AGENDA

NOVEMBER 21, 2013

STATE BOARD MEETING

JAMES MONROE BUILDING

RICHMOND, VIRGINIA
MEMORANDUM

TO: Members, State Board for Community Colleges

SUBJECT: Agenda Materials for the November Meeting

The committees of the State Board will meet on Wednesday, November 20, 2013 at the usual times and the full Board will meet on Thursday, November 21. Both the committee meetings and the full Board meeting will be held in the James Monroe Building. A shuttle bus will be provided Wednesday afternoon to take State Board members from the Marriott to the James Monroe Building and back to the Marriott.

**Wednesday, November 20, 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>
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</thead>
<tbody>
<tr>
<td>Academic, Student Affairs and Workforce Development</td>
<td>1:30 p.m. – 3:00 p.m.</td>
<td>November 20</td>
<td>Conference Room 1 15th Floor</td>
</tr>
<tr>
<td>Audit</td>
<td>3:00 p.m. – 3:45 p.m.</td>
<td>November 20</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>November 20</td>
<td>Godwin-Hamel Board Room, 15th Floor</td>
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<tr>
<td>Facilities</td>
<td>3:00 p.m. – 4:30 p.m.</td>
<td>November 20</td>
<td>Godwin-Hamel Board Room, 15th Floor</td>
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<tr>
<td>Personnel</td>
<td>3:45 p.m. – 4:30 p.m.</td>
<td>November 20</td>
<td>Conference Room Internal Audit 14th Floor</td>
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</table>

5:30 p.m. Reception

6:00 p.m. Dinner

**Richmond Marriott Hotel**

*Room Location to be Determined*

500 East Broad Street

Richmond, VA 23219
STATE BOARD FOR COMMUNITY COLLEGES

November 21, 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

1:00 p.m. – 1:30 p.m.  Dr. Susan Wood, Vice Chancellor, Academic Services & Research

1:30 p.m. – 2:00 p.m.  Dr. Craig Herndon, Vice Chancellor, Workforce Development

2:00 p.m. – 2:45 p.m.  Ms. Donna Van Cleave, Vice Chancellor, Administrative Services

2:45 p.m. – 3:00 p.m.  Dr. Joy Hatch, Vice Chancellor, Information Technology

The agenda and supporting information are enclosed.

Unless you indicated differently, a room reservation has been made for you on a guaranteed arrival basis at the Richmond Marriott Hotel for the nights of November 19th and 20th. The Richmond Marriott Hotel is located at 500 East Broad Street. The hotel’s telephone number is (804) 643-3400; fax number (804) 788-1230.

I look forward to seeing you soon.

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Committee</th>
<th>Chairs</th>
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</table>
| 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 |
| 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. 330

November 21, 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. Minutes – Meeting No. 329, September 19, 2013

D. Public Comment

E. Reports from Campus Liaison

F. Education: Focus on Teaching Excellence – Dr. Susan Wood, Vice Chancellor for Academic Services and Research

   Dr. Patti Lisk, Dean of Nursing and Health Technologies and Professor of Nursing
   Germanna Community College

   Professor Callan Bentley, Assistant Professor of Geology
   Northern Virginia Community College, Annandale Campus

II. CHANCELLOR'S REPORT

A. Introduction of Mitzi S. Reynolds, Executive Director, Virginia Foundation for Community College Education

B. Request for Approval of President Emeritus

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

D. Update VCCS Reengineering Taskforce
E. Strategic Planning Town Hall Meetings


G. 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

H. 2014 Legislative Reception, Wednesday, February 12, 2014, The Jefferson Hotel, 101 West Franklin Street, Richmond, VA – Dr. Jennifer Gentry, Vice Chancellor for Institutional Advancement

I. New Horizons Conference, April 9-11, 2014, Hotel Roanoke and Conference Center, Roanoke, VA – Dr. Susan Wood, Vice Chancellor for Academic Services and Research

III. COMMITTEE REPORTS

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

1. Minutes – Meeting of September 18, 2013

2. Action Items
   a. Program Approvals
      (1) Central Virginia Community College
          Associate of Applied Science
          Computer and Electronics Technology-Computer Networking

      (2) Central Virginia Community College
          Associate of Applied Science
          Nuclear Technology

   b. Program Discontinuances
      (1) Thomas Nelson Community College
          Associate of Science
          General Studies

   c. Proposed Revision to VCCS Policy Manual Sections 6.5.5.2 – Sexual Harassment, 6.5.5.3—Sexual Violence and 6.5.5.4—College Policies and Procedures (SB)
d. Proposed Revision to VCCS Policy Manual Section 6.4.5 – Requirements for Student Activities (SB) 103

e. Proposed Revision to VCCS Policy Manual Section 4.3.2.3 – Policy on Refunds, Credits, and Reinstatement as a Result of Military Service (SB) 105

3. Information Items

a. Revisions to VCCS Policy Section 2-B, 2.4.5 eLearning and Educational Technology Committee (C) 111

b. System-wide Transfer Agreement Update Report 114

c. Wizard Mobile App 115

d. Student Loan Default Rates 116

e. Report on Career Coaching in High Schools 118

f. Student Success Snapshot #28 120

B. Audit Committee – Mirta M. Martin, Chair

1. Minutes - Meeting of September 18, 2013

2. Action Item

a. Approve FY 2013-2014 Audit Plan Changes 121

3. Information Items

a. TNCC/PDCCC Shared Services Update 123

b. Report on Status of Management Actions 124

c. Staffing Update 125

d. Litigation 126

C. Facilities Committee – Robert Fountain, Chair

1. Minutes - Meeting of September 18, 2013
2. Action Items

a. John Tyler Community College
   Midlothian Campus
   Phase III Building
   Project Code: 260-17992
   Parking Garage
   Project Code: 260-17942
   Easements

b. New River Community College
   New Campus Entrance Road and Entrance Sign
   Schematic Design Review
   Project Code: 17905-001

c. Northern Virginia Community College
   Alexandria Campus
   Replace Tyler Academic Building
   Public Access and Emergency Vehicle Easement
   (City of Alexandria)
   Project Code: 260-17720

d. Northern Virginia Community College
   Annandale Campus-CBG Building
   Buildings and Grounds and Fleet Maintenance Garage
   Roof Retrofit
   Schematic Drawing Review
   Project Code: A3260-020

3. Information Items

a. J. Sargeant Reynolds Community College
   Varina Center
   Feasibility Study
   Project Code: NP283-006

b. Maintenance Reserve and FICAS Update

177

c. Virginia Community College System
   SWaM Expenditure Report

178

d. Virginia Community College System
   College Construction Project Report

180

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

192
D. Budget and Finance Committee – Mike Thomas, Chair

1. Minutes - Meeting of September 18, 2013

2. Action Items

   None

3. Information Items

   b. Financial Report for Community College Local Funds – Fiscal Year Ended June 30, 2013 205
   c. Update on Achieving Level II Status for Procurement 208
   d. Update on Efforts to Improve Administrative Efficiencies 210
   e. Update on State Budget Development Process 212
   f. Mountain Empire Community College and Southwest Virginia Community College Estate of Carol Phipps Buchanan 213

E. Personnel Committee – Stephen Gannon, Chair

1. Minutes—Meeting of September 18, 2013

2. Action Items

   a. Revised Adjunct Contracts 215
   b. Revision to Policy #3.8.5 Twelve-Month Administrative and Professional Faculty Teaching 219

3. Information Item

   a. Efforts to Obtain Administrative Efficiencies 221
   b. Chancellor’s Task Force on Diversity 223
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

1:00 p.m. – 1:30 p.m. Dr. Susan Wood, Vice Chancellor, Academic Services & Research

1:30 p.m. – 2:00 p.m. Dr. Craig Herndon, Vice Chancellor, Workforce Development

2:00 p.m. – 2:45 p.m. Ms. Donna Van Cleave, Vice Chancellor, Administrative Services

2:45 p.m. – 3:00 p.m. Dr. Joy Hatch, Vice Chancellor, Information Technology
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.

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<tr>
<td>July 2013</td>
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<td>September 2013</td>
<td>In Summer 2013, 21% of enrolled students were considered first-generation college attenders, compared to 20% in Summer 2012. Also, 41.9% of enrolled students identified themselves as minority, compared to 41% in Summer 2012.</td>
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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).

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<tr>
<td>July 2013</td>
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<tr>
<td>September 2013</td>
<td>Three new career studies certificates were created by Blue Ridge Community College, Paul D. Camp Community College and Wytheville Community College.</td>
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<td>November 2013</td>
<td>Paul D. Camp Community College's certificate in Practical Nursing was approved by the Chancellor. Six new career studies certificates were developed by the colleges.</td>
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**Progress Key:** ⚫ Work Not Started  ✦ Progressing with Challenges  ■ Progressing as Expected  ★ Complete
### 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.*

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<tr>
<td>July 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 (CCP) 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>September 2013</td>
<td>Since July 1, 2013, 55,784 accounts have been created, to include 25,397 profiles created by Virginia students in grades 7 through 12 and 8,096 profiles by Virginia Community College students. There have been 1,204 Career and Course Plans created by community college students. Some goals have progressed as expected while the Career and Course Plans (CCP) goal is progressing with challenges. A plan has been developed to respond to the challenges.</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.*

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<tr>
<td>July 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>
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<td>September 2013</td>
<td>The career coach online case management system was fully implemented in late September. Training and operating manuals were provided to all coaches and supervisors. While there have been some anticipated challenges, staff are working to address those challenges.</td>
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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.

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<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 (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.</td>
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<td>September 2013</td>
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<td>November 2013</td>
<td>As of November 1, 2013, Great Expectations has raised over $857,000 to support its students and programs since director Anne Holton’s arrival in January.</td>
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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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<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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<td>November 2013</td>
<td>During the October 2013 ACOP Meeting, Dr. Templin shared a plan for expanding the shared services model to include full programs and to include courses initiated and offered by colleges other than NVCC.</td>
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**Progress Key:** ⊗ Work Not Started ☀ Progressing with Challenges ■ Progressing as Expected ★ Complete
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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<tr>
<td>September 2013</td>
<td>As of August 20, 2013, comparing AY 2013 to AY 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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<tr>
<td>November 2013</td>
<td>The number of VCCS applications for financial aid declined (-3.29%) when compared to AY 2013. However, the number of students awarded financial aid increased (1.93%) when compared to previous year applications. Additionally the Back Office Processing unit is continuing to offer expanded services to provide additional (enhanced) communication and student follow-up services to colleges participating in the pilot.</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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<td>September 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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<td>November 2013</td>
<td>The metrics for both the front office and back office financial aid processes are currently being developed.</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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<td>July 2013</td>
<td>The inaugural Troops to Energy Jobs (T2EJ) work group meeting took place on June 27, 2013. 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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<tr>
<td>September 2013</td>
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<tr>
<td>November 2013</td>
<td>The Troops to Energy Jobs work group met on September 17, 2013. The work group is currently working towards establishing a common process for evaluating the MOS and awarding prior learning credit. TCC shared their process as a model for adoption by the three participating colleges. The next J2EJ work group meeting will take place in November. College plans to expand and enhance services for veterans and active military personal have been received are being reviewed. The State Board will review a proposed revision to the VCCS Policy Manual (section 4.3.2.3) during its November 2013 meeting. The proposed revisions provide additional guidance to colleges regarding refunds, credits, and student reinstatement as a result of military service for students with military status.</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.

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<td>September 2013</td>
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<tr>
<td>November 2013</td>
<td>College reports on college readiness initiatives are being finalized and submitted.</td>
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Progress Key: ● Work Not Started ✦ Progressing with Challenges ■ Progressing as Expected ★ Complete

5 | Chancellor’s Goals Update on Achieve 2015 Goals  November 2013 Update
### 11. DEVELOP STUDENT SERVICES INITIATIVES

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

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<tbody>
<tr>
<td>July 2013</td>
<td>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.</td>
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<tr>
<td>September 2013</td>
<td>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.</td>
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<tr>
<td>November 2013</td>
<td>The pilot period for the SAILS early alert system began on September 30, 2013. College faculty and staff received training through system office provided face-to-face trainings, webinars as well as college directed traning sessions. The Project Team has monitored use and feedback in order to make enhancements for the full release in Spring 2014.</td>
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### 12. EVALUATE DEVELOPMENTAL EDUCATION REDESIGN

*Evaluate effectiveness of developmental mathematics and developmental English redesign.*

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<tr>
<td>July 2013</td>
<td>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.</td>
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<tr>
<td>September 2013</td>
<td>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.</td>
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<td>November 2013</td>
<td>Participants of the Developmental Education Institute met in Richmond on September 20 to report on the progress of their academic and student services integration projects. The participants shared effective practices and strategies to support student success in developmental education. The final reports are due in November.</td>
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**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. In July, Richard Sebastian, Director of Teaching and Learning Technologies, began offering regular, informal Lunch with Laptops sessions for System Office staff to learn about various technologies available to them as VCCS employees. With the help of Electronic Services Librarian Tara Cassidy, they delivered weekly workshops on Blackboard Collaborate, Google Drive, Google Docs, and Hangouts. Future sessions are planned to cover Atomic Learning, Jabber, and other available tools.</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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<tr>
<td>November 2013</td>
<td>In September, the Future Technologies Group students heard a presentation from Jim Groom and Tim Owens from the University of Mary Washington about the A Domain of One's Own project in which every UMW student will be offered their very own free web domain and web hosting. The goal of the project is to help students master the types of technology skills they will need to succeed in the digital age. In 2012, the Chronicle of Higher Education named Groom one of 12 Tech Innovators who are “transforming college campuses.” FTG participants discussed if this model was feasible at the VCCS.</td>
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**Progress Key:**  ● Work Not Started  ✿ Progressing with Challenges  ■ Progressing as Expected  ★ Complete

7 | Chancellor’s Goals Update on Achieve 2015 Goals  7 | November 2013 Update
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 28, 2013, 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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<tr>
<td>November 2013</td>
<td>The twelve high-enrollment OER courses were completed in July, reviewed by Lumen Learning, and are currently being piloted for the Fall 2013 semester. Over 500 students enrolled in a total of 20 sections of the new, no-textbook-costs courses, for an approximate savings to students of $52,000. Course data is being collected and evaluated by Lumen Learning through a Bill and Melinda Gates Foundation Grant. The courses will be offered again in Spring 2014 in an unspecified number of course sections.</td>
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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>
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<tr>
<td>September 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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<tr>
<td>November 2013</td>
<td>The latest data reflects that the adult career coaches and job placement coordinators have surpassed their goal of serving 3400 adults by the end of year two. As of October 1, 2013, coaches have served 3900 individuals, with approximately 600 placements in employment. The career coach academy was held in September, and approximately 300 coaches from multiple programs received training and feedback on best practices, outcomes, and programmatic</td>
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**Progress Key:** ● Work Not Started ✦ Progressing with Challenges ■ Progressing as Expected ★ Complete
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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<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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<td>September 2013</td>
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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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<td>November 2013</td>
<td>Funds were provided to each of the colleges in September with the specific intent of attracting more business recognition of the credential. This was the result of conversations with workforce leaders regarding the need for a “pull” strategy that the VCCS could lead to drive demand of 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-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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<td>November 2013</td>
<td>Student Success Snapshot 28 entitled Serving Those Who Serve: Veteran Students’ Characteristics and Outcomes in the VCCS was presented to the presidents during their October 2013 meeting. This snapshot focuses on veterans who attended the VCCS between 2008 and 2013.</td>
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19. DUAL ENROLLMENT SUCCESS

Monitor college dual enrollment efforts and assist colleges in implementing HB 1184.

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<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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<tr>
<td>November 2013</td>
<td>In October, the VCCS Dual Enrollment Coordinators met and continued to discuss implementation of HB1184 students. Colleges are working with secondary partners to program place students and effectively advise students on the new pathways. During the October</td>
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Progress Key: ⚠ Work Not Started ⚫ Progressing with Challenges ■ Progressing as Expected ★ Complete
meeting, coordinators shared best practices and strategies to enhance opportunities for students and manage the process within the student information system and tracking of students.

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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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<td>July 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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<tr>
<td>July 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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<td>September 2013</td>
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<td>November 2013</td>
<td>Completed college implementation team (CIT) training session to allow colleges to develop a plan for implementation and begin identifying risks. Colleges also participated in the functional specification review and provided comments to the system office related to the how the interface between WES and SIS will operate to ensure that it meets college needs.</td>
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**Progress Key:** ⚫ Work Not Started ⚫ Progressing with Challenges ■ Progressing as Expected ★ Complete
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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<td>July 2013</td>
<td>VCCS has received confirmation of a National Emergency Grant ($1.2 million) to expand On Ramp and implement on the job training activities. A no cost extension to the Disability Employment Initiative was granted in September, and VCCS also received notification of approval for a round 4 DEI grant ($1.9 million) to continue the successful work completed on the first grant.</td>
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23. LEVERAGE VCCS PURCHASING VOLUME
Obtain Level II delegated authority for procurement for the system.

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<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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<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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<td>November 2013</td>
<td>In September, the State Board authorized the Chancellor to initiate the process to obtain Level II authority for Procurement. System Office staff are developing a process and schedule with the Department of General Services for the System Office to gain full delegated authority which is the initial requirement to pursue Level II authority.</td>
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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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<tr>
<td>November 2013</td>
<td>When compared to the previous year ended September 2012, the VFCCE increased by 24% with contributions, sponsorships and investment income all exceeding 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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<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</td>
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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.

September 2013 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 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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<tr>
<td>July 2013</td>
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<tr>
<td>September 2013</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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<tbody>
<tr>
<td>July 2013</td>
<td>Initial implementation of the Quinn financial aid module is</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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<tbody>
<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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<tr>
<td>November 2013</td>
<td>The latest data on Achieve 2015 –Take Two goals was included as part of the VCCS Annual Report.</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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<tr>
<td>July 2013</td>
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<tr>
<td>September 2013</td>
<td>The APA completed the FY 2012 financial audit. There were no significant findings.</td>
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**Progress Key:** ⚫ Work Not Started  ◦ Progressing with Challenges  ■ Progressing as Expected  ★ Complete
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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<tr>
<td>September 2013</td>
<td>The Administrative Consortia workgroup met on October 11, 2013. The workgroup has begun to develop the vision for shared services in the VCCS and next steps. Negotiations to select the consulting firm to assist with identifying opportunities and building the business case are underway. A contract will be awarded in October. The next meeting for the workgroup is scheduled for November 5. Also, emergency preparedness personnel at 11 colleges are developing plans to utilize regional emergency preparedness managers and two sets of colleges are in the process of implementing the model. In addition, a Human Resources Strategy and Transformation workgroup has evaluated the HR function across the VCCS and has drafted the outline of a new operational framework to consolidate many back-office operations and improve the delivery of services.</td>
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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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<td>September 2013</td>
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<tr>
<td>November 2013</td>
<td>A proposal for colleges to hire and share regional emergency preparedness officers has been advanced and three groups of colleges are in the process of establishing such positions. The regional officers will bring enhanced capabilities for each college to meet its emergency preparedness responsibilities as well as offer more training and support to faculty and staff. A revision of VCCS policy to identify a Title IX Coordinator at each college has been approved by ACOP and will be reviewed by the State Board at its next meeting.</td>
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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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<tr>
<td>July 2013</td>
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<tr>
<td>September 2013</td>
<td>Most colleges have submitted their faculty evaluation plans for review by the faculty evaluation workgroup. Three training sessions for deans were held in July, August, and in September at the CODD meeting. These sessions further reinforced the ability of deans to manage and implement the new faculty evaluation system on their respective campuses.</td>
</tr>
<tr>
<td>November 2013</td>
<td>The Faculty Evaluation Task Force continues to review college plans and offer training to Deans and Teaching Faculty. To date, 13 college plans have been approved or provisionally approved. Three colleges will use the VCCS Model evaluation plan and the remaining colleges are revising their initially reviewed plans to meet the high standards established by the new policy.</td>
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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

Offer opportunities to develop promising VCCS leaders for senior roles.

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<tr>
<td>July 2013</td>
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<tr>
<td>September 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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<tr>
<td>November 2013</td>
<td>The Faculty and Administrators Leadership Academy was held in late September in Virginia Beach. Leaders representing all 23 colleges</td>
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Progress Key: ● Work Not Started ✡ Progressing with Challenges ■ Progressing as Expected ★ Complete
participated in the multi-day event focusing on leadership and career development. Speakers included VCCS presidents and vice presidents, as well as statewide and national leaders.

### January 2014

March 2014

May 2014

June 2014

### 36. Complete Internal Audit Plan

*Complete the FY 2014 Internal Audit Plan.*

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<th>MONTH</th>
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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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<tr>
<td>November 2013</td>
<td>The Chancellor’s Task Force on Diversity has been meeting since August. Initial efforts have been focused on professional development for the Task Force, benchmarking nationally with other organizations inside and outside of higher education, defining the scope of the Task Force’s activities, and identifying potential outcomes. Dr. DuBois gave the keynote address at the Nevada System of Higher Education (NSHE) Northern Nevada Diversity Summit in Reno, NV in</td>
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Octoer,

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| March 2014   |          |
| May 2014     |          |
| June 2014    |          |
**TITLE:** Progress on Implementing Recommendations of Chancellor’s Re-engineering Task Force (Chancellor’s Report, II.C.)

**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, and reflecting completion of the third year of implementing the 10 “Big Ideas” and 30 different activities.

Task Force updates for October and November, 2013 have been added to the attached progress report and the [www.rethink.vccs.edu](http://www.rethink.vccs.edu) website will be updated with the November report after the meeting of the State Board for Community Colleges. Also attached is a brief “annual report” of progress on activities related to each of the 10 “Big Ideas” (see Attachment A).

The opening highlight of the Re-engineering Task Force II (RETFII) meeting on September 24-25, 2013 was a discussion with the Chancellor on perspectives from his Annual Planning Retreat in August. The Chancellor reiterated the six challenges he presented at the Retreat. A lively discussion followed about the diversity of unmet needs throughout the Commonwealth and the potential role of re-engineering in helping to identify needed changes in policies and practices that hinder meeting those needs. An emerging interest and theme for RETFII is “improving the student experience” – e.g., at what points do we touch our students and help them to be successful or not, and how can we change that experience to assist more students in becoming successful. That could be changing the enrollment process, the financial aid process, the process to buy a book, what kinds of “books” we use, how students access student services, and many related activities.

A second highlight of the meeting was a presentation of the Interim Report of the Textbook Costs and Digital Learning Resources (TCDLR) Workgroup. There was significant discussion about the interim recommendations and the Workgroup was encouraged to share the recommendations widely with various constituent groups. The report was then shared at the October meeting of the Advisory Council of Presidents. The TCDLR Workgroup plans to bring a draft implementation plan with benchmarks to the next RETFII meeting. In addition, development of the solicitation for a leveraged bookstore/learning resource materials contract for nine colleges continues with the goal of having a new contract in place by July 1, 2014. A link to the Interim Report can be found at [http://rethink.vccs.edu/wp-content/uploads/2013/10/TCDLR_Interim_Report-final-9-23-2013.pdf](http://rethink.vccs.edu/wp-content/uploads/2013/10/TCDLR_Interim_Report-final-9-23-2013.pdf).

Implementation of the new faculty evaluation process is proceeding on schedule. The review of college evaluation plans is ongoing. Some plans were returned with the need for revision, several have received full or provisional approvals with small updates required, and a few are planning to use the model plan for the first year. The goal is to have plans finalized and approved for all colleges in time for use in Spring 2014. Additionally, several training sessions
have been offered for deans—both as regional training sessions and college-specific events. Training for teaching faculty is being developed.

A report was given by the College Readiness Workgroup on a series of best practices and metrics that institutions will find of value as they develop long-term plans to decrease the developmental education needs of entering students. It was suggested that the report be shared with the colleges fairly quickly in order that they could benefit from the recommendations as they develop their college readiness plans for submission to the Chancellor in November. The report was subsequently shared with the Advisory Council of Presidents in October.

In its third fall semester, the Shared Services Distance Learning System (SSDL) has added Patrick Henry Community College as its thirteenth partner. A draft proposal for Phase 2 of the SSDL was presented to the RETFIi that includes sharing courses from other partners through the SSDL model as well as sharing full programs. The concept was discussed with the Advisory Council of Presidents in October, with a revised draft proposal to be distributed shortly for further discussion. It was proposed that implementation of Phase 2 occur in spring 2014.

The Back-Office Financial Aid service provided by Tidewater Community College is busy processing for the current award year, 2013-14. As of the first of October, 34,799 ISIRs have been processed; 18,058 of which resulted in financial aid awards. Staff have reviewed 7,946 verification and comment code resolution files and processed 3,061 direct loans. So far, the Back-Office has followed-up with 3,218 students who needed additional information to complete verification.

Further information on these and other activities are included in the attached updates. In some cases, due to the short time period between the October and November reports, only one report is made. The next meeting of the Re-engineering Task Force II will be held on January 15-16, 2014 in the Godwin-Hamel Board Room, 15th Floor of the James Monroe Building in Richmond.

RESOURCE PERSONS:

Dr. Glenn DuBois
Chancellor
Virginia Community College System
(804) 819-4903
gdubois@vccs.edu

Ms. Donna M. VanCleave
Vice Chancellor, Administrative Services
Virginia Community College System
(804) 819-4695
dvancleave@vccs.edu
Attachment A

RETFII 2013 Annual Report

Significant and enduring change does not typically come quickly, but with the forces of the “perfect storm” behind Re-engineering Task Forces I and II – burgeoning enrollments, dramatic reductions in state funding, an aggressive State Board strategic plan, and significant increases in our hard-to-serve populations – many innovative and creative ideas have been proposed and subsequently initiated since the beginning of the VCCS re-engineering efforts in 2009.

Perhaps as important as the progress on the initiatives, however, has been the change in culture that has been precipitated. “Shared services” is no longer a bad word; faculty across colleges collaborate on new courses and programs; more and better information is available to foster a culture of evidence-based decision making; the size of the System is being leveraged to reduce costs; and there is a willingness to explore, examine, and embrace new ideas and change.

Further, success of the many workgroups and initiatives has depended on college participation, leadership, and innovation. College faculty and staff, deans, vice presidents, presidents, and untold numbers of individuals have been responsible for much of the re-engineering success, and lead efforts such as the Back-Office Financial Aid project, the Shared Services Distance Learning System, Articulating Learning Outcomes, College Readiness, Faculty Evaluation, New Faculty Positions, Establishing Metrics, Leveraging VCCS Purchasing Volume, Reducing Textbook Costs, and others.

The following are highlights of the progress on some of the items related to the 10 “Big Ideas”.

#1 REDESIGN OF DEVELOPMENTAL EDUCATION

The purpose of the redesign of both mathematics and English (reading and writing) developmental education was to 1) reduce the numbers of students that require developmental education; 2) reduce the amount of time that students spend in developmental education; and 3) increase the success of students taking developmental education courses. All developmental education courses have been redesigned with these goals in mind.

A new mathematics placement test to better target the specific mathematics skills needed by students based on their academic interests was launched in November, 2011; nine new developmental mathematics courses (modules) designed to address targeted skills were offered beginning January, 2012; and data about student success are now being tracked and analyzed.

English redesign followed a year later with a new placement test launched in October, 2012; newly designed English courses that combine reading and writing were offered beginning January, 2013; and early efforts to collect data are underway.
Initial results indicate that significantly fewer students are testing into developmental education and are taking fewer credit hours more targeted to their needs. The success of students in subsequent courses remains to be evaluated over the next several years.

A parallel activity has been to identify ways to improve college readiness, with colleges working with local school superintendents to create earlier and better pathways for students to be prepared for college work and reduce the need for developmental education. Each of the 23 colleges will be submitting plans by November, 2013 regarding their local efforts to improve college readiness and best practices have been drafted to assist the colleges in preparing those plans.

#2 IMPLEMENT SHARED SERVICES

Three activities are underway related to this idea:

Tidewater Community College (TCC) is providing back-office financial aid support services to nine colleges with the goals of processing applications faster, increasing the numbers of students receiving financial aid, reducing the costs of processing financial aid, and increasing graduation and retention rates by keeping students in school and helping them graduate more quickly. In the first full pilot year, TCC provided services within all parameters of the initial MOU with eight pilot colleges, processing more than 40,000 unduplicated student records and 3,700 student loans in 2012. A ninth college joined the pilot for 2013-14.

As of the first of October, 34,799 ISIRs (Institutional Student Information Records from financial aid applications) have been processed for the 2013-14 award year, of which 18,058 resulted in financial aid awards. Staff have reviewed 7,946 verification and comment code resolution files and processed 3,061 direct loans. So far, the Back-Office has followed-up with 3,218 students who needed additional information to complete verification.

Although Institutional Student Information Records (ISIRs) for 2013-2014 are trending down for the VCCS (-3.16%), VCCS financial aid awards are slightly ahead (2.18%) when compared to 2012-2013. Further, funding has been provided to support the development and implementation of an Online Financial Aid Portal that will allow students to have greater control over submission and tracking of financial aid information during the verification process.

Northern Virginia Community College (NVCC) has implemented a Shared Services Distance Learning (SSDL) System with the goal of expanding capacity for greater student access and comprehensive course offerings, providing access to courses colleges couldn’t otherwise offer, with improved student success and lower costs. In FY 2013, 2,025 students at nine partner colleges enrolled in 616 unique courses offered by NVCC. Enrollment and tuition were shared among the colleges; students do not have to do anything differently to enroll in these courses (i.e., no additional application is required and their financial aid can be used); and the majority of students are doing as well or better in the SSDL courses as they do at their home colleges in...
distance learning courses. **12 partner colleges are now participating in the initiative and Fall 2013 enrollment 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, including the delivery of full programs as well as sharing courses from other partners through the SSDL model, is under discussion.**

As a result of the “Leverage VCCS Purchasing Volume” initiative, procurement staff at the 23 colleges are receiving significant professional development and are increasingly working together to issue cooperative procurements to leverage the buying power of the System. Currently, as a result of the Purchasing Workgroup efforts, along with a new workgroup looking at textbook costs, many of the colleges are working together to negotiate a new combined “bookstore contract” to leverage their combined purchasing volume and to provide more cost effective options for students to obtain learning resources. **The success/savings/benefits of the following cooperative procurements are being monitored (among others): tutoring software services (system-wide procurement to reduce per unit costs); background checks (TNCC); electronic student refunds (TCC); elevator maintenance (VWCC); and work order software (TNCC).**

### #3 STRENGTHEN AND DIVERSIFY RESOURCE BASE

Focusing efforts to diversify the VCCS resource base and minimize tuition increases, significant professional development has been provided to institutional advancement officers, and the System is on track to meet strategic goals to raise $550 million in additional non-state resources. System-wide **economies of scale have been created by joint procurements** of a “data mining” institutional advancement tool for prospect research and donor wealth screening and a system-wide contract provided reduced costs for nine colleges needing assistance with developing major gift campaigns, as well resources to research and create long-term alumni giving programs. A system-wide “presidents fundraising academy” was held as well as numerous professional development opportunities for institutional advancement leaders at all colleges.

### #4 ARTICULATE LEARNING OUTCOMES (ALO) FOR COURSES

High enrollment courses with lower rates of student success were selected for revision through this ALO process, including Psychology 200, Accounting 211-212, and Biology 101. **Anticipated outcomes are model courses with a common course description, pre-requisite recommendations, learning outcomes, and assessment plans in order to improve student success.** Grants are being made available for faculty to develop model courses in on-campus, online, and hybrid formats that can be adopted or adapted by any faculty member teaching these courses in the VCCS. PSY 200 courses were made available for use in Fall 2013. A preliminary assessment of student outcomes will be made in July, 2014, followed by a second round in July, 2015.
#5 FOSTER A CULTURE OF HIGH PERFORMANCE

The VCCS faculty evaluation process has been completely overhauled to create a system that promotes high performance and continuous improvement resulting in world class faculty and increased student success. The system includes three components: Evaluation; Annual Performance and Professional Development Objectives; and Reward and Recognition. **Colleges are in the process of creating their individual plans within the rubrics of the new system which will be implemented for all faculty by Spring 2014.**

Additionally, a new system-wide decision support system has been acquired and is being implemented in order to provide college decision makers objective and useful data related to finance, students, financial aid, and human resources through the use of easily accessed “dashboards”. **Full implementation of all modules is anticipated by September, 2014.** A substantial portion of the funding was made available from a grant.

#6 REPOSITION WORKFORCE SERVICES

A new automated enterprise system for workforce services registration, enrollment, and tracking of open enrollment, community service, and employer contract training is being implemented with the goals of providing accurate and auditable data, reducing staffing costs, becoming more efficient, and providing improved customer service. **Implementation of the new system, funded primarily through a grant, is anticipated in late 2014.**

#7 AUTOMATE STUDENT SUCCESS SOLUTIONS

With the goal of redesigning the delivery of student services such that those functions are most effective in promoting student success and delivered in the cost efficient manner, system-wide options for on-line services have been developed. **Tutoring has been made available at reduced per unit costs for all colleges, additional functionality providing career and college planning tools has been added to the Virginia Education Wizard (an on-line advising tool), and additional functionality is being developed to provide early alert/early intervention tools for faculty to identify students at risk of dropping out.** Much of the funding for these efforts was provided through a grant.

#8 THE TEACHING FACULTY EMPLOYMENT SPECTRUM

Three new faculty roles have developed to provide needed flexibility for college management of faculty resources: an Associate Instructor (primarily teaching with fewer institutional responsibilities, intended to facilitate the transition of more adjunct faculty positions into full-time positions); a part-time 9-month teaching faculty position (with pro-rated benefits); and a 10-month full-time faculty position. Additional positions are being considered, such as a two-semester adjunct position. **In 2013-14, 51 positions using the new roles were filled, including**
39 associate instructors. A survey of 2012-13 new hires indicates a high degree of satisfaction with the new roles.

#9 CONDUCT CREDIT AUDIT OF ACADEMIC PROGRAMS

Academic programs with an unusually high number of credit hour requirements were reviewed to determine whether the same program and general education outcomes can be achieved by students with fewer credit hours, thereby reducing time to degree for students and eliminating some tuition expense for students. Prior to the credit audit, 55% of all VCCS programs were above the audit threshold; subsequent to the audit, only 23% of all programs were above the threshold (all justified for programmatic purposes). A total of 1,069 credits were reduced across all programs, generating a significant reduction in student tuition required to complete the various programs as well as a reduction in state resources previously needed to offer those credit hours. Combined annual savings are estimated at $3.5 million.

#10 CONTINUE RE-ENGINEERING EFFORTS

A Textbook Costs and Digital Learning Resources workgroup was established in May, 2012 to identify ways to use digital technology and open education resources to reduce the costs of textbooks for VCCS students. An initial result of the workgroup’s efforts was for several colleges to work together to negotiate a new combined “bookstore contract” that recognizes the availability of alternative instructional resources, combines the purchasing volume of the 23 colleges, and provides more cost effective options for students to obtain learning resources. An interim report of the workgroup has been issued with 17 recommendations for consideration.

A workgroup to Adopt New Strategies for Implementing Enhancements to Facilities Operations has targeted routine facilities inspections as well as upkeep of state inventory and building condition databases as opportunities to leverage the System’s size by bringing those services in-house rather than contracting them out college-by-college, thereby improving the quality of data and significantly reducing the costs of maintaining them. Two positions are being filled to provide these services to all colleges at a significant savings over contracted services.
### AT A GLANCE – NOVEMBER 2013

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

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<th>Status</th>
<th>Goal</th>
<th>Area</th>
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<tbody>
<tr>
<td><strong>REDESIGN DEVELOPMENTAL EDUCATION</strong></td>
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<tr>
<td>1&amp;2</td>
<td>Implement Developmental Education Task Force Redesign Proposal (Mathematics &amp; English)</td>
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<tr>
<td>3</td>
<td>Implement Developmental Education Task Force Redesign Proposal (College Readiness)</td>
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<tr>
<td><strong>IMPLEMENT SHARED SERVICES</strong></td>
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<tr>
<td>4</td>
<td>Centralize “Back-Office” Functions of Financial Aid</td>
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<td>5</td>
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<td>6</td>
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<tr>
<td>12</td>
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<tr>
<td>13</td>
<td>Expand the Pursuit of External Funding Opportunities with Grants and Contracts</td>
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<tr>
<td>15</td>
<td>Pursue Opportunities to Expand Public-Private Partnerships</td>
<td></td>
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<tr>
<td>16</td>
<td>Leverage the Use of Proven Strategic Financing Mechanisms</td>
<td></td>
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<tr>
<td><strong>ARTICULATE LEARNING OUTCOMES FOR COURSES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Improve Learning Outcomes and Reduce Student and College Costs</td>
<td></td>
</tr>
<tr>
<td><strong>FOSTER A CULTURE OF HIGH PERFORMANCE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Reinvesting in Our People</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Reinvesting in Our People (Faculty Evaluation)</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Innovation through Technology</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Managing with Productivity in Mind</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Implement Enterprise System</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Expand and Promote Entrepreneurial Operations</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Redesign the Delivery of Selected Services to Students</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Develop and Implement New Faculty Position Options</td>
<td></td>
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<tr>
<td>26</td>
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<td></td>
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<tr>
<td>27</td>
<td>Continue Re-engineering Efforts including a Comprehensive Communication Strategy and Establishment of Metrics</td>
<td></td>
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<tr>
<td>28</td>
<td>Continue to Identify, Develop and Refine New Re-engineering Targets</td>
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<tr>
<td>29</td>
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**KEY:**
- ○ Completed
- □ Progressing As Expected
- ■ Progressing With Challenges
- ○ No Report Yet

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\*As of June, 2013, Implement Developmental Education Task Force Redesign Proposal Mathematics (#1) and English (#2) will be reported together.

\*Formerly Pilot Shared Services Distance Learning System.

\*Formerly Expand Opportunities for Development of Consortia (Academic Programs); further reporting on this item individually is not necessary (see narrative for further explanation).

\*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.

\*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.

\*As of June, 2013, progress on this activity will be reported on an annual basis.

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

\*Formerly Redesign the Delivery of Selected Services to Students and Pursue Public-Private Partnership Solutions.

\*Formerly Adopt Strategies for Sustainable Facilities Operations.
Progress on Implementing Recommendations of Chancellor’s Re-engineering Task Force
November 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.**
   
   **OCTOBER:** The developmental education faculty and student services staff participants from the Chancellor’s 3rd Annual Developmental Education Institute met in Richmond to update the VCCS on the academic and student services integration projects. The participants will meet again in November, 2013, to report on best practices as well and challenges they encountered implementing their projects.
   Two new writing prompts for the Virginia Placement Test (VPT) have been submitted to the test vendor. Replacing the prompts is necessary to retain the validity of the test and to increase the reliability of the test scores. Additionally, the writing test prompts will be randomly assigned to students to prevent the test questions from being compromised.

   **NOVEMBER:**

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.

   **OCTOBER:** The College Readiness workgroup has developed a series of best practices and metrics that institutions will find of value as they develop long term plans to decrease the developmental education needs of entering students. Information will be shared with the Academic and Student Affairs Council (ASAC) and the Advisory Council of Presidents (ACOP) at upcoming meetings.

   **NOVEMBER:** Recommendations of the College Readiness workgroup were shared with the presidents at the October ACOP meeting with the anticipation that they might
Progress on Implementing Recommendations of Chancellor’s Re-engineering Task Force

serve as a basis for institutions to use in developing their local college readiness plans for submission to the Chancellor by November 1, 2013.

**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:** The Back-Office has officially completed processing for the 2012-13 financial aid award year. During the year, the Back Office processed ISIRs for 42,920 students; 21,726 of whom were eligible for financial aid awards. Staff reviewed verification and comment code resolution documents for 8,708 students and processed Direct Loan applications for 2,569 students and parents. Since December, 2012, Back-Office staff followed-up with 632 students who needed additional documents to complete verification.

The Back-Office is busy processing for the current award year, 2013-14. As of the first of October, 34,799 ISIRs have been processed; 18,058 of which resulted in financial aid awards. Staff have reviewed 7,946 verification and comment code resolution files and processed 3,061 direct loans. So far, the Back-Office has followed-up with 3,218 students who needed additional information to complete verification.

Although Institutional Student Information Records (ISIRs) for 2013-2014 are trending down for the VCCS (-3.16%), VCCS financial aid awards are slightly ahead (2.18%) when compared to 2012-2013. The financial aid workgroup is finalizing its recommendations for the back-office metrics. Additionally, VCCS staff are collecting national benchmarks and tools to begin the process of evaluating financial aid front office efficiencies.

**NOVEMBER:** The Back-Office continues to process awards for the 2013-14 award year. Further data will be available in December.

5 Leverage VCCS Purchasing Volume

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

**OCTOBER:** Work continues on the development of an RFP for a leveraged bookstore/learning resource materials contract as does the progress towards seeking Level II Delegated Authority for Procurement.

**NOVEMBER:** Efforts to obtain Level II Delegated Authority for Procurement continue. Efforts for colleges to work collaboratively continue (example: combined bookstore/learning resources RFP).

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:** A draft overview of the Shared Services Distance Learning System (SSDL)
Phase, which includes sharing courses, programs, and certificates from other partner colleges through the SSDL model, was shared with the Academic and Student Affairs Council (ASAC) at its September meeting. Feedback from the colleges was taken into consideration when preparing a final draft of the plan for SSDL Phase 2. The draft plan for SSDL Phase 2 was shared with the Re-engineering Task Force II at its September, 2013 meeting.

**NOVEMBER:** Patrick Henry Community College (PHCC) has joined the Shared Services Distance Learning (SSDL) network. PHCC is the thirteenth college to join the partnership. The concept of Phase 2, to allow courses to be offered by other partner colleges and to provide for the delivery of complete online programs using the SSDL infrastructure, was discussed at the October meeting of the Advisory Council of Presidents, with the actual proposal to be distributed to the presidents following the meeting. Potential partner colleges are encouraged to contact NVCC if they are interested.

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 RETFII 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:**

**NOVEMBER:** The Administrative Consortia workgroup met on October 11, 2013. The workgroup has begun to develop the vision for shared services in the VCCS and next steps. Negotiations to select the consulting firm to assist with identifying opportunities and building the business case are underway. A contract will be awarded in October. The next meeting for the workgroup is scheduled for November 5. Also, emergency preparedness personnel at 11 colleges are developing plans to utilize regional emergency preparedness managers and two sets of colleges are in the process of implementing the model. In addition, a Human Resources Strategy and Transformation workgroup has evaluated the HR function across the VCCS and has drafted the outline of a new operational framework to consolidate many back-office operations and improve the delivery of services.

**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**

_November 2013_
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.

**OCTOBER:**

**NOVEMBER:**

**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).

**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).

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

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.

   OCTOBER:
   NOVEMBER:

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.

   OCTOBER: The ACC 211 Curriculum Committee has concluded its work. Pilot teams will be working this semester to develop courses in on-campus, hybrid, and online formats. The faculty lead for this initiative will be convening a planning meeting with the pilot teams. 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 BIO 101 Curriculum Committee has concluded its work. Pilot teams will be working this semester to develop courses in on-campus, hybrid, and online formats. The faculty lead for this initiative will be convening a planning meeting with the pilot teams. 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. There will be an ALO session at the upcoming Psychology Peer Group meeting on online resources and course-level assessments for PSY 200. The new PSY 200 course description and course content summary becomes active across the VCCS in the Fall 2013 semester.
A small advisory group of college academic leaders will soon be assembled to provide input on the coordination and future of the ALO initiative system-wide in 2013-2014 and beyond.

   NOVEMBER: Pilot teams for ACC 211 and BIO 101 have commenced work this semester developing courses in on-campus, hybrid, and online formats. The faculty leads for this initiative met with the pilot teams to commence the work.
There will be an ALO session at the upcoming Psychology Peer Group meeting on online resources and course-level assessments for PSY 200.

November 2013
A small advisory group of college academic leaders will soon be assembled to provide input on the coordination and future of the ALO initiative system-wide in 2013-2014 and beyond.

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<td>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.</td>
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18 **Reinvesting in Our People**

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

**OCTOBER:**

**NOVEMBER:** The Compensation Philosophy workgroup has expanded to include teaching faculty and classified staff, as well as representatives from academic affairs, workforce development, advancement, and informational technology.

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 review of college evaluation plans is ongoing. Some plans were returned with the need for revision, several have received provisional approvals with small updates required and a few are planning to use the model plan for the first year. Additionally, several training sessions have been offered for deans--both as regional training sessions and college specific events. Training for teaching faculty is being developed. The implementation process is proceeding forward with a great deal of activity occurring.

**NOVEMBER:** The review of college faculty evaluation plans continues. As of mid-October, eight plans have been approved, five plans have received provisional approval, five plans were not approved and returned for further revision, two plans are under review, and three colleges are using the Model Plan.

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) met during September, 2013 to discuss an Innovation Scorecard and how it might be used. The group also discussed the latest enhancements on the Innovation Community Exchange (ICE) and recruited members to participate in the beta test.

**NOVEMBER:**

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

*November 2013*
professional development on how to use the data in a way to promote improved productivity and efficiencies.

**OCTOBER:** Deans and directors were trained on the student and financial modules of QuInN during the Council of Deans and Directors (CODD) meeting in September, 2013. The new business intelligence tools for QuInN (i.e., Pyramid) have been installed and staff have received training on creating new reports and dashboards.

**NOVEMBER:** The student financial aid module for QuInN is on target to be released to users on October 15, 2013. This release will feature the new business intelligence tool, Pyramid, which combines the functionality of the three previous tools into a single tool. Regional trainings on the new module and new tools are scheduled for late October and early November, 2013.

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<td>Reposition workforce services as a high performance operation meeting employer needs while contributing to the financial strength of Virginia’s Community Colleges.</td>
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**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 Workforce Enterprise System (WES) Project Management Team (PMT) remains engaged in project planning, and Augusoft’s technical team began prototype development. The PMT is finalizing details of a second scope verification to be conducted with the College Implementation Teams (CIT) and is also scheduling a CIT preparation event likely to occur in October, 2013.

**NOVEMBER:** The Project Management Team (PMT) advanced the project through two major actions this month. First, the PMT presented WES implementation details to over 100 College Implementation Team (CIT) members through three identical webinar sessions. The presentations included descriptions of the three implementation phases, specific college activities appropriate for each phase, and a detailed look at activities which CITs should undertake immediately. The PMT provided specific tools, such as a CIT Charter template and Buzz survey links, to the CITs. Second, the PMT initiated a Scope Verification with the CITs. Through this Scope Verification, the PMT presented draft functional specification details to the colleges and is seeking colleges’ response to the details. CIT responses are due by October 25, 2013. Approved specifications will drive WES technical development.

**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:** In response to the new VCCS policy related to workforce noncredit...
financials, WDS leadership sent a survey to college presidents asking them to provide FY 2014 workforce noncredit revenue, direct cost, and revenue in excess of direct cost goals. VCCS WDS provided guidance to college personal via a webinar to help college staff understand VCCS’ expectations related to the revenue goals. VCCS WDS leadership and staff continued work toward facilitating cross-service area workforce training activities. The team plans to present to the WDS Advisory Council in late September, 2013 and will develop the effort further based on the Council’s response to the presentation.

**NOVEMBER:** VCCS WDS carried two major initiatives forward: Revenue in Excess of Direct Costs and College Collaboration. Regarding Revenue in Excess of Direct Costs, Systems Office staff are currently accepting college goals related to noncredit workforce revenue, direct costs, and revenue in excess of direct costs in order to meet the requirements of the new Workforce Overhead policy and associated Chancellor’s Goal. Regarding College Collaboration, Systems Office staff again opened discussions to the WDS Advisory Council at its October, 2013 meeting. College workforce leaders continued to express interest in collaborative workforce training, and the Council decided to create a list of its favored candidate programs for cross-service area collaboration. Each workforce division agreed to add up to two programs to the list for further discussion at the December WDS Advisory Council Meeting.

**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:** E-WiSe: The Project Team is making final adjustments to configurations to the production environment and loading data. College Leads have been trained and are beginning local trainings with instructors and student services staff. Trainings from the System Office staff and the college leads will continue throughout the academic year.

Career and Course Planner: The CCP in now available in the Wizard to VCCS students. Since August 1, 2013, 28 CCP training sessions have been offered to college faculty and staff. Regional training sessions will continue this fall semester. Webinars will be offered on an ongoing basis. To date, 961 Planners have been created by Virginia community college students.

**NOVEMBER:** E-WiSe: The Student Assistance and Intervention for Learning Success (SAILS) early alert system successfully launched the pilot period on September 30, 2013. Throughout October, colleges are receiving regional face-to-face trainings, webinars, and college-based training sessions. The Project Team is gathering feedback and continues to monitor the system to enhance performance.

Career and Course Planner: Over 30 training sessions for community college faculty, staff and administrators have been offered during the fall semester to all colleges at
Progress on Implementing Recommendations of Chancellor’s Re-engineering Task Force

regional sites and peer group meetings. Webinars have also been held. To date, 1,222 planners have been created by students attending Virginia’s Community Colleges.

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: In September, three surveys were conducted to help determine the effectiveness of the new faculty positions. Faculty who had been hired were surveyed as well as colleges who have hired faculty into one of the new roles. Three presentations on the data collected were given: (1) to the Council of Deans and Directors (CODD) at its September meeting; (2) to the Faculty Issues committee of the Academic and Student Affairs Council (ASAC); and (3) to the Re-engineering Task Force II. The presentation with results will be posted to the New Faculty Roles website: http://rethink.vccs.edu/progress/expand-faculty-employment-spectrum. Additional presentations will be made to the Advisory Council of Presidents (ACOP) and to the Chancellor’s Faculty Advisory Committee (CFAC).
The workgroup is awaiting resolution of issues surrounding the Affordable Care Act as they affect many of the options related to the VCCS’ employment of full and part-time personnel.

NOVEMBER: The survey results were shared with the Advisory Council of Presidents in October and will be shared with the Chancellor’s Faculty Advisory Committee in late October.

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.

OCTOBER: A report on the results of the Credit Audit of Academic Programs is available at http://rethink.vccs.edu/wp-content/uploads/2013/10/ACOP-Credit-Audit.Version-
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 opening highlight of the Re-engineering Task Force II (RETFII) meeting on September 24-25, 2013 was a discussion with the Chancellor on perspectives from his Planning Retreat in August. The Chancellor reiterated the six challenges he presented at the Retreat. A lively discussion followed about the diversity of unmet needs throughout the Commonwealth and the potential role of re-engineering in helping to identify needed changes in policies and practices that hinder goals to meet those needs.

A second highlight of the meeting was a presentation of the Interim Report of the Textbook Costs and Digital Learning Resources (TCDLR) Workgroup. There was significant discussion about the interim recommendations and the Workgroup was encouraged to share the recommendations widely with various constituent groups. The report will be shared at the October meeting of the Advisory Council of Presidents. The TCDLR Workgroup plans to bring a draft implementation plan with benchmarks to the next RETFII meeting. In addition, development of the solicitation for a leveraged bookstore/learning resource materials contract for nine colleges continues in progress with the goal of having a new contract in place by July 1, 2014.

The RETFII continued its conversation about improving the student experience and defining student success. Several other workgroup updates included financial aid, results of a faculty roles survey, presentation of best practices from the College Readiness Workgroup, Student Success Snapshot #27, review of the RETFII calendar of work for 2013-14, proposed timelines for each workgroup, review of a draft phase two proposal for the Shared Services Distance Learning initiative, and discussion of potential RETFII issues.

The next meeting of the RETFII will be on January 15-16, 2014 in the Godwin-Hamel Board Room, 15th Floor of the James Monroe Building in Richmond.

NOVEMBER: The next meeting of the RETFII will be on January 15-16, 2014 in the Godwin-Hamel Board Room, 15th Floor of the James Monroe Building in Richmond.

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.

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

efforts across the commonwealth and the country.

**OCTOBER:** An overall re-engineering update was presented at the Faculty and Administrative Leadership Academy, as well as presentations on the two new Automated Student Success Solutions.

**NOVEMBER:**

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

**OCTOBER:** The Metrics workgroup provided feedback to the College Readiness workgroup on its proposal.

**NOVEMBER:**

28 Continue to Identify, Develop and Refine New Re-engineering Targets
**OCTOBER:** The RETFII continues discussion about the student experience – how to define student goals and how to analyze and improve the student experience to improve achievement of those goals.

**NOVEMBER:**

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 workgroup has scheduled a meeting for October 23, 2013.

**NOVEMBER:** The Workgroup met on October 23, 2013 at J. Sargeant Reynolds’ Downtown campus to review the final draft document outlining new strategies for implementing enhancements to facilities operations. This meeting was intended to be the wrap-up session for the Workgroup, and participation was expanded to include all college Facilities Officers and Vice Presidents of Finance and Administration. Implementation of the Facilities Condition Assessment Program, anticipated to be running at the start of calendar year 2014, was discussed. Other initiatives discussed were consolidation of current multi-campus MS4 storm water management permits and potential pay-back for participating in the DMME Demand Response Program. Ongoing discussions for these topics will continue at future VCCS Administrative Services Conferences.

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 TCDLR Interim Report was presented to the RETFII on September 24, 2013 with significant discussion. The RETFII encouraged the workgroup to share the Interim Report widely and to bring back comments as well as an implementation plan to the RETFII at its January meeting. The Report has been distributed to Academic and Student Affairs Council, to the finance vice presidents, and to the Advisory Council of Presidents. The report will be reviewed by the presidents at their meeting in October. The TCDLR Interim Report is available at http://rethink.vccs.edu/wp-content/uploads/2013/10/TCDLR_Interim_Report-final-9-23-2013.pdf.

**NOVEMBER:** The TCDLR Interim Report was shared at the meeting of the Advisory Council of Presidents in October and will be shared with the Chancellor’s Faculty
Progress on Implementing Recommendations of Chancellor’s Re-engineering Task Force

Advisory Committee in late October. The next meeting of the TCDLR workgroup is being scheduled for early December.
Progress on Implementing Recommendations of Chancellor’s Re-engineering Task Force
December 2012 through November 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.

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

December 2012 through November 2013
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 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
Progress on Implementing Recommendations of Chancellor’s Re-engineering Task Force

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.

**OCTOBER:** The developmental education faculty and student services staff participants from the Chancellor’s 3rd Annual Developmental Education Institute met in Richmond to update the VCCS on the academic and student services integration projects. The participants will meet again in November, 2013, to report on best practices as well and challenges they encountered implementing their projects.

Two new writing prompts for the Virginia Placement Test (VPT) have been submitted to the test vendor. Replacing the prompts is necessary to retain the validity of the test and to increase the reliability of the test scores. Additionally, the writing test prompts will be randomly assigned to students to prevent the test questions from being compromised.

**NOVEMBER:**

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).*

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

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.

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

December 2012 through November 2013

44
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 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.

OCTOBER: The College Readiness workgroup has developed a series of best practices and metrics that institutions will find of value as they develop long term plans to decrease the developmental education needs of entering students. Information will be shared with the Academic and Student Affairs Council (ASAC) and the Advisory Council of Presidents (ACOP) at upcoming meetings.
**NOVEMBER:** Recommendations of the College Readiness workgroup were shared with the presidents at the October ACOP meeting with the anticipation that they might serve as a basis for institutions to use in developing their local college readiness plans for submission to the Chancellor by November 1, 2013.

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<tr>
<th>IMPLEMENT SHARED SERVICES</th>
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<td><strong>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.</strong></td>
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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.

**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.

OCTOBER: The Back-Office has officially completed processing for the 2012-13 financial aid award year. During the year, the Back Office processed ISIRs for 42,920 students; 21,726 of whom were eligible for financial aid awards. Staff reviewed verification and comment code resolution documents for 8,708 students and processed Direct Loan applications for 2,569 students and parents. Since December, 2012, Back-Office staff followed-up with 632 students who needed additional documents to complete verification.

The Back-Office is busy processing for the current award year, 2013-14. As of the first of October, 34,799 ISIRs have been processed; 18,058 of which resulted in financial aid awards. Staff have reviewed 7,946 verification and comment code resolution files and processed 3,061 direct loans. So far, the Back-Office has followed-up with 3,218 students who needed additional information to complete verification.

Although Institutional Student Information Records (ISIRs) for 2013-2014 are trending down for the VCCS (-3.16%), VCCS financial aid awards are slightly ahead (2.18%) when compared to 2012-2013. The financial aid workgroup is finalizing its recommendations for the back-office metrics. Additionally, VCCS staff are collecting national benchmarks and tools to begin the process of evaluating financial aid front office efficiencies.

NOVEMBER: The Back-Office continues to process awards for the 2013-14 award year. Further data will be available in December.

5 Leverage VCCS Purchasing Volume

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

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.

OCTOBER: Work continues on the development of an RFP for a leveraged bookstore/learning resource materials contract as does the progress towards seeking Level II Delegated Authority for Procurement.

NOVEMBER: Efforts to obtain Level II Delegated Authority for Procurement continue. Efforts for colleges to work collaboratively continue (example: combined bookstore/learning resources RFP).

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.

**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 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.

**OCTOBER:** A draft overview of the Shared Services Distance Learning System (SSDL) Phase, which includes sharing courses, programs, and certificates from other partner colleges through the SSDL model, was shared with the Academic and Student Affairs Council (ASAC) at its September meeting. Feedback from the colleges was taken into consideration when preparing a final draft of the plan for SSDL Phase 2. The draft plan for SSDL Phase 2 was shared with the Re-engineering Task Force II at its September, 2013 meeting.

**NOVEMBER:** Patrick Henry Community College (PHCC) has joined the Shared Services Distance Learning (SSDL) network. PHCC is the thirteenth college to join the partnership. The concept of Phase 2, to allow courses to be offered by other partner
colleges and to provide for the delivery of complete online programs using the SSDL infrastructure, was discussed at the October meeting of the Advisory Council of Presidents, with the actual proposal to be distributed to the presidents following the meeting. Potential partner colleges are encouraged to contact NVCC if they are interested.

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 RETFII 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.

**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

*December 2012 through November 2013*
during a conference call with the Administrative Consortia workgroup, which has been scheduled for the first week in October.

**OCTOBER:**

**NOVEMBER:** The Administrative Consortia workgroup met on October 11, 2013. The workgroup has begun to develop the vision for shared services in the VCCS and next steps. Negotiations to select the consulting firm to assist with identifying opportunities and building the business case are underway. A contract will be awarded in October. The next meeting for the workgroup is scheduled for November 5. Also, emergency preparedness personnel at 11 colleges are developing plans to utilize regional emergency preparedness managers and two sets of colleges are in the process of implementing the model. In addition, a Human Resources Strategy and Transformation workgroup has evaluated the HR function across the VCCS and has drafted the outline of a new operational framework to consolidate many back-office operations and improve the delivery of services.

### 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.

**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.

*December 2012 through November 2013*
Progress on Implementing Recommendations of Chancellor’s Re-engineering Task Force

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:
NOVEMBER:

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).

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.

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

December 2012 through November 2013
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.*

**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.

**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).*

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

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 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.

**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

*December 2012 through November 2013*
performance contracting.

**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:**

**OCTOBER:**

**NOVEMBER:**

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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.

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.

**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 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.

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*December 2012 through November 2013*
Progress on Implementing Recommendations of Chancellor’s Re-engineering Task Force

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 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.

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

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.

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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.

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.

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**OCTOBER:** The ACC 211 Curriculum Committee has concluded its work. Pilot teams will be working this semester to develop courses in on-campus, hybrid, and online formats. The faculty lead for this initiative will be convening a planning meeting with the pilot teams. 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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There will be an ALO session at the upcoming Psychology Peer Group meeting on online resources and course-level assessments for PSY 200. The new PSY 200 course description and course content summary becomes active across the VCCS in the Fall 2013 semester.

A small advisory group of college academic leaders will soon be assembled to provide input on the coordination and future of the ALO initiative system-wide in 2013-2014 and beyond.

**NOVEMBER:** Pilot teams for ACC 211 and BIO 101 have commenced work this semester developing courses in on-campus, hybrid, and online formats. The faculty leads for this initiative met with the pilot teams to commence the work.

There will be an ALO session at the upcoming Psychology Peer Group meeting on online resources and course-level assessments for PSY 200. A small advisory group of college academic leaders will soon be assembled to provide
input on the coordination and future of the ALO initiative system-wide in 2013-2014 and beyond.

**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.

**DECEMBER:** The Compensation Philosophy workgroup continues to meet and discuss 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:
OCTOBER:
NOVEMBER: The Compensation Philosophy workgroup has expanded to include teaching faculty and classified staff, as well as representatives from academic affairs, workforce development, advancement, and informational technology.

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.

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.

December 2012 through November 2013
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.

**OCTOBER:** The review of college evaluation plans is ongoing. Some plans were returned with the need for revision, several have received provisional approvals with small updates required and a few are planning to use the model plan for the first year. Additionally, several training sessions have been offered for deans--both as regional training sessions and college specific events. Training for teaching faculty is being developed. The implementation process is proceeding forward with a great deal of activity occurring.

**NOVEMBER:** The review of college faculty evaluation plans continues. As of mid-October, eight plans have been approved, five plans have received provisional approval, five plans were not approved and returned for further revision, two plans are under review, and three colleges are using the Model Plan.

### 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.

**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.
Progress on Implementing Recommendations of Chancellor’s Re-engineering Task Force

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.

OCTOBER: The Innovation and Technology Task Force (ITTF) met during September,
2013 to discuss an Innovation Scorecard and how it might be used. The group also discussed the latest enhancements on the Innovation Community Exchange (ICE) and recruited members to participate in the beta test.

NOVEMBER:

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.

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

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.

**OCTOBER:** Deans and directors were trained on the student and financial modules of QuInN during the Council of Deans and Directors (CODD) meeting in September, 2013. The new business intelligence tools for QuInN (i.e., Pyramid) have been installed and staff have received training on creating new reports and dashboards.

**NOVEMBER:** The student financial aid module for QuInN is on target to be released to users on October 15, 2013. This release will feature the new business intelligence tool, Pyramid, which combines the functionality of the three previous tools into a single tool. Regional trainings on the new module and new tools are scheduled for late October and early November, 2013.

### 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.

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

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

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.

OCTOBER: The Workforce Enterprise System (WES) Project Management Team (PMT) remains engaged in project planning, and Augusoft’s technical team began prototype development. The PMT is finalizing details of a second scope verification to be conducted with the College Implementation Teams (CIT) and is also scheduling a CIT preparation event likely to occur in October, 2013.

NOVEMBER: The Project Management Team (PMT) advanced the project through two major actions this month. First, the PMT presented WES implementation details to over 100 College Implementation Team (CIT) members through three identical webinar sessions. The presentations included descriptions of the three implementation phases, specific college activities appropriate for each phase, and a detailed look at activities which CITs should undertake immediately. The PMT provided specific tools, such as a CIT Charter template and Buzz survey links, to the CITs. Second, the PMT initiated a Scope Verification with the CITs. Through this Scope Verification, the PMT presented draft functional specification details to the colleges and is seeking colleges’ response to the details. CIT responses are due by October 25, 2013. Approved specifications will drive WES technical development.

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.

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.

**OCTOBER:** In response to the new VCCS policy related to workforce noncredit financials, WDS leadership sent a survey to college presidents asking them to provide FY 2014 workforce noncredit revenue, direct cost, and revenue in excess of direct cost goals. VCCS WDS provided guidance to college personal via a webinar to help college staff understand VCCS’ expectations related to the revenue goals. VCCS WDS leadership and staff continued work toward facilitating cross-service area workforce training activities. The team plans to present to the WDS Advisory Council in late September, 2013 and will develop the effort further based on the Council’s response to the presentation.

**NOVEMBER:** VCCS WDS carried two major initiatives forward: Revenue in Excess of Direct Costs and College Collaboration. Regarding Revenue in Excess of Direct Costs, Systems Office staff are currently accepting college goals related to noncredit workforce revenue, direct costs, and revenue in excess of direct costs in order to meet the requirements of the new Workforce Overhead policy and associated Chancellor’s Goal. Regarding College Collaboration, Systems Office staff again opened discussions to the WDS Advisory Council at its October, 2013 meeting. College workforce leaders continued to express interest in collaborative workforce training, and the Council decided to create a list of its favored candidate programs for cross-service area collaboration. Each workforce division agreed to add up to two programs to the list for further discussion at the December WDS Advisory Council Meeting.

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**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.

**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.

**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.

**OCTOBER:** E-WiSe: The Project Team is making final adjustments to configurations to the production environment and loading data. College Leads have been trained and are beginning local trainings with instructors and student services staff. Trainings from the System Office staff and the college leads will continue throughout the academic year.

Career and Course Planner: The CCP in now available in the Wizard to VCCS students. Since August 1, 2013, 28 CCP training sessions have been offered to college faculty and staff. Regional training sessions will continue this fall semester. Webinars will be offered on an ongoing basis. To date, 961 Planners have been created by Virginia community college students.

**NOVEMBER:** E-WiSe: The Student Assistance and Intervention for Learning Success (SAILS) early alert system successfully launched the pilot period on September 30, 2013. Throughout October, colleges are receiving regional face-to-face trainings, webinars, and college-based training sessions. The Project Team is gathering feedback and continues to monitor the system to enhance performance.

Career and Course Planner: Over 30 training sessions for community college faculty, staff and administrators have been offered during the fall semester to all colleges at regional sites and peer group meetings. Webinars have also been held. To date, 1,222 planners have been created by students attending Virginia’s Community Colleges.

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**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.

**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

*December 2012 through November 2013*
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.

**OCTOBER:** In September, three surveys were conducted to help determine the effectiveness of the new faculty positions. Faculty who had been hired were surveyed as well as colleges who have hired faculty into one of the new roles. Three presentations on the data collected were given: (1) to the Council of Deans and
Progress on Implementing Recommendations of Chancellor’s Re-engineering Task Force

Directors (CODD) at its September meeting; (2) to the Faculty Issues committee of the Academic and Student Affairs Council (ASAC); and (3) to the Re-engineering Task Force II. The presentation with results will be posted to the New Faculty Roles website: http://rethink.vccs.edu/progress/expand-faculty-employment-spectrum. Additional presentations will be made to the Advisory Council of Presidents (ACOP) and to the Chancellor’s Faculty Advisory Committee (CFAC). The workgroup is awaiting resolution of issues surrounding the Affordable Care Act as they affect many of the options related to the VCCS’ employment of full and part-time personnel.

**NOVEMBER:** The survey results were shared with the Advisory Council of Presidents in October and will be shared with the Chancellor’s Faculty Advisory Committee in late October.

<table>
<thead>
<tr>
<th>CONDUCT CREDIT AUDIT OF ACADEMIC PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
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</table>

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.

**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 RETFII 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

**DECEMBER:** The next meeting of the Re-engineering Task Force II will be on December 12-13, 2012 in the Godwin-Hamel Board Room, 15<sup>th</sup> 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
Progress on Implementing Recommendations of Chancellor’s Re-engineering Task Force

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:**

**OCTOBER:** The opening highlight of the Re-engineering Task Force II (RETFII) meeting on September 24-25, 2013 was a discussion with the Chancellor on perspectives from his Planning Retreat in August. The Chancellor reiterated the six challenges he presented at the Retreat. A lively discussion followed about the diversity of unmet needs throughout the Commonwealth and the potential role of re-engineering in helping to identify needed changes in policies and practices that hinder goals to meet those needs.

A second highlight of the meeting was a presentation of the Interim Report of the Textbook Costs and Digital Learning Resources (TCDLR) Workgroup. There was significant discussion about the interim recommendations and the Workgroup was encouraged to share the recommendations widely with various constituent groups. The report will be shared at the October meeting of the Advisory Council of Presidents. The TCDLR Workgroup plans to bring a draft implementation plan with benchmarks to the next RETFII meeting. In addition, development of the solicitation for a leveraged bookstore/learning resource materials contract for nine colleges continues in progress with the goal of having a new contract in place by July 1, 2014.

The RETFII continued its conversation about improving the student experience and defining student success. Several other workgroup updates included financial aid, results of a faculty roles survey, presentation of best practices from the College Readiness Workgroup, Student Success Snapshot #27, review of the RETFII calendar of work for 2013-14, proposed timelines for each workgroup, review of a draft phase two proposal for the Shared Services Distance Learning initiative, and discussion of potential RETFII issues.

The next meeting of the RETFII will be on January 15-16, 2014 in the Godwin-Hamel Board Room, 15th Floor of the James Monroe Building in Richmond.

**NOVEMBER:** The next meeting of the RETFII will be on January 15-16, 2014 in the Godwin-Hamel Board Room, 15th Floor of the James Monroe Building in Richmond.

**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...
Progress on Implementing Recommendations of Chancellor’s Re-engineering Task Force

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

**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:**

**OCTOBER:** An overall re-engineering update was presented at the Faculty and Administrative Leadership Academy, as well as presentations on the two new Automated Student Success Solutions.

**NOVEMBER:**

Establish Metrics

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

**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

*December 2012 through November 2013*
Progress on Implementing Recommendations of Chancellor’s Re-engineering Task Force

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:

OCTOBER: The Metrics workgroup provided feedback to the College Readiness workgroup on its proposal.

NOVEMBER:

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

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, 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:

OCTOBER: The RETFII continues discussion about the student experience – how to define student goals and how to analyze and improve the student experience to improve achievement of those goals.

NOVEMBER:

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.

December 2012 through November 2013
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 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:
OCTOBER: The workgroup has scheduled a meeting for October 23, 2013.

NOVEMBER: The Workgroup met on October 23, 2013 at J. Sargeant Reynolds’ Downtown campus to review the final draft document outlining new strategies for implementing enhancements to facilities operations. This meeting was intended to be the wrap-up session for the Workgroup, and participation was expanded to include all college Facilities Officers and Vice Presidents of Finance and Administration.

Implementation of the Facilities Condition Assessment Program, anticipated to be running at the start of calendar year 2014, was discussed. Other initiatives discussed were consolidation of current multi-campus MS4 storm water management permits and potential pay-back for participating in the DMME Demand Response Program. Ongoing discussions for these topics will continue at future VCCS Administrative Services Conferences.

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.

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

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 “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.

**OCTOBER:** The TCDLR Interim Report was presented to the RETFI on September 24, 2013 with significant discussion. The RETFI encouraged the workgroup to share the Interim Report widely and to bring back comments as well as an implementation plan to the RETFI at its January meeting. The Report has been distributed to Academic and Student Affairs Council, to the finance vice presidents, and to the Advisory Council of Presidents. The report will be reviewed by the presidents at their meeting in October. The TCDLR Interim Report is available at [http://rethink.vccs.edu/wp-content/uploads/2013/10/TCDLR_Interim_Report-final-9-23-2013.pdf](http://rethink.vccs.edu/wp-content/uploads/2013/10/TCDLR_Interim_Report-final-9-23-2013.pdf).

**NOVEMBER:** The TCDLR Interim Report was shared at the meeting of the Advisory Council of Presidents in October and will be shared with the Chancellor’s Faculty Advisory Committee in late October. The next meeting of the TCDLR workgroup is being scheduled for early December.
PROPOSED DATES FOR STATE BOARD MEETINGS

2014-2015

(To be presented at the November 21, 2013 meeting)

July 16-17, 2014

September 17-18, 2014

November 18-19, 2014 – State Board Annual Meeting
November 19-20, 2014 – State Board Regular Meeting

January 28-29, 2015 (4th Wednesday and Thursday of the month)

March 18-19, 2015

May 20-21, 2015
III. COMMITTEE REPORTS

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

1. Minutes – Meeting of September 18, 2013

2. Action Items
   a. Program Approvals
      (1) Central Virginia Community College
          Associate of Applied Science
          Computer and Electronics Technology-Computer Networking 88
      (2) Central Virginia Community College
          Associate of Applied Science
          Nuclear Technology 92
   b. Program Discontinuances
      (1) Thomas Nelson Community College
          Associate of Science
          General Studies 96
   c. Proposed Revision to VCCS Policy Manual Sections 6.5.5.2 – Sexual Harassment, 6.5.5.3—Sexual Violence and 6.5.5.4—College Policies and Procedures (SB) 97
   d. Proposed Revision to VCCS Policy Manual Section 6.4.5 – Requirements for Student Activities (SB) 103
   e. Proposed Revision to VCCS Policy Manual Section 4.3.2.3 – Policy on Refunds, Credits, and Reinstatement as a Result of Military Service (SB) 105

3. Information Items
   a. Revisions to VCCS Policy Section 2-B, 2.4.5 eLearning and Educational Technology Committee (C) 111
   b. System-wide Transfer Agreement Update Report 114
   c. Wizard Mobile App 115
   d. Student Loan Default Rates 116
   e. Report on Career Coaching in High Schools 118
   f. Student Success Snapshot #28 120
BACKGROUND:

Central Virginia Community College (CVCC) proposes the establishment of an Associate of Applied Science in Computer and Electronics Technology-Computer Networking. This is a four-semester, 65-credit curriculum. The Associate of Applied Science degree in Computer and Electronics Technology-Computer Networking prepares individuals for employment as computer network specialists, digital electronics technicians, broadcast engineers, electronics technicians, design technicians, audio technicians and communications electronics technicians.

ACTION RECOMMENDED:

It is recommended that the State Board of Community Colleges approve that Central Virginia Community College be allowed to offer the Associate of Applied Science degree in Computer and Electronics Technology-Computer Networking.

PREVIOUSLY REVIEWED BY:

- CVCC Advisory Committee for Computer and Electronics Technology
- CVCC Curriculum Committee and College Board
- VCCS Academic Services and Research staff

RATIONALE:

CVCC conducted a needs assessment with employers who employ computer and electronics technicians in the institution’s service area; the companies surveyed expect to hire approximately 30 full-time computer and electronics technicians over the next three years.

Over the past three years the college has offered a Computer Network Specialist Plan of Study under the institution’s existing Technical Studies Degree. In response to steady student enrollments the college seeks to transition the program to a permanent program offering.

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, Academic and Student Services, vwilson@vccs.edu, 804.819.4697

Dr. Dan Lewis, VCCS, Director of Educational Programs, dlewis@vccs.edu, 804.819.4936
Central Virginia Community College Program Proposal
Associate of Applied Science in Computer and Electronics Technology-Computer Networking

Central Virginia Community College (CVCC) is seeking approval to offer the Associate of Applied Science degree in Computer and Electronics Technology-Computer Networking, CIP code 15.0303. The Associate of Applied Science degree in Computer and Electronics Technology-Computer Networking prepares individuals for employment as computer network specialists, digital electronics technicians, broadcast engineers, electronics technicians, design technicians, audio technicians and communications electronics technicians.

Number of Credit Hours
The proposed Computer and Electronics Technology-Computer Networking AAS degree is a career technical education degree program that requires a total of 65 credits for graduation. The curriculum meets the general education credit hour requirements specified in Table 5-1B; including courses in communication, humanities, mathematics, natural science, personal wellness, and social sciences.

Learning Outcomes
CVCC seeks to provide graduates with a strong background in general education through formal education experiences (courses). The required courses as well as specialized courses in the major field support the development of the following CVCC General Learning Outcomes:

- Communication,
- Critical Thinking,
- Cultural and Social Understanding,
- Information Literacy,
- Personal Development,
- Quantitative Reasoning,
- Scientific Reasoning

Graduates of the AAS in Computer and Electronics Technology-Computer Networking program will be able to

- Design, operate, and troubleshoot telecommunication systems.
- Demonstrate an understanding of the effective use of data and wireless communication networks and equipment.
- Analyze, troubleshoot, and diagnose digital and analog electronic/communication systems.
- Apply basic mathematical concepts to technical problem solving in computer networking.
- Use computer simulations to analyze basic wireless and communication circuits.

Program Assessment
CVCC has developed a comprehensive program review and student learning outcomes assessment process strategically designed for all college programs including outcome-based learning objectives. The college examines each academic program in depth once every three years. The program review criteria reflect tests of program viability. Additionally, programs undergo yearly program status reporting indicating program viability and improvements needed.
Benchmarks for the Program
The Computer and Electronics Technology-Computer Networking program will be deemed successful if:

- Students meet target goals for general education learning outcomes at the time of graduation.
- Students meet target goals for program-specific learning outcomes related to computer and electronics technology at the time of graduation.
- At least 80% of students report satisfaction with the program on an annual survey.
- At least 95% of students are employed in the field within 6 months after graduation.
- At least 90% of employers report satisfaction with student preparation and performance in the workplace on an annual survey.
- The program meets projections for headcount, FTES, and number of graduates.
- The program will meet program sustainability as defined by SCHEV’s guidelines.

Estimated Headcount and FTES

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDCT</td>
<td>FTES</td>
<td>HDCT</td>
<td>FTES</td>
</tr>
<tr>
<td>16</td>
<td>12</td>
<td>20</td>
<td>16</td>
</tr>
</tbody>
</table>

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

Student Demand
Students have been consistently enrolling in the college’s Computer Network Specialist Plan of Study under the institution’s existing Technical Studies Degree; there has been an average of 16 FTES per year over the past three years. A recent survey of students currently enrolled in the program found that 86.7 percent (26/30) will “definitely enroll” or “most likely enroll” in the proposed program.

Employer Demand
According to the U.S. Department of Labor’s Bureau of Labor Statistics, the employment of computer support specialists, telecommunications equipment installers and repairers is projected to increase between 14% and 18% between 2010 and 2020 (Occupational Outlook Handbook, 2012-2013 edition). According to the Virginia Workforce Connection the employment of computer support specialists in the Commonwealth is projected to grow 24.5% between 2010 and 2020. Likewise, CVCC’s needs assessment of companies in its service area provide further evidence that there will be employment opportunities for computer and electronic technicians over the next three years.

Program Duplication
There are multiple colleges that offer the Computer and Electronics Technology-Computer Networking program across the Virginia Community College System. However, only one of the colleges that border CVCC’s service area currently offer the program (VWCC) and this institution will not compete with CVCC for students.
Program Resource Needs
Faculty who currently provide instruction in the college’s Computer Network Specialist Plan of Study under the institution’s existing Technical Studies Degree will teach the curriculum for the permanent degree program. The college does not anticipate any additional costs with the new degree.

Curriculum Detailing Credit Hours by Course

1st Semester (Assumes a Fall Semester Start):
ENG 111 College Composition I 3
MTH 163 Precalculus I 3
SDV 100 College Success Skills 1
ETR 113 D.C. and A.C. Fundamentals I 3
ETR 123 Electronics Applications I 2
ITN 154 Network Fundamentals, Router Basics, and Configuration-Cisco 4
Total Credits: 16

2nd Semester:
ETR 114 D.C. and A.C. Fundamentals II 3
ETR 124 Electronics Applications II 1
ITN 155 Switching, Wireless and WAN Technologies-Cisco 4
EGR 127 Introduction to Computer Programming 2
Humanities Elective 3
Social Science Elective 3
Total Credits: 16

3rd Semester:
ENG 131 Technical Report Writing I 3
ITN 156 Basic Switching and Wireless-Cisco 4
ETR 141 Electronics I 3
ETR 223 Communications I 5
ETR 233 Electronics Applications III 1
Total Credits: 16

4th Semester:
ETR 214 Advanced Circuits and New Devices 2
HLT 100 First Aid and Cardiopulmonary Resuscitation* 2
ITN 157 WAN Technologies-Cisco 4
ETR 142 Electronics II 3
ETR 224 Communications II 5
ETR 234 Electronics Applications IV 1
Total Credits: 17

*Any two credit hours in the disciplines of HLT or PED may be substituted for HLT 100.

Total credits for the AAS Degree in Computer and Electronics Technology-Computer Networking = 65
TITLE: PROGRAM APPROVAL – ASSOCIATE OF APPLIED SCIENCE IN NUCLEAR TECHNOLOGY (Academic, Student Affairs, and Workforce Development Committee, Action Item III.A.2.a.2)

BACKGROUND:

Central Virginia Community College (CVCC) proposes the establishment of an Associate of Applied Science in Nuclear Technology. This is a four-semester, 65-credit curriculum. The Associate of Applied Science degree in Nuclear Technology prepares individuals to service and inspect nuclear reactors and ancillary equipment as entry-level nuclear technicians.

ACTION RECOMMENDED:

It is recommended that the State Board of Community Colleges approve that Central Virginia Community College be allowed to offer the Associate of Applied Science degree in Nuclear Technology.

PREVIOUSLY REVIEWED BY:

- CVCC Nuclear Technology Advisory Committee
- CVCC Curriculum Committee and College Board
- VCCS Academic Services and Research staff

RATIONALE:

The need for nuclear technicians in the nation’s nuclear industry is growing at a rapid pace as the workforce ages and the demand for green energy continues to grow. The college’s service area is home to AREVA, an employer in the nuclear industry who seeks individuals who can inspect and service nuclear power plants during periods of low electricity demand.

In recent years CVCC has offered a Nuclear Support Technology Plan of Study under the institution’s existing Technical Studies Degree. In response to robust student enrollments the college seeks to transition the program to a permanent program offering.

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, Academic and Student Services, vwilson@vccs.edu, 804.819.4697

Dr. Dan Lewis, VCCS, Director of Educational Programs, dlewis@vccs.edu, 804.819.4936
Central Virginia Community College Program Proposal
Associate of Applied Science in Nuclear Technology

Central Virginia Community College (CVCC) is seeking approval to offer the Associate of Applied Science degree in Nuclear Technology, CIP code 15.1401. The Associate of Applied Science degree in Nuclear Technology prepares individuals to service and inspect nuclear reactors and ancillary equipment as entry-level nuclear technicians.

Number of Credit Hours
The proposed Nuclear Technology AAS degree is a career technical education degree program that requires a total of 65 credits for graduation. The curriculum meets the general education credit hour requirements specified in Table 5-1B; including courses in communication, humanities, mathematics, natural science, personal wellness, and social sciences.

Collaborative Component
CVCC has worked closely with AREVA to develop the proposed degree. The company recruited employees for the Technical Studies Degree and paid the tuition and textbook costs for its employees to complete the program. Representatives from AREVA have been serving on the college’s Nuclear Technology Advisory Committee. The company will continue to support the program if it becomes a permanent degree. The initial cohorts for the Nuclear Technology program would target employees of AREVA because the curriculum has been tailored to the company’s workforce needs. However, the college is exploring the prospects of opening the program to others in the institution’s service area.

Learning Outcomes
CVCC seeks to provide graduates with a strong background in general education through formal education experiences (courses). The required courses as well as specialized courses in the major field support the development of the following CVCC General Learning Outcomes:

- Communication,
- Critical Thinking,
- Cultural and Social Understanding,
- Information Literacy,
- Personal Development,
- Quantitative Reasoning,
- Scientific Reasoning

Graduates of the AAS in Nuclear Technology program will be able to
- Demonstrate mastery of the knowledge, techniques, skills and modern tools required for nuclear facility operations and/or related fields.
- Conduct, analyze, and interpret data to resolve technical challenges and/or improve processes.
- Apply nuclear design concepts to the systems, components, and processes for safe operation of nuclear facilities.
- Participate in groups as a valued team member.
- Address technical problems through proper identification, research and systematic analysis.
- Demonstrate professional, ethical, and social responsibilities within the nuclear energy field while recognizing differences due to culture and diversity.
• Apply Federal, State, and Local regulations in addition to standards and rules to operations and safety in the nuclear energy field.

Program Assessment
CVCC has developed a comprehensive program review and student learning outcomes assessment process strategically designed for all college programs including outcome-based learning objectives. The college examines each academic program in depth once every three years. The program review criteria reflect tests of program viability. Additionally, programs undergo yearly program status reporting indicating program viability and improvements needed.

Benchmarks for the Program
The Nuclear Technology program will be deemed successful if:

• Students meet target goals for general education learning outcomes at the time of graduation.
• Students meet target goals for learning outcomes related to nuclear technology at the time of graduation.
• At least 80% of students report satisfaction with the program on an annual survey.
• At least 95% of students are employed in the field within 6 months after graduation.
• Employer will report at least 90% satisfaction with student preparation and performance in the work place on an annual survey.
• It meets SCHEV projections for FTES and number of annual graduates.

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>25</td>
<td>15</td>
<td>25</td>
<td>15</td>
</tr>
</tbody>
</table>

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

Student Demand
There has been a growing student demand in the college’s Nuclear Support Technology Plan of Study under the institution’s existing Technical Studies Degree. The enrollments in the program have been steady in the past three years: 2010-2011: 27 students; 2011-2012: 31 students; 2012-2013: 26 students. In addition, a recent student survey with 22 respondents revealed that 100% of the students would “definitely enroll” or “most likely enroll” in the proposed program.

Employer Demand
According to the U.S. Department of Labor’s Bureau for Labor Statistics, “[e]mployment of nuclear technicians is projected to grow by 14 percent from 2010 to 2020, as fast as the average for all occupations, because of greater demand for nuclear energy” (Occupational Outlook Handbook, 2012-2013 edition). Currently, AREVA has 26 students in CVCC’s technical studies program.
Program Duplication
CVCC would be the only community college in the state to offer an AAS degree in Nuclear Technology.

Program Resource Needs
Faculty who currently provide instruction in the college’s Nuclear Support Technology Plan of Study under the institution’s existing Technical Studies Degree will teach the curriculum for the permanent degree program. The college does not anticipate any additional costs with the new degree.

Curriculum Detailing Credit Hours by Course

<table>
<thead>
<tr>
<th>Semester (Assumes a Fall Semester Start):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>SDV 100 College Success Skills</td>
<td>1</td>
</tr>
<tr>
<td>SAF 126 Principles of Safety</td>
<td>3</td>
</tr>
<tr>
<td>IND 236 Total Quality Concepts</td>
<td>3</td>
</tr>
<tr>
<td>IND 105 Nondestructive Inspection (NDI) and Testing</td>
<td>3</td>
</tr>
<tr>
<td>MTH 103 Applied Technical Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits: 16</strong></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Semester:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 120 Introduction to Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>HLT 100 First Aid and Cardiopulmonary Resuscitation*</td>
<td>2</td>
</tr>
<tr>
<td>IND 195 Basic Hand and Power Tool</td>
<td>3</td>
</tr>
<tr>
<td>MEC 111 Materials for Industry</td>
<td>3</td>
</tr>
<tr>
<td>PSY 205 Personal Conflict and Crisis Management</td>
<td>3</td>
</tr>
<tr>
<td>AST 205 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits: 17</strong></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd Semester:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ENG 131 Technical Report Writing I</td>
<td>3</td>
</tr>
<tr>
<td>MEC 103 Electronic Circuits and Instrumentation</td>
<td>4</td>
</tr>
<tr>
<td>MEC 210 Machine Design</td>
<td>3</td>
</tr>
<tr>
<td>NUC 195 Introduction to Nuclear Technology</td>
<td>3</td>
</tr>
<tr>
<td>ITN 154 Network Fundamentals, Router Basics, and Configuration</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credits: 17</strong></td>
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<table>
<thead>
<tr>
<th>4th Semester:</th>
<th></th>
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<tbody>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>ELE 100 Electrical-Electronic Skills &amp; Concepts</td>
<td>4</td>
</tr>
<tr>
<td>IND 137 Team Concepts &amp; Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>ITE 115 Introduction to Computer Applications and Concepts</td>
<td>3</td>
</tr>
<tr>
<td>EGR 127 Introduction to Computer Programming</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Credits: 15</strong></td>
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</tr>
</tbody>
</table>

*Any two credit hours in the disciplines of HLT or PED may be substituted for HLT 100.

Total credits for the AAS Degree in Nuclear Technology = 65
BACKGROUND:

The Thomas Nelson Community College Local Board has approved the discontinuance of the General Studies Associate of Science (AS) program. Established in 1978, this program was designed to prepare students who were pursuing a specific plan of studies transferable to a designated four-year institution for which no other curriculum provided satisfactory preparation. The General Studies program is being discontinued because of low enrollments over the past five years.

The discontinuance of the AS degree will not have an adverse effect on students at TNCC. Students will be referred to other transfer programs at the college such as the Associate of Arts in Liberal Arts, the Associate of Science in Social Science, and the Associate of Science in Science.

RECOMMENDATION:

It is recommended that the State Board for Community Colleges approve the request of Thomas Nelson Community College to discontinue the General Studies AS program.

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, Academic and Student Services, vwilson@vccs.edu, 804.819.4697

Dr. Dan Lewis, VCCS, Director of Educational Programs, dlewis@vccs.edu, 804.819.4936
BACKGROUND: Based on recent updates (OCR guidance) and to be in compliance with Title IX, Associate System Counsel Crystal Twitty made several recommendations regarding revisions to VCCS policy:

A. Under Section 6.5.5, the term, “sexual violence, which is new to OCR enforcement, should be defined in policy;

B. VCCS policy titled College Policies and Procedures should be revised to include the following four provisions, and individual colleges should be directed to develop and tailor this section to fit their respective institutions as well:

1. Have grievance or adjudication procedures providing for (i) prompt and equitable resolution of complaints of sexual harassment, including sexual violence; (ii) cessation of sexual harassment or sexual violence, and prevention of recurrence; and (iii) a remedy for any effects of the sexual harassment or sexual violence on the complainant.

2. Designate one or more employees (“Title IX coordinators”) to coordinate compliance with Title IX regulations.

3. Clearly outline that retaliation is prohibited by policy. No person will be reprimanded or retaliated against in any way for initiating an inquiry or lodging a complaint in good faith regarding sexual harassment or sexual violence. Any conduct constituting such a reprimand or retaliation is itself a violation of policy and equally subject to disciplinary action under such policy.

4. Provide periodic training programs for institutional personnel to ensure that legal concepts associated with sexual harassment and sexual violence are understood, that sexual harassment and sexual violence are prevented, that instances of sexual harassment and sexual assault are promptly investigated and remediated, and that support services are available for complainant.

Counsel also noted that the Office of Civil Rights explicitly urges institutions to have a separate “Notice of Non-Discrimination,” which should reference “sexual violence.” Furthermore, pursuant to recent OCR guidance this statement should be consistent with the regulatory language contained in 34 C.F.R. Section 106.9 and must appear in every “announcement, bulletin, catalog, or application form” distributed to applicants for admission, applicants for employment, students, employees, and certain other categories of persons.
The statement which the VCCS currently uses follows. It has been updated to include an additional statement prohibiting sexual harassment and sexual violence per OCR guidance:

This institution promotes and maintains educational opportunities without regard to race, color, sex, ethnicity, religion, gender, age (except when age is a bona fide occupational qualification), disability, national origin, or other non-merit factors. This institution prohibits sexual harassment including sexual violence.

Current VCCS Policy

6.5.5 Sexual Misconduct Policy (SB)

The Virginia Community College System shall not tolerate sexual misconduct in any form. Sexual misconduct is a flagrant violation of the values and behavioral expectations for a college community and all reported violations shall be investigated. Sexual misconduct may be punishable through civil and criminal proceedings, as well as through college disciplinary processes.

An educational institution is a community of trust whose very existence depends on the recognition of each individual's importance and value. This trust creates the freedom for each individual to live, think, act, and speak without fear of physical harm. Sexual misconduct shatters the bond of trust within a college community.

This policy shall apply to all employees and students of the Virginia Community College System.

6.5.5.1 Sexual Assault

Sexual assault is defined as sexual intercourse without consent, including rape (whether by acquaintance or stranger), sodomy, or other forms of sexual penetration. To constitute lack of consent, the acts must be committed either by force, threat of force, intimidation, or through use of victim's mental helplessness of which the accused was aware or should have been aware.

Mental helplessness includes incapacitation by alcohol or other drugs. Sexual assault also includes intentionally touching, either directly or through clothing, of the victim's genitals, breasts, thighs, or buttocks without the victim's consent, as well as touching or fondling of the accused by the victim when the victim is forced to do so against his or her will.

Verbal misconduct, without accompanying physical contact as described above, is not defined as sexual assault. Verbal misconduct may constitute sexual harassment, which is also prohibited under VCCS regulations and is specifically addressed elsewhere in Section 6.5.6.
6.5.5.2 Sexual Harassment

a. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature which is intimidating, hostile, or offensive. Sexual harassment shall be considered to have occurred when:

1. Accepting or tolerating such conduct is made a term or condition of a student's status or an individual's employment either explicitly or implicitly;

2. Accepting or rejecting such conduct is used as the basis for academic or employment decisions affecting the student or employee; or

3. Such conduct creates an intimidating, hostile, or offensive working or learning environment, or substantially interferes with an employee's work performance or a student's academic performance.

b. Sexual harassment is contrary to the values of the Virginia Community College System. It shall not be tolerated in any form, as outlined in Part 1604.11, Discrimination Because of Sexual Harassment of Title VII, Section 703, of the Civil Rights Act of 1964, as amended. All reported instances of sexual harassment shall be investigated.

6.5.5.3 College Policies and Procedures

a. Each college shall use Section 6.5.6 as the basis for formulating its campus policy for sexual misconduct. Specific campus policies must include procedures, courses of action, and legal remedies for the complainant, and for the rights of the accused. Anyone convicted of sexual misconduct will be subject to appropriate disciplinary actions which may include dismissal or expulsion. Further, these policies shall include provisions which safeguard the identity of the complainant outside the confidential proceedings of the college's disciplinary process, unless consent is secured from the complainant to reveal her or his identity. No part of a complainant's sexual history shall be included as a part of any campus proceedings.

b. Complaints may be handled through established grievance procedures for students and employees. As an alternative to filing formal grievance complaints, they may be discussed and/or filed in writing with the Affirmative Action/Equal Employment Opportunity Officer (AA/EEO) of the college or other designated college official.

Proposed New Policy

The following proposed new policy was approved by ASAC at its September, 2013, meeting and

ACOP at its October, 2013, meeting.
6.5.5 Sexual Misconduct Policy (SB)

The Virginia Community College System shall not tolerate sexual misconduct in any form. Sexual misconduct is a flagrant violation of the values and behavioral expectations for a college community and all reported violations shall be investigated. Sexual misconduct may be punishable through civil and criminal proceedings, as well as through college disciplinary processes.

An educational institution is a community of trust whose very existence depends on the recognition of each individual's importance and value. This trust creates the freedom for each individual to live, think, act, and speak without fear of physical harm. Sexual misconduct shatters the bond of trust within a college community.

This policy shall apply to all employees and students of the Virginia Community College System.

6.5.5.1 Sexual Assault

Sexual assault is defined as sexual intercourse without consent, including rape (whether by acquaintance or stranger), sodomy, or other forms of sexual penetration. To constitute lack of consent, the acts must be committed either by force, threat of force, intimidation, or through use of victim's mental helplessness of which the accused was aware or should have been aware.

Mental helplessness includes incapacitation by alcohol or other drugs. Sexual assault also includes intentionally touching, either directly or through clothing, of the victim's genitals, breasts, thighs, or buttocks without the victim's consent, as well as touching or fondling of the accused by the victim when the victim is forced to do so against his or her will.

Verbal misconduct, without accompanying physical contact as described above, is not defined as sexual assault. Verbal misconduct may constitute sexual harassment, which is also prohibited under VCCS regulations and is specifically addressed elsewhere in Section 6.5.5.

6.5.5.2 Sexual Harassment

a. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct or written communication of a sexual nature which is intimidating, hostile, or offensive. Sexual harassment shall be considered to have occurred when:
   1. Accepting or tolerating such conduct is made a term or condition of a student's status or an individual's employment either explicitly or implicitly;
   2. Accepting or rejecting such conduct is used as the basis for academic or employment decisions affecting the student or employee; or
   3. Such conduct creates an intimidating, hostile, or objectively offensive working or learning environment that substantially interferes with an employee's work performance or a student's academic performance.
b. Sexual harassment is contrary to the values of the Virginia Community College System. It shall not be tolerated in any form, as outlined in Part 1604.11, Discrimination Because of Sexual Harassment of Title VII, Section 703, of the Civil Rights Act of 1964, as amended. All reported instances of sexual harassment shall be investigated.

Section 6.5.5.3 Sexual Violence

Sexual violence is defined as physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to the victim’s use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence including rape, sexual assault, sexual battery, and sexual coercion. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

6.5.5.4 College Policies and Procedures

Each college shall use Section 6.5.5 as the basis for formulating its campus policy for sexual misconduct. Specific campus policies must include procedures, courses of action and legal remedies for the complainant, and for the rights of the accused. Anyone convicted of sexual misconduct will be subject to appropriate disciplinary actions which may include dismissal or expulsion. Further, these policies shall include provisions to safeguard the identity of the complainant outside the confidential proceedings of the college's disciplinary process, unless consent is secured from the complainant to reveal her or his identity. No part of a complainant's sexual history shall be included as a part of any campus proceedings.

Each individual college shall designate one or more employees as “Title IX coordinators” to oversee compliance with Title IX regulations. Complaints may be handled through established grievance procedures for students and employees.

Colleges must have grievance or adjudication procedures providing for (i) prompt and equitable resolution of complaints of sexual harassment, including sexual violence; (ii) cessation of sexual harassment or sexual violence, and prevention of recurrence; and (iii) a remedy for any effects of the sexual harassment or sexual violence on the complainant.

As an alternative to filing a formal grievance, complaints may also be discussed and/or filed in writing with the Affirmative Action/Equal Employment Opportunity Officer (AA/EEO) of the college or other designated college official.

College policy must stipulate that no person will be reprimanded or retaliated against in any way for initiating an inquiry or lodging a complaint in good faith regarding sexual harassment or sexual violence. Any conduct constituting such a reprimand or retaliation is itself a violation of policy and equally subject to disciplinary action under such policy.
Colleges must provide periodic training programs for institutional personnel to ensure that legal concepts associated with sexual harassment and sexual violence are understood, that sexual harassment and sexual violence are prevented, that instances of sexual harassment and sexual assault are promptly investigated and remediated, and that support services are available for complainants.

ACTION RECOMMENDED: It is recommended that the State Board for Community Colleges review and approve the proposed changes to VCCS Policy Manual Sections 6.5.5.2, 6.5.5.3, and 6.5.5.4.

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 D. Allman, Director of Student Services, VCCS, jallman@vccs.edu, 804.819.4971

Ms. Greer Saunders, System Counselor, VCCS, gsanders@vccs.edu, 804.819.4906

Ms. Crystal Twitty, Associate System Counsel, VCCS, ctwitty@vccs.edu, 804.819.4432
BACKGROUND: At the recommendation of System Counsel and to comply with the new Virginia Code Section 23-9.2:12, VCCS Policy Manual Section 6.4.5 has been revised. The word “authorized” has been removed as this violates the constitutionally protected freedom of association. These recommended changes were approved by ASAC at its September, 2013, meeting and by ACOP at its October, 2013, meeting.

6.4.5 Requirements for Student Activities (SB)

The State Board encourages the development of a student activities program designed to promote educational and cultural experiences. Student activities are out-of-classroom activities that support the mission of the colleges and provide students avenues for personal growth and enrichment. Through participation in clubs and organizations, or other planned activities, students develop a wide range of abilities, including intellectual, communication, athletic, and leadership skills. Students develop self-confidence, interpersonal skills, and an appreciation for other cultures and lifestyles. Finally, students develop a sense of integrity, purpose, and social responsibility that empowers them to be productive within and beyond the college community.

The State Board shall recognize and encourage honorary, scholastic, service organizations, and sports clubs that do not restrict membership based on race, color, gender, age, religion, disability, national origin, sexual orientation or other non-merit factors. Private clubs, private associations, social fraternities, and social sororities shall not be authorized or recognized by the VCCS. The following regulations and procedures apply to all student activity programs in the community colleges of the VCCS:

a. The entire program of student activities shall be under college supervision.

b. There shall be a faculty or staff sponsor for each student organization.

c. All student activity funds shall be deposited with and expended through the college business office, subject to State Board policies, procedures, and regulations pertaining to such funds.

d. Each college, with the approval of its local board, shall adopt its own regulations and procedures to implement the above policy.

e. All student activity programs and recognized organizations must comply with the VCCS’s nondiscriminatory nondiscrimination policy, except as follows:

   Any recognized religious or political student organization shall be authorized to limit certain activities only to members who are committed to furthering the mission of such organization. Such
activities include ordering the organization’s internal affairs, selecting the organization’s leaders and members, defining the organization’s doctrines, and resolving the organization’s disputes.

**ACTION RECOMMENDED:** It is recommended that the State Board for Community Colleges review and approve the proposed changes to VCCS *Policy Manual* Section 6.4.5 regarding student clubs.

**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 D. Allman, Director of Student Services, VCCS, jallman@vccs.edu, 804.819.4971

Ms. Greer Saunders, System Counsel, VCCS, gsaunders@vccs.edu, 804.819.4906
TITLE: REVISION TO VCCS POLICY MANUAL SECTION 4.3.2.3—POLICY ON REFUNDS, CREDITS, AND REINSTATEMENT AS A RESULT OF MILITARY SERVICES (SB) (Academic, Student Affairs, and Workforce Development Committee, Action Item III.A.2.e)

BACKGROUND: The 2012 General Assembly established Virginia Code §23-9.2:3.7 C:

The governing boards of each public institution of higher education shall, in accordance with guidelines developed by the State Council of Higher Education for Virginia, implement policies that recognize the scheduling difficulties and obligations encountered by active duty members of the United States armed forces.

In implementing this Code, SCHEV developed a set of Guidelines on Course Registration Policies for Military-Related Students at Virginia Public Higher Education Institutions, through consultation with its Military Education Advisory Committee. These guidelines require institutions to establish course registration policies that provide reasonable accommodations to students who are active duty military, reservists, veterans, and members of the Virginia National Guard (see attachment).

A task force met in July, 2013; discussed the SCHEV guidelines; and revised VCCS policy as noted in the Proposed Policy section below. These revisions were approved by ASAC at its September, 2013, meeting and by ACOP at its October, 2013, meeting.

Current Policy:

4.3.2.3 Policy on Refunds, Credits, and Reinstatement as a Result of Military Service

Pursuant to 23-9.6:2 of the Code of Virginia, and corresponding SCHEV Guidelines, each community college shall have a policy statement providing for the tuition relief, refund, and reinstatement of students whose service in the uniformed services has required their sudden withdrawal or prolonged absence from their enrollment. Service in the uniformed services is defined as service (whether voluntary or involuntary) on active duty in the Armed Forces, including such service by a member of the National Guard or Reserve, for a period of more than 30 days under call or order to active duty of more than 30 days. Each community college shall provide for the following:

a. Tuition and Required Fees

Should a student be ordered to active duty (for reservists) or be mobilized (active military) as described in the Code of Virginia, Section 23-9.6:2 and the State Council’s Virginia Tuition
Relief, Refund, and Reinstatement Guidelines, and he/she requests to be withdrawn from the college after the census date, the student may elect either to be deleted from the registration file and be awarded a full refund or to be administratively withdrawn with no refund and assigned a grade of "W". Each community college shall also have a policy statement regarding the granting of refunds of Miscellaneous Education, General Program, Auxiliary Services and Student Activity fees to students. The college shall provide, at the option of the student, for such refunds to be retained and to be applicable to tuition and fees charged in the semester or term in which the student returns to study.

b. Deposits

Each community college shall have a policy statement regarding the granting of refunds of deposits to students.

c. Textbooks

Each community college shall process refunds for textbooks according to contractual arrangement with local vendors.

d. Academic Credits and Grades

Students who are called to active duty or are mobilized, meaning serving in the uniformed services, as described in Virginia Tuition Relief, Refund, and Reinstatement Guidelines should have the opportunity to receive an incomplete grade ("I") until released from active duty (for reservists) or mobilization (for active military personnel). All course requirements shall be completed within one year from the date of release from active duty or mobilization. Students may be given the option of taking their examinations prior to regularly scheduled times as an exception to VCCS policy 5.6.1 in accordance with the Virginia Tuition Relief, Refund, and Reinstatement Guidelines. Careful consideration should be given and special options are advised for students who receive student financial aid or Veterans Administration benefits.

e. Reinstatement

Students who are called to active duty or are mobilized shall be assured a reasonable opportunity to be reinstated in the same programs of study without having to re-apply for admission if they return to the same community college after a cumulative absence of not more than five years so long as the student provides notice of intent to return to the institution not later than three years after the completion of the period of service.

f. Dissemination of Information

Community college officials should make every effort to ensure that the aforementioned VCCS policies relative to tuition relief, refund, academic credit and reinstatement are well disseminated and carefully explained in accordance with the requirements of the Code of Virginia, Section 23-9.6:2, and the Virginia Tuition Relief, Refund, and Reinstatement Guidelines in the appropriate.
college publications. Moreover, the college shall designate an administrative unit to ensure that these policies are properly disseminated and administered.

**Proposed Policy:**

**4.3.2.3 Policy on Refunds, Credits, and Reinstatement as a Result of Military Service**

Pursuant to 23-9.6:2 of the Code of Virginia, and corresponding SCHEV Guidelines, each community college shall have a policy statement providing for the tuition relief, refund, and reinstatement of military students in the event that military service in the uniformed services has required their sudden withdrawal or prolonged absence from their enrollment. For purposes of this section, military Service in the uniformed services is defined as service (whether voluntary or involuntary) on active duty in the Armed Forces, including such service by a member of the National Guard or Reserve, when mobilized or deployed for a period of more than 30 days. Dependents of military members may also be given consideration under this policy. Dependents are defined as any civilian qualifying as a military dependent under 37 USC 401 currently or as otherwise amended. Each community college shall provide for the following:

a. Tuition and Required Fees

Should a student be ordered to active duty (for reservists) or be mobilized (active military) as described in Section 4.3.2.3 the Code of Virginia, Section 23-9.6:2 and the State Council’s Virginia Tuition Relief, Refund, and Reinstatement Guidelines, and he/she requests to be withdrawn from the college after the census date, the student may elect either to be deleted from the registration file and be awarded a full refund or to be administratively withdrawn with no refund and assigned a grade of "W".

Each community college shall also have a policy statement regarding the granting of refunds of Miscellaneous Education, General Program, Auxiliary Services and Student Activity fees to students.

The college shall provide, at the option of the student, for such refunds to be retained and to be applicable to tuition and fees charged in the semester or term in which the student returns to study.

b. Deposits

Each community college shall have a policy statement regarding the granting of refunds of deposits to students.

c. Textbooks

Each community college shall process refunds for textbooks according to contractual arrangement with local vendors.
d. Academic Credits and Grades

Students as defined in Section 4.3.2.3 who are called to active duty or are mobilized, meaning serving in the uniformed services, as described in Virginia Tuition Relief, Refund, and Reinstatement Guidelines should have the opportunity to receive an incomplete grade ("I") until released from active duty (for reservists) or mobilization (for active military personnel). All course requirements shall be completed within one year from the date of release from active duty or mobilization. Students may be given the option of taking their examinations prior to regularly scheduled times as an exception to VCCS policy 5.6.1 in accordance with the Virginia Tuition Relief, Refund, and Reinstatement Guidelines.

Careful consideration should be given and special options are advised for students who receive student financial aid or Veterans Administration benefits.

e. Reinstatement

Students as defined in Section 4.3.2.3 who are called to active duty or are mobilized shall be assured a reasonable opportunity to be reinstated in the same programs of study without having to re-apply for admission if they return to the same community college after a cumulative absence of not more than five years so long as the student provides notice of intent to return to the institution not later than three years after the completion of the period of service.

f. Dissemination of Information

Community college officials should make every effort to ensure that the aforementioned VCCS policies relative to tuition relief, refund, academic credit and reinstatement are well disseminated and carefully explained in accordance with the requirements of the Code of Virginia, Section 23-9.6:2, and the Virginia Tuition Relief, Refund, and Reinstatement Guidelines in the appropriate college publications. Moreover, the college shall designate an administrative unit to ensure that these policies are properly disseminated and administered.

New Policy:

4.3.2.3 Policy on Refunds, Credits, and Reinstatement as a Result of Military Service

Each community college shall have a policy statement providing for the tuition relief, refund, and reinstatement of military students in the event that military service requires their sudden withdrawal or prolonged absence from their enrollment. For purposes of this section, military services is defined as service on active duty in the Armed Forces, including such service by a member of the National Guard or Reserve, when mobilized or deployed for a period of more than 30 days. Dependents of military members may also be given consideration under this policy. Dependents are defined as any civilian qualifying as a military dependent under 37 USC 401 currently or as otherwise amended. Each community college shall provide for the following:
a. Tuition and Required Fees

Should a student as defined in Section 4.3.2.3 request to be withdrawn from the college after the census date, the student may elect either to be deleted from the registration file and be awarded a full refund or to be administratively withdrawn with no refund and assigned a grade of "W".

Each community college shall also have a policy statement regarding the granting of refunds of Miscellaneous Education, General Program, Auxiliary Services and Student Activity fees to students.

The college shall provide, at the option of the student, for such refunds to be retained and to be applicable to tuition and fees charged in the semester or term in which the student returns to study.

b. Deposits

Each community college shall have a policy statement regarding the granting of refunds of deposits to students.

c. Textbooks

Each community college shall process refunds for textbooks according to contractual arrangement with local vendors.

d. Academic Credits and Grades

Students as defined in Section 4.3.2.3 should have the opportunity to receive an incomplete grade ("I"). All course requirements shall be completed within one year from the date of release from active duty or mobilization. Students may be given the option of taking their examinations prior to regularly scheduled times. Careful consideration should be given and special options are advised for students who receive student financial aid or Veterans Administration benefits.

e. Reinstatement

Students as defined in Section 4.3.2.3 shall be assured a reasonable opportunity to be reinstated in the same programs of study without having to re-apply for admission if they return to the same community college after a cumulative absence of not more than five years so long as the student provides notice of intent to return to the institution not later than three years after the completion of the period of service.

f. Dissemination of Information

Community college officials should make every effort to ensure that the aforementioned VCCS policies relative to tuition relief, refund, academic credit and reinstatement are well disseminated.
and carefully explained in accordance with the requirements of the Code of Virginia, Section 23-9.6:2, and the Virginia Tuition Relief, Refund, and Reinstatement Guidelines in the appropriate college publications. Moreover, the college shall designate an administrative unit to ensure that these policies are properly disseminated and administered.

**ACTION RECOMMENDED**: It is recommended that the State Board for Community Colleges review and approve the proposed changes to VCCS *Policy Manual* Section 4.3.2.3.

**RESOURCE PERSONS:**

Dr. Susan Wood, Vice Chancellor for Academic Services and Research, VCCS,  
[svwood@vccs.edu](mailto:svwood@vccs.edu), 804.819.4972

Dr. Van Wilson, Assistant Vice Chancellor for Academic and Student Services, VCCS,  
[vwilson@vccs.edu](mailto:vwilson@vccs.edu), 804.819.4697

Mrs. Jennifer D. Allman, Director of Student Services, VCCS,  
[jallman@vccs.edu](mailto:jallman@vccs.edu), 804.819.4971
TITLE:  Revisions to VCCS Policy Section 2-B, 2.4.5 eLearning and Educational Technology Committee (C) (Academic, Student Affairs, and Workforce Committee, Information Item III.A.3.a)

BACKGROUND:

At the October 16, 2013 meeting of the Advisory Council of Presidents (ACOP), and at the recommendation of the members of the ASAC and the chair of the eLearning and Educational Technology (ELET) Committee, ACOP committee members voted to approve the following revisions to the VCCS policy that establishes the ELET Committee. The Chancellor has approved the revised policy.

Traditionally, the ELET committee has served as an advisory body to the ASAC Educational Technology Committee on matters related to distance learning, teaching with technology, software and hardware purchases, and the effective integration of educational technologies to support the academic goals of the VCCS. The policy changes below broaden the role of ELET, giving the committee a more strategic mission and making it a resource for other VCCS stakeholders. The policy revisions also include the deletion of a redundant paragraph.

Current policy

2-B, 2.4.5 eLearning and Educational Technology Committee

The eLearning and Educational Technology Committee for the VCCS serves as an advisory body to the Educational Technology Committee of the Vice Presidents, the Vice Chancellor of Academic Services and Research on system-wide matters related to educational technology.

The Committee shall be comprised of one member per college to be selected by the college president, and shall meet at least three times a year in person or electronically, at the call of the Chairman and proceedings of the Committee meetings, as well as the exchange of information among the participants will be distributed to the Chancellor and Vice Chancellor for Academic Services and Research.

Recommendations on System-wide policy matters will be forwarded by the Vice Chancellor of Academic Services and Research to the Chancellor who will channel them to appropriate entities (e.g., Academic and Student Affairs Council (ASAC), Advisory Council of Presidents (ACOP), State agencies, etc.) for further consideration, review, and/or action. Recommendations on System-wide policy matters will be forwarded by the Vice Chancellor of Academic Services and Research to the Chancellor who will channel them to appropriate entities (e.g., Academic and Student Affairs Council (ASAC), Advisory Council of Presidents (ACOP), State agencies, etc., for further consideration, review, and/or action.

Proposed policy

2-B, 2.4.5 eLearning and Educational Technology Committee

The eLearning and Educational Technology Committee (ELET) for the VCCS serves
as an advisory body to **shall advise the Vice Chancellor of Academic Services and Research, report regularly** to the Academic and Student Affairs Council (ASAC) the Educational Technology Committee of the Vice Presidents, the Vice Chancellor of Academic Services and Research on systemwide matters related to educational technology, **and serve as resource to other VCCS governance bodies such as Tech Council, CFAC, etc., regarding policies, strategies, and projects that address the effective implementation and integration of educational technologies to support the academic goals of the VCCS.**

Annually, each college president shall nominate one college representative to serve a one-year term on the ELET Committee. Representatives may serve for more than one consecutive term, but must be reaffirmed by their college president each year. The Committee body shall be comprised of one member per college to be selected by the college president, and shall meet at least three times a year, in person or electronically, at the call of the Chairman ELET Chair. and The proceedings of the Committee meetings, as well as the exchange of information among the participants will **shall be shared publicly and recommendations, reports, and other deliverables shall be** distributed to the Chancellor and Vice Chancellor for Academic Services and Research. Recommendations on System-wide policy matters will be forwarded by the Vice Chancellor of Academic Services and Research to the Chancellor who will channel them to appropriate entities (e.g., Academic and Student Affairs Council (ASAC), Advisory Council of Presidents (ACOP), State agencies, etc., for further consideration, review, and/or action. Recommendations on System-wide policy matters will be forwarded by the Vice Chancellor of Academic Services and Research to the Chancellor who will channel them to appropriate entities (e.g., Academic and Student Affairs Council (ASAC), Advisory Council of Presidents (ACOP), State agencies, etc., for further consideration, review, and/or action.

**New policy**

2-B, 2.4.5 eLearning and Educational Technology Committee

The eLearning and Educational Technology Committee for the VCCS (ELET) shall advise the Vice Chancellor of Academic Services and Research, report regularly to the Academic and Student Affairs Council (ASAC), and serve as resource to other VCCS governance bodies such as Tech Council, CFAC, etc., regarding policies, strategies, and projects that address the effective implementation and integration of educational technologies to support the academic goals of the VCCS.

Annually, each college president shall nominate one college representative to serve a one-year term on the ELET Committee. Representatives may serve for more than one consecutive term, but must be reaffirmed by their college president each year. The Committee body shall meet at least three times a year, in person or electronically, at the call of the ELET Chair. The proceedings of the Committee meetings shall be shared publicly and recommendations, reports, and other deliverables shall be distributed to the Vice Chancellor for Academic Services and Research.
ACTION RECOMMENDED:

This is an information item. No action required.

RESOURCE PERSONS:

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

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

Dr. Richard Sebastian, Director of Teaching and Learning Technologies, rsebastian@vccs.edu 804.819.4795
TITLE: SYSTEM-WIDE TRANSFER AGREEMENT UPDATE (Academic, Student Affairs, and Workforce Development Committee, Information Item III.A.3.b)

BACKGROUND:

As a result of the Higher Education Restructuring Act (2005), Virginia’s community colleges and four-year universities engaged in the creation of system-wide guaranteed admission agreements (GAA). GAAs provide uniform access to four-year institutions for all VCCS students. Over the last two years, the system has experienced increased GAA activity, including updates and creation of new agreements. To date, more than 35 system-wide GAAs are available to VCCS students. A comprehensive report will be provided to the Board, including a breakdown of agreements with public, private non-profit and proprietary institutions as well as success and challenges associated with transfer within Virginia.

All of the system-wide GAAs have been posted on the VCCS website (http://www.vccs.edu/students/transfers/) and within the Virginia Education Wizard (https://www.vawizard.org/vccs/TransferGAA.action).

ACTION RECOMMENDED:

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, 804.819.4972

Ms. Lori Dwyer, VCCS, Director of Educational Policy, ldwyer@vccs.edu, 804.819.1673
TITLE: WIZARD MOBILE APP (Academic, Student Affairs, and Workforce Development Committee, Information Item III.A.3.c)

BACKGROUND:

The Wizard mobile app will enable users to quickly access information on careers, specific colleges, and paying for college. The app will assist potential college students in reaching the Wizard website to further explore personal values and interests, college majors and programs of study across Virginia’s colleges and universities, and transferring from a community college to a four-year college or university. Wizard Mobile will be available by late Fall on several platforms to include the iPhone, iPad, Android, and Android-based tablets.

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. Chris Pfautz, Director of Student Support Technologies, cpfautz@vccs.edu, 804.819.4784
BACKGROUND:

The U.S. Department of Education releases official 2-year cohort default rates once per year. The FY 2011 official 2-year cohort default rates, the most recent cohort default rates available, were delivered to colleges participating in the Federal Stafford Loan Program in September. The 2-year cohort default rate is the percentage of a college’s borrowers who enter repayment on Federal Stafford Loans during a particular federal fiscal year (FY), October 1 to September 30, and default prior to the end of the next fiscal year.

The FY 2011 rate for 2-3 year public colleges is 15.0 percent while the rate for the participating colleges in the VCCS is 11.9 percent. Fifteen of the VCCS colleges currently participate in the Federal Stafford Loan Program.

ACTION RECOMMENDED:

None. This is an information item.

RESOURCE PERSONS:

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

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

Ms. Laurie Owens, Director of Financial Aid, 804.423.7440, lowens@vccs.edu
### FY 2011 FEDERAL STAFFORD LOAN COHORT DEFAULT RATES FOR VCCS COLLEGES

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<tr>
<th>COLLEGE</th>
<th>FY 2011 2 YR FINAL</th>
<th>FY 2011 # in Default</th>
<th>FY 2011 # in Repay</th>
<th>FY 2010 2 YR FINAL</th>
<th>FY 2009 2 YR FINAL</th>
<th>FY 2008 2 YR FINAL</th>
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<tr>
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</table>

*Colleges without data have not been participating in the loan program long enough to have default information calculated.

**Note:** % to avoid program sanctions must be less than 25% for last 3 years and 40% or less for most recent year. % to qualify for disbursement benefits must be less than 15% for the last 3 years.
BACKGROUND:
This update describes the outcomes of a research project conducted by Virginia Tech related to the outcomes of the career coach program.

Since its inception in 2005, the Virginia High School Career Coach Program has provided services in high schools aimed at advancing the educational and career planning of students. Community colleges partner with the Commonwealth of Virginia and local high schools in employing over 110 career coach specialists in more than 165 high schools across Virginia. Coaches work with a wide range of students, including students with economic or other challenges. Coaches help students to transition to work, attend a college/university, enlist in U.S. military service, and pursue industry certification training, in addition to providing specialized expertise regarding community college opportunities.

In the spring of 2012, VCCS contracted with Virginia Tech to conduct surveys of 100 coaches and over 4,700 students from 165 high schools who received coaching services during the 2011-2012 school year. A draft report of this survey has been submitted to VCCS for review. Data indicate high approval levels among students about coaching services and strong evidence that coaching increases the likelihood of students to complete career plans, view college as a viable and desirable option, and understand the goals and benchmarks of pursuing education and training to achieve career goals. In particular, 92 percent of students surveyed ranked their experience with a coach as valuable to extremely valuable, and 91 percent indicated that having access to the coach in the future would be either very or extremely valuable.

With respect to the change in college and career plans, students indicated strong shifts in their perceptions of future plans. Because of their experience with career coaches, nearly all students (94%) indicate some change regarding college, career, or job. Students could endorse more than one area. Many students say that they were more likely to attend a community college (48%) and/or more likely to attend a four year school (46%). Many students indicate that they were more likely to have a career that matches their goals due to working with the career coach (42%).

VCCS and VDOE have had early discussions concerning providing coaches with 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:
Dr. Craig Herndon
Vice Chancellor
Workforce Development Services
(804) 819-4782
cherndon@vccs.edu

Randall Stamper
Assistant Vice Chancellor
Career Pathways & Workforce Programs
(804) 819-4691
rstamper@vccs.edu
BACKGROUND:

Virginia’s Community Colleges are dedicated to providing those who served in the military with opportunities to access the education and training they need to succeed at home. In the 2012-13 academic year, the VCCS served a record-setting 40,827 students with military status statewide, including active duty service members, reservists, retirees, veterans, dependents, and spouses. To date, little investigation has been done to look at the unique characteristics of VCCS veteran students; this snapshot provides a first look to help colleges better serve students who previously served in the active military.

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
B. Audit Committee – Mirta M. Martin, Chair

1. Minutes - Meeting of September 18, 2013

2. Action Item
   a. Approve FY 2013-2014 Audit Plan Changes 121

3. Information Items
   a. TNCC/PDCCC Shared Services Update 123
   b. Report on Status of Management Actions 124
   c. Staffing Update 125
   d. Litigation 126
BACKGROUND:

The annual Audit Plan guides the timing, scope, and objectives of the audits and special projects planned for the fiscal year. The State Board approved the current audit plan in July 2013. Because of changing needs of the System, we have updated the current audit plan for which your approval is required. (See attached summary of changes with explanations.)

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
## Audits

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## Special Projects

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## Management Requests

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## Other Projects

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## Fraud Investigations

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### Legend:
- *Italics* indicates new project
- *Strike through* indicates project was removed from current year plan

**November 20, 2013 Update:**
1.) Grant Administration Process - audit will be postponed pending implementation of new process being developed by the VCCS related to grant management activities
2.) Procurement Review - review requested to assist the VCCS with Level II certification.
3.) CVCC - Contract Procurement and Management - College requested audit of their contract procurement function
BACKGROUND:

At the September 18, 2013 Audit Committee meeting of the State Board of Community Colleges, the following resolution was passed:

BE IT RESOLVED THAT UPDATES WILL BE PROVIDED TO THE AUDIT COMMITTEE AT THE NOVEMBER 2013 AND JANUARY 2014 STATE BOARD MEETINGS BY THE PRESIDENT OF PAUL D. CAMP COMMUNITY COLLEGE ON THE STATUS OF THE SHARED SERVICES MODEL BEING IMPLEMENTED BETWEEN PAUL D. CAMP COMMUNITY COLLEGE (PDCCC) AND THOMAS NELSON COMMUNITY COLLEGE (TNCC) FOR THE TRANSFER OF PDCCC BUSINESS OFFICE FUNCTIONS TO TNCC.

Executive management from Paul D. Camp Community College (PDCCC), Thomas Nelson Community College (TNCC), and the System Office will attend the Audit Committee meeting to provide plans for the shared services model. Those who will be present include:

a. Dr. Paul Conco, President at PDCCC;
b. Mr. Charles Nurnberger, Vice President of Finance and Administration at TNCC; and

As you will recall, a resolution was passed at the May 2013 State Board meeting addressing the concerns of the Audit Committee regarding the significant weaknesses found in the Business Office at PDCCC as a result of our Business Office Review. As of the November 20, 2013 board meeting, all requirements of the May 2013 resolution are complete. The original resolution included the following:

1. THE DIRECTOR OF INTERNAL AUDIT STAY IN COMMUNICATION WITH PDCCC REGARDING ACTIONS THE COLLEGE IS TAKING TO MITIGATE RISKS AND CORRECT WEAKNESSES.
2. THE PRESIDENT AND THE VICE PRESIDENT OF FINANCIAL AND ADMINISTRATIVE SERVICES AT PDCCC ATTEND THE NEXT MEETING OF THE AUDIT COMMITTEE TO PRESENT A SCHEDULE OF THE FINDINGS AND A TIMELINE OF ACTIONS BEING TAKEN.
3. THE CHANCELLOR CONSIDER ASSIGNING A PERSON TO PDCCC FOR THE NEXT SEVERAL MONTHS (CROSSING OVER YEAR-END) TO ASSIST AND TRAIN COLLEGE PERSONNEL.

RECOMMENDATION:

None.

RESOURCE PERSON:

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

The Internal Audit Charter states that Internal Audit will provide information to the Audit Committee and the Chancellor periodically on the follow-up process which tracks and monitors the effective implementation of management actions related to important issues and recommendations. The follow-up process is designed to determine whether management has implemented their corrective action plans within the timeframes noted for the recommendations issued.

We recently improved our follow-up process to more effectively track and monitor the implementation of management action plans based on our recommendations. As a result, we will be providing the Audit Committee with a report on the status of management actions at each Audit Committee meeting. The report will be in a table format and will highlight recommendations that have been implemented and recommendations whose due date has passed without implementation.

Our follow-up review procedures will be performed continuously throughout the year. As the anticipated completion dates for management action plans become due, we will perform a follow-up review to determine whether management has implemented their corrective action plans. The scope will include all management action plans related to recommendations issued in formal audit reports, special projects, internal reviews, and memorandums to management.

RECOMMENDATION:

None.

RESOURCE PERSON:

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

BACKGROUND:

Mark Rackley, Senior Internal Auditor, will be retiring after 34 years of state service with VCCS Internal Audit effective January 1, 2014. I have begun recruitment for his replacement, although I believe it will be hard to find an auditor of his caliber and commitment.

As I enter my 34th year in state service, I am retiring as well. My retirement date is May 1, 2014 and if practice repeats itself, a new director will be in place and ready to start May 1, 2014.

RECOMMENDATION:

None.

RESOURCE PERSON:

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

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
2. Action Items

a. John Tyler Community College
   Midlothian Campus
   Phase III Building
   Project Code: 260-17992
   Parking Garage
   Project Code: 260-17942
   Easements

b. New River Community College
   New Campus Entrance Road and Entrance Sign
   Schematic Design Review
   Project Code: 17905-001

c. Northern Virginia Community College
   Alexandria Campus
   Replace Tyler Academic Building
   Public Access and Emergency Vehicle Easement
   (City of Alexandria)
   Project Code: 260-17720

d. Northern Virginia Community College
   Annandale Campus-CBG Building
   Buildings and Grounds and Fleet Maintenance Garage
   Roof Retrofit
   Schematic Drawing Review
   Project Code: A3260-020
BACKGROUND:

During the 2012-14 Session of the General Assembly, funds were appropriated for the design and construction of the Midlothian Phase III Building and a Parking Garage. Clark Nexsen of Norfolk, VA was retained to prepare the design documents for this project, and to provide construction administration services as well. Gilbane Building Company was also selected as the construction manager at risk for the project.

The VCCS has worked with the design engineers, the contractor, and the utility companies to identify the best location for the new utility lines to serve the Academic Building and the Parking Deck. Therefore, John Tyler Community College requests the State Board approval of the following three easements with the utility providers as required by the project:

1) A new 16'-0" wide Chesterfield County easement for water service.

2) A new 16'-0" wide Columbia Gas easement for gas service.

3) A modification to the existing Dominion Power easement for electric service.

The Midlothian Phase III Academic Building will be located in the northwest of existing Building A. The current power supply to Hamel Hall complex runs in an existing easement granted to Virginia Electric and Power Company in 2008. This easement passes through the proposed site for the Midlothian Phase III Academic Building, which necessitates the relocation of the current power services.

To allow the Midlothian Phase III Building to be built as proposed, John Tyler Community College requests State Board approval: a) to vacate a portion of the existing utility easement as shown granted to Virginia Electric and Power Company for power services to the John Tyler Community College Midlothian Campus - Phase II development; and b) to provide a 15'-0" wide replacement utility easement where the relocation of the power supply is to be constructed to serve both John Tyler Community College Midlothian Campus Hamel Hall.

The cost associated with the construction of the power service relocation will be covered by the local funds.

Following approval by the State Board for Community Colleges and prior to execution, the utility easements will be submitted for approval by the Office of the Attorney General of Virginia and the Division of Real Property Services for approval on behalf of the Governor.

LOCAL BOARD RECOMMENDATION FOR APPROVAL:
Local Advisory Board will review this item at their November 14th, 2013 meeting. The State Board will be apprised of any concerns raised by the Local Board.

RECOMMENDATION:

In accordance with the Virginia Community College Policy Manual, § 10.0.0.4 I it is recommended that the State Board for Community Colleges approve the conveyance of the easements to Dominion Power, Columbia Gas and Chesterfield County for the installation, operation and maintenance of underground utility lines to serve this academic building. This authorization is contingent upon satisfying all applicable requirements of the State Board Policy and the Commonwealth of Virginia.

RESOURCE PERSONS:

Dr. Edward “Ted” Raspiller, President
John Tyler Community College
(804) 708-5014
msmith@jtcc.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
NEW RIVER COMMUNITY COLLEGE
NEW CAMPUS ENTRANCE ROAD & ENTRANCE SIGN
SCHEMATIC DESIGN REVIEW
PROJECT CODE: 17905-001
III.C.2.b

BACKGROUND:

New River Community College, in collaboration with Pulaski County and the Virginia Department of Transportation (VDOT), is proposing to construct a new Campus Entrance and Access Road, connecting College Drive to State Route 11. OWPR an architectural/engineering firm located in Blacksburg, Virginia was retained to prepare the design documents for this project and to assist with the administration of the Construction Phase.

The primary purpose of this project is to improve functionality and safety at the Route 11 entrance to campus. The existing entrance will be demolished and the new entrance constructed approximately 1,000 feet to the west in order to provide greater separation from the off-ramp of Route 100. In addition to much needed traffic safety improvements, the intent of this project is to create a unified architectural theme for the campus by providing Monumental Stone Walls, Site Lighting and Landscaping to match similar features currently found at the entrance to the campus from State Route 100.

The proposed new section of Access Road will encompass approximately 1,600 lineal feet of roadway. The road will include two twelve foot travel lanes with one additional foot of paved shoulder for each lane for a total pavement width of 26 feet. Five foot gravel shoulders with road side drainage swales where appropriate will be provided as well.

The new entrance at Route 11 will include a center 12 foot landscaped median for a length of approximately 250 feet. Monumental Stone Walls on either side of the entrance, coinciding with the length of the median, will be provided. Classically styled lighting fixtures will be provided to light the entrance area, along with signage announcing the entrance to New River Community College.

The last 300 feet of roadway occurs within existing campus infrastructure. In this area, the curvature of the road is being eased for increased driver comfort. Work in this area will include necessary demolition work, a pavement width of 24 feet, and concrete curb in place of roadside shoulders. The remaining work on campus includes the demolition and removal of the existing Entrance Road from Route 11. Excess material from the new road will be used to backfill the old road bed and the area will be seeded and turned into lawn.

Improvements on Route 11 will include new left and right hand turn lanes at the new entrance. The existing entrance will largely be removed with the exception that the right hand turn lane into the entrance will be converted into an auxiliary lane for traffic to merge onto Route 11 from the on-ramp from Route 100.

The estimated construction cost, including the Base Bid, plus Additive Bid Items 1 & 2, is approximately $1,500,000. The current projected total cost of this project, including AE fees, construction and miscellaneous related “soft” costs is $1,737,700. This amount (i.e. $1,737,700) is comprised of Local College Funds, with $815,612 (less administrative fees) being provided by Pulaski County.
The design for the Monumental Stone Walls and Entrance Sign will be reviewed by the Art & Architectural Review Board at their November 1, 2013 Meeting. The State Board will be apprised of any concerns raised by the Art & Architectural Review Board.

LOCAL BOARD RECOMMENDATION FOR APPROVAL:

The Local College Board has reviewed and approved this project in total and will review the specific design at their December meeting.

RECOMMENDATION:

In accordance with the Virginia Community College Policy Manual, § 10.0.0.4 i, it is recommended that the State Board for Community Colleges approve the New River Community College schematic design.

RESOURCE PERSONS:

Dr. Jack M. Lewis, Mr. Robert B. Jones, RA, CBO, VCCO
President Associate Vice Chancellor for
New River Community College Facilities Management Services
(540) 674-6851 Virginia Community College System
jlewis@nr.edu (804) 819-4920
bjones@vccs.edu
Existing Entrance @ Route 100 (Left Side)

NRCC-17925-001 New Access Road & Sign
BACKGROUND:

Northern Virginia Community College requests approval to grant a new Access Easement (see attached plats - vacating and relocating a portion of the Public Access & Emergency Vehicle Easement at the Alexandria Campus) to the City of Alexandria to provide public and emergency vehicle access to the new Tyler Replacement Building. The new Access Easements (i.e. two separate locations) will replace the vacated segment of the original Access Easement that was part of East Campus Drive. More specifically, a section of the original Access Easement is being vacated, due to a portion of East Campus Drive being closed in conjunction with the construction of the new Tyler Replacement Building. Authorization to vacate a portion of the original Access Easement was previously granted by the State Board at their September 2013 Meeting.

The segment of East Campus Drive and associated Access Easement being vacated covered approximately 32,030 square feet of State Board for Community College property. The new Access Easements (i.e. two separate locations) encompass approximately 31,000 square feet of State Board for Community College property. The granting of these new Access Easements was the only consideration requested by the City’s Department of Planning and Zoning in exchange for their approval of our request to vacate a portion of the original Access Easement. Establishment of the new Access Easements was a prerequisite of the City Planning Commission in voting unanimously to approve the request to vacate the existing Access Easement at their Public Meeting on October 1, 2013. The request to vacate a segment of the original Access Easement will be brought before Alexandria City Council on October 19, 2013. Because the “footprint” of the Tyler Replacement Building will be within the segment of existing Access Easement being vacated, construction cannot be initiated until the recordation of the new Access Easement has been completed.

LOCAL BOARD RECOMMENDATION FOR APPROVAL:

The Local College Advisory Board will review this matter at their next regularly scheduled meeting on November 18, 2013. The State Board will be apprised of any concerns raised by the Local College Advisory Board.

RECOMMENDATION:

In accordance with the Virginia Community College Policy Manual, § 10.0.0.4 l, it is recommended that the State Board for Community Colleges approve execution of these Access Easements, contingent upon satisfactorily meeting all applicable requirements of the Commonwealth of Virginia and Virginia Community College System Policy.
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
Associate Vice Chancellor for
Facilities Management Services
Virginia Community College System
(804) 819-4917
bjones@vccs.edu
BACKGROUND:

Northern Virginia Community College is seeking to modify the roof profile on the CBG Building (Buildings & Grounds & Fleet Maintenance Garage) on the Annandale Campus. The CBG Building is located near the northeast corner of the Annandale campus. It is a one story, pre-engineered metal structure that includes offices, a Maintenance Garage, and a Fleet Repair Garage at a lower elevation. The building currently has two peaked roofs that converge into a valley gutter in the middle along a common wall that separates the Maintenance Garage to the south and the Fleet Repair Garage to the north. Due to the existing condition of the two roofs, the valley gutter leaks, allowing storm water into the building.

The south side of the CBG Building faces the college and has a brick façade that is consistent with the campus vernacular. The other three sides are faced with brown clad metal siding and are hidden from campus view. The eastern façade faces a residential neighborhood, but is well screened by thick vegetation and fencing.

The project generally consists of framing a new single gable exposed fastener roof system over the existing double gable exposed fastener roof system, thereby eliminating the valley gutter. The existing perimeter drainage gutters and downspouts will be removed and replaced. The entire east façade, east gable and west gable will be clad with new pre-engineered brown metal siding. The east side will also contain new exterior down-lights under the roof overhang and a new landscape median to match the existing median at the opposite side. Both medians shall be filled with decorative pebbles.

The estimated construction cost for this project is approximately $150,000. The total cost of this project, including design fees, construction and miscellaneous other costs, is estimated to be $240,000. Funding for this project is being provided from the general college operating budget.

This project was reviewed and approved by the Art and Architectural Review Board at its September 6, 2013 meeting.

LOCAL BOARD RECOMMENDATION FOR APPROVAL:

The Local College Advisory Board will review this project at their next regularly scheduled meeting on November 18, 2013. The State Board will be apprised of any concerns raised by the Local College Advisory Board.

RECOMMENDATION:
In accordance with the Virginia Community College Policy Manual, § 10.0.0.4 i, it is recommended that the State Board for Community Colleges approve the Northern Virginia Community College, Annandale Campus, Schematic Design.

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
Associate Vice Chancellor for Facilities Management Services
Virginia Community College System
(804) 819-4917
bjones@vccs.edu
CBG Building
Roof Retrofit
Northern Virginia Community College
Annandale Campus

LOCATION MAP

BUILDING CODE

The building code authority is the Virginia Department of General Services (DGS), Bureau of Capital Outlay Management (BOM), Division of Engineering and Buildings (DEB).

The building code for this project is that found in Title 24, Building Code 2010, Chapters 10 through 30. All work shall conform to this building code.

BUILDING CODE CLASSIFICATIONS:

A. BUILDING MED APPROXIMATELY 16000 SF
B. FLOOR AREA RATED APPROXIMATELY 16000 SF
C. BUILDING FLOOR RATING: 5 & 6 (FLOOR PROTECTION REQUIRED)
D. CONSTRUCTION CLASSIFICATION: 15-DEP
E. LOCATION: ANNANDALE
F. BUILDING HEIGHT APPROX. 75 FT
G. GROUND LEVEL NO

DESCRIPTION OF WORK:

The CBG building is located northeast of the north end of the Annandale Campus. It is a two-story building that includes offices, a maintenance garage, and a fleet repair garage at the lower level. The north side faces the college and has a massing that is consistent with the campus architecture. The drive area south is hidden from campus views. The building has two roof systems that combine into a valley between the wings along a shared wall at the north and the fleet repair garage to the north. Due to the existing condition of the new roof, the valley gutter was added along with water flow to the building.

The project consists of framing a new single-ply membrane flat roof system over the existing double-ply rigid flat roof system. Eliminating the valley gutter, the existing perimeter drain system, and a Between will be removed and replaced with a new single-ply membrane flat roof system. The new roof system will be designed to blend into the existing metal valleys and will be extended over the existing metal valleys. The existing metal valleys at the opposite end, north and south shall be filled with architectural mastic.
3. Information Items

| a. J. Sargeant Reynolds Community College                      | 149 |
|                                                               |     |
| Varina Center                                               |     |
| Feasibility Study                                           |     |
| Project Code: NP283-006                                      |     |
|                                                               |     |
| b. Maintenance Reserve and FICAS Update                     | 177 |
|                                                               |     |
| c. Virginia Community College System                        | 178 |
| SWaM Expenditure Report                                     |     |
|                                                               |     |
| d. Virginia Community College System                        | 180 |
| College Construction Project Report                         |     |
|                                                               |     |
| e. Virginia Community College System                        | 192 |
| Status Report on Capital Outlay Projects                     |     |
|                                                               |     |
| f. Virginia Community College System Office                 | 196 |
| Potential System Office Relocation Update                   |     |
| (Closed Session)                                            |     |
BACKGROUND:

J. Sargeant Reynolds Community College has continued with the study of the proposed Varina Center to be located in eastern Henrico County in order to answer questions posed previously by the Board.

The college will present information about the feasibility study. 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. Gary Rhodes  
President  
J. Sargeant Reynolds Community College  
(804) 523-5200  
grhodes@@reynolds.edu  

Mr. Robert B. Jones, RA, CBO, VCCO  
Associate Vice Chancellor  
Facilities Management Services  
Virginia Community College System  
(804) 819-4917  
bjones@vccs.edu
Recap from July

This presentation will address questions and concerns raised by the Facilities Committee during the presentation of this Feasibility Study in July:

1. Clarify scope of study
2. Re-assess VCCS presence
3. Proximity to other VCCS campuses
4. Proposed programs
5. Enrollment impact on JTCC Chester Campus
6. Source of projected new students
7. Analysis of alternative locations
Clarify Scope of Study
Proposed Center Site Plan

Key Plan

J. Sargeant Reynolds Community College
Varina Center Feasibility Study
Aerial View
of Proposed Center
Front View of Proposed Center
Proximity to other VCCS Campuses
Local VCCS Campus Distances

Distances shown in miles

J. Sargeant Reynolds Community College
Varina Center Feasibility Study
Source of Projected New Students
Enrollment Projection Methodology

• Analyzed Population and job growth potential within the Projected Employment Area (PEA)
  – 50 percent population growth to 2035
  – 33,000 workers, growing 56 percent to 51,500 workers 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 Varina Center

• Analyzed opportunities for specialized programs
### On-Campus FTE Enrollment Benchmarks (Fall 2011):

- **Parham Road:** 3,507
- **Downtown:** 2,046
- **Goochland:** 243

### Projected Enrollment of Varina Center Student Headcounts and FTEs, 2017-2035

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### Change, 2017-2035

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<td>Number</td>
<td>1,570 - 2,240</td>
<td>1,050 - 1,490</td>
<td>520 - 750</td>
</tr>
<tr>
<td>Percent</td>
<td>66.8% - 84.5%</td>
<td>67.3% - 84.7%</td>
<td>65.8% - 85.2%</td>
</tr>
</tbody>
</table>

Note: The offering of unique special programs could increase headcounts and FTEs.
Enrollment Projections
“Where are they coming from?”

### Projected Enrollment of Varina Center
Student Headcounts and FTEs, 2017

<table>
<thead>
<tr>
<th>Source</th>
<th>Academic Year</th>
<th>Fall Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low - High</td>
<td>Low - High</td>
<td>Low - High</td>
</tr>
<tr>
<td><strong>General Education</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generated by Population Growth(^1)</td>
<td>530 - 540</td>
<td>350 - 360</td>
<td>180 - 180</td>
</tr>
<tr>
<td>Induced Due to Greater Convenience(^2)</td>
<td>240 - 270</td>
<td>160 - 180</td>
<td>80 - 90</td>
</tr>
<tr>
<td>PEA Residents No Longer Leaving JSRCC(^3)</td>
<td>180 - 210</td>
<td>120 - 140</td>
<td>60 - 70</td>
</tr>
<tr>
<td>Overflow from Other JSRCC Campuses(^4)</td>
<td>1,400 - 1,630</td>
<td>930 - 1,080</td>
<td>470 - 540</td>
</tr>
<tr>
<td><strong>General Education Subtotal</strong></td>
<td>2,350 - 2,650</td>
<td>1,560 - 1,760</td>
<td>790 - 890</td>
</tr>
<tr>
<td><strong>Special Programs(^5)</strong></td>
<td>660 - 690</td>
<td>440 - 460</td>
<td>220 - 230</td>
</tr>
<tr>
<td><strong>Total from JSRCC Service Area</strong></td>
<td>3,010 - 3,340</td>
<td>2,000 - 2,220</td>
<td>1,010 - 1,120</td>
</tr>
<tr>
<td><strong>Inflow from Other Service Areas(^6)</strong></td>
<td>110 - 110</td>
<td>70 - 70</td>
<td>30 - 30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3,120 - 3,450</td>
<td>2,070 - 2,290</td>
<td>1,040 - 1,150</td>
</tr>
</tbody>
</table>


**NOTES:**

1. JSRCC enrollment growth generated by increase in the number of PEA residents attending a community college.
2. 10 percent of enrollment.
3. 75% of PEA residents now attending other community college campuses. Remaining 25% still expected to leave the PEA.
4. Remaining General Education students.
5. Based on estimated enrollment in special programs which are under review. Dual enrollment programs were not included in the study because the enrollment can not be projected until the details of the program are negotiated with Henrico County Public Schools. Adding these programs will further increase overall enrollment at the proposed center.
6. Estimate based on proximity of Varina Center location to other community college service areas and campuses.
Analysis of Alternative Locations
A total of sixteen properties in excess of 70 acres were located within the New Market and Williamsburg Road/64 areas of Eastern Henrico. Properties were analyzed for acreage requirements, potential land cost, infrastructure, vehicular access and environmental constraints.
Comparative Site Analysis

<table>
<thead>
<tr>
<th>ID Number</th>
<th>Acreage</th>
<th>Assessed Land Value</th>
<th>Forecast List Price</th>
<th>Price Per Acre</th>
<th>Utility Infrastructure</th>
<th>Location</th>
<th>Road Infrastructure</th>
<th>Environmental Concerns</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>117.08</td>
<td>$602,200</td>
<td>$1,218,853</td>
<td>$10,410</td>
<td>Poor</td>
<td>Poor</td>
<td>Poor</td>
<td>Wetlands</td>
<td>8780 Buffin Road</td>
</tr>
<tr>
<td>6</td>
<td>124.31</td>
<td>$944,800</td>
<td>$1,912,275</td>
<td>$15,353</td>
<td>Poor</td>
<td>Poor</td>
<td>Poor</td>
<td>Wetlands, Easements</td>
<td>Varina Road</td>
</tr>
<tr>
<td>8</td>
<td>124.10</td>
<td>$1,766,400</td>
<td>$3,575,194</td>
<td>$28,809</td>
<td>Good</td>
<td>Fair</td>
<td>Fair</td>
<td>Wetlands</td>
<td>2400 Riley Ridge Road</td>
</tr>
<tr>
<td>10</td>
<td>100.40</td>
<td>$369,700</td>
<td>$748,273</td>
<td>$7,453</td>
<td>Good</td>
<td>Good</td>
<td>Fair</td>
<td>Significant Wetlands</td>
<td>1701 E. Williamsburg Road</td>
</tr>
<tr>
<td>14³</td>
<td>171.80</td>
<td>$798,200</td>
<td>$1,615,557</td>
<td>$9,403</td>
<td>Good</td>
<td>Good</td>
<td>Fair</td>
<td>Minor Wetlands</td>
<td>3555 E Williamsburg Road</td>
</tr>
</tbody>
</table>

NOTES:

1. None of the above listed comparative sites are currently listed on the market as available for purchase. The forecast list price is an estimate of what the property would be listed for if put on the market today. This is based on the average percentage difference of asking price to assessed value for all land parcels currently (October 2013) for sale in the area south of I-64 in Eastern Henrico County.

2. "Road infrastructure" and "environmental concerns" are both critical factors in determining site development capability. Anything parcel highlighted in red for either of these two factors could not reasonably be developed for use as a higher education facility. A poor road infrastructure rating indicates that the property can only be accessed by a roadway that is insufficient to support such a use and that off-site improvements would be too significant to be expected of the college. A red highlight for environmental concerns indicates that natural conditions on the site are extensive enough that mitigation efforts would either be too costly or would not be approved by Virginia DCR or DEQ.

3. Property number 14 was further researched because it was the most likely alternative candidate per this analysis. Sales and assessment records show that this property was last sold in 1991 to an investment firm for $2,500,000, at a time when the assessed value was $305,000. This shows that the assessment provided by the County significantly under-values the property to the point where the forecast list price may be undervalued as well. With an investor as owner, it may be more difficult to acquire such a property as an institutional organization.
Proposed Programs
Enrollment Growth

JSRCC Enrollment Growth (2009-2012)

- Life Sciences 108%
- Chemistry 25%
- Computer Science 24%
- Engineering 38%


- Home Health Aides 48%
- Health Care Support 40%
- Computer Specialists 36%
- Computer & Math Occupations 36%
- Health Care Practitioners 24%
- Health Diagnosing and Treating 24%
- Construction and Extraction Occupations 12%
- Installation, Maintenance and Repair 12%
Utilization

Science Lab Utilization Rates – Fall 2013

<table>
<thead>
<tr>
<th>Location</th>
<th>Utilization Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Downtown</td>
<td>26.10</td>
</tr>
<tr>
<td>Parham Road</td>
<td>22.41</td>
</tr>
</tbody>
</table>

18.00 SCHEV Standard
## Capacity Issues

<table>
<thead>
<tr>
<th>Current Limited Capacity Programs</th>
<th>Students</th>
<th>FTEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Sciences</td>
<td>203</td>
<td>27.0</td>
</tr>
<tr>
<td>Engineering</td>
<td>161</td>
<td>16.1</td>
</tr>
<tr>
<td>Mathematical Sciences</td>
<td>122</td>
<td>12.2</td>
</tr>
<tr>
<td>Nursing</td>
<td>98</td>
<td>12.2</td>
</tr>
<tr>
<td>Computer and Info Tech</td>
<td>80</td>
<td>8.0</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>74</td>
<td>7.4</td>
</tr>
</tbody>
</table>

NOTE: Data reflects only Downtown and Parham Road Campuses. Demand for these programs exceeds the current capacity of JSRCC to enroll students. For a program such as Nursing, which requires specialized class room space and simulation labs, the creation of the JSRCC Varina Center would allow this program to grow by freeing-up space on the land-locked Downtown Campus, and expanding Engineering and Mathematical Sciences at the Varina Center.
Proposed Programs

**Associate of Science**
- Science
- Computer Science
- Mathematics
- Science Teacher Preparation
- Mathematics Teacher Preparation
- Engineering

**Workforce Development**
- Industrial Logistics
- Advanced Manufacturing
- Other

**Transfer Courses**
- Mathematics
- Sciences
- Engineering
- Education
Enrollment Impact on JTCC Chester Campus
# Program Comparison

Transfer curriculum at Varina, career and technical degrees at Chester

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Proposed JSRCC Varina Center</th>
<th>JTCC Chester Campus, Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Will offer additional sections of BIO 101 and 102, and BIO 107, Biology of the Environment (all new student enrollments)</td>
<td>Total of 20 sections of BIO 101, 102, which should be unaffected by new students in Varina Does not offer BIO 107</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Will offer CHM 111, 112 sequence plus CHM 241, 242, 245, 246 in support of science majors</td>
<td>Does not offer CHM 241, 242, 245, 246</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Will offer four CSC courses leading to specialization</td>
<td>Does not offer CSC coursework</td>
</tr>
<tr>
<td>Education</td>
<td>Will offer EDU 200 and SDV 101 sections for students enrolled in science and math teacher prep specializations</td>
<td>Offers one EDU 200 section</td>
</tr>
<tr>
<td>Engineering</td>
<td>Will offer 10 EGR courses leading to complete degree; other courses in Reynolds EGR curriculum not offered at JTCC</td>
<td>Only two courses leading to degree offered at Chester (EGR 140, 246) will be offered at Varina</td>
</tr>
<tr>
<td>Geology</td>
<td>Will offer additional sections of GOL 105, 106 sequence (all new students)</td>
<td>Does not offer GOL courses</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Will offer MTH 173, 174, 277, 279, and 287 in support of engineering and computer science majors</td>
<td>Offers one section of MTH 173 Does not offer MTH 277, 279, 287 Offers MTH 158, not offered by JSRCC</td>
</tr>
<tr>
<td>Physics</td>
<td>Will offer University Physics, PHY 241, 242 sequence in support of engineering degree program</td>
<td>Does not offer PHY 241, 242 sequence</td>
</tr>
</tbody>
</table>
Top Ten Reasons for a New J. Sargeant Reynolds Community College Center in Varina:

1. Available site with direct access to I-295 in a projected high growth area.
2. Promotes offering of new STEM programs/courses.
4. Few alternative sites with potential to serve a community college use.
5. Relieves overcrowding at existing JSRCC campuses.
6. Expands current limited capacity programs.
7. Increases opportunity for dual enrollment programs.
8. Supports the CCWA, the JTCC / JSRCC Regional Workforce program.
9. Proposed courses non-duplicative with those at JTCC Chester.
10. Reflects strong support from Henrico.
BACKGROUND:

The Facilities Committee will be briefed by System Office staff on the VCCS maintenance reserve program and an update and informational briefing on the Facility Inventory and Assessment System (FICAS) program within Virginia Community College System will be 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
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

### August, 2013

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Total Invoice</th>
<th>Dollars</th>
<th>Percent of Invoice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small</td>
<td>$1,815,720.11</td>
<td>16.5%</td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>$119,145.45</td>
<td>1.1%</td>
<td></td>
</tr>
<tr>
<td>Minority</td>
<td>$52,191.22</td>
<td>0.5%</td>
<td></td>
</tr>
<tr>
<td>Total SWAM</td>
<td>$1,987,056.78</td>
<td>18.0%</td>
<td></td>
</tr>
</tbody>
</table>

### September, 2013

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Total Invoice</th>
<th>Dollars</th>
<th>Percent of Invoice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small</td>
<td>$2,443,299.37</td>
<td>46.5%</td>
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<tr>
<td>Women</td>
<td>$118,281.80</td>
<td>2.3%</td>
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</tr>
<tr>
<td>Minority</td>
<td>$0</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Total SWAM</td>
<td>$2,561,581.17</td>
<td>48.8%</td>
<td></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
### State Board Local Funding Report

<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>CVCC</td>
<td>A2260-132</td>
<td>Renovate Student Center</td>
<td>Student Fees</td>
<td>$585,000.00</td>
<td>Construction</td>
<td>1/17/2013</td>
</tr>
<tr>
<td>CVCC</td>
<td>A3260-042</td>
<td>Raised Pedestrian Crosswalks</td>
<td>TA/0700</td>
<td>$145,000.00</td>
<td>Design</td>
<td></td>
</tr>
<tr>
<td>CVCC</td>
<td>NP292-001</td>
<td>Master Plan &amp; Site Utility Plan</td>
<td>HE/0300</td>
<td>$63,000.00</td>
<td>Design</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$793,000.00</td>
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<tr>
<td>DCC</td>
<td>A2260-004</td>
<td>Generator - Regional Center for Advanced Technology (RCATT) &amp; Wyatt Buildings</td>
<td>HE/0300</td>
<td>$200,000.00</td>
<td>Design</td>
<td></td>
</tr>
<tr>
<td>DCC</td>
<td>A2260-037</td>
<td>Elevator Modernization (Wyatt &amp; Temple Buildings)</td>
<td>HE/0300</td>
<td>$160,000.00</td>
<td>Design</td>
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<tr>
<td>DCC</td>
<td>A2260-041</td>
<td>Hawkings Building Parking Lot</td>
<td>Auxiliary Parking</td>
<td>$60,000.00</td>
<td>Design</td>
<td></td>
</tr>
<tr>
<td>DCC</td>
<td>A2260-130</td>
<td>EIT Precision Machining Lab Expansion</td>
<td>HE/0300</td>
<td>$100,000.00</td>
<td>Construction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$520,000.00</td>
<td></td>
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<tr>
<td>DSLCC</td>
<td>A3260-002</td>
<td>Remove Fire Suppression, Backels Hall</td>
<td>TA/0700</td>
<td>$3,000.00</td>
<td>Construction</td>
<td></td>
</tr>
<tr>
<td>* DSLCC</td>
<td>NP287-002</td>
<td>Backels Hall Mold Assessment</td>
<td>TA/0700</td>
<td>$3,511.00</td>
<td>Initiation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$6,511.00</td>
<td></td>
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<tr>
<td>GCC</td>
<td>A2260-007</td>
<td>Monumental Campus Signage (Design Only)</td>
<td>HE/0300</td>
<td>$75,000.00</td>
<td>Design</td>
<td></td>
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<tr>
<td>* GCC</td>
<td>NP297-007</td>
<td>MS-4 Program Development with Reporting Protocol</td>
<td>TA/0700</td>
<td>$11,990.00</td>
<td>Design</td>
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<td></td>
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<td>$86,990.00</td>
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<tr>
<td>JSRCC</td>
<td>A1260-137</td>
<td>Renovate Student Commons (Goochland)</td>
<td>HE/0300</td>
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<tr>
<td>JSRCC</td>
<td>A2260-038</td>
<td>Gazebo</td>
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<td>$41,409.00</td>
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<tr>
<td>COLL</td>
<td>Project Number</td>
<td>Project Name</td>
<td>Funding Source</td>
<td>Fund Amt</td>
<td>Status</td>
<td>SBCC Approval</td>
</tr>
<tr>
<td>-------</td>
<td>----------------</td>
<td>--------------------------------------------------------</td>
<td>----------------</td>
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<td>----------</td>
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</tr>
<tr>
<td>JSRCC</td>
<td>A2260-082</td>
<td>Outreach &amp; Recruitment Office Relocation</td>
<td>HE/0300</td>
<td>$85,000.00</td>
<td>Initiation</td>
<td></td>
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<tr>
<td>JSRCC</td>
<td>A2260-083</td>
<td>Burnette Hall Commons Renovation</td>
<td>HE/0300</td>
<td>$350,000.00</td>
<td>Initiation</td>
<td></td>
</tr>
<tr>
<td>*</td>
<td>A3260-058</td>
<td>Modular Buildings E &amp; F Demolition (Parham Road)</td>
<td>TA/0700</td>
<td>$40,000.00</td>
<td>Initiation</td>
<td></td>
</tr>
<tr>
<td>*</td>
<td>A3260-059</td>
<td>IT Closets on Emergency Power</td>
<td>HE/0300</td>
<td>$12,500.00</td>
<td>Initiation</td>
<td></td>
</tr>
<tr>
<td>*</td>
<td>A3260-061</td>
<td>Emergency Command Center (Parham Road)</td>
<td>HE/0300</td>
<td>$30,000.00</td>
<td>Initiation</td>
<td></td>
</tr>
<tr>
<td>*</td>
<td>A3260-062</td>
<td>Exterior Mounted Illuminated Building Signage (Downtown)</td>
<td>HE/0300</td>
<td>$40,000.00</td>
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<tr>
<td>*</td>
<td>A3260-063</td>
<td>VCCS ISO Security Standards</td>
<td>HE/0300</td>
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<tr>
<td>*</td>
<td>A3260-064</td>
<td>Air Curtain Heaters (Parham Road)</td>
<td>HE/0300</td>
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<tr>
<td>*</td>
<td>A3260-065</td>
<td>Temporary Outreach &amp; Recruitment Office</td>
<td>HE/0300</td>
<td>$35,000.00</td>
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<tr>
<td>*</td>
<td>A3260-066</td>
<td>Opticianry Lab Enhancements</td>
<td>HE/0300</td>
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<tr>
<td>*</td>
<td>A3260-067</td>
<td>SIM Lab/EMS Classroom Renovations</td>
<td>HE/0300</td>
<td>$200,000.00</td>
<td>Design</td>
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<tr>
<td>*</td>
<td>A3260-068</td>
<td>Greenhouse Repairs</td>
<td>HE/0300</td>
<td>$30,000.00</td>
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<tr>
<td>*</td>
<td>A3260-069</td>
<td>Middle College Renovations</td>
<td>HE/0300</td>
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<tr>
<td>JSRCC</td>
<td>NP283-003</td>
<td>Tennis Court and Baseball Field Repairs</td>
<td>TA/0700</td>
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<tr>
<td>JSRCC</td>
<td>NP283-004</td>
<td>Brick Paver Patios</td>
<td>HE/0300</td>
<td>$90,000.00</td>
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<tr>
<td>JSRCC</td>
<td>NP283-006</td>
<td>Feasibility Study, Varina Campus</td>
<td>HE/0300</td>
<td>$195,000.00</td>
<td>Design</td>
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</tr>
<tr>
<td>*</td>
<td>NP283-007</td>
<td>Interior Building Signage</td>
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<td>COLL</td>
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<td>Fund Amt</td>
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<td>SBCC Approval</td>
</tr>
<tr>
<td>-------</td>
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<td>Dental Hygiene Equipment Repairs &amp; Maintenance</td>
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<td>$42,300.00</td>
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Tuesday, October 22, 2013
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<td>Replace Medical Bio Countertops &amp; Sinks</td>
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<td>Library Renovation-Franklin Hall</td>
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<td>Walker Auditorium Smoke Detector Removal</td>
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<td>RCC</td>
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<td>Facilities Warehouse Fire Alarm Installation, Glens and Warsaw</td>
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<td>* RCC</td>
<td>A3260-054</td>
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<td>HE/0300</td>
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<td>SSVCC</td>
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<td>Campus Identification Sign</td>
<td>TA/0700</td>
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**Total Costs:**

- $9,650,792.00
- $187,900.00
- $941,000.00
- $285,000.00

*The total cost is calculated as the sum of all individual project costs.*
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<th>COLL</th>
<th>Project Number</th>
<th>Project Name</th>
<th>Funding Source</th>
<th>Fund Amt</th>
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<td>MS4 Stormwater Permit</td>
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<td>Alumni Clock</td>
<td>Alumni &amp; Local Business</td>
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<td>NP296-001</td>
<td>OTC Building Cracks</td>
<td>TA/0700</td>
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<td>HE/0300</td>
<td>$191,860.00</td>
<td>Construction</td>
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**TOTAL** $25,515,564.00
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>
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<th>Comp. Date</th>
<th>College</th>
<th>Project Name</th>
<th>Phase</th>
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<th>Supplement Estimate</th>
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<td>BRCC</td>
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<td>Student Recreation Center</td>
<td>Construct</td>
<td>Jan-14</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>
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<tr>
<td>BRCC</td>
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<td>Construct new Academic Building</td>
<td>Design</td>
<td>May-14</td>
<td>$626,556</td>
<td>Preliminaries to BCOM 10/16/13, W.M. Jordan selected as CM.</td>
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<td>CVCC</td>
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<td>Construct Occupational Program Building, Culinary Arts</td>
<td>Closeout</td>
<td>Dec-13</td>
<td>$1,778,000</td>
<td>Project complete. Close-out project.</td>
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<td>DSCC</td>
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<td>Renovate Warren and Scott Halls</td>
<td>Construct</td>
<td>Dec-13</td>
<td>$6,607,967</td>
<td>Certificates of Use &amp; Occupancy received for Scott &amp; Warren Halls. Punch-list complete. Change Order pending to add security hardware to specific doors.</td>
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<td>GCC</td>
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<td>Parking Garage, Fredericksburg</td>
<td>Construct</td>
<td>Sep-13</td>
<td>$5,941,000</td>
<td>Construction complete with exception of minor &quot;punch-list&quot; item. Obtain Final Certificate of Use &amp; Occupancy - Sept. 2013.</td>
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<td>JSRCC</td>
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<td>Renovate Burnette Hall</td>
<td>Closeout</td>
<td>Oct-13</td>
<td>$8,857,200</td>
<td>Final As-Built and O&amp;M issues being resolved.</td>
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<td>JSRCC</td>
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<td>Workforce Training &amp; Technical Center</td>
<td>Closeout</td>
<td>Oct-13</td>
<td>$11,900,000</td>
<td>Certificate of Occupancy Issued February 4th, 2013. Communication between the VCSCs 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. Final closeout being negotiated with Surety.</td>
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<tr>
<td>JSRCC</td>
<td></td>
<td>Improvements to Downtown Campus</td>
<td>Construct</td>
<td>Nov-13</td>
<td>$11,900,000</td>
<td>Phase b approximately 55% complete.</td>
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<td>JTCC</td>
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<td>Chester Library Renovation</td>
<td>Initiate</td>
<td>Dec-13</td>
<td>$3,112,000</td>
<td>Occupancy Permit obtained 8/16/2012. All punchlist items completed and final retainage has been released to contractor. Building permit closed out 8/14/2012. A/E submit closeout docs to VCSCS. Initiate Phase II-Chester Library Hallway Ceiling / Lighting Replacement with residual funds.</td>
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<td>JTCC</td>
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<td>Chester 2nd Entrance</td>
<td>Closeout</td>
<td>Dec-13</td>
<td>$1,466,000</td>
<td>Construction for Original Scope of Work is complete. Final retainage released. VCSC received closeout documents from A/E 7/2013.</td>
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<td>LFCC</td>
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<td>Renovate Main Academic-Administration Hall - Middletown</td>
<td>Design</td>
<td>Jun-14</td>
<td>$500,000</td>
<td>Schematic design ready to go to BCOM end of Oct. 2013.</td>
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<td>MECC</td>
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<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>
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<td>NRCC</td>
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<td>Replace HVAC</td>
<td>Closeout</td>
<td>Jun-13</td>
<td>$1,499,000</td>
<td>Final review of project punchlist in progress. A few issues left to final resolution.</td>
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<td>Annandale Campus, Phase VI</td>
<td>Closeout</td>
<td>Nov-13</td>
<td>$34,356,000</td>
<td>Construction complete &amp; building occupied. Complete Furnishings &amp; Equipment purchases.</td>
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<td>Annandale Campus, Renovate Cafeteria</td>
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<td>Pre-planning Study completed. Overall project scope currently under review.</td>
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<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>
<td></td>
</tr>
<tr>
<td>NVCC</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>
<td></td>
</tr>
<tr>
<td>NVCC</td>
<td></td>
<td>Expand Brault Building, Annandale</td>
<td>Bid Phase</td>
<td>Nov-13</td>
<td>$13,405,567</td>
<td>Final BCOM Working Drawing Review in progress. Initial GMP Proposal received from Forrester Construction. Bid Phase suspended, pending resolution of existing Access Easement issue (i.e. easement to be vacated). Option of bidding project on &quot;open market&quot; under consideration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NVCC</td>
<td></td>
<td>Replace Tyler Academic Building, Alexandria</td>
<td>Bid Phase</td>
<td>Jan-14</td>
<td>$40,225,996</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NVCC</td>
<td></td>
<td>Renovate Reynolds Academic Building, Loudoun Campus</td>
<td>Design</td>
<td>Jun-14</td>
<td>$894,362</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NVCC</td>
<td></td>
<td>Workforce Development Center, Woodbridge</td>
<td>Bid Phase</td>
<td>Nov-13</td>
<td>$23,298,823</td>
<td>Received initial GMP Proposal from Whiting - Turner Construction - September 2013. Initial GMP exceeds available funding. Cost reduction measures currently being identified. Revise GMP. Associated Parking Lot being constructed as separate phase.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Phase I Construction complete. VCCS received Phase I closed out docs from AE. Phase II Design Jan-14 2,566,000$. Funding:

- Upgrade Electrical Systems - Phase III Replace Fire Alarm Systems
- Replace Fire Alarm Systems

System-Wide Projects

<table>
<thead>
<tr>
<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>Major Mechanical Renovation, Hobbs Campus</td>
<td>Construct</td>
<td>Nov-13</td>
<td>$3,442,000</td>
<td></td>
<td>Project progressing on schedule. Project at 90% Complete. Finalizing DDC Controls</td>
</tr>
<tr>
<td>Learning Resources Center and West Hall Renovation</td>
<td>Initiation</td>
<td>TBD</td>
<td>$3,493,300</td>
<td>$4,749,700</td>
<td>Basic project (i.e. original scope of work) complete. Sub-project to refurbish existing elevator and address HVAC issues in “West Hall”, currently under consideration.</td>
</tr>
<tr>
<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>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>Renovate Russell Hall</td>
<td>Closeout</td>
<td>Dec-13</td>
<td>$9,645,000</td>
<td></td>
<td>Full Certificate of Occupancy applied for 5/10/13. AV problems seem to be resolved.</td>
</tr>
<tr>
<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>Norfolk Campus Student Center</td>
<td>Closeout</td>
<td>Oct-13</td>
<td>$17,595,000</td>
<td></td>
<td>Received BCOM Review Comments, College A/E Responding</td>
</tr>
<tr>
<td>Academic Building, Chesapeake Campus</td>
<td>Construct</td>
<td>Oct-13</td>
<td>$28,012,000</td>
<td></td>
<td>Certificate of Occupancy issued on August 6, 2013. Final punchlist items being completed. College has assumed beneficial occupancy. Contractor completing few remaining items on punchlist.</td>
</tr>
<tr>
<td>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 is open to the public. As-builds delivered to VCCS &amp; TCC end of Sept. Final change order work complete</td>
</tr>
<tr>
<td>New Construction: Construct Student Center, VAB Campus</td>
<td>Construct</td>
<td>Jun-14</td>
<td>$24,370,000</td>
<td></td>
<td>Final completion achieved July 17, 2013. Certificate of occupancy issued.</td>
</tr>
<tr>
<td>New Construction: Construct Student Center, CC Tidewater</td>
<td>Construct</td>
<td>Jan-14</td>
<td>$20,753,000</td>
<td></td>
<td>Construction schedule is now 100+ days behind due to A/E errors. CM is working on a recovery schedule.</td>
</tr>
<tr>
<td>Renovate Bayside Building, VAB Campus</td>
<td>Design</td>
<td>Mar-13</td>
<td>$1,722,155</td>
<td></td>
<td>Preliminaries submitted to BCOM end of October.</td>
</tr>
<tr>
<td>New Construction: Construct Student Center, PC, Tidewater</td>
<td>Construct</td>
<td>May-13</td>
<td>$18,396,000</td>
<td></td>
<td>Final Certificate of Use &amp; Occupancy issued Sept 17. Commissioning is underway.</td>
</tr>
<tr>
<td>Construct Exterior Multi-Use Plaza</td>
<td>Closeout</td>
<td>Dec-13</td>
<td>$2,000,000</td>
<td></td>
<td>Construction complete.</td>
</tr>
<tr>
<td>Renovate &amp; Expand Student Life Center</td>
<td>Construct</td>
<td>Apr-14</td>
<td>$7,542,000</td>
<td></td>
<td>Steel erected, roof, exterior walls, and mechanical/electrical rough-in underway.</td>
</tr>
<tr>
<td>Renovate Anderson Hall</td>
<td>Initiation</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>Wm. F. Snyder Auditorium</td>
<td>Closeout</td>
<td>Dec-13</td>
<td>$1,536,080</td>
<td></td>
<td>Project complete and building occupied. As built docs were received from A/E. VCCS complete CO-14.</td>
</tr>
<tr>
<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 A/E. Phase II construction is in consideration by college.</td>
</tr>
<tr>
<td>Upgrade Electrical Systems - Phase III Replace Fire Alarm Systems Campuswide</td>
<td>Design</td>
<td>Jan-14</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 A/E. Initiation of Phase III-Fire Alarm Replacement Campuswide approved by BCOM/DPB 3/13. A/E project order issued 10-2013</td>
</tr>
</tbody>
</table>

Grand Total: $618,226,292 $4,749,700
<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>195</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>On schedule.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Facility may not be ready in time to hold scheduled classes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Facility will not be ready in time to hold scheduled classes.</td>
</tr>
</tbody>
</table>
BACKGROUND:

The Facilities Committee will be briefed by System Office staff on the potential real estate transaction involving the Virginia Community College System Office.

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
D. Budget and Finance Committee – Mike Thomas, Chair

1. Minutes - Meeting of September 18, 2013

2. Action Items

   None

3. Information Items

   
   
   c. Update on Achieving Level II Status for Procurement
   
   d. Update on Efforts to Improve Administrative Efficiencies
   
   e. Update on State Budget Development Process
   
   f. Mountain Empire Community College and Southwest Virginia Community College Estate of Carol Phipps Buchanan
BACKGROUND:

The VCCS Financial Report (mailed to State Board members in advance of this meeting) is presented for the year ended June 30, 2013. The report has been prepared by the VCCS Office of Fiscal Services which is responsible for the accuracy, completeness, and fairness of presentation of the data. The report is presented on the accrual basis of accounting in accordance with the accounting and reporting requirements of the Governmental Accounting Standards Board. The financial statements include state, local, and foundation funds.

The financial statements, including all disclosures, are considered to present fairly the financial position, results of operations, and changes in net position of the VCCS for the year ended June 30, 2013. The Office of Fiscal Services believes the data presented are accurate and complete in all material respects and that all disclosures necessary to enable the reader to obtain a thorough understanding of VCCS financial activities have been included. The basis for this conclusion relates to our assessment of the adequacy of the internal controls provided by the checks and balances within the system of accounting itself, the fiscal policies and procedures applied to control and provide order to the collection and disbursement of funds and the recording of transactions. The Office of Fiscal Services believes that these controls are sufficient to provide reasonable assurance that assets are adequately safeguarded and transactions are properly recorded.

The VCCS June 30, 2013 consolidated financial statements and footnotes will be audited by the Auditor of Public Accounts (APA) beginning in December 2013 with a final audit report anticipated by July 2014.

Additional ratio analysis of the VCCS FY2013 financial statements appears on the subsequent pages.

ACTION REQUIRED:

No action is required. This is an information item.

RESOURCE PERSONS:

Ms. Donna VanCleave  
VCCS Vice Chancellor for Administration  
804-819-4695  
dvancleave@vccs.edu

Mr. Dave Mair  
VCCS Controller  
804-819-4929  
dmail@vccs.edu
ANALYSIS OF VCCS FY2013 FINANCIAL REPORT:

Attached is the calculation of the VCCS Composite Financial Index (CFI) on the VCCS FY2013 unaudited Financial Report. CFI is a tool used by higher education institutions to assist management in analyzing and assessing overall financial health and financial risk. The following four primary ratios are used to calculate the CFI and the results are shown as a single metric:

- Primary Reserve
- Viability
- Return on Net Position
- Net Operating Revenues
Summary:

Many higher education institutions utilize a financial metric called the Composite Financial Index (CFI) to assist in the financial analysis component of strategy setting and risk management. The CFI provides an overall assessment of an institution’s financial health by combining key ratios into a single score. Examining the trend of the CFI score for an institution over a period of years can provide management with information about overall financial performance.

The VCCS calculations for CFI presented in this document include component unit foundation information where recommended in the publication “Strategic Financial Analysis for Higher Education” by Prager, Sealy & Co., LLC; KPMG LLP; and Attain LLC. All financial calculations in this handout are made using data from the VCCS published financial statements.

The value for the CFI is calculated by obtaining the values of the four core ratios that help answer the following questions:

1. Primary Reserve Ratio – Are resources sufficient and flexible enough to support the mission?
2. Viability Ratio – Are debt resources managed strategically to advance the mission?
3. Return on Net Position Ratio – Does asset performance and management support the strategic direction?
4. Net Operating Revenues Ratio – Do operating results indicate the institution is living within available resources?

After the four core ratios are calculated, they are converted to strength factors and weighted to enable the ratios to relate to each other on a common scale for an overall view of financial health.

CFI generally should not be used for peer group comparison because of the flexibility allowed within the calculations and institutions’ unique missions. The tool is thought to be best used internally to gauge how the institution is doing financially to achieve its mission and strategic plan. It is important to note that CFI is only designed to measure the financial component of an institution’s well-being.

The target CFI score is a value of 3 which generally indicates a financially healthy institution according to the authoritative publication used in this analysis. However, as explained on the
subsequent pages, CFI scores for the VCCS are limited because we cannot build or maintain State Educational and General reserves under the operating environment of the Commonwealth.

The CFI score for FY2013 was calculated as follows:

<table>
<thead>
<tr>
<th>CFI 2013</th>
<th>Ratio Value</th>
<th>Strength Factor</th>
<th>Weighting Factor</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Reserve</td>
<td>0.19</td>
<td>1.43</td>
<td>35%</td>
<td>0.5</td>
</tr>
<tr>
<td>Net Operating Revenues</td>
<td>-0.9%</td>
<td>-0.70</td>
<td>10%</td>
<td>-0.1</td>
</tr>
<tr>
<td>Return on Net Position</td>
<td>7.1%</td>
<td>3.55</td>
<td>20%</td>
<td>0.7</td>
</tr>
<tr>
<td>Viability</td>
<td>1.48</td>
<td>3.55</td>
<td>35%</td>
<td>1.2</td>
</tr>
</tbody>
</table>

Rounded 2.4

The calculations for the four core ratios making up the CFI are displayed on subsequent pages:

- Primary Reserve
- Viability
- Return on Net Position
- Net Operating Revenues
The Primary Reserve Ratio measures the financial strength of the institution by comparing expendable net position to total expenditures. Expendable net position represents those assets the institution can access quickly and spend to meet its operating and capital requirements. The ratio provides a snapshot of financial strength and flexibility by indicating how long the institution could function using its expendable reserves without relying on additional net position generated by operations.

What is an advisable ratio threshold value?
A ratio of .4 or 5 months (.4 times 12 months) reserve is recommended.

What do the VCCS results reveal?
VCCS reserves could potentially cover expenditures for approximately 2 months. The trend line shows a consistent ratio (stability) under the operating parameters of the VCCS.

What impacts the VCCS calculations?
- All unspent state educational and general operating cash in the VCCS reverts back to the Commonwealth at year-end. Therefore, there is no mechanism to maintain reserves which would increase overall net position and the Primary Reserve Ratio.
- Because there is little operating reserve at fiscal year-end, significant liabilities (accrued leave, accounts payable, and other accrued expenditures) required for financial statement reporting have a substantial impact on ending net position and related ratio calculations because there are no assets to offset these liabilities.
VCCS Viability Ratio:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>VCCS - Unrestricted net position</td>
<td>$52,353,351</td>
<td>$74,984,784</td>
<td>$84,891,973</td>
<td>$96,746,182</td>
<td>$118,831,691</td>
</tr>
<tr>
<td>VCCS - Expendable restricted net position</td>
<td>$13,428,919</td>
<td>$8,831,687</td>
<td>$18,156,720</td>
<td>$11,664,968</td>
<td>$14,641,131</td>
</tr>
<tr>
<td>Less VCCS capital portion of expendable restricted net position</td>
<td>$(12,824,710)</td>
<td>$(12,233,690)</td>
<td>$(20,195,601)</td>
<td>$(12,470,618)</td>
<td>$(13,730,651)</td>
</tr>
<tr>
<td>Foundation - Unrestricted net position</td>
<td>$24,039,182</td>
<td>$27,816,968</td>
<td>$35,088,269</td>
<td>$35,305,448</td>
<td>$41,767,901</td>
</tr>
<tr>
<td>Foundation - Temporarily restricted net position</td>
<td>$42,534,523</td>
<td>$46,607,868</td>
<td>$57,033,649</td>
<td>$58,090,083</td>
<td>$71,310,673</td>
</tr>
<tr>
<td>Numerator - Expendable net position</td>
<td>$119,531,265</td>
<td>$146,007,617</td>
<td>$174,975,010</td>
<td>$189,336,063</td>
<td>$232,820,745</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Denominator - Total plant-related debt</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCCS - Total plant related debt</td>
</tr>
<tr>
<td>Foundation - Plant related debt</td>
</tr>
<tr>
<td>Denominator - Total plant-related debt</td>
</tr>
</tbody>
</table>

| Value of Ratio | 1.94 | 1.74 | 1.46 | 1.46 | 1.48 |

The Viability Ratio measures the availability of expendable net position to cover debt should the VCCS need to cover its debt as of the balance sheet date.

What is an advisable ratio threshold value?
The “right” level is institutional specific; the institution should develop a target for this ratio that balances its financial, operating, and programmatic objectives.

What do the VCCS results reveal?
The VCCS has sufficient expendable net position to satisfy debt obligations as of the balance sheet date.

What impacts the VCCS calculations?
- All unspent state educational and general operating cash in the VCCS reverts back to the Commonwealth at year-end. Therefore, there is no mechanism to maintain reserves which would increase overall net position and the Viability Ratio.
- Because there is little operating reserve at fiscal year-end, significant liabilities (accrued leave, accounts payable, and other accrued expenditures) required for financial statement reporting have a substantial impact on ending net position and related ratio calculations because there are no assets to offset these liabilities.
- VCBA (21st Century) and GOB debt and repayments are not recorded within the VCCS financial statements. This debt is issued and reflected on the financial statements of other state agencies.
- Debt reflected above for purposes of calculating this ratio include revenue bonds payable, capital leases payable, installment purchases payable, and notes payable.
VCCS Return on Net Position:

<table>
<thead>
<tr>
<th>Numerator - Change in net position</th>
<th>FY2009</th>
<th>FY2010</th>
<th>FY2011</th>
<th>FY2012</th>
<th>FY2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCCS - Change in net position</td>
<td>$87,808,984</td>
<td>$94,416,653</td>
<td>$132,504,619</td>
<td>$121,739,162</td>
<td>$76,481,288</td>
</tr>
<tr>
<td>Foundation - Change in net position</td>
<td>$(18,370,485)</td>
<td>$12,494,607</td>
<td>$18,817,245</td>
<td>$3,507,631</td>
<td>$21,421,667</td>
</tr>
<tr>
<td>Numerator - Change in net position</td>
<td>$69,438,499</td>
<td>$106,911,260</td>
<td>$151,321,864</td>
<td>$125,246,793</td>
<td>$97,902,955</td>
</tr>
</tbody>
</table>

Denominator - Total net position beginning of year

| VCCS - Total net position beginning of the year | $776,948,271 | $864,757,255 | $955,459,106 | $1,087,963,725 | $1,209,702,887 |
| Foundation - Total net position beginning of the year | $150,577,983 | $132,207,498 | $144,702,105 | $164,131,867 | $167,639,498 |
| Denominator - Total net position beginning of year | $927,526,254 | $996,964,753 | $1,100,161,211 | $1,252,095,592 | $1,377,342,385 |

Value of Ratio 7.5% 10.7% 13.8% 10.0% 7.1%

The Return on Net Position Ratio determines whether the institution is financially better off than in previous years by measuring total economic return.

What is an advisable ratio threshold value?
No absolute measures – depends on institution.

What do the VCCS results reveal?
VCCS overall net position continues to grow.

What impacts the VCCS calculations?
- The primary driver for the change in net position within the VCCS is capital activity. Revenues for capital activities increase overall net position when the corresponding expenditures meet the capitalization criteria and are shown as assets in the financial statements.
- All unspent state educational and general operating cash in the VCCS reverts back to the Commonwealth at year-end. Therefore, there is no mechanism to maintain operating reserves. Amounts reverted are netted back with appropriations for purposes of financial statement display which reduces net position.
- The Return on Net Position ratio decreased in FY2013. This is directly related to the decrease in capital appropriations of $39 million which is associated with VCBA capital projects nearing completion in the VCCS.
VCCS Net Operating Revenues:

<table>
<thead>
<tr>
<th>Numerator - Net operating revenue</th>
<th>FY2009</th>
<th>FY2010</th>
<th>FY2011</th>
<th>FY2012</th>
<th>FY2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCCS - Operating income (loss)</td>
<td>$(543,118,559)</td>
<td>$(595,136,802)</td>
<td>$(621,038,633)</td>
<td>$(659,659,986)</td>
<td>$(686,607,057)</td>
</tr>
<tr>
<td>VCCS - Net non-operating revenues</td>
<td>$536,561,029</td>
<td>$579,115,416</td>
<td>$643,567,051</td>
<td>$647,045,721</td>
<td>$669,098,970</td>
</tr>
<tr>
<td>Foundation - Change in unrestricted net position</td>
<td>$-(12,004,865)</td>
<td>$3,777,786</td>
<td>$7,271,301</td>
<td>$217,179</td>
<td>$6,462,453</td>
</tr>
<tr>
<td>Numerator - Net operating revenue</td>
<td>$(18,562,395)</td>
<td>$(12,243,600)</td>
<td>$29,799,719</td>
<td>$(12,397,086)</td>
<td>$(11,045,634)</td>
</tr>
<tr>
<td>Denominator - total operating revenues</td>
<td>$365,878,517</td>
<td>$433,983,713</td>
<td>$464,770,655</td>
<td>$506,740,907</td>
<td>$512,793,912</td>
</tr>
<tr>
<td>VCCS - Operating revenues</td>
<td>$539,587,488</td>
<td>$582,876,466</td>
<td>$646,324,905</td>
<td>$649,316,083</td>
<td>$671,555,135</td>
</tr>
<tr>
<td>Foundation - Total unrestricted revenues</td>
<td>$3,198,950</td>
<td>$22,266,905</td>
<td>$25,353,295</td>
<td>$22,384,200</td>
<td>$29,280,708</td>
</tr>
<tr>
<td>Denominator - Total operating revenues</td>
<td>$908,664,955</td>
<td>$1,039,127,084</td>
<td>$1,136,448,855</td>
<td>$1,178,441,190</td>
<td>$1,213,629,755</td>
</tr>
<tr>
<td>Value of Ratio</td>
<td>-2.0%</td>
<td>-1.2%</td>
<td>2.6%</td>
<td>-1.1%</td>
<td>-0.9%</td>
</tr>
</tbody>
</table>

The Net Operating Revenue percentage shows how the surplus from operating activities affects the behavior of other core ratios. A large surplus or deficit directly impacts the amount of funds an institution adds to or subtracts from net position, thereby affecting the Primary Reserve, the Return on Net Position, and Viability ratios.

What is an advisable ratio threshold value?
From 2% to 6% is recommended but operating rules of the Commonwealth impact these percentages

What do the VCCS results reveal?
- All unspent state educational and general operating cash in the VCCS reverts back to the Commonwealth at year-end. Therefore, there is no mechanism to maintain reserves. Amounts reverted are netted back with appropriations for purposes of financial statement display which reduces net position.
- Because there is little operating reserve at fiscal year-end, significant liabilities (accrued leave, accounts payable, and other accrued expenditures) required for financial statement reporting have a substantial impact on ending net position and related ratio calculations because there are no assets to offset these liabilities.
- In FY2013, the overall Net Operating Revenue percentage increased slightly from FY2012 primarily due to increased gifts and contributions as well as market recoveries reflected within endowment and investment income at the foundations across the VCCS.
BACKGROUND:

Section 4.2.2(c) of the VCCS Policy Manual requires the VCCS Controller’s Office to provide an annual report of local community college funds to the State Board for Community Colleges.

Local community college funds are funds with the detailed accounting transactions recorded outside the Commonwealth Accounting and Reporting System that are deposited to and disbursed from college held bank accounts. The authority to keep local funds is prescribed by the Code of Virginia, Appropriation Act, State Council of Higher Education, and State recognized policies of higher education institutions.

VCCS local community college funds are included within the VCCS Financial Report and are subject to audit (internal and external).

Attached please find the FY2013 financial reports for local community college funds with comparative information from the four previous fiscal years:

- Consolidated Net Position
- Consolidated Revenues and Expenses, and Changes in Net Position

ACTION REQUIRED:

No action is required. This is an information item.

RESOURCE PERSONS:

Ms. Donna VanCleave  
VCCS Vice Chancellor for Administration  
804-819-4695  
dvancleave@vccs.edu

Mr. Dave Mair  
VCCS Controller  
804-819-4929  
dmair@vccs.edu
Virginia Community College System
Consolidated
Local Funds - Net Position
As of June 30, 2009 through 2013

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents</td>
<td>$ 87,074,264</td>
<td>$ 104,660,718</td>
<td>$ 122,754,017</td>
<td>$ 131,588,567</td>
<td>$ 134,449,460</td>
</tr>
<tr>
<td>Capital assets, net</td>
<td>$ 16,955,966</td>
<td>$ 18,207,128</td>
<td>$ 21,552,482</td>
<td>$ 23,932,547</td>
<td>$ 26,314,234</td>
</tr>
<tr>
<td>Investments</td>
<td>$ 3,693,188</td>
<td>$ 8,278,494</td>
<td>$ 2,689,135</td>
<td>$ 2,145,266</td>
<td>$ 10,305,440</td>
</tr>
<tr>
<td>Loans and notes receivable</td>
<td>$ 4,103,637</td>
<td>$ 4,286,464</td>
<td>$ 5,027,114</td>
<td>$ 5,025,014</td>
<td>$ 4,664,348</td>
</tr>
<tr>
<td>Due from state Funds</td>
<td>$ 2,766,152</td>
<td>$ 3,440,064</td>
<td>$ 3,326,015</td>
<td>$ 3,549,066</td>
<td>$ 2,703,697</td>
</tr>
<tr>
<td>Inventories</td>
<td>$ 1,481,278</td>
<td>$ 1,707,740</td>
<td>$ 1,766,629</td>
<td>$ 2,222,734</td>
<td>$ 2,049,035</td>
</tr>
<tr>
<td>Accounts receivable, net</td>
<td>$ 9,035,952</td>
<td>$ 1,666,131</td>
<td>$ 1,526,712</td>
<td>$ 1,062,954</td>
<td>$ 1,259,878</td>
</tr>
<tr>
<td>Prepaid expenses</td>
<td>$ 286,923</td>
<td>$ 251,748</td>
<td>$ 233,387</td>
<td>$ 196,784</td>
<td>$ 197,633</td>
</tr>
<tr>
<td>Interest receivable</td>
<td>$ 226,249</td>
<td>$ 22,293</td>
<td>$ 6,942</td>
<td>$ 4,362</td>
<td></td>
</tr>
<tr>
<td>Total Assets</td>
<td>$ 125,623,609</td>
<td>$ 142,820,780</td>
<td>$ 158,894,799</td>
<td>$ 169,729,874</td>
<td>$ 181,948,087</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liabilities</th>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Deposits</td>
<td>$ 4,862,559</td>
<td>$ 5,686,771</td>
<td>$ 5,885,161</td>
<td>$ 6,766,479</td>
<td>$ 5,189,503</td>
</tr>
<tr>
<td>Due to federal government</td>
<td>$ 4,861,943</td>
<td>$ 4,954,912</td>
<td>$ 5,109,455</td>
<td>$ 5,095,706</td>
<td>$ 4,792,728</td>
</tr>
<tr>
<td>Accounts payable</td>
<td>$ 371,608</td>
<td>$ 415,059</td>
<td>$ 1,210,421</td>
<td>$ 445,826</td>
<td>$ 1,591,195</td>
</tr>
<tr>
<td>Deferred revenue</td>
<td>$ 1,930</td>
<td>$ 1,932</td>
<td>$ 42,841</td>
<td>$ 1,932</td>
<td></td>
</tr>
<tr>
<td>Total Liabilities</td>
<td>$ 10,098,040</td>
<td>$ 11,058,674</td>
<td>$ 12,247,878</td>
<td>$ 12,309,943</td>
<td>$ 11,573,426</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Net Position</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Invested in capital assets, net of related debt</td>
<td>$ 16,955,966</td>
<td>$ 18,207,128</td>
<td>$ 21,552,482</td>
<td>$ 23,932,547</td>
<td>$ 26,314,234</td>
</tr>
<tr>
<td>Restricted for:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expendable</td>
<td>$ 19,501,305</td>
<td>$ 17,481,952</td>
<td>$ 26,188,091</td>
<td>$ 20,620,729</td>
<td>$ 14,398,416</td>
</tr>
<tr>
<td>Non-expendable</td>
<td>$ 79,068,298</td>
<td>$ 96,073,026</td>
<td>$ 98,906,348</td>
<td>$ 112,866,655</td>
<td>$ 129,662,011</td>
</tr>
<tr>
<td>Unrestricted</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Net Position</td>
<td>$ 115,525,569</td>
<td>$ 131,762,106</td>
<td>$ 146,646,921</td>
<td>$ 157,419,931</td>
<td>$ 170,374,661</td>
</tr>
</tbody>
</table>

Note: Three colleges (TCC, JSRCC, and NVCC) comprise 63% of the total FY2013 VCCS local community college fund net position
<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Parking revenues</td>
<td>$ 9,583,355</td>
<td>$ 11,185,164</td>
<td>$ 12,177,953</td>
<td>$ 13,308,930</td>
<td>$ 14,549,824</td>
</tr>
<tr>
<td>Commission revenues</td>
<td>7,237,077</td>
<td>8,277,744</td>
<td>9,228,409</td>
<td>9,740,396</td>
<td>13,855,966</td>
</tr>
<tr>
<td>Student center fees</td>
<td>5,300,012</td>
<td>9,747,751</td>
<td>13,445,314</td>
<td>14,659,495</td>
<td>15,730,040</td>
</tr>
<tr>
<td>Student activity fees</td>
<td>4,311,062</td>
<td>4,932,896</td>
<td>6,109,349</td>
<td>6,769,823</td>
<td>7,461,930</td>
</tr>
<tr>
<td>Locality contributions - capital</td>
<td>13,618,053</td>
<td>7,338,489</td>
<td>12,484,129</td>
<td>6,935,287</td>
<td>6,602,681</td>
</tr>
<tr>
<td>Bookstore revenues</td>
<td>5,495,562</td>
<td>6,645,962</td>
<td>7,298,438</td>
<td>6,382,089</td>
<td>5,701,919</td>
</tr>
<tr>
<td>Gifts, grants, and contracts - operating</td>
<td>1,693,254</td>
<td>1,436,107</td>
<td>1,847,605</td>
<td>1,773,577</td>
<td>1,217,187</td>
</tr>
<tr>
<td>Locality contributions - operating</td>
<td>1,765,437</td>
<td>2,219,807</td>
<td>2,181,394</td>
<td>2,075,793</td>
<td>2,129,832</td>
</tr>
<tr>
<td>Other revenues</td>
<td>1,261,708</td>
<td>1,014,390</td>
<td>217,253</td>
<td>1,790,148</td>
<td>1,217,187</td>
</tr>
<tr>
<td>Interest income</td>
<td>1,565,619</td>
<td>583,350</td>
<td>549,508</td>
<td>516,147</td>
<td>457,577</td>
</tr>
<tr>
<td>Gifts, grants, and contracts - capital</td>
<td>1,741,586</td>
<td>3,838,942</td>
<td>1,476,974</td>
<td>80,286</td>
<td>16,385</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>$ 53,622,725</td>
<td>$ 57,217,602</td>
<td>$ 67,016,326</td>
<td>$ 64,031,971</td>
<td>$ 67,717,717</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenses</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Transfers to state for capital projects/debt service</td>
<td>$ 23,459,366</td>
<td>$ 18,246,415</td>
<td>$ 24,978,131</td>
<td>$ 25,194,061</td>
<td>$ 25,032,431</td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>9,355,502</td>
<td>9,760,905</td>
<td>10,952,564</td>
<td>10,857,243</td>
<td>11,163,886</td>
</tr>
<tr>
<td>Student services</td>
<td>5,401,462</td>
<td>5,686,726</td>
<td>5,826,650</td>
<td>5,984,839</td>
<td>7,118,816</td>
</tr>
<tr>
<td>Institutional support</td>
<td>2,591,962</td>
<td>3,039,964</td>
<td>3,826,479</td>
<td>4,541,154</td>
<td>4,166,609</td>
</tr>
<tr>
<td>Operation and maintenance</td>
<td>2,130,338</td>
<td>1,493,920</td>
<td>2,674,349</td>
<td>3,097,198</td>
<td>3,366,821</td>
</tr>
<tr>
<td>Scholarships and fellowships</td>
<td>2,420,292</td>
<td>1,999,419</td>
<td>2,486,323</td>
<td>2,640,709</td>
<td>2,709,127</td>
</tr>
<tr>
<td>Instruction</td>
<td>467,084</td>
<td>314,775</td>
<td>247,338</td>
<td>231,349</td>
<td>209,184</td>
</tr>
<tr>
<td>Public service</td>
<td>161,013</td>
<td>162,713</td>
<td>249,782</td>
<td>251,524</td>
<td>345,559</td>
</tr>
<tr>
<td>Academic support</td>
<td>365,542</td>
<td>192,126</td>
<td>256,045</td>
<td>241,849</td>
<td>284,184</td>
</tr>
<tr>
<td>Other expenses</td>
<td>155,626</td>
<td>84,102</td>
<td>409,943</td>
<td>53,596</td>
<td>158,558</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>$ 46,508,187</td>
<td>$ 40,981,065</td>
<td>$ 52,131,314</td>
<td>$ 53,200,955</td>
<td>$ 54,762,907</td>
</tr>
</tbody>
</table>

| Revenues in Excess of Expenses             | $ 7,114,538 | $ 16,236,537 | $ 14,884,815 | $ 10,773,010 | $ 12,954,730 |

<table>
<thead>
<tr>
<th>Net Position</th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Position - Beginning of Fiscal Year</td>
<td>108,592,069</td>
<td>115,525,569</td>
<td>131,762,106</td>
<td>146,646,921</td>
<td>157,419,931</td>
</tr>
<tr>
<td>Beginning Net Position Adjustment</td>
<td>(181,038)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net Position - Beginning of Fiscal Year as adjusted</td>
<td>108,411,031</td>
<td>115,525,569</td>
<td>131,762,106</td>
<td>146,646,921</td>
<td>157,419,931</td>
</tr>
<tr>
<td>Net Position - End of Fiscal Year</td>
<td>$115,525,569</td>
<td>$131,762,106</td>
<td>$146,646,921</td>
<td>$157,419,931</td>
<td>$170,374,661</td>
</tr>
</tbody>
</table>

*Excludes receipts and disbursements held in a fiduciary capacity (student clubs, etc.) since they do not represent revenue and expense activity of the VCCS. Cash held at year-end for these activities is reflected as cash and deposits in the Statement of Net Position.

**The impact of reductions for state tuition financial aid discount entries recorded locally for the VCCS Financial Report have been added back to revenues and expenses to accurately reflect total local activity.

Note: Three colleges (TCC, JSRCC, and NVCC) comprise 68% of the total FY2013 VCCS local community college fund revenues and 65% of the expenses.
BACKGROUND:

At its September 19th meeting, State Board for Community Colleges unanimously adopted a resolution that conveys that the Virginia Community College System is qualified to be and should be considered for an additional delegated operational authority at Level II for procurement.

UPDATE:

On Friday, October 11th, the Vice Chancellor for Administrative Services, the Associate Vice Chancellor for Facilities Management Services and the Director of Procurement met with Department of General Services officials including the Director of DGS (DGS), the Deputy Director of DGS, the Director of the Division of Purchases and Supply (DPS) and the Director of Policy, Consulting and Review. At the meeting, the VCCS presented to DGS a draft of its Level II Procurement Authority Plan. This document articulates the plans for the VCCS to obtain Level II Authority in Procurement and outlines the general parameters under which VCCS will exercise that authority. The VCCS and DGS officials also discussed processes required for VCCS to obtain Level II Procurement Authority. The following is a high level list of the remaining steps/milestones:

1. System Office undergoes successful Procurement Management Review (audit)
2. System Office submits application for unlimited delegated authority to DGS/DPS
3. DGS/DPS grants System Office full delegated authority
4. Secretary of Education, Secretary of Administration, and DPS negotiate MOU for Level II Authority in Procurement
5. MOU approved and signed
6. Level II Authority in Procurement obtained

At the meeting, DGS indicated that there is not sufficient time for the VCCS to obtain Level II Authority in Procurement prior to the start of the next gubernatorial term. DGS/DPS indicated that they will ensure that the VCCS Level II Authority in Procurement is included as a high priority item in the transition documents presented to the next administration. DGS also indicated that they will work diligently with the VCCS on the next steps during the remaining weeks of the current administration.

RECOMMENDATION:

None. This is an informational item.
RESPONSIBLE STAFF:

Donna M. VanCleave  
Vice Chancellor for Administrative Services  
dvancleave@vccs.edu  
(804) 819-4610

William M. Johnson  
Assistant Vice Chancellor for Budget and Planning  
wjohnson@vccs.edu  
804-819-4912

Keith S. Gagnon  
Director of Procurement  
kgagnon@vccs.edu  
804-819-4698
BACKGROUND

Over the last two years the Administrative Services division of the VCCS has been engaged in a series of activities to assess the delivery of our programs and services. The goal of these activities has been to determine how best to deliver services in the most efficient, effective, and economical manner. Significant progress has been made and many of the activities are now coming to fruition. The related activities include the following:

- Establishment of a cross functional Administrative Consortia work group with members from the System Office and colleges in finance, procurement, HR, payroll, and related areas.
- A subcommittee of payroll and finance professionals identified a series of standardization options which spawned a subsequent review of options for consolidation.
- A Request For Proposals was released to engage external consultants to benchmark the VCCS’ administrative activities against national peers. A contract should be awarded within the next month. The areas that are slated to be compared are procurement, travel, IT, human resources, payroll and enrollment management.
- A proposal to utilize regional emergency preparedness managers to be shared across colleges was published and two sets of colleges are in the process of implementing the model.
- A Human Resources Strategy and Transformation Work Group has evaluated the HR function across the VCCS and has drafted the outline of a new operational framework to consolidate many back office operations and improve the delivery of services.
- The first step toward determining the options for consolidating the payroll function is underway. An analysis of the next generation technology to enable payroll consolidation is underway.
- A document imaging system is being tested and implemented to streamline HR transactions in the System Office. If successful, the process will be replicated at each college.
- Vice presidents of finance and department heads in all administrative functions are being briefed or have been involved in the activities that are underway. The entire community is actively engaged at looking for opportunities to work in more efficient and effective ways.

As a result of these activities and our reengineering efforts, the Administrative Services division has taken deliberate steps to find ways of reducing expenditures and increasing efficiencies. While significant progress has been made to date, we are still in the initial phases of our activities. Our efforts have been broad and comprehensive and they continue.
RECOMMENDATION:

None—this is an information item.

RESOURCE PERSON:

Ms. Donna VanCleave
Vice Chancellor for Administrative Services
System Office
(804) 819-4910; dvancleave@vccs.edu
On October 29, the State Council of Higher Education for Virginia (SCHEV) is scheduled to review and approve its 2014-16 biennium budget recommendations for higher education. SCHEV will forward its recommendations to the Governor and the General Assembly for their consideration. Recommendations specific to the VCCS will be presented to the State Board at the November meeting.

On December 16, Governor McDonnell will present his recommended 2014-16 biennial budget to the Senate Finance and House Appropriations and Finance Committees. Recommendations specific to the VCCS will be presented to the State Board at its January 2014 meeting.

**ACTION REQUIRED:**

No action is required. This is an information item.

**RESOURCE PERSON:**

Ms. Donna M. VanCleave  
Vice Chancellor for Administrative Services  
(804)819-4695  
dvancleave@vccs.edu

Mr. William M. Johnson  
Assistant Vice Chancellor for Budget and Planning Services  
(804)819-4912  
wjohnson@vccs.edu
BACKGROUND:

In May of 2011, Carol Phipps Buchanan passed away. Her Last Will and Testament bequeathed the bulk of her estate to King College (King School of Medicine) (“King”) with the condition that King must provide to her Executor sufficient assurance that it would have a medical college in place in Southwest Virginia. In June of 2013 Executor William Sturgill issued his letter concluding that King had not satisfied the condition of the Will and that the bequest to King failed. As a result, the Executor intends to divide that portion of Ms. Buchanan’s estate, estimated to be approximately $11.6 million of cash, investment securities, and real estate interests, to the secondary beneficiaries of the estate, namely 1) 1/3 to University of Virginia – Wise, 2) 1/3 to Mountain Empire Community College, and 3) 1/3 to Southwest Virginia Community College.

King has contested the executor’s decision to Charles H. Slemp, III, Commissioner of Accounts of Wise County, Virginia. On October 4, 2013, Commissioner Slemp held an evidentiary hearing with a court reporter present and took testimony and heard arguments related to the Executor’s decision. On October 7, 2013, the Commissioner issued his Report. The Report found in favor of the Executor on all five contested matters, including, ultimately, that the bequest to King failed and is null, void, and of no effect. Both the Executor and King have subsequently filed with the Circuit Court of Wise County formal exceptions to the Commissioner’s Report. It is unclear when the Circuit Court will decide on the exceptions and whether it will do so with or without a hearing.

As a result of the October 7 Commissioner’s Report, the secondary beneficiaries (UVA-Wise, MECC, and SWVCC) are performing a comprehensive due diligence review of the estate assets to determine an appropriate course of action related to their receipt and/or disclaimer. On October 28-30, 2013 VCCS legal and facilities staff performed an initial review of the executor’s files related to Mrs. Buchanan’s assets. That review found approximately $11.2 million in liquid assets, and another roughly $450,000 of complex real estate interests. The complexity stems in part from her fractional ownership interest (often 1/6, 5/8, or 1/3), and also from the substantive interests: fee title to land, surface rights, rights to only specific minerals such as coal or gas. Staff is preparing a report for the colleges and may require additional research and review.

In addition, the System Legal Office is reviewing applicable laws and policies to ensure that the desire of both community colleges -- to have the Buchanan Estate assets received by their respective foundations -- can be accomplished and in a timely manner.

LOCAL BOARD APPROVAL:

Not applicable.
RECOMMENDATION:

This is an information item.

Donna VanCleave
Vice Chancellor for Administrative Services
Virginia Community College System
dvancleave@vccs.edu

Tom Cantone
Associate System Counsel
Virginia Community College System
tcantone@vccs.edu
E. Personnel Committee – Stephen Gannon, Chair

1. Minutes—Meeting of September 18, 2013

2. Action Items

   a. Revised Adjunct Contracts 215

   b. Revision to Policy #3.8.5 Twelve-Month Administrative and Professional Faculty Teaching 219

3. Information Item

   a. Efforts to Obtain Administrative Efficiencies 221

   b. Chancellor’s Task Force on Diversity 223
BACKGROUND

A revised adjunct contract is proposed to address elements of the Affordable Care Act and other operational requirements. It has been reviewed and approved by the Academic and Student Affairs Council and the Advisory Council for Presidents. Notably, it clarifies the compensation procedures in cases in which a class is cancelled due to low enrollment or other circumstances. These details are expressed in the attached contract.

RECOMMENDATION:

It is recommended that the State Board for Community Colleges approve the attached revised adjunct faculty contract.

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
This contract, which is being delivered on ______________ (date), between ______________ Community College (hereinafter “College”) and ______________ (proposed adjunct faculty member, hereinafter “you”) becomes effective as of the date signed by the parties below and ends on ___________ (date), appoints you as an adjunct faculty member at the rank of __________ at a credit hour salary rate of $________ for the period of __________ to ____________ to teach the following:

Course(s): _____________________________________________ Workload Credit Hours: ____________________________, which shall not exceed 27 workload credit hours per measurement year (May 1st thru April 30th) and is limited to 7 workload credit hours in the summer; 10 workload credit hours in the fall; and 10 workload credit hours in the spring. This contract is only relevant for the period of time set forth above and there is no guarantee of future employment.

- The salary rate multiplied by the workload credit hours equals total gross pay which is $______________. Payment will be administered by direct deposit to an account that you provide to Human Resources and is contingent upon the above listed course(s) remaining viable after the College’s add/drop period and not being transferred to another faculty member before or at that time.

- This contract is made in accordance with the requirements of the Virginia Community College System (“VCCS”) Policy Manual and applicable state and federal law.

- If the College division for which you will be working requires you to attend an orientation program, this contract will be conditional upon your certification of completion of such orientation program. Also, you must complete security awareness training provided by the college.

- The College reserves the right to cancel or transfer any course to another faculty member. The College will notify you in this event adjusting your workload credit hours and total gross pay in accordance with the salary rate noted above.

- If a class is cancelled or transferred to another faculty member, you will receive a pro-rated payment for any hours spent in the classroom in lieu of the salary noted above. If the class is cancelled or transferred to another faculty member prior to the first day of class, you will not receive any payment.

- You understand and agree that you will not be compensated for preparatory work completed prior to the start of class. Any payments for attendance at professional
development courses, orientations, or convocation shall be at the discretion of the president.

- If you agree to teach additional classes for the College after you have signed this contract, this contract will be modified by addendum to adjust your workload credit hours and total gross pay in accordance with the salary rate(s) above.

You must submit grades, attendance records, documentation, required by supervisor/department and any keys and library materials as specified by the supervisor. The College reserves the right to withhold final payment of salary until the terms of this contract have been fulfilled.

Acceptance of employment includes acceptance of the general conditions of employment set forth in the VCCS Policy Manual, the College’s policies, and the laws of the Commonwealth of Virginia. However, you are excluded from using the VCCS Policy Manual’s Procedure for Non-reappointment of College Personnel Holding Faculty Rank, and the Procedure for Dismissal of College Personnel Holding Faculty Rank. In addition, you understand that the College believes in and strives for academic excellence in all course-work offered, and you agree to support this goal. You further understand that incompetence, inadequate or unsatisfactory performance of duties, insubordination, sexual harassment, or other misconduct are grounds for immediate removal and termination of this contract. Finally, you understand that the College will not guarantee you future employment, and that this contract is entered into with neither party having any expectation that this contract will be renewed at the end of the contract term. Any future employment beyond the contract term will only be by a separate written contract.

If you have an existing employment contract with the VCCS, or one of its colleges, this contract will be considered an addendum to that existing contract. This contract will not supersede any such existing employment contract in any way, unless agreed to by the existing employing institution and any conflicts between such existing and additional contracts will be construed in favor of the existing contract.

The VCCS is required to comply with the Commonwealth of Virginia’s mandate under the 2013 Amendment to Virginia Code § 4-7.01 of the Manpower Control Program that limits how many hours part-time employees and instructors may work or teach. Accordingly, you warrant that you will not exceed the total number of credit hours authorized herein. You further warrant that the total number of hours that you are working for all community colleges within the VCCS or System Office at any one time does not exceed 29 wage hours, or the equivalent teaching limit of 27 workload credit hours and that breach of this warranty will constitute grounds for immediate termination of this contract.

As a condition of employment, you are hereby required to notify your supervisor or division dean, copying Human Resources, if you are currently employed as a full or part-time employee or instructor with any other college within the VCCS or System.
Office. Further, if you obtain any future employment within the VCCS or System Office in a part-time or full-time position, you are required to notify your current supervisor or division dean, copying Human Resources, in writing within one week or seven (7) business days. By acceptance of these terms, you acknowledge that you may be subject to the full range of disciplinary actions, including discharge or termination, for the intentional failure to notify or for any willful misrepresentations related to your employment status (as set forth herein).

Any special conditions or assignments concerning this contract are stated below:

1. ___________________________________________________________________
2. ___________________________________________________________________
3. ___________________________________________________________________

If this contract and any special conditions or assignments listed are acceptable to you, please sign, date, and return a signed copy of the form to the College within ________ days from the above delivery date. If you have any questions about these terms, please contact the dean/director for your proposed courses. List below any and all VCCS college(s) where you are employed and include position titles and workload and wage hours.

______________________________________________________________________

______________________________________________________________________

___________________   _____________________________________
Date       Adjunct Signature

____________________      _________________ ____________________
Date                                                        Dean/Director Signature

Approved:

_____________________________       ______________________________
Date                        Vice President/Provost or designee Signature
BACKGROUND

Current VCCS policies limits the number of credit hours that regular full-time administrative and professional faculty can teach as adjunct faculty members to 8 credit hours per fiscal year. This limit is in place for a number of historical, practical, fiscal, and operational reasons. Nonetheless, due to staffing challenges and opportunities spurred on by the Affordable Care Act, a one hour increase in the number of credit hours allowed during the fiscal year is proposed. This increase would provide colleges with additional flexibility to meet their staffing needs. There are additional considerations being evaluated by the Academic and Student Affairs Council related to this policy. These issues will be presented to the State Board for review at a future meeting. However, an increase in the credit hours allowed is submitted at this time as an interim measure.

The proposed policy language reads as follows:

Twelve-month administrative and professional faculty may earn pay for teaching up to and including eight (8) nine (9) credits per fiscal year within the VCCS, for teaching assignments beyond those that are required as part of the regular workload. The college president will determine the positions eligible to receive extra pay for teaching credit courses and shall specify the teaching portion of those administrative or professional faculty member’s regular workload in the college’s faculty handbook or other appropriate publication. Administrators involved in determining teaching loads (e.g., directors, division chairs, vice presidents, and provosts) shall not be assigned a course for extra pay until all full-time teaching faculty in that discipline are given an opportunity to accept a teaching assignment for extra pay at their institution. Extra pay for such an overload shall be at the rate of the faculty member's equivalent nine-month salary multiplied by .015 for each overload credit hour. Such overload teaching shall be approved in advance by the president.

Increasing the allowable workload limit by one credit hour allows for greater staffing flexibility and balances the interests of the VCCS.

RECOMMENDATION:

It is recommended that the State Board for Community Colleges approve the proposed increase to the workload limit for administrative and professional faculty to nine credit hours per fiscal year as noted in the policy revision described above.
RESOURCE PERSON:

Dr. Christopher D. Lee  
Associate Vice Chancellor Human Resource Services  
System Office  
804-819-4685; clee@vccs.edu

Dr. Susan Wood  
Vice Chancellor for Academic Services and Research  
(804) 819-4972; swood@vccs.edu
BACKGROUND

Over the past 15 months the Human Resources department and the Administrative Services division of the VCCS have been engaged in a series of activities to assess the delivery of our programs and services. The goal of these activities has been to determine how best to deliver services in the most efficient, effective, and economical manner. Significant progress has been made and many of the activities are now coming to fruition. The related activities include the following:

- Establishment of a cross functional Administrative Consortia work group with members from the System Office and colleges in finance, procurement, HR, payroll, and related areas.
- A subcommittee of payroll and finance professionals identified a series of standardization options which spawned a subsequent review of options for consolidation.
- A Request For Proposals was released to engage external consultants to benchmark the VCCS' administrative activities against national peers. A contract should be awarded within the next month. The areas that are slated to be compared are procurement, travel, IT, human resources, payroll, and enrollment management.
- A proposal to utilize regional emergency preparedness managers to be shared across colleges was published and two sets of colleges are in the process of implementing the model.
- A Human Resources Strategy and Transformation Work Group has evaluated the HR function across the VCCS and has drafted the outline of a new operational framework to consolidate many back office operations and improve the delivery of services.
- The first step toward determining the options for consolidating the payroll function is underway. An analysis of the next generation technology to enable payroll consolidation is underway.
- Streamlining and automating routine HR activities are underway in a variety of areas. One college is piloting an onboarding, orientation, and off-boarding platform that will remove manual paperwork and replace it with an online workflow process that will eliminate countless work hours.
- Over the summer, a pilot of a web-based interviewing protocol for part-time positions was completed. It was largely successful in reducing the number of interviewees brought to campus and thereby resulting in considerable savings in travel and time costs.
- A document imaging system is being tested and implemented to streamline HR transactions in the System Office. If successful, the process will be replicated at each college.
- Vice presidents of finance and department heads in all administrative functions are being briefed or have been involved in the activities that are underway. The entire community is actively engaged at looking for opportunities to work in more efficient and effective ways.
As a result of these activities and our reengineering efforts, the Administrative Services division has taken deliberate steps to find ways of reducing expenditures and increasing efficiencies. While significant progress has been made to date, we are still in the initial phases of our activities. Our efforts have been broad and comprehensive and they continue.

**RECOMMENDATION:**

None—this is an information item.

**RESOURCE PERSON:**

Dr. Christopher D. Lee  
Associate Vice Chancellor for Human Resource Services  
System Office  
804-819-4685; clee@vccs.edu

Ms. Donna VanCleave  
Vice Chancellor for Administrative Services  
System Office  
(804) 819-4910; dvancleave@vccs.edu
BACKGROUND

One of the Chancellor’s Goals for Fiscal Year 2014 is to establish a Task Force on diversity “to identify strategies, actions, programs, and policies that will enable the VCCS to build an inclusive and representative community.” Initial efforts have been focused on professional development for the Task Force, benchmarking nationally with other organizations inside and outside of higher education, defining the scope of the Task Force’s activities, and identifying potential outcomes. The major initial observation from research and examples of success from other organizations is that diversity efforts are best driven from a mission specific perspective. With this in mind, the Task Force is developing an ‘Educational Case for Diversity’ which aims to articulate the imperative for developing a diverse and inclusive community. This approach parallels the business case for diversity that has proven to be effective in private sector organizations.

The Chancellor delivered the keynote presentation at the Nevada System of Higher Education’s (NSHE) Diversity Summit on October 11, 2013. This speech was well-received and reflects that challenges and aspirations regarding this matter for the Commonwealth in general and the VCCS in particular. The attached speech is being circulated within the VCCS as the content serves as a platform for deeper conversations about the subject and forecasts some of our activities to come. Additional updates about the Task Force’s activities will be provided to the State Board in the coming months with a final report scheduled for July 2014.

RECOMMENDATION:

None—this is an information item.

RESOURCE PERSON:

Dr. Christopher D. Lee
Associate Vice Chancellor for Human Resource Services
System Office
804-819-4685; clee@vccs.edu
Ladies and gentlemen: good morning. It is a pleasure to be with you.

I was invited to join you today to talk about the issues of diversity and student success, and to share with you some of the best practices that we have in Virginia.

No pressure, right? That’s such an easy task, I thought, that with my remaining time this morning I can also tell you how we have cured cancer, achieved time travel and mastered the practice of cold fusion.

As everyone here knows, these are weighty and complex topics, resistant to simple sound bite solutions. In fact, they might just be two expressions of the same challenge, considering how connected diversity and student success is in the 21st century.

After all, what may have once been considered and discussed in an “us and them” framework no longer fits – if it ever did. The community we live in, the community that we are building on our campuses, the nation as a whole, are all too complex, too multidimensional for that.

VIRGINIA

In Virginia, we like to say that we are the place the American story begins. Plymouth Rock has gotten much better P-R over the years, but Virginia is the place where English-speaking settlers first encountered Native Americans and established a permanent colony in 1607. Africans joined that mix 12 years later. Much of the modern America we know sprang from that tiny melting pot on the banks of the James River.

Many of the chapters of that Virginia story however are told in an “us and them” framework:

- It begins with bloody clashes between the native tribes and the settlers.
- American slavery began in Virginia.
- The commonwealth remains scared from both Revolutionary War and Civil War, battlefields.
- The shadows of Reconstruction and the Jim Crow Era linger over Virginia today. While this may soon end, the Voting Rights Act determines Virginia’s redistricting process.
Patrick Henry, famous for his “Give me liberty or give me death!” speech was the first of the 71 governors Virginia has elected to date. All have been men. All but one have been white.

A racist state government bureaucrat led a successful campaign to erase Virginia’s Indian tribes on paper a century ago, which is why they lack federal recognition today.

Massive Resistance shuttered Virginia’s public schools for years.

Mildred Loving, a white woman, and Richard Loving, an African-American man, were sentenced to a year of prison for the crime of getting married in Virginia. That was until the U.S. Supreme Court intervened in 1967 to invalidate a 43-year-old state law banning interracial marriage.

And Virginia was among a list of states that forcefully sterilized people, as late as the 1970s – well into my lifetime – in compliance with the principles of the Eugenics movement.

When it comes to the issue of diversity, Virginia has some baggage. Not all of it is in the past. Just in the last few weeks, Virginia made national headlines again when a Confederate Heritage group decided to fly a massive Confederate flag on a pole near Interstate 95, which is probably the East Coast’s most heavily traveled highway, and a gateway into the city of Richmond.

So that’s a brief sketch of some Virginia’s history. But don’t get the wrong idea: the state has grown too big, too dynamic and too diverse to be held hostage by that past. And that’s the story I want to share with you throughout my remarks.

VCCS FOUNDING

There were many people and many motivations responsible for the creation of Virginia’s Community Colleges. I would suggest to you, however, that addressing that cultural baggage was among those motivations.

Beginning in 1966, over the next six years, policy makers established a network of 23 community colleges, operating a total of 40 campuses. In terms of land mass, Virginia’s is the country’s 12th largest state. The campuses were placed in such a way that practically every Virginian lives within a 30-minute drive of one of our campuses.
The first year we opened for business, we served 7,500 people. Today, we serve more than 400,000 people. And we are far and away the leading provider of higher education to minority Virginians.

Our Community Colleges were created to address the state’s unmet needs in higher education and workforce training. In other words, we were created to do what no one else would.

Since the founding of Virginia’s Community Colleges – and I would like to think in part because of it – Virginia has changed dramatically.

Technology has replaced tobacco as the state’s leading export. Virginia is home to the world’s largest naval base and the only shipyard on the globe capable of building nuclear aircraft carriers. We have an international airport that connects with every continent and some of our largest, most populated localities sit just across the Potomac River from Washington, D.C.

Those first English settlers who came in 1607 were part of a business venture, called the Virginia Company, lured by the hope of finding gold and riches.

That optimism remains today, attracting people from every corner of the world who are chasing opportunity and boosting our population as a result.

In 1960, Virginia’s population was less than 4 million people. It has more than doubled today to more than 8.2 million. That growth includes families from literally everywhere. In fact, students at just one of our institutions, Northern Virginia Community Colleges speak more than 100 languages other than English.

That college, N-V-C-C, is our largest. In fact it’s the country’s second largest community college. And it is a majority minority institution, one of several we have in Virginia.

The region the college serves, Northern Virginia, is rapidly growing and growing more dynamic and changing Virginia along the way.

To give you a sense of that, consider this: Virginia’s changing population has turned the state from being reliably red to the swing state color of purple. Barack Obama won Virginia’s electoral
votes in each of the last two presidential elections. No democrat has done that since Lyndon
Johnson in 1964.

Similarly, Virginia voters ratified a state constitutional amendment banning same sex
marriage in 2006. This year, four different statewide polls have reported that a majority of Virginians
favor same sex marriage.

As those two snapshots suggest, Virginia is evolving. If its community colleges are going to
live up to their promise, we must evolve as well.

VCCS MISSION

The people we serve drive the need for Virginia’s Community Colleges to embrace diversity
and foster inclusivity.

Virginia’s outgoing governor achieved a rare feat in his four-year term. He advanced a bill
through the state legislature that earned unanimous support. That wouldn’t be a big surprise if I told
you the bill was ceremonial in nature, perhaps commemorating some famous Virginian or declaring
the official state lettuce.

No, this was a major policy and will likely shape the governor’s legacy and the state’s
priorities for years to come.

You see, the measure was named the Top Jobs for the 21st Century and it includes a call for
an additional 100,000 Virginia college graduates by the year 2025. Again, that measure passed
without a single nay vote in either the State Senate nor the House of Delegates.

It is no surprise that our community colleges will be doing the heavy lifting when it comes to
turning that ambition into reality. Already today, we serve more than half of all the state’s
undergraduate students; and one out of three people who graduate from Virginia’s public
universities have community college experience.

The big challenge in this for us is changing the hearts and minds of people who don’t believe
in themselves, don’t believe in the promise of higher education, or don’t believe in either.
In fact, I am framing this challenge as a need for our colleges to place a college graduate in every Virginia home by the year 2025. And when I say graduate, I’m talking about someone who has earned a postsecondary credential, including a professionally recognized credential, a certificate, a diploma, an associate’s degree or higher.

This is neither a dream nor a fantasy. It is a necessity. Two out of every three jobs available in Virginia, and throughout the nation, will require more than a high school education before this decade is finished.

We face some pretty harsh realities in that effort, however.

Minority students do not pursue college at the same rate of their white counterparts. And when they do, they often struggle. African-American and Latino students significantly trail Asian and white students when it comes to student success.

Race is not the only dimension to this challenge.

Rural Virginia badly lags the rest of the state in terms of high school graduation rates and college attainment. Much of the area I’m talking about lies along our southern border with North Carolina, and the western border we share with Tennessee, Kentucky and West Virginia. The decline of tobacco, the decimation of furniture making and manufacturing jobs and the long running struggles of coal communities have drained those places of opportunity and, all too often, drained them of hope.

There, we have to convince families, who are often white, and who never before needed an education to get a good job, to send their children to college. Even the parents who understand it are conflicted, knowing that sending their child to college often means sending them away for good.

THREE GUIDING PRINCIPLES

Serving Virginia’s 21st century students, helping them succeed requires Virginia’s Community Colleges to construct a faculty and staff that embraces the diversity of our communities and fosters a spirit and practice of inclusivity.

In our efforts to achieve that, we have discovered and affirmed three guiding principles.
First, our business case determines our faculty and staff diversity. You see, it’s not enough to talk about diversity as simply doing the right thing. It’s not enough to generate warm and fuzzy feelings when the calendar tells us September begins National Hispanic Heritage Month; October is L-G-B-T History Month, February is Black History Month and March is Women’s History Month. This priority must be articulated and prioritized in a consistent way that supports our business case.

Second, we must focus not just on diversity, but also on inclusion. It’s not enough just to have a diverse looking collection of people in the room. They must also be in the conversation and in the decision making process.

And third, finding and fostering inclusion is a leadership competency that must permeate our organization. It’s not enough for the guy at the top to embrace, no matter how hard he tries. It must be broader.

“Culture eats strategy for breakfast.” That quote from Peter Drucker was made popular by Peter Fields, the C-E-O of Ford in 2005. Fields lived by the quote as he worked to change the car company’s culture toward creativity and innovation. I think it applies even more broadly than that and certainly for placing a priority on finding and fostering inclusion.

I want to take a few moments and talk about each of those truths. Then we get to the fun part and open up the conversation.

Let’s begin with that first one. It’s all about your business case.

AN EVOLVING MISSION

For as long as I can remember, we have described our community colleges as America’s democracy colleges. We were built to be, and remain, a place where anyone can come to realize their American Dream and begin their climb to our nation’s middle class and beyond.

It strikes me that our higher education partners, our friends in four-year institutions, define themselves by how many applicants they reject. Community colleges, on the other hand, brag about how many people they can attract and serve. Our mantra could be reduced to a single word: access.

Our focus is growing, however. And I see two reasons for that.
One, state policymakers are expecting more while at the same time funding less. Over time, our per-student funding has dropped significantly. Virginia students, today, are paying more of the cost of their college education than state government is. Despite that, there is a renewed focus on accountability. Policymakers want to see metrics explaining what it is that taxpayers are getting for their investment.

The other reason for the change is that evolving population I told you about. I mentioned a few moments ago how Virginia’s population has more than doubled over the last fifty years. Families who have little to no college experience are largely fueling that growth. I’m talking about people who typically are described as U-R-P’s in education-speak or under-represented populations. In Virginia, U-R-P’s include certain minority and ethnic groups, certain geographic locations as well as those who are the first in their family to attend college.

The truth is that many of those U-R-P students – even if you can get them in the door in the first place – don’t feel like they belong in college. As educators, part of our job is to convince them that they belong. We can’t do that if we can’t connect with them.

In fact, when I first attended a community college I was a U-R-P. I was the first in my family to pursue higher education. I know how important this is to our students.

Our new reality finds us with fewer public resources coupled with greater accountability as well as more people who need what community colleges provide but probably don’t know that because no one in the family has ever gone to school.

That requires us to expand our focus from just college access to include student success.

It’s no longer about how many people can you let in. It’s about how many people can let in and help move out with a credential that is worth something in the marketplace?

Policy makers want to see us turn public investments into credentialed talent. Families want us to turn their time, tuition and fees into career opportunities. Our mission is different today. We must help U-R-P students succeed at least at the same rates other students do.

BEYOND A MORAL IMPERATIVE
All too often, organizational diversity initiatives are expressed as moral imperatives. Being an Equal Opportunity employer is considered a matter of doing what’s right.

And while many of us agree that, sure, that is the right thing to do, do you know what else is the right thing to do?

- Obey the speed limit;
- Don’t smoke;
- Avoid fried, fatty and sugary foods;
- Drink alcohol in only reasonable amounts;
- Wash your hands before leaving the bathroom; and
- Call your mother.

Those are all considered the right thing to do. We share a spotty record, however, when it comes to following through.

Individually, I do all those things, right? How about across the office? Do all of your colleagues do all of those things? How about across your community? How about across our country?

- Excessive speeding is the second leading cause of fatal car wrecks in America.
- It’s been more than 50 years since the Surgeon General of the United States warned us all to stop smoking yet 300 billion cigarettes were sold in America last year.
- So much for watching what we eat: America has the highest rate of obesity of any developed nation in the world.
- Our nation’s bar tab in 2011 was $162 billion, enough to buy every American nearly 26 gallons of alcohol.
- The cold and flu season often highlights our challenges with basic hygiene, like hand washing.
- And I’ve never, ever, met a mother who complained about her children calling too often.
INCLUSION, NOT JUST DIVERSITY

That brings me back to the workplace. The right thing to do is just simply not enough to compel us to do everything right.

If diversity is a priority, it must be institutionalized and tied to your mission.

If inclusion is a priority, it must be institutionalized and tied to your mission.

I began my career as a community college instructor. That’s where I learned a valuable lesson: students don’t do optional. It took me the rest of my career to understand that nobody else does either.

I learned this in recent years with an effort we called the Chancellor’s Faculty Diversity Initiative.

We launched this a few years ago to address something that bothered us. Taken on the whole, the demographics of our teaching pool were not aligned with the demographics of our student body.

This was true especially with our adjunct ranks, the part-time instructors that we rely on to carry so much of our teaching load.

In an effort to remedy that, we made a concerted effort to diversify the adjunct pool. We launched and publicized two programs to find some teaching talent that we were otherwise missing.

One program is called the Minority Professional Teaching Fellows. It’s built to attract working professionals who hold graduate degrees into the adjunct pool and provide them an experienced teaching mentor should they be hired to teach a class.

The other program is called the Graduate Student Teaching Fellows. It’s a similar setup for those who are working their way through graduate school and want to teach.

Since we announced that effort five years ago, we have added 500 candidates to our adjunct pool – 60 percent of whom are minorities.
As the face of Virginia changes, as the need to produce more graduates becomes greater, we must adapt. We need to hire faculty and staff members who look like our students.

Doing our job means that we make what we offer known and attractive to people who have never considered us before. That’s an urgent need. Dropping out of high school or refusing to attend college can doom generations of a family to a cycle of failure. We must break that cycle.

We have to break that cycle in the coalfields and the tobacco fields, where no one in the family ever needed a college degree before. We need to break that cycle in the urban areas where children grow up not seeing a single college graduate living in their neighborhood. And we need to break that cycle for our newest Virginians who came here to pursue a dream and need our help overcoming the language and culture differences that can intimidate.

Doing our job means having the faculty and staff who can do that across the state. People who share experiences with, and speak the common language of, the people we want to serve – and have the academic and workforce bona fides to help them excel.

A few years ago, Virginia’s Community Colleges adopted a new mission statement. The old one, as it was, was fine though it was too long and wordy to be useful. Our new mission statement, while not as catchy as “Just do it!” is both understandable and functional.

It says that we give everyone the opportunity to learn and develop the right skills so lives and communities are strengthened.

The keyword there, I believe, is everyone.

LEADERSHIP COMPETENCY

So, how do we do that? How do we recruit, hire, manage and develop that throughout our organization?

The answer isn’t easy but it is simple. We must build inclusion into a leadership competency. After all, it’s simply another form of talent management.
The same way that we have to articulate a clear and convincing connection between inclusivity and our central mission, we must make the case to managers at every level that inclusiveness is essential to student success.

I feel the need to say very clearly that I am not talking about quotas here. History is full of quota efforts that have failed miserably. One could argue that they are among the right things to do that never could seem to be done right.

Besides, what I am talking about goes beyond counting noses and checking race and ethnicity boxes on a staffing H-R form.

Inclusion, of course, means that we are building a community of faculty and staff that is capable of reaching people from various races and ethnicities and helping them succeed. But it goes further than that.

It means building a community of faculty and staff that is capable of doing that with:

- People across the economic spectrum;
- People from different regions;
- People of different ages;
- People with disabilities;
- People who were born elsewhere;
- People from across the lesbian, gay, bisexual and transgender community;
- People who come from different faith traditions and those who have no faith tradition; and
- This may be the most controversial thing I say today given the climate these days: people who come from all over the political spectrum.

That’s a tall order. Each of us, after all, is a victim of our own experience. But that’s all the more reason to ensure that we are not just doing things the same way we always have with the same people we’ve always done them with. It’s a challenge to recognize the talent and perspective comes before us in countless variations – and it makes us better.
One pet peeve of mine, that I am not afraid to share with you, is this: How many times have you seen a collection of people – maybe it’s a conference, maybe it’s simply a department at your college – and a significant number of the people, perhaps even the majority of them, all come from the same alma mater?

For Pete’s sake, there are more than 4,100 public and private two- and four- year colleges and universities in the United States. And there are even more abroad. I understand someone having pride in their school and a willingness to speak with fellow graduates? But should any single one of those schools hold a lock on, well, anything that we do?

That’s not even practicing what we preach, is it? I mean, how many times you seen a student assigned to write a paper or do a project that required only one source of information?

Everyone nodded when President-elect John F. Kennedy said that he wanted to fill out his administration with the best and the brightest. But those nods became head scratches when we learned that the best and the brightest resided only in Boston, Massachusetts.

Candidly, we failed to make that case to our managers when we created the Chancellor’s Faculty Diversity Initiative.

You see, it feels great to tell you about the hundreds of candidates it added to our hiring pool. It feels terrible, however, to tell you about the mere handful of those candidates who have ever been hired to teach a class.

People don’t do optional, remember? We failed to require our deans and hiring managers to turn to that pool when it came time to hire more adjuncts. We failed to hold them accountable or even teach them a process to foster inclusiveness in this instance. And these hard lessons are helping us get it right the next time around.

**INSIDER-OUTSIDER DYNAMIC**

By next time, of course, I mean right now.

We have assembled a blue ribbon group to tackle this issue across our colleges and to articulate our educational case for diversity. The Chancellor’s Task Force on Diversity consist of
people from across all of our colleges and from across the functional business units within those colleges.

That includes the hiring managers we missed last time out.

We are counting on that group to grasp the clear changes happening throughout Virginia and translate that for us into a practical, functional response for our colleges.

As we seek tangible ways to embrace diversity and foster inclusivity, we must find ways to overcome the insider-outsider dynamic.

Really, if we can't find reliable and consistent ways to attract diverse talent into our faculty and staff ranks we are failing the people we serve.

If we can’t find reliable and consistent ways to develop that talent and ensure their perspective is honored at our colleges, we are failing ourselves.

The bottom line is that in a growing and dynamic Virginia, if the people we hire don’t resemble and relate to the people we serve, if they don’t feel included and empowered to help us serve them better – and I’m talking about the folks on the payroll here – then we can’t say that we truly serve all the people of Virginia. And we cannot say that we are living up to our mission of giving everyone the knowledge and skills they need.

CONCLUSION

Before I open things up here for questions and answers, I would just like to make one final point.

THE MARCH WAS RIGHT

2013 marks the golden anniversary of the 1963 March on Washington – which occurred of course at the Lincoln Memorial, just across the Potomac River from Virginia.

In a way, Martin Luther King, Jr. stole the show. His iconic “I Have a Dream Speech” was later described as the great aria of the civil rights movement. That happens, I suppose, when a man just happens to give one of the finest speeches in his country’s history.
What gets lost, however, is the true purpose behind the demonstration. It was called “The March on Washington for Jobs and Freedom.” Notice the word “jobs” is even listed before ‘freedom.” The march was to support a ten point economic plan focused on job and career opportunities that included a call for a higher minimum wage, the end of school desegregation as well as the end of discrimination in hiring and housing.

The organizers of that demonstration focused on the right things. I’m not sure, however, what it means that so much of that work remains unfinished.

A study released earlier this year by the federal government carried with it some grim statistics:

By age 25, African Americans and Hispanics were twice as likely as white students to be high school dropouts;

By age 25, white students were more than twice as likely to have earned a bachelor's degree;

While 30 percent of whites had graduated from college by their mid-20's, only 14 percent of blacks and 12 percent of Hispanics had done so; and

Subsequently, it confirmed that those with less education spent more time unemployed during and after the recession.

Those are national statistics, mind you. But we own some of that in Virginia, just as you do in Nevada.

I don’t know about you but that’s not the legacy I want to leave behind.

We know higher education works. We know that some people, and some groups, simply aren’t engaging with it yet. And we know that we have the ability to build the talented faculty and staff to turn that around.

Virginia has a history, a legacy if you will, of being the birthplace to so many American ideals.
Now is the time to begin the next chapter of that Virginia story, being the place where every person, regardless of where their parents come from, has access to the American Dream: a good education, meaningful employment and the chance to contribute to their community.

Community colleges have a big role to play – perhaps the leading role – in capturing the spirit of America and ensuring that everyone who wants to has ownership of it!

Join us in that, won’t you?

***

Ladies and gentlemen, you’ve been very gracious and patient through my remarks. Now it’s your turn. I’d really like to hear from you and take some questions…
APPENDIX

FOR

STATE BOARD FOR COMMUNITY COLLEGES

MEETING NO. 329

September 19, 2013
The State Board for Community Colleges convened at 9:00 a.m. on September 20, 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
- Mr. Darren Conner
- Mr. James Cuthbertson
- Ms. LaVonne P. Ellis
- Ms. Idalia P. Fernandez
- RADM. Robert R. Fountain
- Mr. Stephen Gannon
- Dr. Sasha Gong
- Dr. Mirta M. Martin
- Mr. David A. Nutter
- Mr. Robin Sullenberger
- Mr. Michael Thomas
- Ms. Benita Thompson-Byas
- Mr. Michel Zajur

**Members Absent:**

**Staff Present:**
- Mr. Blake Bailkowski
- Mr. Alex Caine
- Mr. Tom Cantone
- Ms. Katherine Coates
- Dr. Ellen Davenport
- Dr. Glenn DuBois
- Dr. Catherine Finnegan
- Dr. Jennifer Gentry
- Dr. Joy Hatch
- Ms. Susan Hayden
- Dr. Craig Herndon
- Mr. Will Johnson
- Mr. Robert Jones
- Mr. Jeff Kraus
Dr. Christopher Lee  
Ms. Grace Mooney  
Ms. Marlene Mondziel  
Ms. Karen Petersen  
Dr. Chris Pfäutz  
Ms. Tiffany Pugh  
Ms. Greer Saunders  
Dr. Richard Sebastian  
Ms. Crystal Twitty  
Ms. Helen Vanderland  
Ms. Donna Van Cleave  
Dr. Van Wilson  
Dr. Susan Wood

Others Present:  
Ms. Betsey Fountain  
Ms. Connie Meyer  
Mr. Andrew Williams, former PVCC student  
Dr. Edward Raspiller, President, JTCC  
Dr. Bruce Scism, President, DECC  
Mr. Everett Jordan, TNCC Local Board Member

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 to determine that a quorum was present.

C. Introduction of New Board Members

At this time, the Chair welcomed and introduced the newly appointed Board members. He informed the new members that The State Board for Community Colleges is an active and working board and has a massive impact on the Commonwealth.

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

A motion was made by Mr. Nutter and seconded by Ms. Fernandez that:

“THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE MINUTES  
OF THE MARCH 2013 MEETING AS CORRECTED.”

The motion carried.

E. Minutes – Meeting No. 328, July 18, 2013

A motion was made by Mr. Thomas and seconded by Ms. Ellis that:

“THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE MINUTES  
OF THE JULY 2013 MEETING AS SUBMITTED.”

The motion carried.

F. Public Comment

There was no public comment.

G. Reports from Campus Liaison

There were no campus liaison reports. The new liaison assignments were distributed, and Chairman Meyer asked for volunteers for the November 2013 Liaison Report.

H. Education: Six-Year Plan – Ms. Donna Van Cleave, Vice Chancellor for Administrative Services, Dr. Susan Wood, Vice Chancellor for Academic Services and Research, and Dr. Craig Herndon, Vice Chancellor for Workforce Development Services

Ms. Van Cleave, Dr. Wood and Dr. Herndon presented an overview of the VCCS Six-Year plan, an academic and financial plan that must be approved by the governing board of each public institution of higher education. The requirements
for the plan are outlined in The Virginia Higher Education Opportunity Act. The final version of the VCCS Six-Year Plan was being presented to the State Board for approval. The plan includes Achieve 2015 and Reengineering Goals and is the beginning of the budgeting process.

Dr. Susan Wood reviewed the goals, growth and basis for the Six-Year plan. The plan is focused on three state needs: getting more students into college; helping more students graduate; and equipping students with credentials leading to jobs.

Dr. Herndon discussed the industry credential attainment aspects of the plan. He noted that a report from Georgetown University’s Tony Carnevale identified the need for approximately 17 million workers over a ten year period to fill middle skill jobs in areas such as construction manufacturing, technology, communications, health care, energy, engineering, and transportation. The VCCS is working with Virginia business and industry to provide licensure and certifications endorsed by industry and increasing the number of skilled workers obtaining credentials for high-demand, non-degree jobs. Dr. Herndon reported on past success in leveraging state dollars to increase the number of employers served and detailed proposal for a $1,000 pay-for-performance premium for the successful completion of an industry recognized credential in a high demand area.

Ms. Van Cleave stated that the VCCS has a goal to increase the ratio of courses taught by full-time faculty to 50 percent from the current 45 percent. In addition, increasing the salaries of faculty and staff is also a top priority. The Capital Outlay Plan is a major component of Virginia’s Community Colleges’ need for facilities. These capital projects are across the state.

Mr. Thomas reported that this version of the Six-Year Plan was reported out of the Budget and Finance Committee and Ms. Ellis reported that this item was also reviewed in Academic and Student Affairs Committee and moved for the Board to make a motion on approval of this plan. (Appendix I)

A motion was made by Ms. Ellis and seconded by Dr. Martin that:

“THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE VCCS SIX-YEAR PLAN AS PRESENTED.”

The motion carried.

II. CHANCELLOR'S REPORT

A. Introduction of Dr. Bruce Scism, President, Danville Community College
The Chancellor introduced Dr. Bruce Scism, the newly appointed President of Danville Community College. Dr. Scism comes to Danville Community College from Volunteer State Community College in Gallatin, Tennessee where he served as Vice President of Academic Affairs.

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

The Chancellor introduced Dr. Ted Raspiller, the newly appointed President of John Tyler Community College. Dr. Raspiller comes to the VCCS from Bryan, Texas where he served as President of the Brazos County Campus at Blinn College. Dr. Raspiller previously directed the Community College Leadership Doctoral Program at Old Dominion University.

C. Enrollment Updates (Summer 2013)

The Chancellor presented the Board with enrollment updates that reflect the Summer 2013 headcount and FTE by college. He noted a decrease in enrollment from last year, which is natural after a period of large growth.

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

The Chancellor presented the Report on Goals Aligned with Achieve 2015 that were approved at the July 2013 Board meeting. The goals are reported in both detail and in a broad overview format.

E. Update VCCS Reengineering Taskforce

The Chancellor presented the update on the VCCS Reengineering Taskforce. For the benefit of the new members he explained that the Reengineering Taskforce was created to rethink everything that the VCCS does. An updated report is presented at each State Board meeting. Chancellor DuBois spoke about the ten big ideas the Reengineering Taskforce put forth and the process that has taken place with the implementation of the new Faculty Evaluation Plan.

F. Strategic Planning Town Hall Meetings

The VCCS is now beginning to turn its attention toward the next VCCS Strategic Plan. In order to give the external stakeholders an opportunity to articulate their wants and needs, Chancellor DuBois will be conducting a listening tour. The tour will begin on September 20th at Tidewater Community College and will extend into November and December with a total of seven town hall meetings.
A taskforce, charged with drafting a plan, will begin working in 2014. Chancellor DuBois was pleased to announce that Dr. John Downey, President of Blue Ridge Community College, will chair the task force. Dr. Edna Baehre-Kolovani, President of Tidewater Community College, will serve as co-chair. The State Board will be asked to approve the goals for the next Strategic Plan sometime in 2015.

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

This is an information item. No action is required.

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.

This is an information item. The Chair encouraged Board members to attend.

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

This is an information item. Board members are encouraged to attend.

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

This is an information and calendar item for all Board members.

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

This is an information item, The Chair and Chancellor encouraged members to attend, if at all possible.

III. COMMITTEE REPORTS

A. Academic, Student Affairs and Workforce Development Committee – LaVonne Ellis, Chair
1. Minutes – Meeting of July 17, 2013

It was reported that the Committee approved the minutes of its July 2013 meeting.

2. Action Item

a. Approval of the VCCS Six-Year Plan

This item was previously approved in the Education Report. (Appendix I)

3. Information Items

a. Update on Workforce Enterprise System (WES)

Dr. Craig Herndon, Vice Chancellor for Workforce Development presented an update on the Workforce Enterprise System (WES). The goal of the WES project is to allow all VCCS colleges to offer their non-credit students and businesses an attractive, intuitive, web-based registration and payment system. 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 System Office several months later.

b. Tracking the Contributions of High School Career Coaches

Dr. Herndon reported that the High School Case Management System (CMS) is a new Virginia Education Wizard-based data management system that will be used by high school career coaches beginning in the 2013-14 Academic Year. The shift to the use of the Case Management System (CMS) will allow coaches, colleges, and the VCCS to focus more on the depth and diversity of services provided to more effectively analyze the correlations between those services and student outcomes over time.

c. Program Approval

(1) Paul D. Camp Community College
Certificate
Practical Nursing
Ms. Ellis noted that the Chancellor had approved the request from Paul D. Camp Community College to establish a certificate in Practical Nursing.
d. Program Discontinuance

(1) Blue Ridge Community College
Certificate
Fine Arts

Ms. Ellis noted that the Chancellor had approved the program discontinuance in the Fine Arts certificate at Blue Ridge Community College.

e. SAILS (Early Alert) Update

Dr. Wood reported that 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 students 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.

f. Student Leadership Conference

Each fall, with monetary assistance from the colleges, the VCCS 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. More than 450 VCCS students, staff, and faculty members representing all 23 of our colleges, are anticipated to attend. A highlight of this year’s conference will be a focus on community service projects from all 23 colleges.

g. 3PL Program Update

Since October 2011, the 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. Although the grant funding for this program has been discontinued, Dr. Wood reported on the key findings from the program:

- Many VCCS students are parents
- VCCS student-parents are a diverse group
- VCCS student-parents face many challenges and competing demands
- VCCS student-parents are interested in assistance to achieve their goals.

h. Student Success Snapshot #27

Dr. Wood presented the Student Success Snapshot #27. 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. The Snapshot is an analysis of VCCS associates graduates’ outcomes at 4-year institutions based on National Student Clearinghouse Data.

B. Audit Committee – Mirta M. Martin, Chair

1. Minutes - Meeting of July 17, 2013

It was reported that the Committee approved the minutes of the July 2013 meeting.

2. Action Items

Item 3(b) below was moved to an action item by the committee.

3 Information Items


Dr. Martin reported that 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) presented their report and discussed the results of the audit for the fiscal year ending June 30, 2012. The VCCS received a good report on its financial statements for the year ending June 30, 2012.
b. Paul D. Camp Community College – Update on Business Office Review

As requested by the State Board, Dr. Paul Conco, President of Paul D. Camp Community College, addressed the Committee to outline steps being taken to correct the significant weaknesses in PDCCC’s business office.

Thomas Nelson Community College (TNCC) will provide staff assistance to the PDCCC business office through shared services. Ms. Vanderland noted that this type of shared services model in a college business office would be the first of a kind for the VCCS.

This item was moved to an action item. The Committee recommended approval. (Appendix II)

A resolution by the committee stated that:

― BE IT RESOLVED THAT UPDATES WILL BE PROVIDED TO THE AUDIT COMMITTEE AT THE NOVEMBER 2013 AND JANUARY 2014 STATE BOARD MEETINGS BY THE PRESIDENT OF PAUL D. CAMP COMMUNITY COLLEGE ON THE STATUS OF THE SHARED SERVICES MODEL BEING IMPLEMENTED BETWEEN PAUL D. CAMP COMMUNITY COLLEGE (PDCCC) AND THOMAS NELSON COMMUNITY COLLEGE (TNCC) FOR THE TRANSFER OF PDCCC BUSINESS OFFICE FUNCTIONS TO TNCC.‖

The Resolution was unanimously adopted.

c. Human Resources Management System Audit Report

The Human Resources Management System (HRMS) Audit Report, dated August 16, 2013, was previously emailed to Audit Committee members. 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.
As a result of this audit, several opportunities to improve the effectiveness of HRMS and the efficiency of operations were identified. Management’s action plan was discussed in detail by the Committee.

d. Litigation

Dr. Mirta Martin reported that Ms. Greer Saunders presented the Committee with the current VCCS Litigation Report.

C. Facilities Committee – Robert Fountain, Chair

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

It was reported that the Committee approved the minutes of its July 2013 meeting and the revised minutes from the March 20, 2013, meeting.

2. Action Items

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

   As the VCCS continues to fully implement the requirements of Level II delegated authority, the requirements of Section 10 of the VCCS Policy Manual 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 Facilities Committee recommended approval. (Appendix III)

A motion was made by the Committee that:

“The State Board for Community Colleges approves the proposed modifications to Section 10 of the VCCS Policy Manual as presented.”

The motion carried.

b. Germanna Community College
   Fredericksburg Campus
   Master Plan Update
   Project Code: NP297-005
RADM. Fountain reported that Germanna Community College requested approval to update the master plan for the Fredericksburg area campus due to rapid growth in population and employment in the Fredericksburg region. The Committee recommended approval. (See Appendix III)

A motion was made by the Committee that:

“IN ACCORDANCE WITH THE VIRGINIA COMMUNITY COLLEGE SYSTEM POLICY MANUAL, § 10.0.0.4 e, THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE UPDATE TO THE MASTER SITE PLAN FOR THE FREDERICKSBURG AREA CAMPUS OF GERMANNA COMMUNITY COLLEGE.”

The motion carried.

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

RADM. Fountain reported that Northern Virginia Community College (NVCC) requested Board 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. The Committee recommended approval. (Appendix V)

A motion was made by the Committee that:

“IN ACCORDANCE WITH THE VIRGINIA COMMUNITY COLLEGE SYSTEM POLICY MANUAL, § 10.0.0.4 L, THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE EXECUTION OF THIS EASEMENT VACATION FOR A SECTION OF A PUBLIC ACCESS EASEMENT WITHIN THE EAST CAMPUS LANE AT THE ALEXANDRIA CAMPUS OF NORTHERN VIRGINIA COMMUNITY COLLEGE CONTINGENT UPON SATISFACTION OF ALL APPLICABLE REQUIREMENTS OF THE COMMONWEALTH AND VIRGINIA COMMUNITY COLLEGE SYSTEM POLICY.”

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

   RADM. Fountain reported that Northern Virginia Community College requests State Board approval of the schematic drawings for a Workforce Development Center at the Woodbridge Campus of Northern Virginia Community College. The Committee recommended approval. (Appendix VI)

   A motion was made by the Committee that:

   “IN ACCORDANCE WITH THE VIRGINIA COMMUNITY COLLEGE SYSTEM POLICY MANUAL, § 10.0.0.4 i, THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE SCHEMATIC DRAWINGS FOR THE NORTHERN VIRGINIA COMMUNITY COLLEGE WOODBRIDGE CAMPUS, WORKFORCE DEVELOPMENT CENTER AS SUBMITTED.”

   The motion carried.

e. Patrick Henry Community College
   Timber Sale

   RADM. Fountain reported that Patrick Henry Community College requests approval to harvest an additional 10 to 12 acres of timber to be either “thinned” or “clear-cut,” as appropriate. The harvesting of timber was recommended by the Virginia Department of Forestry. (Appendix VII)

   A motion was made by the Committee that:

   “IN ACCORDANCE WITH THE VIRGINIA COMMUNITY COLLEGE SYSTEM POLICY MANUAL, § 10.0.0.4 i, THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE HARVESTING OR ‘THINNING’ OF APPROXIMATELY 10 TO 12 ADDITIONAL ACRES OF LOBLOLLY AND VIRGINIA PINES ON THE PATRICK HENRY COMMUNITY COLLEGE CAMPUS.”

   The motion carried.
3. Information Items

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

   In accordance with delegated authority by the State Board for Community Colleges and on the basis of limited scope of the work and the urgent nature of the project, this project was approved by the Associate Vice Chancellor for Facilities Management Services and awarded to a sole bidder.

b. Germanna Community College
   Stafford Center Feasibility Center

   Dr. David Sam, President of Germanna Community College (GCC) reported on the details and analysis related to the feasibility study to expand GCC’s presence in Stafford. Dr. Sam requested the State Board review of this feasibility study that has been developed by the college for a potential center in Stafford. Enrollment projections were given along with center site plan options.

c. Virginia Community College System
   SWaM Expenditure Report

   Mr. Jones presented the SWaM report for June and July 2013.

d. Virginia Community College System
   College Construction Project Report

   Mr. Jones presented the report on college construction projects and the status of each.

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

   Mr. Jones presented the Board with a list of all active Capital Outlay Projects and the status of each.
f. Virginia Community College System
   System Office Potential Move

Mr. Jones reported that staff has been evaluating moving the System Office to privately leased space. An RFP was issued and three responses received. All three sites are located in the area near J. Sargeant Reynolds Community College, Parham Road Campus area. The responses are currently being evaluated and a determination will be made related to cost savings.

The Chancellor added that the motivations for the move include cost savings, increasing the ease of access for visitors and to eliminate the cost of monthly parking. He noted that all three sites are on single level, which would be helpful for more cohesion among departments.

A move by summer 2014 is anticipated if it is determined that this would create cost savings for the VCCS.

D. Budget and Finance Committee – Mike Thomas, Chair

1. Minutes - Meeting of July 17, 2013

   It was reported that the Committee approved the minutes of its July 2013 meeting.

2. Action Items
   a. Approve VCCS Six-Year Financial Plan

      This item was previously approved in the Education Report. (Appendix I)

   b. Approve Submission of 2014-16 Budget Requests to the Governor

      Ms. Donna VanCleave, Vice Chancellor for Administrative Services, and Mr. Will Johnson, Assistant Vice Chancellor for Budget and Planning, discussed the timeline and requirements for submitting budget requests to the Governor. The Six-Year Plan Budget Initiatives, Technical Amendments, and Language Only Amendments were presented to the State Board for their approval. The Committee recommended approval. (Appendix VIII)

A motion was made by the Committee that:
“THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE PROPOSED BUDGET AMENDMENTS TO THE GOVERNOR, IN SUPPORT OF ANTICIPATED VIRGINIA COMMUNITY COLLEGE SYSTEM INITIATIVES AND OPERATIONS.”

The motion carried.

c. Resolution on Level II Procurement

Ms. Van Cleave presented a proposed resolution conveying the sense of the State Board to gain authority at Level II in the area of procurement for VCCS. An absolute two-thirds or more of the institution’s governing body must have voted in the affirmative for a resolution expressing that the VCCS is qualified to be and should be considered for an additional delegated operational authority for procurement. (Appendix IX)

A motion was made by the Committee that:

“THE STATE BOARD FOR COMMUNITY COLLEGES ADOPTS THE RESOLUTION THAT CONVEYS THAT THE VIRGINIA COMMUNITY COLLEGE SYSTEM IS QUALIFIED TO BE AND SHOULD BE CONSIDERED FOR AN ADDITIONAL DELEGATED OPERATIONAL AUTHORITY AT LEVEL II FOR PROCUREMENT. THIS RESOLUTION WAS ADOPTED BY ROLL CALL OF ALL 15 MEMBERS OF THE STATE BOARD FOR COMMUNITY COLLEGES.”

The vote to adopt the resolution was unanimous.

3. Information Item

  a. Analysis of Fiscal Year 2013 Spending

This item was moved to the November 2013 State Board meeting.

E. Personnel Committee – Stephen Gannon, Chair

1. Minutes—Meeting of May 17, 2013

It was reported that the Committee approved the minutes of its May 2013 meeting. No Personnel Committee meeting was held in July 2013.
2. Action Items

a. Revision of Several Administrative Policies

Dr. Lee reported that the VCCS Human Resources Department is undergoing a comprehensive review and update of policies in the VCCS Policy Manual. The following seven items are proposed for revision:

i. Categories of Employment, Policy #3.0

ii. Academic Rank, Special Positions, Administrative Titles, Policy #3.1:

iii. Faculty Qualifications for Rank, Policy #3.2

iv. Faculty Sanctions, #3.12

v. Child Abuse Notification, (New) Policy #3.14.7:

vi. Lactation, (New) Policy #3.14.8:

vii. Presidential Salaries, Policy #3.15.0.1

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. (Appendix X)

A motion was made by the Committee that:

“THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE POLICY REVISIONS TO POLICY 3.0 CATEGORIES OF EMPLOYMENT; POLICY 3.1 ACADEMIC RANK, SPECIAL POSITIONS, ADMINISTRATIVE TITLES; POLICY 3.2 FACULTY QUALIFICATIONS FOR RANK; POLICY 3.12 FACULTY SANCTIONS, POLICY 3.14.7 CHILD ABUSE NOTIFICATION; POLICY 3.14.8 LACTATION, AND POLICY 3.15.0.1 PRESIDENTIAL SALARIES.”

The motion carried.
b. Degree Equivalency, Policy # 3.2.3 (Continued from July 2013)

Dr. Lee reported that adjustments to the Degree Equivalency Policy were made in support of changes made to the VCCS-29 at the May 2013 State Board meeting. (Appendix XI)

A motion was made by the Committee that:

“THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE REVISIONS TO THE DEGREE EQUIVALENCY POLICY, 3.2.3.”

The motion carried.

3. Information Item

a. Executive Succession Planning (Continued Item)

Dr. Lee reported that 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. Input from the Board will be invaluable in this process.

IV. EXECUTIVE COMMITTEE/CHAIR’S REPORT

There was no executive committee meeting.

Mr. Bruce Meyer, Chairman, reported that in November he would like to reactivate the Godwin Society, the alumni organization for former Board members, in a more active role. He stated that the Godwin Society can be a great asset for support in legislative work and fundraising.

V. OTHER BUSINESS

Mr. Meyer announced that after meeting with Dr. Joy Hatch, Vice Chancellor for Information Technology Services, they found it would be cost effective to look into moving Board documents to an all-electronic format to enable State Board members to work with tablets during the meetings. He asked any members who may be interested in the pilot of this program to notify Ms. Marlene Mondziel. Research is still being conducted to select the right tablet and software that has the functionality needed.

VI. ADJOURNMENT

A motion was made by Dr. Martin and seconded by RADM. Fountain that:
“THE STATE BOARD FOR COMMUNITY COLLEGES ADJOURN.”

The motion carried.

There being no further business to come before the Board, the meeting adjourned at 12:15 p.m.

_________________________    _____________________
Bruce Meyer, Chair       Glenn DuBois, Secretary
APPENDIX I

TITLE:  
APPROVE THE VCCS SIX-YEAR PLAN (Academic, Student Affairs, and Workforce Development Committee, Information Item A.III.2.a.)

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:
APPENDIX II

TITLE: PAUL D. CAMP COMMUNITY COLLEGE – UPDATE ON BUSINESS OFFICE REVIEW (III.B.3.b.)

BACKGROUND:

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:

a. Dr. Paul Conco, President;
b. Mr. Richard Brooks, PDCCC Board Chair; and
c. 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
APPENDIX II

Audit Committee Resolution
September 18, 2013
Related to PDCC Business Office

A motion was made by Mr. Sullenberger and seconded by Mr. Gannon:

BE IT RESOLVED THAT UPDATES WILL BE PROVIDED TO THE AUDIT COMMITTEE AT THE NOVEMBER 2013 AND JANUARY 2014 STATE BOARD MEETINGS BY THE PRESIDENT OF PAUL D. CAMP COMMUNITY COLLEGE ON THE STATUS OF THE SHARED SERVICES MODEL BEING IMPLEMENTED BETWEEN PAUL D. CAMP COMMUNITY COLLEGE (PDCCC) AND THOMAS NELSON COMMUNITY COLLEGE (TNCC) FOR THE TRANSFER OF PDCCC BUSINESS OFFICE FUNCTIONS TO TNCC.
APPENDIX III

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:

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Associate Vice Chancellor for
Facilities Management Services
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APPENDIX IV

TITLE: GERMANNA COMMUNITY COLLEGE  
FREDERICKSBURG AREA CAMPUS  
MASTER SITE PLAN UPDATE  
PROJECT CODE: NP297-005  
(III.C.2.b)

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:

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Mr. Robert B. Jones, RA, CBO, VCCO
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APPENDIX V

TITLE: NORTHERN VIRGINIA COMMUNITY COLLEGE
ALEXANDRIA CAMPUS
TYLER REPLACEMENT BUILDING
PARTIAL VACATION OF EXISTING EAST CAMPUS LANE
PROJECT CODE: 260-17720
(III.C.2.c)

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.

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APPENDIX VI

TITLE: NORTHERN VIRGINIA COMMUNITY COLLEGE
WOODBRIDGE CAMPUS
WORKFORCE DEVELOPMENT CENTER
SCHEMATIC PLAN REVIEW
PROJECT CODE: 260-17802
(III.C.2.d)

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 Policy Manual, § 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:

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APPENDIX VII

TITLE: PATRICK HENRY COMMUNITY COLLEGE TIMBER SALE (III.C.2.e)

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  Mr. Robert B. Jones, RA, CBO, VCCO
Patrick Henry Community College  Virginia Community College System
(276) 656-0201  (804) 819-4917
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Associate Vice Chancellor for
Facilities Management Services
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 reforesting 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
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Rocky Mount, VA 24151
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APPENDIX VIII

TITLE: UPDATE ON STATE BUDGET AND BUDGET DEVELOPMENT FOR THE 2014 LEGISLATIVE SESSION
(Budget and Finance Committee, Action Item III.D.2.b)

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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APPENDIX IX

TITLE: RESOLUTION ON RESTRUCTURING- LEVEL II AUTHORITY IN PROCUREMENT
(Budget and Finance Committee, Action Item III.D.2.c)

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 memorandum 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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804-819-4698
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
APPENDIX X

TITLE:  REVISION OF SEVERAL ADMINISTRATIVE POLICIES
(Personnel Committee, III.E.2.a)

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:

Dr. Christopher D. Lee
Associate Vice Chancellor Human Resource Services
System Office
804-819-4685; clee@vccs.edu
APPENDIX XI

TITLE: DEGREE EQUIVALENCY (Continued from July 2013)
(Personnel Committee, III.E.2.b)

BACKGROUND:

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.

RATIONALE:

The enclosed revisions are proposed in support of changes to the VCCS-29.

RECOMMENDATION:

It is recommended that the State Board for Community Colleges approve the enclosed revisions to the Degree Equivalency Policy, 3.2.3.

RESOURCE PERSON:

Christopher D. Lee, Ph.D., SPHR
Associate Vice Chancellor
Human Resource Services
804-819-4685
clee@vccs.edu
The Academic, Student Affairs and Workforce Development Committee meeting convened on September 18, 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.

Members Present:  
Ms. LaVonne Ellis, Chair  
Mr. Robin Sullenburger, Vice Chair  
Mr. Darren Conner  
Ms. Idalia P. Fernandez  
Dr. Sasha Gong  
Dr. Mirta Martin  
Mr. Bruce Meyer

Members Absent:  
Ms. Benita Thompson Byas  
Mr. James Cuthbertson

Others Present:  
Dr. Craig Herndon, Vice Chancellor, Workforce Development Services  
Dr. Susan S. Wood, Vice Chancellor, Academic Services and Research  
Mr. Aris Bearse  
Ms. Lori Dwyer  
Dr. Catherine Finnegan  
Ms. Wendy Kang  
Dr. Daniel Lewis  
Dr. Richard Sebastian  
Ms. Crystal Twitty  
Ms. Elise Wallace

1. The minutes of the July 17, 2013 meeting were approved unanimously.

2. Action Items
   a. Approval of the VCCS Six-Year Plan

      Ms. Ellis recommended deferring this item until the full Board meeting since the Education presentation is on the Six-Year Plan. The committee agreed.
3. Information Items

   a. Update on Workforce Enterprise System (WES)

       The Committee heard a report by Dr. Herndon and Ms. Kang on the Workforce Enterprise System (WES).

   b. Tracking the Contributions of High School Career Coaches

       The Committee heard a report by Dr. Herndon on Tracking the Contributions of High School Career Coaches.

   c. Program Approval

       (1) Paul D. Camp Community College
       Certificate
       Practical Nursing

       The Committee heard a presentation by Dr. Lewis on the request (approved by the Chancellor) by Paul D. Camp Community College to offer the certificate in Practical Nursing.

   d. Program Discontinuance

       The Committee heard a presentation by Ms. Ellis on the request (approved by the Chancellor) by Blue Ridge Community College to discontinue the certificate in Fine Arts.

   e. SAILS (Early Alert Update)

       The Committee heard an update by Dr. Wood and Ms. Dwyer on SAILS (Early Alert).

   f. Student Leadership Conference

       The Committee heard a report by Dr. Wood on the Student Leadership Conference.

   g. 3PL Program Update

       The Committee heard an update by Dr. Wood and Ms. Wallace on the 3PL Program.
h. Student Success Snapshot #27 – Graduation Outcomes for VCCS Students Transferring to 4-Year Institutions

The Committee heard a report by Dr. Finnegan on Student Success Snapshot #27 – Graduation Outcomes for VCCS Students Transferring to 4-Year Institutions.

The meeting was adjourned.

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LaVonne Ellis, Chair
The Audit Committee meeting of the State Board for Community Colleges was held at 3:00 p.m. on Wednesday, September 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  
Mr. Steve Gannon, Vice Chair  
Mr. Darren Conner  
Mr. James Cuthbertson  
Ms. Idalia P. Fernandez  
Ms. Sasha Gong  
Mr. Robin Sullenberger

MEMBERS ABSENT: None

STAFF PRESENT: Mr. Blake Bialkowski  
Mr. Richard Brooks, PDCCC  
Dr. Paul Conco, PDCCC  
Dr. Glenn DuBois  
Dr. Joe Edenfield, PDCCC  
Mr. Dave Mair  
Mr. Bruce Meyer  
Ms. Greer Saunders  
Ms. Donna VanCleave  
Ms. Helen Vanderland

OTHERS PRESENT: Mr. Eric Sandridge, APA  
Mr. Zachary Borgerding, APA

Dr. Martin called the meeting to order at 3:00 p.m.

1. **MINUTES – MEETING OF JULY 18, 2013**

A motion was made by Mr. Sullenberger and seconded by Mr. Gannon that:

“THE AUDIT COMMITTEE APPROVE THE MINUTES OF THE JULY 18, 2013 MEETING.”

The motion carried unanimously.

2. **ACTION ITEMS**

None.
3. **INFORMATION ITEMS**

a. **AUDITOR OF PUBLIC ACCOUNTS - ANNUAL FINANCIAL REPORT ON AUDIT FOR FISCAL YEAR ENDING JUNE 30, 2012**

Representatives from the Auditor of Public Accounts (APA), Eric Sandridge and Zachary Borgerding, presented their report on the results of the audit for the VCCS for the fiscal year ending June 30, 2012. Mr. Sandridge provided a summary of comments regarding the report and answered questions regarding the implementation of recommendations and financial aid findings. He stated that the APA would be providing reaccreditation reports for two community colleges for fiscal year ending June 30, 2013: Blue Ridge Community College and Central Virginia Community College.

b. **PAUL D. CAMP COMMUNITY COLLEGE – UPDATE ON BUSINESS OFFICE REVIEW**

Dr. Paul Conco, President at Paul D. Camp Community College, discussed actions he planned to take to address risks and internal control weaknesses noted in the Internal Audit report, *Business Office Review*, dated April 24, 2013. Dr. Conco stated that because the college had benefited from services provided by Thomas Nelson Community College (TNCC) during fiscal year end 2013, he believed a shared services model, where TNCC performs business office functions for PDCCC, would be beneficial and make the college stronger. The Audit Committee asked that Dr. Conco be present at the next two Audit Committee meetings to provide updates on progress. As a result, the following resolution was created and approved by the Audit Committee:

*A motion was made by Mr. Sullenberger and seconded by Mr. Gannon:*

**BE IT RESOLVED THAT UPDATES WILL BE PROVIDED TO THE AUDIT COMMITTEE AT THE NOVEMBER 2013 AND JANUARY 2014 STATE BOARD MEETINGS BY THE PRESIDENT OF PAUL D. CAMP COMMUNITY COLLEGE ON THE STATUS OF THE SHARED SERVICES MODEL BEING IMPLEMENTED BETWEEN PAUL D. CAMP COMMUNITY COLLEGE (PDCCC) AND THOMAS NELSON COMMUNITY COLLEGE (TNCC) FOR THE TRANSFER OF PDCCC BUSINESS OFFICE FUNCTIONS TO TNCC.**

c. **HUMAN RESOURCES MANAGEMENT SYSTEM AUDIT REPORT**

Ms. Vanderland presented the *Human Resources Management System* (HRMS) audit report to the Audit Committee. She introduced Mr. Blake Bialkowski who was the Project Lead on the audit. Ms. Vanderland stated that the audit was designed to determine whether HRMS had improved the efficiency and effectiveness of human resource transactions and operations and whether we were using HRMS as intended.
Based on the results of the audit it was concluded that HRMS processes need improvement to enhance the efficiency and effectiveness of operations. Specifically, Ms. Vanderland noted that of the three required interfaces to state systems needed to improve accuracy and efficiency, one interface was partially working and no plans were being made to interface the remaining two state systems. The audit recommended that management re-evaluate the feasibility of the project goal to interface with multiple state systems.

d. 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 4:00 p.m.

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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, September 18, 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
   Mr. James Cuthbertson
   RADM Robert Fountain, USN (Ret.)
   Ms. Dorcas Helfant-Browning
   Mr. David Nutter
   Mr. Michel Zajur

BUDGET AND FINANCE COMMITTEE MEMBERS ABSENT:
   Mr. Steve Gannon

STAFF PRESENT:
   Mr. Tom Cantone
   Ms. Julie Christmas
   Dr. Ellen Davenport
   Mr. Keith Gagnon
   Mr. Will Johnson
   Mr. Jeff Kraus
   Ms. Tiffany Pugh
   Ms. Donna Swiney
   Ms. Donna VanCleave

OTHERS PRESENT:
   Emily O’Brion, McGuire Woods Consulting LLC

III.D.

1. Minutes - Meeting of July 17, 2013

   A motion was made by Mr. David Nutter and seconded by RADM Robert Fountain that:
“THE BUDGET AND FINANCE COMMITTEE APPROVES THE MINUTES OF THE JULY 2013 MEETING.”

The motion carried.

a. APPROVE VCCS SIX-YEAR FINANCIAL PLAN

Mr. Thomas requested that Vice Chancellor VanCleave provide the background for this item. Mrs. VanCleave stated that 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 was provided. Any changes approved by the Board at the September meeting will be incorporated into the final Plan prior to submission to SCHEV.

A motion was made by RADM Robert Fountain and seconded by Mr. James Cuthbertson that:

“THE BUDGET & FINANCE COMMITTEE RECOMMENDS THAT THE STATE BOARD FOR COMMUNITY COLLEGES APPROVE THE REVISED SIX-YEAR PLAN.”

The motion carried.

b. APPROVE SUBMISSION OF 2014-15 BUDGET REQUESTS TO THE GOVERNOR

Mr. Will Johnson, Assistant Vice Chancellor for Budget Services, shared that 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.
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.

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.

At this time, the following operating budget request items are recommended for submission for the FY 2014-16: Increase faculty salaries; Increase funding for student support services to improve student success; Improve the ratio of full-time to part-time teaching faculty; Increase support for workforce development; Expand programs that support improving access to higher education for underserved populations; and Expand noncredit Equipment Trust Fund.

At this time, the following Capital Outlay budget request items are recommended for submission for the FY 2014-16: Fund Top 25 Capital Outlay Projects and allow state funding for site costs.

A motion was made by Mr. James Cuthbertson and seconded by RADM Robert Fountain:

“THE BUDGET & FINANCE COMMITTEE RECOMMENDS THAT THE STATE BOARD FOR COMMUNITY COLLEGES APPROVE THE SUBMITTED PROPOSED
The motion carried.

c. RESOLUTION ON RESTRUCTURING – LEVEL II PROCUREMENT

Mr. Thomas requested that Vice Chancellor VanCleave provide the background for this item. Mrs. VanCleave stated that 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 specific language.

The third 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.

A motion was made by Mr. David Nutter and seconded by Mr. Michel Zajur that:

“THE BUDGET & FINANCE COMMITTEE RECOMMENDS THAT THE STATE BOARD FOR COMMUNITY COLLEGES APPROVE THE RESOLUTION ON RESTRUCTURING.”

The motion carried.

1. Information Items
   a. ANALYSIS OF FISCAL YEAR 2013 SPENDING

The 2013 fiscal year for the VCCS ended on June 30. An analysis of spending (on cash basis) across the system was presented.
2. Adjournment

A motion was made by RADM Robert Fountain and seconded by Mr. James Cuthbertson 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
The Facilities Committee of the State Board for Community Colleges convened at 3:07 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. David Nutter  
Mr. Bruce Meyer (ex-officio)

Committee
Members Absent:  Mr. Michel Zajur, Vice Chair  
Ms. Benita Thompson Byas

Staff Present:  Mr. Bert Jones  
Mr. William Johnson  
Mr. Tom Cantone  
Ms. Donna VanCleave  
Ms. Christy Sharpe  
Ms. Angela Lightfoot  
Mr. Edward Gillikin  
Ms. Tiffany Pugh  
Mr. Rick Farthing  
Ms. Ellen Davenport

Others Present:  Ms. Emily O'Brian  
Research Associate  
McGuire Woods Consulting  

Mr. Rick Brehm (Present)  
Vice President of Finance and Administrative Services  
Germanna Community College

Dr. David Sam (Present)  
President  
Germanna Community College
Admiral Robert R. Fountain, Chair, called the meeting to order.

A. Minutes – Meeting of July 17, 2013.

A motion was made by Ms. Dorcas Helfant-Browning and seconded by Mr. David Nutter that:

“THE FACILITIES COMMITTEE APPROVES THE MINUTES OF THE JULY 17, 2013 MEETING.”

The motion carried unanimously.

III. C. 2. Action Items

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

This section was presented by Mr. Bert Jones. As the VCCS continues to fully implement the requirements of Level II delegated authority, the requirements of Section 10 have been reviewed. To ensure the Policy Manual conforms 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.

After an extensive review of the proposed changes,
A motion was made by Ms. Dorcas Helfant-Browning and seconded by Ms. LaVonne Ellis:

“THE FACILITIES COMMITTEE RECOMMENDS THAT THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE PROPOSED MODIFICATIONS TO SECTION 10 OF THE VCCS POLICY MANUAL WITH EDITS AS RECOMMENDED BY COUNSEL TO PAGE 111.”

The motion carried unanimously.

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

This section was presented by Dr. David Sam and Mr. Rick Brehm. 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. 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. 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.

The updated Master Plan and associated analysis show how space utilization has been influenced by these events. 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. 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. David Nutter and seconded by Mr. Michael E. Thomas that:

“THE FACILITIES COMMITTEE RECOMMENDS THAT THE STATE BOARD FOR COMMUNITY COLLEGES APPROVE THE UPDATED MASTER SITE PLAN FOR
THE FREDERICKSBURG AREA CAMPUS OF GERMANNIA COMMUNITY COLLEGE.”

NOTE: THE BOARD WOULD ALSO LIKE TO NOTE THAT THE ADDITION OF A SECOND ENTRANCE IS NEEDED AND SHOULD BE ACTIVELY PURSUED WITH THE LOCALITY AS ONLY ONE ENTRANCE IN/OUT OF CAMPUS IS NOT IDEAL.

The motion carried unanimously.

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

This section was presented by Mr. Bert Jones. 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.

A motion was made by Ms. Dorcas Helfant-Browning and seconded by Ms. LaVonne Ellis:

“THE FACILITIES COMMITTEE RECOMMENDS THAT THE STATE BOARD FOR COMMUNITY COLLEGES APPROVE THE IMPLEMENTATION OF THIS ROAD WAY EASEMENT VACATION CONTINGENT UPON SATISFACTION OF ALL APPLICABLE REQUIREMENTS OF THE COMMONWEALTH AND VIRGINIA COMMUNITY COLLEGE SYSTEM POLICY.”

4
d. Northern Virginia Community College
   Woodbridge Campus
   Workforce Development Center
   Schematic Plan Review
   Project Code: 260-17802

This agenda item was presented by Mr. Bert Jones. The 2009 General Assembly authorized the project to begin initial programming for the design and construction of a Workforce Development Center on the Woodbridge Campus of Northern Virginia Community College. 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.

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.

A motion was made by Mr. David Nutter and seconded by Ms. LaVonne Ellis that:

“THE FACILITIES COMMITTEE RECOMMENDS THAT THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE NORTHERN VIRGINIA COMMUNITY COLLEGE WOODBRIDGE CAMPUS, WORKFORCE DEVELOPMENT CENTER SCHEMATIC DRAWINGS.”

The motion carried unanimously.

e. Patrick Henry Community College
   Timber Sale

This agenda item was presented by Mr. Bert Jones. 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.

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 and Herbicide Spray (i.e. applied following year to control hardwood competition).

A motion was made by Mr. Michael Thomas and seconded Ms. LaVonne Ellis by that:

“THE FACILITIES COMMITTEE RECOMMENDS THAT THE STATE BOARD FOR COMMUNITY COLLEGES APPROVE THE HARVESTING OR “THINNING” OF APPROXIMATELY 10 TO 12 ADDITIONAL ACRES OF LOBLOLLY AND VIRGINIA PINES ON THE PATRICK HENRY COMMUNITY COLLEGE CAMPUS.”

The motion carried unanimously.

3. Information Items:

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

   Mr. Bert Jones presented the single bid for Rappahannock Community College Warsaw Campus. The current policy for approval of single bids was modified to be approved by Mr. Bert Jones instead of bringing it to the Board for approval. Instead the board will be informed on any single bids. The procurement department solicited contractors and received only one bid in the amount of $12,150. There was an analysis done to determine reasonable and fair price for the scope of work being proposed. It was approved by Mr. Bert Jones.

   b. Germanna Community College
      Stafford Center Feasibility Study

   Dr. David Sam and Mr. Rick Brehm presented the Stafford Center Feasibility Study. The county has been working with Dr. David Sam to start this project as they see a
need for this project. This study shows the potential to create one center to accommodate the functions of the two that already exist in leased space in Stafford. This center will begin small, with an Academic Services Building and an Auto Center then with future expansion will include labs, learning support spaces, traditional classrooms, and be designed to foster relationships and to improve the student success. Mr. Michael Thomas commended Dr. David Sam for taking the steps of leasing a facility to test the population in Stafford on the potential opening of a permanent center. He also recommends a public and/or private sponsorship in the way of funding this endeavor. Dr. David Sam has discussed different types of funding options.

c. 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 June of 2013 and July of 2013. The numbers have been pretty consistent. He stated that we will continue to work to increase our SWaM participation levels.

d. 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. All new projects were denoted by an asterisk.

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

Mr. Bert Jones presented a status report of current capital projects. At the last State Board meeting it was noted that we were having some funding challenges with the John Tyler Midlothian Campus project. College and System Office Staff are working on the final selections of a CM for that project. Once the firm is selected work on the budget issues will begin. The Northern Virginia Community College Expansion Brault Building project has received bids that are also slightly over budget. So, alternatives for cutting cost to bring this project within budget are being evaluated.

f. Virginia Community College System  
System Office Potential Move

Mr. Bert Jones presented an update on the System Office potential move to the Board. Proposals that were received through CBRE are currently being evaluated. The criteria was specified to be near a college campus to give the VCCS the option to conveniently utilize their facilities, have approximately 50,000 square feet to house the VCCS administrative office currently located in the the James Monroe Building and in the future possibly the VCCS data center which is currently located in Chesterfield County at the Featherstone facility. The primary driving factors for this
move is to save cost. In order to move forward in a timely fashion this item may be brought back to the board in November.

Adjournment

There being no further business to come before the Committee, the meeting adjourned at 5:06 p.m.

Minutes approved by:

_________________________________
Admiral Robert R. Fountain, Chair
The Personnel Committee meeting of the State Board for Community Colleges was held Wednesday, September 18th on the 14th Floor of the James Monroe Building in the Virginia Community College System Office, Richmond, Virginia.

Members Present: Mr. Darren Conner  
Mr. James Cuthbertson  
Ms. Idalia P. Fernandez  
Mr. Steve Gannon, Chair  
Dr. Sasha Gong  
Dr. Mirta Martin, Vice Chair  
Mr. Robin Sullenberger

Members Absent: N/A

VCCS Staff Present: Dr. Christopher D. Lee  
Ms. Greer Saunders, Esq.  
Ms. Helen Vanderland

The meeting was called to order by Mr. Gannon at approximately 3:59 p.m.


   The Committee did not meet in July. The committee approved the minutes of its May 15, 2013 meeting.

2. Action Items:

   a. Revision of Several Administrative Policies

      i. Categories of Employment, Policy #3.0

      ii. Academic Rank, Special Positions, Administrative Titles, Policy #3.1

      iii. Faculty Qualifications for Rank, Policy #3.2

      iv. Faculty Sanctions, #3.12

      v. Child Abuse Notification, (New) Policy #3.14.7:

      vi. Lactation, (New) Policy #3.14.8:

      vii. Presidential Salaries, Policy #3.15.0.1
Several policies have been revised to bring them up-to-date with recent actions and circumstances. These changes are necessary for a variety of reasons to include the introduction of the Associate Instructor position, reengineering changes, revisions to the faculty evaluation system, the Affordable Care Act, needed clarification of language due to misinterpretations, and regulatory or legal updates. The Committee was briefed on the content of each policy. After discussion, the Committee recommended each policy for approval.

b. Degree Equivalency, Policy # 3.2.3 (Continued from July 2013)

The State Board for Community Colleges approved changes to the VCCS-29 at its May 2013 meeting. Adjustments to the Degree Equivalency policy are recommended by the Academic and Student Affairs Council. The proposed changes clarify language regarding degree equivalencies and the acceptance of particular degree types. The Committee discussed and recommended for approval the degree equivalency changes to the VCCS-29.

3. Information Items:

a. Executive Succession Planning (Continued Item)

The Committee discussed the need for management stability and planning for possible turnover at the executive level and charged staff with developing policies and protocols that would enable effective succession planning for senior executive positions (e.g. chancellor, vice chancellors, presidents, vice presidents, etc.).

b. Administrative Efficiencies Discussion (Item added in Committee)

The Chair engaged the Committee in a discussion regarding their interest in pursuing an agenda item related to ways for the VCCS to operate more efficiently in the area of administrative services. The partnership between TNCC and PDCCC was case in point. The Committee agreed and shared several business examples of challenges and successes in this area. The Committee charged the Chair with presenting the idea to the State Board Chair for consideration.

The meeting was adjourned at approximately 4:41 p.m.

If approved,

Submitted by:

_________________________________
Mr. Steve Gannon, Chair