion was made by the Committee that:

   “THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE CHANGES TO THE STATE BOARD BYLAWS AS AMENDED.”

   The motion carried.

2. VCCS Policy Manual on Local Board Membership
Mr. Meyer reported that the language in the VCCS Policy Manual states that former employees are not eligible to serve on local boards. The language needs to be modified to clarify that current employees are also ineligible. In addition, the language regarding terms of service for local board members needs to be clarified to state that no member may serve more than two full terms consecutively, which is consistent with the terms for the State Board members.

A motion was made by the Committee that:

“THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE CLARIFICATIONS TO THE VCCS POLICY MANUAL.”

The motion carried.

3. Chancellor’s Sabbatical

Mr. Meyer reported that the Chancellor’s employment contract which was approved by the State Board on May 16, 2013, provides that he be granted a sabbatical leave that is intended for his professional development and renewal as Chancellor.

Chancellor DuBois is requesting a sabbatical to study the Chesapeake Bay and its impact on Virginia. His research will include a review of the literature and interviews with senior staff at the Chesapeake Bay Foundation, the federal government, and appropriate officials in state government. The actual length of the sabbatical will be 19 days spread over the months of September, October, and November. A report of Chancellor DuBois’ findings will be presented to the State Board on or before its January 2014 meeting. (See Appendix XX)

A motion was made by the Committee that:

“THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE CHANCELLOR’S SABBATICAL REQUEST.”

The motion carried.

4. Request for Approval of President Emeritus Status

Mr. Meyer reported that two requests for President Emeritus status were brought before the Board: (1) Dr. Carlyle Ramsey, President of Danville Community College and (2) Dr. Douglas Boyce, the sixth President of Paul D. Camp Community College.
The committee made a motion that:

“THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE REQUEST TO GRANT PRESIDENT EMERITUS STATUS TO DR. B CARLYLE RAMSEY, PRESIDENT OF DANVILLE COMMUNITY COLLEGE AND DR. DOUGLAS BOYCE, FORMER PRESIDENT OF PAUL D. CAMP COMMUNITY COLLEGE.”

The motion carried.

V. OTHER BUSINESS

Mr. Meyer asked that each committee chair appoint a vice chair, so they may have someone to serve in their absence. Once each chair has made his/her choice for vice chair, this information should be conveyed to Mr. Meyer and to the Chancellor’s Office.

Mr. Meyer also brought to the Board’s attention the possibility of eliminating hard copies of the State Board agenda books and having this information available for State Board members on electronic tablets. More information on this proposal will be provided at a later date.

VI. ADJOURNMENT

There being no further business the meeting adjourned at 12:25 PM.
APPENDIX I

TITLE: REVISION TO VCCS POLICY MANUAL 5.6.0 -- GRADING SYSTEMS FOR CREDIT CLASSES (SB) (Academic, Student Affairs, and Workforce Development Committee, Action Item III.A.2.a.)

BACKGROUND:

At the June ACOP meeting, a revision was approved to item b. of the Withdrawal policy in VCCS Policy Manual Section 5.6.0 clarifying how the withdrawal grade is defined. Following is the current Withdrawal policy and the proposed revision to item b.

Current Policy:

W - Withdrawal

No grade point credit. A grade of "W" is awarded to students who withdraw or are withdrawn from a course after the add/drop period but prior to the completion of 60% of the session. After that time, the students shall receive a grade of "F" except under mitigating circumstances which must be documented and a copy of the documentation must be placed in the students' academic files.

For purposes of enrollment reporting, the following procedures shall apply:

a. If a student withdraws from a class prior to the termination of the add/drop period for the session, the student is removed from the class roster and no grade is awarded.

b. After the add/drop period, but prior to completion of 60% of a session, a student who withdraws or is withdrawn from a course shall be assigned a grade of "W". A grade of withdrawal implies that the student was making satisfactory progress in the course at the time of withdrawal, or that the withdrawal was officially made before the deadline date published in the college calendar, or that the student was administratively transferred to a different program.

c. After that time, if a student withdraws or is withdrawn from a course, a grade of "F" shall be assigned. Exceptions to this policy may be made under mitigating circumstances; such circumstances must be documented and a copy of the documentation
placed in the student's academic file. Only the chief academic officer of the campus or his/her designee can approve an exception to this policy under mitigating circumstances.

Revised policy:

b. After the add/drop period, but prior to completion of 60% of a session, a student who withdraws or is withdrawn from a course shall be assigned a grade of “W”. A grade of withdrawal implies that the student was making satisfactory progress in the course at the time of withdrawal, or that the withdrawal was officially made before the deadline date published in the college calendar, or that the student was administratively transferred to a different program.

ACTION RECOMMENDATION:

It is recommended that the State Board for Community Colleges approve the suggested revision to item b. of the Withdrawal policy contained in Section 5.6.0 of the VCCS Policy Manual.

PREVIOUSLY REVIEWED BY:

- Academic and Student Affairs Council
- Advisory Council of Presidents

RESOURCE PERSONS:

Dr. Susan Wood, Vice Chancellor for Academic Services and Research, VCCS, swood@vccs.edu, 804-819-4972

Dr. Van Wilson, Assistant Vice Chancellor for Academic and Student Services, VCCS, vwilson@vccs.edu, 804-819-4697

Mrs. Jennifer Allman, Director of Student Support Services, VCCS, jallman@vccs.edu, 804-819-4971

Dr. Dan Lewis, Director of Educational Programs, VCCS, dlewis@vccs.edu, 804-819-4636
APPENDIX II

TITLE:  

REVISION TO VCCS POLICY MANUAL SECTION 6.0.1 -- GENERAL ADMISSION TO THE VCCS COLLEGES (SB) (Academic, Student Affairs, and Workforce Development Committee, Action Item III.A.2.b.)

BACKGROUND:

At the June, 2013, meeting, ACOP reviewed policy changes which were recommended for approval by ASAC at its March, 2013, meeting. ACOP approved the recommended changes after adding and approving an exceptions clause to the policy as noted below.

6.0.1 General Admission to the VCCS Colleges (SB)

Individuals are eligible for admission to the community college if they are high school graduates or the equivalent, or if they are eighteen years of age or older and able to benefit academically from study at the community college, as demonstrated by assessment scores in reading, writing, and mathematics. Minimum scores are noted in the chart below:

<table>
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<th>VPT</th>
<th>Compass</th>
<th>Asset</th>
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</thead>
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</tr>
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</tr>
<tr>
<td>Math</td>
<td>MTE 1</td>
<td>25</td>
<td>33</td>
</tr>
</tbody>
</table>

Exceptions to this policy may be made by the college president only for documented reasons.

ACTION RECOMMENDED:

It is recommended that the State Board for Community Colleges review and approve the proposed changes to VCCS Policy Manual Section 6.0.1 regarding admission to its colleges.

PREVIOUSLY REVIEWED BY:

- Academic and Student Affairs Council
- Advisory Council of Presidents

RESOURCE PERSONS:
Dr. Susan Wood, Vice Chancellor for Academic Services and Research, VCCS, swood@vccs.edu, 804-819-4972

Dr. Van Wilson, Assistant Vice Chancellor Academic and Student Services, VCCS, vwilson@vccs.edu, 804-819-4697

Mrs. Jennifer Allman, Director of Student Support Services, VCCS, jallman@vccs.edu, 804-819-4971

Dr. Dan Lewis, Director of Educational Programs, VCCS, dlewis@vccs.edu, 804-819-4696

Mrs. Lori Dwyer, Director of Policy, VCCS, ldwyer@vccs.edu, 804-819-1673
APPENDIX III

TITLE:  REVISION TO VCCS POLICY MANUAL SECTION 6.0.1.1 – DUAL ENROLLMENT STUDENT ADMISSIONS (Academic, Student Affairs, and Workforce Development Committee, Action Item III.A.2.c.)

BACKGROUND:

Since January of this year, ASAC has had a number of discussions surrounding college readiness standards. This included a review of the general admission policy, as well as current policy for dual enrollment student admissions.

A revised policy for dual enrollment admission and chart of basic measures for admission to transfer courses and CTE courses were developed including scores the student may have already received on other tests such as SAT, ACT, PSAT, SOL, etc. Although MTE 1 is listed in the chart as the basic requirement for mathematics for transfer and CTE courses, it is important to note that this is the minimum admissions standard; students enrolling in dual enrollment courses must meet all course pre-requisites.

Following is the current VCCS policy for dual enrollment student admissions, as well as the proposed policy changes:

Current Policy:

6.0.1.1 Dual Enrollment Student Admissions

Dual enrollment is restricted to high school juniors and seniors and home school students studying at the high school junior or senior levels. All students admitted under this section must demonstrate readiness for college, meet the applicable college placement requirements and address all other college admission criteria. Home school students must provide a copy of a home school agreement approved by the school district or a letter from the local school board or a copy of the letter filed by the parent/legal guardian declaring home school for religious exemption. Documentation of parental permission is required for all dual enrollment students. Because enrolling freshman and sophomore students is considered exceptional, the college ready status of each prospective freshman and sophomore student will be treated on a case-by-case basis. Formal approval by the college president is required.

Proposed Policy:

6.0.1.1 Dual Enrollment Student Admissions
Although high school and home school students are not normally qualified for general admission, colleges may offer admission to those students who meet additional criteria. Dual enrollment is restricted to high school juniors and seniors and home school students studying at the high school junior or senior levels. All students admitted under this section must demonstrate readiness for college, meet the applicable college placement requirements and address all other college admission criteria. Home school students must also provide a copy of a home school agreement approved by the school district or a letter from the local school board or a copy of the letter filed by the parent/legal guardian declaring home school for religious exemption. Documentation of parental permission is required for all dual enrollment students.

Because enrolling freshman and sophomore students admitting freshmen and sophomores is considered exceptional, the college ready status of each prospective freshman and sophomore student will be treated on a case-by-case basis. Formal approval by the college president is required for admitting freshmen or sophomores.

All students admitted under this section must demonstrate readiness for college by meeting the criteria below.

Students enrolling in a dual enrollment course must meet all course pre-requisites.

<table>
<thead>
<tr>
<th>Admission Criteria for Transfer Courses</th>
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</thead>
<tbody>
<tr>
<td>Virginia Placement Test (VPT)</td>
</tr>
<tr>
<td>COMPASS</td>
</tr>
<tr>
<td>ASSET</td>
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<tr>
<td>PSAT</td>
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<tr>
<td>SAT</td>
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<tr>
<td>ACT</td>
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<tr>
<td>SOL</td>
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<table>
<thead>
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<th>English / Writing</th>
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<tr>
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<tr>
<td>22</td>
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<tr>
<td>Algebra I - Pass</td>
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</tbody>
</table>

<table>
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<tr>
<th>Admission Criteria for CTE Courses</th>
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<td>Virginia Placement Test (VPT)</td>
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<td>PSAT</td>
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<td>SAT</td>
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<tr>
<td>ACT</td>
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<td>SOL</td>
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</tbody>
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|                                      |
|                                      |
ACTION RECOMMENDED:

It is recommended that the State Board for Community Colleges approve the changes to VCCS Policy Manual Section 6.0.1.1 as presented above.

PREVIOUSLY REVIEWED BY:

- Academic and Student Advisory Council
- Advisory Council of Presidents

RESOURCE PERSONS:

Dr. Susan Wood, Vice Chancellor for Academic Services and Research, VCCS, swood@vccs.edu, 804-819-4972

Dr. Van Wilson, Assistant Vice Chancellor for Academic and Student Services, VCCS, 804-819-4697, vwilson@vccs.edu

Ms. Lori Dwyer, Director of Educational Policy, VCCS, ldwyer@vccs.edu, 804-819-1673

Mrs. Jennifer Allman, Director of Student Support Services, VCCS, jallman@vccs.edu, 804-819-4971

Dr. Dan Lewis, Director of Educational Programs, VCCS, dlewis@vccs.edu, 804-819-4696
APPENDIX IV

REPLACEMENT COPY

TITLE: PROPOSED CHANGES TO VCCS POLICY MANUAL SECTION 8 PLANNING, ACCREDITATION, INSTITUTIONAL EFFECTIVENESS, RESEARCH, AND REPORTING (Academic, Student Affairs, and Workforce Development Committee, Action Item III.A.2.d)

BACKGROUND:

Section 8 of the VCCS Policy Manual defines the policies of the VCCS pertaining to planning, accreditation, institutional effectiveness, research, and reporting. The following changes to section 8 of the Policy Manual are suggested:

- Section 8.3.0 - Define census date as the date that the system office accepts end-of-term data submissions from all colleges;
- Section 8.3.0 - Define the last day to drop a class with a refund as 15% of the session and remove reference to the census date as it relates to the last day to drop a class;
- Section 8.3.0 - Define the last day to register in terms of the last day to drop a class with a refund.
- Section 8.3.1 - Correct the reporting period for headcount and FTE to SCHEV based on current practice.
- Section 8.2.1 a and b - Add wording “When requested by the college president or SACS visit committee chair”
- The IE committee also suggested a number of non-substantive, grammatical changes to other sections within §8 of the Policy Manual.

ASAC reviewed and approved the proposed changes to Section 8. ACOP approved the changes at its meeting in July 2013.

Section 8 Proposed Policy Language:

8.0 Planning

8.0.0 Responsibilities (SB)

The Chancellor has responsibility for developing, implementing, and evaluating system-level planning initiatives. College presidents are responsible for maintaining comprehensive planning and evaluation processes at each college.

8.0.1 System-level Planning Process (C)

Periodically the Chancellor will initiate a system-wide planning process. The process will be designed to: (1) review and revise the VCCS mission; (2) evaluate
current initiatives; and (3) set system-level goals. It will involve college faculty, staff, administrators, and others external to the System.

8.0.2 College Planning (C)

The planning and evaluation processes established at each college should reflect local and regional needs, meet accreditation requirements, and support system-level goals. Each president shall periodically submit updated copies of the college’s master plan or equivalent planning documents to the Chancellor. In addition to other data and information, these plans and documents shall contain the college’s major administrative and educational goals and a schedule for implementing them.

8.0.3 Feasibility Analysis For New Campuses and Centers (SB)

To initiate the state-level process for approval of new community college campuses and centers, each college shall obtain approval from the State Board for Community Colleges to conduct a feasibility analysis. The stipulations for information that should be included in the analyses will be conveyed by the Chancellor to the presidents, and at a minimum will include: enrollment projections; impact on existing colleges and campuses of an additional campus or center; types of programs to be offered; availability and location of potential sites for the new campus or center; support from local entities; estimated construction or lease costs and proposed methods of financing; possible environmental impact problems; and projected capacity and size.

After the feasibility analyses are submitted, the Chancellor will recommend to the State Board whether planning for these campuses or centers should proceed. Upon approval by the State Board, the colleges will conduct and submit to the State Board for approval a Preplanning Study and an academic master plan.

8.0.4 Academic Master Plan for New Campuses and Centers (SB)

Each college shall develop an academic master plan for a new campus or center and submit it to the Chancellor and State Board for Community Colleges for approval. Upon approval by the State Board, the plan will be transmitted to the State Council of Higher Education.

The academic master plan shall describe fully the purpose of the new campus or center and the types, numbers, and special needs of the students who will be served by the campus or center. A description of proposed curricular programs shall be included in the plan and the time frame for initiating each program established. The time frame should span at least a three-year period and begin when the first programs are offered. The description should include the initial array of programs to be offered at the new campus or center, the relationship of these programs with the same or similar ones already offered at other campuses and centers of the college, and any other programs that will be new to the college. The academic master plan shall also describe how the programs will use technology
and other instructional innovations to enhance quality and to ensure that students achieve educational objectives. Student support services that complement the curricular programs of the new campus or center shall be fully described.

The academic master plan shall show evidence of partnerships with other educational providers, such as: copies of memoranda of understanding and articulation agreements signed by the community college president and appropriate four-year college and university presidents that assure educational opportunities and services appropriate for transfer students; and letters from presidents of the colleges and universities in the same geographical region supporting the academic plan for the new campus or center, stating their intent to share faculty and facilities, if appropriate, and pledging to work cooperatively to offer programs that are not unnecessarily duplicative, and that increase educational opportunities in the region.

8.1 Accreditation

8.1.0 General Requirements (C)

Each college in the VCCS shall follow the accreditation requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Each community college president shall provide the Chancellor with a schedule of all visits from an accreditation or approval committee, official, or agency. The president shall provide the Chancellor with a copy of all reports and findings the community college receives from the accreditation or approval committee, official, or agency.

8.1.1 Response to Committee Reports (C)

The college’s response to the visiting committee’s recommendations shall be forwarded to the Chancellor when it is submitted to the accreditation or approval agency.

8.1.2 VCCS Role in Accreditation Visits (C)

The following procedures shall apply during accreditation visits:

a. **When requested by the college president or SACSCOC committee chair**, the Chancellor or the Chancellor’s designated representative and the college president shall meet with the visitation committee at the beginning of the visit to describe the VCCS.

b. **When requested by the college president or SACSCOC committee chair**, a VCCS representative shall be available during the Committee’s visit to provide assistance and to answer questions which may arise.
8.1.3 Accreditation Summary (SB)

The Chancellor shall be responsible for advising the State Board of changes in the accreditation status of each college in the System.

8.2 Institutional Effectiveness, Research, and Reporting (SB)

8.2.1 Responsibilities

8.2.1.0 Colleges

Each community college shall maintain a comprehensive planning and evaluation process that promotes quality and demonstrates institutional effectiveness. Colleges shall use a variety of methods to evaluate institutional effectiveness, and shall measure student achievement through outcomes assessment.

8.2.1.1 System Office

The staff of the Vice Chancellor for Academic Services and Research shall identify system-wide study needs, conduct system-wide institutional studies, and collaborate with college research staff or researchers from outside the System in the design and evaluation of studies.

8.3 Enrollment Reporting and Excluded Enrollments (SCHEV; SB)

VCCS policies shall conform to the enrollment reporting policies and procedures in the annually published SCHEV Reporting Guidelines.

8.3.0 Census Dates and Registration Periods (SB)

Enrollments reported for all credit classes shall be those on the census date for a given semester. For the purpose of reporting to SCHEV, the census date shall be the date that each college submits its end-of-term data to the VCCS.

The last day to drop a class with a refund of tuition for a session shall be fifteen percent (15%) of the days in the session, which includes all instructional and exam days. If the last day to drop with a refund falls on a weekend or holiday, then it shall be moved to the next working day.

The last day to register or to add a class may not be later than the last day to drop with a refund; however, each college may establish an earlier date if desired.

The last day to drop with a refund may be extended by community college administrators due to natural disasters, severe weather conditions, or other
emergencies which cause the interruption of college operations. The colleges must maintain documents that detail the reasons for such interruption. Copies of such documents shall be submitted by the college president(s) to the Chancellor.

8.3.1 Reporting Calendar

In accordance with the SCHEV Reporting Guidelines, the official full-time equivalent student (FTES) and headcount enrollment data for the VCCS shall be reported at the end of each semester, after each college has submitted its end-of-term data to the VCCS.

8.3.2 Enrollment Records Management

Colleges shall develop and implement in-house enrollment records management procedures to ensure that an audit trail for enrollment data and reports exists.

8.3.3 Excluded Enrollments

The headcount and full-time equivalent student (FTES) for all enrollments in credit instruction shall be reported. The following categories of enrollments, as indicated in the SCHEV Reporting Guidelines shall not be included in the official VCCS enrollment reports.

a. Enrollments that have been withdrawn on or before the census date are not to be recorded in headcount or full-time equivalent student (FTES) totals.

b. Enrollments in classes that have been cancelled.

c. The headcount and FTES of students who audit credit courses shall not be included in VCCS official enrollment reports.

8.4 Statistical Reports (U.S. Department of Education (USDOE); SCHEV; (C)

A variety of statistical reports must be completed each year for the United States Department of Education IPEDS (Integrated Postsecondary Education Data System), SCHEV, and the System Office of the VCCS. The System Office shall serve as the distribution, coordination, and collection agency for all statistical reports required by these agencies. The System Office shall maintain a file of all completed statistical reports contained in the Annual Reporting Schedule.

8.4.0 Statistical Reports Definition and Annual Reporting Schedule USDOE; SCHEV; (C)

Statistical reports are defined as those reports required by USDOE (IPEDS), SCHEV, and the System Office of the VCCS relating to student enrollment, student financial aid, faculty and personnel, facilities, and finances. A listing of these reports shall be published by the System Office in the Annual Reporting Schedule.
The reporting year shall begin on July 1 of each year and conclude on June 30 of the following year.

**Section 8 Current Policy Language:**

Section 8
Planning, Accreditation, Institutional Effectiveness, Research, and Reporting

8.0 Planning

8.0.0 **Responsibilities** (SB)

The Chancellor has responsibility for developing, implementing, and evaluating system-level planning initiatives. College presidents are responsible for maintaining comprehensive planning and evaluation processes at each college.

8.0.1 **System-level Planning Process** (C)

Periodically the Chancellor will initiate a system-wide planning process. It will involve college faculty, staff, administrators, and others external to the System. The process will be designed to: (1) review and revise the VCCS mission; (2) evaluate current initiatives; and (3) set system-level goals.

8.0.2 **College Planning** (C)

The planning and evaluation processes established at each college should reflect local and regional needs, meet accreditation requirements, and support system-level goals. Each president shall periodically submit updated copies of the college’s master plan or equivalent planning documents to the Chancellor. In addition to other data and information, these plans and documents shall contain the college’s major administrative and educational goals and a schedule for implementing them.

8.0.3 **Feasibility Analysis For New Campuses** (SB)

To initiate the state-level process for approval of new community college campuses, each college shall obtain approval from the State Board for Community Colleges for conducting a feasibility analysis. The stipulations for information that should be included in the analyses will be conveyed by the Chancellor to the presidents, but at a minimum will include: enrollment projections; impact on existing colleges and campuses of an additional campus; types of programs to be offered; availability and location of potential sites for the new campus; support from local entities; probable construction or lease costs and proposed methods of financing; possible environmental impact problems; and projected capacity and size. After the feasibility analyses are submitted, the Chancellor will recommend to the State Board whether planning for these campuses should proceed. Upon approval by the State Board, the colleges will conduct and submit to the State Board for approval a Preplanning Study and an academic master plan.

8.0.4 **Academic Master Plan for New Campuses** (SB)
Each college shall develop an academic master plan for a new campus and submit it to
the Chancellor and State Board for Community Colleges for approval. Upon approval by
the State Board, the plan will be transmitted to the State Council of Higher Education.
The academic master plan shall describe fully the purpose of the new campus and the
types, numbers, and special needs of the students who will be served by the campus. A
description of proposed curricular programs shall be included in the plan and the time
frame for initiating each program established. The time frame should span at least a
three-year period and begin when the first programs are offered. The description should
include the initial array of programs to be offered at the new campus, the relationship of
these programs with the same or similar ones already offered at other campuses of the
college, and any other programs that will be new to the college. The academic master
plan shall also describe how the programs will use technology and other instructional
innovations to enhance quality and to ensure that students achieve educational
objectives. Student support services that complement the curricular programs of the new
campus shall be fully described. The academic master plan shall show evidence of
partnerships with other educational providers, such as: copies of memoranda of
understanding and articulation agreements signed by the community college president
and appropriate four-year college and university presidents that assure educational
opportunities and services appropriate for transfer students; and letters from presidents
of the colleges and universities in the same geographical region supporting the
academic plan for the new campus, stating their intention to share faculty and facilities, if
appropriate, and pledging to work cooperatively to offer programs that are not
unnecessarily duplicative, and that increase educational opportunities in the region.

8.1 Accreditation
8.1.0 General Requirements (C)
Each college in the VCCS shall follow the accreditation requirements of the Southern
Association of Colleges and Schools Commission on Colleges. Each community college
president shall provide the Chancellor with a schedule of all visits from an accreditation
or approval committee, official, or agency. The president shall provide the Chancellor a
copy of all reports and findings the community college receives from the accreditation or
approval committee, official, or agency.

8.1.1 Response to Committee Reports (C)
The college’s response to the visiting committee’s recommendations shall be
forwarded to the Chancellor when it is submitted to the accreditation or approval
agency.

8.1.2 Procedure During Accreditation Visits (C)
The following procedures shall apply during accreditation visits:
a. The Chancellor or the Chancellor’s designated representative and the college
president shall meet with the visitation committee at the beginning of the visit to
describe the VCCS.
b. When requested, a VCCS representative shall be available during the
Committee’s visit to provide assistance and to answer questions which may
arise.
8.1.3 Accreditation Summary (SB)

The Chancellor shall be responsible for advising the State Board as to changes in the accreditation status of each college in the System.

8.2 Institutional Effectiveness, Research, and Reporting (SB)

8.2.1 Responsibilities

8.2.1.0 Colleges

Each community college shall maintain a comprehensive planning and evaluation process to promote quality and to demonstrate institutional effectiveness. Colleges shall use a variety of methods to evaluate institutional effectiveness, and shall measure student achievement through outcomes assessment.

8.2.1.1 System Office

The staff of the Vice Chancellor for Academic Services and Research shall identify system-wide study needs, conduct systemwide institutional studies, and collaborate with college research staff or researchers from outside the System in the design and evaluation of studies.

8.3 Enrollment Reporting and Excluded Enrollments (SCHEV; SB)

VCCS policies shall conform to the enrollment reporting policies and procedures in the annually published SCHEV Reporting Guidelines.

8.3.0 Census Dates and Registration Periods (SB)

Enrollments reported for all credit classes shall be those recorded at the end of the census date for a given session. The census date for a standard and non-standard term shall be the fifteenth percent (15%) of the calendar days in a session, which includes all instructional and exam days. If the census date falls on a weekend or holiday, then the census date shall be the next working day. The last day to drop a class with a refund of tuition shall be the census date, or the fifteenth percent (15%) of the session for that class. The last day to register or to add a class may not be later than the census date; however, each college may establish an earlier date if desired. The enrollment for those sessions with census dates occurring after the midterm reporting date shall be reported at the end of the semester. The enrollment census date may be extended by community college administrators due to natural disasters, severe weather conditions, or other emergencies which cause the interruption of college operations. The colleges must maintain documents that detail the reasons for such interruption. Copies of such documents shall be submitted by the college president(s) to the Chancellor. The last day to drop a class with a refund of tuition shall be the census date for that class. The last day to register or to add a class may not be later than the census date; however, each college may establish an earlier date if desired.

8.3.1 Reporting Calendar

In accordance with the SCHEV Reporting Guidelines, the official full-time equivalent student (FTES) enrollment data for the VCCS shall be reported at the
end of each semester. For headcount reports only, October 10 shall be established as the last date for application of the census date guideline. Students registering for courses beginning after that date shall not be reflected in the fall term headcount enrollment reports, but shall be included in the FTES enrollment reports prepared at the end of the term.

8.3.2 Enrollment Records Management
Colleges shall develop and implement in-house enrollment records management procedures to assure that an audit trail for enrollment data and reports exists.

8.3.3 Reported and Excluded Enrollments
The headcount and full-time equivalent student (FTES) for all enrollments in credit instruction shall be reported. The following categories of enrollments, as indicated in the SCHEV Reporting Guidelines shall not be included in the official VCCS enrollment reports.

a. Enrollments which have been withdrawn on or before the census date are not to be recorded in headcount or full-time equivalent student (FTES) totals.
b. Enrollments in classes which have been cancelled.
c. The headcount and FTES of students who audit credit courses shall not be included in VCCS official enrollment reports.

8.4 Statistical Reports (U.S. Department of Education (USDOE); SCHEV; (C)
A variety of statistical reports must be completed each year for the United States Department of Education IPEDS (Integrated Postsecondary Education Data System), SCHEV, and the System Office of the VCCS. The System Office shall serve as the distribution, coordination, and collection agency for all statistical reports required by these. The System Office shall maintain a file of all completed statistical reports contained in the Annual Reporting Schedule.

8.4.0 Statistical Reports Definition and Annual Reporting Schedule USDOE; SCHEV; (C)
Statistical reports are defined as those reports required by USDOE (IPEDS), SCHEV, and the System Office of the VCCS relating to student enrollment, faculty and personnel, facilities, and finances. A listing of these reports shall be published by the System Office in the Annual Reporting Schedule. The reporting year shall begin on July 1 of each year and conclude on June 30 of the following year.

ACTION RECOMMENDED:
That the State Board for Community Colleges approve the revisions to VCCS Policy Manual Section 8.
RESOURCE PERSONS:

- Dr. Susan S. Wood, Vice Chancellor for Academic Services & Research, 804.819.4972, swood@vccs.edu

- Dr. Catherine Finnegan, Assistant Vice Chancellor for Institutional Effectiveness, 804.819.1665, cfinnegan@vccs.edu
APPENDIX V

TITLE:  PROCESS TO UPDATE THE SIX YEAR PLAN
(Academic, Student Affairs, and Workforce Development Committee, Information Item III.A.3.d.)

BACKGROUND:

*The Virginia Higher Education Opportunity Act of 2011* (Top Jobs 21) requires the governing board of each public institution of higher education to develop and adopt biennially, and amend or affirm annually a six-year academic and financial plan for the institution. The plan is to be submitted to the State Council of Higher Education for Virginia (SCHEV), the Governor, and the Chairs of the House Committee on Appropriations and the Senate Committee on Finance no later than July 1 of each odd-numbered year. State Board approval of the Plan is required prior to submission to the state officials.

The State Board approved the concepts for the VCCS Six Year Plan for fiscal years 2015 to 2020 at the May 2013 meeting. The State Council for Higher Education issued instructions for the format of the plans shortly after that date. The plan in the required format that was submitted to SCHEV on July 1 will be provided to the State Board at the July meeting.

A meeting with the Chancellor and other VCCS representatives, the Secretary of Finance, Secretary of Education, Director of the Department of Planning and Budget, Executive Director of SCHEV, Staff Director of the House Committee on Appropriations, and Staff Director of the Senate Committee on Finance will be held on August 1 to discuss the Plan. That group, known as the “Operation Six”, must provide comments to the institutions on their plans by September 1. Each institution must respond to any comments from the Group by October 1.

The proposed VCCS response to the “Operation Six” comments and any changes recommended to the Plan will be provided to the Board prior to its September meeting. Any changes approved by the Board at the September meeting will be incorporated into the final Plan, which will be submitted to SCHEV by October 1, 2013.

RECOMMENDATION:

This is an information item.

RESOURCE PERSONS:

Dr. Susan S. Wood, Vice Chancellor for Academic Services & Research, swood@vccs.edu, 804-819-4972
Donna M. VanCleave, Vice Chancellor for Administrative Services, dvancleave@vccs.edu 804-819-4695

William M. Johnson, Assistant Vice Chancellor for Budget and Planning Services, wjohnson@vccs.edu, 804-819-4912
APPENDIX VI

TITLE: APPROVE AUDIT CHARTER (III.B.2.a.)

BACKGROUND:

The Internal Audit Charter is a formal document that defines the internal audit activity's purpose, authority, and responsibility. The Internal Audit Charter establishes the internal audit activity's position within the organization, including the nature of the chief audit executive’s functional reporting relationship with the board; authorizes access to records, personnel, and physical properties relevant to the performance of engagements; and defines the scope of internal audit activities. Final approval of the Internal Audit Charter resides with the board.

In accordance with professional standards issued by the Institute of Internal Auditors, I have assessed internal audit’s purpose, authority, and responsibility, as defined in our Internal Audit Charter. The Charter continues to be adequate to enable the Virginia Community College System (VCCS) Internal Audit Department to accomplish its objectives.

While no changes have been made to the Internal Audit Charter since its approval last year, the Charter has been attached for your review and reaffirmation.

RECOMMENDATION:

It is recommended that the Audit Committee reaffirm the Internal Audit Charter.

RESOURCE PERSON:

Mrs. Helen C. Vanderland
Director of Internal Audit
Virginia Community College System
804-819-4951
APPENDIX VII

TITLE: APPROVE FY 2013-2014 AUDIT PLAN (III.B.2.b.)

BACKGROUND:

The Audit Plan is a document that governs the timing, scope, and objectives of the audits and special projects planned for the fiscal year for the VCCS which includes the System Office and the 23 colleges. Several factors contributed to the current design of the audit plan for fiscal year 2013-2014:

- Risk assessment
- Input received from the Chancellor, cabinet members, presidents, and management
- Consideration of results of past audits (both internal and external)
- Requests made by management

The proposed plan includes the audit of several key areas of the VCCS:

- High Risk Instructional Programs
- IT Security Standards and Procedures
- Fixed Assets
- Project Management

The audits will address internal controls and operational issues and provide management with practical suggestions on ways to mitigate weaknesses or improve the efficiency of operations. A summary of the audit plan with associated hours follows.

RECOMMENDATION:

It is recommended that the Audit Committee approve the FY 2013-2014 Audit Plan.

RESOURCE PERSON:

Mrs. Helen C. Vanderland
Director of Internal Audit
Virginia Community College System
804-819-4951
APPENDIX VIII

TITLE: APPROVE INTERNAL AUDIT GOALS
(III.B.2.c.)

BACKGROUND:

My vision for the VCCS Internal Audit Department is:

To improve and refine our operations and the service we provide so that we can ensure our direction is consistent with the goals of Achieve 2015, the Chancellor’s annual goals, and re-engineering and to be the department where innovation and expertise is the standard and where other audit departments come for advice. We will do that by seeking and implementing the newest and most innovative audit tools and practices and empowering staff to advance their skills and core competencies.

In order to provide the State Board, the Chancellor, Presidents, and VCCS Administrators with independent objective assurance and consulting services, and to move towards accomplishing my vision, the following goals have been developed:

A. Add value by performing audits and special projects according to the audit plan and the changing needs of the VCCS;
B. Identify and audit areas of highest risk by performing a risk assessment and preparing an annual audit plan;
C. Provide sound advice and facilitate the resolution to problems by developing good working relationships, becoming more knowledgeable of VCCS operations and issues, and being responsive to management’s needs;
D. Provide leadership and ensure the technical competence of internal audit staff and compliance with the IIA Standards; and
E. Build strong, professional relationships with other members of the internal auditing profession.

Detailed plans to accomplish each goal follow this summary.

RECOMMENDATION:

It is recommended that the Audit Committee approve the Internal Audit Goals for 2013-2014.

RESOURCE PERSON:
Mrs. Helen C. Vanderland  
Director of Internal Audit  

Virginia Community College System  
804-819-4951
APPENDIX IX

TITLE: PERSONNEL MATTER – INTERNAL AUDIT DIRECTOR EVALUATION (III.B.2.d.)

BACKGROUND:

The Internal Audit Director’s performance evaluation will be discussed at the Audit Committee meeting.

RECOMMENDATION:

It is recommended that the Audit Committee for the State Board for Community Colleges approve the Internal Audit Director’s performance evaluation.

RESOURCE PERSON:

Dr. Glenn DuBois
Chancellor
Virginia Community College System
804-819-4903
APPENDIX X

TITLE: LORD FAIRFAX COMMUNITY COLLEGE
MIDDLETOWN CAMPUS
RENOVATE FAIRFAX HALL SCHEMATIC DESIGN
PROJECT CODE: 260-17986
III.C.2.a

BACKGROUND:

Lord Fairfax Community College requests schematic design approval for the renovation of Fairfax Hall. Fairfax Hall is a one-story building of approximately 64,600 square feet, which was constructed in 1970 as the original building for LFCC. This project includes reconfiguring approximately 20,000 square feet of interior spaces to create a "one-stop" student services suite and improve and clarify interior circulation, renovating restrooms to be accessible, adding a fire protection sprinkler system and emergency generator, and upgrading mechanical and electrical systems and technology infrastructure throughout the building to current standards.

The exterior will be repaired, and sealants replaced. Existing windows will be replaced with energy-efficient windows with thermal-break frames and Low-E insulating glass. Changes to the building appearance will be limited to adding a few new windows to provide natural light in some presently windowless spaces, and upgrading the main entrance to a more modern appearance.

VCCS Policy 10.0.0.4 i. requires State Board approval for schematic design of capital projects.

The Schematic Design will be submitted to BCOM this summer. The project is scheduled to be ready for the Construction Manager to price in the summer of 2014, and complete construction by summer 2016.

LOCAL COLLEGE BOARD:

The Local College Board will be informed of the project at its June 13, 2013 meeting.

RECOMMENDATION:

In accordance with Virginia Community Colleges Policy Manual, §10.0.0.4 i, it is recommended that the State Board for Community Colleges approve the schematic design of the renovation of Fairfax Hall.

RESOURCE PERSONS:

Dr. Cheryl Thompson-Stacy     Mr. Robert B. Jones, RA, CBO, VCCO
President      Associate Vice Chancellor for
Lord Fairfax Community College  Facilities Management Services
(540) 868-7101      Virginia Community College System
cthompson-stacy@lfcc.edu    (804) 819-4920
bjones@vccs.edu
APPENDIX XI

TITLE: J. SARGEANT REYNOLDS COMMUNITY COLLEGE
VARINA CENTER
FEASIBILITY STUDY
PROJECT CODE: NP283-006
III.C.2.b

BACKGROUND:

J. Sargeant Reynolds Community College requests approval to proceed with the master site plan for the proposed Varina Center to be located in eastern Henrico County, southeast of the intersection of I-295 and Route-5.

In response to the growing demand for post-secondary education in this part of their region, a Feasibility Study was produced to evaluate development of a fourth JSRCC facility. This Feasibility Study analyzes the potential for a 100 acre site located within the overall 219 acre New Market Park site, which is currently owned by Henrico County and located in its Varina District. The site was also evaluated for its ability to potentially accommodate in the long-term relocation of the Virginia Community College System administrative offices and data center. VCCS administrative offices are currently located in Downtown Richmond, and the VCCS data center is currently located in Chesterfield County.

JSRCC currently operates three campuses: Downtown, Parham Road and Goochland, with a temporary satellite campus in Richmond’s Ginter Park neighborhood (while the Downtown Campus is being renovated). The College offers 24 two-year occupational/technical degree programs, 9 occupational/technical certificate programs, 5 two-year college transfer programs, and 43 career studies certificate programs requiring less than one-year of full-time study. In addition to traditional general education courses, it is anticipated that the Varina Campus would facilitate the following existing specialized programs: firefighter training and certificate programs, emergency medical services training and criminal justice training. Also it is anticipated that the following newly planned specialized programs would be facilitated by the Varina Center: sustainable green construction technologies, operation and maintenance of sustainable green building systems, industrial logistics, and diesel mechanics technology. Finally, there exists the opportunity for STEM Dual Enrollment with nearby Highland Springs High School, one of Henrico County’s Engineering magnet schools. It is anticipated that the JSRCC Varina Center will enroll between 1,010-1,120 FTE’s for the 2017 Fall Semester.

The driving concept behind the Varina Center design is to emphasize the connection between the facilities and the existing woodlands. All buildings are located along an existing ridgeline with access and service primarily coming from the west side. A north-south spine extends from the northern most building to the proposed parking structure to the south. This 20’ wide walkway would allow for emergency access vehicles and create a site utilities and infrastructure corridor between the central plant and the center buildings. The east-west connectors would be narrower and provide access to individual buildings from the spine. Along with two large open spaces, several plazas would be located at building entries and other areas throughout the
center to provide pedestrian activity nodes. All buildings would have direct access to an area reachable by service vehicles.

In planning for a potential center, this Feasibility Study includes five academic buildings, a Central Plant Building to support the entire center, a potential VCCS Administrative Building with a data center, and parking and site infrastructure to support the center occupants. Construction of these buildings would be phased, as needed. Care will be taken in the placement of buildings, not only for proper solar orientation and site views, but also in the framing of open spaces to create a campus environment and a positive experience for students, faculty and staff. An environmentally responsible approach to developing the clusters of buildings is to limit overall land disturbance to preserve existing tree stands and wet lands.

It is the desire of JSRCC to become the first "net-zero" energy use or alternatively near net-zero total energy use Community College in the Nation. The general concept for net-zero is to design and operate the center in such a way that it demands little (if any) off-site energy resources, therefore not contributing to environmental degradation associated with most conventional energy resources, and limiting the College's carbon footprint.

The eventual build-out of this Center will provide approximately 505,000 gross square feet of instructional, support and administrative space and 2,025 parking spaces in a combination of surface and structured parking. The Varina Center will ultimately serve 2,090 on-campus regular session FTES, assuming build-out completion in 2035.

LOCAL BOARD APPROVAL:

The J. Sargeant Reynolds Community College Local Advisory Board approved this Feasibility Study for the Varina Center at its May 2, 2013, meeting.

RECOMMENDATION:

In accordance with Virginia Community College System Policy Manual, §10.0.0.4 l, it is recommended that the State Board for Community Colleges approve the establishment of the J. Sargeant Reynolds Community College Varina Center. Phase-1 Building-1 is addressed in the VCCS 6-Year Capital Plan, including the engagement of an architectural firm for the purpose of creating a Master Site Plan. This Master Site Plan would be predicated on the eventual approval by the State Board for Community Colleges to establish the Varina Center of J. Sargeant Reynolds Community College.

RESOURCE PERSONS:

Dr. Gary Rhodes  
President  
J. Sargeant Reynolds Community College  
(804) 523-5200  
grhodes@@reynolds.edu  

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Associate Vice Chancellor  
Facilities Management Services  
Virginia Community College System  
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APPENDIX XII

TITLE: NORTHERN VIRGINIA COMMUNITY COLLEGE
ALEXANDRIA CAMPUS
BEAUREGARD STREET PARKING GARAGE REPAIRS
PROJECT CODE: A3260-008
III.C.2.c

Northern Virginia Community College requests State Board approval of a VCCS defined Capital Project in conjunction with the repair of the Upper Level of the Beauregard Street Parking Garage at the Alexandria Campus.

The surface and ends of several of the Precast Concrete, “Double Tee’s”, that form the top deck of the Parking Garage, have deteriorated over the past several years and are now at a point where remedial repairs are required. More specifically, spalling of the concrete surface has occurred in several locations and small holes have developed at the ends of some of the Precast, “Double Tee’s”. Although the structural integrity of this approximately 10 year old Parking Garage is not affected, repairs are required to minimize any further deterioration. The firm of Little Diversified Architecture was retained to perform a Condition Survey of this facility and to complete the design documents for any required remedial repairs. The work to be performed generally consists of repairing the damaged areas and topping the entire Upper Level with a high strength coating, which will preclude and further deterioration. This project is funded entirely from Local Funds.

When initiated, the overall cost of this project was anticipated to be less than $500,000. However, based on the recent bid results (i.e. low bid in the amount of $631,800) it is clear that the total project cost, including associated “soft costs” (viz. AE Fees, Inspection and Contingency) is somewhere between $700,000 and $750,000. This amount clearly exceeds the $500,000 threshold set by the State Board.

RECOMMENDATION:

In accordance with Virginia Community Colleges Policy Manual, §10.0.0.4 i, it is recommended that the State Board for Community Colleges approve the Beauregard Street Parking Garage Repair Project, as a VCCS defined Capital Project.

LOCAL BOARD APPROVAL:

The NVCC Board will not meet until September 2013.

RESOURCE PERSONS:

Dr. Robert G. Templin, Jr.
President
Northern Virginia Community College
(703) 323-3101
rtemplin@nvcc.edu

Mr. Robert B. Jones, RA, CBO, VCCO
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APPENDIX XIII

TITLE: TIDEWATER COMMUNITY COLLEGE
NORFOLK CAMPUS
RENOVATION OF PORTIONS OF ANDREWS AND MARTIN BUILDINGS
PROJECT INITIATION
PROJECT CODE: 260-A3260-039
III.C.2.d

BACKGROUND:

Tidewater Community College requests State Board approval to initiate the design and construction of renovations of the ground floors of the Andrews and Martin buildings and the mezzanine floor of the Martin Building as a capital project expected to cost in excess of $1,000,000.

The Norfolk Campus of TCC was acquired through a capital lease arrangement in 1995 with the Norfolk Community College Campus Corporation, an associated entity of the Norfolk Redevelopment and Housing Authority. The original campus consisted of two renovated buildings, the Stanley C. Walker and Alvah H. Martin buildings, and a newly constructed Mason C. Andrews Science Building. Subsequently, the Jeanne & George Roper Performing Arts Center was added under the capital lease. In 2011, the first of TCC’s four student centers was constructed on land acquired through the 1995 capital lease.

The ground floor of the Andrews Building houses the campus’s Student Services functions – Counseling & Advising Services, Admissions & Enrollment Services, Business Office, etc. The campus’s library occupies the ground and mezzanine floors of the Martin Building. When it opened in 1996-97, the Norfolk Campus served some 2,300 students; in the most recently completed academic year, nearly 14,000 students enrolled at the Norfolk Campus. In their current configuration, neither the Student Services area nor the library serves the campus population well.

In 2012-13, TCC commissioned an architectural firm to develop conceptual plans to renovate the ground floors of the Andrews and Martin buildings and the mezzanine floor of the latter. The plans call for swapping the functions – renovating the ground floor of the Andrews Building as the campus library and the ground and mezzanine floors of the Martin Building as the campus’s Student Services Center. Once renovated, the two spaces will provide similar amounts of usable space, 9,687 square feet in the Andrews Building and 8,369 square feet in the Martin Building; the additional space in the renovated Andrews Building will accommodate relocation of the campus’s open computer lab from the Roper Performing Arts Center, allowing that space to be converted to other academic purposes. The result will be more efficient and effective spaces for their respective functions.

Preliminary estimates of the cost of the design and construction of the renovations to both buildings total $1,170,000 ($565,000 for the Andrews Building and $605,000 for the Martin Building). Once developed, the schematic designs of the two renovation projects will be presented to the State Board for approval.
**RECOMMENDATION:**

In accordance with Virginia Community College System Policy Manual, §10.0.0.4 i, it is recommended that the State Board for Community Colleges approve initiation of the renovations of portions of the Andrews and Martin Buildings at the Norfolk Campus of Tidewater Community College as a capital project.

**LOCAL BOARD APPROVAL:**

The Executive Committee of the Tidewater Community College Board will consider this request at a June 2013 meeting. The full board will consider the request at its next business meeting, scheduled for September 10, 2013.

**RESOURCE PERSONS:**

Dr. Edna V. Baehre-Kolovani  
President  
Tidewater Community College  
(757) 822-1050  
[ekolovani@tcc.edu](mailto:ekolovani@tcc.edu)

Mr. Robert B. Jones, RA, CBO, VCCO  
Associate Vice Chancellor for  
Facilities Management Services  
Virginia Community College System  
(804) 819-4917  
[bjones@vccs.edu](mailto:bjones@vccs.edu)
APPENDIX XIV

TITLE: TIDEWATER COMMUNITY COLLEGE
      VIRGINIA BEACH CAMPUS
      BAYSIDE BUILDING RENOVATION
      SCHEMATIC DESIGN REVIEW
      PROJECT CODE: 260-17990
      III.C.2.e

BACKGROUND:

Tidewater Community College requests State Board approval of the schematic design for the renovation of the Bayside Building at the Virginia Beach Campus. Preliminary design of the renovation was authorized in the 2012-2014 Appropriation Act. Subsequently, in the 2013 General Assembly Session, the renovation project was approved for funding.

The Bayside Building is a 40,000 square-foot facility that was constructed in 1974 and renovated/expanded in the late 1980’s. It houses the library for the Virginia Beach Campus. With the completion and opening in August of the Virginia Beach Joint-Use Library, a 120,000 square-foot facility that combines the functions of an academic and public library, the Bayside Building will require re-purposing.

The architectural style of the Virginia Beach Campus ranges from the original 1970’s era building designs, such as the Bayside Building, to the newer buildings located mostly on the east side of campus exemplified by the Joint-Use Library, Student Center, Regional Health Professions Center, Science Building, and Advanced Technology Center. The college’s intent is to transform the image of this campus to the style of these newer buildings. That transformation includes a consistent palette of exterior materials including aluminum panels, brick, and precast concrete.

With respect to the Bayside Building specifically, the college intends to re-purpose it as a one-stop student services center. The design is intended to make the building an inviting, attractive destination for returning students and more importantly, potential new students and their families – a new “front door” for the campus.

To update the appearance of the building, the precast exterior accents will be re-skinned with aluminum composite panels. The existing entrances of the building appear as two secondary side-entrances with a large precast mass between them. The existing auditorium will be removed and a single main entrance will replace the two “secondary entrances.” To allow the building to flow more smoothly with the rest of the campus, an entrance will also be added to side of the building that faces the pond and Student Center, which is the heart of the Virginia Beach Campus. These new entrances will be composed of brick, glass, and aluminum composite panels to match the rest of the building.

The roof is a low-sloped roof on metal deck and the membrane will be replaced during this renovation. Any mechanical units on the roof will be located centrally to reduce the views. The windows will also be replaced to create a more energy efficient building.
Renovating the Bayside Building as one-stop student services center will facilitate locating various functions that are currently housed in various buildings around the campus into a single facility that will be organized to achieve efficiencies and functional adjacencies appropriate to the admissions and enrollment processes. Those functions include:

- Admissions
- Enrollment & Domicile
- Business Office
- Educational Accessibility
- Financial Aid
- Academic Advising & Counseling
- Testing Center

Program and design goals include:
- provide a larger testing center with adjacent testing rooms for students with special needs;
- provide ample waiting areas throughout the departments;
- convert the auditorium into a "welcome/information center" for students and potential students;
- create efficient, ergonomic, and productive work environments;
- accommodate current staff with room for modest expansion in response to enrollment growth;
- accommodate the existing campus network & telecommunications infrastructure as well as relocating the college’s Network Operations Center from inadequate space in downtown Norfolk;
- meet current ADA standards; and
- establish a welcoming environment for both current and potential students as well as the community in general.

The schematic design for the Bayside Building Renovation was approved by the Art & Architectural Review Board on May 3, 2013.

RECOMMENDATION:
In accordance with VCCS Policy 10.0.0.4, it is recommended that the State Board for Community Colleges approve the schematic design for the renovation of the Bayside Building at the Virginia Beach Campus of Tidewater Community College.

LOCAL BOARD APPROVAL:
The Executive Committee of the Tidewater Community College Board will consider this request at a June 2013 meeting. The full board will consider the request at its next business meeting, scheduled for September 10, 2013.
RESOURCE PERSONS:

Dr. Edna V. Baehre-Kolovani
President
Tidewater Community College
(757) 822-1050
EKolovani@tcc.edu

Mr. Robert B. Jones, RA
Associate Vice Chancellor for Facilities Management Services
Virginia Community College System
(804) 819-4917
BJones@vccs.edu
BACKGROUND:

Virginia Western Community College proposes to construct new signs for the Center for Science & Health Professions (CS&HP) building which is nearing completion. The State Board for Community Colleges approved the design of two of the signs (locations 1 & 2) at its May 2013 meeting. VWCC would like to add letters on the building (location #3) under this project. They are also requesting approval for a future sign at location 4, and to relocate an existing sign to the rear of the campus, along I-581, when additional funds are available.

VCCS Policy 10.0.0.4.k requires State Board approval for any activity which would substantially affect the appearance of a campus.

Construction is planned for the summer of 2013, so the signs will be completed in time for fall semester classes.

The low bid for the three signs VWCC wants to build now is $330,000, which will be funded from money that VWCC has set aside for site work for this building.

LOCAL COLLEGE BOARD:

The VWCC Local Board approved the signage at its April 16, 2013 meeting.

RECOMMENDATION:

In accordance with Virginia Community College System Policy Manual, §10.0.0.4.k, it is recommended that the State Board for Community Colleges approve the additional signage for the Center for Science & Health Professions at Virginia Western Community College.

RESOURCE PERSONS:

Dr. Robert H. Sandel
President
Virginia Western Community College
540-857-7311
rsandel@virginiawestern.edu

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Associate Vice Chancellor for Facilities Management Services
Virginia Community College System
(804) 819-4917
bjones@vccs.edu
APPENDIX XVI

TITLE: APPROVAL OF FY 2014 COLLEGE OPERATING BUDGETS
(Budget and Finance Committee, Action Item III.D.2.a)

BACKGROUND:

All of Virginia’s community colleges are fully accredited by the Southern Association of Colleges and Schools (SACS). Among the many requirements of the SACS reaffirmation review process is a requirement that college budgets be approved by the governing body which for the VCCS, of course, is the State Board for Community Colleges.

Attached is a table with the FY 2014 state operating budgets for the colleges in the VCCS. Also, attached is a spreadsheet that shows the amount and percentage change from the FY 2013 budgets for each college and the System Office.

The dollars for each community college are allocated based on the state higher education funding model adopted by the State Council of Higher Education and the General Assembly and subsequently adapted for use by the 23 community colleges. It is the responsibility of the VCCS System Office to execute the resource model on an annual basis using available resources from state appropriations and anticipated tuition and fee revenue collections.

Information about changes from FY 2013 to FY 2014 in the total VCCS budget is provided in the table below:

<table>
<thead>
<tr>
<th></th>
<th>FY 2013</th>
<th>FY 2014</th>
<th>Change</th>
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<td>General Fund (GF)</td>
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<td>Appropriation</td>
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<td>Total PerStudent FTE</td>
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Changes in E&G Funding

General Fund: Due to the support of the Governor and General Assembly, the VCCS FY 2014 E&G general fund appropriation is $8.6 million more than in the prior fiscal year. This includes additional funds to increase base operations support and a 3 percent salary adjustment for faculty.
Nongeneral Fund: The increases in the nongeneral fund appropriation include additional tuition and fee revenue collected in FY 2013. If necessary, we anticipate requesting an administrative adjustment to reflect revenue that will result from the State Board approved FY 2014 tuition rates.

Total E&G Funding: With these various adjustments, total E&G funding for the VCCS in FY 2014 is projected to increase 11.25 million. Total funding per student FTE will increase slightly from $6,922 to $7,013.

ACTION:

It is recommended that the State Board approve the FY 2014 college budgets.

RESOURCE PERSON:

Ms. Donna VanCleave
Vice Chancellor for Administrative Services
(804) 819-4910
dvanicleave@vccs.edu

William M. Johnson
Assistant Vice Chancellor for Budget and Planning Services
(804) 819-4912
wjohnson@vccs.edu
### Virginia Community College System
### FY 2014 College Budgets

<table>
<thead>
<tr>
<th>College</th>
<th>General Fund</th>
<th>Other Appropriation &amp; Transfers</th>
<th>Estimated Credit Tuition</th>
<th>Total</th>
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**Total**

$299,855,715 | $17,599,657 | $525,950,266 | $843,405,638

*Note 1: Other Appropriations & Transfers funding is comprised of special appropriations and allocated support for system-wide programs/initiatives.*
APPENDIX XVII

TITLE: APPROVAL OF UPDATES TO THE VCCS POLICY MANUAL PERTAINING TO TUITION AND LOCAL FUNDS (ITEM III.D.2.b)

BACKGROUND:

Several provisions in the VCCS Policy Manual need to be updated to reflect legislative changes in the 2013 Session. Also, to improve reporting about current tuition rates, a change is proposed to replace the specific details with a link to the VCCS website which will contain more information.

PROPOSED CHANGES:

A) The 2013 session of the General Assembly revised the language in the Code of Virginia relative to in-state tuition and fees for active duty military personnel, military dependents, and military veterans effective July 1, 2013. It is recommended that VCCS policy be updated as follows to reflect the changes:

Modify VCCS policy sections 4.3.0.4 and 4.3.0.6 (changes in italics and strikethroughs):

4.3.0.4 In-State Tuition – Dependents of Active Duty Military Personnel (SG)

Section 23-7.4.E of the Code of Virginia provides that all dependents, as defined by 37 U.S.C. Section 401, of active duty military personnel, or activated or temporarily mobilized reservists or guard members, (i) assigned to a permanent duty station or workplace geographically located in Virginia, or in a state contiguous to Virginia or the District of Columbia, who reside in Virginia; or (ii) assigned unaccompanied orders and immediately prior to receiving such unaccompanied orders were assigned to a permanent duty station or workplace geographically located in Virginia; or (iii) assigned unaccompanied orders with Virginia listed as the designated place move shall be deemed to be domiciled in Virginia for purposes of eligibility for in-state tuition and shall be eligible to receive in-state tuition in Virginia. All such dependents shall be afforded the same educational benefits as any other individual receiving in-state tuition pursuant to this section as long as they are continuously enrolled or are transferring between Virginia institutions of higher education. Temporarily mobilized means activated for service for six months or more.

4.3.0.6 In-State Tuition – Active Duty Military Personnel (SG)

Section 23-7.4.2.G of the Code of Virginia provides that any active duty members, activated guard or reservist members, or guard or reservist members mobilized or on temporary active orders for six months or more, that are either stationed or assigned by their military service to a work location in Virginia, and residing reside in Virginia, shall pay tuition, to the public institution of higher education in which they are enrolled, in an amount no more than the amount covered by their military service...
Add VCCS policy section 4.3.0.7 as follows:

4.3.0.7 In-State Tuition-Military Veterans (SG)

Section 23-7.4.2.H of the Code of Virginia provides that notwithstanding any other provision of law, veterans residing within the Commonwealth shall be eligible for in-state tuition charges. Any students granted in-state tuition pursuant to this subsection shall be counted as in-state students for the purposes of determining college admissions, enrollment, and tuition and fee revenue policies.

B) It is proposed the Code of Virginia references in VCCS Policy Manual Section 4.2.2.F be updated to reflect the appropriate authority for college investments as follows (changes in italics and strikethroughs):

4.2.2.F – Local Community College Funds

Investment of idle local funds is encouraged. Amounts available for investment from various local funds may be pooled in order to maximize investment return. Interest earned on pooled principle may be prorated, as earned, to the individual fund based on the relative ratio of individual funds contribution amount to the total pooled amount. Interest earned by the various funds may be transferred, as approved in the local funds budget, to other local funds for scholarships, general use, student activities, etc., so long as it benefits the operation of the colleges as defined by this Section. Each college shall develop and implement an investment policy covering, as a minimum, the institutional objectives, authorized investments and credit quality, diversification, maturity limitations, divestiture, and safekeeping policies; and is encouraged to use as a guideline the policies set forth in the Local Government Investment Pool Investment Circular and any successor publication issued by the Commonwealth of Virginia Department of the Treasury. Investment vehicles are limited to those allowed under Chapter 48 45, Sections 2.1-327 2.2-4500 and 2.2-4501 2.1-328 of the Code of Virginia.

C) It is proposed tuition and fee rates be struck from VCCS Policy Section 4.3.0(a) and be replaced with a link to a VCCS website containing detail tuition and fee rate information (changes in italics and strikethroughs):

4.3.0(a) Tuition (SB)

VCCS tuition and fee rates are reviewed and approved annually by the State Board for Community Colleges. The detail tuition and fee rates are published at the following (link will be added before publishing these changes):

Until further action of the State Board, the tuition for all credit courses, effective Fall term 2012 shall be as follows:
Virginia Resident $ 117.00 per credit hour
Military Contract Rate $ 117.00 per credit hour
Business Contract Rate $ 177.00 per credit hour
Out of State Resident $ 293.60 per credit hour
e-Rate (in-state) $ 117.00 per credit hour*

In accordance with the Differential Tuition Policy 4.3.0(b), until further action of the State Board, the tuition for all credit courses for Northern Virginia Community College effective with the Fall term 2012 term will be as follows:

Virginia Resident $ 135.65 per credit hour
Military Contract Rate $ 135.65 per credit hour
Business Contract Rate $ 195.65 per credit hour
Out of State Resident $ 314.90 per credit hour
e-Rate (in-state) $ 135.65 per credit hour*

Forty-seven cents of the resident tuition rate per credit hour is designated as a comprehensive auxiliary fee per credit hour for all credit students.

A capital fee of $15.50 per credit hour shall be charged to all out-of-state students for all credit courses with the following exceptions:

1. Out-of-state dual enrolled students who meet the requirements in section 4.3.0.1 of the VCCS Policy Manual.
2. Out-of-state students deemed to be either domiciled in Virginia or counted as in-state students for purposes of eligibility for in-state tuition and fees by specific language in the Code of Virginia. This includes dependents of active duty military personnel (VCCS Policy section 4.3.0.4) and reciprocal students (VCCS Policy section 4.3.0.5).

Unless otherwise permitted by law, colleges have no authority to waive credit hour tuition or fees that have been established by the State Board for Community Colleges within Section 4.3.0 of the VCCS Policy Manual, nor do colleges have authority to charge tuition and fees above the State Board approved rates for credit courses.

RECOMMENDATIONS:

It is recommended that the State Board for Community Colleges:
  o Approve the proposed changes to VCCS Policy Manual sections 4.3.0.4, 4.3.0.6, and 4.3.0.7 to reflect the in-state tuition authority for the military as outlined in the Code of Virginia
  o Approve the proposed changes to update the VCCS Policy Manual section 4.2.2.F for Code of Virginia investment references applicable to local community college funds
  o Approve the proposed changes to VCCS Policy Manual section 4.3.0 to remove tuition and fee rates and replace it with a VCCS website link better suited for publishing and communicating detail tuition and fee rate information

RESOURCE PERSONS:

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APPENDIX XVIII

TITLE:  BYLAWS AS REQUIRED BY CHAPTER 577 OF 2013 GENERAL ASSEMBLY
(Executive Committee IV.B.1)

BACKGROUND:

The 2013 General Assembly passed legislation to amend sections of the Code of Virginia relating to the governing boards of the public institutions of higher education. The changes primarily pertain to the Board’s relationship with the institution’s chief executive officer, executive committee responsibilities, responsibilities for providing educational programs for board members, and public access to information.

ISSUE:

The changes in the legislation will not require significant changes in current State Board procedures, but the Bylaws need to be amended to reflect all of the amendments in the Code and to include the Freedom of Information policy statement and procedures.

A copy of Chapter 577 and recommended changes to the Bylaws are attached.

REQUIRED ACTION:

Approval of the changes to the State Board Bylaws is recommended.

RESPONSIBLE STAFF:

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Donna VanCleave
Vice Chancellor for Administrative Services
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CHAPTER 577

An Act to amend and reenact § 23-9.14:1 of the Code of Virginia; to amend the Code of Virginia by adding sections numbered 23-2.01 through 23-2.05; and to repeal § 23-38.95 of the Code of Virginia, relating to board of visitors governance.

[H 1952]
Approved March 20, 2013

Be it enacted by the General Assembly of Virginia:

1. That § 23-9.14:1 of the Code of Virginia is amended and reenacted and that the Code of Virginia is amended by adding sections numbered 23-2.01 through 23-2.05 as follows:

§ 23-2.01. Boards of visitors; public access to information.

Notwithstanding § 2.2-4342 and the Virginia Freedom of Information Act (§ 2.2-3700 et seq.), the board of visitors of each public institution of higher education and the State Board for Community Colleges may conduct closed meetings pursuant to §§ 2.2-3711 and 2.2-3712 and may conduct business as a "state public body" for purposes of subsection B of § 2.2-3708.

§ 23-2.02. Boards of visitors; bylaws.

The board of visitors of each public institution of higher education and the State Board for Community Colleges shall adopt bylaws for its own governance. This document shall be posted conspicuously on the board's website and shall include provisions that:

1. Establish the requirement of transparency, to the extent required by law, in all board actions;

2. Describe the board's obligations under the Virginia Freedom of Information Act (§ 2.2-3700 et seq.), as set forth in § 23-2.1, including the requirements that:

   a. The board shall record minutes of each open meeting and post the minutes on the board's website, in accordance with subsection I of § 2.2-3707 and § 2.2-3707.1;

   b. Discussions and actions on any topic not specifically exempted by § 2.2-3711 shall be held in an open meeting;

   c. The board shall give public notice of all meetings, in accordance with subsection C of § 2.2-3707; and

   d. Any official action taken in a closed meeting shall be approved in an open meeting before it can have any force or effect, in accordance with subsection B of § 2.2-3711; and

3. Require that the board notify and invite the Attorney General's appointee or representative to all meetings of the board, executive committee, and board committees.

§ 23-2.03. Boards of visitors; annual meeting with the president of the institution.
A. In addition to all meetings prescribed in Chapters 5 (§ 23-39 et seq.) through 16 (§ 23-214 et seq.), the board of visitors of each public institution of higher education and the State Board for Community Colleges shall meet with the president of that institution at least once annually, in a closed meeting pursuant to subdivision A 1 of § 2.2-3711, and deliver an evaluation of the president's performance.

B. Any change to the president's employment contract during any such meeting or any other meeting of the board shall be made only by a vote of the majority of the board's members.


The executive committee of the board of visitors of each public institution of higher education and the State Board for Community Colleges shall (i) organize the working processes of the board and (ii) recommend best practices for board governance.

The committee shall:

1. Develop and recommend to the board a statement of governance setting out the board's role;

2. Periodically review the board's bylaws and recommend amendments;

3. Provide advice to the board on committee structure, appointments, and meetings;

4. Develop an orientation and continuing education process for visitors that includes training on the Virginia Freedom of Information Act (§ 2.2-3700 et seq.);

5. Create, monitor, oversee, and review compliance with a code of ethics for visitors; and

6. Develop a set of qualifications and competencies for membership on the board for approval by the board and recommendation to the Governor.

§ 23-2.05. Boards of Visitors; annual executive summaries.

The board of visitors of each public institution of higher education and the State Board for Community Colleges shall submit to the General Assembly and the Governor an annual executive summary of its interim activity and work no later than the first day of each regular session of the General Assembly. The executive summary shall be submitted as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents and reports and shall be posted on the General Assembly's website.


A. From such funds as are appropriated for such purpose, the Council shall develop, in consultation with public institutions of higher education and members of their governing boards, and annually deliver educational programs for the governing boards of such institutions. New members of such governing boards may shall participate, at least once during their first two years of membership, in the programs, which shall be designed to address the role, duties, and responsibilities of the governing boards and may include in-service programs on current issues in higher education. In
developing such programs, the Council may consider similar educational programs for institutional governing boards in other states.

B. Educational programs for the governing boards of public institutions of higher education shall include presentations related to:

1. Governing board committee structure and function;

2. The duties of the executive committee set forth in § 23-2.04;

3. Professional accounting and reporting standards;

4. Methods for meeting the statutory, regulatory, and fiduciary obligations of the board;

5. The requirements of the Virginia Freedom of Information Act (§ 2.2-3700 et seq.), developed and delivered in conjunction with the Freedom of Information Advisory Council;

6. Institutional ethics and conflicts of interest;

7. Creating and implementing institution-wide rules and regulations;

8. Business operations, administration, budgeting, financing, financial reporting, and financial reserves, including a segment on endowment management;

9. Fixing student tuition and fees;

10. Overseeing planning, construction, maintenance, expansion, and renovation projects that impact the University's consolidated infrastructure, physical facilities, and natural environment, including its lands, improvements, and capital equipment;

11. Workforce planning, strategy, and investment;

12. Institutional advancement, including philanthropic giving, fundraising initiatives, alumni programming, communications and media, government and public relations, and community affairs;

13. Student welfare issues, including academic studies; curriculum; residence life; student governance and activities; and the general physical and psychological well-being of undergraduate and graduate students;

14. Current national and state issues in higher education;

15. Future national and state issues in higher education;

16. Relations between the board of visitors and the president of the institution, including perspectives from presidents of public institutions of higher education in the Commonwealth;

17. Best practices for board governance, including perspectives from current board members; and
18. Any other topics that the Council, public institutions of higher education, and members of their governing boards deem necessary or appropriate.

C. The Council shall submit to the General Assembly and the Governor an annual executive summary of the interim activity and work of the Council pursuant to this section no later than the first day of each regular session of the General Assembly. The executive summary shall be submitted as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents and reports and shall be posted on the General Assembly's website.

2. That § 23-38.95 of the Code of Virginia is repealed.

3. That the provisions of this act shall not become effective unless an appropriation effectuating the purposes of this act is included in a general appropriation act passed during the 2013 Regular Session of the General Assembly that becomes law.
APPENDIX XIX

TITLE: AMEND VCCS POLICY MANUAL ON LOCAL BOARD MEMBERSHIP
(Executive Committee IV.B.2)

ISSUE:
Language in the VCCS Policy Manual regarding membership on the local board needs to be clarified to address recent questions from colleges.

BACKGROUND:
Language in the VCCS Policy Manual states that former employees are not eligible to serve on local boards. The language needs to be modified to clarify that current employees are also ineligible. In addition, the language regarding terms of service for local board members needs to be clarified to state that no member may serve more than two full terms consecutively which is consistent with the terms for the State Board.

REQUIRED ACTION:
Approval of the clarifications to the Policy Manual is recommended.

RESPONSIBLE STAFF:
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APPENDIX XX

TITLE: CHANCELLOR SABBATICAL
(Executive Committee IV.B.3)

ISSUE:

A request for a sabbatical for the Chancellor will be discussed.

BACKGROUND:

The Chancellor’s employment contract which was approved by the State Board on May 16, 2013 provides the following provision:

12. You shall be granted sabbatical leave that is intended for your professional development and renewal as Chancellor. You shall earn one month of sabbatical leave per year of service as Chancellor. The Board must approve the use of such sabbatical leave, in advance. Upon the use of sabbatical leave during a contract period, a written report of research and findings shall be presented to the Board. Sabbatical leave shall accumulate up to a maximum of six months; however there shall be no payout for unused sabbatical leave. During a sabbatical leave, you will continue to receive your full compensation and benefits package, as well as have travel expenses reimbursed in accordance with state travel reimbursement guidelines.

Attached are details about the proposed sabbatical.

RECOMMENDED ACTION:

Approval of the Chancellor’s sabbatical request is recommended.

RESPONSIBLE STAFF:

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APPENDIX XXI

TITLE: REQUEST FOR APPROVAL OF PRESIDENT EMERITUS
(Executive Committee IV.B.4)

ISSUE:

A request for approval of President Emeritus status has been submitted for State Board approval.

BACKGROUND:

Section 3 of the VCCS Policy Manual provides the following requirements and process for granting President Emeritus status:

3.1.2 Emeritus: The Emeritus/Emerita title is honorific and is intended to acknowledge outstanding service to the Virginia Community College System. It does not represent any entitlement to authority, rights, privileges or resources.

a. President Emeritus.

1. Eligibility: Candidates for emeritus status must have provided ten or more years of outstanding, distinguished, and honorable service to the VCCS in positions of substantial leadership to include the role of president.

2. Procedure: The Local College Board must nominate a President for emeritus status by official Board action. The request should contain a brief description of the candidate’s service and an explanation of why he or she is deserving of this honor. The request should be submitted in writing to the Chancellor for review and consent. If agreed to, the Chancellor will submit the request to the State Board for approval.

3. Emeritus Conditions: The appointment of the President Emeritus/Emerita is for life. Whenever using the Emeritus title in print or otherwise, the President Emeritus should conduct himself or herself in the same manner and consideration expected of an active president.

4. General Provision: Not withstanding any other element of this policy, the State Board retains the authority to withdraw the Emeritus title, without cause. Further, the Chancellor may in extenuating circumstances recommend exceptions to the eligibility requirements for the State Board’s consideration and action.

The detailed request from the college is attached.
REQUIRED ACTION:

Approval of the request to grant President Emeritus status is recommended.

RESPONSIBLE STAFF:
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APPENDIX XXI

COLLEGE BOARD RECOMMENDATION

June 17, 2013

TITLE: Awarding of President Emeritus

RECOMMENDATION:

To approve the awarding of President Emeritus status to Dr. B. Carlyle Ramsey, President of Danville Community College.

RATIONALE:

• **Purpose of Award:** The President Emeritus title is honorific and is intended to acknowledge outstanding service to the Virginia Community College System. It does not represent any entitlement to authority, rights, privileges or resources.

• **Eligibility:** Candidates for emeritus status must have provided ten or more years of outstanding, distinguished, and honorable service to the VCCS in positions of substantial leadership to include the role of President. The appointment of the President Emeritus is for life.

• **Method of Selection:** The Local College Board must nominate a President for emeritus status by official Board action. The request should be submitted in writing to the Chancellor for review and consent. If agreed to, the Chancellor will submit the request to the State Board for approval.

• **Presentation of Awards:** Awards may be presented at graduation in May or other appropriate ceremony.

Dr. B. Carlyle Ramsey has served as President of Danville Community College since March 1992. Prior to assuming the Presidency of DCC, Dr. Ramsey was an Assistant Vice Chancellor for Instructional Programs and Student Services for the Virginia Community College System. He also served as Dean of Instruction and Student Development at Danville Community College from 1987-1988. Other positions Dr.
Ramsey has held include the following: Vice President of Academic Affairs, Union College, Kentucky; Assistant Academic Dean, Chair, Social and Behavioral Sciences and Acting Chair, Humanities, South Georgia College; Coordinator, Cooperative Education and Assistant Professor, University of West Florida; Teaching Assistant and Adjunct Professor, Florida State University; and Instruction and Assistant Professor, Albany Junior College, Georgia.

During his tenure at Danville Community College, Dr. Ramsey has served on numerous Boards including the Danville-Pittsylvania County Chamber of Commerce, the Institute for Advanced Learning and Research, Southern Virginia Higher Education Center, Danville Development Council, Industrial Development Authority of Halifax County, Future of the Piedmont and a number of other Boards. He has served on the Governor's Commission on Higher Education Reform, Innovation and Investment, Rural Community College Alliance, National Coalition on Advanced Technology Center, Association of Virginia Colleges and Universities and more.

Dr. Ramsey has been involved in the Danville, Pittsylvania County and Halifax County communities and has received numerous recognitions for his service. He is a member of the Sorenson Leadership Institute at the University of Virginia, the Future of the Piedmont, Southern Virginia Economic Development Partnership, the Riverview Rotary Club and the Danville Lions Club.

Dr. Ramsey is a native of South Boston, Virginia and earned a Bachelor of Arts from the University of Florida, a Master's Degree in History from Florida State University and his Ph. D. in History from Florida State University.

Dr. Ramsey and his wife, Rosemary, reside in Alton Virginia and are involved in First Baptist Church in South Boston, Virginia where he serves as a Sunday School teacher and Diaconate Chair. They are the parents of one daughter, Stephanie Ferrugia and a son David and his wife, Emily. They are also proud grandparents to Ramsey Jane Ferrugia.
TITLE: Awarding of President Emeritus

RECOMMENDATION:

To approve the awarding of President Emeritus status to Dr. Douglas Boyce, the sixth President of Paul D. Camp Community College.

RATIONALE:

- **Purpose of Award:** The President Emeritus title is honorific and is intended to acknowledge outstanding service to the Virginia Community College System. It does not represent any entitlement to authority, rights, privileges or resources.

- **Eligibility:** Candidates for emeritus status must have provided ten or more years of outstanding, distinguished, and honorable service to the VCCS in positions of substantial leadership to include the role of president. The appointment of the President Emeritus is for life.

- **Method of Selection:** The Local College Board must nominate a President for emeritus status by official Board action. The request should be submitted in writing to the Chancellor for review and consent. If agreed to, the Chancellor will submit the request to the State Board for approval.

- **Presentation of Awards:** Awards may be presented at graduation in May or other appropriate ceremony.

Dr. Douglas W. Boyce is the sixth president of Paul D. Camp Community College. Before assuming the presidency of Paul D. Camp Community College on November 4, 2002, Dr. Boyce was vice president of instruction at Southwest Virginia Community College and served as interim president for Mountain Empire Community College. He joined Southwest Virginia Community College in 1989 as planning and research officer after serving as dean of faculty and coordinator of institutional planning at King College in Bristol, Tennessee from 1984 to 1989. Other positions he held at Southwest Virginia Community College include coordinator of planning and development and chair of the humanities and social science division. From 1973 to 1983, Dr. Boyce was assistant and then associate professor of anthropology and sociology at Emory & Henry College, Emory, Virginia.

As a native of Michigan, Dr. Boyce earned a bachelor’s degree in anthropology and sociology from Wayne State University in Detroit. He holds a Ph.D. and a master’s degree in anthropology from the University of North Carolina at Chapel Hill.

Dr. Boyce and his wife Grace, a community college librarian, reside in Franklin and attend Westminster Reformed Presbyterian Church in Suffolk. They have three daughters: Janet, Laura, and Emily.

RESOURCE PERSON: Mrs. Felicia Blow
The Academic, Student Affairs, and Workforce Development Committee meeting convened on July 17, 2013, at the James Monroe Building, Virginia Community College System, Godwin-Hamel Board Room, Richmond, Virginia. The meeting was called to order by Ms. LaVonne Ellis, Chair. The Chair noted that there was no quorum.

Members Present: Ms. Lavonne Ellis, Chair
Mr. Bruce Meyer

Members Absent: Dr. Sasha Gong
Dr. Mirta Martin
Mr. Robin Sullenberger
Ms. Idalia P. Fernandez
Mr. Jeffery K. Mitchell

Others Present: Dr. Craig Herndon, Vice Chancellor, Workforce Development Services
Dr. Susan S. Wood, Vice Chancellor, Academic Services and Research
Ms. Crystal Twitty
Dr. Catherine Finnegan
Dr. Daniel Lewis
Dr. Chris Pfautz
Mr. George Sherman

1. The minutes of the May 15, 2013, meeting were approved as distributed.

2. Action Items:
   a. Revision to VCCS Policy Manual Section 5.6.0 – Grading Systems for Credit Classes

      Committee members heard a presentation by Ms. Ellis on this item.

   b. Revision to VCCS Policy Manual Section 6.0.1 – General Admission to VCCS Colleges

      Committee members heard a presentation by Dr. Wood on this item.
c. Revision to VCCS Policy Manual 6.0.1.1 – Dual Enrollment Student Admissions

Committee members heard a presentation by Dr. Wood on this item.

d. Revision to VCCS Policy Manual Section 8 – Planning, Accreditation, Institutional Effectiveness, Research, and Reporting (Clarify Meaning of Census Term)

Committee members heard a presentation by Dr. Finnegan on this item.

The Chair will recommend approval of these action items to the members of the State Board for Community Colleges.

2. Information Items

a. Program Discontinuance

(1) Northern Virginia Community College
Certificate
Small Business Management

The Committee heard a presentation by Ms. Ellis on the request (approved by the Chancellor) by Northern Virginia Community College to discontinue the certificate in Small Business Management.

(2) Virginia Western Community College
Certificate
Radiation Oncology

The Committee heard a presentation by Ms. Ellis on the request (approved by the Chancellor) by Virginia Western Community College to discontinue the certificate in Radiation Oncology.

b. 2012-13 Report on VCCS Academic Program Approvals and Discontinuances

The Committee heard a report by Dr. Lewis on the 2012-13 Report on VCCS Academic Programs Approvals and Discontinuances.

c. Credit Audit of Academic Programs Report
The Committee heard a presentation by Dr. Lewis on the Credit Audit of Academic Programs Report.

d. Process to Update Six-Year Plan

The Committee heard a report by Dr. Wood on the Process to Update the Six-Year Plan.

e. June 2013 Southern Association of Colleges and Schools Actions

The Committee heard a report by Ms. Ellis on the June 2013 Southern Association of Colleges and Schools Actions.

f. Developmental Education Redesign Update

The Committee heard a report by Dr. Wood on Developmental Education Update.

g. Enrollment Updates (Annual 2012-13, Spring 2013)

The Committee heard a presentation by Dr. Wood on the Enrollment Updates (Annual 2012-13, Spring 2013).

h. Student Success Snapshot #26 Student Performance in Redesigned Developmental Math Courses

The Committee heard a report by Dr. Finnegan on Student Success Snapshot #26 – Student Performance in Redesigned Developmental Math Courses.

i. Update on the Workforce Enterprise System (WES)

The Committee heard an update on the Workforce Enterprise System (WES) from George Sherman.

j. Update on Adult Career Coaches and Experiential Learning/Job Placement Coordinators

The Committee heard an update on Adult Career Coaches and Experiential Learning/Job Placement Coordinators presented by Dr. Herndon.

k. Update on the Virginia Longitudinal Data System (VLDS)

The Committee heard an Update on the Virginia Longitudinal Data System (VLDS) presented by Dr. Herndon.
The meeting was adjourned.

LaVonne Ellis, Chair
The Audit Committee meeting of the State Board for Community Colleges was held at 8:30 a.m. on Thursday, July 18, 2013 in the Internal Audit Conference Room in the James Monroe Building, 101 North 14th Street, Richmond, Virginia.

MEMBERS PRESENT: Dr. Mirta Martin, Chair
Ms. Sasha Gong
Mr. Steve Gannon
Mr. Dave Nutter
Mr. Robin Sullenberger

MEMBERS ABSENT: Idalia P. Fernandez

STAFF PRESENT: Ms. Greer Saunders
Ms. Intan McCartt
Ms. Helen Vanderland

Dr. Martin called the meeting to order at 8:45 a.m.

1. MINUTES – MEETING OF MAY 15, 2013

A motion was made by Mr. Gannon and seconded by Mr. Nutter that:

“THE AUDIT COMMITTEE APPROVE THE MINUTES OF THE MAY 15, 2013 MEETING.”

The motion carried unanimously.

2. ACTION ITEMS

a) APPROVE INTERNAL AUDIT CHARTER

A motion was made by Mr. Gannon and seconded by Mr. Nutter that:

“THE AUDIT COMMITTEE APPROVE THE INTERNAL AUDIT CHARTER.”

The motion carried unanimously.

b) APPROVE FY 2013-2014 AUDIT PLAN

A motion was made by Mr. Gannon and seconded by Mr. Nutter that:
“THE AUDIT COMMITTEE APPROVE THE FY 2013-2014 AUDIT PLAN.”

The motion carried unanimously.

C) **APPROVE INTERNAL AUDIT GOALS**

A motion was made by Mr. Gannon and seconded by Mr. Nutter that:

“THE AUDIT COMMITTEE APPROVE INTERNAL AUDIT GOALS.”

The motion carried unanimously.

D) **APPROVE EVALUATION OF DIRECTOR OF INTERNAL AUDIT**

CLOSED SESSION TO DISCUSS A PERSONNEL MATTER

A motion was made by Mr. Gannon and seconded by Mr. Sullenberger that:

MADAM CHAIR, IN ACCORDANCE WITH SECTION 2.2-3711(A)(1) OF THE CODE OF VIRGINIA, I MOVE THAT THE AUDIT COMMITTEE OF THE STATE BOARD FOR COMMUNITY COLLEGES CONVENE IN CLOSED SESSION TO DISCUSS A MATTER RELATING TO SPECIFIC OFFICERS, APPOINTEES OR EMPLOYEES OF THE VCCS, SPECIFICALLY THE EVALUATION OF THE DIRECTOR OF INTERNAL AUDIT, HELEN VANDERLAND.

The motion carried.

MOTION TO RETURN TO OPEN SESSION

A motion was made by Mr. Gannon and seconded by Mr. Sullenberger that:

THE AUDIT COMMITTEE HAS CONCLUDED ITS CLOSED SESSION AND IS HEREBY IN OPEN SESSION. WE WILL NOW TAKE A ROLL CALL VOTE THAT WILL BE INCLUDED IN THE MINUTES CERTIFYING THAT TO THE BEST OF EACH MEMBER’S KNOWLEDGE (I) ONLY PUBLIC BUSINESS MATTERS LAWFULLY EXEMPTED FROM OPEN MEETING REQUIREMENTS UNDER THE FREEDOM OF INFORMATION ACT AND (II) ONLY SUCH PUBLIC BUSINESS MATTERS AS WERE IDENTIFIED IN THE MOTION BY WHICH THE CLOSED MEETING WAS CONVENED WERE HEARD, DISCUSSED OR CONSIDERED IN THE MEETING BY THE PUBLIC BODY.

The motion carried. (See the Certification for Closed Session as attached.)

A motion was made by Mr. Gannon and seconded by Mr. Nutter that:

“THE AUDIT COMMITTEE APPROVE THE INTERNAL AUDIT DIRECTOR’S PERFORMANCE EVALUATION.”
The motion carried unanimously.

3. INFORMATION ITEMS

a. Present Audit Committee Reference Manual

Mrs. Vanderland provided each committee member with a copy of the Audit Committee Reference Manual, dated July 2013, which was developed to provide the members with ready access to responsibilities and requirements of the audit committee, as well as the internal audit department.

b. Purchasing Card Audit Report

Mrs. Vanderland reported that the Purchasing Card Audit Report, dated May 24, 2013, was designed to evaluate the compliance, effectiveness, and efficiency of the colleges’ administration of the purchasing card program and the adequacy of controls over the security and usage of the card. Opportunities for improvement, including the need to implement a paperless reconciliation process, were provided to management in the form of recommendations for which appropriate action plans were developed by management.

c. Paul D. Camp Community College – Update on Business Office Review

Mrs. Vanderland reported that she, Mary Rohas, Senior Internal Auditor, and Dr. Mirta Martin, Chair of the Audit Committee, met with senior management at Paul D. Camp Community College (PDCCC) in June 2013 to determine what actions had been taken by the College in regards to the Board Motion approved on May 16, 2013. Present were Dr. Paul Conco, President; Dr. Joseph Edenfield, Vice President for Finance and Administration; Ms. Patricia Sowell, current local board chair; and Mr. Richard Brooks, incoming local board chair.

d. Dabney S. Lancaster Community College – TRIO Grant Follow-up Report

Mrs. Vanderland stated that the purpose of the follow-up review was to determine if College management implemented appropriate corrective actions to address the recommendations and action plans contained in the Student Support Services Audit Report. She reported that internal audit found that DSLCC had appropriately addressed all recommendations.

e. Year End Status of 2012-2013 Audit Plan

Mrs. Vanderland reported that the 2012-2013 Audit Plan year ended with fieldwork for all audits having been completed.

f. Staffing Update

Mrs. Vanderland introduced Mrs. Intan McCartt whom she recently hired to replace a vacant Senior Internal Auditor position.
g. Litigation

The Audit Committee reviewed litigation identified in Ms. Saunders’s bi-monthly report to the State Board.

OTHER BUSINESS

None

There being no further business to discuss, the Audit Committee was adjourned at 9:00 a.m.

________________________________
Dr. Mirta Martin, Chair

/hcv
The Budget and Finance Committee was called to order at 1:30 p.m. by Mr. Michael E. Thomas, Chair, on Wednesday, July 17, 2013, in the 15th Floor Godwin-Hamel Board Room, VCCS, James Monroe Building, in Richmond, Virginia.

BUDGET AND FINANCE COMMITTEE MEMBERS PRESENT:
Mr. Michael E. Thomas, Committee Chair
RADM Robert Fountain, USN (Ret.)
Ms. Dorcas Helfant-Browning
Mr. David Nutter
Mr. Michel Zajur

BUDGET AND FINANCE COMMITTEE MEMBERS ABSENT:
Mr. William H. Talley, III

STAFF PRESENT:
Mr. Tom Cantone
Ms. Julie Christmas
Dr. Ellen Davenport
Mr. Keith Gagnon
Mr. Will Johnson
Ms. Tiffany Pugh
Ms. Donna Swiney
Ms. Donna VanCleave
Ms. Helen Vanderland
Mr. Dillon Joyce, VCCS Intern

OTHERS PRESENT:
Emily O’Brion, McGuire Woods Consulting LLC

III.D.

1. Minutes - Meeting of May 15, 2013

A motion was made by Mr. David Nutter and seconded by RADM Fountain that:
“THE BUDGET AND FINANCE COMMITTEE APPROVES THE MINUTES OF THE MAY 2013 MEETING.”

The motion carried.

a. APPROVAL OF FY 2014 COLLEGE OPERATING BUDGETS

All of Virginia’s community colleges are fully accredited by the Southern Association of Colleges and Schools (SACS). Among the many requirements of the SACS reaffirmation review process is a requirement that college budgets be approved by the governing body which for the VCCS, of course, is the State Board for Community Colleges.

The dollars for each community college are allocated based on the state higher education funding model adopted by the State Council of Higher Education and the General Assembly and subsequently adapted for use by the 23 community colleges. It is the responsibility of the VCCS System Office to execute the resource model on an annual basis using available resources from state appropriations and anticipated tuition and fee revenue collections.

Mr. Will Johnson gave a presentation on college operating budgets for FY 2014. Information about changes from FY 2013 to FY 2014 in the total VCCS budget is provided in the table below:

<table>
<thead>
<tr>
<th></th>
<th>FY 2013</th>
<th>FY 2014</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Fund (GF)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriation</td>
<td>$332,649,495</td>
<td>$341,255,372</td>
<td>$8,605,877</td>
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<tr>
<td><strong>Nongeneral Fund (NGF)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NGF Appropriated Amount in the Act</td>
<td>$523,309,659</td>
<td>$525,950,266</td>
<td>$2,640,607</td>
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<tr>
<td><strong>Total Funding</strong></td>
<td>$855,959,154</td>
<td>$867,205,638</td>
<td>$11,246,484</td>
</tr>
</tbody>
</table>

| Enrollment Estimate (FTE) | 123,651 | 123,651 |          |
| Total PerStudent FTE      | $6,922  | $7,013  |          |

Changes in E&G Funding

*General Fund:* Due to the support of the Governor and General Assembly, the VCCS FY 2014 E&G general fund appropriation is $8.6 million more than in the
prior fiscal year. This includes additional funds to increase base operations support and a 3 percent salary adjustment for faculty.

**Nongeneral Fund:** The increases in the nongeneral fund appropriation include additional tuition and fee revenue collected in FY 2013. If necessary, we anticipate requesting an administrative adjustment to reflect revenue that will result from the State Board approved FY 2014 tuition rates.

**Total E&G Funding:** With these various adjustments, total E&G funding for the VCCS in FY 2014 is projected to increase 11.25 million. Total funding per student FTE will increase slightly from $6,922 to $7,013.

A motion was made by Ms. Dorcas Helfant-Browning and seconded by RADM Fountain that:

**“THE BUDGET & FINANCE COMMITTEE RECOMMENDS THAT THE STATE BOARD FOR COMMUNITY COLLEGES APPROVE THE FY 2014 COLLEGE BUDGETS.”**

The motion carried.

b. **APPROVAL OF UPDATES TO THE VCCS POLICY MANUAL PERTAINING TO TUITION AND LOCAL FUNDS**

Several provisions in the VCCS Policy Manual need to be updated to reflect legislative changes in the 2013 Session. Also, to improve reporting about current tuition rates, a change is proposed to replace the specific details with a link to the VCCS website which will contain more information. Also, several minor updates in language pertaining to tuition in the Policy Manual are needed to reflect recent changes in the *Code of Virginia*.

A motion was made by RADM Fountain and seconded by Mr. David Nutter that:

**“THE BUDGET & FINANCE COMMITTEE RECOMMENDS THAT THE STATE BOARD FOR COMMUNITY COLLEGES APPROVE THE PROPOSED CHANGES TO 1) VCCS POLICY MANUAL SECTIONS 4.3.0.4, 4.3.0.6, AND 4.3.0.7 TO REFLECT THE IN-STATE TUITION AUTHORITY FOR THE MILITARY AS OUTLINED IN THE CODE OF VIRGINIA; 2) THE PROPOSED CHANGES TO UPDATE THE VCCS POLICY MANUAL SECTION 4.2.2.F FOR CODE OF VIRGINIA INVESTMENT REFERENCES APPLICABLE TO LOCAL COMMUNITY COLLEGE FUNDS; AND 3) THE PROPOSED CHANGES TO VCCS POLICY MANUAL SECTION 4.3.0 TO**
c. PROCESS TO UPDATE THE SIX YEAR PLAN

This item was moved from an Information Item to an Action Item.

The Virginia Higher Education Opportunity Act of 2011 (Top Jobs 21) requires the governing board of each public institution of higher education to develop and adopt biennially, and amend or affirm annually a six-year academic and financial plan for the institution. The plan is to be submitted to the State Council of Higher Education for Virginia (SCHEV), the Governor, and the Chairs of the House Committee on Appropriations and the Senate Committee on Finance no later than July 1 of each odd-numbered year. State Board approval of the Plan is required prior to submission to the state officials.

The State Board approved the concepts for the VCCS Six Year Plan for fiscal years 2015 to 2020 at the May 2013 meeting. The State Council for Higher Education issued instructions for the format of the plans shortly after that date. The plan in the required format that was submitted to SCHEV on July 1 has been provided to the State Board.

A meeting with the Chancellor and other VCCS representatives, the Secretary of Finance, Secretary of Education, Director of the Department of Planning and Budget, Executive Director of SCHEV, Staff Director of the House Committee on Appropriations, and Staff Director of the Senate Committee on Finance will be held on August 1 to discuss the Plan. That group, known as the “Operation Six”, must provide comments to the institutions on their plans by September 1. Each institution must respond to any comments from the Group by October 1.

The proposed VCCS response to the “Operation Six” comments and any changes recommended to the Plan will be provided to the Board prior to its September meeting. Any changes approved by the Board at the September meeting will be incorporated into the final Plan, which will be submitted to SCHEV by October 1, 2013.

Mr. Michael Thomas commended the staff for putting the information together.

A motion was made by RADM Fountain and seconded by Mr. David Nutter that:
“THE BUDGET & FINANCE COMMITTEE RECOMMENDS THAT THE STATE BOARD FOR COMMUNITY COLLEGES APPROVE THE PROCESS TO UPDATE THE SIX YEAR PLAN.”

The motion carried.

1. Information Items

   a. UPDATE ON PROCESS FOR PURSUING LEVEL II AUTHORITY IN PROCUREMENT

   Chapter 945 of the 2005 Session of the General Assembly provided for a significant restructuring of operational authority for Virginia’s institutions of higher education (the 2005 Restructuring Act). It also provided to institutions which met the stated objectives and performance indicators certain financial incentives and additional operational authorities.

   Chapter 824 of the 2008 Session of the General Assembly provided for qualifying institutions of higher education to be granted additional operational authority in a minimum of two, but not all three, of the following areas: information technology, procurement, and capital outlay. The VCCS obtained Level II status for information technology and capital outlay management on December 21, 2009.

   Subsequently, in Chapter 3, 2012 Special Session I, the General Assembly allowed for institutions of higher education that have already obtained Level II authority in two functional areas to obtain delegated authority in the third area subject to specific requirements.

   The third area functional area available to the VCCS is procurement. There would be many benefits under Level II authority for this functional area. A few of the benefits include allowing the community colleges to better collaborate with each other and with the universities in Virginia to leverage buying power and to implement efficiencies in procurement processes that better meet the needs of institutions of higher education.

   The VCCS met the first two requirements specified in the Act by effectively and efficiently operating under Level II authority in the functional areas of information technology and capital outlay management for more than three years and successfully renewing in March 2012 an additional memoranda of understanding for a five year term for each of the original two areas.
To obtain the additional authority for procurement, the VCCS would have to meet specified criteria including that the System Office take an interim step of receiving decentralized procurement authority from the Department of General Services. The VCCS also would be required to adopt at least one new education-related performance which has to be approved by SCHEV. The VCCS would be required to negotiate and enter into a Memorandum of Understanding with the appropriate Cabinet Secretary or Secretaries, as designated by the Governor.

The legislation authorizing Level II status specifically requires that the authority to be granted to the VCCS would have to be to the State Board for Community Colleges, based on qualifications and performance of System Office staff. The State Board for Community Colleges would be responsible for approving any subsequent delegation of authority to community college presidents as long as the college meets the eligibility and performance criteria established by the State Board and included in the memorandum of understanding approved by the appropriate Cabinet Secretaries.

Of course, State Board authorization would be needed for the VCCS to pursue the additional delegated authority. The Level II enabling legislation requires that “an absolute two-thirds or more of the institution's governing body must have voted in the affirmative for a resolution expressing the sense of the body that the institution is qualified to be, and should be, governed by memoranda of understanding as provided in this chapter.”

The VCCS System Office staff will continue to work on the interim step of achieving delegated authority from the Department of General Services.

2. Adjournment

A motion was made by RADM Fountain and seconded by Mr. Michel Zajur that:

“THE BUDGET AND FINANCE COMMITTEE ADJOURN.”

The motion carried.

There being no further business to come before the Committee, the meeting adjourned at 2:15 p.m.

APPROVED BY _________________________________________________________

Mr. Michael Thomas, Committee Chair

DVC/dls
PROCEEDINGS

The Facilities Committee of the State Board for Community Colleges convened at 3:00 p.m. at The James Monroe Building, in the Godwin-Hamel Board Room, Richmond, Virginia.

Committee Members Present: Admiral Robert R. Fountain, Chair
Ms. Dorcas Helfant-Browning
Mr. Michael E. Thomas
Ms. LaVonne Ellis
Mr. Bruce Meyer (ex-officio)

Committee Members Absent: Mr. Michel Zajur
Mr. Jeffery K. Mitchell
Mr. William H. Talley, III

Staff Present: Mr. Bert Jones
Mr. William Johnson
Mr. Tom Cantone
Ms. Donna VanCleave
Ms. Christy Sharpe
Ms. Monica Melville
Ms. Angela Lightfoot
Ms. Sibyl Roberts
Mr. Edward Gillikin
Mr. Jeff Kraus

Others Present: Ms. Emily O’Brian
Research Associate
McGuire Woods Consulting

Mr. John Knickmeyer
Stantec

Ms. Anita Morrison
PES

Admiral Robert R. Fountain, Chair, called the meeting to order.

A. Minutes – Meeting of May 15, 2013.
A motion was made by Mr. Michael Thomas and seconded by Ms. LaVonne Ellis that:

“THE FACILITIES COMMITTEE APPROVES THE MINUTES OF THE MAY 15, 2013 MEETING.”

The motion carried unanimously.

III. C. 2. Action Items

a. Lord Fairfax Community College
   Middletown Campus
   Renovate Fairfax Hall Schematic Design
   Project Code: 260-17986

This section was presented by Mr. Bert Jones. Lord Fairfax Community College requests schematic design approval for the renovation of Fairfax Hall. Fairfax Hall is a one-story building of approximately 64,600 square feet, which was constructed in 1970 as the original building for LFCC. This project includes reconfiguring approximately 20,000 square feet of interior spaces to create a "one-stop" student services suite and improve and clarify interior circulation, renovating restrooms to be accessible, adding a fire protection sprinkler system and emergency generator, and upgrading mechanical and electrical systems and technology infrastructure throughout the building to current standards.

The exterior will be repaired, and sealants replaced. Existing windows will be replaced with energy-efficient windows with thermal-break frames and Low-E insulating glass. Changes to the building appearance will be limited to adding a few new windows to provide natural light in some presently windowless spaces, and upgrading the main entrance to a more modern appearance.

VCCS Policy 10.0.0.4 i. requires State Board approval for schematic design of capital projects. The Schematic Design will be submitted to BCOM this summer. The project is scheduled to be ready for the Construction Manager to price in the summer of 2014, and complete construction by summer 2016.

A motion was made by Mr. Michael Thomas and seconded by Admiral Robert Fountain:

“THE FACILITIES COMMITTEE RECOMMENDS THAT THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE SCHEMATIC DESIGN OF THE RENOVATION OF FAIRFAX HALL.”

The motion carried unanimously.

b. J. Sargeant Reynolds Community College
   Varina Center
This section was presented by Mr. Edward Gillikin. J. Sargeant Reynolds Community College requests approval to proceed with the master site plan for the proposed Varina Center to be located in eastern Henrico County, southeast of the intersection of I-295 and Route-5.

In response to the growing demand for post-secondary education in this part of their region, a Feasibility Study was produced to evaluate development of a fourth JSRCC facility. This Feasibility Study analyzes the potential for a 100 acre campus located within the overall 219 acre New Market Park site, which is currently owned by Henrico County and located in its Varina District.

JSRCC currently operates three campuses: Downtown, Parham Road and Goochland, with a temporary satellite leased space in Richmond’s Ginter Park neighborhood (while the Downtown Campus is being renovated). In addition to traditional general education courses, it is anticipated that the Varina Campus would facilitate the following existing specialized programs: firefighter training and certificate programs, emergency medical services training and criminal justice training. Along with newly planned specialized programs in sustainable green construction technologies, operation and maintenance of sustainable green building systems, industrial logistics, and diesel mechanics technology. Also, there exists the opportunity to offer STEM Dual Enrollment at the Varina Center with nearby Highland Springs High School, one of Henrico County’s Engineering magnet schools. It is anticipated that the JSRCC Varina Center will enroll between 1,010-1,120 FTE’s for the 2017 Fall Semester.

The driving concept behind the Varina Center design is to emphasize the connection between the campus and the existing woodlands. All campus buildings are located along an existing ridgeline with access and service primarily coming from the west side. A north-south spine extends from the northern most building to the proposed parking structure to the south. This 20’ wide walkway would allow for emergency access vehicles and create a site utilities and infrastructure corridor between the central plant and the campus buildings. The east-west connectors would be narrower and provide access to individual buildings from the spine. Along with two large open spaces, several plazas would be located at building entries and other areas throughout campus to provide pedestrian activity nodes. All buildings would have direct access to an area reachable by service vehicles.

In planning for a potential future campus, this Feasibility Study includes six academic buildings, a Central Plant Building to support the entire campus, and parking and site infrastructure to support the campus occupants. Construction of these buildings would be phased, as needed. Care will be taken in the placement of buildings, not only for proper solar orientation and site views, but also in the framing of open spaces to create a campus environment and a positive experience for students, faculty and staff. An environmentally responsible approach to developing
the campus clusters the buildings to limit overall land disturbance to preserve existing tree stands and wet lands.

It is the desire of JSRCC to become the first “net-zero” energy use or alternatively near net-zero total energy use Community College in the Nation. The general concept for net-zero is to design and operate the campus in such a way that it demands little (if any) off-site energy resources, therefore not contributing to environmental degradation associated with most conventional energy resources, and limiting the College’s carbon footprint.

The eventual build-out of this Center and potential campus will provide approximately 505,000 gross square feet of instructional, support and administrative space and 2,025 parking spaces in a combination of surface and structured parking. The Varina Center will ultimately serve 2,090 on-campus regular session FTES, assuming build-out completion in 2035.

The Committee held an extensive discussion and requested that additional information be provided and that some of the assumptions be amended.

A motion was made by Mr. Michael Thomas and seconded by Admiral Robert Fountain that:

“THE FACILITIES COMMITTEE RECOMMENDS THAT THE STATE BOARD FOR COMMUNITY COLLEGES DEFER THE ESTABLISHMENT OF THE J. SARGEANT REYNOLDS COMMUNITY COLLEGE VARINA CENTER PHASE-1 BUILDING-1 ADDRESSED IN THE VCCS 6-YEAR CAPITAL PLAN, INCLUDING THE ENGAGEMENT OF AN ARCHITECTURAL FIRM FOR THE PURPOSE OF CREATING A MASTER SITE PLAN WITH FURTHER DISCUSSION AT THE SEPTEMBER STATE BOARD MEETING.”

The motion carried unanimously.

c. Northern Virginia Community College
   Alexandria Campus
   Beauregard Street Parking Garage Repairs
   Project Code: A3260-008

This section was presented by Mr. Bert Jones. Northern Virginia Community College requests State Board approval of a VCCS defined Capital Project in conjunction with the repair of the Upper Level of the Beauregard Street Parking Garage at the Alexandria Campus.

The surface and ends of several of the precast concrete, “Double Tee’s”, that form the top deck of the Parking Garage, have deteriorated over the past several years and are now at a point where remedial repairs are required. More specifically, spalling of the concrete surface has occurred in several locations and small holes have developed at the ends of some of the pre-concrete, “Double Tee’s”. Although the structural integrity of this approximately 10 year old Parking Garage is not
affected, repairs are required to minimize any further deterioration. The firm of Little Diversified Architecture was retained to perform a condition survey of this facility and to complete the design documents for any required remedial repairs. The work to be performed generally consists of repairing the damaged areas and topping the entire upper level with a high strength coating, which will preclude and further deterioration. This project is funded entirely from local funds.

The overall cost of this project was anticipated to be less than $500,000. However, based on the recent bid results (i.e. low bid in the amount of $631,800) it is clear that the total project cost, including associated “soft costs” (viz. AE Fees, Inspection and Contingency) is somewhere between $700,000 to $750,000. This amount clearly exceeds the $500,000 threshold set by the State Board.

A motion was made by Mr. Michael Thomas and seconded by Admiral Robert Fountain that:

“THE FACILITIES COMMITTEE RECOMMENDS THAT THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE BEAUREGARD PARKING GARAGE REPAIR PROJECT, AS A VCCS DEFINED CAPITAL PROJECT.”

The motion carried unanimously.

d. Tidewater Community College
   Norfolk Campus
   Renovation of Portions of Andrews and Martin Buildings
   Project Initiation
   Project Code: 260-A3260-039

This agenda item was presented by Mr. Bert Jones. Tidewater Community College requests State Board approval to initiate the design and construction of renovations of the ground floors of the Andrews and Martin buildings and the mezzanine floor of the Martin Building as a capital project expected to cost in excess of $1,000,000. The Norfolk Campus of TCC was acquired through a capital lease arrangement in 1995 with the Norfolk Community College Campus Corporation, an associated entity of the Norfolk Redevelopment and Housing Authority. The original campus consisted of two renovated buildings, the Stanley C. Walker and Alvah H. Martin buildings, and a newly constructed Mason C. Andrews Science Building. Subsequently, the Jeanne & George Roper Performing Arts Center was added under the capital lease. In 2011, the first of TCC’s four student centers was constructed on land acquired through the 1995 capital lease.

The ground floor of the Andrews Building houses the campus’s Student Services functions – Counseling & Advising Services, Admissions & Enrollment Services, Business Office, etc. The campus’s library occupies the ground and mezzanine floors of the Martin Building. When it opened in 1996-97, the Norfolk Campus served some 2,300 students; in the most recently completed academic year, nearly 14,000 students enrolled at the Norfolk Campus. In their current configuration, neither the Student Services area nor the library serves the campus population well.
In 2012-13, TCC commissioned an architectural firm to develop conceptual plans to renovate the ground floors of the Andrews and Martin buildings and the mezzanine floor of the latter. The plans call for swapping the functions – renovating the ground floor of the Andrews Building as the campus library and the ground and mezzanine floors of the Martin Building as the campus’s Student Services Center. Once renovated, the two spaces will provide similar amounts of usable space, 9,687 square feet in the Andrews Building and 8,369 square feet in the Martin Building; the additional space in the renovated Andrews Building will accommodate relocation of the campus’s open computer lab from the Roper Performing Arts Center, allowing that space to be converted to other academic purposes. The result will be more efficient and effective spaces for their respective functions.

Preliminary estimates of the cost of the design and construction of the renovations to both buildings total $1,170,000 ($565,000 for the Andrews Building and $605,000 for the Martin Building). Once developed, the schematic designs of the two renovation projects will be presented to the State Board for approval.

A motion was made by Admiral Robert Fountain and seconded by Ms. LaVonne Ellis that:


The motion carried unanimously.

e. Tidewater Community College
Virginia Beach Campus
Bayside Building Renovation
Schematic Design Review
Project Code: 260-17990

This agenda item was presented by Mr. Bert Jones. Tidewater Community College requests State Board approval of the schematic design for the renovation of the Bayside Building at the Virginia Beach Campus. Preliminary design of the renovation was authorized in the 2012-2014 Appropriation Act. Subsequently, in the 2013 General Assembly Session, the renovation project was approved for funding. The Bayside Building is a 40,000 square-foot facility that was constructed in 1974 and renovated/expanded in the late 1980’s. It houses the library for the Virginia Beach Campus. With the completion and opening in August of the Virginia Beach Joint-Use Library, a 120,000 square-foot facility that combines the functions of an academic and public library, the Bayside Building will require re-purposing. The architectural style of the Virginia Beach Campus ranges from the original 1970’s era building designs, such as the Bayside Building, to the newer buildings located mostly on the east side of campus exemplified by the Joint-Use Library, Student Center, Regional Health Professions Center, Science Building, and Advanced Technology Center. The college’s intent is to transform the image of this campus to
the style of these newer buildings. That transformation includes a consistent palette of exterior materials including aluminum panels, brick, and precast concrete.

With respect to the Bayside Building specifically, the college intends to re-purpose it as a one-stop student services center. The design is intended to make the building an inviting, attractive destination for returning students and more importantly, potential new students and their families – a new “front door” for the campus.

To update the appearance of the building, the pre-cast exterior accents will be re-skinned with aluminum composite panels. The existing entrances of the building appear as two secondary side-entrances with a large pre-cast mass between them. The existing auditorium will be removed and a single main entrance will replace the two “secondary entrances.” To allow the building to flow more smoothly with the rest of the campus, an entrance will also be added to side of the building that faces the pond and Student Center, which is the heart of the Virginia Beach Campus. These new entrances will be composed of brick, glass, and aluminum composite panels to match the rest of the building.

The roof is a low-sloped roof on metal deck and the membrane will be replaced during this renovation. Any mechanical units on the roof will be located centrally to reduce the views. The windows will also be replaced to create a more energy efficient building.

Renovating the Bayside Building as one-stop student services center will facilitate locating various functions that are currently housed in various buildings around the campus into a single facility that will be organized to achieve efficiencies and functional adjacencies appropriate to the admissions and enrollment processes. Those functions include Admissions, Enrollment & Domicile, Business Office, Educational Accessibility, Financial Aid, Academic Advising & Counseling, and Testing Center. Program and design goals include providing a larger testing center with adjacent testing rooms for students with special needs; providing ample waiting areas throughout the departments; converting the auditorium into a welcome/information center” for students and potential students; creating efficient, ergonomic, and productive work environments; accommodating current staff with room for modest expansion in response to enrollment growth; accommodating the existing campus network & telecommunications infrastructure as well as relocating the college’s Network Operations Center from inadequate space in downtown Norfolk; meet current ADA standards; and establishing a welcoming environment for both current and potential students as well as the community in general. The schematic design for the Bayside Building Renovation was approved by the Art & Architectural Review Board on May 3, 2013.

A motion was made by Ms. LaVonne Ellis and seconded by Mr. Michael Thomas that:

“THE FACILITIES COMMITTEE RECOMMENDS THAT THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE SCHEMATIC DRAWINGS FOR THE BAYSIDE BUILDING AT THE VIRGINIA BEACH CAMPUS OF TIDEWATER COMMUNITY COLLEGE.”
The motion carried unanimously.

f. Virginia Western Community College
   Signage for the Center for Sciences and Health Professions
   Project Code: 260-A3260-003

This agenda item was presented by Mr. Bert Jones. Virginia Western Community College proposes to construct new signs for the Center for Science & Health Professions (CS&HP) building which is nearing completion. The State Board for Community Colleges approved the design of two of the signs (locations 1 & 2) at its May 2013 meeting. VWCC would like to add letters on the building (location #3) under this project. They are also requesting approval for a future sign at location 4, and to relocate an existing sign to the rear of the campus, along I-581 when additional funds are available. VCCS Policy 10.0.0.4.k requires State Board approval for any activity which would substantially affect the appearance of a campus. Construction is planned for the summer of 2013, so the signs will be completed in time for fall semester classes. The low bid for the three signs is $330,000, which VWCC has designated sitework for this building.

A motion was made by Mr. Bruce Meyer and seconded by Ms. LaVonne Ellis that:

“THE FACILITIES COMMITTEE RECOMMENDS THAT THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE SIGNAGE FOR THE CENTER FOR SCIENCE AND HEALTH PROFESSIONS AT VIRGINIA WESTERN COMMUNITY COLLEGE.”

The motion carried unanimously.

3. Information Items:
   
   a. Virginia Community College System
      SWaM Expenditure Report

Mr. Bert Jones presented a report of the total value of capital outlay payments to SWaM certified vendors for the months of April of 2013 and May of 2013. He stated that we will continue to work to increase our SWaM participation levels. After discussion about the format of the report, the Committee decided to keep the monthly SWaM report as is, but if needs arise for more clarification staff will modify the report.

   b. Virginia Community College System
      College Construction Project Report

Mr. Bert Jones presented a report on active community college construction projects that meet the state definition of a major capital project requiring authorization by the General Assembly. The list of projects including project budgets and funding sources was reviewed by the Board. All new projects were denoted by an asterisk.
Mr. Bert Jones presented a status report of current capital projects. At this time all projects are on schedule and within budget.

Adjournment

There being no further business to come before the Committee, the meeting adjourned at 4:47 p.m.

Minutes approved by:

_________________________________
Admiral Robert R. Fountain, Chair