

# GERMANNA

COMMUNITY COLLEGE

## Local College Board Meeting Agenda

- **November 14<sup>th</sup>, 2024**
- **3:00 p.m. - 5:30 p.m.**
- **Workforce and Technology Building (SP2)  
Fredericksburg Area Campus 10000 Germanna  
Point Drive, Fredericksburg VA 22408**

### 3:00 p.m.– 3:45 p.m. Committee Meetings

a. **Academic Affairs/Workforce/Student Success,  
Room 125**

Dr. Tiffany Ray-Patterson, and Dr. Shashuna Gray

i. Enrollment Update

ii. Program Change - Advanced Accounting CSC..... p.28

 [Advanced Accounting CSC - Program Change.pdf](#)

iii. Program Change - Data Center IT Tech CSC..... p.32

 [Data Center IT Tech CSC - Program Change.pdf](#)


iv. Program New - Data Center Operations Tech CSC..... p.36

 [Data Center Operations Tech CSC - Program New.pdf](#)

v. Program New - Paramedic Certificate ..... p.41

 [Paramedic Certificate - Program New.pdf](#)


vi. Program Deactivate - Paramedic CSC ..... p.46

 [Paramedic CSC -Program Deactivate.pdf](#)


**b. Executive/Human Resources Approvals Room 126**

Dr. Janet Gullickson, Ms. Melissa Leecy, Ms. Jessica Thompson and Ms. Veronica Curry

i. Educational Foundation Update ..... p.50

 [Foundation College Board Report 11012024.pdf](#)

ii. Human Resources Update..... p.54

 [Board Slides 11.2024 - HR Update.pptx](#)

iii. 2025 Legislative Requests ..... p.66

 [VCCS Legislative Support - January 2025 \(003\) JG.docx](#)


**c. Finance/Facilities/Financial Approvals, Room 129**

Dr. John Davis, and Mr. David Swanson

i. FY25 Local Funds Financial review for the 4 months  
ending 10/31/2024 ..... p.68

 [FY25 Local Funds Financial Review 103124 \(2\).pdf](#)

ii. Facilities Report .....p.82

 [Facilities Report\\_November 14\\_\\_2024\\_ Meeting.docx](#)

**2. 4:00 p.m.- 4:30 p.m. Presentation .....p.7**


**a. Truth and Reconciliation Strategic Plan Update**

Dr. Tiffany Ray-Patterson, Dr. Shashuna Gray and Ms. Veronica Curry

 [DEI-Prez-WLB-TRP.pdf](#)

3. **4:30 p.m. Regular Meeting of the Germanna College Board**

- a. Call to Order
- b. Public Comment
- c. Approval of Minutes ..... p.20
  - i. Approval of Minutes # 345, September 12, 2024

 [091224 Board meeting minutes.docx](#)

4. **Committee Discussion/Action**

- a. Academic Affairs/Workforce/Student Success/  
Curriculum Approvals  
Rev. Joy Carter Minor, Chair
- b. Executive/Human Resources Approvals  
Mr. Jack Rowley, Chair
- c. Finance/Facilities/ Financial Approvals  
Ms. Ann Marie Anderson, Chair

d. Chair's Report  
Mr. Jack Rowley


5. **New Business**

New President's Evaluation Process


1. a Letter to the College Advisory Board ..... p. 84

 [Letter to College Advisory Boards.pdf](#)

b. Update on the Presidents' Evaluation Process ..... p.85

 [Update on the Presidents' Evaluation Process.pdf](#)

c. Graphic\_College President Evaluation Process and  
Timeline ..... p.87

 [Graphic\\_College President Evaluation Process and Timeline.pdf](#)

d. College President Evaluation Process and Timeline ..... p.88

 [College President Evaluation Process and Timeline.docx.pdf](#)

e. VCCS Responsibilities of the President..... p.89

 [VCCS Policy Manual\\_Responsibilities of the President.pdf](#)

f. Draft\_VCCS\_President\_Evaluation\_Survey ..... P.90

 [Draft\\_VCCS\\_President\\_Evaluation\\_Survey.pdf](#)


g. Chancellor's 2024-2025 Goals .....P.101

 [Chancellors 2024-2025 Goals.pdf](#)

h. Reviewing Presidential Evaluation Targets for AY  
2024-25 ..... P.103

 [Reviewing Presidential Evaluation Targets for AY 2024-25.pdf](#)

i. Accelerate Opportunity Targets for Presidential  
Evaluations ..... P.107

 [Accelerate Opportunity Targets for Presidential Evaluations AY  
2025 gcc.pdf](#)

**6. Informational Items/Other Business**

a. President's Report

Dr. Janet Gullickson

**7. Adjournment**

## **2024-2025 Committee Appointments**

### **Executive/Human Resources**

Jack Rowley, Chair  
Frankie Gilmore, Past Chair  
Wayne Bushrod, Vice Chair  
Dr. Janet Gullickson, President and Board Secretary  
Ms. Melissa Leecy, Staff  
Veronica Curry, Staff

### **Finance/Facilities**

Ann Marie Anderson, Chair  
Shirley Eye  
Tim McLaughlin  
Dr. John Davis, Staff  
David Swanson, Staff

### **Academic Affairs/Workforce/Student Success**

Rev. Joy Carter Minor, Chair  
Dr. Kingsley Haynes  
Gail Temple  
Dr. Shashuna Gray, Staff  
Dr. Tiffany Ray-Patterson, Staff



# Truth and Reconciliation Strategic Plan Update

**Ms. Veronica Curry**

*Associate Vice President of Human Resources*

**Dr. Shashuna Gray**

*Vice President of Academic Affairs and Workforce Development*

**Dr. Tiffany Ray-Patterson**

*Vice President of Student Services and Equity Advancement*



# Our Plan

In response to social justice movements and institutional disparities among student populations in success outcomes, Germanna launched its Truth and Reconciliation Strategic Plan in 2020





# Our Vision

Germanna is dedicated to promoting equity and creating a safe and inclusive environment for all. We are advancing these efforts through outreach, research, and dialogue.



# Our Goals

- **Cultivate** a campus climate of respect and diversity through comprehensive programming that fosters accountability and achievement.
- **Increase** emphasis on diverse and inclusive teaching through content review.
- **Build** trust and promote engagement through meaningful community relationships.
- **Focus** on equity, cultural awareness, and belonging throughout the recruitment and retention processes.
- **Bridge** achievement gaps by enhancing academic and personal support.



# Equity Advancement

Created the Office of Equity Advancement in 2020 to uphold our commitment to inclusivity, respecting all cultures, experiences, and abilities.



# Multicultural Center

On November 1, 2023, Germanna opened its first Multicultural Center at the Fredericksburg Area Campus, offering an inclusive space for students of all identities to connect and belong.



# Community Conversations

The Germanna Community Conversations speaker series engaged nearly 3,000 participants in discussions led by local and national experts on pressing issues.



# Academics & Instruction

- **Academic Workshops:** Including microlearning modules on neurodiversity, ADHD, and PTSD awareness to promote faculty and staff growth and understanding.
- **Common Read & Faculty Learning:** Faculty and staff engaged in discussions on *The Immortal Life of Henrietta Lacks* and *From Equity Talk to Equity Walk*, deepening their understanding of themes like life, death, immortality, and equity in education.
- **Syllabus Review Tool:** Developed collaboratively with faculty, this tool helps faculty reflect on their course content, ensuring diverse histories, traditions, and perspectives are integrated into teaching methods.



# Faculty & Staff

- **Faculty Recruitment:** Continued partnerships with Hispanic Chamber for job postings and Diversified Search Group/Storbeck Search firm for hiring of new position.
- **Search Advocates:** Germanna leads the VCCS with 77 trained search advocates; eleven new search advocates were trained in 2023-24, an 11% increase.
- **Onboarding Buddies:** Germanna matches each new classified and A&P staff with an onboarding buddy to help acclimate them to the College. There are currently a total of 46 faculty and staff onboarding buddies.



# Colors of Germanna

Launched in February 2024, Colors of Germanna celebrates the diverse voices and cultures across the College, spotlighting faculty, staff, and students during key cultural observations.







# Smart Start

From May to July 2024, Germanna's summer program provided tailored onboarding and learning support to diverse student populations, including dual enrollment, first-generation, and students facing barriers.

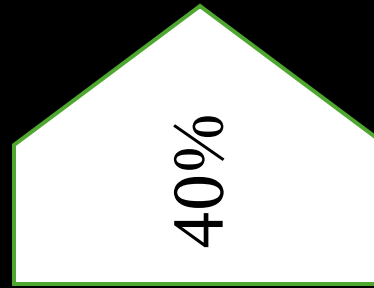


# Academic Scholars Institute

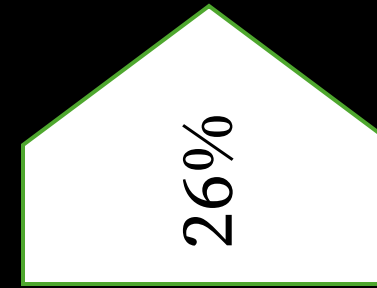
In collaboration with the Orange County Education Foundation, Germanna hosted ASI from June 10-13, 2024, challenging and engaging Black male students in 5th and 6th grades through academic activities, hands-on experiences, and social events.

# Outcomes 2020-24

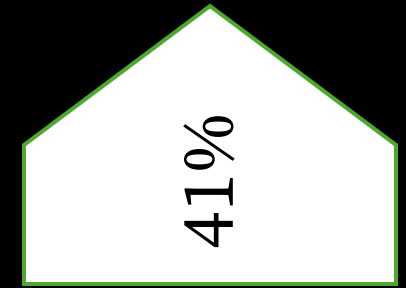
## Student Enrollment



Hispanic

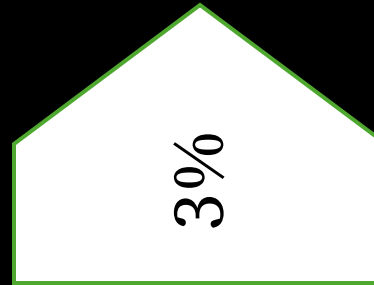


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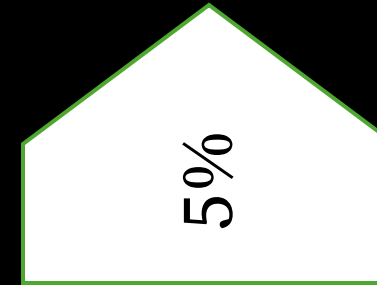


Other

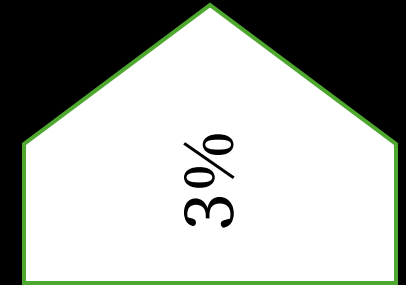
## Student Success



Hispanic

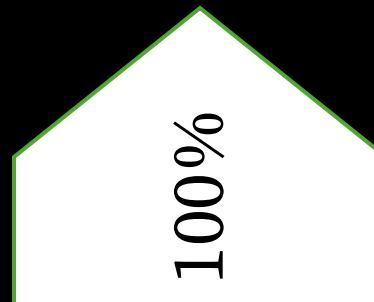


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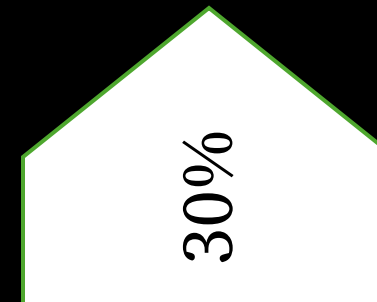


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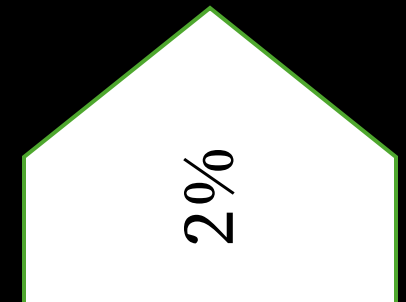
## Faculty & Staff



Hispanic



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Other



**GERMANNA COMMUNITY COLLEGE BOARD**

**September 12th, 2024**

**MEETING MINUTES # 345**

**Members Present:**

Jack Rowley  
Ann Marie  
Anderson  
Dr. Kingsley  
Haynes  
Frankie Gilmore  
Shirley Eye  
Gail Temple  
Tim McLaughlin

**Members Absent:**

Rev. Joy Carter Minor (Virtual)  
L. Wayne Bushrod

**Staff Present:**

Dr. Janet  
Gullickson  
Dr. John Davis  
Veronica Curry  
Dr. Eric Earnhardt  
Dr. John  
Stroffolino  
Aaron Whitacre  
Garland Fenwick  
David Swanson  
Lorraine Pendleton  
Taylor Landrie  
Jessica Thompson  
Karen Foster  
Chief Craig Branch  
Zachary Wyant

**Guests Present:**

## **REGULAR MEETING**

### **1. Call to Order**

Mr. Jack Rowley called the meeting to order at 4:37 p.m. He welcomed Mr. Tim McLaughlin as the new board member representing Spotsylvania County and Ms. Gail Temple as the new board member representing Madison County. He invited the other members to introduce themselves and share information about their respective localities.

### **2. Public Comment – None**

### **3. Approval of Minutes # 344, May 16, 2024**

Ms. Shirley Eye moved to approve the minutes of the May 16, 2024, meeting.

Motion was seconded by Ms. Frankie Gilmore

Motion carried.

## **COMMITTEE DISCUSSION/ACTION**

### **4. Academic Affairs/Workforce/Student Success**

Rev. Joy Carter Minor invited Drs. Eric Earnhardt and John Stroffolino to review the curriculum items and Mr. Aaron Whitacre to discuss the policy changes. The changes proposed included:

#### **Proposed Program Changes**

1. **Business Administration AS** - this new program will replace the existing AA&S Business program while integrating courses already included in the curriculum. Students interested in pursuing a career in business will have the opportunity to complete the necessary coursework to prepare for transfer to four-year institutions and must choose a combination of courses that total at least 60 credit hours.
2. **Criminal Justice AAS** – this degree prepares individuals for careers in the criminal justice field and for advanced study in criminal justice or related programs. The update to this program is to officially document the program name change from Administration of Justice to Criminal Justice. This change was implemented alongside the curriculum redesign at VCCS.
3. **Education AS** – this program is part of the Transfer Virginia program rewrite and will ensure that students aspiring to pursue a career in Education can complete the required courses for transferring to four-year institutions. This parent program offers four advising pathways: Elementary, Special, Secondary, and Teaching Specializations. This update formalizes the transition from an Associate of Arts and Sciences to an Associate of Science degree and incorporates specific courses from the

## Uniform Certificate of General Studies (UCGS).

4. Education Specialization K-8, AA&S – this new program will offer students more education courses and two practicum opportunities in public schools, ensuring a curriculum that is accepted statewide and facilitating seamless transfer options to accelerate graduation. The plan involves revising the current Education program to align with the new core education requirements and deactivating the K-8 specialization, while allowing current students the option to transition to the updated program. This revised program will provide clearer pathways for students, promoting engagement and informed transfer decisions. Deactivating the K-8 specialization is not expected to impact the curriculum, as the Education and K-8 programs are closely related, sharing many core and general education courses.
5. Health Professions Preparation – CSC due to recent changes in gainful employment laws, the current Healthcare Technician program will be discontinued. To provide students with the opportunity to complete the Nurse Aide curriculum, it will now be integrated into this Certificate of Skill Competency (CSC). Students will first complete the standard courses for healthcare preparation before proceeding along the HCT track. The addition of this track will not impact the existing curriculum. The only modification involves the potential for two additional credit hours for graduation. Students following this track will not be required to take the humanities or PHY100 elective; instead, they will replace these with HCT 115. Furthermore, students will have the option to choose BIO 145 instead of BIO 141.
6. Foundations of Criminal Justice CSC- This career study certificate program is designed for students who are seeking entry level jobs in law enforcement occupations. The update to this program is to officially document the program name change from Administration of justice to Criminal Justice. The change was completed in conjunction with the curriculum redesign at VCCS.
7. Foundations of Criminal Justice Certificate - this certificate program prepares individuals for careers in the criminal justice system and to prepare students for entry-level positions in the criminal justice field. The update to this program is to officially document the program name change from Administration of Justice to Criminal Justice. This change was implemented alongside the curriculum redesign at VCCS
8. Paramedic, CSC – this career studies certificate is being updated following the removal of the Advanced Emergency Medical Technician Certificate of Skill Competency from the standard curriculum. This modification enables students to earn their certification as they progress toward their degree. Participants in this program must be certified EMTs. This change aligns the Paramedic CSC with the Associate of Applied Science Degree, providing students with the opportunity to earn multiple meaningful and stackable credentials.

## Proposed New Curricula

1. Health Sciences Program - The Health Science AS program is a part of the Transfer Virginia program rewrite and will ensure students who want to pursue a career in Health Sciences will have a transferable pathway to their four-year school of choice. Students will have the option to fulfill the general health science and transfer elective requirements through specific courses and credit for prior learning.

## **Proposed Program Deactivation**

1. Advanced EMT CSC – Due to changes in gainful employment regulations, this certification will now be available after the first semester of the Paramedic Career Studies Certificate (CSC). As a result, this program is being deactivated because it will be integrated into the Paramedic Career Development Certificate (CDC) and is primarily designed for current EMTs who volunteer.
2. EMT CSC – this program will be discontinued because it no longer meets the gainful education requirements; however, students can still pursue the courses by enrolling in the EMS Associate of Applied Science (AAS) program. The EMT courses will be transferred to the Workforce program, allowing students to receive the same instruction before taking the certification exam.
3. Healthcare Technician CSC - this program is being deactivated due to changes in gainful employment regulations. All courses from this program will be integrated into the Health Professions Preparation curriculum to ensure that students can continue to access the necessary courses for the Certified Nurse Aide certification program and to prepare for the addition of stackable credentials should they choose to pursue further education.

Mr. Aaron Whitacre provided a brief summary of two policies: The Facilities Use Provisions and the Student Conduct Addendum. He explained that the policy aims to maintain a safe and orderly environment on campus while allowing for the appropriate use of facilities for events and activities. He added that the student conduct addendum reinforces behavioral expectations and accountability among students while aiming to maintain a safe and conducive learning environment.

Ms. Frankie Gilmore moved to approve the curriculum updates and adopt the changes to the two policies as presented.

Motion Carried.

## **5. Executive/Human Resources**

Ms. Jessica Thompson began by giving praise to Mr. David Swanson and Mr. Paul Briggs for their work finalizing the financial statements for the Educational Foundation, noting that it was a significant undertaking. She also commended Mr. Garland Fenwick for his invaluable assistance with making Center Street fully operational, stating that he has been essential in resolving tenant, lease, and maintenance issues.

Ms. Thompson was pleased to report that over 90 people RSVP'd for the alumni reception, with 15 students in attendance. She requested that the board help share students success stories with their localities, highlighting how the college supported them, by providing examples of the various funding opportunities available to students in need. She noted that the demand for assistance among students is increasing, with nearly 50 students already requesting financial assistance this year.

Additionally, she reminded everyone about the Center Street tour on October 2nd and Give Day on October 3<sup>rd</sup>. She explained that one of the goals for Give Day is for all boards to collaborate raising funds for various student resources and she encouraged sharing links that were previously distributed

on social media to promote this initiative. Ms. Thompson highlighted the importance of growing emergency funds, sharing an example of how the college has been able to help students facing urgent situations and emphasized the crucial need for everyone to participate in fundraising efforts to support the growing need for student support.

Ms. Ann Marie Anderson added that the alumni board is expected to grow as efforts to engage more members continue.

Ms. Veronica Curry began by introducing Ms. Karen Foster, Director of Talent Acquisition and Retention, and presented the Human Resources update. She mentioned that July 1st marked the start of the new hiring period and that new hires refer to positions being filled including both new and internal positions. She was pleased to announce that there were over 200 new hires since July 1<sup>st</sup>, 2023, with 269 contracts issued for operations. She praised the faculty, staff, and search committees for their efforts. Ms. Curry highlighted the launch of a new HR program called HR Hour aimed at supporting supervisors in their roles. A few of the topics discussed include understanding workplace accommodations, with the next discussion being performance management for classified staff. She mentioned that as of July 2024, there were a total of 841 employees, with a retention rate of 2% for that month and an annual rate of approximately 10-12%. Additionally, the educational aid program has seen approximately 56 awards resulting in 221 credit hours taken by faculty and staff and professional development initiatives including a \$250 bonus for each employee that has completed and submitted their professional development for approval.

## **6. Finance/Facilities**

Ms. Ann Marie Anderson invited Mr. David Swanson to present the financial reports.

Mr. David Swanson began with a statement that net assets and unrestricted funds increased by \$878,000. He mentioned that significant expenditures during this period included investments in the parking garage and enhancements to the new college website. Mr. Swanson explained that locality contributions for maintenance reserves have been increasing, allowing for continued support of the Center Street properties.

Mr. Swanson also mentioned that the Stafford Maintenance Reserve was used to support developments at Center Street, while approximately \$2 million remains in the Locust Grove Project Reserve, which is expected to increase to about \$2.2 million as occupancy of the new Locust Grove facility begins. Investment income showed a positive trend in FY24, and Mr. Swanson anticipated further improvement in FY25. He mentioned that bookstore conditions continue to decline, but overall, all funds ended the fiscal year as planned.

Additionally, Mr. Swanson reminded everyone of the upcoming locality funding requests for the coming year, noting that the application window for the Eastern localities—Spotsylvania, Stafford, King George, Caroline, and Fredericksburg—opens later this month, with submissions due by the end of October. He recommended maintaining the same level of operating maintenance reserve funds as in the previous year and emphasized the need for strategic planning for next year's requests to address the stagnant growth in funding over the past few years.

Ms. Anderson moved to approve the financial analysis for the twelve months ending on June 30th, 2024, and the FY26 Funding Request plan and to accept the financials as presented.



Motion carried.

Dr. Gullickson added that the State Board agreed to delegate the approval of local funds and expenditures to the local advisory boards because expenditures are internally negotiated and approved. She mentioned that the cabinet, along with their teams, made significant cuts of approximately \$1.5 million from the FY25 budget to ensure a healthy surplus by the end of the year and that those cuts primarily affected goods and services, with some impact on personnel. Additionally, although expenditures related to the Stafford Building are within budget, there will be a need for increased hiring as the campus expands.

Additionally, Dr. Gullickson mentioned that there is an urgent need for a new Career and Technical Education (CTE) building, because of the ongoing efforts to retrofit existing spaces but noting that more space is necessary. She also mentioned the support from the local community foundation, which has provided a donation of \$250,000 from a local donor. She explained that this funding will be utilized for developing a new master plan and possibly for a marketing campaign once a new vice president for community engagement is appointed.

Ms. Anderson invited Mr. Garland Fenwick to provide a Facilities Update.

Mr. Garland Fenwick began with a statement that construction on the project has been completed, pending final approvals. He mentioned that furniture was installed at 10 Center Street, while furniture for Building 25 is expected to be delivered on September 23rd and 24th. He anticipates sealing and stripping the parking lots next week, contingent upon weather conditions.

Mr. Fenwick also mentioned that preparations are underway to fully equip the facilities, including setting up the network infrastructure and installing equipment in offices. He expressed confidence in staying on schedule for the project timeline, with plans to begin operations in early October.

He gave praises to Dario Construction Company for their outstanding work throughout the project, highlighting the benefits of working through the foundation, which allowed for more efficient and cost-effective operations compared to state contracting processes. He noted that Dario Construction also contributed to the foundation by sponsoring a golf team for a college event.

Additionally, Mr. Fenwick acknowledged the collaborative efforts in recommending Dario for the project, underscoring the importance of this multimillion-dollar initiative.

Dr. Gullickson added that while they have successfully utilized funds raised for the Stafford project, there is now a need to strategize funding for future endeavors, particularly for the next building project.

## **7. President's Report, Dr. Janet Gullickson**

Dr. Janet Gullickson began by providing a brief overview of the VCCS Accelerated Opportunity Plan. She explained that the focus for Germanna this year will be on Objectives 3 and 4. She and Chancellor David Doré will be held accountable for achieving the goals from all objectives. She also mentioned that the Cabinet, along with team members, are dedicated to aligning with these goals and that a statewide target has been set to produce 300,000 new credentials by 2030. While the college has

excelled in credential production—nearly reaching 3,000 last year—achieving the new target within the next five years will require substantial funding.

Dr. Gullickson expressed concern over the disparity in funding, mentioning that for every dollar spent on higher education in the Commonwealth. This indicates an urgent need for increased legislative funding to assist with additional costs to provide education for the growing demand in skilled labor, particularly in light of an aging workforce.

Dr. Gullickson also explained the financial implications of transitioning from credit programs to workforce development. She mentioned that the college faced significant losses due to the lack of appropriate reimbursement for workforce education. She expressed the importance of understanding that while the Commonwealth reimburses for credit hours, there is no similar support for workforce credentials, which increases financial pressure. Moreover, the need for skilled workers in sectors such as renewable energy and technology is critical and although partnerships with organizations like Amazon have provided some resources, direct financial support remains limited, making the advocacy for legislative support even more essential.

Dr. Gullickson added that in discussions with fellow college presidents, many expressed their financial constraints and emphasized the need for assistance with curriculum development, teaching, and equipment. Dr. Gullickson remains optimistic that by focusing on these areas and leveraging partnerships, the college can successfully meet the workforce demands and continue to serve the community effectively.

## **8. Chair Report**

Mr. Jack Rowley began expressing gratitude to the staff for their hard work and dedication and encouraged everyone to attend the tour of the Center Street buildings on October 2nd and interact with the community members present. Mr. Rowley expressed the significance of this event, mentioning that the college would be unveiling two 37,000 square-foot buildings in Stafford, a milestone that has not been achieved before.

Mr. Rowley also referenced an email that was distributed regarding the collection of items for the student shop days and encouraged everyone to donate clothes, shoes, food supplies and other necessary items.

Additionally, he acknowledged everyone's dedication and hard work that went into organizing the "Honoring Your Roots" event noting that this was the first of future events that will be planned to create a platform for board alumni to get involved and participate in future college events.

## **9. New Business**

None.

## **10. Adjournment**

The meeting adjourned at 5:04 p.m.

## **2024-2025 Committee Appointments**

### **Executive/Human Resources**

Jack Rowley, Chair  
Frankie Gilmore, Past Chair  
Wayne Bushrod, Vice Chair  
Dr. Janet Gullickson, President and Board Secretary  
Ms. Jessica Thompson, Staff  
Veronica Curry, Staff

### **Finance/Facilities**

Ann Marie Anderson, Chair  
Shirley Eye  
Tim McLaughlin  
Dr. John Davis, Staff  
David Swanson, Staff

### **Academic Affairs/Workforce/Student Success**

Rev. Joy Carter Minor, Chair  
Dr. Kingsley Haynes  
Gail Temple  
Dr. Shashuna Gray, Staff  
Dr. Tiffany Ray-Patterson, Staff

# Advanced Accounting Career Studies Certificate-221-203-07

2025-2026 Program Change

## General Catalog Information

### **\*\*Read before you begin\*\***

Select *Program* below, unless proposing a change to an Acalog shared core

(Shared Core includes Science, AA&S)

Type of Proposal\*  Program  
 Shared Core

**FILL IN** all fields required marked with an \* after importing data.

**ATTACH** supporting documentation.

**LAUNCH** proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

**IMPORTANT:** If you are modifying any courses within this program, please ensure a Course Change Proposal has also been submitted.

Department\*

### **Effective Year:**

Term\*

Year\*

Program Title\* Advanced Accounting Career Studies Certificate-221-203-07

Program Type\*

Degree Type\*

**Program Description\***

**Purpose:** This curriculum will provide students with the accounting courses needed to meet the education requirements of the Virginia Board of Accountancy to sit for the Certified Public Accountancy (C.P.A.) examination.

**Admission Requirements:** Successful completion of ACC 211 and ACC 212 or equivalent as demonstrated through transcript evaluation.

**Note:** These accounting courses may also meet the accounting requirements for various government and private sector positions. Since the CPA exam is a computer-based test, students should be proficient with computers, including the ability to work with Windows, Word, and Excel.

Follow these steps to propose changes to the program curriculum:

**Step 1**

To add new courses to the program curriculum.

There are two options for adding courses: "Add Course" and "Import Course."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number, and Course Title.

**Step 2**

Click on "View Curriculum Schema". Select the core where the new course(s) should be added. Next, click on "Add Courses" to access the list of courses from step 1. Then select the courses you wish to add.

For **removing courses** click on the Delete and proceed.

## Advanced Accounting Curriculum

### Core Requirements

ACC 215 Computerized Accounting  
ACC 217 Analyzing Financial Statements  
ACC 221 Intermediate Accounting I  
ACC 222 Intermediate Accounting II  
ACC 231 Cost Accounting I  
ACC 240 Fraud Examination  
ACC 241 Auditing I  
ACC 261 Principles of Federal Taxation I

### Total Minimum Credits: 24

1Principles or introductory accounting courses cannot be considered in determining whether a person has obtained the 48 minimum number of semester hours required for an accounting concentration or equivalent.

### Suggested Scheduling:

#### First Semester

ACC 221 Intermediate Accounting I  
ACC 215 Computerized Accounting  
ACC 217 Analyzing Financial Statements  
ACC 241 Auditing I

### Total Credits: 12

## Second Semester

**ACC 222 Intermediate Accounting II**  
**ACC 261 Principles of Federal Taxation I**  
**ACC 231 Cost Accounting I**  
**ACC 240 Fraud Examination**

**Total Credits: 12**

**Provide the rationale for proposing this program change.\***

This proposal will remove ACC134: Small Business Taxes and replace it with ACC215: Computerized Accounting. The Virginia Board of Accountancy no longer accepts any Accounting course lower than a 200 level for the education requirement. They also have a computerized accounting requirement, which ACC215 satisfies. Further, ACC215 is in the standard Accounting Certificate, which makes this stackable.

### **Impact of Proposed Change On (Please describe if there is an impact)**

**Curriculum:** The change does not impact the curriculum, both courses were already taught in the department.

**Instructional Load:** None

**Scheduling:** None

**Transferability:** None

**Accreditation Impact:** None

### **ADMINISTRATORS ONLY**

**Acalog Owner**

**Program OID** 1385

**Status**  Active-Visible  Inactive-Hidden

# Data Center IT Technician, Career Studies Certificate Program-Can Be Completed Online- 221-299-16

2025-2026 Program Change

## General Catalog Information

### **\*\*Read before you begin\*\***

Select *Program* below, unless proposing a change to an Acalog shared core

(Shared Core includes Science, AA&S)

Type of Proposal\*  Program  
 Shared Core

**FILL IN** all fields required marked with an \* after importing data.

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Department\*

### Effective Year:

Term\*

Year\*

Program Title\* Data Center IT Technician, Career Studies Certificate Program-Can Be Completed Online-221-299-16

Program Type\*

Degree Type\*



**Program Description\***

The Data Center IT Technician career studies certificate is designed to provide the fundamentals skills necessary for Data Centers offering Web Services and Cloud Computer. This CSC will prepare for a position Data Center Technician or IT Technician This career studies certificate also helps prepare students for CompTIA's A+, Network+ and Security+ certification exams.

Admissions Requirement: All students will be required to demonstrate college readiness through transcript review or informed self-placement. Based on this review students may request or be required to enroll in prerequisite or corequisite math and/or English courses.

Follow these steps to propose changes to the program curriculum:

**Step 1**

To add new courses to the program curriculum.

There are two options for adding courses: "Add Course" and "Import Course."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number, and Course Title.

**Step 2**

Click on "View Curriculum Schema". Select the core where the new course(s) should be added. Next, click on "Add Courses" to access the list of courses from step 1. Then select the courses you wish to add.

For **removing courses** click on the Delete and proceed.

**Prospective Curriculum\***

## **Core Requirements**

**ITE 152 Introduction to Digital and Information Literacy and Computer Applications**  
[Right] or **BUS 226: Computer Business Application**

**ITP 100 Software Design**  
**ITN 106 Microcomputer Operating Systems**  
**ITN 107 PC Hardware and Troubleshooting**  
**ITN 260 Network Security Basics**  
**ITN 101 Introduction to Network Concepts**  
[Right] or **ITN 154**

**ITN 170 Linux System Administration**  
[Right] or **ITN 171**

**ITN 200 Administration of Network Resources**  
**ITN 263 Internet/Intranet Firewalls and E Commerce Security**  
[Right] or **ITN 290**

**Total Credits: 28-29**

**Provide the rationale for proposing this program change.\***

The proposed change is to the title of the program is to distinguish this program from the future Data Center Operations Technician CSC, we are launching.

### **Impact of Proposed Change On (Please describe if there is an impact)**

**Curriculum:** None - there are no changes beyond the title.

**Instructional Load:** None - there are no changes beyond the title.

**Scheduling:** None - there are no changes beyond the title.

**Transferability:** None - there are no changes beyond the title.

**Accreditation Impact:** None - there are no changes beyond the title.

none - there are no changes beyond the title.

## **ADMINISTRATORS ONLY**

**Acalog Owner**

IT & Technical Studies Pathway

**Program OID** 1353

**Status**  Active-Visible  Inactive-Hidden

# Data Center Operations Technician, CSC

2025-2026 Program New

## General Catalog Information

### **\*\*Read before you begin\*\***

Select *Program* below, unless proposing a new Acalog shared core

Type of Proposal\*  Program  
 Shared Core

**FILL IN** all fields required marked with an \*.

**ATTACH** supporting documentation.

**LAUNCH** proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

**IMPORTANT:** If you are adding new courses to this new program, please ensure a Course New Proposal has also been submitted.

Department\*

### **Effective Year:**

Term\*

Year\*

Program Title\* Data Center Operations Technician, CSC

Program Type\*

Degree Type\*

**Program Description\***

**Purpose:** This program is designed to prepare students for entry-level employment in data centers or companies that support data center function as a technician, operator, and/or technologist. Coursework will prepare students to earn the DICS I Installer 2 (Fiber Optic) and OSHA 10 industry credentials.

**Occupational Objective:** Data Center Operations Technician

**Admission Requirements:** All students will be required to demonstrate college readiness through assessment and/or transcript review and may be required to take placement tests in math, writing, and reading to aid in placing students in the appropriate courses. Students who do not meet required placement levels must enroll in developmental studies courses.

Follow these steps to propose courses to the new program curriculum:

**Step 1**

There are two options for adding courses: "Add Course" and "Import Course."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

**Step 2**

Click on "View Curriculum Schema" then select "Add Core". When the New Core appears, expand the Core and enter the Core Title. Next, click on "Add Courses" to access the list of courses from step 1. Then select the courses you wish to add.

For removing courses click on the Delete and proceed.

## Program Requirements:

### Core Requirements

**SDV 100 College Success Skills or SDV 101 (1cr)**

**MTH 111 Basic Technical Mathematics (3cr) or Higher**

**SAF 130 Industrial Safety - OSHA 10 (1cr)**

**CAD 175 Schematics and Mechanical Diagrams (2cr)**

**IND 137 Team Concepts in Problem Solving (3cr)**

**ELE 146 Electric Motor Control (4cr)**

**ELE 148 Power Distribution Systems (3cr)**

**ELE 150 A.C. and D.C. Circuit Fundamentals (3cr)**

**ELE 250 Fiber Optic Technology (3cr)**

**ENE 108 Intro to Data Center Operations (3cr)**

**Total Minimum Credits: 26**

### Suggested Scheduling:

#### First Semester

**SDV 100 College Success Skills or SDV 101 (1cr)**

**MTH 111 Basic Technical Mathematics (3cr) or Higher**

**SAF 130 Industrial Safety - OSHA 10 (1cr)**

**IND 137 Team Concepts in Problem Solving (3cr)**

**CAD 175 Schematics and Mechanical Diagrams (2cr)**

**ELE 150 A.C. and D.C. Circuit Fundamentals**

(3cr)

**Total Credits: 13**

### Second Semester

**ELE 146 Electric Motor Control (4cr)**  
**ELE 148 Power Distribution Systems (3cr)**  
**ELE 250 Fiber Optic Technology (3cr)**  
**ENE 108 Intro to Data Center Operations (3cr)**

**Total Credits: 13**

**Provide the rationale for proposing this new program.\***

This career study certificate is being proposed to meet the demand in our local industry for credentialed data center operators. Although Germanna has an existing Data Center CSC, it is focused on IT operations within the center. This CSC is designed to train the workers who will maintain the operations of the data center and incorporate our workforce students who are achieving the Fiber Optics Technician certification.

**Impact of New Program (Please describe if there is an impact)**

**Curriculum:** Four new courses are being added to the college curriculum to accommodate this emerging field. All fit within existing departments and existing faculty expertise.

**Instructional Load:** This program will blend coursework on the credit and workforce sides and will use the current faculty member.

**Scheduling:** Courses will be scheduled with current faculty with a Fall start.

**Transferability:** This program is not designed to be transferable but may later become a part of the technical associate degree offerings.

**Accreditation Impact:** None

**Is this Program part of the VCCS Portfolio?**  Yes  No

## ADMINISTRATORS ONLY

**Acalog Owner**

IT & Technical Studies Pathway

**Status**  Active-Visible  Inactive-Hidden



# Paramedic Certificate

2025-2026 Program New

## General Catalog Information

**\*\*Read before you begin\*\***

Select *Program* below, unless proposing a new Acalog shared core

Type of Proposal\*  Program  
 Shared Core

**FILL IN** all fields required marked with an \*.

**ATTACH** supporting documentation.

**LAUNCH** proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

**IMPORTANT:** If you are adding new courses to this new program, please ensure a Course New Proposal has also been submitted.

Department\*

### Effective Year:

Term\*

Year\*

Program Title\* Paramedic Certificate

Program Type\*

Degree Type\*

**Program Description\***

**Purpose:** The purpose is to provide knowledge, skills and abilities for employment as an entry-level Paramedic.

**Occupational Objective:** Paramedic

**Admission Requirements:** All students must be currently certified Emergency Medical Technicians with the Virginia Office of EMS or the National Registry of EMTs. Students must also produce a BLS Provider CPR credential that is in date to be eligible for enrollment in this program. The program requires additional expenditures for the student's health assessment, immunizations, urine drug screen, criminal background check, student liability, uniforms, supplies, and equipment, which are required for clinical assignments.

Follow these steps to propose courses to the new program curriculum:

**Step 1**

There are two options for adding courses: "Add Course" and "Import Course."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new classes going through a Curriculum Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

**Step 2**

Click on "View Curriculum Schema" then select "Add Core". When the New Core appears, expand the Core and enter the Core Title. Next, click on "Add Courses" to access the list of courses from step 1. Then select the courses you wish to add.

For removing courses click on the Delete and proceed.

## Core Requirements

EMS 123 EMS Clinical Preparation (1cr)  
EMS 170 ALS Internship I (1cr)  
EMS 180 Advanced EMS Foundations (1cr)  
EMS 181 Advanced Airway & Shock Management (1cr)  
EMS 182 Advanced Airway & Shock Management Lab (1cr)  
EMS 183 Advanced Medical Care (2cr)  
EMS 184 Advanced Medical Care Lab (1cr)  
EMS 185 Advanced Trauma Care (2cr)  
EMS 186 Advanced Trauma Care Lab (1cr)  
EMS 210 EMS Operations (1cr)  
EMS 216 Paramedic Review (1cr)  
EMS 221 Paramedic Cardiovascular Care (3cr)  
EMS 222 Paramedic Cardiovascular Care Lab (1cr)  
EMS 223 Paramedic Patient Care I (3cr)  
EMS 224 Paramedic Patient Care I Lab (1cr)  
EMS 225 Paramedic Patient Care II (5cr)  
EMS 226 Paramedic Patient Care II Lab (2cr)  
EMS 241 Paramedic Internship I (2cr)  
EMS 246 Paramedic Internship II (2cr)  
EMS 249 Paramedic Capstone Internship (2cr)

**Total Minimum Credits - 34**

## First Semester

EMS 123 EMS Clinical Preparation (1cr)  
EMS 170 ALS Internship I (1cr)  
EMS 180 Advanced EMS Foundations (1cr)  
EMS 181 Advanced Airway & Shock Management (1cr)  
EMS 182 Advanced Airway & Shock Management Lab (1cr)  
EMS 183 Advanced Medical Care (2cr)  
EMS 184 Advanced Medical Care Lab (1cr)  
EMS 185 Advanced Trauma Care (2cr)  
EMS 186 Advanced Trauma Care Lab (1cr)

**Semester Total - 11**

**Second Semester**

- EMS 221 Paramedic Cardiovascular Care (3cr)**
- EMS 222 Paramedic Cardiovascular Care Lab (1cr)**
- EMS 223 Paramedic Patient Care I (3cr)**
- EMS 224 Paramedic Patient Care I Lab (1cr)**
- EMS 241 Paramedic Internship I (2cr)**

**Semester Total - 10**

**Semester 3**

- EMS 210 EMS Operations (1cr)**
- EMS 216 Paramedic Review (1cr)**
- EMS 225 Paramedic Patient Care II (5cr)**
- EMS 226 Paramedic Patient Care II Lab (2cr)**
- EMS 246 Paramedic Internship II (2cr)**
- EMS 249 Paramedic Capstone Internship (2cr)**

**Semester total - 13**

**Provide the rationale for proposing this new program.\***

The accrediting agency reviewed our new CSC and required that we add back one course because it is part of the core curriculum- EMS 210 -EMS Operations. Originally leadership believed the course could be dropped since our students, as EMTs already have EMS operations experience, but that is non-negotiable.

The CSC with the course added can no longer be offered, we will need to discontinue the CSC and add a Certificate to replace it. This certificate is being added to replace the CSC.

**Impact of New Program (Please describe if there is an impact).**

**Curriculum:** This change will end the Paramedic CSC and will add the Paramedic Certificate. All courses are already offered in the Associate's degree program.

**Instructional Load:** No impact, all courses are already taught within the degree.

**Scheduling:** None

**Transferability:** This program is not designed to be transferred

**Accreditation Impact:** No impact, all courses are already taught within the degree.

**Is this Program part of the VCCS Portfolio?**  Yes  No  
\*

**ADMINISTRATORS ONLY**

**Acalog Owner**

Health Science Pathway

**Status**  Active-Visible  Inactive-Hidden

# Paramedic, Career Studies Certificate-221-146-05

2025-2026 Program Deactivate

## General Catalog Information

### **\*\*Read before you begin\*\***

Select *Program* below, unless proposing a change to an Acalog shared core

(Shared Core includes Science, AA&S)

Type of Proposal\*  Program  
 Shared Core

**FILL IN** all fields required marked with an \* after importing data.

**ATTACH** supporting documentation.

**LAUNCH** proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

**IMPORTANT:** If you are modifying any courses within this program, please ensure a Course Change Proposal has also been submitted.

Department\*

### **Effective Year:**

Term\*

Year\*

Program Title\* Paramedic, Career Studies Certificate-221-146-05

Program Type\*

Degree Type\*

**Program Description\***

**Purpose:** The purpose is to provide knowledge, skills and abilities for employment as an entry-level Paramedic.

**Occupational Objective:** Paramedic

**Admission Requirements:** All students must be currently certified Emergency Medical Technicians with the Virginia Office of EMS or the National Registry of EMTs. Students must also produce a BLS Provider CPR credential that is in date to be eligible for enrollment in this program. The program requires additional expenditures for the student's health assessment, immunizations, urine drug screen, criminal background check, student liability, uniforms, supplies, and equipment, which are required for clinical assignments.

Follow these steps to propose changes to the program curriculum:

**Step 1**

To add new courses to the program curriculum.

There are two options for adding courses: "Add Course" and "Import Course."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new classes going through a Curriculum Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number, and Course Title.

**Step 2**

Click on "View Curriculum Schema". Select the core where the new course(s) should be added. Next, click on "Add Courses" to access the list of courses from step 1. Then select the courses you wish to add.

For **removing courses** click on the Delete and proceed.

## Core Requirements

**BIO 145 Basic Human Anatomy & Physiology**  
**EMS 139 Special Populations**  
**EMS 140 Special Populations Lab**  
**EMS 141 Cardiovascular Care**  
**EMS 142 Cardiovascular Care Lab**  
**EMS 165 Advanced Cardiac Life Support (ACLS)**  
**EMS 167 Emergency Pediatric Care**  
**EMS 175 Paramedic Clinical Experience I**  
**EMS 202 Paramedic Pharmacology**  
**EMS 203 Advanced Patient Care**  
**EMS 204 Advanced Patient Care Lab**  
**EMS 206 Pathophysiology for Health Professions**  
**EMS 210 EMS Operations**  
**EMS 212 Leadership and Professional Development**  
**EMS 216 Paramedic Review**  
**EMS 247 Paramedic Clinical Experience II**  
**EMS 248 Paramedic Comprehensive Field Experience**  
**EMS 249 Paramedic Capstone Internship**

**Total Minimum Credits: 29**

**Provide the rationale for proposing this program change.\***

The accrediting agency reviewed our new CSC and we need to add back one course because it is part of the core curriculum- EMS 210 -EMS Operations. Originally leadership believed the course could be dropped since our students, as EMTs already have EMS operations experience, but that is non-negotiable.

The CSC with the course added can no longer be offered, we will need to discontinue the CSC and add a Certificate to replace it.

**Impact of Proposed Change On (Please describe if there is an impact)**

**Curriculum:** This change will end the Paramedic CSC and will add the Paramedic Certificate. All courses are already offered in the Associate's degree program.

**Instructional Load:** . . . . .



No impact, all courses are already taught within the degree.

**Scheduling:** None

**Transferability:** This program is not designed to be transferred.

**Accreditation Impact:** Failure to make this change will compromise our student's ability to sit for the Paramedic Certification exam.

## **ADMINISTRATORS ONLY**

**Acalog Owner**

Health Science Pathway

**Program OID** 1378

**Status**  Active-Visible  Inactive-Hidden

# GERMANNA EDUCATIONAL FOUNDATION

## College Board Report – November 14, 2024

### Give Day 2024 Update:

- Thank you for making this day such a tremendous success! Together, we raised over \$175,000—an increase of 17.53% over last year!

### Germanna Give Day 2024



Germanna Boards  
Team



### New Scholarship:

Finalizing the **Nancy W. Noel Liberal Arts Scholarship** (Endowment)

- Former English professor at Germanna – retired in 2015
- Full or part-time students in a Liberal Arts Program

# FOUNDATION HIGHLIGHTS

- **Income Summary** – Positive \$4.1M operating surplus year to date
- **Net Assets** – Year to date increase of \$4.1M, with \$3.7M attributable to the College's contribution for the Center Street buildout
- **Investments** – Year to date balances increased by \$827K with \$523K increase due to investment gains
- **Program Highlights** – Direct assistance to the Germanna community of \$516K, in line with prior years
- **Center Street** – Construction on track with \$747K as balance to finish; rental income from the College expected to begin in October at \$110,352 per month or \$1,324,224 annually

# INVESTMENT ACTIVITY

- Investment balances increased by \$827K during 2024
  - \$523K increase due to investment performance
  - \$104K increase due to donor activity
  - \$200K (net) invested from bank balances

Account	Beginning	Net Deposits (Withdrawals)	Interest & Dividends	Realized Gains	Unrealized Gains	Fees	Ending Balance
Janney Capital Management Fixed Income-MJO	5	-	0	-	-	-	5
London Company - TMA	3,106,431	241,055	44,543	50,759	29,132	(21,945)	3,449,975
Blackrock -TMA	4,342,875	240,000	28,335	193,338	205,567	(34,305)	4,975,810
Stock Gift Clearing	61,513	(51,991)	937	192	-	-	10,651
Janney Capital Management Fixed Income	4,550,799	319,983	92,052	(2,393)	(38,803)	(37,849)	4,883,789
Vanguard Money Market-MJO	567,573	(445,000)	13,446	-	-	-	136,019
	<b>12,629,195</b>	<b>304,047</b>	<b>179,313</b>	<b>241,896</b>	<b>195,896</b>	<b>(94,099)</b>	<b>13,456,248</b>

# PROGRAM HIGHLIGHTS

- Summary of direct assistance to the Germanna community

Acct. No.	Account Description	2024 YTD	2023	2022
1-1-70000	Scholarships	262,704.37	747,289.66	615,516.67
2-1-70000	Scholarships	187,068.26	81,414.53	381,704.25
2-1-63540	Food Supplies/Gas Card/Delivery	6,997.86	9,149.46	12,408.40
1-1-65310	Distribution From Emergency Fund	4,299.37	2,026.50	4,807.48
2-1-65310	Distribution From Emergency Fund	54,754.18	74,423.16	62,744.26
2-2-65310	Distribution From Emergency Fund	-	1,768.56	600.00
		<b>515,824.04</b>	<b>916,071.87</b>	<b>1,077,781.06</b>

# CENTER STREET CONSTRUCTION STATUS

- Center Street construction project is on schedule, with minimal change orders:

Pay Application	Through	Amount	Contract Amount	
1	1/31/2024	547,292.57	Original	5,770,932.00
2	2/29/2024	836,025.30	Change Orders	167,630.51
3	3/31/2024	313,613.89		
4	4/30/2024	763,181.50		<b>5,938,562.51</b>
5	5/31/2024	860,610.26		
6	6/30/2024	1,148,885.91		
7	7/31/2024	721,967.88		
<b>Total Invoices through 7/31/24</b>		<b>5,191,577.31</b>	<b>Balance to Finish</b>	<b>746,985.20</b>

- The College provided nearly \$3.7M in January toward the construction costs:

Source	Amount
Fund 10319 Parked WF	1,703,825
Stafford County Maintenance Reserves	1,550,000
State workforce grant	436,000
<b>Total</b>	<b>3,689,825</b>

- The College has also initiated procurements totaling nearly \$3M for IT services, equipment, and furniture for Center Street



**GERMANNA**

OFFICE OF  
HUMAN RESOURCES

**November 2024**



**GERMANNA**  
COMMUNITY COLLEGE

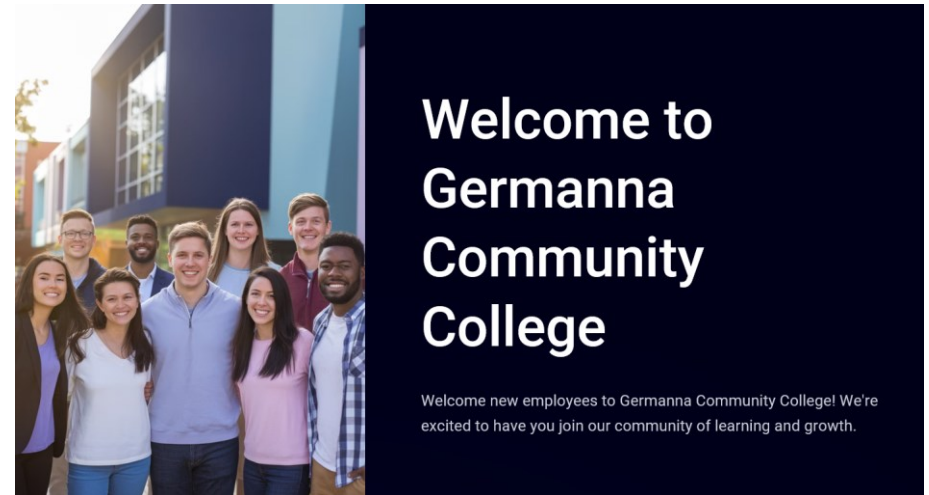
# TALENT ACQUISITION & RETENTION

- **121 new** hires since July 1, 2024; inclusive of **19 internal candidates** selected through a competitive process
- **16 active new hire search committees**
- **Currently advertised employment opportunities**
  - 2 full-time classified and 2 hourly wage
  - 1 full-time faculty
  - 24 part-time adjunct faculty

Re-launched in-person “New Employee Orientation”

# TALENT ACQUISITION & RETENTION

- Mission Vision & Values
- Diversity, Equity & Inclusion
- Leadership & Governance
- Employee Resources, Policies & Procedures
  - DHRM, VCCS, GCC
  - Health & Safety
- Benefits
  - Health & Wellness
  - Professional Growth
  - Perks





# HR OPERATIONS

Classified Employee Performance Evaluations

Process, Timeline, Ratings, & Requirements





# EXCITING CHANGES!



## **New in 2024**

- Automation of Evaluation Forms
- Extended due date for completion – 12/31/2024
- October 25, 2024 – December 31, 2024 – next cycle (extension); thereafter, the performance plan year will be January 1 to December 31

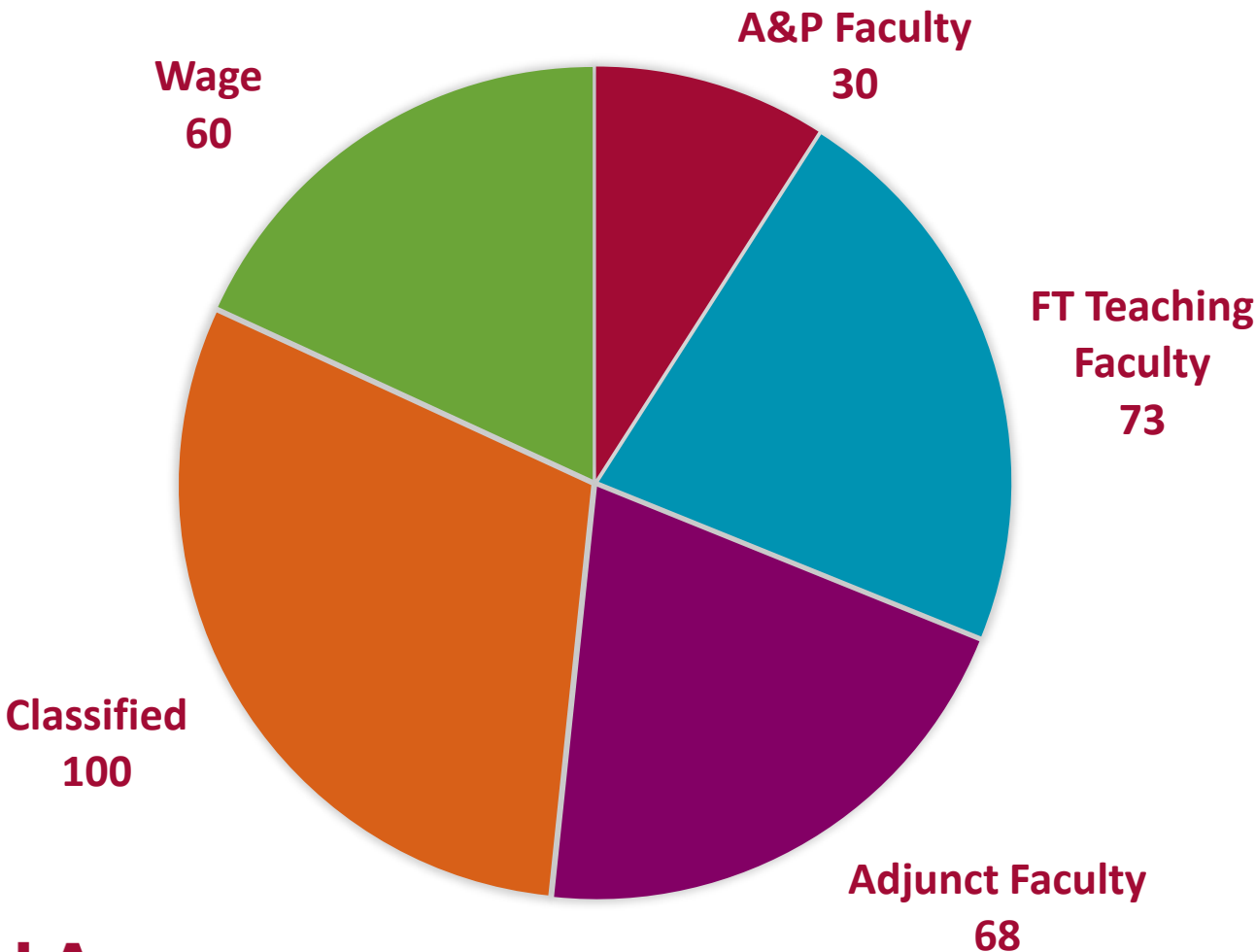
## **Coming in 2025**

- The evaluation forms and other components of the Employee Work Profile will move to “Page Up”

## PROFESSIONAL DEVELOPMENT

- Verified 331 faculty and staff completed 2023–2024 professional development requirements
  - \$250 incentive bonus disbursed for completion of hours (\$83k)
  - Over 4,000 hours of professional development was reported

# 331 FACULTY/STAFF VERIFIED 2023-2024 PROFESSIONAL DEVELOPMENT



# REQUIRED PROFESSIONAL DEVELOPMENT HOURS BY EMPLOYEE CLASSIFICATION

Classified		Wage
Component:	# of Hours:	# of Hours:
Diversity, Equity, Inclusion	3	2
Technical Competency	4	3
Leadership	1	1
Leadership for supervisors*	2	n/a

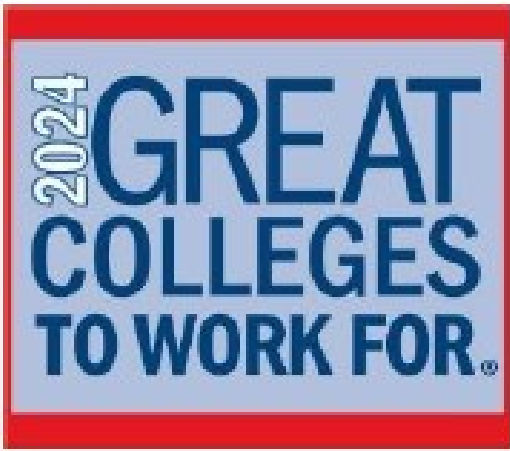
\* If classified supervisor

Administrative & Professional Faculty	
Component:	# of Hours:
Diversity, Equity, Inclusion	5
Technical	3
Leadership	8

	FT Faculty	Adjuncts
Component:	# of Hours:	# of Hours:
Diversity, Equity, Inclusion	3	2
Technical	1	1
Teaching	10	10
Leadership	2	1

**SPRING 2024  
MODERNTHINK HIGHER  
EDUCATION INSIGHT  
SURVEY GREAT  
COLLEGES TO WORK FOR  
TRENDS**





## CORE SURVEY STATEMENTS ON A FIVE-POINT AGREEMENT SCALE

Good to Excellent	Warrants Attention
<ul style="list-style-type: none"><li>• Faculty &amp; Staff Wellbeing</li><li>• Diversity, Inclusion &amp; Belonging</li><li>• Mission &amp; Pride</li><li>• Job Satisfaction &amp; Support</li><li>• Professional Development</li><li>• Supervisor/Department Chair Effectiveness</li></ul>	<ul style="list-style-type: none"><li>• Performance Management</li></ul>



# EMPLOYEE OPEN-ENDED COMMENTS TRENDS

Strengths	Opportunities for Improvement
<ul style="list-style-type: none"><li>• Germanna's Mission</li><li>• Welcoming &amp; Inclusive Environment (Sense of Belonging)</li><li>• Strong Sense of Community</li><li>• Focus on Student Success and Community</li><li>• The People</li><li>• Focus on Diversity and Inclusion</li><li>• Professional Development</li></ul>	<ul style="list-style-type: none"><li>• Work-Life Balance</li><li>• Compensation &amp; Benefits</li><li>• Communication &amp; Leadership</li><li>• Recognition &amp; Appreciation</li><li>• Limited View of Diversity</li><li>• Advancement Opportunities/Hiring Practices</li></ul>



## NEXT STEPS

- Results Shared with Cabinet
- Sharing Results with Faculty and Staff
- Facilitate Supervisor Training with Resources for Performance Management
- Create Focus Groups to address Top Priorities



**2025 Legislative Support for Virginia Community Colleges (slightly edited)**  
**Dr. Kim Blosser, Laurel Ridge Community College 10/29/24**

The VCCS recommends amendments in FY 2026 to the adopted 2024-2026 biennial budget for the following priorities which include sustaining existing dual enrollment delivery and expansion for high school students taking college-level courses, increasing capacity in career and technical programs by supporting a one-time investment in equipment, facility renovations and start-up costs to address regional business and industry needs and hiring qualified instructors, expanding the FastForward program, and scaling statewide marketing, outreach, and recruiting efforts.

Funding the <b>College and Career Ready Virginia Program and Fund</b> , as established by <b>HB 1087</b> . While the program and fund were created in the current biennial budget, it currently lacks any necessary funding to sustain dual enrollment for high school students nor support dual enrollment expansion. This fund is critical for offering dual enrollment opportunities across Virginia’s high schools, allowing students to access college-level courses in their high schools at no cost.	\$34M (ongoing)
Increasing capacity in <b>career and technical programs</b> by supporting a one-time investment in equipment, facility renovations, and start-up costs to address regional business needs.	\$90M (one time)
Hiring high-quality, industry-oriented, hard-to-fill instructor positions and address the high cost of program operation.	\$46.2M (ongoing)
Expanding FastForward to meet continued demand from Virginia workers and employers for in-demand, industry recognized certifications and credentials.	\$8.5M (ongoing)
Scaling statewide marketing, outreach, and recruiting efforts	\$5M (ongoing)

**Advocacy**

In the 2024 General Assembly, budget language established a Joint Subcommittee on Higher Education Funding Policies. Inform the Joint Subcommittee on Higher Education Funding Policies as they study and develop a new funding model and associated recommendations that benefit the Virginia Community College System; communicate the related challenges and opportunities of the high cost of credential attainment and program delivery for in-demand talent pipeline delivery.

Reference: Item T1, <https://budget.lis.virginia.gov/item/2024/2/HB6001/Chapter/1/1/>

**Background**

According to Virginia Department of Education Economics (<https://www.vedp.org/voee>)

- Virginia has over 150,000 openings annually for jobs requiring more education than high school but less than a college degree.
- There are 2 million Virginia adults who have attained a high school diploma but have never enrolled in a college course or credential program.
- There are another 1.2 million Virginia adults who have started but not completed a college credential or degree.
- Several of the most in-demand jobs in Virginia are IT, Healthcare, Skilled Trades, Energy, Advanced Manufacturing, and Engineering, which are also the most expensive to operate.

### **How additional funding will address the bullets above**

- \$90 million in one-time funds will be used to renovate, modernize, and expand state-of-the-art career and technical programs and equipment labs, creating best-in-class training spaces for high-demand fields like energy, skilled trades, health care, and information technology.
  - Colleges will continue to braid these funds with donations from private industry.
  - In a 2023 assessment of all 23 colleges, industry has already provided or has formal commitments of \$42.5 million to support high-demand programs.
- \$46.2M will be used to recruit, incentivize, and retain 220 additional highly-skilled, industry-credentialed instructors.
  - In addition, funds will provide direct stipends to students in these high-demand programs, in an “earn while you learn” model.
- \$8.5M to expand FastForward funding for students
  - Nearly 12,000 FastForward students trained in the last fiscal year.
  - VCCS projects continued growth, averaging 20% increase annually in enrollments over the next five years, resulting in between 15,000 and 18,000 job-ready workers each year.
  - FastForward has a 95% program completion rate and 71% credential attainment rate.
  - 92% of graduates say their credentials are something employers want

### **Overall Benefits & Outcomes**

- Increase Virginia’s Talent Pipeline
  - VCCS is a unique system serving:
    - 46% of all public undergraduate students in Virginia.
    - Representing more than 230,000 students annually, including 93,798 minority students.
    - Our 23 community colleges across 40 campuses ensure that a community college is within reach of every Virginian.
  - Virginia’s Community Colleges receive 57 cents for every dollar that goes to support an FTE student at a 4-year public Virginia University.
- Increase Economic Opportunity and Wages:
  - \$12,200 higher average annual earnings for students with associate degrees over a high school diploma.
  - \$9,350 average wage increase for students who earn FastForward credentials.
- Return on Investment:
  - 81% of Virginia Community College graduates stay in Virginia.
  - The VCCS creates \$11.6 billion in total economic impact annually, including supporting 135,119 jobs.
  - \$4.5 billion in wages earned by FastForward graduates, thanks to a multi-year, cumulative \$85 million investment from the state of Virginia.
  - Over 52,900 high-demand credentials have been earned through FastForward since 2016.
  - For every \$1 invested in Virginia’s Community Colleges, taxpayers gain \$2.70 in added tax revenue and public sector savings.
  - For every \$1 a student invests in their VCCS education, they gain \$5.70 in lifetime earnings.

# **GERMANNA COMMUNITY COLLEGE**

## **FY25 LOCAL FUNDS FINANCIAL REVIEW**

**FOR THE FOUR MONTHS ENDING OCTOBER 31, 2024**

**GERMANNA COMMUNITY COLLEGE BOARD  
NOVEMBER 14, 2024**

# FY25 LOCAL FUNDS FINANCIAL ANALYSIS

- Highlights of the FY25 results through October 31, 2024:
- Unrestricted Funds – Unrestricted Fund Balance/Net Assets have decreased by \$208K. Locality contributions are trending as budgeted, but student fees and commissions are lagging, so far. Significant expenditures include the debt service payment of \$392K for the Fredericksburg campus parking garage and \$187K in the Facilities Auxiliary Fund Budget, primarily for the sports court buildout. Investment performance appears in line with historical averages. *Unrestricted Funds details are noted on slides 5-9.*
- Restricted Funds – About \$6.7M was received and disbursed for federal financial aid.
- Plant Funds – Locality contributions of \$168K have been received, with \$116K designated as maintenance reserves and \$52.5K designated for the Locust Grove replacement fund. The System Office has refunded the College \$736K that the College previously paid for the LGC design costs. The fund balance is \$6.7M with \$3.7M in the Unexpended Plant Fund and \$3.0M in the Investment in Plant Fund. *Details of the Unexpended Plant Fund are noted on slides 10 and 11.*

# LOCAL FUNDS FY25 STATEMENT OF CHANGES

	Unrestricted	Restricted	Plant
<b>Revenues:</b>			
Unrestricted Current Fund Revenue	449,448	-	-
Local Appropriations - Restricted	-	-	168,069
Federal Grants and Contracts - Restricted	-	6,668,345	-
Private Grants and Contracts - Restricted	-	8,925	-
Investment Income	-	-	17,288
<b>Total Revenues and Other Additions:</b>	<b>449,448</b>	<b>6,677,269</b>	<b>185,357</b>
<b>Expenditures:</b>			
Educational and General	66,840	6,690,966	-
Auxiliary Enterprise Expenditures	590,883	-	-
Expended for Plant Facilities	-	-	(721,049)
<b>Total Expenditures</b>	<b>657,723</b>	<b>6,690,966</b>	<b>(721,049)</b>
<b>Net Increase/(Decrease) for the Year</b>	<b>(208,275)</b>	<b>(13,697)</b>	<b>906,406</b>
<b>Fund Balances - Beginning</b>	<b>9,176,200</b>	<b>68,948</b>	<b>5,796,480</b>
<b>Fund Balances - Ending</b>	<b>8,967,925</b>	<b>55,251</b>	<b>6,702,886</b>

- Unrestricted Funds are reviewed in greater detail on slides 5 through 9.
- Restricted Funds are pass through items, primarily federal financial aid.

# LOCAL FUNDS FY25 BALANCE SHEET

	<u>Unrestricted</u>	<u>Restricted</u>	<u>Plant</u>	<u>Agency</u>
<b>Assets:</b>				
Cash	5,432,721	80,251	2,417,206	151,921
Petty Cash	1,000	-	-	-
Cash Equivalents	1,238,480	-	1,290,326	-
Investments	1,857,007	-	-	-
Due From Other Funds	375,000	-	-	-
Investment in Plant Assets	-	-	2,995,354	-
<b>Total Assets:</b>	<b><u>8,904,208</u></b>	<b><u>80,251</u></b>	<b><u>6,702,886</u></b>	<b><u>151,921</u></b>
<b>Liabilities:</b>				
Deposits Pending	63,718	-	-	-
Due to Other Funds	-	(25,000)	-	-
<b>Fund Balances</b>	<b><u>8,967,925</u></b>	<b><u>55,251</u></b>	<b><u>6,702,886</u></b>	<b><u>151,921</u></b>
<b>Total Liabilities and Fund Balances:</b>	<b><u>8,904,207</u></b>	<b><u>80,251</u></b>	<b><u>6,702,886</u></b>	<b><u>151,921</u></b>

- Unrestricted Funds are reviewed in greater detail on slides 5 through 9.
- Restricted Funds are pass-through items, primarily federal financial aid.
- Plant Funds are reviewed in greater detail on slides 10 and 11.
- Agency Funds are local financial aid pass-through items and funds held in trust for college sponsored organizations.

# LOCAL OPERATING / COLLEGE BOARD FUND BUDGET

- FY25 Operating Fund contributions and spending are trending as expected.

Fund 40001	FY21	FY22	FY23	FY24	FY25	FY25 Budget
<b>Beginning Cash</b>	<b>614,159</b>	<b>831,762</b>	<b>1,008,368</b>	<b>1,184,704</b>	<b>1,388,839</b>	<b>1,388,839</b>
Spotsylvania	89,171	89,171	89,171	89,171	44,586	89,171
Stafford	48,858	48,858	48,858	48,858	24,429	48,858
Caroline	6,866	6,866	7,209	7,209	7,209	7,209
King George	-	-	-	-	6,250	25,000
Culpeper	28,158	28,158	28,158	28,158	28,158	28,158
Orange	41,931	41,931	41,931	41,931	41,931	41,931
Madison	4,535	4,535	4,535	4,000	4,000	4,535
Fredericksburg	9,291	9,291	9,291	9,291	4,645	9,291
Interest Income	935	339	(2,946)	4,203	1,253	1,500
<b>Total Revenues</b>	<b>229,745</b>	<b>229,149</b>	<b>226,207</b>	<b>232,821</b>	<b>162,461</b>	<b>255,653</b>
Expenses by Department						
Employee REL-FAC	2,923	11,977	18,840	15,086	5,371	15,000
Student Development Programs	6,133	7,100	19,365	7,472	25,616	40,000
Student Recruitment	1,882	11,908	11,666	11,508	2,853	12,000
Contingency	1,204	6,924	-	-	-	27,500
Dean of Inst Effectiveness	-	-	-	-	-	10,000
Physical Plant	-	20,154	-	19,620	3,550	30,000
<b>Total Expenses</b>	<b>12,142</b>	<b>58,063</b>	<b>49,871</b>	<b>53,686</b>	<b>37,390</b>	<b>134,500</b>
<b>Annual Surplus (Deficit)</b>	<b>217,604</b>	<b>171,086</b>	<b>176,336</b>	<b>179,135</b>	<b>125,071</b>	<b>121,153</b>
Transfers	-	5,519	-	25,000	-	-
<b>Net Assets</b>	<b>831,762</b>	<b>1,008,368</b>	<b>1,184,704</b>	<b>1,388,839</b>	<b>1,513,909</b>	<b>1,509,992</b>



# VENDING FUND BUDGET

- Bookstore commissions have not been received since May 2024, due to contractual issues and cash flow problems with the vendor.

Fund 40002	FY21	FY22	FY23	FY24	FY25	FY25 Budget
<b>Beginning Cash</b>	<b>2,506,078</b>	<b>2,458,736</b>	<b>2,903,277</b>	<b>1,947,449</b>	<b>1,990,525</b>	<b>1,990,525</b>
Bookstore Commissions	139,954	174,781	138,887	78,692	-	80,000
Vending Commissions	-	4,457	8,477	8,310	-	50,000
Vending Commissions	-	533	-	838	-	-
Investment Income	10,993	4,893	(15,895)	129,089	39,141	50,000
Investment Income	2,033	(7,059)	-	-	-	-
<b>Total Revenues</b>	<b>152,980</b>	<b>177,605</b>	<b>131,468</b>	<b>216,928</b>	<b>39,141</b>	<b>180,000</b>
Expenses by Department						
Diversity and Inclusion	9,584	7,474	6,509	2,733	4,141	12,000
College Branding	194,699	244,808	159,198	175,530	-	-
Regional Activities	4,599	5,654	5,855	6,036	4,939	10,000
Commissions Contingency Reserve	-	76,546	318,085	36,584	-	100,000
President's Discretionary	-	6,285	2,050	746	390	10,000
Fiscal Operating	(9,098)	(20,376)	13,674	655	(103)	25,000
Travel & Meals - Excess	-	124	1,501	1,424	110	2,500
Auxiliary Plant Maintenance	538	7,031	3,617	15,612	3,161	20,000
<b>Total Expenses</b>	<b>200,322</b>	<b>327,545</b>	<b>510,489</b>	<b>239,320</b>	<b>12,637</b>	<b>179,500</b>
<b>Annual Surplus (Deficit)</b>	<b>(47,342)</b>	<b>(149,940)</b>	<b>(379,021)</b>	<b>(22,392)</b>	<b>26,504</b>	<b>500</b>
Other Transfers	-	600,000	(600,000)	-	-	-
Other Transfers	-	(5,519)	23,193	65,468	-	-
<b>Net Assets</b>	<b>2,458,736</b>	<b>2,903,277</b>	<b>1,947,449</b>	<b>1,990,525</b>	<b>2,017,029</b>	<b>1,991,025</b>

# STUDENT ACTIVITY FUND BUDGET

- The Student Activity fees are slow to be realized yet but are expected to come in near budget.

Fund 40003	FY21	FY22	FY23	FY24	FY25	FY25 Budget
<b>Beginning Cash</b>	<b>64,085</b>	<b>84,251</b>	<b>96,554</b>	<b>93,774</b>	<b>149,162</b>	<b>149,162</b>
Student Activity Fees	204,925	202,057	207,946	281,324	53,202	280,000
<b>Total Revenues</b>	<b>204,925</b>	<b>202,057</b>	<b>207,946</b>	<b>281,324</b>	<b>53,202</b>	<b>280,000</b>
Expenses by Department						
Student Activities	51,227	49,387	59,289	53,850	8,977	90,000
Student Organizations	17,364	30,633	41,258	39,807	6,864	20,000
Student Projects	24,142	23,965	21,475	24,985	129	20,000
Dean of Student Services	25,133	25,116	27,881	25,210	-	30,000
Lecture & Culture	32,356	28,227	19,957	28,713	131	50,000
Student Recognition	1,500	-	3,999	2,149	-	10,000
Wellness & Recreation	31,343	30,117	32,802	19,923	-	30,000
Co-Curricular Programs	1,695	2,309	4,064	6,298	712	10,000
<b>Total Expenses</b>	<b>184,759</b>	<b>189,754</b>	<b>210,726</b>	<b>200,935</b>	<b>16,813</b>	<b>260,000</b>
<b>Annual Surplus (Deficit)</b>	<b>20,165</b>	<b>12,303</b>	<b>(2,780)</b>	<b>80,388</b>	<b>36,389</b>	<b>20,000</b>
Transfers	-	-	-	(25,000)	-	
<b>Net Assets</b>	<b>84,251</b>	<b>96,554</b>	<b>93,774</b>	<b>149,162</b>	<b>185,551</b>	<b>169,162</b>

# PARKING AUXILIARY FUND BUDGET

- Parking fees are slow to be realized but are expected to come in near budget. Major expenditures are expected this year on the Locust Grove parking lot project.

Fund 40203	FY21	FY22	FY23	FY24	FY25	FY25 Budget
<b>Beginning Cash</b>	<b>956,018</b>	<b>712,829</b>	<b>835,843</b>	<b>1,874,950</b>	<b>2,071,646</b>	<b>2,071,646</b>
Parking Fees	239,557	236,860	242,045	249,183	42,169	245,000
Interest	1,161	722	2,939	12,851	3,461	-
<b>Total Revenues</b>	<b>240,718</b>	<b>237,582</b>	<b>244,983</b>	<b>262,034</b>	<b>45,630</b>	<b>245,000</b>
Expenses by Department						
Parking Expenses	483,907	114,568	55,877	65,337	12,003	1,867,177
<b>Total Expenses</b>	<b>483,907</b>	<b>114,568</b>	<b>55,877</b>	<b>65,337</b>	<b>12,003</b>	<b>1,867,177</b>
<b>Annual Surplus (Deficit)</b>	<b>(243,189)</b>	<b>123,014</b>	<b>189,106</b>	<b>196,697</b>	<b>33,627</b>	<b>(1,622,177)</b>
Transfers	-	-	850,000	-	-	-
<b>Net Assets</b>	<b>712,829</b>	<b>835,843</b>	<b>1,874,950</b>	<b>2,071,646</b>	<b>2,105,273</b>	<b>449,469</b>

# FACILITIES AUXILIARY FUND BUDGET

- Facilities fees are slow to be realized but are expected to come in near budget. Debt service on the Fredericksburg campus parking garage of \$392K was incurred. Most of the \$187K in Facilities Expenses is related to the sports court buildout.

Fund 40206	FY21	FY22	FY23	FY24	FY25	FY25 Budget
<b>Beginning Cash</b>	<b>2,606,019</b>	<b>3,009,975</b>	<b>3,400,445</b>	<b>3,197,147</b>	<b>3,575,984</b>	<b>3,575,984</b>
Facilities Fee	753,051	744,768	760,812	782,890	131,296	770,000
Investment Income	9,352	1,953	(29,378)	41,942	12,501	15,000
Interest	534	2,335	13,902	20,431	5,217	5,000
<b>Total Revenues</b>	<b>762,937</b>	<b>749,056</b>	<b>745,337</b>	<b>845,263</b>	<b>149,014</b>	<b>790,000</b>
Expenses by Department						
Facilities Expenses	16,667	44,086	28,297	58,141	187,250	64,568
<b>Total Expenses</b>	<b>16,667</b>	<b>44,086</b>	<b>28,297</b>	<b>58,141</b>	<b>187,250</b>	<b>64,568</b>
<b>Annual Surplus (Deficit)</b>	<b>746,270</b>	<b>704,970</b>	<b>717,040</b>	<b>787,122</b>	<b>(38,236)</b>	<b>725,432</b>
Debt Service	(342,313)	(314,500)	(70,338)	(408,285)	(391,630)	(410,392)
Transfers	-	-	(850,000)	-	-	-
<b>Net Assets</b>	<b>3,009,975</b>	<b>3,400,445</b>	<b>3,197,147</b>	<b>3,575,984</b>	<b>3,146,118</b>	<b>3,891,024</b>

# UNEXPENDED PLANT FUND BUDGET

- Contributions are being realized as planned. The Locust Grove project fund has been reimbursed by the State for \$736K in design costs and now is nearing \$2.8M.

Fund 79001	FY21	FY22	FY23	FY24	FY25	FY25 Budget
<b>Beginning Cash</b>	<b>2,301,611</b>	<b>2,501,565</b>	<b>3,033,422</b>	<b>3,805,348</b>	<b>2,801,126</b>	<b>2,801,126</b>
LGC Building Replacement	350,000	350,000	550,000	250,000	52,500	50,000
MR - STAFFORD CO	200,000	200,000	200,000	200,000	100,000	200,000
MR - FREDERICKSBURG	50,000	25,000	25,000	25,000	12,500	25,000
MR - ORANGE CO	1,669	1,669	1,669	1,669	1,669	1,669
MR - MADISON COUNTY	465	465	465	-	-	-
MR - CULPEPER CO	-	-	1,400	1,400	1,400	1,400
Prior Year Correction	-	-	-	-	-	-
Investment Income	1,808	2,999	46,072	67,710	17,288	24,000
<b>Total Revenues</b>	<b>603,942</b>	<b>580,133</b>	<b>824,606</b>	<b>545,779</b>	<b>185,357</b>	<b>302,069</b>
CAPITAL PROJECTS	-	145,470	22,353	-	-	-
MR - STAFFORD CO	-	-	-	1,550,000	-	-
MR - FREDERICKSBURG	72,414	48,276	-	-	14,436	48,276
<b>Total Expenses</b>	<b>72,414</b>	<b>193,746</b>	<b>22,353</b>	<b>1,550,000</b>	<b>15,766</b>	<b>48,276</b>
<b>Annual Surplus (Deficit)</b>	<b>531,528</b>	<b>386,387</b>	<b>802,252</b>	<b>(1,004,221)</b>	<b>169,591</b>	<b>253,793</b>
CAPITAL PROJECTS	-	145,470	22,353	-	-	-
LGC Building Replacement	(331,574)	-	(52,680)	-	736,815	(400,000)
<b>Net Assets</b>	<b>2,501,565</b>	<b>3,033,422</b>	<b>3,805,348</b>	<b>2,801,126</b>	<b>3,707,532</b>	<b>2,654,919</b>

# UNEXPENDED PLANT FUND

## LOCUST GROVE REPLACEMENT FUNDING STATUS

- The LGC building replacement fund is nearing \$2.9M, due to a refund from the State of \$736K for design costs previously paid. After completion of the project, the Board may consider refunding any remaining balance to Fund 40002.

LGC Replacement Fund	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25	Totals
<b>Sources of Funds</b>									
Transfer In	1,000,000	-	-	-	-	-	-	-	1,000,000
Contributions from Localities	-	-	200,000	350,000	350,000	550,000	250,000	52,500	1,752,500
Interest Income	9,774	22,046	15,179	1,188	1,941	26,627	34,953	8,918	120,626
	<b>1,009,774</b>	<b>22,046</b>	<b>215,179</b>	<b>351,188</b>	<b>351,941</b>	<b>576,627</b>	<b>284,953</b>	<b>61,418</b>	<b>2,873,126</b>
<b>Uses of Funds</b>									
Design Costs	-	-	352,561	331,574	-	52,680	-	(736,815)	-
	<b>1,009,774</b>	<b>22,046</b>	<b>(137,382)</b>	<b>19,614</b>	<b>351,941</b>	<b>523,947</b>	<b>284,953</b>	<b>798,233</b>	<b>2,873,126</b>
<b>Fund Surplus (Deficit)</b>									
Beginning Fund Balance	-	1,009,774	1,031,820	894,438	914,053	1,265,993	1,789,940	2,074,893	-
<b>Ending Fund Balance</b>	<b>1,009,774</b>	<b>1,031,820</b>	<b>894,438</b>	<b>914,053</b>	<b>1,265,993</b>	<b>1,789,940</b>	<b>2,074,893</b>	<b>2,873,126</b>	<b>2,873,126</b>
<b>Contributions by Locality</b>									
Spotsylvania County	-	-	100,000	100,000	100,000	100,000	100,000	-	500,000
Orange County	-	-	-	100,000	100,000	300,000	-	-	500,000
Stafford County	-	-	100,000	100,000	100,000	100,000	100,000	-	500,000
King George County	-	-	-	-	-	-	-	2,500	2,500
Culpeper County	-	-	-	-	50,000	50,000	50,000	50,000	200,000
Fredericksburg EDA	-	-	-	50,000	-	-	-	-	50,000
	<b>-</b>	<b>-</b>	<b>200,000</b>	<b>350,000</b>	<b>350,000</b>	<b>550,000</b>	<b>250,000</b>	<b>52,500</b>	<b>1,752,500</b>

**Note on the New Locust Grove Facility:**

Germanna must fund all infrastructure and land improvement including lighting, storm water management, utilities, parking and sidewalks. Additionally, state of the art medical equipment will be required to provide real-life training environments in labs, hospitals, and clinics.

# UNEXPENDED PLANT FUND BUDGET DEPARTMENT REBALANCE PROPOSAL

- Fund 79001 has assets associated with idle departments and the College is proposing to rebalance these assets...
- Department 770160, Stafford Lease Infrastructure, has been idle since FY19
  - These are residual funds from the buildout of the Potomac Church Road Stafford Center
  - Recommendation: transfer assets to Department 774110, Maintenance Reserve – Stafford County, to consolidate all Stafford funds in a single department
- Department 774180, LGC Master Plan Study, has not incurred expenses since FY16
  - These are residual funds from the earlier Master Plan Study, which is complete
  - Recommendation: transfer assets to Department 770170, LGC Building Replacement, to make available for the Locust Grove project

Fund 79001 - Unexpended Plant, Local		FY25 Inflows			FY25 Outflows		Current Fund	
Department	Description	Beginning Fund Balance	Contrib. 40331	Invest Inc. 40761	Xfer In	Expenses	FY Change	Balance
770100	Fredericksburg Campus	63,279.63		873.61		1,330.00	(456.39)	62,823.24
<b>770160</b>	<b>Stafford Lease Infrastructure</b>	<b>15,438.79</b>					-	<b>15,438.79</b>
<b>770170</b>	<b>LGC Building Replacement</b>	<b>2,074,893.08</b>	<b>52,500.00</b>	<b>8,917.90</b>	<b>736,815.00</b>		<b>798,232.90</b>	<b>2,873,125.98</b>
770200	Culpeper Workforce	285,707.69		497.33			497.33	286,205.02
<b>774110</b>	<b>MR - Stafford County</b>	<b>147,062.49</b>	<b>100,000.00</b>	<b>5,459.89</b>		-	<b>105,459.89</b>	<b>252,522.38</b>
774120	MR - Caroline County	8,978.29		84.11			84.11	9,062.40
774130	MR - King George County	10,053.27		126.55			126.55	10,179.82
774140	MR - Culpeper County	18,548.80	1,400.00	213.87			1,613.87	20,162.67
774150	MR - Orange County	28,387.98	1,669.00	189.47			1,858.47	30,246.45
774160	MR - Madison County	9,750.02		84.09			84.09	9,834.11
774170	MR - Fredericksburg	128,933.65	12,500.00			14,435.87	(1,935.87)	126,997.78
<b>774180</b>	<b>LGC Master Plan Study</b>	<b>10,092.63</b>		<b>840.68</b>			<b>840.68</b>	<b>10,933.31</b>
<b>Total Fund 79001</b>		<b>2,801,126.32</b>	<b>168,069.00</b>	<b>17,287.50</b>	<b>736,815.00</b>	<b>15,765.87</b>	<b>906,405.63</b>	<b>3,707,531.95</b>

# FINANCIAL REVIEW - WRAP UP

- Questions and Discussion.

- Suggested motion for the Committee:

“The Finance and Facilities Committee has reviewed the financial analysis for the four months ending October 31, 2024, and moves to accept the financials as presented.”

“The Finance and Facilities Committee has reviewed the proposal to consolidate departmental balances in Fund 79001 and moves to accept the proposal as presented.”



# FUND DESCRIPTIONS

## **Fund 40001 – Local Operating College Board Fund**

- Primarily funded by contributions from localities
- Expenses for employee relations, student development and recruitment, and contingencies
- Fund balance is increasing, providing opportunities for future student and community engagement

## **Fund 40002 – Vending Fund**

- Primarily funded by bookstore and foodservice commissions
- Expenses for diversity and inclusion, marketing and branding, and contingencies
- Fund balance serves as a reserve fund; previously transferred \$1M as the initial funding for the replacement of the new Locust Grove facility

## **Fund 40003 – Student Activity Fund**

- Primarily funded by a student activity fee charged at \$2.00 per hour beginning in Academic Year 2023–2024
- Expenses for student activities and organization
- Fund balance is minimal

## **Fund 40203 – Parking Auxiliary Fund**

- Primarily funded by a parking fee charged to students at \$1.75 per credit hour
- Expenses to maintain parking lots
- Fund balance is increasing to accumulate funds for parking and lighting for the new Locust Grove facility

## **Fund 40206 – Facilities Auxiliary Fund**

- Primarily funded by a facility fee charged to students at \$5.50 per credit hour
- Expenses to maintain the Fredericksburg parking garage and to cover its debt service (\$3.37M loan maturing September 2031)
- Fund balance serves as a reserve for structural repairs and debt service

## **Fund 79001 – Unexpended Plant Fund**

- Primarily funded by contributions from localities
- Expenses to cover maintenance and repairs for Germanna facilities; some maintenance costs are planned, but can be unpredictable
- Fund balance is increasing to accumulate local funds for the new Locust Grove facility, including ongoing design costs

# **Germanna Community College Local Board**

## **Facilities Report**

**November 14, 2024**

### **1. Locust Grove Campus Replacement Building**

The 90% drawings from RRMM are near completion and ready to submit to the Division of Engineering and Buildings (DEB) for review. During the 90% review a cost review of the project will be completed. Once DEB's review is completed the project will be ready to go to bid. The System Office believes construction could possibly start in the early spring.

### **2. Maintenance Reserve Projects**

Curtain Wall Repair at the Science & Engineering Building and Information Commons.

- Due to the time, it has taken for Popowski Brothers, Inc. T/A PBI Commercial to provide submittals that meet the criteria of the project and get approval from WDP & Associates (Engineering Firm) the System Office along with GCC made the decision to delay the start of this project until March 2025 with a completion date of August 2025. We were concerned with having the glass out of the windows during the winter months would make it very hard to condition the space and make it more difficult for students, faculty and staff to use the space.

Replace Fire Alarm System in the Workforce Building.

- The System Office along with Jensen Hughes are preparing the documents for this project to go to bid.

Replace/Upgrade Elevator in the V. Earl Dickinson Building

- The meeting occurred with Setty (Engineering Firm), System Office and GCC on September 3. Setty has gathered the information they needed to start design.

### **3. Bus Shelter at Fredericksburg**

- This project is complete.

### **4. Daniel Technology Monumental Sign**

- This project is under construction. We will have an update at the meeting.

### **5. Sports Court at Fredericksburg**

- This project is complete.

### **6. 10 and 25 Center Street at Stafford**

- The construction is completed at both 10 and 25 Center St. All furnishings from Virginia Correction Enterprise have been received. The move out from Barbara J Freid to Center St. is completed. We are still setting up furniture and installing items on the walls. By

the time the board meeting occurs we should be wrapping up the move out and clean-up of BJFC so we can turn it back over to the landlord.

**7. Locust Grove Parking Lot Repair and Site Lighting Upgrade**

- VHB is in the process of finishing up the drawings to be sent to the Division of Engineering and Buildings (DEB) for review and approval. Once approval is received the VHB and the System Office will work to get the bid packet completed for the project to go to bid.

Dear Board,

As I maneuver through medical leave and transition into retirement, I would like to say thank you for all the years of support I have been given by this body. For me it's been the fine folks like yourselves I've gotten to meet over my 15 years of attending board meetings that I will remember the most.

Thank you  
Garland



September 26, 2024

Dear College Advisory Board Members,

I am writing to provide an update on the evaluation process for your college president. Recently, I approved a new, system-wide evaluation process for all college presidents, which is aligned with our new strategic plan, *Accelerate Opportunity*. This process aims to ensure greater consistency in how we evaluate the efforts and performance of presidents across our 23 colleges.

Starting this year, we will seek additional input from local college advisory boards as part of the evaluation process. Below are the two components that we will request local college advisory boards complete:

- **Local College Advisory Board Survey:** We will ask all board members to complete a new survey, specifically designed to align with the responsibilities of a college president as outlined in VCCS policy 2.A.,2.9.,D.,2.a-j. A copy of the policy is attached for your review, and the survey is under development.
- **Local College Advisory Board Letter:** The advisory board chair will receive the feedback report generated from the survey results. This feedback will be valuable for the board in drafting the annual evaluation letter for their president.

**Next Steps:** My annual goals were recently approved by the Virginia State Board for Community Colleges at their meeting on September 18-19 and have been shared with the presidents. I will now work with each president to develop their specific annual goals. Moving forward, we plan to establish the presidents' goals and evaluation metrics prior to the start of each fiscal year.

For your reference, I have attached a timeline of the evaluation process. The timeline includes sufficient time for local advisory boards to complete their survey and letter.

Thank you in advance for your participation in this important process. As this is the first year we are implementing the new evaluation process, I also appreciate your patience and flexibility as we navigate these changes together.

I am grateful for your dedication to supporting our colleges, and I look forward to your continued partnership as we work towards a brighter future for our community college system.

Sincerely,

A handwritten signature in black ink that reads "David A. Doré".

David Doré, Ed. D.  
Chancellor  
Virginia Community College System

**From:** [David Dore](#)  
**To:** [VCCS Presidents](#)  
**Cc:** [Rose Marie Owen](#)  
**Subject:** Update on the Presidents' Evaluation Process  
**Date:** Friday, September 27, 2024 11:06:29 AM  
**Attachments:** [Outlook-Image.png](#)  
[Letter to College Advisory Boards.pdf](#)  
[College President Evaluation Process and Timeline.docx.pdf](#)  
[Graphic College President Evaluation Process and Timeline.pdf](#)  
[VCCS Policy Manual Responsibilities of the President.pdf](#)  
[Draft VCCS President Evaluation Survey.pdf](#)

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Dear Presidents,

I am writing to provide an update on the presidents' evaluation process. I have reviewed and approved a new presidents' evaluation process aligned with our strategic plan, *Accelerate Opportunity*. This process aims to ensure greater consistency in how we evaluate the efforts and performance of presidents across our 23 colleges.

The new evaluation process will apply uniformly to all presidents and will include the following components:

- **Presidents Goals:**
  - Common Accelerate Opportunity and One-System goals selected by the Chancellor.
  - Unique Accelerate Opportunity and institutional goals selected by the President.
- **Data Dashboard:** A web accessible data dashboard will be available to each president. Each president will have an opportunity to review the data prior to their evaluations.
- **Presidents' Self-Assessment:** Presidents will complete and submit their self-assessment to their local college advisory board.
- **Local College Advisory Board Survey:** A new local college advisory board survey is designed to align with the responsibilities of a college president as outlined in VCCS policy 2.A.,2.9.,D.,2.a-j. A draft of the survey is attached for your review and the final is under development.
- **Local College Advisory Board Letter:** The advisory board chair, president, and I will receive the feedback report generated from the survey results. This feedback will be valuable for the college advisory board in drafting the annual evaluation letter for their president.
- **Evaluation Conversation with Chancellor:** The evaluation tool is under development and will be shared this fall. At a minimum, the evaluation tool will include an assessment of presidents' goals. Our evaluation conversations will be scheduled for May-June and will be guided by the new evaluation tool. Prior to our conversations, for your review, we will provide the dashboard related to the presidents' goals to be included as part of the conversation.

**Next Steps:** My annual goals were recently approved by the Virginia State Board for Community Colleges at their meeting on September 18-19 and were shared over email on September 23. The Board approved goals will serve as our common goals. I will now work with each president to develop their specific annual goals to accompany the common goals. Moving forward, we plan to establish the presidents' goals and evaluation metrics prior to the start of each fiscal year.

I have attached the following for your reference and to share with your local college advisory boards:

- A letter to the local college advisory boards
- A copy of VCCS policy 2.A.,2.9.,D.,2.a-j, on which the college advisory board survey will be based
- A written detailed timeline and a visual timeline of the presidents' evaluation process. The timeline of the new process differs slightly from what was presented at ACOP in August.

I would like to thank Dr. Porter Brannon and the HR Committee for their work in developing a new evaluation process. I am grateful for your ongoing dedication to our colleges, and I look forward to the year ahead as we work towards a bright future for the entire community college system.

Sincerely,

David

--

**David Dore, Ed.D.**

Chancellor

Virginia Community College System

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300 Arboretum Place, Suite 200

Richmond, VA 23236

(o): 804-819-4902



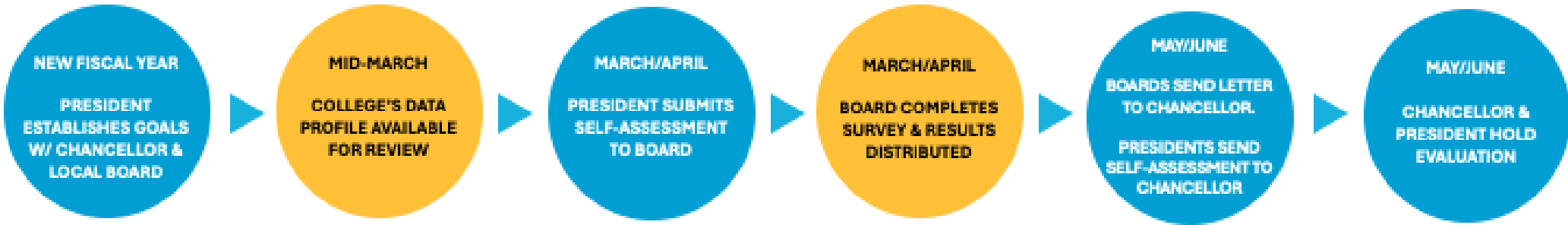
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You're receiving this message because you're a member of the VCCS Presidents group from Virginia's Community Colleges. To take part in this conversation, reply all to this message.

[View group files](#) | [Leave group](#) | [Learn more about Microsoft 365 Groups](#)

# College President Evaluation Process and Timeline

## New Additions to the Presidents Evaluation Process

- College-specific dashboards with metrics aligned to Accelerate Opportunity goals.
- A standard college advisory board survey consistent with VCCS Policy Section 2.A, 2.9, D., 2.a-j.



<b>College President Evaluation Process and Timeline</b>		
<b>Timeframe</b>	<b>Process</b>	<b>Description</b>
Beginning of fiscal year July 1st	Goal development and approval	Goals established with Chancellor and local college advisory boards <ol style="list-style-type: none"> <li>1. Chancellor provides shared goals aligned to <i>Accelerate Opportunity</i></li> <li>2. Chancellor provides goals in support of One System objectives</li> <li>3. College presidents select additional goals aligned to <i>Accelerate Opportunity</i></li> <li>4. College presidents select additional goals supporting institutional priorities</li> </ol>
Mid-March	College data profile becomes available for review	College dashboards detailing progress on <i>Accelerate Opportunity</i> metrics and goals are available to presidents
March/April	College board evaluation – President self-assessment	Presidents complete self-assessments and submit to their college advisory boards
End of March - Mid-April	College board evaluation – College board survey	College advisory boards complete survey based on presidential responsibilities outlined in VCCS Policy
End of April	College board evaluation – Survey reports	Summary survey reports distributed to college advisory board chairs, presidents, and Chancellor
May/June	College board evaluation – Board evaluation letter	College advisory boards complete presidents’ evaluations and submit to the Chancellor, by one week prior to evaluation
May/June	Evaluation by the Chancellor	<ol style="list-style-type: none"> <li>1. Presidents complete self-assessment and submit to the Chancellor, by one week prior to evaluation.</li> <li>2. Chancellor conducts presidents’ evaluations</li> </ol>



VCCS Policy Manual: Section 2.A, 2.9, D., 2.a-j (<https://go.boarddocs.com/va/vccs/Board.nsf/Public#>)

### Responsibilities of the President

The President is responsible to the Chancellor of the Virginia Community College System for organizing and operating the community college in accordance with the policies, procedures, and regulations of the State Board for Community Colleges, and the Virginia Community College System. Specific responsibilities of the President are:

- a. **providing principle-centered leadership and supervision for the community college** including:
  - i. occupational/technical education, college transfer education, general education, and developmental education;
  - ii. continuing education, workforce education, and community services;
  - iii. **student access and student services**, including counseling programs, student admissions and records, financial aid, disability services, and student activities; budget planning and fiscal management;
  - iv. management and **development of all campus sites and facilities, and technology**
  - v. **recruitment, selection, and professional development of the college's human resources, and**
  - vi. serving as secretary to the Local College Board.
- b. assuming responsibility for **student enrollment growth** relative to the growth of the college's service area;
- c. developing **effective regional and community relations** with other organizations and individuals for the **benefit of the college** and community;
- d. providing leadership for **institutional resource development** including serving as institutional liaison to the foundation and active involvement in fundraising, grants, gifts, and other resources;
- e. serving as **legislative advocate** for the college and the Virginia Community College System;
- f. **leading an institutional effectiveness** program for the purpose of continuous improvement;
- g. **representing the college at appropriate local, state, and national events;**
- h. maintaining an active program of **professional development;**
- i. **serving as a member of the VCCS Advisory Council of Presidents** to study, analyze, and **recommend policies and procedures to the** Chancellor in the areas of budget and finance, human resources, technology, and academic and student affairs, public and governmental affairs, workforce development, and
- j. supporting the work of the Virginia Community College System by actively **participating in events and initiatives as requested by the Chancellor.**

# DRAFT VCCS Presidents Evaluation Survey

Best Viewed online at: [https://tncc.co1.qualtrics.com/jfe/form/SV\\_cSAh3CtueiXO9Vk](https://tncc.co1.qualtrics.com/jfe/form/SV_cSAh3CtueiXO9Vk)

## Start of Block: Introduction

**Introduction:** As part of our commitment to continuous improvement and fostering a transparent and collaborative environment, The VCCS Chancellor is conducting an annual performance evaluation of the College President. Your feedback is invaluable in this process. We kindly request your input on the President's leadership. Your feedback will help us to identify strengths, areas for growth, and opportunities for enhancing our collective success.

Please take a few moments to share your perspectives using this survey.  
Thank you for your participation and dedication to our institution's excellence.

## End of Block: Introduction

## Start of Block: Evaluation A

A. **Leadership:** Please rate the College President's leadership in fulfilling the responsibilities (below) on a scale of 1-5.

**5 - Excellent.** Outcomes are clearly outstanding. Outcomes are superior; far exceeds standards or expectations. Outcomes are exceptional on a continuous basis.

**4 - Good.** Outcomes generally meets or exceeds standards or expectations.

**3 - Satisfactory.** Attains all or nearly all of objectives. Outcomes are adequate; outcomes meet standards or expectations; the President is developing within the position.

**2 - Needs Improvement.** Outcomes fail to meet one or a few job expectations. Outcomes are below accepted levels.

**1 - Unacceptable.** Outcomes fail to meet most job expectations.

### A. Leadership: Principle-centered leadership

	<b>Excellent (5) (1)</b>	<b>Good (4) (2)</b>	<b>Satisfactory (3) (3)</b>	<b>Needs Improvement (2) (4)</b>	<b>Unacceptable (1) (5)</b>	<b>Unable to Rate (N/A) (6)</b>
The president provides principle-centered leadership and supervision for the community college. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Leadership:** Is there additional information you would like to share about the President's principle-centered leadership and supervision? If so, please share below:

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End of Block: Evaluation A

Start of Block: Evaluation B

**Enrollment:** Please rate the College President's leadership in fulfilling the responsibilities (below) on a scale of 1-5.

**5 - Excellent.** Outcomes are clearly outstanding. Outcomes are superior; far exceeds standards or expectations. Outcomes are exceptional on a continuous basis.

**4 - Good.** Outcomes generally meets or exceeds standards or expectations.

**3 - Satisfactory.** Attains all or nearly all of objectives. Outcomes are adequate; outcomes meet standards or expectations; the President is developing within the position.

**2 - Needs Improvement.** Outcomes fail to meet one or a few job expectations. Outcomes are below accepted levels.

**1 - Unacceptable.** Outcomes fail to meet most job expectations.

---

**Enrollment: Enrollment Growth**

	Excellent (5) (1)	Good (4) (2)	Satisfactory (3) (3)	Needs Improvement (2) (4)	Unacceptable (1) (5)	Unable to Rate (N/A) (6)
The President assumes responsibility for student enrollment growth relative to the growth of the college's service area. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

**Enrollment:** Is there additional information you would like to share about the President's responsibility for student enrollment growth relative to the growth of the college's service area? If so, please share below:

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End of Block: Evaluation B

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Start of Block: Evaluation C

**Effective Relations:** Please rate the College President's leadership in fulfilling the responsibilities (below) on a scale of 1-5.

**5 - Excellent.** Outcomes are clearly outstanding. Outcomes are superior; far exceeds standards or expectations. Outcomes are exceptional on a continuous basis.

**4 - Good.** Outcomes generally meets or exceeds standards or expectations.

**3 - Satisfactory.** Attains all or nearly all of objectives. Outcomes are adequate; outcomes meet standards or expectations; the President is developing within the position.

**2 - Needs Improvement.** Outcomes fail to meet one or a few job expectations. Outcomes are below accepted levels.

**1 - Unacceptable.** Outcomes fail to meet most job expectations.

---

**Effective Relations: Regional and community relations**

	Excellent (5) (1)	Good (4) (2)	Satisfactory (3) (3)	Needs Improvement (2) (4)	Unacceptable (1) (5)	Unable to Rate (N/A) (6)
The President develops effective regional and community relations with other organizations and individuals for the benefit of the college and community. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Effective Relations:** Is there additional information you would like to share about the President's development of effective regional and community relations with other organizations and individuals? If so, please share below:

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**End of Block: Evaluation C**

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**Start of Block: Resource Development**

**Resource Development:** Please evaluate the College President's leadership in fulfilling the responsibilities (below) on a scale of 1-5.

**5 - Excellent.** Outcomes are clearly outstanding. Outcomes are superior; far exceeds standards or expectations. Outcomes are exceptional on a continuous basis.

**4 - Good.** Outcomes generally meets or exceeds standards or expectations.

**3 - Satisfactory.** Attains all or nearly all of objectives. Outcomes are adequate; outcomes meet standards or expectations; the President is developing within the position.

**2 - Needs Improvement.** Outcomes fail to meet one or a few job expectations. Outcomes are below accepted levels.

**1 - Unacceptable.** Outcomes fail to meet most job expectations.

---

**Resource Development: Leadership for institutional resource development**

	<b>Excellent (5) (1)</b>	<b>Good (4) (2)</b>	<b>Satisfactory (3) (3)</b>	<b>Needs Improvement (2) (4)</b>	<b>Unacceptable (1) (5)</b>	<b>Unable to Rate (N/A) (6)</b>
The President provide leadership for institutional resource development including serving as institutional liaison to the foundation and active involvement in fundraising, grants, gifts, and other resources. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Resource Development:** Is there additional information you would like to share about the President's leadership for institutional resource development? If so, please share below:

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**End of Block: Resource Development**

**Start of Block: Legislative Advocate**

**Legislative Advocate:** Please evaluate the College President's leadership in fulfilling the responsibilities (below) on a scale of 1-5.

**5 - Excellent.** Outcomes are clearly outstanding. Outcomes are superior; far exceeds standards or expectations. Outcomes are exceptional on a continuous basis.

**4 - Good.** Outcomes generally meet or exceed standards or expectations.

**3 - Satisfactory.** Attains all or nearly all of objectives. Outcomes are adequate; outcomes meet standards or expectations; the President is developing within the position.

**2 - Needs Improvement.** Outcomes fail to meet one or a few job expectations. Outcomes are below accepted levels.

**1 - Unacceptable.** Outcomes fail to meet most job expectations.

---

**Legislative Advocate: Legislative Advocate**

	<b>Excellent (5) (1)</b>	<b>Good (4) (2)</b>	<b>Satisfactory (3) (3)</b>	<b>Needs Improvement (2) (4)</b>	<b>Unacceptable (1) (5)</b>	<b>Unable to Rate (N/A) (6)</b>
The President serves as legislative advocate for the college and the Virginia Community College System. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

**Legislative Advocate:** Is there additional information you would like to share about the President's service as legislative advocate for the college and the Virginia Community College System? If so, please share below:

---

**End of Block: Legislative Advocate**

---

**Start of Block: Institutional Effectiveness**

**Inst Effectiveness:** Please evaluate the College President's leadership in fulfilling the responsibilities (below) on a scale of 1-5.

**5 - Excellent.** Outcomes are clearly outstanding. Outcomes are superior; far exceeds standards or expectations. Outcomes are exceptional on a continuous basis.

**4 - Good.** Outcomes generally meet or exceed standards or expectations.

**3 - Satisfactory.** Attains all or nearly all of objectives. Outcomes are adequate; outcomes meet standards or expectations; the President is developing within the position.

**2 - Needs Improvement.** Outcomes fail to meet one or a few job expectations. Outcomes are below accepted levels.

**1 - Unacceptable.** Outcomes fail to meet most job expectations.

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**Inst Effectiveness: Institutional Effectiveness**

	<b>Excellent (5) (1)</b>	<b>Good (4) (2)</b>	<b>Satisfactory (3) (3)</b>	<b>Needs Improvement (2) (4)</b>	<b>Unacceptable (1) (5)</b>	<b>Unable to Rate (N/A) (6)</b>
The President leads an institutional effectiveness program for the purpose of continuous improvement. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Page Break

**Inst Effectiveness:** Is there additional information you would like to share about the President's leadership of an institutional effectiveness program? If so, please share below:

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**End of Block: Institutional Effectiveness**

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**Start of Block: Representing College**

**Representing College:** Please evaluate the College President's leadership in fulfilling the responsibilities (below) on a scale of 1-5.

- 5 - Excellent.** Outcomes are clearly outstanding. Outcomes are superior; far exceeds standards or expectations. Outcomes are exceptional on a continuous basis.
- 4 - Good.** Outcomes generally meet or exceed standards or expectations.
- 3 - Satisfactory.** Attains all or nearly all of objectives. Outcomes are adequate; outcomes meet standards or expectations; the President is developing within the position.
- 2 - Needs Improvement.** Outcomes fail to meet one or a few job expectations. Outcomes are below accepted levels.
- 1 - Unacceptable.** Outcomes fail to meet most job expectations.

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**Representing College: Representing the College Externally**

	<b>Excellent (5) (1)</b>	<b>Good (4) (2)</b>	<b>Satisfactory (3) (3)</b>	<b>Needs Improvement (2) (4)</b>	<b>Unacceptable (1) (5)</b>	<b>Unable to Rate (N/A) (6)</b>
The President represents the college at appropriate local, state, and national events. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Page Break

**Representing College:** Is there additional information you would like to share about the President's attendance at local, state, and national events? If so, please share below:

---

**End of Block: Representing College**



**Start of Block: Professional Development**

**Prof Development:** Please evaluate the College President's leadership in fulfilling the responsibilities (below) on a scale of 1-5.

**5 - Excellent.** Outcomes are clearly outstanding. Outcomes are superior; far exceeds standards or expectations. Outcomes are exceptional on a continuous basis.

**4 - Good.** Outcomes generally meet or exceed standards or expectations.

**3 - Satisfactory.** Attains all or nearly all of objectives. Outcomes are adequate; outcomes meet standards or expectations; the President is developing within the position.

**2 - Needs Improvement.** Outcomes fail to meet one or a few job expectations. Outcomes are below accepted levels.

**1 - Unacceptable.** Outcomes fail to meet most job expectations.

---

**Prof Development:** Professional development

	<b>Excellent (5) (1)</b>	<b>Good (4) (2)</b>	<b>Satisfactory (3) (3)</b>	<b>Needs Improvement (2) (4)</b>	<b>Unacceptable (1) (5)</b>	<b>Unable to Rate (N/A) (6)</b>
The President maintains an active program of professional development. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Page Break

**Prof Development:** Is there additional information you would like to share about the President's engagement in professional development activities? If so, please share below:

---

**End of Block: Professional Development**

**Start of Block: ACOP**

**ACOP:** Please evaluate the College President's leadership in fulfilling the responsibilities (below) on a scale of 1-5.

**5 - Excellent.** Outcomes are clearly outstanding. Outcomes are superior; far exceeds standards or expectations. Outcomes are exceptional on a continuous basis.

**4 - Good.** Outcomes generally meet or exceed standards or expectations.

**3 - Satisfactory.** Attains all or nearly all of objectives. Outcomes are adequate; outcomes meet standards or expectations; the President is developing within the position.

**2 - Needs Improvement.** Outcomes fail to meet one or a few job expectations. Outcomes are below accepted levels.

**1 - Unacceptable.** Outcomes fail to meet most job expectations.

---

**ACOP:** Member of the VCCS Advisory Council of Presidents.

	<b>Excellent (5) (1)</b>	<b>Good (4) (2)</b>	<b>Satisfactory (3) (3)</b>	<b>Needs Improvement (2) (4)</b>	<b>Unacceptable (1) (5)</b>	<b>Unable to Rate (N/A) (6)</b>
The President serves as a member of the VCCS Advisory Council of Presidents to study, analyze, and recommend policies and procedures to the Chancellor. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Page Break

**ACOP:** Is there additional information you would like to share about the President's service as a member of the VCCS Advisory Council of Presidents? If so, please share below:

---

End of Block: ACOP

---

Start of Block: Chancellor's Events & Initiatives

**Chancellor's Events:** Please evaluate the College President's leadership in fulfilling the responsibilities (below) on a scale of 1-5.

**5 - Excellent.** Outcomes are clearly outstanding. Outcomes are superior; far exceeds standards or expectations. Outcomes are exceptional on a continuous basis.

**4 - Good.** Outcomes generally meet or exceed standards or expectations.

**3 - Satisfactory.** Attains all or nearly all of objectives. Outcomes are adequate; outcomes meet standards or expectations; the President is developing within the position.

**2 - Needs Improvement.** Outcomes fail to meet one or a few job expectations. Outcomes are below accepted levels.

**1 - Unacceptable.** Outcomes fail to meet most job expectations.

---

**Chancellor's Events: Supporting the work of the Virginia Community College System.**

	<b>Excellent (5) (1)</b>	<b>Good (4) (2)</b>	<b>Satisfactory (3) (3)</b>	<b>Needs Improvement (2) (4)</b>	<b>Unacceptable (1) (5)</b>	<b>Unable to Rate (N/A) (6)</b>
The President supports the work of the Virginia Community College System by actively participating in events and initiatives as requested by the Chancellor. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Page Break

**Chancellor's Events:** Is there additional information you would like to share about the President's support of the work of the VCCS or participation in events and initiatives as requested by the Chancellor? If so, please share below:

---

End of Block: Chancellor's Events & Initiatives

---

Start of Block: Progress toward AY2024-2025 Goals

**Goal Attainment:** Please evaluate the College President's leadership in fulfilling the responsibilities (below) on a scale of 1-5.

**5 - Excellent.** Outcomes are clearly outstanding. Outcomes are superior; far exceeds standards or expectations. Outcomes are exceptional on a continuous basis.

**4 - Good.** Outcomes generally meet or exceed standards or expectations.

**3 - Satisfactory.** Attains all or nearly all of objectives. Outcomes are adequate; outcomes meet standards or expectations; the President is developing within the position.

**2 - Needs Improvement.** Outcomes fail to meet one or a few job expectations. Outcomes are below accepted levels.

**1 - Unacceptable.** Outcomes fail to meet most job expectations.

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**Goal Attainment:** Each year the President will establish annual and agreed upon goals with their Local Board Chair and the Chancellor. Please use the following section to share progress made toward the agreed upon goals.

	<b>Excellent (5) (1)</b>	<b>Good (4) (2)</b>	<b>Satisfactory (3) (3)</b>	<b>Needs Improvement (2) (4)</b>	<b>Unacceptable (1) (5)</b>	<b>Unable to Rate (N/A) (6)</b>
Insert Goal #1 (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insert Goal #2 (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insert Goal #3 (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Page Break

**Goal Attainment:** Is there additional information you would like to share about the President's annual goal attainment? If so, please share below:

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**End of Block: Progress toward AY2024-2025 Goals**

**Start of Block: Conclusion**

Conclusion Thank you for taking the time to provide feedback on the President's performance. Please click "Next" below to submit your feedback.

**End of Block: Conclusion**

## Chancellor's 2024-2025 Goals

Accelerate Opportunity 2024-2025 Goals	Definition and Comparisons for Evaluations	Presidents' Role	Approved Target Value
<p><b>Overarching goal:</b> Award 300,000 cumulative meaningful credentials by 2030 across all regions through accelerated access and success for every student.</p>	<p><u>Definition:</u> Degrees, diplomas, certificates, career studies certificates awarded, and FastForward credentials reported during specified time period</p> <p><u>Comparison for Evaluation:</u></p> <ul style="list-style-type: none"> <li>Credit: Summer/Fall 2023 vs Summer/Fall 2024</li> <li>FastForward: July1-December 31,2023 vs July 1-December 31,2024 (unvalidated pulled from SIS January 20)</li> </ul>	Direct contributors with college-specific numeric targets	<i>To be agreed upon with Chair and Vice Chair</i>
1.4 Increase VCCS annual graduates in regionally high-demand fields employed by 6,000 by 2030*	<p><u>Definition:</u> Graduates in defined regionally identified high demand fields who graduate in a specific semester who are matched in the VEC wage record data within one year of graduation</p> <p><u>Comparisons for Evaluations:</u></p> <ul style="list-style-type: none"> <li>Spring 2022 vs Spring 2023 Use official graduation file</li> <li>Summer 2022 vs Summer 2023 Graduates Pulled from SIS (unvalidated) September 10</li> <li>Fall 2022 vs Fall 2023 Graduates Pulled from SIS (unvalidated as of January 20)</li> </ul>	Direct contributors with college-specific numeric targets	<i>To be agreed upon with Chair and Vice Chair</i>
1.5 Increase graduates entering industries w/highest job growth in VA to 40% by 2030	<p><u>Definitions:</u> Graduates only in a specific semester who are matched in the VEC wage record data within one year of graduation in high growth industries as identified by VOEE (Need to validate industries with VOEE/Fact Pack each year. Also need to create at NAICS Industry Crosswalk.)</p> <p><u>Comparisons for Evaluations:</u></p> <ul style="list-style-type: none"> <li>Spring 2022 vs Spring 2023</li> <li>Summer 2022 vs Summer 2023</li> <li>Fall 2022 vs Fall 2023</li> </ul>	Direct contributors with college-specific numeric targets	<i>To be agreed upon with Chair and Vice Chair</i>
2.1 Increase cumulative enrollment in regionally aligned high-demand fields by 20,000 students by 2030	<p><u>Definitions:</u> Total unduplicated headcount in Credit and FastForward with academic plan codes and CREDCODES matched with the regionally aligned high demand programs enrolled during specified terms</p> <p><u>Comparisons for Evaluation</u></p> <ul style="list-style-type: none"> <li>Credit: Summer/Fall 2023 vs Summer/Fall 2024</li> <li>Fast Forward: July1-December 31,2023 vs July1-December 31,2024</li> </ul> <p>(Note: this semester level data will be combined with Spring Semester and January -June data to determine the annual unduplicated headcount each year.)</p>	Direct contributors with college-specific numeric targets	<i>To be agreed upon with Chair and Vice Chair</i>
2.2 Increase the annual number of students enrolled in FastForward by 20% by 2030.*	<p><u>Definitions:</u> Total unduplicated headcount in FastForward enrolled in courses ending during specified dates</p> <p><u>Comparisons for Evaluation</u></p> <p>July1-December 31,2023 vs July 1-December 31,2024</p>	Direct contributors with college-specific numeric targets	<i>To be agreed upon with Chair and Vice Chair</i>

2.4 Increase the annual number of working-age adults enrolled by 14,000 by 2030.	<p><u>Definitions:</u> Total unduplicated headcount of students enrolled in credit and FastForward courses between the ages of 25 and 65 during specified terms</p> <p><u>Comparisons for Evaluation</u></p> <ul style="list-style-type: none"> <li>• Credit: Summer/Fall 2023 vs Summer/Fall 2024</li> <li>• Fast Forward: July1-December 31,2023 vs July1-December 31,2024</li> </ul>	Direct contributors with college-specific numeric targets	<i>To be agreed upon with Chair and Vice Chair</i>
<b>Accelerate Opportunity 2024-2025 Goals</b>		<b>Presidents' Role</b>	<b>Approved Expected Outcome</b>
5.2. Seek additional FastForward funding investments from the Commonwealth to address the ongoing annual growth of the programs by 2030.		Direct contributors with responsibilities in seeking funding	<i>To be agreed upon with Chair and Vice Chair</i>
5.3. Seek additional annual funding for capacity-building efforts in regionally identified high-demand programs.		Direct contributors with responsibilities in seeking funding	<i>To be agreed upon with Chair and Vice Chair</i>
5.7. Review current student fee structures and identify opportunities for modifications by 2030.		Contributors to the review and identification	<i>To be agreed upon with Chair and Vice Chair</i>
<b>One System 2024-2025 Goals</b>		<b>Presidents' Role</b>	<b>Approved Expected Outcome</b>
Define a unified vision, objectives, and strategy for delivering <b>dual enrollment</b> in a manner that best addresses Virginia's needs		Contributors to the vision, objective, and strategy	<i>To be agreed upon with Chair and Vice Chair</i>
Identify and begin to implement a model for moving our current confederation of 25 cybersecurity systems to <b>one cybersecurity system</b>		Contributors to the identification of the model and implementation	<i>To be agreed upon with Chair and Vice Chair</i>
Identify and reduce <b>unnecessary software</b> because it is expensive, risky, and can have a negative impact on the student experience		Champions and advocates for successful identification and reduction in unnecessary software	<i>To be agreed upon with Chair and Vice Chair</i>
Create a single student <b>Code of Conduct</b>		Contributors to the creation of a single code	<i>To be agreed upon with Chair and Vice Chair</i>
Implement system level <b>support for accreditation/reaffirmation</b>		Contributors to a system-level resource	<i>To be agreed upon with Chair and Vice Chair</i>
Providing professional development to <b>leverage best practices of foundation boards</b> - board and foundation asset management fundamentals		Contributors to and participants in prof. development	<i>To be agreed upon with Chair and Vice Chair</i>

**From:** [Craig Herndon](#)  
**To:** [Janet Gullickson](#)  
**Cc:** [David Dore](#); [Catherine Finnegan](#)  
**Subject:** Reviewing Presidential Evaluation Targets for AY 2024-25  
**Date:** Tuesday, October 22, 2024 7:53:58 PM  
**Attachments:** [Chancellors 2024-2025 Goals.pdf](#)

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Jan,

Following our discussions during the 9/13 Presidents' meeting and the email update on 9/19, I'm writing to outline the next steps for reviewing and finalizing targets in your annual evaluation.

As we shared previously, the SBCC has selected as its focus this year *Accelerate Opportunity* metrics 1.4, 1.5, 2.1, 2.2, 2.4, and the overarching strategic goal, in addition to other items noted below, which do not require college-specific establishment of targets. We also shared our intention to base the AY 2024-25 presidential evaluation targets on one-half of the annual AY 2024-25 targets. Presidential evaluations will include the first half of the AY 2024-25 performance period and the full AY 2023-24 performance period. The annual AY 2024-25 targets were shared in your AY 2023-24 evaluation packages as the Opportunity 2030 Dashboard.

Your proposed AY 2024-25 evaluation targets are now available in your 2025 evaluation folder on the Google Drive that was used last year.

Here is the direct link to your folder:

<https://drive.google.com/drive/folders/1CvD2ijyDR-YVS3FwIOnRJ4C2-R8DeXvr?usp=sharing>

If your college has data-related questions, office hours will be available for IR/IE leaders during the week of October 28th.

Please review your targets for accuracy. If you have questions or substantial concerns about a specific proposed target, please identify that concern or question using [this form](#) by close of business on Tuesday, November 5<sup>th</sup>. If you have no questions or substantial concerns about the proposed targets, no action is needed on your part.

After November 5th, the Chancellor intends to aggregate college targets and then meet with the State Board Chair and Vice Chair, prior to the November meeting of the State Board, to review and seek their approval of the collective targets as part of his evaluation. That is, the Chancellor will make his target goal for any one of the items listed above the total value of all

colleges' target values.

Once the Chancellor has met with the Chair and Vice Chair, we will provide an update to Presidents to affirm that the values captured in your folder.

Thank you for all that you and your college team are doing in pursuit of these shared goals.

Craig

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**From:** Craig Herndon

**Sent:** Thursday, September 19, 2024 4:23 PM

**To:** VCCS Presidents <dlist\_vccs\_presidents@vccs.edu>

**Cc:** David Dore <ddore@vccs.edu>; Noelle Shaw-Bell <Nshaw-bell@vccs.edu>

**Subject:** Update: State Board Actions

Presidents,

In advance of our traditional, more detailed report from the State Board meeting, I write to highlight two important actions taken today by the State Board:

- First, the State Board approved the Chancellor's 2024-2025 Goals (attached), which are the goals that we've discussed at the two most recent Friday presidents' meetings.
- Second, the State Board acted to reclaim its authority for approving of local rules for student conduct by striking the section of the VCCS policy manual which currently delegates that authority to college boards. The State Board then approved the addendum that was previously circulated for the consideration of college boards, following the review and support of the college presidents on COP.

These two actions and the associated next steps are explained below.

### **Chancellor's 2024-2025 Goals**

Attached you'll find the goals that will serve as the heart of the Chancellor's 2024-2025 evaluation by the State Board in the spring. As described by the Chancellor on Friday, Sept 6 and reviewed on Friday, Sept 13, these goals will also serve as the common goals in all presidents' evaluations for 2024-2025. (More details will follow on the broader presidential evaluation process, which largely reflects the discussions held previously and the recommendations advanced by the HR committee of ACOP.)



Next steps: As it relates to these common goals, we will soon share projected targets for each of the goals highlighted in blue (i.e. the overarching goal and metrics 1.4, 1.5, 2.1, 2.2, & 2.4). Once you've received the Chancellor's projected targets for your college, you'll have a couple of weeks to identify any significant questions or concerns with the projected targets. The Chancellor will respond to any significant questions/concerns and meet with you if needed. Once all of the college-specific targets are established for these goals, the Chancellor will meet with the State Board Chair and Vice Chair to seek approval of the overall targets (i.e. the aggregation of the college-specific targets) and report the results back to college presidents.

For the attached goals highlighted in peach and green, the Chancellor will work with the Chair and Vice Chair to identify and agree upon the expected outcomes to signify that the VCCS has met these goals at the time of evaluation. The Chancellor will report back to college presidents on this front as well.

### **Student Code of Conduct**

In alignment with the vision for One System, the Board approved a goal of establishing a single student Code of Conduct as an opportunity to create consistency for our students, reduce risk, and create efficiency. The State Board acted today to advance its goal by changing VCCS policy to permit for a uniform code of conduct such that the State Board regained authority for approving the code of conduct. Specifically, the State Board struck VCCS Policy: 2.9.D.3.h.n. which delegated authority to college boards to "be responsible for reviewing and approving local rules on student conduct developed by the college president within the guidelines of the State Board."

In addition, the State Board took action to approve, for each college's code of conduct, the addendum previously put in place by the Chancellor on a temporary basis. Further, the State Board approved each college's code of conduct now in place, with the addendum added.

Next steps: If your college board has not acted on the addendum previously circulated by the Chancellor, your college board will no longer need to do so as the State Board acted today to give itself the authority for taking such action and then took that action. In the near future, we'll begin the process of developing a single code of conduct, with the aim of having that single code of conduct in place by next academic year. Stay tuned on that front.

As always, call on me if you have any questions or concerns.

Craig

**Craig Herndon, Ph.D.**  
Senior Vice Chancellor  
Virginia Community College System  
300 Arboretum Place, Suite 200  
Richmond, VA 23236  
804.819.4782



### AY 2025 Presidential Evaluation Targets

Goal	Overarching Goal	Germanna			as of 10/21/24
		Previous Annual Target	Previous Annual Actual*	Current Annual College Target**	Proposed Evaluation Target***
		AY 2023-24	AY 2023-24	AY 2024-25	AY 2024-25
0	300,000 cumulative degrees, diplomas, certificates and credentials by 2030.	3,572	4,139	3,572	1,786
<b>Objective 1</b>	<b>Developing Virginia's Talent</b>				
1.4	Increase VCCS annual graduates in regionally high demand fields employed by 6,000 by 2030.	2,452	2,537	2,925	1,462
1.5	Increase graduates entering industries with the highest job growth in Virginia to 40% by 2030.	1,316	1,211	1,387	694
<b>Objective 2</b>	<b>Reaching More Virginians</b>				
2.1	Increase cumulative enrollment in regionally aligned high demand fields by 20,000 students by 2030.	3,520	3,560	3,913	1,956
2.2	Increase the annual number of students enrolled in FastForward by 20% by 2030.	1,875	2,172	1,927	964
2.4	Increase the annual number of working age adults enrolled by 14,000 by 2030.	4,283	4,434	4,421	2,210

Previous Year Targets are based on data from the previous year's Summer, Fall and Spring for credit and/or July 1-June 30 for Fast Forward.

\* Previous Annual Actual is based on data from the previous year's Summer, Fall and Spring for credit and/or July 1-June 30 for Fast Forward.

\*\* Annual College Targets are based on data from Summer, Fall and Spring for credit and/or July 1-June 30 for Fast Forward.

\*\*\* Proposed Evaluation Targets are calculated as half of annual targets.

**Glossary Word**

**Definition**

- Annual number of Fast Forward students** Unduplicated headcount of students enrolled in FastForward courses beginning between July 1 and June 30 of a given year.
- Cumulative meaningful post-secondary credentials** Total number of degrees, certificates, CSCs, diplomas awarded, and FastForward credentials earned between July 1, 2021-June 30, 2030.
- Industries with the highest job growth in Virginia** Percentage of VCCS graduates who are employed in NAICS coded industries with the highest job growth in Virginia as identified in the 2023 Six-Year Plan Fact Packs
- Regionally aligned high demand fields** Programs identified as high demand based on labor market data by GO Virginia region as part of VCCS 2024 Workforce Expansion Initiative. ([https://docs.google.com/spreadsheets/d/1q8e\\_8gb9negEuxsJVr-GsytPyXvu6In\\_PdBel4WZAuQ/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1q8e_8gb9negEuxsJVr-GsytPyXvu6In_PdBel4WZAuQ/edit?usp=sharing))
- Working age adults** Unduplicated headcount of students who are between 25 and 65 years of age enrolled in credit courses in Summer, Fall and Spring or in FastForward courses beginning between July 1 and June 30 of a given year.