MEMORANDUM

TO: Members, State Board for Community Colleges
SUBJECT: Agenda Materials for the September Meeting

The State Board will meet on January 22 and 23, 2014 in Richmond. The schedule is as follows:

**January 22, 2014**

8:30 a.m. – 9:30 a.m. Discussion on the Budget Process (Donna VanCleave)
10:00 a.m. – 11:30 a.m. BoardDocs Training
11:45 a.m. – 1:15 p.m. Lunch followed by Discussion on the Legislative Session (Donna VanCleave)
1:30 p.m. – 4:30 p.m. State Board Committee Meetings

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

<table>
<thead>
<tr>
<th>Committee</th>
<th>Time</th>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic, Student Affairs and Workforce Development</td>
<td>1:30 p.m. – 3:00 p.m.</td>
<td>January 22</td>
<td>Conference Room 1 15th Floor</td>
</tr>
<tr>
<td>Audit</td>
<td>3:30 p.m. – 4:30 p.m.</td>
<td>January 22</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>January 22</td>
<td>Godwin-Hamel Board Room, 15th Floor</td>
</tr>
<tr>
<td>Facilities</td>
<td>3:00 p.m. – 4:30 p.m.</td>
<td>January 22</td>
<td>Godwin-Hamel Board Room, 15th Floor</td>
</tr>
<tr>
<td>Personnel</td>
<td>3:00 p.m. – 3:30 p.m.</td>
<td>January 22</td>
<td>Conference Room Internal Audit 14th Floor</td>
</tr>
</tbody>
</table>

**6:00 p.m. Reception**
**6:30 p.m. Dinner**
STATE BOARD FOR COMMUNITY COLLEGES

January 23, 2014

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

The agenda and supporting documents are enclosed.

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

Unless you indicated differently, a room reservation has been made for you on a
guaranteed arrival basis at the Omni Richmond Hotel for the nights of January 21 and January
22. The Omni Richmond Hotel is located at 100 South 12th Street. The hotel’s telephone
number is (804) 344-7000; fax number (804) 648-6704. Directions are attached.

I look forward to seeing you soon.

[Signature]

Marlene Mondziel
Executive Assistant to the Chancellor

MM/ph
Enclosures

cc: 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>
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<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:30 p.m.</td>
<td>Academic, Student Affairs and Workforce Development Committee</td>
<td>LaVonne Ellis, Chair, Robin Sullenberger, Vice Chair, Idalia P. Fernandez, Sasha Gong, Mirta Martin, Benita Thompson Byas, Darren Conner</td>
</tr>
<tr>
<td>1:30 p.m.</td>
<td>Budget and Finance Committee</td>
<td>Mike Thomas, Chair, Dave Nutter, Vice Chair, Robert Fountain, Dorcas Helfant-Browning, Michel Zajur, Stephen T. Gannon, James Cuthbertson</td>
</tr>
<tr>
<td>3:00 p.m.</td>
<td>Facilities Committee</td>
<td>Robert Fountain, Chair, Michel Zajur, Vice Chair, Dorcas Helfant-Browning, Benita Thompson Byas, Mike Thomas, LaVonne Ellis, Dave Nutter</td>
</tr>
<tr>
<td>3:30 p.m.</td>
<td>Audit Committee</td>
<td>Mirta Martin, Chair, Stephen T. Gannon, Vice Chair, Idalia P. Fernandez, Sasha Gong, James Cuthbertson, Darren Conner, Robin Sullenberger</td>
</tr>
<tr>
<td>3:00 p.m.</td>
<td>Executive Committee</td>
<td>Bruce J. Meyer, Chair, Dorcas Helfant-Browning, Vice Chair, LaVonne Ellis, Robert Fountain, Mike Thomas, Mirta Martin, Stephen T. Gannon</td>
</tr>
<tr>
<td>3:00 p.m.</td>
<td>Personnel Committee</td>
<td>Stephen T. Gannon, Chair, Mirta Martin, Vice Chair, Idalia P. Fernandez, Sasha Gong, Robin Sullenberger, James Cuthbertson, Darren Conner</td>
</tr>
</tbody>
</table>

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

MEETING NO. 331

January 23, 2014

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. 330, November 21, 2013

D. Public Comment

E. Reports from Campus Liaison

F. Education: Great Expectations Update – Anne Holton

II. CHANCELLOR’S REPORT

A. Introduction of Dr. Abby Stonerock, Director of Faculty Development

B. Enrollment Report from Fall Semester 2013

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

D. 2013-14 Chancellor’s Innovation Fund Awards

E. Update VCCS Reengineering Taskforce

F. Update on VCCS Marketing

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

H. Chancellor’s 4th Annual Developmental Education Symposium, April 8, 2014, Hotel Roanoke and Conference Center, Roanoke, VA – Dr. Susan Wood, Vice Chancellor for Academic Services and Research
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

J. Annual Chancellor’s Award for Leadership in Philanthropy, April 15, 2014, the Country Club of Virginia, 6031 St. Andrews Lane, Richmond, VA – Dr. Jennifer Gentry, Vice Chancellor for Institutional Advancement

III. COMMITTEE REPORTS

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

1. Minutes – Meeting of November 20, 2013

2. Action Items

   None

3. Information Items

   a. Proposed Revision to VCCS Policy Manual Section 5.3.0.2 Length of Final Exams (C) 86

   b. Proposed Revision to VCCS Policy Manual Section 2.4.1 Advisory Council of Provosts, Vice Presidents, and Deans of Instruction and Student Services (C) 88

   c. Tidewater Community College’s Proposed Degree Title Change and CIP Code Change for the Associate of Applied Arts in Electromechanical Controls Technology 90

   d. Update on Actions of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) 91

   e. Annual Report of Student Success 2012-13 92

   f. Workforce Enterprise System (WES) Update 109

   g. FY 2013 Progress Report on Workforce Development 111

   h. Virginia Workforce Development System Overview 114
B. Audit Committee – Mirta M. Martin, Chair

1. Minutes - Meeting of November 20, 2013

2. Action Item
   None

3. Information Items
   a. TNCC/PDCCC Update
   b. Central Virginia Community College Contract Management and Administration Audit Report
   c. 2013-2014 Audit Plan Status
   d. Staffing Update
   e. Litigation

C. Facilities Committee – Robert Fountain, Chair

1. Minutes - Meeting of November 20, 2013

2. Action Items
   a. J. Sargeant Reynolds Community College
      Approval for swing space due to the Georgiadis Hall Renovation
      Lease Approval
   b. Northern Virginia Community College Manassas Campus
      Bookstore Conversion to Dance Classrooms/Studio and Fitness Center
      Project Code: A3260-070
   c. Southside Virginia Community College Christanna Campus
      Campus Identification/Electronic Message Sign
      Project Code: 260-A3261-047
   d. Southside Virginia Community College John H. Daniel Campus
      Baseball Dugout
      Project Code: 260-A3261-048
3. Information Items

   a. Virginia Community College System
      SWaM Expenditure Report

   b. Virginia Community College System
      College Construction Project Report

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

   d. Virginia Community College System
      Potential Move Update

D. Budget and Finance Committee – Mike Thomas, Chair

   1. Minutes - Meeting of November 20, 2013

   2. Action Items

      None

   3. Information Items

      a. Update on Governor’s Budget Recommendations

      b. Update on the Benchmarking Study

E. Personnel Committee – Stephen Gannon, Chair

   1. Minutes—Meeting of November 20, 2013

   2. Action Items

      None
3. Information Item

   a. Update on HR Strategy and Transformation Activities 161

IV. EXECUTIVE COMMITTEE/CHAIR’S REPORT

V. OTHER BUSINESS

VI. ADJOURNMENT
TITLE:  **ENROLLMENT REPORT FROM FALL SEMESTER 2013** (Chancellor’s Report, Item II.B)

BACKGROUND:

The Fall 2013 Enrollment Update will include profiles of students enrolled in the VCCS in terms of demographics (age, race, gender, residence) and academic status (first-time, course load, program area, distance learning, dual enrollment). Two new profiles based on first-time-in-college (FTIC) and Under-represented Population (URP) students will also be presented. These numbers are compared to the previous Fall term. Trends in annual headcount and FTE for the VCCS and annual comparisons with other Virginia public colleges will also be shared.

Copies of these reports will be shared at the meeting.

**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, efinnegan@vccs.edu, 804.819.1665

Mr. Aris Bearse, Director of Institutional Research, abarse@vccs.edu, 804.819.1661
<table>
<thead>
<tr>
<th>College</th>
<th>Fall 2013 Headcount</th>
<th>Fall 2013 FTES</th>
<th>Fall 2012 Headcount</th>
<th>Fall 2012 FTES</th>
<th>Difference Percent</th>
<th>Difference Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Ridge</td>
<td>4,437</td>
<td>2,614</td>
<td>4,694</td>
<td>2,698</td>
<td>-5.5%</td>
<td>-257</td>
</tr>
<tr>
<td>Central Virginia</td>
<td>4,730</td>
<td>2,506</td>
<td>4,906</td>
<td>2,529</td>
<td>-3.6%</td>
<td>-176</td>
</tr>
<tr>
<td>Dabney S. Lancaster</td>
<td>1,312</td>
<td>736</td>
<td>1,463</td>
<td>795</td>
<td>-10.3%</td>
<td>-151</td>
</tr>
<tr>
<td>Danville</td>
<td>4,280</td>
<td>2,393</td>
<td>4,420</td>
<td>2,479</td>
<td>-3.2%</td>
<td>-140</td>
</tr>
<tr>
<td>Eastern Shore</td>
<td>857</td>
<td>486</td>
<td>990</td>
<td>556</td>
<td>-13.4%</td>
<td>-133</td>
</tr>
<tr>
<td>Germanna</td>
<td>7,379</td>
<td>4,082</td>
<td>7,520</td>
<td>4,162</td>
<td>-1.9%</td>
<td>-141</td>
</tr>
<tr>
<td>J. Sargeant Reynolds</td>
<td>12,454</td>
<td>6,948</td>
<td>12,846</td>
<td>7,106</td>
<td>-3.1%</td>
<td>-392</td>
</tr>
<tr>
<td>John Tyler</td>
<td>10,103</td>
<td>5,238</td>
<td>10,145</td>
<td>5,391</td>
<td>-0.4%</td>
<td>-42</td>
</tr>
<tr>
<td>Lord Fairfax</td>
<td>7,238</td>
<td>3,903</td>
<td>7,288</td>
<td>3,936</td>
<td>-0.7%</td>
<td>-50</td>
</tr>
<tr>
<td>Mountain Empire</td>
<td>2,924</td>
<td>1,808</td>
<td>3,089</td>
<td>1,890</td>
<td>-5.3%</td>
<td>-165</td>
</tr>
<tr>
<td>New River</td>
<td>4,808</td>
<td>2,761</td>
<td>5,083</td>
<td>2,865</td>
<td>-5.4%</td>
<td>-275</td>
</tr>
<tr>
<td>Northern Virginia</td>
<td>51,803</td>
<td>30,890</td>
<td>51,864</td>
<td>30,891</td>
<td>-0.1%</td>
<td>-61</td>
</tr>
<tr>
<td>Patrick Henry</td>
<td>3,163</td>
<td>2,046</td>
<td>3,079</td>
<td>2,102</td>
<td>2.7%</td>
<td>84</td>
</tr>
<tr>
<td>Paul D. Camp</td>
<td>1,392</td>
<td>757</td>
<td>1,493</td>
<td>791</td>
<td>-6.8%</td>
<td>-101</td>
</tr>
<tr>
<td>Piedmont Virginia</td>
<td>5,630</td>
<td>2,762</td>
<td>5,693</td>
<td>2,812</td>
<td>-1.1%</td>
<td>-63</td>
</tr>
<tr>
<td>Rappahannock</td>
<td>3,555</td>
<td>1,815</td>
<td>3,711</td>
<td>1,904</td>
<td>-4.2%</td>
<td>-156</td>
</tr>
<tr>
<td>Southside Virginia</td>
<td>5,784</td>
<td>3,352</td>
<td>6,042</td>
<td>3,433</td>
<td>-4.3%</td>
<td>-258</td>
</tr>
<tr>
<td>Southwest Virginia</td>
<td>2,630</td>
<td>1,604</td>
<td>2,766</td>
<td>1,658</td>
<td>-4.9%</td>
<td>-136</td>
</tr>
<tr>
<td>Thomas Nelson</td>
<td>11,033</td>
<td>6,341</td>
<td>10,942</td>
<td>6,337</td>
<td>0.8%</td>
<td>91</td>
</tr>
<tr>
<td>Tidewater</td>
<td>28,999</td>
<td>17,755</td>
<td>30,134</td>
<td>18,474</td>
<td>-3.8%</td>
<td>-1,135</td>
</tr>
<tr>
<td>Virginia Highlands</td>
<td>2,484</td>
<td>1,546</td>
<td>2,570</td>
<td>1,589</td>
<td>-3.3%</td>
<td>-86</td>
</tr>
<tr>
<td>Virginia Western</td>
<td>8,654</td>
<td>4,587</td>
<td>8,440</td>
<td>4,438</td>
<td>2.5%</td>
<td>214</td>
</tr>
<tr>
<td>Wytheville</td>
<td>3,468</td>
<td>1,905</td>
<td>3,717</td>
<td>2,027</td>
<td>-6.7%</td>
<td>-249</td>
</tr>
<tr>
<td>VCCS</td>
<td>189,117</td>
<td>108,835</td>
<td>192,895</td>
<td>110,863</td>
<td>-2.0%</td>
<td>-3,778</td>
</tr>
</tbody>
</table>

VCCS Fall 2013 End-of-Term and Fall 2012 End-of-Term

December 13, 2013
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, gubois@vccs.edu, 804.819.4903

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
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**ACCESS**

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

1. **INCREASE ENROLLMENT UNDERSERVED POPULATIONS**

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

<table>
<thead>
<tr>
<th>MONTH</th>
<th>UPDATE</th>
<th>PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 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>
<td></td>
</tr>
<tr>
<td>September 2013</td>
<td>The VCCS PR team hired Padilla/CRT to propose affordable and effective ROI-focused marketing strategies for the consideration of ACOP and the State Board. This action is a response to concerns expressed by both presidents and board members about the connection between statewide enrollment declines and the lack of coordinated statewide marketing.</td>
<td></td>
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<td>November 2013</td>
<td>The VCCS PR team hired Padilla/CRT to propose affordable and effective ROI-focused marketing strategies for the consideration of ACOP and the State Board. This action is a response to concerns expressed by both presidents and board members about the connection between statewide enrollment declines and the lack of coordinated statewide marketing.</td>
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<td>January 2014</td>
<td>Three new career studies certificates were created by Blue Ridge Community College, Paul D. Camp Community College and Wytheville Community College.</td>
<td></td>
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<tr>
<td>March 2014</td>
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<tr>
<td>May 2014</td>
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<tr>
<td>June 2014</td>
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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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<td></td>
</tr>
<tr>
<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>
<td></td>
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</tbody>
</table>
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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<thead>
<tr>
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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>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>November 2013</td>
<td>Since July 1, 2013, 84,085 accounts have been created, to include 40,438 profiles created by Virginia students in grades 7 through 12 and 11,278 profiles by Virginia community college students. There have been 1,782 Career and Course Plans created by community college students. A plan is in place to assist community college practitioners with the implementation of the CCP.</td>
<td></td>
</tr>
<tr>
<td>January 2014</td>
<td>Chmura Economics &amp; Analytics, the developer for the case management system, delivered version 1 of the case management system.</td>
<td></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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<td></td>
</tr>
</tbody>
</table>

**Progress Key:** 🔴 Work Not Started ✩ Progressing with Challenges ▶ Progressing as Expected ★ Complete
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.

November 2013 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.

January 2014

March 2014

May 2014

June 2014

5. **EXPAND GREAT EXPECTATIONS ENROLLMENTS**

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

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>July 2013</td>
<td>In May, Great Expectations conducted an awareness tour across the state in celebration of the program’s 5th anniversary. Three awareness luncheons were held with Department of Social Services (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>
<td></td>
</tr>
<tr>
<td>September 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>January 2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 2014</td>
<td></td>
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<tr>
<td>May 2014</td>
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<tr>
<td>June 2014</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.

<table>
<thead>
<tr>
<th>MONTH</th>
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<th>PROGRESS</th>
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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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</table>
### AFFORDABILITY

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

#### 7. INCREASE FINANCIAL AID RECIPIENTS

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

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<tbody>
<tr>
<td>July 2013</td>
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<tr>
<td>September 2013</td>
<td>As of August 20, 2013, comparing AY 2013 to AY 2014, the number of 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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<tr>
<td>January 2014</td>
<td>As of November 2013, the VCCS has received 190,586 ISIRs (Institutional Student Information Records) for 2014. 37,238 have been received and handled by the back-office process.</td>
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#### 8. BENCHMARKS FOR FINANCIAL AID SHARED SERVICES MODEL

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

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<tr>
<td>July 2013</td>
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<tr>
<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</td>
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</table>
### STUDENT SUCCESS

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

#### 9. ENHANCE VETERANS SERVICES

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

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<tr>
<td>July 2013</td>
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<tr>
<td>September 2013</td>
<td>The inaugural Troops to Energy Jobs (T2EJ) work group meeting took place on June 27, 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 work group 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>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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<tr>
<td>January 2014</td>
<td>College plans to expand and enhance services for veterans and active military personal have been received and reviewed. Using the “8 Keys to Success: Supporting Veterans, Military and Military Families on Campus” as a guide, each college has received written feedback on</td>
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**Progress Key:**
- • Work Not Started
- ◊ Progressing with Challenges
- ■ Progressing as Expected
- ★ Complete
their plan. The State Board approved a revision to the VCCS Policy Manual (section 4.3.2.3). The revisions provide additional guidance to colleges regarding refunds, credits, and student reinstatement as a result of military service for students with military status.

March 2014
May 2014
June 2014

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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<tr>
<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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<tr>
<td>January 2014</td>
<td>All colleges have provided reports on current college readiness initiatives, as well as plans and goals for future goals in working with high schools.</td>
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11. DEVELOP STUDENT SERVICES INITIATIVES

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

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<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 training 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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<tr>
<td>January 2014</td>
<td>SAILS is being piloted with developmental education courses. The project team and colleges are preparing for Phase 2 of the project,</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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<tr>
<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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<tr>
<td>January 2014</td>
<td>The VCCS developmental education faculty and student services leaders participating in the Chancellor’s 3rd Annual Developmental Education Institute met at Sweet Briar College in November to continue their work on the integration of academic and student services to support student success in the developmental education classroom. The day-long session was facilitated by staff from the National Center for Developmental Education (NCDE). Participants will meet again in April at the Developmental Education Symposium to disseminate the results of their pilot projects. Two new writing prompts for the VPT were launched in November. Replacing the prompts was necessary to retain the validity of the test and to increase the reliability of the test scores. The VCCS and the test vendor are working to develop the process to randomly assign the test prompts to students. This will prevent uneven distribution of the writing prompts as well as prevent test questions from being compromised.</td>
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- March 2014
- May 2014
- June 2014

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**Progress Key:**
- ● Work Not Started
- ◆ Progressing with Challenges
- ■ Progressing as Expected
- ★ Complete

January 2014 Update
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 &quot;transforming college campuses.&quot; FTG participants discussed if this model was feasible at the VCCS.</td>
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14. DEVELOP DIGITAL TEXTBOOKS FOR HIGH VOLUME COURSES

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

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<tr>
<td>July 2013</td>
<td>One of the twelve open resources grantees was replaced with a new</td>
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Progress Key: ● Work Not Started ✦ Progressing with Challenges ■ Progressing as Expected ★ Complete
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<tr>
<td>July 2013</td>
<td>On Ramp applications are complete and funds have been transferred to all but one college, which will provide additional information before funds are transferred. WDS staff continued to develop a budget and work plan for the $1.2 million National Emergency Grant that will fund and expansion of the On Ramp program to additional colleges. By mid-August, the adult career coaches served over 3,000 clients throughout the Commonwealth and facilitated 154 employment placements.</td>
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<tr>
<td>September 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 changes.</td>
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<tr>
<td>November 2013</td>
<td>Implementation of a U.S. Department of Labor grant that will expand the On Ramp program to three additional colleges commenced. MOUs have been signed and initial training and technical assistance have been provided to GCC, TNCC, and CVCC.</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.

**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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<tr>
<td>July 2013</td>
<td>On Ramp applicants identified credential attainment goals in their applications for funding. The nine Middle College directors met with VCCS staff in July to discuss the upcoming year of Middle College, funding, and needed shifts in the design of the program to produce more credentials and more successful postsecondary outcomes. The VCCS Director of Middle College is developing a plan based on this meeting.</td>
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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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<tr>
<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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<tr>
<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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<tr>
<td>January 2014</td>
<td>College presidents submitted individual college goals for CRC attainment, and VCCS issued targeted grant funding to all colleges to support increased CRC achievement.</td>
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**Progress Key:**
- Work Not Started
- Progressing with Challenges
- Progressing as Expected
- Complete

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### 18. STUDENT SUCCESS REPORTING

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

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<tr>
<td>July 2013</td>
<td>Student Success Snapshot 26 entitled Student Performance in Redesigned Developmental Math Courses was presented to the presidents during their June 2013 meeting. This is the second snapshot in a series following 11,117 students who took the Virginia Placement Test-Math (VPT-Math) prior to January 15, 2012 and subsequently enrolled in the spring 2012 term. These students were the first group to complete the VPT-Math and as a result, are the only group able to enroll in a year of redesigned developmental math courses.</td>
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<td>September 2013</td>
<td>Student Success Snapshot 27 entitled Graduation Outcomes for VCCS Students Transferring to 4-Year Institutions was presented to the presidents during their August 2013 meeting. This snapshot examines graduation and transfer outcomes for 14,048 students who graduated from the VCCS with an associate degree in the 2005-2006 academic year.</td>
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<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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<tr>
<td>January 2014</td>
<td>The Annual Report of Student Success 2012-13, detailing VCCS graduates, awards, career readiness certificates and graduation rates, was shared with presidents in December 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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<tr>
<td>July 2013</td>
<td>Colleges have developed pathways articulating compliance with HB1184 with every school division they serve. The 2013-2014 dual enrollment contracts are currently being finalized to include these pathways.</td>
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<tr>
<td>September 2013</td>
<td>All of Virginia's community colleges have submitted approved plans in accordance with HB1184. Colleges are now solidifying and submitting their 2013-2014 dual enrollment contracts.</td>
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<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</td>
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**Progress Key:**
- Work Not Started
- Progressing with Challenges
- Progressing as Expected
- Complete
effectively advise students on the new pathways. During the October 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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<tr>
<th>January 2014</th>
<th>Per results of the VCCS Internal Audit on dual enrollment, four syllabi were collected from each college and evaluated for critical components. The results of the audit were recently shared with the college.</th>
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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>
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<tr>
<td>September 2013</td>
<td>Funding to support noncredit workforce training, including funding to offset the cost of training for employers, has been distributed to colleges.</td>
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**21. IMPLEMENT WORKFORCE ENTERPRISE SYSTEM**

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

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<td>July 2013</td>
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<tr>
<td>September 2013</td>
<td>VCCS staff presented updated interface requirements to colleges as part of the fit-gap analysis in July. Over 100 college staff participated in the call. Colleges raised concern that staff would need to work in both systems (SIS and WES) and that it would reduce the functionality of WES. VCCS staff reviewed feedback from the call and are looking at new methods to shift the work between the systems from WES to IT interfaces.</td>
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<tr>
<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</td>
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January 2014
Completed and received college input on the functional specifications for the workforce enterprise system (WES). Over 100 individuals across the 23 colleges participated in a series of three one-hour webinars. In addition, VCCS completed the first of three trainings to prepare colleges for implementation. Upon completion of the training, colleges were asked to develop a charter that focused on roles and responsibilities once training began.

March 2014
May 2014
June 2014

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

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

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<tr>
<td>July 2013</td>
<td>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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<tr>
<td>September 2013</td>
<td>The Department of Labor awarded VCCS a fourth round grant for the Disability Employment Initiative. VCCS staff is currently in negotiations about the final budget level and expected outcomes.</td>
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<tr>
<td>January 2014</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</td>
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23. LEVERAGE VCCS PURCHASING VOLUME
Obtain Level II delegated authority for procurement for the system.

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<tr>
<td>July 2013</td>
<td>Efforts toward preparation for seeking Level II Delegated Authority for Procurement continue. Collaborative procurement efforts are also in progress. Wytheville Community College awarded a web design contract, which included cooperative procurement language. Two other colleges have already inquired about using the contract (saving months of research and procurement time). Led by Virginia Western Community College, nine colleges are working together to develop a</td>
</tr>
</tbody>
</table>
### 24. INCREASE VFCCE FUNDRAISING

*Increase the Virginia Foundation for Community College Education fundraising totals by 10% from 2012-13.*

<table>
<thead>
<tr>
<th>MONTH</th>
<th>UPDATE</th>
<th>PROGRESS</th>
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</thead>
<tbody>
<tr>
<td>July 2013</td>
<td>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>
<td>![ ]</td>
</tr>
<tr>
<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>
<td>![ ]</td>
</tr>
<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>
<td>![ ]</td>
</tr>
<tr>
<td>January 2014</td>
<td>In the first six months of FY14, the VFCCE has increased its fundraising from FY13 by 14%, exceeding its goal of 10%. The goal has been met with the Institutional Advancement team exceeding its goal raising funds for the VFCCE by 4% during the first six months</td>
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<td>March 2014</td>
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<td>June 2014</td>
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</table>
25. **INCREASE ONLINE DONATIONS**

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

<table>
<thead>
<tr>
<th>MONTH</th>
<th>UPDATE</th>
<th>PROGRESS</th>
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<tbody>
<tr>
<td>July 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>
<td></td>
</tr>
<tr>
<td>September 2013</td>
<td>Individuals and companies processing donations through online donation forms (both generic VFCCE and Great Expectations) increased 160% from 2012 to 2013 to date. Total dollar amounts have so far increased more than $20,000 over last year (and should continue to increase as we approach the end of the calendar year), which is a percentage increase of almost 50 percent.</td>
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<td>November 2013</td>
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<td>January 2014</td>
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<td>June 2014</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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<thead>
<tr>
<th>MONTH</th>
<th>UPDATE</th>
<th>PROGRESS</th>
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<tbody>
<tr>
<td>July 2013</td>
<td>The RVHI Steering Committee’s first meeting was held on April 24 with excellent attendance and participation. Work to date was reviewed and subsequent one-on-one meetings have been held with virtually all members. A database of legislative contacts by committee member is being developed and initial contribution contacts have been identified. The next Steering Committee meeting is set for the afternoon of September 11.</td>
<td></td>
</tr>
<tr>
<td>September 2013</td>
<td>The RVHI was endorsed by Lieutenant Governor Bolling in his transmittal letter of the Rural Jobs Council’s report to the governor. The lieutenant governor and the office of the secretary of education remain supportive, and the RVHI is proceeding with a budget request of $1.9 million. The RVHI was presented to the 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.</td>
<td></td>
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<tr>
<td>November 2013</td>
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</table>

**Progress Key:** ● Work Not Started   ★ Progressing with Challenges  ■ Progressing as Expected   ★ Complete
January 2014 | The RVHI Launch has been successfully completed with a $2 million gift: Michael A. Smith and Valley Proteins, Inc., the family-owned company Smith operates with his brother, Gerald F. Smith, Jr., announced their commitment on Nov. 19, 2013, of $1 million each to the Virginia Foundation for Community College Education (VFCCE). The combined $2 million gift — among the largest ever made to a foundation supporting Virginia’s Community Colleges (VCCS) — becomes the lead gift for the foundation’s Rural Virginia Horseshoe Initiative.

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.

<table>
<thead>
<tr>
<th>MONTH</th>
<th>UPDATE</th>
<th>PROGRESS</th>
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</thead>
<tbody>
<tr>
<td>July 2013</td>
<td>VCCS staff are working with colleges to set revenue goals.</td>
<td></td>
</tr>
<tr>
<td>September 2013</td>
<td>VCCS staff are working with colleges to set revenue goals.</td>
<td></td>
</tr>
<tr>
<td>November 2013</td>
<td>Colleges submitted revenue goals for workforce. VCCS staff began work with colleges on methods to align how they categorize their revenues and expenditures to provide improved consistency in reporting.</td>
<td></td>
</tr>
<tr>
<td>January 2014</td>
<td>Colleges submitted revenue goals for workforce. VCCS staff began work with colleges on methods to align how they categorize their revenues and expenditures to provide improved consistency in reporting.</td>
<td></td>
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<tr>
<td>March 2014</td>
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<td>May 2014</td>
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<td>June 2014</td>
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</table>

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.

<table>
<thead>
<tr>
<th>MONTH</th>
<th>UPDATE</th>
<th>PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2013</td>
<td>Initial implementation of the Quinn financial aid module is progressing as planned. The Financial Aid Workgroup held an orientation and fit-gap analysis meeting during the week of July 8th.</td>
<td></td>
</tr>
<tr>
<td>September 2013</td>
<td>The Financial Aid Workgroup completed its validation of the data in late July. Installation of the new business intelligence tool, Pyramid was completed in early September. Initial planning for the installation of the human resources module was begun. A gap analysis of data found in the previous datawarehouse and Quinn was conducted.</td>
<td></td>
</tr>
<tr>
<td>November 2013</td>
<td>The Quinn Financial Aid module was released on October 15, 2015</td>
<td></td>
</tr>
</tbody>
</table>
with dashboards and reports using the new Pyramid tools. Regional
trainings on the financial aid data were conducted at five colleges.
The initial implementation of the Human Resources module was
begun. The HR workgroup was convened and participated in a kickoff
orientation meeting in November.

January 2014
Regional and webinar trainings for the financial aid module were
completed. Customization of the Human Resources module was
developed by Blackboard Analytics staff.

March 2014
May 2014
June 2014

29. Monitor Achieve 2015-Take Two
Monitor implementation of Achieve 2015-Take Two.

<table>
<thead>
<tr>
<th>MONTH</th>
<th>UPDATE</th>
<th>PROGRESS</th>
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</thead>
<tbody>
<tr>
<td>July 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>
<td></td>
</tr>
<tr>
<td>September 2013</td>
<td>The latest data on Achieve 2015–Take Two goals was included as part of the VCCS Annual Report.</td>
<td></td>
</tr>
<tr>
<td>November 2013</td>
<td>The Annual Report of Student Success was shared with presidents in December 2013. The Chancellor conducted a series of eight town hall meetings at community colleges across Virginia to begin the process of creating the next strategic plan. The tour earned media coverage in Bristol, Roanoke and Richmond. An Op/Ed piece written by the Chancellor, highlighting both the process and some of Virginia’s external educational challenges, was printed in the Richmond Times-Dispatch and the Roanoke Times. Further, the names of the strategic planning taskforce members were announced in an early December news release.</td>
<td></td>
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<td>March 2014</td>
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</table>

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

<table>
<thead>
<tr>
<th>MONTH</th>
<th>UPDATE</th>
<th>PROGRESS</th>
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<tbody>
<tr>
<td>July 2013</td>
<td></td>
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</tr>
<tr>
<td>September 2013</td>
<td>The APA completed the FY 2012 financial audit. There were no significant findings.</td>
<td></td>
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<tr>
<td>November 2013</td>
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<td>January 2014</td>
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</table>
### 31. Improve Efficiencies In Administrative Services

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

<table>
<thead>
<tr>
<th>MONTH</th>
<th>UPDATE</th>
<th>PROGRESS</th>
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<tbody>
<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>
<td>✔️</td>
</tr>
<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>
<td>✔️</td>
</tr>
<tr>
<td>January 2014</td>
<td>A consulting firm has been selected to conduct a benchmarking study of administrative processes across the system and to develop an implementation plan for opportunities identified in the study. Development of a work plan is underway.</td>
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<td>March 2014</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.*

<table>
<thead>
<tr>
<th>MONTH</th>
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<tbody>
<tr>
<td>July 2013</td>
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<tr>
<td>September 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</td>
<td>✔️</td>
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<tr>
<td>November 2013</td>
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**Progress Key:**
- 🌒 Work Not Started
- 🌟 Progressing with Challenges
- 🔷 Progressing as Expected
- ★ Complete

18 | Chancellor’s Goals Update on Achieve 2015 Goals | January 2014 Update
### 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.*

<table>
<thead>
<tr>
<th>MONTH</th>
<th>UPDATE</th>
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<tbody>
<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>
<td></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>
<td></td>
</tr>
<tr>
<td>January 2014</td>
<td>The Faculty Evaluation Task Force continues to review college plans and to visit colleges individually to provide technical assistance or training. To date, 12 plans are approved, 3 colleges are using the model plan and 8 are still in process. As the process is ongoing, the remaining 8 are in various stages of provisional approval, not approved or resubmission.</td>
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### 34. Implement Revised Faculty Evaluation System

*Complete implementation of a revised faculty evaluation system.*

<table>
<thead>
<tr>
<th>MONTH</th>
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<tbody>
<tr>
<td>July 2013</td>
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<td>November 2013</td>
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<tr>
<td>January 2014</td>
<td>The Faculty Evaluation Task Force continues to review college plans and to visit colleges individually to provide technical assistance or training. To date, 12 plans are approved, 3 colleges are using the model plan and 8 are still in process. As the process is ongoing, the remaining 8 are in various stages of provisional approval, not approved or resubmission.</td>
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</table>
### 35. Develop VCCS Leadership

*Offer opportunities to develop promising VCCS leaders for senior roles.*

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<thead>
<tr>
<th>MONTH</th>
<th>UPDATE</th>
<th>PROGRESS</th>
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<tbody>
<tr>
<td>July 2013</td>
<td>Planning is underway for the annual Faculty and Administrators Leadership Academy hosted by the Office of Professional Development, which will be held in late September in Virginia Beach. Forty representatives from all 23 colleges are being named by their presidents.</td>
<td></td>
</tr>
<tr>
<td>September 2013</td>
<td>The Faculty and Administrators Leadership Academy was held in late September in Virginia Beach. Leaders representing all 23 colleges participated in the multi-day event focusing on leadership and career development. Speakers included VCCS presidents and vice presidents.</td>
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<td>November 2013</td>
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### 36. Complete Internal Audit Plan

*Complete the FY 2014 Internal Audit Plan.*

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<tr>
<th>MONTH</th>
<th>UPDATE</th>
<th>PROGRESS</th>
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<tbody>
<tr>
<td>July 2013</td>
<td>The audit plan has been developed and approved for FY 2013-2014.</td>
<td></td>
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<tr>
<td>September 2013</td>
<td>The audit plan is proceeding as planned.</td>
<td></td>
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<tr>
<td>November 2013</td>
<td>Changes to the audit plan were made and approved by the Audit Committee at the November Audit Committee meeting based on requests by management. Two audits (Procurement and CVCC Contract Management) were added and an audit of grant administration was delayed pending implementation by management of a new grant administration process.</td>
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<td>January 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.

<table>
<thead>
<tr>
<th>MONTH</th>
<th>UPDATE</th>
<th>PROGRESS</th>
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<tbody>
<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>
<td></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>
<td></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 October.</td>
<td></td>
</tr>
<tr>
<td>January 2014</td>
<td>The Chancellor’s Diversity Task Force on Diversity has held a series of meetings and has drafted an ‘Educational Case for Diversity.’ This statement articulates the reasons why diversity related matters are essential and integral to the mission and success of the VCCS. This draft statement is slated to be shared with a wider constituency for feedback and it will eventually become a centerpiece of the Task Force’s final report.</td>
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TITLE: 2013-14 Chancellor’s Innovation Fund Awards (Academic, Student Affairs, and Workforce Committee, Information Item II.D)

BACKGROUND:

The annual Chancellor’s Innovation Fund (CIF) Grant provides colleges with an opportunity to apply for and receive funding for innovative projects aligned with Achieve 2015, particularly those that support the goals of access and student success. Selected projects can receive up to a maximum of $75,000. Past CIF projects include the multi-college Teaching Online Program (TOP), PHCC’s HOPE: High-demand Occupational Programs for Employment (nominated for a 2014 Bellwether Award), and NVCC’s OER Based General Education Certificate Program.

This year, there were a record number of submissions, which made the task of selecting the best projects from so many worthy ones incredibly challenging. Grantees were selected by a committee of workforce and academic staff and based on a rubric aligned with the CIF criteria outlined in the request for proposals.

The following very worthy projects are the 2013-14 CIF grant winners:

<table>
<thead>
<tr>
<th>College</th>
<th>Project Title</th>
<th>Award Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRCC</td>
<td>BRCC Welding, Machining, &amp; Fabrication Program</td>
<td>$74,537</td>
</tr>
<tr>
<td>CVCC</td>
<td>Preparing for the Virginia Placement Test</td>
<td>$24,000</td>
</tr>
<tr>
<td>DSLCC</td>
<td>Reaching Out with Expanded On-Line and Summer Enrichment Activities</td>
<td>$28,859</td>
</tr>
<tr>
<td>GCC</td>
<td>GCC Podcast Partners in Regional Workforce and Economic Development</td>
<td>$11,092</td>
</tr>
<tr>
<td>ESCC</td>
<td>ESCC Mini-MOOC: Orientation to Online Learning</td>
<td>$7,200</td>
</tr>
<tr>
<td>JTCC</td>
<td>Increasing College and Career Readiness in Future STEM Workers</td>
<td>$30,250</td>
</tr>
<tr>
<td>LFCC</td>
<td>Conceptual Exploration of a Virtual Environment in the Student Development Classroom</td>
<td>$7,500</td>
</tr>
<tr>
<td>LFCC</td>
<td>Principles of Accounting II OER Content</td>
<td>$10,200</td>
</tr>
<tr>
<td>NRCC</td>
<td>Innovative Course Development: From Manufacturing to Gaming</td>
<td>$53,000</td>
</tr>
<tr>
<td>NVCC</td>
<td>NOVA ELI OER-Based General Studies Program</td>
<td>$26,000</td>
</tr>
<tr>
<td>NVCC</td>
<td>TOTAL: Mainstreaming the Innovation</td>
<td>$24,955</td>
</tr>
<tr>
<td>NVCC</td>
<td>Advancing Education and Career Pathways for Veteran Students in Northern Virginia</td>
<td>$47,000</td>
</tr>
<tr>
<td>PHCC</td>
<td>Innovation Engineering: Create, Communicate, Commercialize</td>
<td>$16,500</td>
</tr>
<tr>
<td>PVCC</td>
<td>Homework System for Chemistry and Biology Classes at PVCC</td>
<td>$12,110</td>
</tr>
<tr>
<td>PVCC</td>
<td>Sharing the Wisdom and Methods of Master Teachers</td>
<td>$15,489</td>
</tr>
<tr>
<td>TCC</td>
<td>Pathway to OER: Embracing Open Content in the Classroom</td>
<td>$4000</td>
</tr>
<tr>
<td>TCC</td>
<td>Virtual Employment Academy (VEA)</td>
<td>$75,000</td>
</tr>
<tr>
<td>VHCC</td>
<td>Developing OERs in STEM-H Courses to Increase Student Access</td>
<td>$36,810</td>
</tr>
<tr>
<td>VWCC</td>
<td>Connecting Advisors to Improve Student Success</td>
<td>$21,586</td>
</tr>
<tr>
<td>VWCC</td>
<td>Creating a Bridge to Success--VWCC Quick Connect for Manufacturing Production Technician (MPT)</td>
<td>$25,116</td>
</tr>
</tbody>
</table>
TITLE:  Progress on Implementing Recommendations of Chancellor’s Re-engineering Task Force (Chancellor’s Report, II.E.)

BACKGROUND:

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

Task Force updates for December, 2013 and January, 2014 have been added to the attached progress report and the www.rethink.vccs.edu website will be updated with the January report after the meeting of the State Board for Community Colleges. Progress on rethinking was not slowed by the holidays! Below are several highlights of recent activity.

Mountain Empire and Southside Virginia Community Colleges will be joining the Shared Services Distance Learning (SSDL) network starting in Spring 2014. This brings the partner colleges participating in the network to a total of 15 colleges. The Pilot of SSDL Phase 2, which includes SSDL course delivery from additional colleges and offers complete online programs, has begun. Three colleges in addition to Northern Virginia Community College (NVCC) have proposed courses for SSDL delivery in Spring 2014: Danville Community College, Paul D. Camp Community College, and Virginia Western Community College. Additionally, NVCC is now offering four online degrees and certificates that are available to students at other community colleges where these offerings are not available. See the details in the attached summaries.

A number of consortial/shared-services arrangements are being actively pursued:

- The efforts of the Administrative Service Consortia workgroup have resulted in the selection of two consultants to assist with the benchmarking study of administrative processes across the System. The consultants, Accenture and The Hackett Group, are developing draft project and communication plans for the Steering Committee’s review. System Office functional leads are coordinating with the colleges to identify college data collection leads. Training on data collection will occur on January 16, 2014.

- A proposal has been created to provide the colleges the option to take advantage of shared service opportunities with information technology personnel.

- The cooperative bookstore/learning resource materials RFP is scheduled to be published early January, 2014. A draft of the RFP has been circulated to all participating colleges for feedback.

- Interviews were conducted for the two new Facilities Condition Inspector positions, and two viable candidates were selected. Implementation of the Facilities Condition Assessment Program is proceeding as planned and is on target to have the Facilities Condition Inspectors at the VCCS by the end of January, 2014.

Related to the Articulated Learning Outcomes (ALO) project, in spring 2014 pilot teams for ACC 211 and BIO 101 will be offering courses in on-campus, hybrid, and online formats for the first
time and the faculty leads are in the midst of planning informational meetings on the initiative. The ALO Advisory Workgroup met for the first time and will continue to meet over the course of the spring semester.

The review and approval of **college faculty evaluation plans** is wrapping up. Three colleges will be using the Model Plan for 2014, three colleges with provisional approval are making further revisions due by January 15, and all other colleges have received final approval to implement their plans. 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.

With the **Workforce Enterprise System’s (WES)** functional specifications approved, the combined VCCS WDS/Augusoft team developed technical specifications while the Project Management Team (PMT) worked on creating a detailed project schedule. Project personnel provided WES updates to the Tech Council, the VPs of Finance and Administration and members of their finance teams, and the WDS Advisory Council. Workforce Development Services hosted the 2013 Hire Ed Conference and supported four WES-related sessions and a WES round table discussion.

**SAILS (Early Alert)** will expand its reach during the spring 2014 semester and will be utilized with all developmental education courses, all student success (SDV) courses, gateway courses in math (MTH 163) and English (ENG 111) as well as gateway biology courses for health professions (BIO 1 and 101). A few colleges have also opted to do a full roll-out to all credit-bearing courses.

Over 50 training sessions on the new Wizard **Career and Course Planner** 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, 1,853 planners have been created by students attending Virginia’s Community Colleges.

Further information on these and other activities are included in the attached updates. The next meetings of the Re-engineering Task Force II will be held on January 15-16 and April 16-17, 2014 in the Godwin-Hamel Board Room, 15th Floor of the James Monroe Building in Richmond.

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**AT A GLANCE – JANUARY 2014**

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

**KEY:**  
- **Completed**  
- **Progressing As Expected**  
- **Progressing With Challenges**  
- **No Report Yet**

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

ii Formerly Pilot Shared Services Distance Learning System.

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

iv As of June, 2013, formerly #9 – Adhere to Implementation of the Six-Year Financial Plan and #14 – Seek Increased State Support will be reported together with a new title and updated purpose.

v As of June, 2013, formerly #10 – Pursue an Aggressive Strategy to Increase the Proportion of Students Receiving Financial Aid and #11 – Encourage College Foundations to Focus Fund Raising Efforts on the Goal of Fulfilling by FY2015 the Unmet Financial Needs of all Middle Income Students will be reported together.

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

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

viii formerly Redesign the Delivery of Selected Services to Students and Pursue Public-Private Partnership Solutions.

ix Formerly Adopt Strategies for Sustainable Facilities Operations.
Progress on Implementing Recommendations of Chancellor’s Re-engineering Task Force
January 2014 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 VCCS developmental education faculty and student services leaders participating in the Chancellor’s 3rd Annual Developmental Education Institute met at Sweet Briar College in November, 2013 to continue their work on the integration of academic and student services to support student success in the developmental education classroom. The day-long session was facilitated by staff from the National Center for Developmental Education (NCDE). Participants will meet again in April, 2014 at the Developmental Education Symposium to disseminate the results of their pilot projects.
   Two new writing prompts for the VPT were launched in November. Replacing the prompts was necessary to retain the validity of the test and to increase the reliability of the test scores. The VCCS and the test vendor are working to develop the process to randomly assign the test prompts to students. This will prevent uneven distribution of the writing prompts as well as prevent test questions from being compromised.
   JANUARY:

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.
   DECEMBER:
   JANUARY:
**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.

**DECEMBER:** The Back-Office continues to provide daily processing services to nine partner colleges. Eight of the nine colleges have requested the continuation of the additional verification follow-up services for the 2014-15 aid year. Preparations for processing for the 2014-15 aid year will begin after January 1, 2014. As of November, 2013, the VCCS has received 190,586 Institutional Student Information Records (ISIRs) for 2014. The Back-Office has received and handled 37,238, or nearly 20% of the total. The financial aid group is continuing to finalize their recommendations for the Back-Office performance metrics.

**JANUARY:**

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

**DECEMBER:** The bookstore/learning resource materials RFP has been drafted and will be published in January, 2014. Efforts towards obtaining Level II Delegated Authority for Procurement continue.

**JANUARY:** The cooperative bookstore/learning resource materials RFP is scheduled to be published early January, 2014. A draft of the RFP has been circulated to all participating colleges for feedback. The RFP evaluation committee has been established. Work continues toward securing Level II Delegated Procurement Authority. A draft document detailing how this authority (once obtained) would be implemented was circulated to all colleges for review and feedback.

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:** Mountain Empire and Southside Virginia Community Colleges joined the Shared Services Distance Learning (SSDL) network starting Spring 2014. Phase 2 is underway. In November, a letter was sent to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to notify them of the intent to enter into a contractual or consortium agreement with another college. Northern Virginia Community College will provide template letters to be sent to SACSCOC for partner colleges that will deliver and colleges that will receive courses and programs starting in the Spring 2014 pilot. Partner college submissions to deliver courses and programs were received on November 22, 2013. Proposed partner college offerings will be made available to all VCCS colleges on December 1. Only a few online degrees/certificates
and new courses will be available during the Spring 2014 pilot to ensure smooth delivery to students and partner colleges.

**JANUARY:** The Pilot of SSDL Phase 2, which includes SSDL course delivery from additional colleges and offers complete online programs, has begun. Three colleges in addition to Northern Virginia Community College (NVCC) have proposed courses for SSDL delivery in Spring 2014. Danville Community College is offering EGR 140 W1 Engineering Mechanics-Statics, EGR 245 W1 Engineering Mechanics-Dynamics, and EGR 246 W1 Mechanics of Materials. Paul D. Camp Community College is offering ENG 112 72B College Composition II: College English with a Classical Approach, which is geared to home-schooled or dually-enrolled high school junior and senior students. Virginia Western Community College is offering GIS 200 V1 Geographical Information Systems I and HIS 251 V1 History of the Middle East. Through SSDL, NVCC is now offering four online degrees and certificates that are available to students at other community colleges where these degrees are not available: (1) AAS in Fire Science Technology, (2) Health Information Technology Career Studies Certificate, (3) Infant and Toddler Care Career Studies Certificate, and (4) an Early Childhood Development Career Studies Certificate. Colleges interested in receiving courses or programs through SSDL should contact Inez Farrell at ifarrell@nvcc.edu. Proposals from colleges interested in offering online courses and degrees through SSDL are being accepted now.

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:** A consultant has been chosen to assist with the benchmarking study of administrative processes across the System. The project plan is being prepared. The benchmarking will occur from January to March, 2014. A presentation on the process and timeline for the plan was presented at the December, 2014 meeting of the Administrative Services Council.

**JANUARY:** Planning for the benchmarking study of administrative services costs for the System is underway. The Administrative Consortia workgroup will be the Steering Committee for the project. Mr. William Johnson, Assistant Vice Chancellor for Budget and Planning, will serve as the overall Project Manager. The consultants, Accenture and The Hackett Group, are developing draft project and communication plans for the Steering Committee's review. System Office functional leads are coordinating with colleges to identify college data collection leads. Training on data collection will occur
on January 16, 2014. A proposal has been created to provide the colleges the option to take advantage of shared service opportunities with information technology personnel. The Technology Council received the initial proposal at its December, 2013 meeting and will be reviewing options in early 2014 to enhance the delivery of information security services and provide additional strategies that could lead to sharing the senior IT leadership role/responsibilities.

**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.

**JANUARY:** The Governor presented his 2014-16 budget recommendations to the General Assembly money committees on December 16, 2014. The budget includes an additional $183 million for higher education. Details on the Governor’s proposed funding for the VCCS were provided to the college presidents and the State Board for Community Colleges.

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:**

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).

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.

JANUARY: A Progress Report for Workforce Development was presented to the Advisory Council of Presidents at its December, 2013 meeting and will be presented to the State Board at its January, 2014 meeting. The report is available at http://rethink.vccs.edu/wp-content/uploads/2014/01/FY13_WrkDvlpmnt_Progress.pdf.

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

DECEMBER:
JANUARY:

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: An AOL session was held at the Psychology Peer Group meeting to discuss online resources and course-level assessments for PSY 200.
JANUARY: In spring 2014 pilot teams for ACC 211 and BIO 101 will be offering courses in on-campus, hybrid, and online formats for the first time. The faculty leads are in the midst of planning informational meetings on the ALO initiative in spring 2014. The curriculum committee reports for ACC 211 and BIO 101 have been distributed to accounting and biology faculty across the VCCS. The curriculum committees elected to provide detailed student learning outcomes for each of the sequence courses that follow ACC 211 (ACC 212) and BIO 101 (BIO 102). The revised ACC 211 and ACC 212
Progress on Implementing Recommendations of Chancellor’s Re-engineering Task Force

courses were approved by the Deans’ Course Review Committee (DCRC) at its November, 2013 meeting. The revised BIO 101 and BIO 102 courses will be considered at the DCRC’s meeting in February, 2014. The ALO Advisory Workgroup met for the first time and will continue to meet over the course of the spring semester.

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 work of the Compensation Philosophy work group continues. The current activities include outlining the potential principles that can be used to develop a compensation philosophy and developing a plan to get feedback on related matters from all major VCCS constituencies.

JANUARY: 

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: The review of college faculty evaluation plan continues. As of mid-December, ten plans have been approved for full implementation in 2014, three colleges will be using the Model Plan, and all other college plans are in various stages of review.

JANUARY: The review and approval of college faculty evaluation plans are wrapping up. Three colleges will be using the Model Plan for 2014, three colleges with provisional approval are making further revisions, and all other colleges have received final approval to implement their plans. Plans for further training continue.

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.

DECEMBER: A session at the State Board Annual meeting, “The Psychology of Serial Innovation” was held to identify ways to overcome organizational inertia and resistance to innovation, and leverage the collective creativity of the VCCS. Beta testing of the Innovation Community Exchange (ICE) continues as well.

JANUARY: The Innovation Community Exchange (ICE) was demonstrated at the last Tech Council meeting in an effort to expand the testing and raise awareness of the tools. The next phase is to have users from various functional areas test and play with the system to help find problems and enhance the product.

January 2014
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 Human Resources workgroup met in November, 2013 to review the capabilities of the Human Resources module in QuinN with Blackboard Analytics staff. A fit-gap analysis was conducted and plans for dashboards for the new module were developed with the group.

**JANUARY:**

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

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

**DECEMBER:** The Project Management Team (PMT), engaging in a second major Scope Verification, completed functional specification details in coordination with all VCCS stakeholder divisions. Over 100 college personnel, working through the College Implementation Teams (CITs), reviewed the details and provided input. These individuals represented each of the 22 workforce divisions. No CIT identified show-stoppers, but several voiced concern that the solution must not fail to meet the functional requirements. With cross-divisional coordination and CIT acceptance, the project sponsors signed off on the functional specifications and the technical team began developing the Technical Specifications. While much remains before implementation, Functional Specification approval represents a major milestone completed.

**JANUARY:** With the Workforce Enterprise System’s (WES) functional specifications approved, the combined VCCS WDS/Augusoft team developed technical specifications while the Project Management Team (PMT) worked on creating a detailed project schedule. Project personnel provided WES updates to the Tech Council, the VPs of Finance and Administration and members of their finance teams, and the WDS Advisory Council. Workforce Development Services hosted the 2013 Hire Ed Conference and supported four WES-related sessions and a WES round table discussion. Attendance at the WES sessions was so great that venue staff added chairs to the rooms during each break, indicating a high level of college interest and engagement.

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

services; identify barriers to cost effective, entrepreneurial operations in workforce services; and promote changes to operational and funding policies and guidelines where appropriate.

**DECEMBER:** VCCS WDS and the colleges continued work on the College Collaboration initiative. VCCS WDS staff completed the initial version of an interactive College Collaboration Site on The Buzz (the VCCS intranet) and is prepared to open the site for System Office and college workforce use. The site is designed to evolve to facilitate changing college collaboration needs. College workforce leaders are preparing to present programs as candidates for cross-college collaboration at the December WDS Advisory Council Meeting.

**JANUARY:** College workforce leaders and representatives from VCCS further discussed collaboration during the WDS Advisory Council meeting in December, 2013. Based on the outcome of the discussion, the VCCS will likely compete next year’s Institutes for Excellence funds with an emphasis on multi-college collaborations to heighten efficiencies where possible.

### 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:** SAILS (Early Alert): SAILS is in the midst of the pilot period and is being utilized within developmental education courses at all colleges. The College Leads and Project Team are collecting feedback, which will shape Phase 2 (system enhancements) of the implementation.

Career and Course Planner: The CCP is available in the Wizard to VCCS students. Since August 1, 2013, over 40 training sessions have been offered to college faculty and staff. Training sessions will continue during the spring semester. To date, 1,751 planners have been created by Virginia community college students.

A session of the State Board Annual Meeting, “Statewide Strategies for Advancing Student Success through Innovation” highlighted the progress and potential of these two systems.

**JANUARY:** SAILS (Early Alert): SAILS will expand its reach during the spring 2014 semester and will be utilized with all developmental education courses, all student success (SDV) courses, gateway courses in math (MTH 163) and English (ENG 111) as well as gateway biology courses for health professions (BIO 1 and 101). A few colleges have also opted to do a full roll-out to all credit-bearing courses.

Career and Course Planner: Over 50 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, 1,853 planners have been created by students attending Virginia’s Community Colleges.

*January 2014*
Progress on Implementing Recommendations of Chancellor’s Re-engineering Task Force

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: On October 31, 2013, a presentation of the survey results was given to the Chancellor’s Faculty Advisory Committee (CFAC). Faculty expressed continued concerns about the workload of the associate instructor role and whether colleges will be using that position to replace traditional nine-month teaching faculty. Colleges represented at the CFAC meeting that had hired faculty into the new roles expressed satisfaction with those new hires.

JANUARY:

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.

As of November, 2013, this activity is complete and will have no further reports.

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:

JANUARY: 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. The agenda will include further discussions on developing a framework for student success, as well as a conversation with State Board member, Steve Gannon, about the potential impact of administrative consortia.

January 2014
Implement a Comprehensive Communications Strategy
Develop a communication strategy to maximize the transparency of the re-engineering process and goals, to engage VCCS employees throughout Virginia in two-way communications about the continued re-engineering efforts, improve availability of information about implementation of recommendations, provide greater opportunities for the VCCS community to be involved in re-engineering strategies, and promote these efforts across the commonwealth and the country.

DECEMBER:
JANUARY: Initial conversations were held at the Advisory Council of Presidents meeting in December, 2013 regarding strategies for a potential targeted marketing campaign.

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

DECEMBER:
JANUARY:

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

DECEMBER:
JANUARY: The January, 2014 meeting of the RETFII will include a presentation by Dr. Templin on student success goals and strategies found in other states.

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: The hiring process for two newly-created, program-funded Facilities Condition Inspector positions is proceeding. A Facilities Condition Assessment Program work plan was developed with the goal of hiring the inspectors by the end of January, 2014; conducting training, some of which will occur on-site at various community colleges, by the end of February, 2014; and having the program fully operational by the end of March, 2014. Communications with Virginia Department of Environmental Quality (DEQ) continue over the management of current and new MS4 Storm Water Permits. The Virginia Department of Mines, Minerals and Energy (DMME) Energy Demand Response Program will be discussed at the VCCS Administrative Services Conference in December, 2013.

JANUARY: Interviews were conducted for the two new Facilities Condition Inspector positions, and two viable candidates were selected. Implementation of the Facilities Condition Assessment Program is proceeding as planned, and is on target to have the Facilities Condition Inspectors at the VCCS by the end of January, 2014 and the Program operational by the end of March, 2014.

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: The TCDLR Interim Report was shared at the December, 2013 Administrative Services Council meeting, and progress on the collaborative bookstore services RFP was discussed. The TCDLR workgroup is scheduled for a virtual meeting on December 9, 2013 to review feedback on the Interim Report and discuss next steps.
needed to continue implementation of the recommendations.

**JANUARY:** The TCDLR workgroup held a virtual meeting on December 9, 2013 to review feedback on the Interim Report, including endorsement of the recommendations by the Chancellor, and to discuss next steps needed to continue implementation of the recommendations. Progress on the bookstore RFP was reviewed and several surveys were suggested. Review and implementation of the recommendations continues.
Progress on Implementing Recommendations of Chancellor’s Re-engineering Task Force February 2013 through January 2014 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.

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

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

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

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

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

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

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

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

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

**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:**

**DECEMBER:** The VCCS developmental education faculty and student services leaders participating in the Chancellor’s 3rd Annual Developmental Education Institute met at Sweet Briar College in November, 2013 to continue their work on the integration of academic and student services to support student success in the developmental education classroom. The day-long session was facilitated by staff from the National Center for Developmental Education (NCDE). Participants will meet again in April, 2014 at the Developmental Education Symposium to disseminate the results of their pilot projects.

Two new writing prompts for the VPT were launched in November. Replacing the prompts was necessary to retain the validity of the test and to increase the reliability of the test scores. The VCCS and the test vendor are working to develop the process to randomly assign the test prompts to students. This will prevent uneven distribution of the writing prompts as well as prevent test questions from being compromised.

**JANUARY:**

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).*

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

Annual Chancellor’s Developmental Education Symposium (to be held on April 2, 2013).

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

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

**MAY:** A three-pronged work plan has been developed that is tailored to the second year of the implementation of the developmental education redesign. (1) Three “temperature gauge surveys” are being distributed to various stakeholders such as faculty teaching ENF courses and campus implementation leads to track the implementation as it unfolds over the course of the semester. (2) Site visits to some colleges are being conducted. Faculty, students, and administrators are being interviewed by members of RISE. (3) A series of targeted focus groups were conducted with faculty and administrators at the meetings of the Council of Deans and Directors (CODD) and the Academic and Student Affairs Council (ASAC), the Chancellor’s Developmental Education Symposium, and the New Horizons Conference. Over 130 Faculty teaching developmental English or mathematics, as well as student service leaders attended the 3rd Annual Chancellor’s Developmental Education Symposium held in Roanoke on April 2, 2013; five drive-in regional workshops for full-
time and adjunct faculty teaching developmental education courses will be held at colleges this spring; and the 3rd Annual Chancellor’s Developmental Education Institute is to be held June 2-7, 2013.

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

3 Implement Developmental Education Task Force Redesign Proposal (College Readiness)
Reduce the need for developmental mathematics and developmental reading and writing by assuring high school graduates are college ready.

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

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

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

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

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

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

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

To secure best practices from the institutions, the team will conduct interviews of the 16 colleges who reported college readiness projects during the fall 2012 survey. It was noted that although the projects are highly variable in their approach to enhancing readiness, it is important to emphasize that the ultimate goal of the project 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.

**DECEMBER:**

**JANUARY:**

**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.

**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

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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.

**DECEMBER:** The Back-Office continues to provide daily processing services to nine partner colleges. Eight of the nine colleges have requested the continuation of the additional verification follow-up services for the 2014-15 aid year. Preparations for processing for the 2014-15 aid year will begin after January 1, 2014.

As of November, 2013, the VCCS has received 190,586 Institutional Student Information Records (ISIRs) for 2014. The Back-Office has received and handled 37,238, or nearly 20% of the total. The financial aid group is continuing to finalize their recommendations for the Back-Office performance metrics.

**JANUARY:**

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

**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
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leveled 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).

**DECEMBER:** The bookstore/learning resource materials RFP has been drafted and will be published in January, 2014. Efforts towards obtaining Level II Delegated Authority for Procurement continue.

**JANUARY:** The cooperative bookstore/learning resource materials RFP is scheduled to be published early January, 2014. A draft of the RFP has been circulated to all participating colleges for feedback. The RFP evaluation committee has been established. Work continues toward securing Level II Delegated Procurement Authority. A draft document detailing how this authority (once obtained) would be implemented was circulated to all colleges for review and feedback.

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.

**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).

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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.

**DECEMBER:** Mountain Empire and Southside Virginia Community Colleges joined the Shared Services Distance Learning (SSDL) network starting Spring 2014. Phase 2 is underway. In November, a letter was sent to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to notify them of the intent to enter into a contractual or consortium agreement with another college. Northern Virginia Community College will provide template letters to be sent to SACSCOC for partner colleges that will deliver and colleges that will receive courses and programs starting in the Spring 2014 pilot. Partner college submissions to deliver courses and programs were received on November 22, 2013. Proposed partner college offerings will be made available to all VCCS colleges on December 1. Only a few online degrees/certificates and new courses will be available during the Spring 2014 pilot to ensure smooth delivery to students and partner colleges.

**JANUARY:** The Pilot of SSDL Phase 2, which includes SSDL course delivery from additional colleges and offers complete online programs, has begun. Three colleges in addition to Northern Virginia Community College (NVCC) have proposed courses for SSDL delivery in Spring 2014. Danville Community College is offering EGR 140 W1 Engineering Mechanics-Statics, EGR 245 W1 Engineering Mechanics-Dynamics, and EGR 246 W1 Mechanics of Materials. Paul D. Camp Community College is offering ENG 112 72B College Composition II: College English with a Classical Approach, which is geared to home-schooled or dually-enrolled high school junior and senior students. Virginia Western Community College is offering GIS 200 V1 Geographical Information Systems I and HIS 251 V1 History of the Middle East. Through SSDL, NVCC is now offering four online degrees and certificates that are available to students at other community colleges where these degrees are not available: (1) AAS in Fire Science Technology, (2) Health Information Technology Career Studies Certificate, (3) Infant and Toddler Care Career Studies Certificate, and (4) an Early Childhood Development Career Studies Certificate. Colleges interested in receiving courses or programs
Progress on Implementing Recommendations of Chancellor’s Re-engineering Task Force

through SSDL should contact Inez Farrell at ifarrell@nvcc.edu. Proposals from colleges interested in offering online courses and degrees through SSDL are being accepted now.

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.

- **FEBRUARY:** A request for proposals for a consultant to gather data and assist with analysis of consortia opportunities will be issued in early February, 2013.
- **MARCH:** A request for proposals to contract with a firm to assist with a benchmarking study is being prepared for issuance in early March, 2013.
- **APRIL:** A request for proposals has been issued for a benchmarking study of administrative functions across the System. Responses are due to the VCCS in late April, 2013. A cross-functional team of college and System Office staff will evaluate the proposals and determine which vendor will conduct the study. Also, Tidewater Community College has entered into a contract for electronic student refunds which all colleges have agreed to use. An interface to AIS will be developed over the next few months and the system will be implemented at all colleges for the spring 2014 semester.
- **MAY:**
- **JUNE:** Responses to the RFP for benchmarking assistance have been received and are under review by the evaluation team. A contract should be awarded in summer 2013. The benchmarking data collection and analysis will begin after the contract is awarded.
- **JULY:**
- **AUGUST:** Negotiations with two vendors to conduct the benchmark study are underway. A contract should be awarded in August, 2013.
- **SEPTEMBER:** An update on the negotiations for the benchmark study will be provided during a conference call with the Administrative Consortia workgroup, which has been scheduled for the first week in 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.

**DECEMBER:** A consultant has been chosen to assist with the benchmarking study of administrative processes across the System. The project plan is being prepared. The benchmarking will occur from January to March, 2014. A presentation on the process and timeline for the plan was presented at the December, 2014 meeting of the Administrative Services Council.

**JANUARY:** Planning for the benchmarking study of administrative services costs for the System is underway. The Administrative Consortia workgroup will be the Steering Committee for the project. Mr. William Johnson, Assistant Vice Chancellor for Budget and Planning, will serve as the overall Project Manager. The consultants, Accenture and The Hackett Group, are developing draft project and communication plans for the Steering Committee's review. System Office functional leads are coordinating with colleges to identify college data collection leads. Training on data collection will occur on January 16, 2014. A proposal has been created to provide the colleges the option to take advantage of shared service opportunities with information technology personnel. The Technology Council received the initial proposal at its December, 2013 meeting and will be reviewing options in early 2014 to enhance the delivery of information security services and provide additional strategies that could lead to sharing the senior IT leadership role/responsibilities.

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**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.

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<th>9 (9 &amp; 14) Seek Increased State Support and Implement State Board Strategic Plans</th>
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| 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.  
**JANUARY:** The Governor presented his 2014-16 budget recommendations to the General Assembly money committees on December 16, 2014. The budget includes an additional $183 million for higher education. Details on the Governor's proposed... |
funding for the VCCS were provided to the college presidents and the State Board for Community Colleges.

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 Filling 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.

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:
DECEMBER:
JANUARY:

11 Encourage College Foundations to Focus Fund Raising Efforts on the Goal of Filling 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).

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).

February 2013 through January 2014
12 Provide Professional Development and Other Services to College Foundations

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

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

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

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

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

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

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.

**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
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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.*

### 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).*

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

JANUARY: A Progress Report for Workforce Development was presented to the Advisory Council of Presidents at its December, 2013 meeting and will be presented to the State Board at its January, 2014 meeting. The report is available at http://rethink.vccs.edu/wp-content/uploads/2014/01/FY13_WrkDvlpmnt_Progress.pdf.

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

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:
DECEMBER:
JANUARY:

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.

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.

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**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 initiative.

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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. 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.

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.

**DECEMBER:** An AOL session was held at the Psychology Peer Group meeting to discuss online resources and course-level assessments for PSY 200.

**JANUARY:** In spring 2014 pilot teams for ACC 211 and BIO 101 will be offering courses in on-campus, hybrid, and online formats for the first time. The faculty leads are in the midst of planning informational meetings on the ALO initiative in spring 2014. The curriculum committee reports for ACC 211 and BIO 101 have been distributed to
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accounting and biology faculty across the VCCS. The curriculum committees elected to provide detailed student learning outcomes for each of the sequence courses that follow ACC 211 (ACC 212) and BIO 101 (BIO 102). The revised ACC 211 and ACC 212 courses were approved by the Deans’ Course Review Committee (DCRC) at its November, 2013 meeting. The revised BIO 101 and BIO 102 courses will be considered at the DCRC’s meeting in February, 2014. The ALO Advisory Workgroup met for the first time and will continue to meet over the course of the spring semester.

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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.

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:

February 2013 through January 2014
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.
DECEMBER: The work of the Compensation Philosophy work group continues. The current activities include outlining the potential principles that can be used to develop a compensation philosophy and developing a plan to get feedback on related matters from all major VCCS constituencies.
JANUARY:
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.
FEBRUARY: At its meeting in January, the State Board for Community Colleges approved final policy language to implement the new faculty evaluation plan. The Faculty Evaluation Summit workgroup continued to meet in December, 2012 and January, 2013 to develop the VCCS Faculty Evaluation Model Plan. The full 50+ page draft document will go to colleges for review, comment, and possible corrections from January 15 until February 15. The committee will then meet to review comments and suggestions and publish the final "Model Plan" for use by the colleges by March 15. Colleges may develop their own plans, use the Model Plan as it is, or customize the Model Plan as necessary to fit local circumstances within the parameters offered by the Chancellor. The Chancellor must approve each college’s final plan by October 15. The Plan goes into effect for new faculty in Fall 2013. The draft Model Plan can be reviewed at http://www.vccs.edu/FacultyStaff/HumanResources/FacultyDevelopmentProcess.aspx.
MARCH: The draft Model Faculty Evaluation Plan incorporating Board-approved policies was made available to the colleges for review, comments, and suggestions until February 15, 2013. The final Model Plan will be published no later than March 15, 2013. Each college is now in the process of establishing a local committee to develop a college plan. Colleges may develop their own plans, use the Model Plan as it is, or customize the Model Plan as necessary to fit local circumstances within the parameters offered by the Chancellor. Each college’s faculty evaluation plan must be approved by the individual college faculty, the college President, and the Chancellor. The Faculty Evaluation workgroup is now conducting regional conference calls with the college Faculty Evaluation committees to, where needed, clarify the plan, respond to questions, and consult on possible local options in the plan. The development of a strategy for training deans on the redesigned Faculty Evaluation Plan is now in progress with hopes that the training will be completed by the end of the 2013 summer semester. Various training opportunities for faculty are being developed as well, including peer group presentations and presentations at New Horizons.

February 2013 through January 2014
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. 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.

**DECEMBER:** The review of college faculty evaluation plan continues. As of mid-December, ten plans have been approved for full implementation in 2014, three colleges will be using the Model Plan, and all other college plans are in various stages of review.

**JANUARY:** The review and approval of college faculty evaluation plans are wrapping up. Three colleges will be using the Model Plan for 2014, three colleges with provisional approval are making further revisions, and all other colleges have received final approval to implement their plans. Plans for further training continue.

### 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.

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

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

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

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

1. Convey a clear and compelling case for an innovative culture to all college leaders that would create appreciation for the benefits of such a culture.
2. Identify long-term strategies to promote a culture of innovation and foster incentives for the identification and development of innovative solutions across the system.
3. Enhance the Strategic Plan for Technology to include innovation and emerging technology.
4. Maximize the use of current resources to operate more efficiently and hold down tuition increases.

*February 2013 through January 2014*
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:**

**DECEMBER:** A session at the State Board Annual meeting, “The Psychology of Serial Innovation” was held to identify ways to overcome organizational inertia and resistance to innovation, and leverage the collective creativity of the VCCS. Beta testing of the Innovation Community Exchange (ICE) continues as well.

**JANUARY:** The Innovation Community Exchange (ICE) was demonstrated at the last Tech Council meeting in an effort to expand the testing and raise awareness of the tools. The next phase is to have users from various functional areas test and play with the system to help find problems and enhance the product.

### 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.

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

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

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

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

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

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

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

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

**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.

**DECEMBER:** The Human Resources workgroup met in November, 2013 to review the capabilities of the Human Resources module in QuInN with Blackboard Analytics staff. A fit-gap analysis was conducted and plans for dashboards for the new module were developed with the group.

**JANUARY:**

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### REPOSITION WORKFORCE SERVICES

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

#### 22 Implement Automated Enterprise System

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

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

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

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

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

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

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

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

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

**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.

**DECEMBER:** The Project Management Team (PMT), engaging in a second major Scope Verification, completed functional specification details in coordination with all VCCS stakeholder divisions. Over 100 college personnel, working through the College Implementation Teams (CITs), reviewed the details and provided input. These individuals represented each of the 22 workforce divisions. No CIT identified show-stoppers, but several voiced concern that the solution must not fail to meet the functional requirements. With cross-divisional coordination and CIT acceptance, the project sponsors signed off on the functional specifications and the technical team began developing the Technical Specifications. While much remains before implementation, Functional Specification approval represents a major milestone completed.

**JANUARY:** With the Workforce Enterprise System’s (WES) functional specifications approved, the combined VCCS WDS/Augusoft team developed technical specifications while the Project Management Team (PMT) worked on creating a detailed project schedule. Project personnel provided WES updates to the Tech Council, the VPs of Finance and Administration and members of their finance teams, and the WDS Advisory Council. Workforce Development Services hosted the 2013 Hire Ed Conference and supported four WES-related sessions and a WES round table discussion. Attendance at the WES sessions was so great that venue staff added chairs to the rooms during each break, indicating a high level of college interest and engagement.

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
apposite.

**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 Servives (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.

**DECEMBER:** VCCS WDS and the colleges continued work on the College Collaboration initiative. VCCS WDS staff completed the initial version of an interactive College Collaboration Site on The Buzz (the VCCS intranet) and is prepared to open the site for System Office and college workforce use. The site is designed to evolve to facilitate changing college collaboration needs. College workforce leaders are preparing to present programs as candidates for cross-college collaboration at the December WDS Advisory Council Meeting.

**JANUARY:** College workforce leaders and representatives from VCCS further discussed collaboration during the WDS Advisory Council meeting in December, 2013. Based on the outcome of the discussion, the VCCS will likely compete next year’s Institutes for Excellence funds with an emphasis on multi-college collaborations to heighten efficiencies where possible.

### 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.

**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.

**DECEMBER:** SAILS (Early Alert): SAILS is in the midst of the pilot period and is being utilized within developmental education courses at all colleges. The College Leads and Project Team are collecting feedback, which will shape Phase 2 (system enhancements) of the implementation.

Career and Course Planner: The CCP is available in the Wizard to VCCS students. Since August 1, 2013, over 40 training sessions have been offered to college faculty and staff. Training sessions will continue during the spring semester. To date, 1,751 planners have been created by Virginia community college students.

A session of the State Board Annual Meeting, “Statewide Strategies for Advancing Student Success through Innovation” highlighted the progress and potential of these two systems.

**JANUARY:** SAILS (Early Alert): SAILS will expand its reach during the spring 2014 semester and will be utilized with all developmental education courses, all student success (SDV) courses, gateway courses in math (MTH 163) and English (ENG 111) as well as gateway biology courses for health professions (BIO 1 and 101). A few colleges have also opted to do a full roll-out to all credit-bearing courses.

Career and Course Planner: Over 50 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, 1,853 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.

**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 Directors (CDDD) 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](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.

**DECEMBER:** On October 31, 2013, a presentation of the survey results was given to the Chancellor’s Faculty Advisory Committee (CFAC). Faculty expressed continued concerns about the workload of the associate instructor role and whether colleges will be using that position to replace traditional nine-month teaching faculty. Colleges represented at the CFAC meeting that had hired faculty into the new roles expressed satisfaction with those new hires.

**JANUARY:**

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### 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.

**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.


**NOVEMBER:** This activity is complete and will have no further reports. Please see a summary of the results at http://rethink.vccs.edu/wp-content/uploads/2013/10/ACOP-Credit-Audit.Version-3.0.June-2013.pdf

### 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

**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
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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.

DECEMBER:
JANUARY: 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.

The agenda will include further discussions on developing a framework for student success, as well as a conversation with State Board member, Steve Gannon, about the potential impact of administrative consortia.

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

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.
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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:

DECEMBER:

JANUARY: Initial conversations were held at the Advisory Council of Presidents meeting in December, 2013 regarding strategies for a potential targeted marketing campaign.

Establish Metrics

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

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

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

APRIL: The Metrics workgroup did not meet in March.

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

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

JULY:

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

SEPTEMBER:

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

NOVEMBER:

DECEMBER:

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

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.
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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:

DECEMBER:

JANUARY: The January, 2014 meeting of the RETFII will include a presentation by Dr. Templin on student success goals and strategies found in other states.

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.

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
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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 work group, 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.

**DECEMBER:** The hiring process for two newly-created, program-funded Facilities Condition Inspector positions is proceeding. A Facilities Condition Assessment Program work plan was developed with the goal of hiring the inspectors by the end of January, 2014; conducting training, some of which will occur on-site at various community colleges, by the end of February, 2014; and having the program fully operational by the end of March, 2014. Communications with Virginia Department of Environmental Quality (DEQ) continue over the management of current and new MS4 Storm Water Permits. The Virginia Department of Mines, Minerals and Energy (DMME) Energy Demand Response Program will be discussed at the VCCS Administrative Services Conference in December, 2013.

**JANUARY:** Interviews were conducted for the two new Facilities Condition Inspector positions, and two viable candidates were selected. Implementation of the Facilities Condition Assessment Program is proceeding as planned, and is on target to have the Facilities Condition Inspectors at the VCCS by the end of January, 2014 and the Program operational by the end of March, 2014.

**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.

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FEBRUARY: The TCDLR met for a full day at Piedmont Virginia Community College on December 18, 2012. The meeting agenda included a review of current topics regarding MOOCs and open source materials; presentations regarding pilots at Tidewater, New River, and Southwest Virginia Community Colleges; and progress reports from each of the subworkgroups. An interim report of the workgroup is planned for spring, 2013 with a final report planned for spring, 2014. The next meetings are scheduled for February 22, 2013 (PVCC) and for March 22, 2013 (virtual). One or more publishers will be invited to the February meeting.

MARCH: The TCDLR Workgroup met on February 22, 2013 at Piedmont Virginia Community College. The workgroup heard from two publishers, had substantial conversations about the role of bookstores and textbooks in the future, and began drafting an interim report planned for Spring 2013 with a final report planned for Spring 2014. The next meeting is scheduled for March 22, 2013 (virtual). Additionally, the Chancellor has invited proposals from faculty of high enrollment VCCS courses to help reduce course costs for VCCS students by adopting free, openly-licensed materials for a course. Ten proposals will be selected to receive $3,000 to identify, review and customize existing high quality OER to incorporate as the only required material for the course. Grantees are expected to pilot the new materials during the Fall 2013 semester.

APRIL: The TCDLR Workgroup held a virtual meeting on March 22, 2013 to discuss a draft outline of its interim report planned for Spring, 2013. In addition, a presentation on the results of the TCDLR surveys was made to the vice presidents of finance and administration on March 26, 2013. As a result, several colleges will be working together to negotiate a new combined “bookstore contract” to both leverage combined purchasing volume and to provide more cost effective options for students to obtain learning resources.

MAY: Draft concepts of the TCDLR workgroup interim report were vetted with the RETFI, along with information about the Chancellor’s Open Education Resource Initiative and an update on efforts of several colleges to negotiate a new combined “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
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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 Advisory Committee in late October. The next meeting of the TCDLR workgroup is being scheduled for early December.

DECEMBER: The TCDLR Interim Report was shared at the December, 2013 Administrative Services Council meeting, and progress on the collaborative bookstore services RFP was discussed. The TCDLR workgroup is scheduled for a virtual meeting on December 9, 2013 to review feedback on the Interim Report and discuss next steps needed to continue implementation of the recommendations.

JANUARY: The TCDLR workgroup held a virtual meeting on December 9, 2013 to review feedback on the Interim Report, including endorsement of the recommendations by the Chancellor, and to discuss next steps needed to continue implementation of the recommendations. Progress on the bookstore RFP was reviewed and several surveys were suggested. Review and implementation of the recommendations continues.
TITLE: PROPOSED REVISION TO VCCS POLICY MANUAL SECTION 5.3.0.2 – Length of Final Exams (C) (Academic, Student Affairs, and Workforce Development Committee, Information Item III.A.3.a.)

BACKGROUND:

At the November 2013 meeting of the Academic and Student Affairs Council (ASAC), a revision was approved in VCCS Policy Manual Section 5.3.0.2 that clarifies the length of final exams. The Advisory Council of Presidents (ACOP) approved the revision at its December 2013 meeting. Following is the current policy on the length of final exams and the proposed revision.

Current Policy:

Each semester hour of credit given for a course is based on the "academic hour," which is 50 minutes of formalized, structured instructional time in a particular course weekly for fifteen weeks. This is a total of 750 minutes of instruction. In addition to this instructional time, appropriate evaluation will be required. If this evaluation is a final examination, a minimum of one hour will be scheduled for each semester hour of credit generated by the course, not to exceed three academic hours (150 minutes).

Proposed Policy Changes:

Each semester hour of credit given for a course is based on the "academic hour," which is 50 minutes of formalized, structured instructional time in a particular course weekly for fifteen weeks. This is a total of 750 minutes of instruction. In addition to this instructional time, appropriate evaluation will be required. If this evaluation is a final examination, a minimum of 50 minutes of evaluation time shall be scheduled for each semester hour of credit generated by the course, not to exceed a total of 150 minutes per course. Any exception must have prior approval by the requestor’s Chief Academic Officer or designee.

New Policy:

Each semester hour of credit given for a course is based on the "academic hour," which is 50 minutes of formalized, structured instructional time in a particular course weekly for fifteen weeks. This is a total of 750 minutes of instruction. In addition to this instructional time, appropriate evaluation will be required. If this evaluation is a final examination, a minimum of 50 minutes of evaluation time shall be scheduled for each course, not to exceed a total of 150 minutes per course. Any exception must have prior approval by the requestor’s Chief Academic Officer or designee.

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, 804.819.4970
TITLE: PROPOSED REVISION TO VCCS POLICY MANUAL SECTION 2.4.1
Advisory Council of Provosts, Vice Presidents, and Deans of Instruction and Student Services (C) (Academic, Student Affairs, and Workforce Development Committee, Information Item III.A.3.b.)

BACKGROUND:

At the November meeting of the Academic and Student Affairs Council (ASAC), a revision was approved in VCCS Policy Manual Section 2.4.1 that updates the name of and policy language about the academic and student services vice presidents organization. This group plays a key role in the governance process regarding revisions to academic and student services policies. The proposed revision is long overdue and with the proposed changes, this section will parallel the nearby sections 2.4.2 and 2.4.4, addressing the Administrative Services Council (C) and the Advisory Council of Vice Presidents, and Deans of Workforce Development (C). The Advisory Council of Presidents (ACOP) approved the revision at its December 2013 meeting. Following is the current policy and the proposed revision.

Current Policy

2.4.1 Advisory Council of Provosts, Vice Presidents, and Deans of Instruction and Student Services (C)

The Advisory Council of Provosts, Vice Presidents, and Deans of Instruction and Student Services serve as an advisory body on System-wide matters related to instruction and student services. The Council shall meet at the call of the Vice Chancellor for Academic Services and Research. Proceedings of the meetings of the Council shall be distributed to the members of the Council and to the Chancellor, the Chancellor’s Staff, and the Presidents.

Recommendations on System-wide policy matters shall be forwarded to the Chancellor who may present them to the appropriate committee of the Advisory Council of Presidents for its consideration. The Chancellor shall not implement System-wide policy recommendations coming from the Advisory Council of Provosts, Vice Presidents, and Deans of Instruction and Student Services until the Advisory Council of Presidents has reviewed the matters.

Proposed Policy Language (changes shown):

<table>
<thead>
<tr>
<th>2.4.1 Advisory Council of Provosts, Vice Presidents, and Deans of Instruction and Student Services Academic and Student Affairs Council (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Advisory Council of Provosts, Vice Presidents, and Deans of Instruction and Student Services Academic and Student Affairs Council serves as an advisory body on System-wide</td>
</tr>
</tbody>
</table>
matters related to instruction and student services. The Council shall meet at least three times per year at the call of the Vice Chancellor for Academic Services and Research. Proceedings of the meetings of the Council shall be distributed to the members of the Council and to the Chancellor, the Chancellor’s Staff, and the Presidents.

Recommendations on System-wide policy matters shall be forwarded by the Vice Chancellor for Academic Services and Research to the Chancellor who may present them to the appropriate committee of the Advisory Council of Presidents for its consideration. The Chancellor shall not implement System-wide policy recommendations coming from the Academic and Student Affairs Council until the Advisory Council of Presidents has reviewed the matters.

**Proposed Policy Revision (changes accepted):**

2.4.1 Academic and Student Affairs Council (C)

The Academic and Student Affairs Council serves as an advisory body on System-wide matters related to instruction and student services. The Council shall meet at least three times per year at the call of the Vice Chancellor for Academic Services and Research. Proceedings of the meetings of the Council shall be distributed to the members of the Council and to the Chancellor.

Recommendations on System-wide policy matters shall be forwarded by the Vice Chancellor for Academic Services and Research to the Chancellor who may present them to the appropriate committee of the Advisory Council of Presidents for its consideration. The Chancellor shall not implement System-wide policy recommendations coming from the Academic and Student Affairs Council until the Advisory Council of Presidents has reviewed the matters.

**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. Sheri Robertson, Presider, Academic and Student Affairs Council, and Associate Vice President for Academic Services, Northern Virginia Community College, srobertson@nvcc.edu, 703.323.3087
TITLE: TIDEWATER COMMUNITY COLLEGE’S PROPOSED DEGREE TITLE CHANGE AND CIP CODE CHANGE FOR THE ASSOCIATE OF APPLIED SCIENCE IN ELECTROMECHANICAL CONTROLS TECHNOLOGY
(Academic, Student Affairs, and Workforce Development Committee, Information Item III.A.3.c.)

BACKGROUND:

Tidewater Community College (TCC) and its Local College Board have approved changing the program title and CIP code for the Associate of Applied Science in Electromechanical Controls Technology, CIP code 46.0302 from the current title to Mechatronics, CIP code 15.0613. The field of electrical and mechanical maintenance has changed over the past decade as the industrial manufacturing industry has increasingly automated its processes. Mechatronics is the state-of-the-art term currently used in the industry and desired by employers. The CIP code 15.0613 is in alignment with TCC’s degree program, which is designed for persons who seek employment as entry-level technicians in the field of advanced manufacturing. System office staff have reviewed this request and support it. This item serves as notification of the change to the State Board for Community Colleges.

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, 804.819.4970

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

Dr. Dan Lewis, VCCS, Director of Educational Programs, dlewis@vccs.edu, 804.819.4936
TITLE: UPDATE ON DECEMBER 2013 ACTIONS BY THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS (SACS) COMMISSION ON COLLEGES (Academic, Student Affairs, and Workforce Development Committee, Information Item III.A.3.d)

BACKGROUND:

Each January, a report is provided to the State Board for Community Colleges to detail any reaffirmation-related issues at Virginia’s Community Colleges. At its meeting on December 9, 2013, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Board of Trustees took action on the accreditation status of a number of institutions.

Below is the action for VCCS colleges:

CONTINUED THE ACCREDITATION OF THE FOLLOWING INSTITUTIONS AFTER A SUBSTANTIVE CHANGE COMMITTEE REVIEWED THE APPROVED CHANGE:

- Lord Fairfax Community College, Middletown, Virginia
  - Reviewed the following off-campus instructional sites in Virginia: Liberty High School, Millbrock High School, Navy Federal Credit Union, Skyline High School, Strasburg High School, and Stonewall Jackson High School

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
TITLE: 2012-13 ANNUAL REPORT OF STUDENT SUCCESS (Academic, Student Affairs, and Workforce Development Committee, Information Item III.A.3.e)

BACKGROUND:

Student Success in the Virginia Community Colleges System is measured by the numbers of graduates who earn associates, certificate, diploma and career studies certificates, as well as by the number of students who transfer to four-year colleges and universities, with or without degrees or awards. The Student Success goal for Achieve 2015-Take Two, the VCCS strategic plan, calls for:

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

This report provides a longitudinal trend, by college, of numbers of degrees and awards earned, graduates, and transfers. Breakdowns by award type and level are provided. The report also includes the three-year graduation rates of students who enrolled for the first-time-in-college (FTIC) from fall 2005 through fall 2009 by college. A demographic profile of 2012-2013 graduates compares the graduates to all program-placed students enrolled during 2012-2013.

A copy of the report is included.

ACTION RECOMMENDED:

None. This is an information item. No action is required.

RESOURCES:

Dr. Susan S. Wood, VCCS, Vice Chancellor for Academic Services & Research, swood@vccs.edu, 804-819-4972

Dr. Catherine Finnegan, VCCS, Assistant Vice Chancellor for Institutional Effectiveness, cfinnegan@vccs.edu, 804-819-1665

September 2010
Virginia’s Community Colleges
Annual Report of Student Success
2012-2013

Office of Institutional Research & Effectiveness

December 2, 2013
Introduction
Student success in Virginia’s Community Colleges is measured by the number of graduates from associate’s degree, certificate, diploma and career studies certificate programs, as well as by the number of students who transfer to four-year colleges and universities, with or without degrees or awards. The Student Success goal for Achieve 2015, the VCCS strategic plan, calls for:

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.

This report provides a longitudinal trend, by college, of numbers of degrees and awards earned, graduates, and transfers. Breakdowns by award type and level are provided. The report also includes the three-year graduation rates of students who enrolled for the first-time-in-college (FTIC) from fall 2005 through fall 2009 by college. A demographic profile of 2012-2013 graduates compares the graduates to all program-placed students enrolled during 2012-2013.

Key Findings

Degrees, awards, and workforce credentials 2008-2009 to 2012-2013

- Total system-wide awards increased by 73% over the five-year period (from 18,410 in 2008-2009 to 31,776 in 2012-2013).
- System-wide college transfer degree awards increased by 58% over the five-year period (from 7,615 in 2008-2009 to 12,064 in 2012-2013).
- System-wide career/technical education (CTE) degree awards increased by 14% over the five-year period (from 5,399 in 2008-2009 to 6,162 in 2012-2013).
- Initiated in 2007-2008 as a transfer award, the system experienced a dramatic increase in general education certificates of 1,364% over the five-year period (from 394 in 2008-2009 to 5,768 in 2012-2013). The increase from 2011-2012 to 2012-2013 has been more modest at 3%.
- Total CTE certificates increased by 57% over the five-year period (from 4,845 in 2008-2009 to 7,615 in 2012-2013); career studies certificates increased by 74% (from 3,363 in 2008-2009 to 5,837 in 2012-2013).
- System-wide diploma awards increased by 6% over the five-year period (from 157 in 2008-2009 to 167 in 2012-2013).
- The number of career readiness certificates awarded system-wide increased by 96% over the past five years (5,265 in FY 2009 to 10,327 in FY 2013).
Student transfer from VCCS colleges to four-year institutions 2008-2009 to 2012-2013

- The number of students transferring to four-year institutions has increased by 49% since 2008-2009 (11,523 VCCS student transfers in 2008-2009 versus 17,175 student transfers in 2012-2013).
- At eleven (11) colleges, the number of students transferring to a four-year institution increased by over 50% since 2008-2009.

Three-year graduation rates of first-time, full-time, program-placed students

- The three-year graduation rate increased each year from 17.4% for the fall 2005 cohort to 23.0% for the fall 2009 cohort.
- The fall 2009 cohort included 19,687 students. Of the students in this cohort, 4,526 graduated by spring 2012.
- For the fall 2009 cohort, individual college three-year graduation rates ranged from a low of 12.8% to a high of 35.9%.

Demographic characteristics of VCCS students and graduates

- Although minorities accounted for nearly half (45%) of all program-placed students in 2012-2013, they accounted for only about a third (34%) of the associate’s degree graduates.
- In 2012-2013, females accounted for 57% of program-placed students and 60% of associate’s degree graduates.
- From 2011-2012 to 2012-2013, the percentage of minority graduates increased 2% and for program-placed and all students by 1%.
- The age composition of graduates, program-placed, and all students experienced little change from 2011-2012 to 2012-2013. The age composition of graduates increased by 1% for those 22-24 years (from 21% in 2011-2012 to 22% in 2012-2013) and there was an increase of program-placed students 22-24 years by 1% (from 15% in 2011-2012 to 16% in 2012-2013).
VCCS Graduates* - Five Year Summary

<table>
<thead>
<tr>
<th>College</th>
<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Ridge</td>
<td>494</td>
<td>499</td>
<td>720</td>
<td>778</td>
<td>701</td>
</tr>
<tr>
<td>Central Virginia</td>
<td>444</td>
<td>479</td>
<td>648</td>
<td>731</td>
<td>693</td>
</tr>
<tr>
<td>Dabney S. Lancaster</td>
<td>144</td>
<td>166</td>
<td>164</td>
<td>178</td>
<td>179</td>
</tr>
<tr>
<td>Danville</td>
<td>709</td>
<td>557</td>
<td>647</td>
<td>710</td>
<td>669</td>
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<tr>
<td>Eastern Shore</td>
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<td>136</td>
<td>136</td>
<td>167</td>
<td>148</td>
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<tr>
<td>Germanna</td>
<td>658</td>
<td>697</td>
<td>857</td>
<td>890</td>
<td>1,012</td>
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<td>1,405</td>
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<td>716</td>
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<td>VCCS Total</td>
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<td>18,355</td>
<td>22,495</td>
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<td>VCCS System Unduplicated</td>
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<td>25,865</td>
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</table>

*Student headcount
### VCCS Total Awards* - Five Year Summary

<table>
<thead>
<tr>
<th>College</th>
<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
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<tbody>
<tr>
<td>Blue Ridge</td>
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<td>231</td>
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<td><strong>VCCS Total</strong></td>
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<td><strong>26,853</strong></td>
<td><strong>31,556</strong></td>
<td><strong>31,776</strong></td>
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</table>

*An individual graduate (student) may earn multiple awards.

![VCCS Total Awards Graph](chart.png)
2012-2013 Award Completions by Type
Total Awards = 31,776

- Transfer Associate Degrees, 12,064, 38%
- Transfer General Education Certificates, 5,768, 18%
- CTE Associate Degrees & Diplomas, 6,329, 20%
- CTE Career Studies Certificates, 5,837, 18%
- CTE Certificates, 1,778, 6%
## VCCS College Transfer Awards - Five Year Summary

<table>
<thead>
<tr>
<th>College</th>
<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Transfer Degrees</td>
<td>General Education Certificates</td>
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<td>General Education Certificates</td>
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</tr>
<tr>
<td>Thomas Nelson</td>
<td>545</td>
<td>579</td>
<td>792</td>
<td>754</td>
<td>877</td>
</tr>
<tr>
<td>Tidewater</td>
<td>1,376</td>
<td>1,691</td>
<td>2,230</td>
<td>2,197</td>
<td>2,584</td>
</tr>
<tr>
<td>Virginia Highlands</td>
<td>158</td>
<td>218</td>
<td>255</td>
<td>253</td>
<td>283</td>
</tr>
<tr>
<td>Virginia Western</td>
<td>707</td>
<td>807</td>
<td>930</td>
<td>867</td>
<td>847</td>
</tr>
<tr>
<td>Wytheville</td>
<td>153</td>
<td>204</td>
<td>253</td>
<td>267</td>
<td>282</td>
</tr>
<tr>
<td>VCCS Total</td>
<td>11,523</td>
<td>13,144</td>
<td>16,256</td>
<td>16,077</td>
<td>17,175</td>
</tr>
</tbody>
</table>

Transfers are those students who have exited the VCCS with at least 12 credit hours and have enrolled for the first time in a 4-year institution within two years after exiting the VCCS. The Academic Year heading references the date of student’s first enrollment at a 4-year institution.
### VCCS Graduation Rates
Based on IPEDS Definition

<table>
<thead>
<tr>
<th>College</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort</td>
<td>Graduates</td>
<td>Rate</td>
<td>Cohort</td>
<td>Graduates</td>
</tr>
<tr>
<td>Blue Ridge</td>
<td>429</td>
<td>100</td>
<td>23.3%</td>
<td>529</td>
<td>117</td>
</tr>
<tr>
<td>Central Virginia</td>
<td>295</td>
<td>57</td>
<td>19.3%</td>
<td>419</td>
<td>98</td>
</tr>
<tr>
<td>Dabney S. Lancaster</td>
<td>120</td>
<td>40</td>
<td>33.3%</td>
<td>171</td>
<td>35</td>
</tr>
<tr>
<td>Danville</td>
<td>385</td>
<td>105</td>
<td>27.3%</td>
<td>434</td>
<td>161</td>
</tr>
<tr>
<td>Eastern Shore</td>
<td>92</td>
<td>23</td>
<td>25.0%</td>
<td>96</td>
<td>25</td>
</tr>
<tr>
<td>Germanna</td>
<td>449</td>
<td>97</td>
<td>21.6%</td>
<td>623</td>
<td>147</td>
</tr>
<tr>
<td>J. Sargeant Reynolds</td>
<td>575</td>
<td>87</td>
<td>15.1%</td>
<td>604</td>
<td>79</td>
</tr>
<tr>
<td>John Tyler</td>
<td>386</td>
<td>52</td>
<td>13.5%</td>
<td>576</td>
<td>89</td>
</tr>
<tr>
<td>Lord Fairfax</td>
<td>453</td>
<td>133</td>
<td>29.4%</td>
<td>528</td>
<td>124</td>
</tr>
<tr>
<td>Mountain Empire</td>
<td>272</td>
<td>62</td>
<td>22.8%</td>
<td>415</td>
<td>69</td>
</tr>
<tr>
<td>New River</td>
<td>321</td>
<td>59</td>
<td>18.4%</td>
<td>393</td>
<td>65</td>
</tr>
<tr>
<td>Northern Virginia</td>
<td>3,112</td>
<td>413</td>
<td>13.3%</td>
<td>3,967</td>
<td>571</td>
</tr>
<tr>
<td>Patrick Henry</td>
<td>273</td>
<td>57</td>
<td>20.9%</td>
<td>317</td>
<td>68</td>
</tr>
<tr>
<td>Paul D. Camp</td>
<td>119</td>
<td>23</td>
<td>19.3%</td>
<td>136</td>
<td>29</td>
</tr>
<tr>
<td>Piedmont Virginia</td>
<td>306</td>
<td>52</td>
<td>17.0%</td>
<td>397</td>
<td>68</td>
</tr>
<tr>
<td>Rappahannock</td>
<td>229</td>
<td>57</td>
<td>24.9%</td>
<td>219</td>
<td>42</td>
</tr>
<tr>
<td>Southside Virginia</td>
<td>306</td>
<td>85</td>
<td>27.8%</td>
<td>388</td>
<td>114</td>
</tr>
<tr>
<td>Southwest Virginia</td>
<td>365</td>
<td>83</td>
<td>22.7%</td>
<td>379</td>
<td>88</td>
</tr>
<tr>
<td>Thomas Nelson</td>
<td>720</td>
<td>90</td>
<td>12.5%</td>
<td>880</td>
<td>117</td>
</tr>
<tr>
<td>Tidewater</td>
<td>2,126</td>
<td>274</td>
<td>12.9%</td>
<td>2,617</td>
<td>324</td>
</tr>
<tr>
<td>Virginia Highlands</td>
<td>276</td>
<td>58</td>
<td>21.0%</td>
<td>318</td>
<td>49</td>
</tr>
<tr>
<td>Virginia Western</td>
<td>524</td>
<td>83</td>
<td>15.8%</td>
<td>663</td>
<td>103</td>
</tr>
<tr>
<td>Wytheville</td>
<td>155</td>
<td>45</td>
<td>29.0%</td>
<td>287</td>
<td>102</td>
</tr>
<tr>
<td>VCCS</td>
<td>12,288</td>
<td>2,135</td>
<td>17.4%</td>
<td>15,356</td>
<td>2,684</td>
</tr>
</tbody>
</table>
IPEDS Graduation Rate Definition: The percentage of students entering the institution as full-time, first-time, degree/certificate-seeking undergraduate students in a particular fall term (cohort) who complete their program within 150 percent of normal time to completion. First-time students include students enrolled in the fall term who attended college for the first time in the prior summer term and students who entered with advanced standing (any college credits earned before graduation from high school).
## VCCS Associate Degree Graduate Profile

<table>
<thead>
<tr>
<th></th>
<th>2011-2012 Academic Year</th>
<th>2012-2013 Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Graduates¹</td>
<td>Program-Placed²</td>
</tr>
<tr>
<td></td>
<td>#</td>
<td>%⁴</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>10,769</td>
<td>61%</td>
</tr>
<tr>
<td>Male</td>
<td>6,933</td>
<td>39%</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>11,373</td>
<td>64%</td>
</tr>
<tr>
<td>Minority</td>
<td>5,725</td>
<td>32%</td>
</tr>
<tr>
<td>Unknown/Not Specified</td>
<td>604</td>
<td>0%</td>
</tr>
<tr>
<td>Age Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&gt;24 years</td>
<td>8,676</td>
<td>49%</td>
</tr>
<tr>
<td>22-24 years</td>
<td>3,715</td>
<td>21%</td>
</tr>
<tr>
<td>&lt;22 years</td>
<td>5,311</td>
<td>30%</td>
</tr>
<tr>
<td>All Associate's Degree Graduates</td>
<td>17,702</td>
<td>176,153</td>
</tr>
</tbody>
</table>

¹ Degree awards in associate's degree programs  
² Unduplicated headcount of students placed in associate's degree programs  
³ Unduplicated headcount of all students  
⁴ Percents will not add to 100% due to rounding
## VCCS Successful Outcomes for First-Time-In-College Cohorts 2003-2008

| Year | Cohort | Associate | | | Certificate | | | Diploma | | | Transfer² | | | Completed or Transferred | | |
|------|--------|-----------|---|---|-----------|---|---|-----------|---|---|-----------|---|---|-----------|---|
|      |        | N  | %  | N  | %  | N  | %  | N  | %  | No  | %  | N  | %  | Yes | %  |
| 2003 | 12,917 | 3,502 | 27.11 | 708 | 5.48 | 68 | 0.53 | 2,131 | 16.50 | 6,508 | 50.38 | 6,409 | 49.62 |
| 2004 | 15,159 | 3,945 | 26.02 | 741 | 4.89 | 65 | 0.43 | 2,684 | 17.71 | 7,724 | 50.95 | 7,435 | 49.05 |
| 2005 | 14,641 | 3,997 | 27.30 | 713 | 4.87 | 73 | 0.50 | 2,449 | 16.73 | 7,409 | 50.60 | 7,232 | 49.40 |
| 2006 | 16,462 | 4,657 | 28.29 | 958 | 5.82 | 72 | 0.44 | 2,835 | 17.22 | 7,940 | 48.23 | 8,522 | 51.77 |
| 2007 | 17,147 | 5,307 | 30.95 | 1,203 | 7.02 | 63 | 0.37 | 4,480 | 26.13 | 6,094 | 35.54 | 11,053 | 64.46 |
| 2008 | 17,530 | 5,599 | 31.94 | 1,454 | 8.29 | 86 | 0.49 | 4,261 | 24.31 | 6,130 | 34.97 | 11,400 | 65.03 |

¹ Level II, Measure 2, approved by SCHEV in May 2009 for the VCCS: Of the first-time-in-college (FTIC), program-placed entering cohort in a given fall term who complete at least 12 credits at the community college, the percent of these students who complete an award (associate degree, certificate, or diploma) or transfer to a four-year institution within five years.

² The National Student Clearinghouse is the source of the transfer data.
TITLE: WORKFORCE ENTERPRISE SYSTEM (WES) UPDATE (Academic, Student Affairs, and Workforce Development Committee, Information Item III.A.3.f)

BACKGROUND:

VCCS continued its effort to deliver a user-friendly, web-based, noncredit registration and payment system to all colleges. Based on the Lumens product LFCC demonstrated during the June meeting, the Workforce Enterprise System (WES) will:

- Improve convenience for clients,
- Increase enrollments and revenues,
- Increase training timeliness and relevance,
- Improve business processes,
- Provide a noncredit marketing tool,
- Provide accurate, auditable data, and
- Interface with PeopleSoft (VCCS’ system of record).

College acceptance remains critical, and the Project Management Team (PMT) engaged all 22 workforce divisions through two major WebEx efforts directed at the WES College Implementation Teams (CITs). Each CIT includes the college workforce leader, a workforce functional expert, an IT professional, and a finance expert.

As its first effort, the PMT provided WebEx meetings to the CITs with identical information presented on each of Oct 8, 9, and 10. Through these meetings, the VCCS/Augusoft team delivered details on the WES project phases and on activities CIT members should undertake during each phase. College participation included over 100 active WebEx lines, and most CITs created individualized college charters identifying general roles and responsible individuals following the sessions.

As its second effort and to ensure the WES project meets colleges’ needs, the PMT presented project details to the CITs through WebEx sessions held on October 15, 16, and 17. The details, developed by college, system office, and vendor personnel and based on the RFP and on previous CIT feedback, included functional specifications related to the Lumens/SIS interface and Lumens enhancements. Again, college participation was included over 100 WebEx lines active. By October 25, all college CITs provided feedback on the proposed specifications. The CITs identified no major issues, but many expressed concern that the product build must place the Lumens/SIS interface burden onto technology rather than onto college staff. This request is consistent with the direction colleges provided in July and with the functional specifications presented in October.

With support gained through broad college engagement, the WES Project Sponsors signed off on the functional specifications. This represents a major milestone, and the combined VCCS/Augusoft team is developing technical specifications and working on a combined project plan and schedule.
The next phase is the completion of technical specifications, which are expected to be completed in January.

Once this process is completed, the VCCS will determine college implementation dates. Based on early estimates, the first schools may “go live” as early as Summer 2014, with systems operational at all colleges and the Systems Office in subsequent waves.

**RESOURCE PERSONS:**

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Workforce Development Services  
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Workforce Research and Evaluation  
Workforce Development Services  
(804) 819-4781  
wkang@vccs.edu

George Sherman, WES Director  
Workforce Development Services  
(804) 819-1693  
gsherman@vccs.edu
**TITLE:** FY 2013 PROGRESS REPORT ON WORKFORCE DEVELOPMENT (Academic, Student Affairs, and Workforce Development Committee, Information Item III.A.3.g)

**BACKGROUND:**

Workforce services provided through the community colleges include a host of courses and programs to develop and expand the skills of Virginia’s workforce. Services are provided through two major areas: courses offered through workforce development departments and career pathways programs that assist individuals in improving their education and employment status. Courses are comprised of noncredit open enrollment, noncredit customized training, and credit customized training. Programs include Adult Career Coaches/Experiential Learning Job Placement Coordinators, Apprenticeship Related Instruction, Career Readiness Certificate, High School Career Coaches, Middle College, and On Ramp.

In FY 2013, colleges provided noncredit workforce related instruction to nearly 69,000 students, offered community education/personal enrichment courses to over 9,000 individuals, served over 12,000 employers, and provided over 56,000 students with specialized services through career pathways programs. Programs with increased participation include: custom and open noncredit workforce course offerings, custom credit workforce course offerings, employers served, and Career Readiness Certificate (CRC). Programs with decreased participation include: Career Coaches, and Apprenticeship Related Instruction (ARI). The table on the following page provides a breakout of data by program and service over the last three years. Breakouts by college are included in Appendix C of the report.

Four programs and services are included in the Achieve 2015 strategic plan. They include: noncredit headcount (Access), high school coaching (Access), Career Readiness Certificate (CRC) and Employers Served (workforce). Below is a description of the potential factors impacting the changes in these four areas from FY 2012 to FY 2013.

*Noncredit headcount (Access: -9.7%):* Noncredit headcounts primarily decreased in the areas of customized training (including courses with registrations involving limited data on students) and community education. The customized training registrations also decreased in the same timeframe, indicating an overall reduction in demand for employer paid training. Additional data by college, year and course type are included on page 56 of the report.

*High school students served through career coaches (Access: -7.4%):* Students receiving individual or small group coaching decreased in FY 2013. These figures are primarily impacted by a decrease in the number of high school coaches declining from 119 in FY 2012 to 98 in FY 2013.

*Employers served (Workforce: + 12.6%):* Employers served continued to increase in FY 2013. The overall increase primarily occurred through increased services/reporting from departments across the colleges. Services provided through workforce units decreased slightly on average. One factor impacting this decline is the decrease in overall customized training courses which are paid by employers.
Career Readiness Certificate (Success: CRC: +8.4%): Nineteen of the 23 colleges increased their CRC attainment levels over the prior year. This growth is partially attributed to the increased effort and funding for CRCs through both college and Workforce Investment Area (WIA) initiatives.

<table>
<thead>
<tr>
<th>VCCS Workforce Development Services Performance FY 2011 - FY 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2011</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td><strong>Workforce Development Courses</strong></td>
</tr>
<tr>
<td>Noncredit Headcount (unduplicated, includes community education)</td>
</tr>
<tr>
<td>Noncredit Headcount (Access Goal)</td>
</tr>
<tr>
<td>Noncredit Under-Represented Population</td>
</tr>
<tr>
<td><strong>Course Completers (duplicated count, does not include community education)</strong></td>
</tr>
<tr>
<td>Custom Credit</td>
</tr>
<tr>
<td>Custom Non-Credit</td>
</tr>
<tr>
<td>Open Non-Credit</td>
</tr>
<tr>
<td>Total Workforce Course Completers*</td>
</tr>
<tr>
<td>Noncredit Workforce Contact Hours</td>
</tr>
<tr>
<td><strong>Employers Served</strong></td>
</tr>
<tr>
<td>Employers Served** (Workforce Goal)</td>
</tr>
<tr>
<td><strong>Career Pathways Programs</strong></td>
</tr>
<tr>
<td>Adult Career Coaches/Experiential Learning Job Placement Coordinators***</td>
</tr>
<tr>
<td>Apprenticeship Related Instruction</td>
</tr>
<tr>
<td>Career Readiness Certificate (Success Goal)</td>
</tr>
<tr>
<td>High School Career Coaches (Access Goal)</td>
</tr>
<tr>
<td>Middle College</td>
</tr>
<tr>
<td>On Ramp</td>
</tr>
</tbody>
</table>

* Workforce course completers total excludes open credit.
** Beginning in FY 2012, employers served includes data collected from all departments at the colleges.
*** The Adult Career Coach/Experiential Learning Job Placement Coordinator program began during Summer 2012. The total provided above represents unduplicated participants served as of October 15, 2013.

**ACTION REQUIRED:** This is an information item only.
RESOURCE PERSONS:

Dr. Craig Herndon, Vice Chancellor for Workforce Development Services
(804) 819-4782
cherndon@vccs.edu

Carrie Douglas, Coordinator, Workforce Services
cdouglas@vccs.edu
804-819-1684

Wendy Kang
Assistant Vice Chancellor for Workforce Research and Evaluation
wkang@vccs.edu
804-819-4781
BACKGROUND:
Since July, the VCCS staff to the Virginia Workforce Council and members of the state Career Pathways Work Group have been working together with consultants from Virginia Commonwealth University’s L. Douglas Wilder School of Government and Public Affairs to produce a summary report of Virginia’s Workforce System. In line with the requirements of HB 2154/SB 1177, the report includes budgetary information for all 24 federal and state funded public programs within the workforce system. Information in the report includes program expenditures for education and training, administration, and support services, by program, as well as the division of funds between state and local entities.

A draft of the Virginia Workforce System Summary report was presented at the October 10 Virginia Workforce Council meeting for review and recommendations, and the final report was completed in December, along with an accompanying workforce map brochure that quickly summarizes the key points from the report. The report includes worksheets that collectively provide annual budget per program, the source of those funds (federal, state, local or other), and the percentage of each program’s expenditures in major spending categories. Data is also provided on the percentage of funds that are maintained at state level and the percentage allocated to local entities. For each of the programs for which information is provided, the number of participants for the last three years is also listed. In short, this report goes well beyond the level of detail provided in the frequently referenced (and colloquially named) “six-fold,” the last attempt to “map” or catalog the state’s major workforce programs.

The data reported here represent a significant step forward from that previous report. First, the nine agencies contributing data worked with a common definition of a workforce program. Second, the spreadsheets detail state versus local expenditures, and the percentage of funds spent in targeted categories.

The project’s aim to provide details as to program spending by category required considerable time and effort as most of Virginia’s workforce system is funded by federal sources, particularly for adult workforce programs. The new report breaks new ground, makes improvements in previous reporting, and establishes a foundation in terms of the process of data collection and reporting that will stand future cross-agency reporting efforts.

The report further illuminates the number and size of the programs for which the VWC advises the Governor. In the last reporting year, $362,004,726.00 was budgeted to career and technical education and workforce programs. This budget may be tempered by the fact that 1,110,833 Virginians, including long term unemployed and other youth and adults with significant barriers to employment, were participants in Virginia’s workforce system.

As with the first Virginia Workforce report card produced in Dec 2012 under the Council on Virginia’s Future Virginia Performs label, this effort to report relevant fiscal data to better inform Council recommendations to the Governor on Virginia’s workforce system is Version 1.0 with future versions anticipated. But already the report and brochure are being used with
legislators, the Department of Planning and Budget, JLARC, and others to help define and describe the workforce system.

The data contained within the report meet the requirements of HB 2154/SB 1177.

**RESOURCE PERSONS:**
Dr. Craig Herndon, Vice Chancellor for Workforce Development Services  
(804) 819-4782  
cherndon@vccs.edu

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

The Virginia Community College System developed a Business Office Shared Services Model between Thomas Nelson Community College (TNCC) and Paul D. Camp Community College (PDCCC) for the period January 1, 2014 through June 30, 2015. The goal of the shared services project is to lower costs, improve quality and risk oversight, increase operational efficiencies, and enhance services.

The Service Level Agreement (SLA), finalized in January 2014, was developed to establish the scope of services, responsibilities of the involved stakeholders, and the levels of performance. The attached SLA for the Business Office Shared Services Project and the Project Plan Timeline will be discussed at the January Audit Committee meeting. Executive management from PDCCC, TNCC, and the System Office will attend the Audit Committee meeting to answer questions and discuss the project in more detail. In addition, representatives from McGladrey Consulting will attend. The following will be present:

1. Dr. Paul Conco, President at PDCCC;
2. Mr. Charles Nurnberger, Vice President of Finance and Administration at TNCC;
3. Ms. Donna VanCleave, Vice Chancellor of Administrative Services;
4. Mr. John Harder, McGladrey; and
5. Mr. Steve Rutland, McGladrey.

An audit is planned of the centralization results once new processes and procedures have been developed, implemented, and tested. Based on the current timeline and allowing for a variety of transactions to occur and revisions to be made to improve procedures, the audit will be added to the audit plan beginning July 1, 2014.

RECOMMENDATION:

None.

RESOURCE PERSON:

Mrs. Helen C. Vanderland
Director of Internal Audit
Virginia Community College System
804-819-4951
Service Level Agreement

Business Office Shared Services Project

Virginia Community College System

Thomas Nelson Community College
Paul D. Camp Community College

Established FY2014
## Service Level Agreement

<table>
<thead>
<tr>
<th>Version Number</th>
<th>Date Approved</th>
<th>Effective Date</th>
<th>Document Owner</th>
<th>Retirement Date</th>
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<td>1/7/2014</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Approvals

By signing below, we fully accept the content within this agreement and all associated tasks.

**Gienn DeBois**
VCCS Chancellor

**Donna Van Cleave**
VCCS Vice Chancellor, Administrative Services

**Dr. John Dever**
President, Thomas Nelson Community College

**Dr. Paul Conco**
President, Paul D. Camp Community College
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Purpose

The purpose of this Service Level Agreement (SLA) is to support a collaborative partnership between Thomas Nelson Community College (TNCC) and Paul D. Camp Community College (PDCCC) in the shared services model of Business Office operations. This agreement establishes the scope of service for such efforts, the responsibilities of involved stakeholders, and the levels of performance that must be achieved to satisfy the terms and conditions described herein.

Goals and Objectives

The Virginia Community College System (VCCS) has undertaken this initiative to achieve synergies that will result in lower costs, higher quality, improved risk oversight, operational efficiencies, and enhanced services. The objectives of the SLA are to:

- Bind the institutions into a contractual relationship that is contingent upon the requirements and information documented in this agreement
- Explicitly outline the services being provided, roles and responsibilities of applicable stakeholders, and levels of accountability in executing this agreement
- Present clear and concise performance measurements that will be reported and analyzed
- Establish management practices that dictate the process for service requests and other coordination efforts between the institutions

Service Agreement

This section details the specific services that will be performed by TNCC and PDCCC as a result of this agreement. Unless noted in a signed modification to this agreement, these services will remain the duties of the respective institutions for the duration of the performance period, defined in this SLA as January 7, 2014 until June 30, 2015.

Service Description and Scope

**Thomas Nelson Community College**

**Accounts Receivable**

- Set up and process payment for third party contracts (including dual enrollment, Veterans' Administration Chapter 33 arrangements, and all other PDCCC contracts)
- Set up and process payment for participants of the college tuition payment plan
- Review and process tuition waivers
- Set up and process financial aid / scholarship payments
- Process payment to PDCCC’s bookstore
- Process payment for facility rentals and Workforce Development programs
- Receive and deposit funding from grantor agencies, including revenue for indirect cost recoveries
- Make rulings on disputed payments, conduct hearings, and if applicable process refunds
- Coordinate all efforts for uncollected payments:
  - Establish an allowance for doubtful accounts
  - Send out past-due account notices
  - Commence collection efforts through collection agency and/or Virginia Debt Setoff
  - Process write-offs/recoveries
- Perform the G/L interface to post SIS transactions to AIS
- Prepare the quarterly accounts receivable report using inputs provided by PDCCC stakeholders
- Adhere to the Commonwealth Accounting Policies and Procedures (CAPP) manual’s Accounts Receivable procedures
Cashiering

- Collect payments, including but not limited to:
  - All in-person payments made at the TNCC cashiering stations on PDCCC campuses
  - Web payments
  - Wire transfer payments
- Process transactions in SIS
- Reconcile register totals at the end of each business day to verify the amount recorded in SIS
- Reconcile web payments to verify that they were processed accurately in SIS
- Deposit physical tender at the bank
- Deposit all tender into AIS
- Maintain system access rights for AIS and the Student Financials module of SIS
- Record daily ATV into AIS for SIS activity appearing on the Daily Activity Report
- Record daily deposits for Workforce Development

Accounts Payable and Cash Disbursements

- Set up and process payments for both state and local funds, verifying each requisition against applicable regulations (including but not limited to the CAPP manual and TNCC internal policy)
  - Purchase orders
  - Check requests
  - Small purchase charge card statements
  - Employee travel / moving & relocation reimbursements
  - Financial aid / scholarship disbursements
  - Revenue refunds
- Print and disburse local fund payments via check / wire transfer
- Verify that batches posted accurately in AIS (and interfaced with CARS for state fund transactions)
- Review disputed payments and take corrective action as necessary, including stop / voided payments
- Review outstanding checks and take necessary action (e.g. stop payment and re-issue check or assign the funds to unclaimed property with the Virginia Department of Treasury)
- Process expenditure recoveries
- Monitor late payments to verify that PDCCC remains compliant with the Prompt Pay Statute

Purchasing

- Review purchase requisitions against applicable regulations (including but not limited to the CAPP manual and TNCC internal policy) to determine the validity of the purchase; discuss any discrepancies with the reviewer of the requisition and the end user
- Procure goods/services with approved PDCCC signed purchase requisitions using applicable procurement methods, following guidelines and requirements outlined in the Virginia Public Procurement Act, Agency Procurement and Surplus Property Manual, and/or the VCCS Guidelines for the Procurement of Technology Goods and Services. Procurement methods include:
  - Small purchase
  - Competitive sealed bidding
  - Competitive negotiation
  - Sole source
  - Emergency
  - Reverse auctioning
- Respond to procurement protests
- Provide annual training (or coordinate training through the Virginia Department of Accounts (DOA)) for all small purchase charge cardholders
- Verify that small purchase charge cardholders reconcile monthly charges in AIS to individual line items on the original purchase orders
• Assist preparation, submission, and adoption of an annual SWaM plan through the Department of Minority Business Enterprises (DMBE) by September 1st of each year
• Maintain procurement files in accordance with the Virginia Public Records Act
• Administer and monitor contractual agreements to verify proper adherence to all contract specifications, terms, and conditions
• Conduct independent hearings for disputes/appeals related to contractual relationships – communicate any issues with PDCCC’s Vice President of Financial and Administrative Services and/or President

General Accounting
• Perform basic accounting functions:
  o Maintenance of chart of accounts
  o Required journal entries
• Maintain, review, validate, and update system access rights
• Retain accounting records for audit purposes
• Perform AIS/CARS system reconciliations on a monthly basis and submit to PDCCC’s fiscal officer for submission to DOA
• Monitor suspense accounts in AIS/CARS and take necessary action to clear the entries
• Review applicable CARS reports to determine and process transactions that must be recorded in AIS
• Perform month-end financial close requirements, as outlined in the Fiscal Year AIS Month End Schedule provided by the VCCS Controller
• Perform fiscal year-end financial close requirements:
  o DOA attachments
  o Financial statements – state supporting schedules
  o Financial statements – local supporting schedules
• Perform necessary financial aid award adjustments, including:
  o Return to Title IV / overpayments
  o Reclassifying journal entries

Grants Accounting
• Set up account coding for grants in AIS
• Set up the budget and make necessary modifications throughout the life of the grant, as directed by applicable PDCCC personnel assigned to the grant
• Manage cost sharing requirements established in the terms of the grant; services include:
  o Ascribe values to all forms of cost sharing (e.g. in-kind contributions, payroll splits, etc.)
  o Track, report, and record related costs as they occur
• Procure and record grant expenditures in AIS (in accordance with the purchasing and accounts payable guidelines established in this SLA, as well as the specific terms and conditions of the grant award)
  o Note: For personnel costs, payroll expenses must be split in CIPPS by PDCCC human resources / payroll personnel
• Prepare and post necessary cost transfers (i.e. journal entries)
• Perform federal drawdowns and prepare reimbursement requests, including applicable requests for indirect cost recoveries, to obtain grant funding
• Prepare financial reports:
  o Provide training to PDCCC employees on how to run applicable reports in AIS for internal monitoring through budget to actuals reviews
  o Distribute external fiscal reports to PDCCC’s Project Director of each grant for review and approval
  o Submit external fiscal reports to PDCCC’s Budget Analyst to coordinate submission to the funding agency based on the requirements of each individual grant
• Complete fiscal close-out activities
Fixed Asset Accounting
- Record depreciation of fixed assets in AIS using the instructions provided in applicable year-end schedules
- Perform ongoing reconciliation of the Equipment Trust Fund and request reimbursement once notified by VCCS

Cash and Investments
- Complete and maintain an authorized signatories card identifying authorized TNCC check signers for each PDCCC bank account
- Order deposit tickets and blank check stock for PDCCC bank accounts
- Maintain online account access for PDCCC bank accounts
- Perform monthly bank account reconciliations against ending balances in AIS
- Process investment and redemption transactions from the LGIP account based on decisions made and documented by authorized PDCCC personnel
- Record interest earned from investments in AIS on a monthly basis
- In consultation with appropriate PDCCC personnel, determine financial institutions that will house PDCCC funds and transfer accounts as necessary

Budget
- Enter and post budgets in AIS based on information provided by authorized PDCCC personnel
- Process budget transfers in AIS based on approved requests provided by PDCCC personnel

Financial Audits
- Facilitate PDCCC audits of financial operations performed by the APA, DOA, DPB, and VCCS
- Perform ARMICS testing and associated responsibilities required by VCCS internal audit for fiscal year 2014 and 2015 (excluding transaction samples that occurred prior to the period of performance established in this SLA)
- Provide assistance to APA auditors for fiscal year 2014 and 2015 (excluding transaction samples that occurred prior to the period of performance established in this SLA)
- Assist PDCCC with internal or external audits performed for fiscal year 2013, to the extent possible
- Prepare response to audit findings involving PDCCC financial activity managed by TNCC for PDCCC review and concurrence

Paul D. Camp Community College

Purchasing
- Approve purchase requisitions in a timely manner in accordance with applicable regulations
- Receive applicable goods and services through eVA and provide documentation for all transactions to TNCC’s accounts payable personnel to process payment
- Prepare, submit, and adopt an annual SWaM plan through the DMBE by September 1st of each year, with assistance from TNCC as necessary

General Accounting
- Periodically access and review applicable financial reports from AIS/CARS, and notify TNCC in a timely manner if discrepancies, errors, or any other issues are discovered
- Submit the AIS/CARS system reconciliations to DOA on a monthly basis

Grants Accounting
- Create and communicate grant budgets to TNCC personnel
- Periodically access applicable reports from AIS to monitor grant expenditures through budget to actuals reviews
• Review fiscal reports provided by TNCC personnel in a timely manner prior to the submission date
• Negotiate the indirect cost recovery rate with the Department of Health and Human Services if the current three year term is completed during the performance period of this agreement

**Fixed Asset Accounting**
- Classify fixed assets as controlled or capital assets
- Determine the acquisition value of fixed assets
- Calculate the salvage value of fixed assets
- Determine the useful life of fixed assets
- Receive, inspect, and tag fixed assets
- Enter fixed assets into the inventory control system using the criteria above
- Periodically review fixed assets for impairment
- Update fixed assets’ values in the system if material impairment, additions, renovations, or repairs occur
- Classify disposed fixed assets as surplus property in the system when applicable
- Perform periodic inventories of fixed assets

**Cash and Investments**
- Submit authorized investment and redemption requests to TNCC personnel to process the transaction through the financial institution
- Provide consultation to appropriate TNCC personnel on selection of financial institutions that will house PDCCC funds and transfer accounts as necessary

**Budget**
- Create and communicate annual operating budgets to TNCC personnel
- Periodically access applicable reports from AIS to monitor the status of budgets and budget variances through budget to actuals reviews
- Submit authorized budget transfer requests in a timely manner to TNCC personnel

**Financial Audits**
- Perform ARMICS testing and associated responsibilities required by VCCS internal audit for fiscal year 2013 (as well as transaction samples for fiscal year 2014 that occurred prior to the period of performance established in this SLA)
- Provide assistance to APA auditors for fiscal year 2013 (as well as transaction samples for fiscal year 2014 that occurred prior to the period of performance established in this SLA)
- Assist TNCC with internal or external audits performed for fiscal year 2014 and 2015, to the extent possible
- Review and sign-off on responses to audit findings involving PDCCC financial activity managed by TNCC

**Stakeholder Requirements, Expectations, and Assumptions**

**Thomas Nelson Community College**
- Provide adequate staffing and oversight to accomplish the services outlined in this SLA
- Complete work in a timely and accurate manner
- Subject new processes dedicated to PDCCC transactions to existing and/or new policies and procedures that are written to ensure compliance, accountability, and proper internal controls
- Maintain transparency and open lines of communication with PDCCC and VCCS
- Provide adequate training to employees so that processes may be performed correctly and independently
- Collaborate with PDCCC and/or VCCS to improve processes and increase efficiencies
- Utilize technology to allow for efficient information flow and convenient document repositories
- Retain applicable physical/electronic records in accordance with the Virginia Public Records Act
**Paul D. Camp Community College**

- Utilize services provided by this SLA and embrace the efficiencies provided through centralization
- Act as liaison between PDCCC faculty/staff and TNCC employees processing the transactions
- Submit transactions to TNCC in a timely manner before the expected processing date, complete with accurate information and proper levels of approval
- Review required reports (e.g. fiscal grant reports) and provide feedback to TNCC in a timely manner prior to the submission date
- Abide by TNCC’s existing policies and procedures so long as they do not compromise PDCCC’s regulatory / legal obligations
- Provide supporting documentation for all transactions occurring between the period 7/1/2013 until the transition dates outlined in this SLA to establish a document repository at TNCC that can be referenced in the course of financial audits
- Provide organized files for all open grants, including award / fiscal documentation from the inception of the grant to the present date
- Maintain transparency and open lines of communication with TNCC and VCCS
- Collaborate with TNCC and/or VCCS to improve processes and increase efficiencies
- Utilize technology to allow for efficient information flow and convenient document repositories

**Virginia Community College System**

- Provide system-level support throughout the transition and into the period of performance
- Maintain transparency and open lines of communication with TNCC and PDCCC
- Collaborate with TNCC and PDCCC to improve processes and increase efficiencies
- Mediate potential discrepancies and conflicts
- Facilitate transfer of payments from PDCCC to TNCC with cross-campus journal entry

*Stakeholders shall be excused for a period of delay in performance of any obligations hereunder when prevented from doing so by the wrongful or negligent acts or omissions of the other parties, or by causes beyond all parties’ control under commonly accepted provisions of force majeure.*

**Compensation**

Compensation structure was objectively determined using an analysis of costs and transaction volumes. The current fee applies only to year 1 of the agreement, and shall be reevaluated and potentially recalculated in subsequent years to reflect cost savings that have been achieved, updated data that has been recognized, and other factors that affect the level and quality of service being provided.

**Service Fee and Invoicing Terms**

In year 1 of the agreement, PDCCC is required to pay a service fee of $239,241.00 to TNCC. The fee covers all costs related to staffing, supervision, furniture and equipment, training, mileage, and other startup / incidental expenses.

TNCC will invoice PDCCC one quarter of the service fee in January, April, July, and October. PDCCC must provide payment to TNCC within thirty (30) calendar days after receipt of the invoice.

**Performance Monitoring**

The measurements and reporting requirements outlined in this section will provide a basis for the standards that TNCC must meet in delivering services for PDCCC. Specific metrics are provided for each of the functional areas being transitioned to TNCC. They are based on regulatory requirements, industry best practices, and other factors negotiated between the partner institutions.
Note: Because this is a new transition that will require time to acclimate personnel, processes, and technology, performance cannot be fully assessed until July 1, 2014. Monitoring, however, should begin at the commencement of this agreement with every effort toward satisfying the metrics established below.

Key Performance Indicators and Metrics

<table>
<thead>
<tr>
<th>Accounts Receivable</th>
<th>Metric</th>
<th>Delivery</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-A</td>
<td>Policies and procedures are developed and periodically reviewed</td>
<td>Copies of applicable policies and procedures</td>
<td>Annually</td>
</tr>
<tr>
<td>1-B</td>
<td>At least 95% of past-due account notices are mailed timely and applicable collection / debt setoff efforts and bankruptcy proceedings / write-offs are performed</td>
<td>ARMICS and/or APA testing results</td>
<td>Annually or as requested by auditor</td>
</tr>
<tr>
<td>1-C</td>
<td>In accordance with the Appropriations Act, no more than 10% of accounts receivable are past-due</td>
<td>ARMICS and/or APA testing results</td>
<td>Annually or as requested by auditor</td>
</tr>
<tr>
<td>1-D</td>
<td>At least 95% of third party contracts for student tuition are invoiced and mailed within 45 days of the session’s census date</td>
<td>Copies of third party contract invoices</td>
<td>Each census date</td>
</tr>
<tr>
<td>1-E</td>
<td>100% of quarterly receivables reports are prepared accurately and timely, with data submitted to VCCS by the pre-established due dates</td>
<td>Copies of the quarterly receivables report and submission confirmation</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cashiering</th>
<th>Metric</th>
<th>Delivery</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-A</td>
<td>Policies and procedures are developed and periodically reviewed</td>
<td>Copies of applicable policies and procedures</td>
<td>Annually</td>
</tr>
<tr>
<td>2-B</td>
<td>At least 95% of state/local fund deposits are completed on the day received or no later than the next banking day</td>
<td>ARMICS and/or APA testing results</td>
<td>Annually or as requested by auditor</td>
</tr>
<tr>
<td>2-C</td>
<td>At least 95% of deposits are recorded in CARS (through interface with AIS) within 3 business days of the deposit</td>
<td>ARMICS and/or APA testing results</td>
<td>Annually or as requested by auditor</td>
</tr>
<tr>
<td>2-D</td>
<td>Register totals are reconciled with SIS at the end of each business day</td>
<td>ARMICS and/or APA testing results</td>
<td>Annually or as requested by auditor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accounts Payable and Cash Disbursements</th>
<th>Metric</th>
<th>Delivery</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-A</td>
<td>Policies and procedures are developed and periodically reviewed</td>
<td>Copies of applicable policies and procedures</td>
<td>Annually</td>
</tr>
<tr>
<td>3-B</td>
<td>At least 95% of payments are processed before the required due date, satisfying the Prompt Payment Statute</td>
<td>ACTR-1306 Report</td>
<td>Monthly</td>
</tr>
<tr>
<td>3-C</td>
<td>At least 95% of scheduled reviews are performed to verify that batches posted accurately in AIS (and interfaced with CARS for state fund transactions)</td>
<td>ARMICS and/or APA testing results</td>
<td>Annually or as requested by auditor</td>
</tr>
</tbody>
</table>
### Purchasing

<table>
<thead>
<tr>
<th>#</th>
<th>Metric</th>
<th>Delivery</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-A</td>
<td>Policies and procedures are developed and periodically reviewed and updated to reflect any changes in procurement law, regulations, and/or statewide policy in a timely manner</td>
<td>Copies of applicable policies and procedures</td>
<td>Annually</td>
</tr>
<tr>
<td>4-B</td>
<td>SWaM percentage goals are met in accordance with PDCCC’s annual SWaM plan</td>
<td>Vendor statistics</td>
<td>Quarterly</td>
</tr>
<tr>
<td>4-C</td>
<td>IFB / RFPs are issued for 100% of purchases requiring formal (sealed) competitive solicitation</td>
<td>ARMICS and/or APA testing results</td>
<td>Annually or as requested by auditor</td>
</tr>
<tr>
<td>4-D</td>
<td>100% of goods and services are received through eVA (excluding purchases not processed through eVA)</td>
<td>ARMICS and/or APA testing results</td>
<td>Annually or as requested by auditor</td>
</tr>
<tr>
<td>4-E</td>
<td>100% of small purchase charge card reconciliations are performed in AIS prior to the established due date</td>
<td>Monthly reconciliations for all cardholders</td>
<td>Monthly</td>
</tr>
</tbody>
</table>

### General Accounting

<table>
<thead>
<tr>
<th>#</th>
<th>Metric</th>
<th>Delivery</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-A</td>
<td>Policies and procedures are developed and periodically reviewed</td>
<td>Copies of applicable policies and procedures</td>
<td>Annually</td>
</tr>
<tr>
<td>5-B</td>
<td>At least 95% of journal entries are prepared, reviewed, and posted with proper segregation of duties</td>
<td>ARMICS and/or APA testing results</td>
<td>Annually or as requested by auditor</td>
</tr>
<tr>
<td>5-C</td>
<td>100% of AIS / CARS system reconciliations are performed accurately and timely</td>
<td>AIS / CARS reconciliations</td>
<td>Monthly</td>
</tr>
<tr>
<td>5-D</td>
<td>100% of month-end financial close requirements are prepared accurately and timely</td>
<td>Month-end checklists</td>
<td>Monthly</td>
</tr>
<tr>
<td>5-E</td>
<td>100% of fiscal year-end financial close requirements are prepared accurately and timely, with no significant financial statement adjustments required</td>
<td>DOA attachments State schedules Local schedules</td>
<td>Annually</td>
</tr>
<tr>
<td>5-F</td>
<td>All of the Comptroller’s financial statement requirements and deadlines (as set by VCCS) are met, and consequently PDCCC is not cited in the State Comptroller’s Quarterly Report on Statewide Financial Management and Compliance for business operations managed by TNCC</td>
<td>State Comptroller’s Quarterly Report on Statewide Financial Management and Compliance</td>
<td>Quarterly</td>
</tr>
<tr>
<td>#</td>
<td>Metric</td>
<td>Delivery</td>
<td>Frequency</td>
</tr>
<tr>
<td>------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>6-A</td>
<td>Policies and procedures are developed and periodically reviewed</td>
<td>Copies of applicable policies and procedures</td>
<td>Annually</td>
</tr>
<tr>
<td>6-B</td>
<td>100% of external fiscal reports, including VCCS financial reports and schedules, are prepared and submitted accurately and timely based on the information available</td>
<td>External financial reports</td>
<td>Monthly / Quarterly</td>
</tr>
<tr>
<td>6-C</td>
<td>100% of fiscal close-outs occur within 90 days of completion of the project (unless grant states otherwise)</td>
<td>Fiscal close-out checklists</td>
<td>As necessary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Metric</th>
<th>Delivery</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-A</td>
<td>Policies and procedures are developed and periodically reviewed</td>
<td>Copies of applicable policies and procedures</td>
<td>Annually</td>
</tr>
<tr>
<td>7-B</td>
<td>100% of bank account reconciliations are performed accurately and timely</td>
<td>Bank reconciliations</td>
<td>Monthly</td>
</tr>
<tr>
<td>7-C</td>
<td>At least 95% of investment and redemption transactions from the LGIP account are prepared, reviewed, and submitted with proper segregation of duties</td>
<td>ARMICS and/or APA testing results</td>
<td>Annually or as requested by auditor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Metric</th>
<th>Delivery</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-A</td>
<td>Policies and procedures are developed and periodically reviewed</td>
<td>Copies of applicable policies and procedures</td>
<td>Annually</td>
</tr>
<tr>
<td>8-B</td>
<td>At least 95% of budgets provided by PDCCC are prepared and posted to AIS accurately, timely, and with proper segregation of duties</td>
<td>Budget journals</td>
<td>Annually</td>
</tr>
<tr>
<td>8-C</td>
<td>At least 95% of budget transfers communicated by PDCCC are prepared, reviewed, and posted to AIS accurately, timely, and with proper segregation of duties</td>
<td>ARMICS and/or APA testing results</td>
<td>Annually or as requested by auditor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Metric</th>
<th>Delivery</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-A</td>
<td>100% of financial audit opinions are clean</td>
<td>Audit results</td>
<td>Annually or as requested by auditor</td>
</tr>
</tbody>
</table>
Reporting Requirements

TNCC must submit periodic reports to PDCCC outlining a summary of each metric along with detailed supporting documentation verifying the reported results. The frequency of the reports will vary based on the availability of each metric, but must occur at least quarterly for the information that is available. If a metric may not be reported, the reason must be specified within the report. PDCCC maintains the right to request additional information, within reason, related to the metrics to properly manage performance. All reports will be emailed to the PDCCC President and Vice President of Financial and Administrative Services.

Non-performance of the metrics established in this agreement – as well as the preceding requirements and expectations outlined for each college – will require the noncompliant party to establish a corrective action plan outlining the tasks that will be taken to remedy unsatisfactory performance. To the extent necessary, performance issues will be managed through VCCS.

Service Management

Effective business relationships depend on the level and quality of service provided unto one another. While this agreement aims to thwart all subjectivity in the responsibilities of each stakeholder, situations may arise that require decision-making outside the terms established in the SLA. Managing the relationship between institutions for the services being provided, or not provided, is the role of all stakeholders involved.

Out-of-Scope Requests

Requests outside the scope of this agreement are permissible at the discretion of the individual stakeholders. It is in the best interest of all parties to retain a positive working relationship, so time and good faith efforts should be provided for all reasonable requests, though there is no contractual obligation to perform any services not documented in this agreement.

Conflict Resolution

To the extent possible, conflicts should be resolved between applicable stakeholders through consultation with the colleges’ Vice Presidents, given their direct understanding and involvement in the activities outlined in this SLA. If necessary, unresolved issues shall be escalated to the college Presidents for further attempts at resolution. If still unresolved, appropriate members of VCCS are empowered under this agreement to resolve discrepancies, conflicts, and any other issues between the institutions that require arbitration. This may require interpretation or fundamental assertions based on the findings presented for the dilemma at hand. Resolution of the disagreement must be made using an objective perspective, reviewing only the facts of the case and the requirements outlined in this agreement. VCCS reserves the right to take reasonable action against stakeholders in this agreement to verify that its terms are fulfilled.

Period of Performance

This agreement is in effect from January 7, 2014 until June 30, 2015, with annual options of renewal. It shall be periodically reviewed by each of the parties to verify continued compliance with the terms and requirements outlined herein.

Updates to the Agreement

The contents of this agreement may be amended as necessary, provided mutual agreement is obtained from authorized individuals of each party. Proposed updates shall be submitted to the VCCS system office, which is responsible for vetting the changes with applicable stakeholders. Proper approvals must be documented and modifications shall be incorporated into this agreement as an addendum.
Termination of the Agreement

This agreement may be terminated by any party for breach of contract after an independent investigation has been performed by proper authorities, such as VCCS Internal Audit, and ruled in favor of the party seeking termination. All other requests for termination must be submitted to the VCCS system office along with applicable supporting documentation for review.
<table>
<thead>
<tr>
<th>Task #</th>
<th>Task Description</th>
<th>Task Owner</th>
<th>Other Participant(s)</th>
<th>Start Date</th>
<th>Finish Date</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Define which PDCCC processes will be transitioned to TNCC</td>
<td>Donna Van Cleave</td>
<td>Project Team*</td>
<td>10/30/2013</td>
<td>10/30/2013</td>
<td>Completed</td>
</tr>
<tr>
<td>2</td>
<td>Analyze costs and transaction volumes</td>
<td>Steve Rutland</td>
<td>Project Team</td>
<td>10/23/2013</td>
<td>11/26/2013</td>
<td>Completed</td>
</tr>
<tr>
<td>3</td>
<td>Prepare, finalize, and sign the Transition Plan</td>
<td>Steve Rutland</td>
<td>Project Team</td>
<td>10/30/2013</td>
<td>12/20/2013</td>
<td>Completed</td>
</tr>
<tr>
<td>4</td>
<td>Determine the frequency, amount, and terms of TNCC’s bill to PDCCC</td>
<td>Donna Van Cleave</td>
<td>Project Team</td>
<td>11/1/2013</td>
<td>1/7/2014</td>
<td>Completed</td>
</tr>
<tr>
<td>5</td>
<td>Prepare, sign, and implement service level agreement (which includes performance measurements) to establish a contractual relationship between TNCC and PDCCC</td>
<td>Steve Rutland</td>
<td>Project Team, Glenn DuBois, John Dever</td>
<td>11/7/2013</td>
<td>1/7/2014</td>
<td>Completed</td>
</tr>
</tbody>
</table>

**Human Resources / Training**

<table>
<thead>
<tr>
<th>Task #</th>
<th>Task Description</th>
<th>Task Owner</th>
<th>Other Participant(s)</th>
<th>Start Date</th>
<th>Finish Date</th>
<th>Progress</th>
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<tr>
<td>6</td>
<td>Employ vacant positions to perform PDCCC transactions at TNCC:</td>
<td>Teresa Bailey</td>
<td>Charles Nurnberger, Joy Cooke</td>
<td>11/1/2013</td>
<td>12/9/2013</td>
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<td>A/P Processor</td>
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<td>10/23/2013</td>
<td>1/10/2014</td>
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<td>A/P Processor</td>
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<td>Charles Nurnberger, Joy Cooke</td>
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<td>1/15/2014</td>
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<td>Postal Assistant</td>
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<td>Paul Conco</td>
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<td>1/17/2014</td>
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<td>8</td>
<td>Design and publish updated organizational structures:</td>
<td>Teresa Bailey</td>
<td>Charles Nurnberger, IT Staff</td>
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<td>Paul Conco</td>
<td>11/7/2013</td>
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<td>9</td>
<td>Develop materials for training sessions that will be provided by Teresa Bailey on 12/9/ and 12/17 to PDCCC employees:</td>
<td>Teresa Bailey</td>
<td>Steve Rutland</td>
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<td>12/6/2013</td>
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<td>Travel</td>
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<td>Steve Rutland</td>
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<td>12/5/2013</td>
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<td>10</td>
<td>Identify users that require Teresa Bailey's training</td>
<td>Joe Edenfield</td>
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<td>Deliver training to PDCCC employees</td>
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<td>Joe Edenfield</td>
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<td>Provide training to new TNCC employees</td>
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<td>Joy Cooke</td>
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<td>13</td>
<td>Provide training to existing TNCC employees about the new PDCCC processes</td>
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<td>Charles Nurnberger</td>
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**Communications**

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<td>14</td>
<td>Establish and issue communication FAQs:</td>
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## Task # | Task | Task Owner | Other Participant(s) | Start Date | Finish Date | Progress
--- | --- | --- | --- | --- | --- | ---
11 | TNCC employees | Teresa Bailey | Project Team | 11/15/2013 | 1/17/2014 | In progress
12 | PDCCC employees | Joe Edenfield | Project Team | 11/15/2013 | 1/17/2014 | In progress
13 | PDCCC students | Joe Edenfield | Project Team | 11/15/2013 | 1/17/2014 | In progress
15 | Make formal announcement about the transition to other VCCS colleges | Glenn DuBois | Donna Van Cleave | 11/15/2013 | 1/17/2014 | Not started
16 | Set up the customer service line for PDCCC stakeholders | - | - | - | - | -
16.1 | Create new TNCC line dedicated to PDCCC and communicate phone number | Wayne Davis | Teresa Bailey | TBD | 12/6/2013 | Completed
16.2 | Transfer existing PDCCC line to the dedicated TNCC line | IT staff | Joe Edenfield | TBD | 12/6/2013 | Completed
17 | Communicate training sessions that will be provided by Teresa Bailey on 12/9 and 12/17 to PDCCC employees, and track signups | Joe Edenfield | Teresa Bailey | 12/2/2013 | 12/6/2013 | Completed
18 | Provide regular status updates between the Project Team | Steve Rutland | Project Team | Ongoing | In progress
19 | Engage VCCS public relations personnel to assist communications | TBD | TBD | TBD | TBD | Not started

### IT / Banking

| Task # | Task | Task Owner | Other Participant(s) | Start Date | Finish Date | Progress |
--- | --- | --- | --- | --- | --- | ---
20 | Review, update, and validate system access rights and capabilities: | - | - | - | - | -
20.1 | AIS | Teresa Bailey | - | - | - | Completed
20.2 | SIS | - | - | - | - | Completed
20.3 | CARS | Dave Mair | - | - | - | In progress
20.4 | DSO | - | - | - | - | Not started
20.5 | Department of Accounts | - | - | - | - | In progress
20.6 | Department of Treasury | - | - | - | - | In progress
20.7 | G5 | - | - | - | - | Completed
20.8 | NelNet | - | - | - | - | Completed
20.9 | Reportline (CARS and CIPPSS) | - | - | - | - | Completed
20.10 | Bank of America | - | - | - | - | Completed
20.11 | LGIP | - | - | - | - | Completed
20.12 | Omega | Joe Edenfield | Donna Van Cleave | 12/2/2013 | 12/18/2013 | Completed
20.13 | SAM | - | - | - | - | In progress
20.14 | Virginia Prepaid | - | - | - | - | In progress
20.15 | GoArmyEd portal | - | - | - | - | In progress
20.16 | TySys | - | - | - | - | In progress
20.17 | SWaM plan portal | - | - | - | - | Not started
20.18 | eVA | Keith Gagnon | - | - | - | In progress
20.19 | 1098-T system | Randy Johnson | - | - | - | In progress
20.20 | Review PDCCC’s chart of accounts and revise as necessary | Teresa Bailey | Charles Numberger | 11/7/2013 | Ongoing | In progress
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<tr>
<td>22</td>
<td>Initiate ImageNow</td>
<td>Wayne Davis</td>
<td>Teresa Bailey, Paula Maguire, Lilse Wilke</td>
<td>12/2/2013</td>
<td>12/31/2013</td>
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<td>23</td>
<td>Update PDCCC bank accounts:</td>
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<td>23.1</td>
<td>Update authorized signatories cards with applicable TNCC employees and sign the resolutions at PDCCC banks</td>
<td>Joe Edenfield, Teresa Bailey</td>
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<td>12/9/2013</td>
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<td>Request purchasing cards for PDCCC transactions in the name of TNCC buyers</td>
<td>Keith Gagnon, Donna Van Cleave</td>
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<td>24</td>
<td>Purchase and implement remote deposit</td>
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### Service Implementation

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<td>26</td>
<td>Perform ARMICS / APA audit testing for PDCCC</td>
<td>Teresa Bailey, Joe Edenfield</td>
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<td>27</td>
<td>Track and report performance measurements based on the metrics established in the service level agreement</td>
<td>Teresa Bailey, Project Team</td>
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<td>28</td>
<td>Implement TNCC's full accountability to meet performance measurements based on the metrics and penalties established in the service level agreement</td>
<td>Teresa Bailey, Joe Edenfield, Project Team</td>
<td>7/1/2014</td>
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### Financial Audits

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<tr>
<td>29</td>
<td>Prepare PDCCC's FY2014 files for TNCC's reference:</td>
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<td>29.1</td>
<td>Provide TNCC supporting documentation for all transactions occurring between the period 7/1/2013 until the transition dates outlined in the SLA into repositories that can be referenced by TNCC personnel in the course of financial audits</td>
<td>Joe Edenfield, Sheryl Hedgepeth</td>
<td>12/16/2013</td>
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<td>Task #</td>
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<td>30</td>
<td>Determine, prioritize, and communicate new / updated TNCC processes that must be documented</td>
<td>Teresa Bailey, Charles Nurnberger</td>
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<td>Document new policies and procedures:</td>
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<td>- ImageNow</td>
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<td>- Distributed Supplies</td>
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<td>- Closing Cashier's Office (SA 2002)</td>
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## Project Plan Status as of 1/10/2014

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<td>Setting Up System Access (e.g. CARS, AIS, SIS)</td>
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BACKGROUND:

At the request of Central Virginia Community College (CVCC) and with approval of the Audit Committee, we performed a Contract Management and Administration Audit to determine whether CVCC had effective internal controls over contract management and administration, and the Purchasing Department adhered to all required state procurement regulations. The results of our audit were provided to you in a report, dated January 6, 2014. The period under review was July 1, 2012 through June 30, 2013.

As a result of the work performed, we found internal controls inadequate to ensure compliance with required state guidelines - a situation that resulted in non-compliance with most state procurement regulations tested. We developed recommendations which management provided appropriate action plans for remediation. Following is a summary of the recommendations provided in the report:

1. Improve policies and procedures for procurement, contract management, and administration
2. Select proper procurement methods
3. Ensure contracts contain appropriate terms and conditions
4. Properly monitor contracts
5. Maintain complete procurement files
6. Develop a master contract list
7. Improve segregation of duties
8. Monitor system access to ensure access is appropriate for job duties

When implemented, the recommendations should provide CVCC with the appropriate controls to ensure compliance with state contract management and administration requirements. We will discuss the report and findings in more detail at the Audit Committee meeting as needed.

RECOMMENDATION:

None.

RESOURCE PERSON:

Mrs. Helen C. Vanderland
Director of Internal Audit
Virginia Community College System
804-819-4951
TITLE: 2013-2014 AUDIT PLAN STATUS (III.B.3.c)

BACKGROUND:

As required by internal auditing standards, I am providing you with an update on the current audit plan. (See attached.) Many of the audits and reviews are now in progress. I do not anticipate any problems completing the plan at this point.

RECOMMENDATION:

None.

RESOURCE PERSON:

Mrs. Helen C. Vanderland
Director of Internal Audit
Virginia Community College System
804-819-4951
## Audits
- High Risk Instructional Programs
- Fixed Assets
- Information Security Program
- Financial Aid Post Award Process
- Procurement Reviews - Level II
- Project Management
- Follow-up Reviews

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## Special Projects
- Systems Development
- Business Office Reviews
- Electronic Time Sheet Process - System Office
- CVCC - Contract Procurement and Management Requests

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## Other Projects
- Risk Assessment and Audit Planning
- APA Assistance
- Audit Process Improvement

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## Fraud Investigations

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## Legend:
- *Italicics* - project added to original plan
- Strike-through - project removed from original plan
BACKGROUND:

We hired a new Senior Internal Auditor, Nancy Willson, in December 2013. Nancy comes to us from the Office of the State Inspector General and has ten years of experience in state government and internal auditing. She is a CPA and has a Masters in Internal Business Studies from the University of South Carolina. Nancy currently resides in Toano.

RECOMMENDATION:

None.

RESOURCE PERSON:

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

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
BACKGROUNDS:

The Virginia Community College System received approval to proceed with the design to renovate and update 68,000 square feet within Building B (Georgiadis Hall) which was originally constructed in the late 1970’s. Schematic design is complete and preliminary design is underway. Planned renovations include significant upgrades/repairs to the base building systems, as well as, enhancements to academic instructional and support spaces. Base building system upgrades/repairs will encompass HVAC distribution, building automation, elevator controls, electrical systems, fire/life safety, energy efficiency, ADA compliance, and plumbing distribution and fixtures.

Planning discussions with the architect identified the need to phase the renovation in order to isolate construction disruption from the ongoing use of the facility. The phased renovation will require the relocation of 15 classrooms, 2 laboratories, up to 25 administrative/faculty offices and numerous student services (i.e. success center, student accommodations, business office, testing center, student life, etc.).

Internal planning discussions identified a need to obtain leased facilities to provide adequate swing space to house the above listed function. Ideally the leased space would be located within the vicinity of the Parham Road Campus. Approximately 30,000 square feet would be required to house temporary classroom and office space.

The college will conduct a solicitation in accordance with the VCCS Operating and Income Lease Policy Manual. The College is requesting approval to lease approximately 30,000 square feet to house functions displaced by the renovation of Building B (Georgiadis Hall). The VCCS Lease Policy Manual requires leases in excess of 10,000 square feet with resident support staff be approved by the State Board.

LOCAL BOARD RECOMMENDATION FOR APPROVAL:

The J. Sargeant Reynolds Community College Board is scheduled to meet on January 9, 2014 to review and approve the proposed leasing of approximately 30,000 square feet off-campus to house all functions displaced through the renovation of Building B (Georgiadis Hall).

RECOMMENDATION:

In accordance with the Virginia Community College Policy Manual, § 10.3.0.2, it is recommended that the State Board for Community Colleges approve the request of J. Sargeant Reynolds Community College to lease approximately 30,000 square feet to house functions displaced by the renovation of Building B (Georgiadis Hall). College authorities will negotiate a lease in accordance with the procedures in the VCCS Lease Policy Manual.
RESOURCE PERSONS:

Dr. Gary Rhodes
President
J. Sargeant Reynolds Community College
(804) 523-5201
grhodes@reynolds.edu

Mr. Robert B. Jones, RA, CBO, VCCO
Associate Vice Chancellor
Facilities Management Services
Virginia Community College System
(804) 8019-4917
bjones@vccs.edu
BACKGROUND:

Northern Virginia Community College requests State Board approval to initiate a project to convert existing space in the Howsmon Building, into a Dance Classroom/Studio and a Fitness Center. The area to be renovated was previously occupied by the Campus Bookstore, which was relocated to the recently completed Phase III Academic Building (i.e. Parish Hall). The vacated space in Howsmon Hall has been underutilized since the move. This project will convert that space into the Dance Classroom/Studio and a Fitness Center. Dance classes are currently held in “off campus” leased space. The conversion of this space to a Dance Classroom/Studio and Fitness Center will allow the Dance Program to be moved back onto the campus.

The conversion of this space to a Dance Classroom/Studio and Fitness Center will require the complete rework of the majority of this space and will include: soundproofing, new partitions with glass storefront, exercise equipment, and significant improvements to the HVAC Systems. An additional stand-alone chiller will be required. The estimated construction cost for this project, as prepared by Bowie Gridley Architects, is $411,000. The total projected cost of this project, including A/E Fees, miscellaneous “soft cost” and a contingency fund, is anticipated to be approximately $550,000. Because this amount exceeds $500,000, State Board approval of this project as a local non-capital project is required. This project will be funded using State Operating & Maintenance Funds.

LOCAL BOARD RECOMMENDATION FOR APPROVAL:

The Northern Virginia Community College Local Advisory Board approval for this bookstore conversion to dance classrooms/studio and fitness center project by the local board was approved at its November 18, 2013 meeting.

RECOMMENDATION:

In accordance with Virginia Community College System Policy Manual, §10.0.0.4, it is recommended that the State Board for Community Colleges approve initiation of the renovations for this bookstore conversion to dance classrooms/studio and fitness center project.

RESOURCE PERSONS:

Dr. Robert G. Templin, Jr., Mr. Robert B. Jones, RA, CBO, VCCO
President Associate Vice Chancellor
Northern Virginia Community College Facilities Management Services
(703) 323-3101 Virginia Community College System
rtemplin@nvcc.edu (804) 819-4917
bjones@vccs.edu
BACKGROUND:

Southside Virginia Community College has two main campuses, the Christanna Campus in Alberta and the John H. Daniel campus in Keysville. The entrance sign on the Christanna campus is over 40 years old and is in need of replacement. The college proposes to replace the existing identification sign with a new sign which will incorporate an electronic messaging display. This will help disseminate information to college students and visitors.

This sign will be identical to the John H. Daniel campus entrance sign which was designed by Cannon Design of Arlington, Virginia. This design was approved by AARB on May 6, 2011. Funding for the design and construction of the sign will be provided entirely with local funds. The signage is consistent with the college's master plan for the Christanna campus.

LOCAL BOARD RECOMMENDATION FOR APPROVAL:

The Southside Virginia Community College Local Advisory Board approval for this Campus Identification/Electronic Message sign project by the local board is anticipated at its January 8th meeting.

RECOMMENDATION:

In accordance with Virginia Community College System Policy Manual, §10.0.0.4 k, it is recommended that the State Board for Community Colleges approve the campus identification/electronic message sign for the Southside Virginia Community College Christanna Campus.

RESOURCE PERSONS:

Dr. John J. Cavan
President
Southside Virginia Community College
(434) 949-1003
John.Cavan@southside.edu

Mr. Robert B. Jones, RA, CBO, VCCO
Associate Vice Chancellor
Facilities Management Services
Virginia Community College System
(804) 819-4917
bjones@vccs.edu
We have observed that our new LED display system significantly increased our advertising budget while still seeing an increase in sales.

PRODUCT FACT SHEET

Every product sold within the display was exactly what we wanted.
BACKGROUND:

Southside Virginia Community College wishes to construct two dugouts on the baseball field of the John H. Daniel campus in Keysville. These dugouts will be used by the SVCC baseball club team as well as various local community leagues. The dugouts will be made of CMU block and will be constructed at no charge by the inmates from the Baskerville Correctional Center. The college will supply the materials.

The design services will be provided by Thompson & Litton of Radford, Virginia. Plans were approved by the AARB in November, 2013. Funding for the design and materials for this project will be provided entirely with local funds. The dugouts will be constructed on the ball field which is shown on the campus master plan.

LOCAL BOARD RECOMMENDATION FOR APPROVAL:

The Southside Virginia Community College Local Advisory Board approval for this Dugout construction project by the local board is anticipated at its January 8th meeting.

RECOMMENDATION:

In accordance with Virginia Community College System Policy Manual, §10.0.0.4 l, it is recommended that the State Board for Community Colleges approve the design for construction of two dugouts for the Southside Virginia Community College Daniel Campus.

RESOURCE PERSONS:

Dr. John J. Cavan  Mr. Robert B. Jones, RA, CBO, VCCO
President  Associate Vice Chancellor
Southside Virginia Community College  Virginia Community College System
(434) 949-1003  (804) 8019-4917
John.Cavan@southside.edu  bjoness@vccs.edu
BACKGROUND:

Thomas Nelson requests approval of a proposed update to the Master Plan for the Hampton Campus. The TNCC Local Advisory Board approved the original Master Plan for the Hampton Campus at their November 2004 Meeting. The State Board for Community Colleges approved the original Master Plan for the Hampton Campus at their January 2005 Meetings. The updated Campus Master Plan was developed with the 2004 plan as the base-line, and included the expansion of the Campus to include the newly renovated Hampton III Building and the construction of the Mass Transit Bus Stop. The original Master Plan for the campus did not include a Storm-Water Master Plan which is now integrated into the 2014 Master Plan.

The original Master Plan provided an easily accessible, pedestrian-friendly campus that would serve as an anchor for our six localities. The design provided several key points: Ease of Access, Campus Image, and Future Expansion.

This update to the Master Plan accommodates a revised campus program that includes a building to replace the original three buildings. It was determined by a detailed A&E analysis that it would cost over $4 million less to construct a new facility rather than to renovate the original buildings. The new building would be an Academic Student Services Building providing a true one-stop area for all student administrative needs. This modification will also address the overall campus layout, pedestrian and vehicular circulation, organization of open spaces, and utility routing.

This master plan update addresses the following goals and objectives:

1. Identification of existing buildings and future building sites on the campus and their relationship to other buildings with respect to infrastructure circulation and visual compatibility.

2. Development of traffic and parking strategies for the campus that provides ease of access/egress to the campus and accommodates current and future parking needs.

3. Expansion of a road and utility infrastructure that adequately supports buildings and subsequent phases of campus development.

4. Creation and integration of our first Storm Water Master Plan to meet all current and future Environmental Protection Agency and Department of Environmental Quality requirements.

The master plan update reflects the selected sites for the new Academic and Administration Building, new Academic Student Services Building, and subsequent building phases.

The original concept for the campus was for buildings to be located to frame a central quad, which would visually tie to the central open space. The location of the future buildings is intended to add to the original concept and create secondary open spaces. Vehicular circulation and access to parking are restricted to the perimeter of the Campus. The Campus is intended to support the partnership between Thomas Nelson and its localities.
LOCAL BOARD RECOMMENDATION FOR APPROVAL:
The Thomas Nelson Local Advisory Board approved the Master Plan update for the Hampton Campus at its December 4, 2013, meeting.

RECOMMENDATION:
In accordance with Virginia Community College System Policy Manual, §10.0.0.4 e, it is recommended that the State Board for Community Colleges approve the update to the Master Site Plan for the Hampton Campus of Thomas Nelson Community College as presented.

RESOURCE PERSONS:
Dr. John Dever
President
Thomas Nelson Community College
(757) 825-2711
DeverJ@tcc.edu

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

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
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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

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<td>A3260-042</td>
<td>Raised Pedestrian Crosswalks</td>
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<td>NP292-001</td>
<td>Master Plan &amp; Site Utility Plan</td>
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<td>DCC</td>
<td>A2260-004</td>
<td>Generator - Regional Center for Advanced Technology (RCATT) &amp; Wyatt Buildings</td>
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<td>A3260-002</td>
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<td>Monumental Campus Signage (Design Only)</td>
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### Total Fund Amounts

- **$793,000.00**
- **$520,000.00**
- **$6,511.00**
- **$86,990.00**
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<td>A3260-059</td>
<td>IT Closets on Emergency Power</td>
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Thursday, December 12, 2013
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**Total: $504,000.00**

**Total: $55,000.00**

**Total: $801,125.00**
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<td>VWCC</td>
<td>A2260-133</td>
<td>Student Life Center (Sitework)</td>
<td>Student Activity</td>
<td>$750,000</td>
<td>Construction</td>
<td></td>
</tr>
<tr>
<td>VWCC</td>
<td>A3260-003</td>
<td>Signage Project</td>
<td>HE/0300</td>
<td>$385,000</td>
<td>Construction</td>
<td></td>
</tr>
<tr>
<td>* VWCC</td>
<td>A3260-081</td>
<td>Science Center - Dentistry &amp; Radiology Lab Modifications</td>
<td>HE/0300</td>
<td>$175,000</td>
<td>Design</td>
<td></td>
</tr>
<tr>
<td>* VWCC</td>
<td>A3260-082</td>
<td>Mail Room and Printing Service</td>
<td>HE/0300</td>
<td>$25,000</td>
<td>Design</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>$2,175,000.00</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WCC</td>
<td>A1260-018</td>
<td>Breezeway Construction-Bland, Carroll and Fincastle Halls HE/0300</td>
<td>HE/0300</td>
<td>$191,860</td>
<td>Construction</td>
<td></td>
</tr>
<tr>
<td>* WCC</td>
<td>NP288-005</td>
<td>Campus Wide Mapping Project</td>
<td>E&amp;G</td>
<td>$30,500</td>
<td>Initiation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>$222,360.00</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$26,754,965.00</strong></td>
<td></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 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
## Virginia’s Community Colleges

### Capital Outlay Status Report Sorted by College

**Updated 12/16/2013**

### Line Item Funded

<table>
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<tr>
<th>Funding</th>
<th>Comp. Date</th>
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<th>Phase</th>
<th>Projected Comp. Date of Phase</th>
<th>Supplement Estimate</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRCC</td>
<td></td>
<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>
<td></td>
</tr>
<tr>
<td>BRCC</td>
<td></td>
<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>
<td></td>
</tr>
<tr>
<td>CVCC</td>
<td></td>
<td>Construct Occupational Program Building, Culinary Arts</td>
<td>Closeout</td>
<td>Feb-14</td>
<td>$1,778,000</td>
<td>Project complete. Closeout project.</td>
<td></td>
</tr>
<tr>
<td>DSLCC</td>
<td></td>
<td>Renovate Warren and Scott Halls</td>
<td>Construct</td>
<td>Jan-14</td>
<td>$6,607,967</td>
<td>Project complete. Separate sub-contract to add additional security hardware currently being pursued by college.</td>
<td></td>
</tr>
<tr>
<td>GCC</td>
<td></td>
<td>Parking Garage, Fredericksburg</td>
<td>Closeout</td>
<td>Jan-14</td>
<td>$5,941,000</td>
<td>Construction complete. Obtain permanent Certificate of Use &amp; Occupancy.</td>
<td></td>
</tr>
<tr>
<td>JSRCC</td>
<td></td>
<td>Renovate Burnett Hall</td>
<td>Closeout</td>
<td>Jan-14</td>
<td>$9,626,000</td>
<td>Closeout underway.</td>
<td></td>
</tr>
<tr>
<td>JSRCC</td>
<td></td>
<td>Workforce Training &amp; Technical Center</td>
<td>Closeout</td>
<td>Jan-14</td>
<td>$8,857,200</td>
<td>Final closeout being negotiated with Surety.</td>
<td></td>
</tr>
<tr>
<td>JSRCC</td>
<td></td>
<td>Improvements to Downtown Campus</td>
<td>Construct</td>
<td>Jan-14</td>
<td>$11,900,000</td>
<td>Phase 6b approximately 99% complete.</td>
<td></td>
</tr>
<tr>
<td>JTCC</td>
<td></td>
<td>Chester Library Renovation - Phase II</td>
<td>Initiate</td>
<td>Jan-14</td>
<td>$3,112,000</td>
<td>Occupancy Permit obtained 8/16/2012. All punchlist items completed and final retainerage has been released to contractor. Building permit closed out 8/14/2012. A/E submit closeout docs to VCCS. Initialize Phase II- Chester Library Hallway Ceiling / Lighting Replacement with residual funds.</td>
<td></td>
</tr>
<tr>
<td>JTCC</td>
<td></td>
<td>Chester 2nd Entrance</td>
<td>Closeout</td>
<td>Jan-14</td>
<td>$1,446,000</td>
<td>Construction for Original Scope of Work is complete. Final retainage released. VCCS received closeout documents from A/E 7/2013.</td>
<td></td>
</tr>
<tr>
<td>JTCC</td>
<td></td>
<td>Midlothian Parking Deck</td>
<td>Design</td>
<td>Mar-14</td>
<td>$6,829,000</td>
<td>See JTCC Midlothian Phase III Building. Construction Cost estimate is currently over budget. Cost saving items have been identified and will be further studied during Preliminary Design Phase to bring project under budget. Design Not To Exceed Amount adjusted to $5,400,000.</td>
<td></td>
</tr>
<tr>
<td>LFCC</td>
<td></td>
<td>Renovate Main Academic-Administration Hall - Middletown</td>
<td>Design</td>
<td>Jun-14</td>
<td>$500,000</td>
<td>BCOM reviewed schematics Nov. 2013, expect to award CM pre-construction contract Jan. 2014.</td>
<td></td>
</tr>
<tr>
<td>MECC</td>
<td></td>
<td>Construct second access road</td>
<td>Construct</td>
<td>Aug-14</td>
<td>$2,100,000</td>
<td>Wise County is funding this project, and VDOT is managing design and construction.</td>
<td></td>
</tr>
<tr>
<td>NRCC</td>
<td></td>
<td>Replace HVAC</td>
<td>Closeout</td>
<td>Jun-13</td>
<td>$1,439,000</td>
<td>Punchlist complete. 1 outstanding issue still to be resolved.</td>
<td></td>
</tr>
<tr>
<td>NVCC</td>
<td></td>
<td>Annandale Campus, Phase VI</td>
<td>Closeout</td>
<td>Feb-14</td>
<td>$34,356,000</td>
<td>Construction complete &amp; building occupied. Complete Furnishings &amp; Equipment purchases.</td>
<td></td>
</tr>
<tr>
<td>NVCC</td>
<td></td>
<td>Annandale Campus, Renovate Cafeteria</td>
<td>Design</td>
<td>TBD</td>
<td>$1,550,000</td>
<td>Pre-planning Study completed. Overall project scope currently under review.</td>
<td></td>
</tr>
<tr>
<td>NVCC</td>
<td></td>
<td>Annandale Campus, Improvements: Access Road</td>
<td>Design</td>
<td>TBD</td>
<td>$400,000</td>
<td>Pending VDOT funding for intersection at State Route 234.</td>
<td></td>
</tr>
<tr>
<td>NVCC</td>
<td></td>
<td>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. Foundation work nearing completion.</td>
<td></td>
</tr>
<tr>
<td>NVCC</td>
<td></td>
<td>Construct Support Services Building, Woodbridge</td>
<td>Construct</td>
<td>Feb-14</td>
<td>$3,016,830</td>
<td>Project complete with exception of remedial asphalt work (i.e. &quot;Punch-list item).</td>
<td></td>
</tr>
<tr>
<td>NVCC</td>
<td></td>
<td>Expand Brautl Building, Annandale</td>
<td>Bid Phase</td>
<td>Jan-14</td>
<td>$13,405,567</td>
<td>Bids received August 28, 2013. Low bid exceeded available funding for construction. Request for additional funds submitted to BCOM.</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>Submit Schematic Design Documents to BCOM for review - December 2013.</td>
<td></td>
</tr>
<tr>
<td>NVCC</td>
<td></td>
<td>Workforce Development Center, Woodbridge</td>
<td>Bid Phase</td>
<td>Jan-14</td>
<td>$23,298,823</td>
<td>Received initial GMP Proposal from Whiting - Turner Construction - September 2013. Initial GMP exceeded available funding. Budget overrun addressed through Value Engineering/ Cost Savings measures. Infuse additional Local Funds. Associated Parking Lot being constructed as separate phase.</td>
<td></td>
</tr>
<tr>
<td>PDCCC</td>
<td></td>
<td>Major Mechanical Renovation, Hobbs Campus</td>
<td>Construct</td>
<td>Jan-14</td>
<td>$3,442,000</td>
<td>Project 95% complete. Completing final Change Order.</td>
<td></td>
</tr>
</tbody>
</table>
### Virginia's Community Colleges

**Capital Outlay Status Report Sorted by College**

**Updated 12/16/2013**

#### Line Item Funded

<table>
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<th>Projected Comp. Date of Phase</th>
<th>Funding</th>
<th>Supplement Estimate</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️</td>
<td>✔️</td>
<td>PHCC</td>
<td>Learning Resources Center and West Hall Renovation</td>
<td>Initiation</td>
<td>TBD</td>
<td>$3,439,300</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 &quot;West Hall&quot;, currently under consideration.</td>
</tr>
<tr>
<td>✔️</td>
<td>✔️</td>
<td>PHCC</td>
<td>Motorsports/Workforce Development Center</td>
<td>Initiation</td>
<td>Feb-14</td>
<td>$9,452,000</td>
<td></td>
<td>Acquisition of Arrington Property, 67 Motorsports Drive, Martinsville, Va. (i.e. off-campus location of PHCC - Motorsports Program) complete. Issue Request for Proposals - AE Services for renovation of Building 2.</td>
</tr>
<tr>
<td>✔️</td>
<td>✔️</td>
<td>RCC</td>
<td>Classroom and Laboratory Renovation, Glenns and Warsaw</td>
<td>Construct</td>
<td>Mar-14</td>
<td>$10,500,000</td>
<td></td>
<td>Repair of feature walls complete Dec 2012. RCC to complete equipment purchase. To complete additional signage scope authorized.</td>
</tr>
<tr>
<td>✔️</td>
<td>✔️</td>
<td>SWVCC</td>
<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 5/1/13. A/V problems seem to be resolved.</td>
</tr>
<tr>
<td>✔️</td>
<td>✔️</td>
<td>TCC</td>
<td>Phase I, Regional Health Prof.Clr, VAB Campus</td>
<td>Closeout</td>
<td>Aug-11</td>
<td>$21,360,000</td>
<td></td>
<td>Closeout underway.</td>
</tr>
<tr>
<td>✔️</td>
<td>✔️</td>
<td>TCC</td>
<td>Construct Norfolk Campus Student Center</td>
<td>Closeout</td>
<td>Feb-14</td>
<td>$17,595,000</td>
<td></td>
<td>Awaiting college to submit Access Control Shop Drawings for BCOM Review.</td>
</tr>
<tr>
<td>✔️</td>
<td>✔️</td>
<td>TCC</td>
<td>Construct Academic Building, Chesapeake Campus</td>
<td>Closeout</td>
<td>Jan-14</td>
<td>$28,012,000</td>
<td></td>
<td>Completing final HVAC Punchlist.</td>
</tr>
<tr>
<td>✔️</td>
<td>✔️</td>
<td>TCC</td>
<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 120+ days behind due to A/E errors. CM is working on a recovery schedule.</td>
</tr>
<tr>
<td>✔️</td>
<td>✔️</td>
<td>TCC</td>
<td>Renovate Bayside Building, VAB Campus</td>
<td>Design</td>
<td>Mar-13</td>
<td>$1,722,155</td>
<td></td>
<td>Preliminaries submitted to BCOM late December. CM is onboard, cost reconciliation has occurred. Project is under DGS/DPB funding review.</td>
</tr>
<tr>
<td>✔️</td>
<td>✔️</td>
<td>TCC</td>
<td>New Construction: Construct Student Center, PC, Tidewater</td>
<td>Construct</td>
<td>May-13</td>
<td>$18,396,000</td>
<td></td>
<td>Final Certificate of Use &amp; Occupancy issued Sept 17. Commissioning is continuing. Project is in Contractor Warranty period.</td>
</tr>
<tr>
<td>✔️</td>
<td>✔️</td>
<td>VWCC</td>
<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>✔️</td>
<td>✔️</td>
<td>VWCC</td>
<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>✔️</td>
<td>✔️</td>
<td>VWCC</td>
<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>✔️</td>
<td>✔️</td>
<td>WCC</td>
<td>Wm. F. Snyder Auditorium</td>
<td>Closeout</td>
<td>Feb-14</td>
<td>$1,536,080</td>
<td></td>
<td>Project complete and building occupied. As built docs were received from A/E. WCCs completed CO-14.</td>
</tr>
<tr>
<td>✔️</td>
<td>✔️</td>
<td>WCC</td>
<td>Walking and Biking Trail</td>
<td>Closeout</td>
<td>TBD</td>
<td>$800,000</td>
<td></td>
<td>Phase I Construction complete. VCCS received Phase I closed out docs from AE. Phase II construction is in consideration by college.</td>
</tr>
<tr>
<td>✔️</td>
<td>✔️</td>
<td>WCC</td>
<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>

#### System-Wide Projects

<table>
<thead>
<tr>
<th>Funding</th>
<th>Comp. Date</th>
<th>College</th>
<th>Project Name</th>
<th>Phase</th>
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<tr>
<td>✔️</td>
<td>✔️</td>
<td>NRCC</td>
<td>Major Mechanical Campuswide (ESCO)</td>
<td>Closeout</td>
<td>Jan-14</td>
<td>$4,761,100</td>
<td></td>
<td>Awaiting schedule to resolve ceiling issues in 10 classrooms. ESCO, NRCC and VCCS have agreed to a resolution. ESCO has submitted final closeout documents.</td>
</tr>
<tr>
<td>✔️</td>
<td>✔️</td>
<td>SWVCC</td>
<td>Buchanan Hall Plumbing Replacement</td>
<td>Closeout</td>
<td>Aug-13</td>
<td>$355,000</td>
<td></td>
<td>Closeout underway.</td>
</tr>
<tr>
<td>✔️</td>
<td>✔️</td>
<td>VWCC</td>
<td>Emergency Lighting &amp; Life Safety Alterations</td>
<td>Closeout</td>
<td>Dec-13</td>
<td>$500,000</td>
<td></td>
<td>Closeout underway.</td>
</tr>
<tr>
<td>✔️</td>
<td>✔️</td>
<td>WCC</td>
<td>Structural Repair - Grayson Hall</td>
<td>Complete</td>
<td></td>
<td>$-</td>
<td></td>
<td>This project was incorporated into the WCC-Snyder Auditorium Addition and is complete.</td>
</tr>
<tr>
<td>✔️</td>
<td>✔️</td>
<td>VCCS</td>
<td>Americans with Disabilities Act Improvements</td>
<td>Various</td>
<td>Various</td>
<td>$4,000,000</td>
<td></td>
<td>Project is being completed in eleven phases systemwide. Phase 1 is under construction. Phases 2 and 3 bids over budget and under redesign. Phase 4 contract award in progress.</td>
</tr>
</tbody>
</table>

**Total System-wide Projects** $14,825,475

**Grand Total** $622,226,292 $4,749,700

### Notes:

- **Funding:** Within budget.
- Costs may exceed funds available.
- Costs will exceed all available funding.

**Comp. Date:**
<table>
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<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Line Item Funded</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **On schedule.**
- Facility may not be ready in time to hold scheduled classes.
- Facility will not be ready in time to hold scheduled classes.
BACKGROUND:

The Facilities Committee will be briefed by System Office staff on the potential real estate transaction involving 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
On December 16, 2013 Governor McDonnell presented his budget recommendations for the 2014-16 biennium to the General Assembly money committees.

The recommendations continue the Governor’s support of higher education with an additional $183 million in general fund support for colleges and universities over the biennium. About $33 million is recommended for cross-cutting higher education programs. The other $150 million would be distributed among the public institutions using the TJ21 funding methodology addressing degree incentives, financial aid, enrollment growth, performance-based initiatives, and base operations. The VCCS would receive an additional $29.5 million or 20% of the total TJ21 based.

The budget recommendations also include funding for several non-credit workforce development initiatives and provide $1 million seed funding for the Rural Virginia Horseshoe Initiative.

Language in the budget would authorize bonuses of up to 3% for full-time employees contingent on reaching savings and revenue estimate targets and funds the state share of cost increases to employee health insurance and Virginia Retirement System contributions.

Due to concerns about the impact of the uncertainty of federal budget decisions on Virginia’s economy, the introduced budget does not include significant funding for capital outlay for higher education.

A detailed briefing on the introduced budget will be provided at the January meeting.

**ACTION REQUIRED:**

No action is required. This is an information item.

**RESOURCE PERSONS:**

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  
(804)819-4912  
wjohnson@vccs.edu
TITLE: UPDATE ON THE BENCHMARKING STUDY
(Budget and Finance Committee, Information Item III.D.3B)

The VCCS Reengineering Taskforce identified as one of its “big ideas” the implementation of shared services and consortia programs to provide more cost effective, flexible and reliable administrative services to all groups served. Whereby economies of scale may be realized, student success will be improved, operational efficiencies will be increased, and performance standards reached. The Administrative Consortia workgroup was established to identify opportunities for improving efficiencies across the community college system. The group determined that data on our current operations was needed to help determine the best opportunities.

The VCCS solicited request for proposals for a consulting services to assist with conducting a benchmarking study of our administrative services. On December 18, 2013 the VCCS contracted with the consulting team of Accenture, LLP and the Hackett Group, Inc. to conduct the study.

The functional areas included in the study are:

- Accounting and Finance
- Technology
- Purchasing
- Human Resources
- Student Services
- Facilities

The study will assist with understanding the performance of current processes, identify opportunities and the business case for improving service effectiveness and efficiency, and develop an implementation strategy for selected opportunities.

A detailed briefing on the study will be provided at the January meeting.

ACTION REQUIRED:

No action is required. This is an information item.

RESOURCE PERSONS:

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

Mr. William M. Johnson
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wjohnson@vccs.edu
BACKGROUND

As a part of our reengineering efforts, our focus on administrative efficiencies, and in response to the challenges of Achieve 2015 and other strategic goals, the HR community of the VCCS is in the process of analyzing and reevaluating its core activities and posturing itself for the future. A representative group of nine HR managers has been meeting for a number of months and is preparing to propose new ways of delivering HR services within the VCCS. The topics of discussion and proposed activities include realigning the structure, functions, and activities that are performed at Colleges and the System Office, and determining the activities that should be standardized, consolidated, shared, automated, or reorganized.

There also has been considerable discussion about seizing the opportunity of transforming the HR function into a more strategic one delivering workforce planning, change management, and training and organizational development functions among a variety of possibilities. Increased reliance on technology to perform routine activities and increased emphasis on sharing resources are also major considerations. A proposal will be presented to leadership later this spring.

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
APPENDIX

FOR

STATE BOARD FOR COMMUNITY COLLEGES

MEETING NO. 330

November 21, 2013
The State Board for Community Colleges convened at 9:00 a.m. on November 21, 2013 in the Godwin-Hamel Board Room, 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. Michel Zajur

Members Absent: Mr. Michael Thomas  
Ms. Benita Thompson-Byas

Staff Present: Ms. Jennifer Allman  
Mr. Craig Butterworth  
Mr. Alexander Caine  
Mr. Tom Cantone  
Ms. Katherine Coates  
Dr. Ellen Davenport  
Dr. Glenn DuBois  
Ms. Lori Dwyer  
Dr. Catherine Finnegan  
Mr. Keith Gagnon  
Dr. Jennifer Gentry  
Dr. Joy Hatch  
Dr. Craig Herndon  
Mr. Will Johnson  
Mr. Robert Jones
Mr. Jeff Kraus  
Dr. Christopher Lee  
Dr. Dan Lewis  
Mr. Dave Mair  
Ms. Marlene Mondziel  
Ms. Karen Petersen  
Dr. Chris Pfautz  
Ms. Mitzi S. Reynolds  
Ms. Greer Saunders  
Dr. Richard Sebastian  
Ms. Christy Sharpe  
Mr. Randy Stamper  
Ms. Helen Vanderland  
Ms. Donna Van Cleave  
Mr. Michael Weisbord  
Dr. Van Wilson  
Dr. Susan Wood  

Other Present:  Mr. Callan Bentley, Northern Virginia Community College  
Ms. Betsey Fountain  
Dr. Patti Lisk, Germanna Community College  

I. OPENING  

A. Call to Order  

Mr. Bruce Meyer, Chair, called the meeting to order.  

B. Roll Call  

Dr. Glenn DuBois, Chancellor, took a roll call to determine that a quorum was present  

C. Minutes – Meeting No. 329, September 19, 2013  

A motion was made by RADM Fountain and seconded by Mr. Gannon that:  

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

The motion carried.  

D. Public Comment  

There was no public comment  

E. Reports from Campus Liaison
There were no official campus liaison report, but at this time Board members reported on recent visits to their liaison schools. Mr. James Cuthbertson visited Lord Fairfax Community College, Fauquier Campus, for its 25th anniversary celebration. Mr. Nutter attended the dedication of the Fralin Center for Science and Health at Virginia Western Community College, and Dr. Sasha Gong reported on her visit to Mountain Empire Community College. Chairman Meyer would like State Board members to continue to make formal presentations related to their college assignments.

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

Dr. Susan Wood spoke about the various professional development opportunities available for VCCS faculty. She then introduced Dr. Patti Lisk from Germanna Community College (GCC) and Professor Callan Bentley from Northern Virginia Community College (NVCC). Dr. Wood stated that they are representative of the more than 2,000 teaching faculty at the VCCS. Both Professor Bentley and Dr. Lisk have been beneficiaries of VCCS professional development opportunities. Dr. Wood then asked Dr. Lisk and Professor Bentley to discuss some of the innovative coursework they have been offering to their students.

Mr. Bentley discussed teaching excellence and the importance of VCCS grants and gave examples of how grant funding was used in field geology work. He gave examples of his own professional world class field experiences made possible through grants. Mr. Bentley has recently received funding from a National Science Foundation grant to create a field exchange program with students from El Paso Community College.

Dr. Patti Lisk shared her perspective on faculty excellence. She discussed ways to create environments to engage students for positive and lasting learning. Dr. Lisk gave an overview of the innovative clinical site/virtual hospital at Germanna Community College’s nursing program. She thanked the State Board for its on-going support.

II. CHANCELLOR’S REPORT

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

The Chancellor introduced Ms. Mitzi Reynolds to the Board. Ms. Reynolds comes to the VCCS from a background in banking, finance, strategic planning and senior management. Ms. Reynolds holds a graduate degree in finance from Virginia Commonwealth University and an undergraduate degree in business administration from the College of William and Mary.
B. Request for Approval of President Emeritus

The Chancellor presented the Board with a request from John Tyler Community College to approve the designation of Dr. Marshall Smith as President Emeritus of John Tyler Community College. (See Appendix I)

A motion was made by Dorcas Helfant-Browning and seconded by Robert Fountain that:

“THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE REQUEST OF JOHN TYLER COMMUNITY COLLEGE TO DESIGNATE DR. MARSHALL SMITH AS PRESIDENT EMERITUS OF JOHN TYLER COMMUNITY COLLEGE.”

The motion carried.

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

The Chancellor noted that an update of his goals aligned with Achieve 2015 was provided in both summary and detailed format.

D. Update VCCS Reengineering Taskforce

The Chancellor provided the Board with an update on the efforts of the VCCS Reengineering Taskforce. He is very pleased with the progress that has been made.

E. Strategic Planning Town Hall Meetings

The Chancellor presented the Board with dates of his upcoming Strategic Planning Town Hall meetings. The meetings are being held statewide to receive input from stakeholders about the next VCCS Strategic Plan. State Board members were encouraged to attend the meetings.


The Chancellor presented the proposed dates for the 2014 – 2015 State Board Meetings:

July 16-17, 2014
September 17-19, 2014
November 18-19, 2014 (State Board Annual Meeting)
November 19- 20, 2014
January 28-29, 2015
March 18-19, 2015
May 20 – 21, 2015

The State Board accepted these proposed dates as presented.

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

The Chancellor and Chair invited all members to attend this event.

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

The Chancellor and State Board Chair invited all State Board members to attend, if possible.


Chancellor DuBois and Chairman Meyer encouraged all members to attend.

III. COMMITTEE REPORTS

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

1. Minutes – Meeting of September 18, 2013

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

2. Action Items

a. Program Approvals

(1) Central Virginia Community College
   Associate of Applied Science
   Computer and Electronics Technology-Computer Networking

Ms. Ellis reported that Central Virginia Community College (CVCC) requested approval to establish an Associate of Applied Science in Computer and Electronics Technology Degree. This program is being established in response to the steady student enrollments in the Computer Network Specialist Plan of Study under the Technical Studies Degree and to meet employer needs. (See Appendix II)

A motion was made by the Committee that:
“THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE REQUEST OF CENTRAL VIRGINIA COMMUNITY COLLEGE TO ESTABLISH THE ASSOCIATE OF APPLIED SCIENCE DEGREE IN COMPUTER AND ELECTRONICS TECHNOLOGY-COMPUTER NETWORKING.”

The motion carried.

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

Ms. Ellis reported that Central Virginia Community College (CVCC) requested approval to establish an Associate of Applied Science in Nuclear Technology. The program will help meet workforce needs of AREVA, a nuclear industry employer, in the college’s service area. (See Appendix III)

A motion was made by the Committee that:

“THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE REQUEST OF CENTRAL VIRGINIA COMMUNITY COLLEGE TO OFFER THE ASSOCIATE OF APPLIED SCIENCE DEGREE IN NUCLEAR TECHNOLOGY.”

The motion carried.

b. Program Discontinuances

(1) Thomas Nelson Community College
Associate of Science
General Studies

Ms. Ellis reported that Thomas Nelson Community College requested approval to discontinue the General Studies Associate of Science program due to low enrollments over the past five years. (See Appendix IV)

A motion was made by the Committee that:

“THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE REQUEST OF THOMAS NELSON COMMUNITY COLLEGE TO DISCONTINUE THE GENERAL STUDIES ASSOCIATE OF SCIENCE PROGRAM.

The motion carried.

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)
VCCS Associate System Counsel recommended these policy manual revisions as a result of guidance from the Office of Civil Rights and for compliance with Title IX. (Appendix V)

A motion was made by the Committee that:

“THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE PROPOSED CHANGES TO VCCS POLICY MANUAL SECTIONS 6.5.5.2, 6.5.5.3, AND 6.5.5.4.”

The motion carried.

d. Proposed Revision to VCCS Policy Manual Section 6.4.5 – Requirements for Student Activities (SB)

Dr. Wood reported that these policy manual revisions are to comply with new Virginia Code Section 23-9.2:12. Ms. Greer Saunders, System Counsel, further explained that this policy revision is the result of CLS vs. Martinez and allows for recognized political or religious student organizations to limit certain activities to certain members - specifically, anything that goes to the heart of the organization. (See Appendix VI).

A motion was made by the Committee that:

“THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE PROPOSED CHANGES TO VCCS POLICY MANUAL SECTION 6.4.5.”

The motion carried.

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)

Dr. Wood reported that these policy manual revisions are in line with Virginia Code 23-92:3.7 C that requires each institution of higher education to implement policies that recognize the scheduling difficulties and obligations encountered by active duty members of the United States armed forces. (See Appendix VII)

A motion was made by the Committee that:

“THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE PROPOSED CHANGES TO VCCS POLICY MANUAL SECTION 4.3.2.3.”

The motion carried.

3. Information Items

a. Revisions to VCCS Policy Section 2-B, 2.4.5 eLearning and Educational Technology Committee (C)
Dr. Wood reported that these Policy Manual changes broadened the role of the eLearning and Educational Technology Committee, the advisory body to the ASAC Educational Technology Committee of the Vice Presidents and the Vice Chancellor of Academic Services and Research on system-wide matters related to educational technology. The Advisory Council of Presidents voted to approve these revisions, and the Chancellor has approved the revised policy.

b. System-Wide Transfer Agreement Update Report

Dr. Wood presented the Board with a System-wide Transfer Agreement Update Report that provides an overview to the components of the Guaranteed Admission Agreements, information and progress on existing GAAs, recent legislation impacting transfer as well as successes and challenges in the current transfer environment. It was noted that there is now an agreement with George Mason University. James Madison University is currently developing college-specific guaranteed admission agreements with each of the 23 community colleges.

c. Wizard Mobile App

The Wizard mobile app will be available by late fall on several platforms to include: the iPhone, iPad, Android, and Android-based tablets.

d. Student Loan Default Rates

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.

e. Report on Career Coaching in High Schools

The 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 2011-2012 school year. A draft report of this survey has been submitted to the 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.

f. Student Success Snapshot #28

Dr. Catherine Finnegan presented the Board with Student Success Snapshot #28 - Serving Those Who Serve: Veteran Students’ Characteristics and Outcomes in the VCCS. This snapshot provides a first look to help colleges better serve students who previously served in the active military.
B. Audit Committee – Mirta M. Martin, Chair

1. Minutes - Meeting of September 18, 2013

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

2. Action Item

   a. Approve FY 2013-2014 Audit Plan Changes

      Ms. Helen Vanderland presented the Board with the changes to the 2013-2014 Audit Plan. The updated plan is in response to the changing needs of the system. (See Appendix VIII)

      A motion was made by the Committee that:

      THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE CHANGES TO THE FY 2013-2014 AUDIT PLAN.

      The motion carried.

3. Information Items

   a. TNCC/PDCCC Shared Services Update

      Ms. Helen Vanderland, Director of Internal Audit, provided the Board with an update on the Shared Services Plan for Thomas Nelson and Paul D. Camp Community Colleges. This plan moves the PDCCC business office to a shared services model. The shared services business office will be effective January 2014. Both colleges have already worked out an agreement to share costs.

   b. Report on Status of Management Actions

      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.

      The Audit Committee of the State Board will be provided with a report on the status of management actions at each Audit Committee meeting.

   c. Staffing Update (moved to Action Item)
Dr. Martin reported that it was brought to the Committee’s attention that two senior internal auditors, Mr. Mark Rackley and Mr. Philip Wiley, will be retiring from the System Office.

To show their appreciation for their work, the Committee voted and approved resolutions for both staff members. (See Appendix IX)

Ms. Vanderland stated that after 34 years of state service, she is retiring as well effective May 1, 2014.

A motion was made by the Committee that:

“THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE RESOLUTION OF APPRECIATION FOR MR. MARK B. RACKLEY FOR 34 YEARS OF SERVICE AND MR. PHILIP WILEY FOR 37 YEARS OF SERVICE.”

The motion carried.

d. Litigation

Ms. Greer Saunders, System Counsel provided an update on current VCCS litigation.

C. Facilities Committee – Robert Fountain, Chair

1. Minutes - Meeting of September 18, 2013

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

2. Action Items

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

      RADM Fountain reported that the Midlothian Campus of John Tyler Community College (JTCC) requests three utility easements for the construction of their Midlothian Phase III Building and a Parking Garage. Costs associated with the construction of power service relocation will be covered by the local funds. (See Appendix X).

A motion was made by the Committee that:
“IN ACCORDANCE WITH THE VIRGINIA COMMUNITY COLLEGE POLICY MANUAL, § 10.0.0.4 i, THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES 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 OF THE MIDLOTHIAN CAMPUS OF JOHN TYLER COMMUNITY COLLEGE.”

The motion carried.

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

RADM Fountain reported that New River Community College requests State Board approval to construct a new Campus Entrance and Access Road connecting College Drive to State Route 11. The primary purpose of this project is to improve functionality and safety at the Route 11 entrance to the campus. (APPENDIX XI)

A motion was made by the Committee that:

“IN ACCORDANCE WITH THE VIRGINIA COMMUNITY COLLEGE POLICY MANUAL, § 10.0.0.4 i, THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE SCHEMATIC DESIGN FOR THE NEW RIVER COMMUNITY COLLEGES CAMPUS ENTRANCE AND ACCESS ROAD.”

The motion carried.

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

RADM Fountain reported that the Alexandria Campus of Northern Virginia Community College requests Board approval to grant a new Access Easement to the City of Alexandria to provide public and emergency vehicle access to the new Tyler Replacement Building. (See Appendix XII)

A motion was made by the Committee that:

“IN ACCORDANCE WITH THE VIRGINIA COMMUNITY COLLEGE POLICY MANUAL, § 10.0.0.4 i, THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE EXECUTION OF THESE ACCESS EASEMENTS, CONTINGENT UPON SATISFACTORILY MEETING ALL APPLICABLE REQUIREMENTS OF THE
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

   RADM Fountain reported that Northern Virginia Community College requests Board approval to modify the roof profile of the CBG building on the Annandale Campus. (See Appendix XIII).

   A motion was made by the Committee that:

   “IN ACCORDANCE WITH THE VIRGINIA COMMUNITY COLLEGE POLICY MANUAL, § 10.0.0.4 i, THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE SCHEMATIC PLAN FOR BUILDING CBG ON THE ANNANDALE CAMPUS OF NORTHERN VIRGINIA COMMUNITY COLLEGE.”

   The motion carried.

   e. Tidewater Community College  
      Update on Suffolk Property and Amendment of Memorandum of Agreement

   RADM reported that Tidewater Community College, on behalf of the TCC Real Estate Foundation, requests Board approval for an addendum to the 2005 Agreement under which the former Portsmouth Campus property was conveyed to the TCC Real Estate Foundation and ease the use restrictions to enhance the development of the property. (See Appendix XIV).

   The Committee made a motion that:

   “IN ACCORDANCE WITH THE VIRGINIA COMMUNITY COLLEGE POLICY MANUAL, THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE ADDENDUM TO THE 2005 MEMORANDUM OF AGREEMENT REGARDING THE FORMER PORTSMOUTH CAMPUS PROPERTY TO EASE THE USE RESTRICTIONS TO ENHANCE THE DEVELOPMENT OF THE PROPERTY. THE STATE BOARD FOR COMMUNITY COLLEGES FURTHER AUTHORIZES THE CHANCELLOR TO ENTER INTO SUCH AN AMENDED AGREEMENT ON ITS BEHALF.”

   The motion carried.
f. Virginia Community College System Office
Potential System Office Relocation Update
(Closed Session)

A motion was made by RADM Fountain and Seconded by Mr. Zajur that:

“IN ACCORDANCE WITH SECTION 2.2-3711(A)(3) OF THE CODE OF VIRGINIA, I
MOVE THAT THE STATE BOARD CONVENE IN CLOSED SESSION TO DISCUSS A
REAL ESTATE TRANSACTION FOR THE VIRGINIA COMMUNITY COLLEGE SYSTEM
UNDER THE REAL ESTATE EXEMPTION TO THE VIRGINIA FREEDOM OF
INFORMATION ACT, BECAUSE DISCUSSION IN AN OPEN MEETING WOULD
ADVERSELY AFFECT THE BARGAINING POSITION OR NEGOTIATING STRATEGY
OF THE SYSTEM.”

The motion carried.

Closed Session: 11: 05 AM
Open Session: 11:36 AM

A motion was made by RADM Fountain and Seconded by Mr. Zajur that:

“IN ACCORDANCE WITH SECTION 2.2-3711(A)(3) OF THE CODE OF VIRGINIA, I
MOVE THAT THE STATE BOARD RECONVENE IN OPEN SESSION.”

The motion carried.

The Chair stated that:

“THE STATE BOARD HAS CONCLUDED ITS CLOSED SESSION AND IS HEREBY IN
OPEN SESSION. WE WILL NOW TAKE A RECORDED VOTE THAT WILL BE
INCLUDED IN THE MINUTES CERTIFYING THAT ONLY SUCH PUBLIC BUSINESS
IDENTIFIED IN THE MOTION TO CONVENE IN CLOSED SESSION WAS
DISCUSSED.”

At this time, the Chancellor read the Certificate of Closed Session to which every member of the State
Board for Community Colleges present certified in the affirmative. (Appendix XV)

The Chair stated that:

“THE CHANCELLOR HAS BEEN AUTHORIZED TO PROCEED WITH NEGOTIATIONS
TO ENTER INTO A LEASE AGREEMENT THAT IS IN THE BEST INTEREST OF THE
SYSTEM.”

3. Information Items

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

RADM Fountain reported that J. Sargeant Reynolds Community College has continued with the study of the proposed Varina Center to be located in Eastern Henrico County. (The Board was presented with the development proposal only at this time.)

b. Maintenance Reserve and FICAS Update

Mr. Robert Jones provided the Board with a report on the VCCS Maintenance Reserve Program and an update and informational briefing on the Facility Inventory and Assessment System (FICAS) within the Virginia Community College System.

c. Virginia Community College System  
SWaM Expenditure Report

Mr. Jones presented the Board with an itemized report on SWaM participation.

d. Virginia Community College System  
College Construction Project Report

A list of all active Community College Construction Projects and their status was provided to the State Board.

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

A report on all Capital Outlay projects and their status was provided to the State Board. It was noted that the Student Recreation Center at Blue Ridge Community College (BRCC) is behind schedule because of slow performance from the contractor and the project is expected to be completed by January 2014.

D. Budget and Finance Committee – David Nutter, Vice Chair

1. Minutes - Meeting of September 18, 2013

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

2. Action Items

   None
3. Information Items


Mr. David Mair, Controller gave a brief overview of the Financial Report and Analysis for the Virginia Community College System. The report was mailed to Board members and includes Consolidated Financial Statements, Notes to the Financial Statements, and Individual College Financial Statements.


Ms. Van Cleave provided the State Board with an annual report of local community college funds. The FY 2013 financial reports for local community college funds with comparative information from the four previous fiscal years lists consolidated net position and consolidated revenues and expenses and changes in net position. This information is also included within the VCCS financial report.

c. Update on Achieving Level II Status for Procurement

Ms. Van Cleave reported that representatives from VCCS met with Department of General Services (DGS) officials to present a draft of the VCCS Level II Procurement Authority Plan.

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.

d. Update on Efforts to Improve Administrative Efficiencies

Ms. Van Cleave provided the Board with an update of activities being taken by the Administrative Services Department to reduce expenditures and increase efficiencies at the VCCS. While significant progress has been made to date, the VCCS is still in the initial phases of these activities. Efforts have been broad and comprehensive, and they continue.

e. Update on State Budget Development Process

The State Council of Higher Education is scheduled to review and approve its 2014-2016 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 were presented to the State Board. On December 16, Governor McDonnell will present his recommended 2014-2016 biennial budget to the Senate Finance and House Appropriations and Finance Committees. Chancellor DuBois has scheduled a conference call to discuss the Governor’s budget with the VCCS Presidents on December 18, 2013.

f. Mountain Empire Community College and Southwest Virginia Community College Estate of Carol Phipps Buchanan

In the absence of the Committee Chair, Mr. David Nutter, Committee Vice Chair reported on the status of the estate of Carol Phipps Buchanan. Ms. Buchanan’s Last Will and Testament bequeathed the bulk of her estate to King College (King School of Medicine) 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, 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 the Commissioner of Accounts of Wise County, Virginia. The Commissioner has found in favor of the Executor; however, the case is now in Circuit Court. The System Office Legal Counsel is reviewing applicable laws and policies to the estate of Ms. Carol Phillips Buchanan to ensure that the desire of both the community colleges – to have the Buchanan Estate assets received by their respective foundations – can be accomplished and in a timely manner.

E. Personnel Committee – Stephen Gannon, Chair

1. Minutes—Meeting of September 18, 2013

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

2. Action Items

   a. Revised Adjunct Contracts

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 of Presidents. Notably, it clarifies the compensation procedures in cases in which a class is cancelled due to low enrollment or other circumstances. (See Appendix XVI)
The Committee made a motion that:

“THE STATE BOARD FOR COMMUNITY COLLEGES APPROVE THE ADJUNCT FACULTY CONTRACT AS REVISED.”

The motion carried.

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

Dr. Lee reported that this policy manual revision will change the number of credit hours that regular full-time administrative and professional staff can teach as adjunct faculty from eight credit hours to nine credit hours. (See Appendix XVII)

The Committee made a motion that:

“THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE PROPOSED INCREASE TO THE WORKLOAD LIMIT FOR ADMINISTRATIVE AND PROFESSIONAL FACULTY TO NINE CREDIT HOURS PER FISCAL YEAR.”

The motion carried.

3. Information Items

a. Efforts to Obtain Administrative Efficiencies

This item was presented during the Budget and Finance Committee report.

b. Chancellor’s Task Force on Diversity

Dr. Lee reported that the Taskforce is developing an “Educational Case for Diversity” which aims to articulate the imperative for developing a diverse and inclusive community.

The Board was also presented with the transcript of a speech the Chancellor gave at the Nevada System of Higher Education’s Diversity Summit in October.

IV. EXECUTIVE COMMITTEE/CHAIR’S REPORT

The Chair reported to the Board that software for an electronic version of the State Board Agenda book is in the process of being purchased. The goal is to have this ready by the January meeting along with a two-hour training session for all members. If State Board members have an iPad or laptop computer they would like to use, they may use that for the State Board meetings. If, however, Board members need this equipment provided for them, they were instructed to notify Dr. Joy Hatch.
Additionally, Mr. Meyer thanked the members who attended the annual meeting and noted that he had the opportunity to attend many great workshops.

The Chair invited and encouraged all the members to attend Every Day is Community College Day, when college students come to Richmond to visit with their local legislators during the General Assembly session. Once the schedule is finalized, it will be sent to all State Board members.

The Strategic Planning Task Force for the new Six-Year Plan is being formulated at the present time. Mr. David Nutter and Mr. Robin Sullenberger have agreed to serve on this Task Force.

V. OTHER BUSINESS

VI. ADJOURNMENT

There being no further business to come before the Board, the meeting adjourned at 12:18 PM

__________________________________________  ______________________________________
Bruce Meyer, Chair                          Glenn DuBois, Secretary
October 1, 2013

Dr. Glenn DuBois, Chancellor
Virginia Community College System
James Monroe Building – 15th Floor
101 North 14th Street
Richmond, VA 23219

Dear Dr. DuBois:

The John Tyler Community College Board is pleased to nominate JTCC’s past president, Dr. Marshall W. Smith, for consideration of the designation of president emeritus. We write today to ask for your review and consent so that this request may be forwarded to the State Board for approval.

The College Board officially nominated Dr. Smith at the September 12, 2003 board meeting with a unanimous vote. It was noted that Dr. Smith clearly meets the requirement of providing more than ten years of outstanding, distinguished, and honorable service to John Tyler Community College and the Virginia Community College System.

After nearly 23 years as president of John Tyler Community College, Dr. Smith retired on July 30, 2013. His tenure was filled with many accomplishments. He became the sixth president of John Tyler Community College in September of 1990, and in the time since, has become the College’s longest serving president. Under Dr. Smith’s leadership, the College grew to two campuses; added a Nursing Education Center; nearly doubled in enrollment; became the first Virginia community college to construct an environmentally friendly building that received a Leadership in Energy and Environmental Design (LEED) certification; expanded its offerings, dual enrollment program and workforce efforts; built new business partnerships with companies such as CJW and Rolls-Royce; added online classes and a myriad of scheduling options; and more. These achievements have earned John Tyler Community College recognition statewide and nationally.

When he announced that he was retiring, he was asked what he has been proudest of, in which he replied there were many things. He noted one was the building of the Midlothian Campus, an undertaking that began soon after he took over the presidency and lasted nearly 10 years. The other was beyond the brick and mortar that make up the College’s facilities but to the College’s people. In an article announcing his retirement to the College’s faculty and staff,
Dr. Smith wrote, "I am proud of many things that have occurred over the years here, but I am the proudest of the quality of the people of the College family. You come to work each day and quietly go about the business of changing the lives of our students for the better. You do it professionally, with compassion. You have answered what is truly one of the highest callings of all."

During his time as John Tyler Community College’s president, Dr. Smith has been active in accreditation work for the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), the accrediting body for nearly 800 colleges and universities in the 11 southeastern states and Latin America. He was the chair of the Virginia delegation to the Commission for three years, served on the Executive Council of the Commission for three years, and has chaired over thirty reaffirmation and special committees. He also served twelve years as secretary/treasurer and one year as president of the Southern Association of Community, Junior, and Technical Colleges. In 2005, the Commission on Colleges of SACS honored Dr. Smith’s service and leadership by awarding him the James T. Rogers meritorious Service Award.

Dr. Smith has had a long career in higher education not just at John Tyler. Before beginning his career at John Tyler Community College, Dr. Smith was vice chancellor for academic and student affairs at the Virginia Community College System; president of Germanna Community College; and dean of instruction and then dean of the college at Calhoun State Community College in Alabama. He also served as dean of students and assistant professor of education at South Georgia College; director of residence halls at The University of Alabama; and assistant director of housing at West Georgia College.

The John Tyler Community College Board hopes that you will approve this nomination for consideration to the State Board. Should you wish to discuss our nomination further, or need additional information, we would be happy to comply.

Sincerely,

[Signature]

Art Heinz
Chair, JTCC Board
Representative, Chesterfield County
APPENDIX II

TITLE: PROGRAM APPROVAL – ASSOCIATE OF APPLIED SCIENCE IN COMPUTER AND ELECTRONICS TECHNOLOGY – COMPUTER NETWORKING (Academic, Student Affairs, and Workforce Development Committee, Action Item III.A.2.a.1)

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
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 1 2013-2014</th>
<th>Year 2 2014-2015</th>
<th>Year 3 2015-2016</th>
<th>Target Year 2016-2017</th>
</tr>
</thead>
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<tr>
<td>HDCT</td>
<td>FTES</td>
<td>HDCT</td>
<td>FTES</td>
</tr>
<tr>
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<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td></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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Description</th>
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<tr>
<td>1st</td>
<td>ENG 111 College Composition I</td>
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<td>MTH 163 Precalculus I</td>
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<td></td>
<td>SDV 100 College Success Skills</td>
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<td></td>
<td>ETR 113 D.C. and A.C. Fundamentals I</td>
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<tr>
<td></td>
<td>ETR 123 Electronics Applications I</td>
<td>2</td>
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<td></td>
<td>ITN 154 Network Fundamentals, Router Basics, and Configuration-Cisco</td>
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<tr>
<td>2nd</td>
<td>ETR 114 D.C. and A.C. Fundamentals II</td>
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<td>ITN 155 Switching, Wireless and WAN Technologies-Cisco</td>
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<td></td>
<td>EGR 127 Introduction to Computer Programming</td>
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<td>Humanities Elective</td>
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<td></td>
<td>Social Science Elective</td>
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<td>3rd</td>
<td>ENG 131 Technical Report Writing I</td>
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<tr>
<td></td>
<td>ITN 156 Basic Switching and Wireless-Cisco</td>
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<td></td>
<td>ETR 141 Electronics I</td>
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<td>ETR 233 Electronics Applications III</td>
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</tr>
<tr>
<td>4th</td>
<td>ETR 214 Advanced Circuits and New Devices</td>
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<td></td>
<td>HLT 100 First Aid and Cardiopulmonary Resuscitation*</td>
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<td></td>
<td>ITN 157 WAN Technologies-Cisco</td>
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<td><strong>Total Credits:</strong> 17</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 Computer and Electronics Technology-Computer Networking = 65
APPENDIX III

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 workplace 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 2013-2014</th>
<th>Year 2 2014-2015</th>
<th>Year 3 2015-2016</th>
<th>Target Year 2016-2017</th>
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<td>HDCT FTES</td>
<td>HDCT FTES</td>
<td>HDCT FTES</td>
<td>HDCT FTES GRADS</td>
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<tr>
<td>25 15</td>
<td>25 15</td>
<td>25 15</td>
<td>25 15 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

1st Semester (Assumes a Fall Semester Start):
- ENG 111 College Composition I 3
- SDV 100 College Success Skills 1
- SAF 126 Principles of Safety 3
- IND 236 Total Quality Concepts 3
- IND 105 Nondestructive Inspection (NDI) and Testing 3
- MTH 103 Applied Technical Mathematics I 3
Total Credits: 16

2nd Semester:
- MTH 120 Introduction to Mathematics 3
- HLT 100 First Aid and Cardiopulmonary Resuscitation* 2
- IND 195 Basic Hand and Power Tool 3
- MEC 111 Materials for Industry 3
- PSY 205 Personal Conflict and Crisis Management 3
- AST 205 Business Communications 3
Total Credits: 17

3rd Semester:
- ENG 131 Technical Report Writing I 3
- MEC 103 Electronic Circuits and Instrumentation 4
- MEC 210 Machine Design 3
- NUC 195 Introduction to Nuclear Technology 3
- ITN 154 Network Fundamentals, Router Basics, and Configuration 4
Total Credits: 17

4th Semester:
- Humanities Elective 3
- ELE 100 Electrical-Electronic Skills & Concepts 4
- IND 137 Team Concepts & Problem Solving 3
- ITE 115 Introduction to Computer Applications and Concepts 3
- EGR 127 Introduction to Computer Programming 2
Total Credits: 15

*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
APPENDIX IV

TITLE:  PROGRAM DISCONTINUANCE (Academic, Student Affairs, and Workforce Development Committee, Action Item III.A.2.b.1)

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
APPENDIX V

TITLE: REVISION TO VCCS POLICY MANUAL SECTIONS 6.5.5.2—SEXUAL HARRASSMENT, 6.5.5.3—SEXUAL VIOLENCE, AND 6.5.5.4—COLLEGE POLICIES AND PROCEDURES (Academic, Student Affairs, and Workforce Development Committee, Action Item III.A.2.c)

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 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 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 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.

b. Complaints may be handled through established grievance procedures for students and employees. 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.

Proposed New Policy

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

6.5.5.3 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, gsaunders@vccs.edu, 804.819.4906

Ms. Crystal Twitty, Associate System Counsel, VCCS, ctwitty@vccs.edu, 804.819.4432
APPENDIX VI

TITLE: REVISION TO VCCS POLICY MANUAL SECTION 6.4.5—REQUIREMENTS FOR STUDENT ACTIVITIES (SB) (Academic, Student Affairs, and Workforce Development Committee, Action Item III.A.2.d)

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 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
APPENDIX VII

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 **defined in Section 4.3.2.3** of 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, 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
APPENDIX VIII

TITLE: APPROVE FY 2013-2014 AUDIT PLAN CHANGES (III.B.2.a.)

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
Certificate of Appreciation

The Virginia Community College System gratefully acknowledges the contribution of Mr. Mark B. Rackley

WHEREAS, Mr. Mark B. Rackley will retire from the Virginia Community College System as of January 1, 2014, after 34 years of faithful and diligent service to Virginia’s Community Colleges; and

WHEREAS, he began working at the Virginia Community College System on May 16, 1980 and served faithfully as a Senior Internal Auditor from 1980 to 2013 at the Virginia Community College System Office; and

WHEREAS, without complaint, he traveled the Commonwealth of Virginia with a genuine desire to assist the community colleges and strengthen operations; and

WHEREAS, he understood the challenges faced by the colleges and offered thoughtful and fair advice; and

WHEREAS, he trained and mentored countless new auditors and taught them how to survive on the road; and

WHEREAS, he served the Virginia Community College System and Internal Audit Department with integrity, character, and distinction; and

WHEREAS, the Commonwealth of Virginia, Virginia’s Community Colleges, and most particularly, the Internal Audit Department, will miss this faithful servant and wish to fervently bestow best wishes in his retirement;

NOW, THEREFORE BE IT RESOLVED that the State Board for Community Colleges does hereby express its grateful appreciation to this distinguished citizen of Virginia; and

BE IT FURTHER RESOLVED that the State Board does hereby direct that a copy of this resolution be given to Mr. Mark B. Rackley as a token of the esteem of the members of this board.

Dr. Mirta M. Martin, Audit Committee Chair
State Board for Community Colleges

Dr. Glenn DuBois, Chancellor
Virginia’s Community Colleges

November 20, 2013
Certificate of Appreciation

The Virginia Community College System gratefully acknowledges the contribution of

Mr. Philip Wiley

WHEREAS, Mr. Philip Wiley will retire from the Virginia Community College System as of January 1, 2014, after 37 years of faithful and diligent service to Virginia’s Community Colleges; and

WHEREAS, he began working at the Virginia Community College System on February 1, 1977 and served faithfully as a Senior Internal Auditor from 1977 to 2013 at the Virginia Community College System Office; and

WHEREAS, without complaint, he traveled the Commonwealth of Virginia with a genuine desire to assist the community colleges and strengthen operations; and

WHEREAS, he always wore a smile and offered thoughtful and fair advice; and

WHEREAS, he took pride in our community colleges as demonstrated by the fact that he purchased and proudly wore shirts from all 23 Colleges; and

WHEREAS, he served the Virginia Community College System and Internal Audit Department with integrity, character, and distinction; and

WHEREAS, the Commonwealth of Virginia, Virginia’s Community Colleges, and most particularly, the Internal Audit Department, will miss this faithful servant and wish to fervently bestow best wishes in his retirement;

NOW, THEREFORE BE IT RESOLVED that the State Board for Community Colleges does hereby express its grateful appreciation to this distinguished citizen of Virginia; and

BE IT FURTHER RESOLVED that the State Board does hereby direct that a copy of this resolution be given to Mr. Philip Wiley as a token of the esteem of the members of this board.

Dr. Mirza M. Martin, Audit Committee Chair
State Board for Community Colleges

Dr. Donna DuBois, Chancellor
Virginia’s Community Colleges

November 20, 2013
APPENDIX X

TITLE: JOHN TYLER COMMUNITY COLLEGE
       MIDLOTHIAN CAMPUS
       PHASE III BUILDING
       PROJECT CODE: 260-17992
       PARKING GARAGE
       PROJECT CODE: 260-17942
       EASEMENTS
       III.C.2.a

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, § 10.0.0.41 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
APPENDIX XI

TITLE:  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, President
New River Community College
(540) 674-6851
jlewis@nr.edu

Mr. Robert B. Jones, RA, CBO, VCCO Associate Vice Chancellor for Facilities Management Services
Virginia Community College System
(804) 819-4920
bjones@vccs.edu
APPENDIX XII

TITLE: NORTHERN VIRGINIA COMMUNITY COLLEGE
ALEXANDRIA CAMPUS
REPLACE TYLER ACADEMIC BUILDING
PUBLIC ACCESS & EMERGENCY VEHICLE EASEMENT
(CITY OF ALEXANDRIA)
PROJECT CODE: 260-17720
III.C.2.c

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
APPENDIX XIII

TITLE: NORTHERN VIRGINIA COMMUNITY COLLEGE

ANNANDALE CAMPUS - CBG BUILDING
(Buildings & Grounds & Fleet Maintenance Garage)
ROOF RETROFIT
SCHEMATIC DRAWING REVIEW
PROJECT CODE: A3260-020
III.C.2.d

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
APPENDIX XIV

TITLE:  TIDEWATER COMMUNITY COLLEGE
UPDATE ON SUFFOLK PROPERTY AND
AMENDMENT OF MEMORANDUM OF AGREEMENT
III.C.2.e

BACKGROUND:

Tidewater Community College, on behalf of the TCC Real Estate Foundation (TCCREF), requests that the State Board for Community Colleges approve an addendum to the 2005 agreement under which the former Portsmouth Campus property was conveyed to TCCREF.

TCC’s founding campus was established in 1968 on property that was donated to the Commonwealth by Fred W. Beazley, a local philanthropist who also provided $1 million to support the establishment of a comprehensive community college in the Tidewater region. Although named the Portsmouth Campus, the property was located in what eventually became the City of Suffolk. In 2010, construction was completed on a new TCC campus, located in the City of Portsmouth, and the majority of college operations at the property in Suffolk were relocated to the new location.

At its November 2005 meeting, after approving the relocation of the Portsmouth Campus, the State Board approved establishment of the TCC Real Estate Foundation and requested that the Governor approve the conveyance of the Portsmouth Campus property to the Foundation. The State Board’s resolution included approval for TCCREF to sell a 57-acre parcel (“Parcel A” on attached image) to the City of Suffolk and stipulated certain conditions be satisfied prior to the transfer of the remaining campus property (Parcels B, C and D) to TCCREF.

In December 2005, the Governor, the Mayor of the City of Suffolk, and the Chancellor executed a Memorandum of Agreement (“MOA”) that approved the transfer of the Portsmouth Campus property to TCCREF and required that Parcel A be sold to the City of Suffolk by July of 2006. The MOA includes stipulations regarding how the property – both Parcel A and the parcels retained by TCCREF, Parcels B, C & D, might be developed in the future.

At the time, the Commonwealth and the City of Suffolk had significant interest in developing the area as a hub for modeling and simulation and other high tech industries in support of what was then a growing Department of Defense (“DoD”) presence centered on modeling and simulation. Thus, the MOA emphasized developing much of the property in support of modeling and simulation and other DoD requirements. The MOU states that:

“Both the City and the Commonwealth as represented by the Governor ("the Governor") desire that Parcel A be made available for prompt development for office, research and related commercial uses, primarily in connection with (i.) modeling and simulation uses, (ii.) office and research space for contractors supporting U.S. Joint Forces Command and related commands, and (iii.) other defense and technology-related uses. In support of the economic development of the region and the Commonwealth, and without regard to the funding for or the move to the new Portsmouth Campus, the State Board has authorized the real estate foundation to sell Parcel A to the City for such purposes”
In July 2006, the State Board transferred Parcel A to TCCREF which then sold the property to the Industrial Development Authority for the City of Suffolk, Virginia. Over the next several years, design and construction of the new Portsmouth Campus proceeded. At its November 2009 meeting, with the new Portsmouth Campus nearly complete and about to open and the conditions established in 2005 satisfied, the State Board authorized the remaining property (Parcel B, C & D), comprising 398 acres, to be transferred to TCCREF. The transfer occurred in January 2010 and the college and TCCREF entered into a lease arrangement to allow TCC to continue certain operations at the site, including its Regional Workforce Development Center, Truck Driver Training Program, and college-wide Receiving & Warehouse and Facilities Maintenance functions.

DISCUSSION:

As described above, the 2005 MOA between the Commonwealth, City of Suffolk, and State Board for Community Colleges, includes language describing how certain parcels of the former Portsmouth Campus would be developed. The language reflects a time when, spurred by DoD development of significant modeling & simulation capability under U.S. Joint Forces Command (JFCOM), the area in which TCCREF’s property is situated was envisioned as a hub of modeling & simulation and other defense and technology-related activities.

In 2011, JFCOM was disestablished and the emphasis on modeling & simulation activity in Northern Suffolk has subsided. Thus, both the City of Suffolk and TCCREF desire to amend the 2005 MOA to remove the restrictions regarding the development of the property to specific uses. Both desire that an addendum be added to the MOA to afford each party the latitude to develop its respective property in a manner that provides significant value to the owner while contributing to the economic development of the region.

The proposed addendum would leave the other provisions of the MOU intact. The proposed addendum is attached.

LOCAL BOARD RECOMMENDATION FOR APPROVAL:

Tidewater Community College’s Local Board will consider this recommendation at its November 12, 2013, meeting.

RECOMMENDATION:

In accordance with the Virginia Community College Policy Manual, it is recommended that the State Board for Community Colleges approve the addendum to the 2005 Memorandum of Agreement regarding the former Portsmouth Campus property to ease the use restrictions to enhance the development of the property. Such an amended agreement would afford the City of Suffolk and TCCREF the latitude to develop their respective properties in a manner that provides significant value to the owner while contributing to the economic development of the region. With the State Board’s approval of the addendum, the VCCS will work closely with the City of Suffolk to obtain the Governor’s approval of the change. It is further recommended that the State Board authorize the Chancellor to enter into such an amended agreement of its behalf.
RESOURCE PERSONS:
Dr. Edna V. Baehre-Kolovani
President
Tidewater Community College
(757) 822-1050
ekolovani@tcc.edu

Mr. Robert B. Jones, RA, CBO, VCCO
Associate Vice Chancellor for
Facilities Management Services
Virginia Community College System
(804) 819-4917
bjones@vccs.edu
CERTIFICATION OF CLOSED SESSION

WHEREAS, State Board/State Board for Community Colleges has convened a closed session on this date pursuant to an affirmative recorded vote and in accordance with the provisions of The Virginia Freedom of Information Act; and

WHEREAS, Section 2.2-3712(D) of the Code of Virginia requires a certification by this Board that such closed session was conducted in conformity with the Freedom of Information Act;

NOW, THEREFORE, BE IT RESOLVED that State Board for Community Colleges hereby certifies that, to the best of each member's knowledge, (i) only public business matters lawfully exempted from the Freedom of Information Act’s open meeting requirements were discussed in the closed session to which this certification resolution applies; and (ii) only such public business matters as were identified in the motion convening the closed session were heard, discussed, or considered by the State Board.

VOTE

AYES: 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, and Mr. Michel Zajur

NAYS:

ABSENT DURING VOTE:

ABSENT DURING Mr. Michael Thomas
CLOSED SESSION: Ms. Benita Thompson-Byas
OTHERS PRESENT DURING CLOSED SESSION:

Mr. Tom Cantone, Ms. Donna Van Cleave, Ms. Greer Saunders and Mr. Bert Jones

[Title of Staff person or Chancellor]
APPENDIX XVI

TITLE: REVISED ADJUNCT CONTRACT
III.E.2.a

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
ADJUNCT FACULTY EMPLOYMENT CONTRACT

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 prorated 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 not eligible to use 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 and modification 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
APPENDIX XVII

TITLE: REVISION TO POLICY #3.8.5 TWELVE-MONTH ADMINISTRATIVE AND PROFESSIONAL FACULTY TEACHING CREDIT COURSES
III.E.2.b

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.
RESOURCES 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
The Academic, Student Affairs and Workforce Development Committee meeting convened on November 20, 2013 at the James Monroe Building, Virginia Community College System, Conference Room 1, Richmond, Virginia. The meeting was called to order by Ms. LaVonne Ellis, Chair.

Members Present: Ms. LaVonne Ellis, Chair
Mr. Robin Sullenburger, Vice Chair
Ms. Benita Thompson Byas
Mr. Darren Conner
Ms. Idalia P. Fernandez
Dr. Sasha Gong
Dr. Mirta Martin

Others Present: Dr. Craig Herndon, Vice Chancellor, Workforce Development Services
Dr. Susan S. Wood, Vice Chancellor, Academic Services and Research
Ms. Lori Dwyer
Dr. Catherine Finnegan
Ms. Lindsey Interlante
Dr. Daniel Lewis
Dr. Chris Pfautz
Ms. Pamela Roberson
Dr. Richard Sebastian
Ms. Crystal Twitty
Dr. Van Wilson

1. The minutes of the September 18, 2013 meeting were approved unanimously.

2. Action Items
   a. Program Approvals
      (1) Central Virginia Community College
      Associate of Applied Science
A motion was made and seconded that the State Board for Community Colleges approve the request of Central Virginia Community College, to offer an Associate of Applied Science Degree in Computer and Electronics Technology-Computer Networking.

The motion was approved.

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

A motion was made and seconded that the State Board for Community Colleges approve the request of Central Virginia Community College, to offer an Associate of Applied Science Degree in Nuclear Technology.

The motion was approved.

b. Program Discontinuances

(1) Thomas Nelson Community College  
Associate of Science  
General Studies

A motion was made and seconded that the State Board for Community Colleges approve the request of Thomas Nelson Community College, to discontinue the Associate of Science in General Studies Degree.

The motion was approved.

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)

A motion was made and seconded that the State Board for Community Colleges approve the 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

The motion was approved.
d. Proposed Revision to VCCS Policy Manual Section 6.4.5 – Requirements for Student Activities (SB)

A motion was made and seconded that the State Board for Community Colleges approve the revision to VCCS Policy Manual Sections 6.4.5 – Requirements for Student Activities.

The motion was approved.

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)

A motion was made and seconded that the State Board for Community Colleges approve the revision to VCCS Policy Manual Sections 4.3.2.3 – Policy on Refunds, Credits, and Reinstatements as a Result of Military Service.

The motion was approved.

3. Information Items

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

The Committee heard a presentation by Dr. Wood and Dr. Sebastian on revisions to VCCS Policy Manual Section 2-B, 2.4.5 eLearning and Educational Technology Committee, which were approved by the Chancellor.

b. System-wide Transfer Agreement Update Report

The Committee heard a presentation by Ms. Dwyer on the System-wide Transfer Agreement Report.

c. Wizard Mobile App

The Committee heard an update by Dr. Pfautz on the Wizard Mobile App.

d. Student Loan Default Rates

The Committee heard a report on Student Loan Default Rates by Dr. Wilson.

e. Report on Career Coaching in High Schools

The Committee heard a report by Dr. Herndon on Career Coaching in High Schools.
f. Student Success Snapshot #28

The Committee heard a report by Dr. Finnegan on Student Success Snapshot #28 – Serving Those Who Serve: Veteran Students’ Characteristics and Outcomes in the VCCS.

The meeting was adjourned.

____________________________________
LaVonne Ellis, Chair
The Audit Committee meeting of the State Board for Community Colleges was held at 3:00 p.m. on Wednesday, November 20, 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:**
- Ms. Greer Saunders
- Ms. Helen Vanderland
- Ms. Donna Van Cleave

**OTHERS PRESENT:**
- Dr. Paul Conco, President at PDCCC
- Mr. Charles Nurnberger, Vice President of Finance and Administrative Services at TNCC

Dr. Martin called the meeting to order at 3:03 p.m.

1. **MINUTES – MEETING OF SEPTEMBER 18, 2013**

   A motion was made by Mr. Sullenberger and seconded by Mr. Gannon that:

   “THE AUDIT COMMITTEE APPROVES THE MINUTES OF THE SEPTEMBER 18, 2013 MEETING.”

   The motion carried unanimously.

2. **ACTION ITEMS**

   a. Approve FY 2013-2014 Audit Plan Changes

      Ms. Helen Vanderland presented the updated 2013-2014 Audit Plan with changes. The updated plan was in response to the changing needs of the system. (See appendix 1 below.)

      A motion was made by Mr. Gannon and seconded by Mr. Conner that:
“THE AUDIT COMMITTEE APPROVES THE CHANGES TO THE FY 2013-2014 AUDIT PLAN.”

The motion carried.

3. INFORMATION ITEMS

a. TNCC/PDCCC Shared Services Update

Dr. Paul Conco, Mr. Charles Nurnberger, and Ms. Donna Van Cleave presented an update on the Business Office Shared Services Plan for Thomas Nelson and Paul D. Camp Community Colleges. When complete, PDCCC Business Office functions will be centralized at TNCC. Ms. Van Cleave provided a hand-out on the timelines for the Business Office Centralization Project which was discussed by the audit committee members. (See Attachment 1.)

The Audit Committee asked Ms. Vanderland to add an audit to evaluate the design and operation of the new internal controls put into place as a result of the new processes at PDCCC and TNCC.

b. Report on Status of Management Actions

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.

The Audit Committee of the State Board will be provided with a report on the status of management actions at each Audit Committee meeting.

c. Staffing Update (moved to Action Item)

Ms. Vanderland stated that after 34 years of state service, she is retiring effective May 1, 2014. Ms. Vanderland presented two resolutions for the Audit Committee to approve to show appreciation for two retiring senior internal auditors, Mr. Mark Rackley and Mr. Philip Wiley, who are retiring January 1, 2014.

Mr. Mark B. Rackley

WHEREAS, Mr. Mark B. Rackley will retire from the Virginia Community College System as of January 1, 2014, after 34 years of faithful and diligent service to Virginia’s Community Colleges; and

WHEREAS, he began working at the Virginia Community College System on May 16, 1980 and served faithfully as a Senior Internal Auditor from 1980 to 2013 at the Virginia Community College System Office; and

WHEREAS, without complaint, he traveled the Commonwealth of Virginia with a genuine desire to assist the community colleges and strengthen operations; and
WHEREAS, he understood the challenges faced by the colleges and offered thoughtful and fair advice; and

WHEREAS, he trained and mentored countless new auditors and taught them how to survive on the road; and

WHEREAS, he served the Virginia Community College System and Internal Audit Department with integrity, character, and distinction; and

WHEREAS, the Commonwealth of Virginia, Virginia’s Community Colleges, and most particularly, the Internal Audit Department, will miss this faithful servant and wish to fervently bestow best wishes in his retirement;

NOW, THEREFORE BE IT RESOLVED that the State Board for Community Colleges does hereby express its grateful appreciation to this distinguished citizen of Virginia; and

BE IT FURTHER RESOLVED that the State Board does hereby direct that a copy of this resolution be given to Mr. Mark B. Rackley as a token of the esteem of the members of this board.

Mr. Philip Wiley

WHEREAS, Mr. Philip Wiley will retire from the Virginia Community College System as of January 1, 2014, after 37 years of faithful and diligent service to Virginia’s Community Colleges; and

WHEREAS, he began working at the Virginia Community College System on February 1, 1977 and served faithfully as a Senior Internal Auditor from 1977 to 2013 at the Virginia Community College System Office; and

WHEREAS, without complaint, he traveled the Commonwealth of Virginia with a genuine desire to assist the community colleges and strengthen operations; and

WHEREAS, he always wore a smile and offered thoughtful and fair advice; and

WHEREAS, he took pride in our community colleges as demonstrated by the fact that he purchased and proudly wore shirts from all 23 Colleges; and

WHEREAS, he served the Virginia Community College System and Internal Audit Department with integrity, character, and distinction; and

WHEREAS, the Commonwealth of Virginia, Virginia’s Community Colleges, and most particularly, the Internal Audit Department, will miss this faithful servant and wish to fervently bestow best wishes in his retirement;

NOW, THEREFORE BE IT RESOLVED that the State Board for Community Colleges does hereby express its grateful appreciation to this distinguished citizen of Virginia; and

BE IT FURTHER RESOLVED that the State Board does hereby direct that a copy of this resolution be given to Mr. Philip Wiley as a token of the esteem of the members of this board.

A motion was made by the Committee that:

“THE STATE BOARD FOR COMMUNITY COLLEGES APPROVES THE RESOLUTION OF APPRECIATION FOR MR. MARK B. RACKLEY FOR 34 YEARS OF SERVICE AND MR. PHILIP WILEY FOR 37 YEARS OF SERVICE.”
The motion carried.

d. Litigation

Ms. Greer Saunders, System Counsel, provided an update on current VCCS litigation.

OTHER BUSINESS

None

There being no further business to discuss, the Audit Committee was adjourned at 4:00 p.m.

________________________________
Dr. Mirta Martin, Chair

/hcv
# Appendix 1

## Virginia's Community Colleges

### Internal Audit Department

**Audit Plan**  
Fiscal Year July 1, 2013 through June 30, 2014

<table>
<thead>
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<th>Audits</th>
<th>Original</th>
<th>Change</th>
<th>Final</th>
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<td>(Approved November 2013)</td>
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<tr>
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**Special Projects**

| Systems Development                 | 100      |          | 100      |
| Business Office Reviews             | 500      |          | 500      |
| Electronic Time Sheet Process - System Office | 100 |          | 100      |
| CVCC - Contract Procurement and Management | -         | 100      | 100      |

**Management Requests**

| Management Requests                 | 150      |          | 150      |

**Other Projects**

| Risk Assessment and Audit Planning  | 100      |          | 100      |
| APA Assistance                      | 50       |          | 50       |
| Audit Process Improvement           | 100      |          | 100      |

**Fraud Investigations**

| Fraud Investigations                | 1,000    |          | 1,000    |

| Total Available Hours               | 10,000   |          | 10,000   |

**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.
The Budget and Finance Committee was called to order at 1:30 p.m. by Mr. David Nutter, Vice Chair, on Wednesday, November 20, 2013, in the 15th Floor Godwin-Hamel Board Room, VCCS, James Monroe Building, in Richmond, Virginia.

BUDGET AND FINANCE COMMITTEE MEMBERS PRESENT:
- Mr. James Cuthbertson
- RADM Robert Fountain, USN (Ret.)
- Mr. David Nutter
- Mr. Michel Zajur
- Mr. Bruce Meyer (ex-officio)

BUDGET AND FINANCE COMMITTEE MEMBERS ABSENT:
- Mr. Michael E. Thomas, Committee Chair
- Mr. Steve Gannon
- Ms. Dorcas Helfant-Browning

STAFF PRESENT:
- Mr. Tom Cantone
- Mr. Dave Mair
- Mr. Keith Gagnon
- Mr. Will Johnson
- Ms. Tiffany Pugh
- Ms. Donna Swiney
- Ms. Donna VanCleave

OTHERS PRESENT:
- Emily O’Brion, McGuire Woods Consulting LLC

III.D.

1. Minutes - Meeting of September 18, 2013

   A motion was made by RADM Fountain and seconded by Mr. James Cuthbertson that:
   “THE BUDGET AND FINANCE COMMITTEE APPROVES THE MINUTES OF THE SEPTEMBER 2013 MEETING.”

   The motion carried.
2. There were no action items.

3. Information Items


   Mr. Dave Mair reviewed the VCCS Financial Report which 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 VCCS June 30, 2013 consolidated financial statements and footnotes will be audited by the Auditor of Public Accounts (APA) beginning in December 2013. It is anticipated the APA’s June 30, 2013 audit report of the VCCS will be issued in July 2014.

   Mr. Dave Mair also reviewed the calculation of the VCCS Composite Financial Index (CFI). CFI is a tool used by higher education institutions to assist management in analyzing and assessing overall financial health and financial risk.

   Ms. Donna VanCleave recognized the work of Mr. Mair’s department, especially while down two staff members.


   Mr. Dave Mair reviewed the annual report of local community college funds. He highlighted the net assets, the revenues and expenses, and changes in net assets. Mr. Mair discussed the state funds, tuition funds, local funds, and foundation funds.

   c. Update on Achieving Level II Status for Procurement

   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.

   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. A System Office review will need to be scheduled and we are hopeful it will be after the first of the year.

d. Update on Efforts to Improve Administrative Efficiencies

Ms. Donna VanCleave stated that 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.

A list of current activities was presented. Ms. VanCleave reported that a contract is being negotiated with a consultant to assist with a benchmarking of the system costs for administrative services. More information will be available at the January meeting.

e. Update on State Budget Development Process

Mr. Will Johnson stated that on October 29, the State Council of Higher Education for Virginia (SCHEV) reviewed and approved 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 were presented to the State Board.

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.

f. Mountain Empire Community College and Southwest Virginia Community College

Estate of Carol Phipps Buchanan

Mr. Tom Cantone stated that in May of 2011, Carol Phipps Buchanan’s 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 College has contested the executor’s decision to the Commissioner of Accounts of Wise County, Virginia. On October 7, 2013, the Commissioner issued his report finding favor of the Executor on all five contested matters. 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. 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.

4. Adjournment

A motion was made by RADM 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 3 p.m.

APPROVED BY ____________________________ Mr. David Nutter, Committee Vice 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
Mr. Michel Zajur, Vice Chair
Mr. Bruce Meyer (ex-officio)
Ms. LaVonne Ellis
Mr. David Nutter
Ms. Benita Thompson Byas

Committee
Members Absent:  Ms. Dorcas Helfant-Browning
Mr. Michael E. Thomas

Staff Present:  Mr. Bert Jones
Mr. William Johnson
Mr. Tom Cantone
Ms. Donna VanCleave
Ms. Christy Sharpe
Ms. Monica Melville
Ms. Angela Lightfoot
Ms. Sibyl Roberts
Mr. Edward Gillikin
Mr. Paul Sweet
Ms. Tiffany Pugh
Ms. Ellen Davenport

Others Present:  Ms. Emily O’Brion
Research Associate
McGuire Woods Consulting
Dr. Gary Rhodes (Present)
President
J. Sargeant Reynolds Community College
Dr. David Loope (Present)
Vice President of Academic Affairs
J. Sargeant Reynolds Community College
Ms. Amy Bradshaw (Present)  
Vice President of Finance and Administration  
J. Sargeant Reynolds Community College  

Mr. Mark Probst (Present)  
Director of Facilities Management and Planning  
J. Sargeant Reynolds Community College  

Mr. Joe Schilling (Present)  
Director of Communications  
J. Sargeant Reynolds Community College  

Mr. Gregory Dunaway (Via Conference Call)  
Director of Facilities  
John Tyler Community College  

Mr. Tony Nicolo (Via Conference Call)  
Director of Facilities  
New River Community College  

Mr. William “Bill” Chamberlin (Via Conference Call)  
Director of Facilities, Planning & Support Services  
Northern Virginia Community College  

Ms. Sara Rilveria (Via Conference Call)  
Landscape Architect/Project Manager (Annandale)  
Northern Virginia Community College  

Mr. Frank Dunn   (Via Conference Call)  
Vice President of Academic Affairs  
Tidewater Community College  

Admiral Robert R. Fountain, Chair, called the meeting to order.  

A. Minutes – Meeting of September 18, 2013.  

**A motion was made by Mr. Bruce Meyer and seconded by Mr. David Nutter that:**  

“THE FACILITIES COMMITTEE APPROVES THE MINUTES OF THE SEPTEMBER 18, 2013 MEETING.”  

The motion carried unanimously.  

III. C. 2. Action Items  

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

This item was presented by Mr. Bert Jones and Mr. Gregory Dunaway. 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 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.

A motion was made by Ms. LaVonne Ellis and seconded by Mr. David Nutter:

“THE FACILITIES COMMITTEE RECOMMENDS 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.”

The motion carried unanimously.

b. New River Community College  
Schematic Design Review  
Project Code: 17905-001

This item was presented by Mr. Bert Jones and Mr. Tony Nicolo. 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.

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 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.

**A motion was made by Mr. Bruce Meyer and seconded by Mr. Michel Zajur that:**

**“THE FACILITIES COMMITTEE RECOMMENDS THAT THE STATE BOARD FOR COMMUNITY COLLEGES APPROVE THE NEW RIVER COMMUNITY COLLEGE’S SCHEMATIC DESIGN.”**

The motion carried unanimously.

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

This item was presented by Mr. Bert Jones and Mr. William “Bill” Chamberlin. Approval is requested 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.

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 vacation of the existing Access Easement at their Public Meeting on October 1, 2013. The request to vacate a segment of the original Access Easement was 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.

A motion was made by Ms. LaVonne Ellis and seconded by Ms. Benita Thompson-Byas:

“THE FACILITIES COMMITTEE RECOMMENDS THAT THE STATE BOARD FOR COMMUNITY COLLEGES APPROVE THE EXECUTION OF THESE ACCESS EASEMENTS, CONTINGENT UPON SATISFACTORILY MEETING ALL APPLICABLE REQUIREMENTS OF THE COMMONWEALTH OF VIRGINIA AND VIRGINIA COMMUNITY COLLEGE SYSTEM POLICY.”

The motion carried unanimously.

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

This item was presented by Mr. Bert Jones and Mr. William “Bill” Chamberlin. 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 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 in the neighborhood of $240,000. Funding for this project is being provided from the college operating budget. This project was reviewed and approved by the Art and Architectural Review Board at its September 6, 2013 meeting.

A motion was made by Ms. LaVonne Ellis and seconded by Mr. Michel Zajur that:

“THE FACILITIES COMMITTEE RECOMMENDS THAT THE STATE BOARD FOR COMMUNITY COLLEGES APPROVE THE NORTHERN VIRGINIA COMMUNITY COLLEGE, ANNANDALE CAMPUS SCHEMATIC DESIGN.”
The motion carried unanimously.

e. Tidewater Community College
Update on Suffolk Property and Amendment of Memorandum of Agreement

This item was presented by Mr. Frank Dunn. Tidewater Community College, on behalf of the TCC Real Estate Foundation (TCCREF), requests that the State Board for Community Colleges approve an addendum to the 2005 agreement under which the former Portsmouth Campus property was conveyed to TCCREF.

In December 2005, the Governor, the Mayor of the City of Suffolk, and the Chancellor executed a Memorandum of Agreement ("MOA") that approved the transfer of the Portsmouth Campus property to TCCREF and required that Parcel A be sold to the City of Suffolk by July of 2006. The MOA includes stipulations regarding how the property – both Parcel A and the parcels retained by TCCREF, Parcels B, C & D, might be developed in the future.

The transfer occurred in January 2010 and the college and TCCREF entered into a lease arrangement to allow TCC to continue certain operations at the site, including its Regional Workforce Development Center, Truck Driver Training Program, and college-wide Receiving & Warehouse and Facilities Maintenance functions.

A motion was made by Ms. LaVonne Ellis and seconded by Mr. Bruce Meyer that:

“THE FACILITIES COMMITTEE RECOMMENDS THAT THE STATE BOARD FOR COMMUNITY COLLEGES APPROVE THE ADDENDUM TO THE 2005 MEMORANDUM OF AGREEMENT REGARDING THE FORMER PORTSMOUTH CAMPUS PROPERTY TO EASE THE USE RESTRICTIONS TO ENHANCE THE DEVELOPMENT OF THE PROPERTY. SUCH AN AMENDED AGREEMENT WOULD AFFORD THE CITY OF SUFFOLK AND TCCREF THE LATITUDE TO DEVELOP THEIR RESPECTIVE PROPERTIES IN A MANNER THAT PROVIDES SIGNIFICANT VALUE TO THE OWNER WHILE CONTRIBUTING TO THE ECONOMIC DEVELOPMENT OF THE REGION. WITH THE STATE BOARD’S APPROVAL OF THE ADDENDUM, THE VCCS WILL WORK CLOSELY WITH THE CITY OF SUFFOLK TO OBTAIN THE GOVERNOR’S APPROVAL OF THE CHANGE. IT IS FURTHER RECOMMENDED THAT THE STATE BOARD AUTHORIZE THE CHANCELLOR TO ENTER INTO SUCH AN AMENDED AGREEMENT ON ITS BEHALF.”

The motion carried unanimously.

f. Virginia Community College System Office
Potential System Office Relocation Update
(Closed Session)
At 3:35 p.m., the Committee went into Closed Session to discuss item f.

MOTION: Ms. LaVonne Ellis  MEETING DATE: 11/20/13
SECOND: Mr. Bruce Meyer

The motion carried unanimously.

At 4:28 p.m., the Committee reconvened in open session upon motion made by Ms. LaVonne Ellis and seconded by Mr. David Nutter and approved unanimously.

In open session the committee approved the following certification related to the closed session:

CERTIFICATION OF CLOSED SESSION

WHEREAS, the Facilities Committee of the State Board for Community Colleges has convened a closed session on this date pursuant to an affirmative recorded vote and in accordance with the provisions of The Virginia Freedom of Information Act; and

WHEREAS, Section 2.2-3712(D) of the Code of Virginia requires a certification by this Board that such closed session was conducted in conformity with the Freedom of Information Act;

NOW, THEREFORE, BE IT RESOLVED that the Facilities Committee of the State Board for Community Colleges hereby certifies that, to the best of each member's knowledge, (i) only public business matters lawfully exempted from the Freedom of Information Act’s open meeting requirements were discussed in the closed session to which this certification resolution applies; and (ii) only such public business matters as were identified in the motion convening the closed session were heard, discussed, or considered by the State Board.

VOTE

AYES:  Admiral Robert R. Fountain, Chair
        Mr. Michel Zajur, Vice Chair
        Mr. Bruce Meyer (ex-officio)
        Ms. LaVonne Ellis
        Mr. David Nutter
        Ms. Benita Thompson Byas

NAYS:  None

ABSENT DURING VOTE:  Ms. Dorcas Helfant-Browning
                      Mr. Michael E. Thomas

ABSENT DURING
A motion was made by Mr. Bruce Meyer and seconded by Michel Zajur that:

“THE FACILITIES COMMITTEE RECOMMENDS THAT THE STATE BOARD FOR COMMUNITY COLLEGES AUTHORIZE THE CHANCELLOR TO PROCEED WITH LEASE NEGOTIATIONS WITH THE PROPERTY OWNERS AND/OR THEIR AGENTS FOR THE PROPERTIES UNDER CONSIDERATION AND, WITH THE CONCURRENCE OF THE STATE BOARD’S CHAIRMAN, TO ENTER INTO A LEASE AGREEMENT TO RELOCATE THE SYSTEM OFFICE TO THE LOCATION AND UNDER TERMS AND CONDITIONS DEEMED TO BEST MEET THE OVERALL NEEDS OF THE VCCS.”

The motion carried unanimously.

3. Information Items:

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

Dr. Gary Rhodes presented the J. Sargeant Reynolds Community College Varina Center Feasibility Study. As the Varina area continues to emerge there will be a need for a new J. Sargeant Reynolds campus or center in this area. The County of Henrico has set aside one hundred acres for a future campus or center to be built in this area. As the number of Science majors continues to grow, there will always be a necessity for more science labs. Last year J. Sargeant Reynolds had to turn away 203 life science major enrollments due to lack of available space in current science labs. J. Sargeant Reynolds Community College has an immediate need for additional science lab space. Dr. Gary Rhodes concluded that while growth was
predicted for the area in the future it did not yet exist. Thus it would be premature to proceed at this point. However, revisiting this in the future would be a possibility.

Mr. Meyer stated that the Board does agree that something needs to be done but is there room on J. Sargeant Reynolds, Parham Road campus to maximize resources there first before building a center or campus in Varina. At the Parham Road campus, Georgiadis Hall is the largest building on that campus. There are options currently being studied to build additional science labs versus classroom space in this building to help elevate the science labs overflow issues. Another alternative being explored is to use privately owned leasing space nearby as classroom space. Mr. Jones pointed out that there might be a need for additional local funds to be contributed to this project if more expensive laboratory modifications could not be accommodated within currently appropriated funds.

It is an expectation that the area of Varina will continue to grow leaving a tremendous need for a campus or center in that area. Since this is an expectation, not a fact, Dr. Gary Rhodes and his team will continue to monitor the growth in the Varina area to see if a center or campus is truly needed in the area. The Feasibility study completed will be built upon using information received from the County.

b. Maintenance Reserve and FICAS Update

Mr. Bert Jones presented a report on the Maintenance Reserve program which is a statewide process for funding small building repairs and system replacements. The appropriation of money has never been enough for this purpose. Mr. Jones is currently making strides to hire two more qualified architect/engineers within the Facilities Management Services department to help accomplish this work.

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 August of 2013 and September of 2013. The numbers have been pretty consistent. He stated that we will continue to work to increase our SWaM participation levels. We do have a total of six projects that are moving into preliminary phase and are in the process of hiring CM at risk. Of the six we have hired or are going to hire they have committed a total of 40% spend to SWaM.

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. The Blue Ridge Student Recreation center has slipped behind schedule. The contractor, over the past several months, has been having major issues and we were hoping that he was going to finish by this month but, he has continued to lag. We have put his bonding company on notice. The VCCS is doing everything possible to help him finish this project because Blue Ridge really does need this building. It is at this point behind schedule. J. Sargeant Workforce training building is the one that has been completed and occupied. However, we are continuing to work with the bonding company to get to final resolution. We are now in the process of negotiations to determine how much money they owe us and how much money we owe them. Mr. Cantone and Mr. Jones are hoping to have this completed in the not too distant future. The John Tyler Midlothian parking deck has a yellow light on funding. After doing a cost reduction analysis the parking deck and academic building are now both back on track without having to make significant changes. Other than those, all of the other projects are on schedule and within budget.

Adjournment

There being no further business to come before the Committee, the meeting adjourned at 4:53 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. Stephen T. 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 4:01 p.m.

1. Minutes – Meeting of September 18th

   The committee approved the minutes of its September 18th meeting.

2. Action Items:

   a. Revised Adjunct Faculty Contract

   A revised adjunct contract was proposed to address elements of the Affordable Care Act and other operational requirements. Among other changes the revision clarifies compensation procedures in cases in which a class is cancelled due to low enrollment or other circumstances. The Committee reviewed the revision and made two clarifying edits. The Committee recommended the modified contract for approval.

   b. Revision to Policy #3.8.5, Twelve-Month Administrative and Professional Faculty Teaching Credit Courses

   To provide greater staffing flexibility while the VCCS works to address the requirements of the Affordable Care Act, a one hour increase in the number of credit hours that regular full-time administrative and professional faculty can teach as adjunct faculty members was proposed. The change would increase the amount from eight to nine credit hours per
fiscal year. The previous limit has been in place for a number of years for a variety of historical, practical, fiscal, and operational reasons. Nonetheless, other elements of Policy #3.8.5 are under further review this academic year by the Academic and Student Affairs Council.

3. Information Items:

a. Efforts to Obtain Administrative Efficiencies

The Committee was briefed on the myriad activities that the Administrative Services division of the VCCS has been engaged in to identify operational efficiencies. These activities were spurred on by our reengineering efforts. An internal administrative consortium work group was formed in 2012 to review and coordinate various efforts. The activities have increased in recent months. The Committee had considerable discussion about this subject and made plans to informally encourage the Chancellor to continue these efforts as to take advantage of the numerous possibilities that can be seized in such efforts.

b. Chancellor's Task Force on Diversity Update

The Committee was briefed on the activities of the Chancellor’s Task Force on Diversity and discussed the Chancellor’s speech given to the Nevada Higher Education Diversity Summit. The Committee supports the Task Force’s work and looks forward to receiving a final committee report in the spring.

The meeting was adjourned at approximately 4:45 p.m.

Submitted by:

Mr. Stephen T. Gannon, Chair