



## Local College Board Meeting Agenda

- March 13<sup>th</sup>, 2025
- 1:00 p.m. - 5:30 p.m.
- Daniel Technology Center, 18121 Technology Dr,  
Culpeper, VA 22701

### **1:00p.m. – 1:45 p.m. – Closed Session for the Purpose of Evaluating the President , Room 123**

➤ **Motion and vote on any matters pertaining to the Closed Session**

*To enter executive session for the purpose of evaluating the performance of the Germanna Community College President as authorized in subsection A of § 2.2-3711 of the Code of Virginia. No other matters but the President's evaluation shall be discussed in this closed session. No votes shall be taken in executive session. (No minutes recorded)*

### **1:45 p.m. – 2:00 p.m. – Board Reconvenes**

➤ **Motion and rollcall vote to certify business of the Closed Session**

*To the best of each member's knowledge, only public business matters lawfully exempted from open meeting requirements under subsection A of § 2.2-3711 of the Code of Virginia and (ii) only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed, or considered in the meeting by the public body.*

➤ **Motion and vote on any business coming out of the Closed Session if necessary.**

- I. 3:00 p.m.– 3:45 p.m. Committee Meetings
  - A. Academic Affairs/Workforce/Student Success, Room 104B  
Dr. Tiffany Ray-Patterson, and Dr. Shashuna Gray
    - 1. Enrollment Update..... p.22
    - 2. Curricular Revisions
    - 3. New Program Approval ..... p.93
      - a) Artificial Intelligence and Data Science Fundamentals CSC
      - b) CSC & Paramedic Certificate
        - Recommended Motion: Upon the recommendation of the Academic Affairs/Workforce/Student Services Committee, the Germanna Community College Board hereby approves the curricular revisions as presented to the Board.
  - B. Executive/Human Resources Approvals, Room 118  
Dr. Janet Gullickson, Ms. Melissa Leecy, Ms. Jessica Thompson and Ms. Veronica Curry
    - 1. Educational Foundation Update..... p.94
    - 2. Human Resources Update ..... p.107
    - 3. Student Success Update
    - 4. Budget Update
  - C. Finance/Facilities/Financial Approvals, Room 104C  
Dr. John Davis, and Mr. David Swanson
    - 1. FY25 Local Funds Financial Review for the 8 months ending 02/28/2025 ..... p.114
      - Recommended Motion: Upon the recommendation of the Finance and Facilities Committee, the Germanna Community College Board hereby approves the FY25 Local Funds as presented to the Board.
    - 2. Tuition Differential ..... p.127

➤Recommended Motion: With Chancellor approval, Germanna Community College is requesting that the Virginia Community College Board authorize increasing Germanna’s tuition differential from \$2.55 to \$4.10 per in-state and out-of-state credit, beginning in the 2025-26 academic year. This differential should be in addition to any other tuition increase authorized by the VCCS Board. The additional revenue will be used to provide more career and technical education offerings in the region by being more competitive in faculty recruitment salaries.

3. Facilities Project Summary .....p.130

II. 4:00 p.m.- 4:30 p.m. Presentation .....p.6

A. 365 days of Generative AI  
Prof. Breanna Lutterbie and Prof. Jessica Perez

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

A. Call to Order

B. Public Comment

C. Approval of Minutes ..... p.11

1. Approval of Minutes # 347, January 23<sup>rd</sup>, 2025

D. Committee Discussion/Action

1. Academic Affairs/Workforce/Student Success/ Curriculum Reports and Approvals  
Rev. Joy Carter Minor, Chair

2. Executive/Human Resources Approvals  
Mr. Jack Rowley, Chair

3. Finance/Facilities/ Financial Approvals  
Ms. Ann Marie Anderson, Chair

E. Chair's Report  
Mr. Jack Rowley

F. New Business

G. Informational Items/Other Business

H. President's Report

Dr. Janet Gullickson

1. Secretary Guidera Letter to Public Higher Education Institutions ..... p.133

2. Frequently Asked Questions About Racial Preferences and Stereotypes  
Under Title VI of the Civil Rights Act ..... p.137

I. 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

# 365 days of Generative AI: What's changed in the past year?

 Breanna Lutterbie

Interim Director, Online Programs and Learning Support



# Multimodal Learning Revolution

## Text & Images

Students can now receive complex concepts through visual aids alongside written explanations.

## Audio Integration

Verbal learners benefit from spoken explanations that complement visual content.

## Video Capabilities

Dynamic demonstrations help students understand processes that are difficult to grasp statically.





# Expanded Context Windows

1

LLMs (large language models), 2024

Processing was limited to short passages, causing fragmented output

2

LLMs Now

Entire textbooks processed at once, enabling complex relationships between concepts



# Enhanced Reasoning Abilities

## Step-by-Step Problem Solving

Modern AI shows detailed work for math problems. Students see complete solution paths.

## STEM Focus

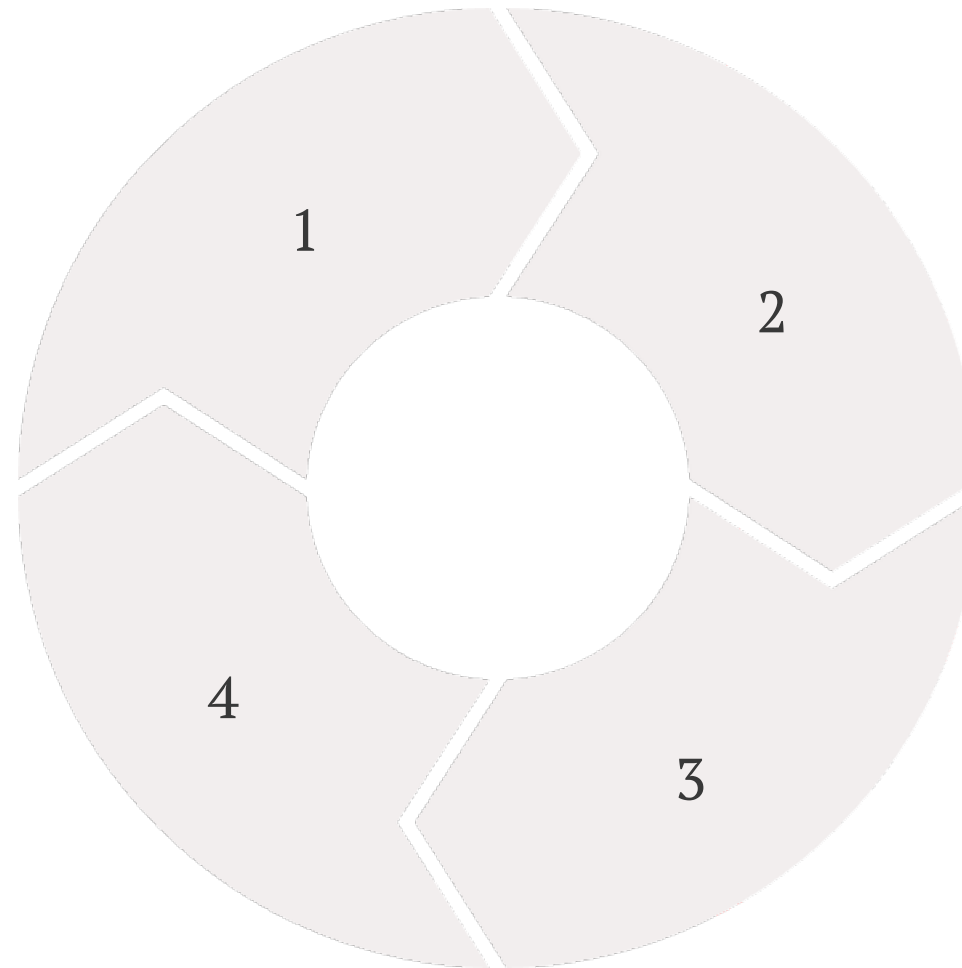
Physics, chemistry, and engineering concepts explained methodically. Complex formulas broken down clearly.



# Personalized Learning Journey

**Adaptation**  
AI adjusts to individual learning patterns

**Skill Development**  
Self-editing and critical thinking



**Customization**  
Support tailored to diverse needs

**Constructive Feedback**  
Specific suggestions for improvement

Modern AI systems provide increasingly personalized education experiences. They learn from interactions and offer constructive feedback that develops higher-order thinking skills.

**GERMANNA COMMUNITY COLLEGE BOARD**

**January 23rd, 2025**

**MEETING MINUTES # 347**

**Members Present:**

Jack Rowley  
Ann Marie  
Anderson  
Frankie Gilmore  
Shirley Eye  
Gail Temple  
Dr. Kingsley  
Haynes  
L. Wayne Bushrod

**Members Absent:**

Rev. Joy Carter Minor  
Tim McLaughlin

**Staff Present:**

Dr. Janet  
Gullickson  
Dr. Tiffany Ray-  
Patterson  
Dr. John Davis  
Veronica Curry  
Melissa Leecy  
Dr. John  
Stroffolino  
Dr. Nanette  
Graham  
Dr. April Morgan  
Chief Craig Branch  
David Swanson  
Lorraine Pendleton  
Taylor Landrie  
Jessica Thompson  
Zachary Wyant  
Luc Aristhene  
Dr. Frank Cirioni  
Rodney Johnson  
Leslie Diaz Ortiz

**Guests Present:**

## REGULAR MEETING

### 1. Call to Order

Mr. Jack Rowley called the meeting to order at 2:05p.m. Dr. Janet Gullickson invited Dr. Frank Cirioni to introduce Ms. Leslie Diaz Ortiz as the new Career and Transfer Coordinator. He mentioned that Ms. Diaz Ortiz will be responsible for enhancing student success through employer engagement and collaboration with college and community partners. The college is working to meet the Virginia Community College System's 2024-2030 goal to increase student participation in paid internships and apprenticeships by 25%. Ms. Diaz Ortiz shared her background working in Culpeper since 2020 for the Department for Aging and Rehabilitative Services and expressed her excitement about her new position and the work being done at Germanna.

Dr. Gullickson introduced Mr. Luc Aristhene as the new Intern supporting the President's office. Mr. Aristhene shared his goals in completing his associate's degree and then transferring to James Madison University in the Fall semester to pursue a degree in Cyber security.

### 2. Public Comment – None

### 3. Approval of Minutes # 346, November 14, 2024

Mr. Jack Rowley moved to approve the minutes of the November 14, 2024, meeting.

Motion was seconded by Ms. Frankie Gilmore.

Motion carried.

## COMMITTEE DISCUSSION/ACTION

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

Mr. Jack Rowley invited Dr. Kingsley Haynes to review the curriculum items and proposed program changes. The changes proposed included:

#### Proposed Program Changes

1. The Advanced Technology in Mechatronics Career Studies Certificate (CSC) builds on the knowledge and skills from the Technology in Mechatronics CSC, preparing students for careers as mechatronics technicians, manufacturing technicians, electrical technicians, or related occupations. The program has been updated with grant funding to streamline and enhance its curriculum. Key changes include replacing CAD 241 with a MEC course, and substituting MTH 131 with MTH 111 and adding an Intro to Mechatronics course. These updates align with future Associate of Applied Science (AAS) and Bachelor of Engineering Technology (BET) degrees.

There will be no impact on scheduling, as faculty are already in place to teach the new courses. The CSC is not designed for transferability but can stack with the Technology in Mechatronics program, ultimately leading to the AAS and BET degrees. No accreditation impact is anticipated. The curriculum changes ensure a seamless integration with the associate degree program when launched.

2. Science AA&S – The Science AA&S program is being transitioned into the Science AS program as part of the Transfer Virginia initiative. The change will not negatively impact current students, as all courses from the AA&S program will be absorbed into the new Science AS program. This adjustment is intended to align the program with the Transfer Virginia pathways and ensure full transferability for students planning to pursue a baccalaureate degree in fields such as biological or physical sciences, pharmacy, agriculture, nursing, and allied health professions. The change does not affect the curriculum, instructional load, or scheduling. It also does not impact accreditation. The program closure is primarily a formalization of the change to the 880 code.
  
3. Technology in Mechatronics, CSC – The proposed change to the Mechatronics curriculum involves streamlining and updating the program to enhance workforce readiness. The Technology in Mechatronics Career Studies Certificate (CSC) equips students with skills for roles such as mechatronics technician, manufacturing technician, or electrical technician. The change, funded by a grant, will remove the math requirement, which was seen as a barrier to entry, and replace it with a new course, IND 295. This adjustment shifts the instructional load from math faculty to engineering technology faculty. The updated program will allow students to earn certifications, including Manufacturing Technician 1 (MT1), OSHA 10, and AutoCAD Certified User. The CSC will serve as a foundational level for students, with opportunities for further study in the Advanced Technology in Mechatronics program, which can lead to an AAS and BET. There will be no impact on scheduling, and while the CSC is not designed for transfer, it is stackable toward advanced degrees

### **Proposed Program Deactivation**

1. The Education Specialization K-8, AA&S program –This program was designed to provide general education courses for students planning to complete a baccalaureate degree in elementary education. It included observation and practicum experiences in approved early childhood, primary, or secondary settings, with requirements for criminal record clearance and tuberculosis testing. The program is discontinued due to low enrollment and being transitioned into the Education AS degree, which will now serve as part of the advising pathways within the new program under the larger Transfer Virginia initiative. This closure will not negatively impact current students, as they will be integrated into the new program structure.
  
2. The Mechanical Engineering AS program has been integrated into the new Engineering AS program, which is part of the Transfer Virginia initiative. This change applies to both the Mechanical and Electrical Engineering programs and will not negatively impact current students. Students will have the option to complete the program during the teach-out period or transition into the new program. All courses from the Mechanical Engineering program are now absorbed into the Engineering AS, with no impact on instructional load, scheduling, or transferability. The new program is fully transferable and aligned with the Transfer Virginia initiative. There is no

accreditation impact. This closure will not negatively impact current students, as they will be integrated into the new program structure.

3. Criminal Justice Specialization, AA&S- This program, which was part of the General Studies Transfer degree, was designed for students planning to pursue a bachelor's degree in fields such as Administration of Justice, Police Science, or Homeland Security at a four-year institution. The program allowed students to complete courses that generally served as prerequisites for advanced undergraduate coursework in Administration of Justice. This program was deactivated and is being transitioned into the Social Science AS degree as part of the larger Transfer Virginia initiative. This change will align with new advising pathways and is not expected to negatively affect current students. Students still enrolled in the program will have the option to complete their studies during the teaching period or transition into the new program.
4. Health and Physical Education Specialization – this program is deactivated and transitioned into the Health Science AS degree as part of the larger Transfer Virginia initiative. This program, designed for students intending to pursue a bachelor's degree in fields such as Health, Physical Education, or Kinesiology, allowed students to complete courses that served as prerequisites for advanced undergraduate coursework. The program also offered career paths in teacher education, athletic training, exercise science, and health science. There will be no impact on the curriculum, instructional load, or scheduling as all courses will be absorbed into the Health Science AS degree. Students currently enrolled in the program will have the option to complete their studies during the teach-out period or transition to the new program if they have not yet completed their coursework. The new Health Science AS program is fully transferable and aligned with the Transfer Virginia initiative.
5. Psychology Specialization AA&S – this program is being deactivated and transitioned into the Social Services AS degree as part of the Transfer Virginia Initiative. This program, designed for students intending to pursue a bachelor's degree in Psychology, provided a solid academic foundation in the field and helped students complete courses that generally served as prerequisites for advanced coursework in Psychology. The program also accommodated students pursuing or who had completed the Career Studies Certificate in Paraprofessional Counseling (CSCPC). The transition will not impact the curriculum, instructional load, or scheduling, as all courses will be absorbed into the Social Science AS degree. Students currently enrolled in the Psychology Specialization program will have the option to complete their studies before the program closes or transition to the new program starting Fall 2025. The new program is fully transferable and aligned with the Transfer Virginia Initiative, which aims to improve transfer outcomes for students.
6. Personal Training Career Studies Certificate - This program is being deactivated as part of the Transfer Virginia initiative. The program will be replaced by Kinesiology, which will become an advising pathway in the transferable Health Science degree. The decision to discontinue the Personal Training program stems from a lack of student demand and growth in the program. Students currently enrolled will have the option to either complete their program or transition to the new Kinesiology pathway. The new program will provide more opportunities for students and align with the broader goals of the Transfer Virginia initiative.
7. Applied Mathematics Track, AA&S - this program is being deactivated and transitioned into the Science AS program as part of the Transfer Virginia initiative. This change consolidates the Applied Mathematics Track into the broader Science AS program, which will now serve as an advising pathway. The transition aims to streamline the program and improve transfer opportunities

for students. There is no anticipated negative impact on current students, as all courses from the Applied Mathematics Track will be absorbed into the new Science AS program. The new program is fully transferable and aligns with the Transfer Virginia Initiative. Additionally, there is no change to the instructional load or scheduling.

8. Biology Track, AA&S – this program is being deactivated and being transitioned into the Science AS program as part of the Transfer Virginia initiative. This change integrates the Biology Track into the broader Science AS program, which will now serve as the advising pathway. The transition is expected to improve transfer opportunities for students without negatively impacting those currently enrolled. All courses from the Biology Track will be absorbed into the Science AS program, and there will be no changes to instructional load or scheduling. The new program remains fully transferable and aligns with the Transfer Virginia Initiative.
9. Chemistry Track, AA&S – this program is deactivated and being transitioned into the Science AS program as part of the Transfer Virginia initiative. This transition merges the Chemistry Track into the broader Science AS program, providing students with a more streamlined pathway. The change is not expected to negatively impact current students, as they will be given the option to complete their program or transition into the new program. All courses from the Chemistry Track will be absorbed into the Science AS program, aligning with the larger Transfer Virginia initiative and improving transfer opportunities for students.
10. Computer Science Track, AA&S - this program is deactivated and will transition into the Computer Science AS program as part of the Transfer Virginia initiative. This change consolidates the Computer Science track into a broader program, providing a more cohesive pathway for students pursuing a degree in Computer Science. The transition will not negatively impact current students, who will have the option to complete their program or transition into the new program. This adjustment is in line with the broader Transfer Virginia program and aims to improve transfer opportunities for students.
11. The Environmental Science Track, AA&S – this program is being deactivated and will be integrated into the Science AS program as part of the broader Transfer Virginia initiative. This transition aligns with the goal of streamlining programs and providing a more unified advising pathway for students pursuing careers in the sciences. Current students will be given the option to complete their program or transition into the new program without disruption. The change is part of an effort to enhance transfer opportunities for students.
12. Geology Track, AA&S - this program is being deactivated as part of the broader transition to the Science AS program under the Transfer Virginia initiative. The Geology Track will now be included within the new Science AS advising pathway. This change is designed to streamline the curriculum and improve transferability for students pursuing baccalaureate degrees in various scientific fields. Current students will have the option to either complete the program or transition to the new pathway without any negative impact.
13. The Physics Track, AA&S program – this program is being deactivated as part of the transition to the Science AS program, which will now include Physics within the broader Science advising pathway. This change is part of the Transfer Virginia initiative aimed at improving the transfer process for students in scientific disciplines. Current students will have the option to complete their program or transition to the new Science AS program without any negative impact on their

academic progress.

## **Proposed Program Discontinuance**

1. Childcare Certification – this program was discontinued due to a lack of market demand. The program, which was first acknowledged by SCHEV in Spring 1998, stopped accepting new enrollments after Summer 2003. The teach-out period concluded in Summer 2005, and all students have since completed the process. The program’s closure was prompted by factors including a lack of student demand and the availability of similar programs elsewhere. Since then, the program has been changed to the Early Childhood program. This action will not negatively impact any current students, as they have already completed their course of study. The program has been officially deactivated.
2. Fire Science Technology AAS –this program has been discontinued due to low student enrollment. The program ceased accepting new enrollments in Spring 2018, with a teach-out period extending through Fall 2019. By Fall 2020, the program was officially terminated. The decision to discontinue the program was made following a lack of market demand and insufficient institutional resources. All students have successfully completed the teach-out process. This closure will not impact current students, as they were given the opportunity to finish their coursework during the teach-out period.
3. Fire Science Technology Certificate - this program was discontinued due to low student enrollment. The program was approved by the State Council of Higher Education for Virginia (SCHEV) in Fall 2007, but had a lack of market demand, leading to its closure. The program's teach-out period concluded in Fall 2019, and no new enrollments were accepted starting in Spring 2018. The decision was made after thorough consideration, and all students have already completed the teach-out process. The closure of this program does not negatively impact current students.

Dr. Kingsley Haynes moved to approve the curriculum updates as presented.

Motion Carried.

Dr. Kingsley briefly discussed the listing of individuals and organizations that serve on various advisory boards. He explained that these boards assist in guiding and supporting the college’s academic, workforce, and student services programs and consists of professionals, industry experts, alumni, and community leaders who offer valuable insights, advice, and feedback on curriculum development, program direction, and student success initiatives.

Dr. Kinsey Haynes moved to approve the advisory committee membership as presented to the board.

Motion Carried.

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

Ms. Melissa Leecy and Ms. Jessica Thompson provided an update on the Educational Foundation’s progress and initiatives. They thanked everyone for attending the Center Street ribbon cutting ceremony



and acknowledged the efforts of the Educational Foundation team, board members, staff, and students in making the event a success. Ms. Jessica Thompson briefly discussed the year-end financials, reporting that the foundation closed out the year with approximately \$1.4M. Ms. Thompson thanked everyone for their fundraising efforts, which include the Germanna Guarantee campaign, aiming for \$700K this year.

She highlighted the \$50,000 received from Atlantic Builders, which has been allocated to the Work First Fund to support the growing workforce. She also mentioned that Ms. Rhonda Fried was elected as the 2025 president of the Educational Foundation and they look forward to her leadership. Ms. Thompson also mentioned that the upcoming fund-raising Gala will be held at the Fredericksburg Convention Center on May 30th and will focus on celebrating Dr. Janet Gullickson's legacy. She encouraged everyone's attendance at the Educational Foundation's annual retreat, which will include setting goals for the year and a student panel.

Upcoming fund-raising efforts include the college's 55th Homecoming Celebration on October 4<sup>th</sup> and fundraising opportunities through the Community First campaign partnering with Convergent to identify new avenues for support.

Ms. Leecy acknowledged that the momentum for the foundation will continue through leadership changes, and she encouraged participation in the upcoming Day of Service on Thursday, January 30th, where everyone is invited to wear blue to raise awareness for human trafficking. Dr. Gullickson added that the Culpeper of Commerce donated \$2000 to the college's scholarship fund and praised the educational foundation for the ribbon-cutting ceremony efforts.

Mr. Jack Rowley encouraged everyone to attend the upcoming events as their schedules permit.

Ms. Veronica Curry provided a Human Resources update highlighting recruitment, retention, and professional development initiatives. She mentioned that since July, 143 new hires have joined the college since July 1, 2024, with 24 of them advancing through internal promotions. Additionally, 18 new hire searches are actively ongoing.

Ms. Curry mentioned efforts to improve internal processes, including an automated system for completing classified employee performance evaluation forms, which will help to reduce the reliance on paper formats and in 2026 implementation of Page Up's performance management module automating full-cycle employee management tasks, workflows, and communications.

Ms. Curry discussed the successful return of the Next Level Leadership Development series noting that in 2024, 14 emerging leaders from Germanna Community College successfully completed a year-long series of leadership seminars. Additionally, 6 participants completed the Executive Leadership Program. She mentioned that in January 2025, a new cohort of 20 employees, including both faculty and staff, was selected to begin the next level leadership program and that the Executive Leadership Cohort would now be offered every other year instead of annually, explaining that this change will allow the program to have a greater impact over time. This continued investment in leadership development reflects the college's commitment to fostering a strong leadership pipeline across all departments.

Ms. Curry added that the college's commitment to supporting professional development is increasing with a total of 25 faculty and staff members receiving over \$80,000 in educational aid for pursuing undergraduate and graduate degrees for Fall 2024. Additionally, 19 faculty and staff members enrolled

in GCC classes, collectively taking a total of 50 credit hours during the same semester.

Ms. Curry provided an update on the President search process, explaining that a search committee will be formed by the Chancellor. This committee will include other college presidents and members of the board. During this period, the Chancellor will be reaching out to the board to schedule a meeting to discuss the interim leadership and gather feedback on the appointment of an interim president. Ms. Curry also noted that the search for a new president is expected to extend into the next calendar year.

Dr. Janet Gullickson provided an update on the legislative session. She explained that the a bill passed the last legislative session established that DE courses within the Uniform Certificate of General Studies be offered at no cost to the student or the school division; and as a result, the community college would not be able to charge for these courses. Dr. Gullickson expressed concern that if the \$30 million funding does not pass, the college could face significant financial challenges. She will share talking points with board members should they wish to reach out to legislators and advocate for what is in the best interest of the college.

## **6. Finance/Facilities**

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

Mr. David Swanson discussed financial approvals during the Finance and Facilities Committee report. He highlighted the need for a fund transfer to cover a master plan study of the Fredericksburg campus required for accreditation. The study, which will cost approximately \$200,000, will be funded by transferring this amount from the vending fund's commission contingency reserve. The proposal was to move \$200,000 from the reserve to the Fredericksburg campus fund (791), as there are insufficient funds in the campus fund due to it being idle in recent years. This transfer will allow the college to proceed with the study and related work, such as preparing for the Amazon web services project. After the transfer, \$400,000 will remain in the vending fund's contingency reserve.

Ms. Anderson moved to approve the financial analysis for the six months ending December 31, 2024, and to accept the financials as presented.

Ms. Anderson moved to approve transferring funds from Fund 40002, Department 460210 (Commissions Contingency Reserve) to Fund 79001, Department 770100 (Fredericksburg Campus) to fund the FAC master plan study and to accept the proposal as presented.

Motion Carried.

The Finance and Facilities Committee reviewed and moved to accept the financials as presented, and the board approved both motions.

Mr. Rowley invited Dr. John Davis to provide an update on facilities.

Dr. John Davis introduced Mr. Randolph Johnson as the new Director of Facilities. He mentioned that after a national search, Mr. Johnson was hired. Mr. Randolph Johnson shared his background working in facilities at an institution in Birmingham, Alabama, which unfortunately closed its doors in February, however, he expressed optimism in his new role and looks forward to the work ahead.

## **7. Chair Report**

Mr. Jack Rowley began by expressing gratitude for the hard work of the staff in organizing the Center Street Ribbon cutting, despite the challenging cold temperatures. He mentioned how great it was to see everyone there, including the prize recipients and donors.

Mr. Rowley outlined a plan for pairing Board members to review the evaluation forms in preparation for the President's evaluation. He reminded everyone that only two Board members can work together at a time to avoid constituting a meeting. The proposed pairs are as follows: Mr. Wayne Bushrod and Rev. Joy Minor Carter, Ms. Frankie Gilmore and Ms. Shirley Eye, Dr. Kingsley Haynes and Mr. Tim McLaughlin, and Ms. Anne Marie Anderson and Ms. Gail Temple. Mr. Rowley mentioned that he would serve as the coordinator for the process and if any changes were needed to the pairings, board members should reach out to him directly.

Mr. Rowley added that the exact format and requirements were still unclear, particularly whether Board members should use a special form or continue with the narrative style used in previous years. He assured everyone that the Chancellor would provide clarification on this during the closed session of the March meeting. Additionally, the evaluations should be consolidated by April, finalized in a closed session during the May meeting, and submitted to the Chancellor by the end of May.

## **8. New Business**

Dr. Janet Gullickson invited Dr. Cheri Maea to present two awards. Dr. Maea mentioned that Germanna Community College is a sponsor of the Rotary clubs of North Stafford, and she was proud to present an award on behalf of the event organizers, Via Colori.

Dr. Maea explained that Via Colori is a festival that the college partners with, and the proceeds from the event go towards supporting local initiatives. She mentioned that this year, the funds raised were donated to the Stafford County Public Schools to help reduce lunch debt and to ensure that no child goes hungry. She also mentioned that the event highlighted the work of local artists, with Mr. Josh Bloom being named the signature artist for the event.

Dr. Maea mentioned that Germanna Community College was presented with an award in recognition of their sponsorship and this year, Dr. Shashana Gray was recognized for her contributions to the community.

The awards were presented to Dr. Gullickson and Dr. Gray for their efforts in supporting the event and community initiatives.

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

Dr. Gullickson provided an update on the presidential search process, noting that an interim president will be appointed by the Chancellor prior to her departure before the next fiscal year. She added that offboarding/onboarding process is managed by the VCCS and the Chancellor will be meeting with the Board and forming from a search committee. As additional information is provided from the VCCS

about the process, Ms. Veronica Curry will inform those involved to prepare during the interim.

## **10. Adjournment**

The meeting adjourned at 3:05 p.m.

DRAFT

## **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



# STUDENT SERVICES AND ENROLLMENT UPDATE

COLLEGE BOARD  
MARCH 2025

# ENROLLMENT UPDATE

# SPRING 2025 ENROLLMENT SUMMARY

## Enrollment Summary for Spring 2025:

Enroll Date	Total Count	Total FTE	Reg Count		Reg FTE		Dual Count		Dual FTE			
			Total	New	Continue	Total	Independ	High Sch	Total	Independ	High Sch	
Feb-24-2025	7,907	4,334	5,560	1,043	4,517	3,488	558	2,929	2,347	846	344	625

*New Students include readmits who have not enrolled in at least 3 years*

*Dual Students may take both Independent and HS classes*

Change from Last Year:	Tot HC Change	Tot FTE Change	Reg HC Change	Reg FTE Chng	Dual HC Chng	Dual FTE Chng
	4%	6%	0%	2%	13%	29%

Now vs Target:	Tot FTE Target	Tot Attained	Reg FTE Target	Reg Attained	Dual FTE Target	Dual Attained
	4,311	101%	3,589	97%	722	117%

Spring 2024 Final:	Total Count	Total FTE	Reg Count	Reg FTE	Dual Count	Dual FTE
	7,653	4,067	5,501	3,386	2,152	681

## Analogous Dates from Past Years:

Previous Date	Total Count	Total FTE	% FTE Change	Regular Count	Regular FTE	% FTE Change	Dual Count	Dual FTE	% FTE Change
Feb-26-2024	7,613	4,089	4%	5,533	3,431	3%	2,080	658	12%
Feb-27-2023	7,275	3,919	1%	5,450	3,330	0%	1,825	590	11%
Feb-28-2022	7,073	3,862	-1%	5,329	3,328	-1%	1,744	533	0%



# SUMMER 2025 ENROLLMENT SUMMARY

## Enrollment Summary for Summer 2025:

Enroll Date	Total Count	Total FTE	Reg Count		Reg FTE		Dual Count		Dual FTE					
			Total	New	Continue	Total	Independ	High Sch	Total	Independ	High Sch			
Feb-24-2025	1,387	604	1,349	101	1,248	589	43	546	38	15	38	15	0	0
			<i>New Students include readmits who have not enrolled in at least 3 years</i>				<i>Dual Students may take both Independent and HS classes</i>							
Change from Last Year:	Tot HC Change	Tot FTE Change	Reg HC Change	Reg FTE Chng	Dual HC Chng	Dual FTE Chng								
	-11%	-10%	-12%	-11%	36%	67%								
Now vs Target:	Tot FTE Target	Tot Attained	Reg FTE Target	Reg Attained	Dual FTE Target	Dual Attained								
	1,519	40%	1,483	40%	38	40%								
Summer 2024 Final:	Total Count	Total FTE	Reg Count	Reg FTE	Dual Count	Dual FTE								
	3,760	1,447	3,586	1,412	174	36								

## Analogous Dates from Past Years:

Previous Date	Total Count	Total FTE	% FTE Change	Regular Count	Regular FTE	% FTE Change	Dual Count	Dual FTE	% FTE Change
Feb-26-2024	1,554	673	5%	1,526	665	7%	28	9	-53%
Feb-27-2023	1,471	639		1,422	620		49	19	

Regular Headcount (02/24/2025)

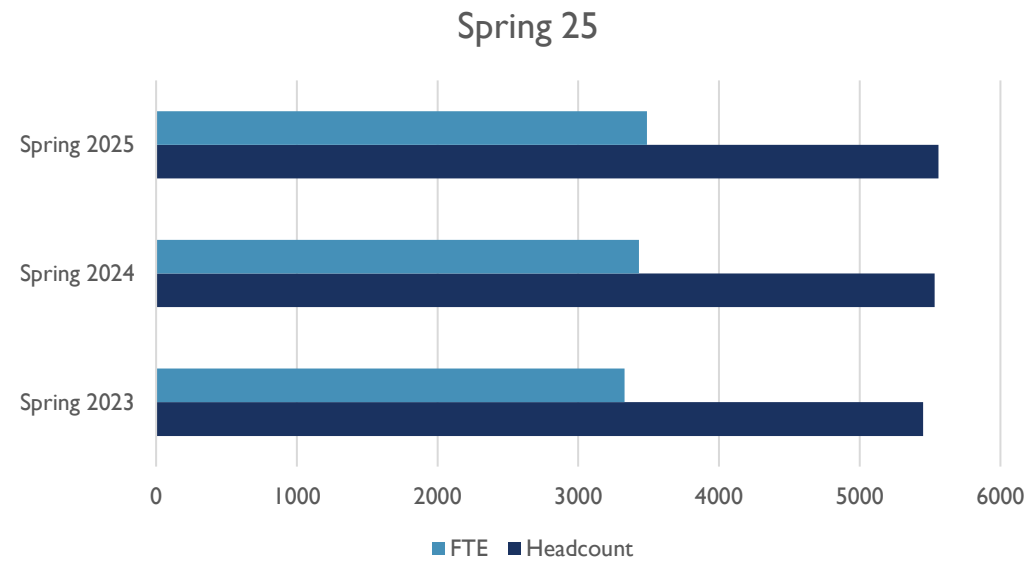
School	Last Week	Current	Difference	Increase/Decrease
Germanna	5557	5520	-37	1.12%
J. Sargeant Reynolds	6078	6126	48	5.38%
Brightpoint	6054	6067	13	6.66%
Laurel Ridge	3133	3141	8	1.62%
Northern Virginia	34309	34324	15	2.63%
Piedmont Virginia	3095	3094	-1	3.10%
Tidewater	12184	12255	71	2.48%
Virginia Peninsula	3940	3937	-3	-5.72%
VCCS	97536	97687	151	2.22%

# SPRING HEADCOUNT COMPARISON

Regular FTE (02/24/2025)				
School	Last Week	Current	Difference	Increase/Decrease
Germanna	3504	3475	-29	1.97%
J. Sargeant Reynolds	3727	3751	24	6.85%
Brightpoint	3659	3664	5	7.59%
Laurel Ridge	1918	1920	2	0.91%
Northern Virginia	21703	21608	-95	3.78%
Piedmont Virginia	1732	1725	-7	1.02%
Tidewater	7723	7748	25	3.69%
Virginia Peninsula	2464	2456	-8	-6.00%
VCCS	61103	61018	-85	2.62%

## SPRING FTE COMPARISON

# SPRING ENROLLMENT



# MARKETING AND RECRUITMENT

# TOURS AND COMMUNITY ENGAGEMENT



- **Total Attendees:** 1,611 across events
- **Campus Tours Registered:** 199 registered
- **Successful Outreach:** Large turnout at high school events (e.g., Caroline Middle School Career Day: 382 students)

# MARKETING & COMMUNICATIONS



- **Email Campaigns:**
  - Spring Enrollment Emails: Avg. 9,211 recipients per week
  - College Everywhere Promotion: Targeted outreach (207 recipients per email)
  - Community Conversations: Avg. 2,969 recipients per email
- **Social Media & Digital Ads:**
  - Spring Enrollment: 8 posts, 14 stories
  - Black History Month: 14 posts, 26 stories, 1 reel
  - Paid Ads: Stafford County Center campaign running daily

# MEDIA & WEBSITE



## Press Releases:

- Stafford Ribbon Cutting, FredNats partnership, Dr. Gullickson's retirement

## Website Updates:

- Accessibility project launched
- Financial Aid & ACE redesigns nearing approval
- Planning for Zoom Contact Center (launching Summer 2025)



# STUDENT DEVELOPMENT

# ACADEMIC ADVISING

January – February 2025

**Academic Advisors facilitated 2,754 student appointments.**

General Advising appointments – 2,337

New Student Advising appointments – 194

Advising Express Zoom – 100

Healthcare Advising Appointments – 124

## **Advising appointments by location**

Stafford County Center            198

Locust Grove                         64

Fredericksburg                      806

Online                                 1,686

**109 new students** started the online *New Student Orientation*, and **73.39%** completed the program.



# ACADEMIC ADVISING

## Healthcare Information Sessions

Total number of Information Sessions – 17

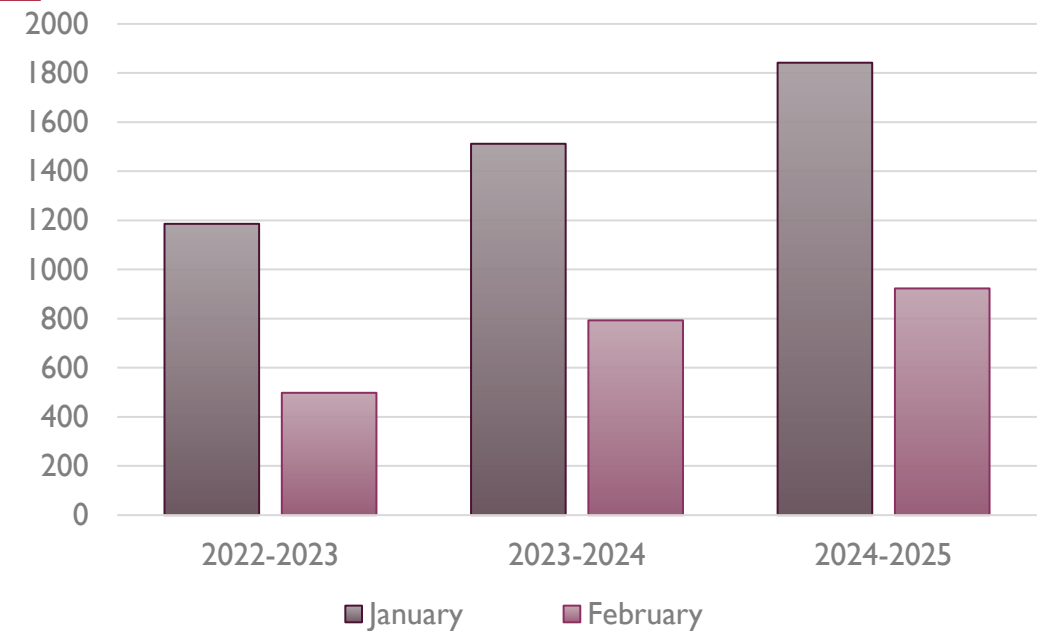
Total number of attendees – 75

# ACADEMIC ADVISING

	2022-2023	2023-2024	2024-2025
<b>January</b>	1,186	1512 (+326)	1842 (+330)
<b>February</b>	498	793 (+295)	923 (+130)

After the implementation of proactive outreach and intentional campaigns, **Academic Advisors appointments increased significantly.**

## Academic Advising Monthly Appointment Comparison by Academic Year



# CAREER & TRANSFER CENTER

## Career and Transfer Services in the Community!

- Career and Transfer Services promoted student participation in the **Fredericksburg Intern Expo**, coordinated by the Fredericksburg Chamber of Commerce. At this event, students gained valuable insights into internship opportunities.
- Becky Morris, Work-Study and Internship Counselor, represented Germanna by hosting a session on creating a LinkedIn profile. In addition, Leslie Diaz Ortiz conducted mock interviews during the expo.
- During the month of January, Leslie Diaz Ortiz, Coordinator volunteered to conduct mock interviews for students at Culpeper County Schools, **with over 100 students participating** in “Mock Interview Day.”
- On Saturday, February 22, 2025, Becky Morris participated in the event, “A Different World” College Preparation Panel and Recruitment Fair. This was a collaborative event between Germanna Community College and Mount Hope Baptist Church of Fredericksburg.



# CAREER AND TRANSFER CENTER

## Career and Transfer Services: At a Glance

Between January 1 and February 24, 2025:

- **289** students met with the Career and Transfer Services team.
- **159** students received information on Transfer Services.
- **76** students received information on Work-Study and Internships.
- **57** students received information on career-related topics.

# CAREER AND TRANSFER CENTER

## Transfer Services

- Dr. Kris Dahm organized a transfer event on Tuesday, February 18th, where representatives from James Madison University and George Mason University came to Germanna's Fredericksburg Area Campus to meet with students. **20 students** met with these university representatives.
- Transfer partners from the University of Mary Washington and University of Maryland Global Campus hosted information tables for students.
- Dr. Kris Dahm has joined the *VCCS Guaranteed Admission Review Committee*. This committee meets to review Guaranteed Admission Agreements and Guaranteed Program Admission Agreements.

# CAREER AND TRANSFER CENTER

## Internship, Work Study and WBL

- As of February 24, 2025, a total of **46 students** are actively engaged in Work-Study positions!
- Becky Morris and Tom Hanna collaborated with **the Pentagon** staff to coordinate an upcoming work-based learning activity that will allow **10 Germanna students** to visit the Pentagon, explore engineering and trade career pathways, and employment opportunities within this prestigious federal agency.
- Career and Transfer Services facilitated the application process for the *NASA STEM Takes Flight Program*. Germanna students represented **over one-third** of the entire applicant pool for the VCCS internship program, which offers an 8-week paid internship at NASA. The following academic programs were represented from Germanna:
  - ✓ Aerospace Engineering
  - ✓ Applied Mathematics
  - ✓ Computer Science
  - ✓ Cybersecurity
  - ✓ Electrical Engineering
  - ✓ Environmental Sciences
  - ✓ General Biology
  - ✓ Mechanical Engineering
  - ✓ Networking



# CHILD CARE ASSISTANCE PROGRAMS

## Retention & Academic Performance

*Student parents shared that having reliable childcare support has allowed them to focus on and do well in their courses.*

- 11 of 12 students (91.6%) are continuing from the Fall to Spring semester
- Average Fall Semester GPA: **3.48**



- 
- The Child Care Assistance Program team is preparing the *Annual Performance Report* for the U.S. Department of Education before the deadline of March 21, 2025.

# CHILD CARE ASSISTANCE PROGRAMS

## Financial Support & Resources

- CCAMPIS grant recipients received **\$32,170 in childcare subsidies** for the Fall 2024 semester, which is our highest disbursement to date!
- Emergency Funds **totaling \$4,900** have been distributed from August 2024 to date, to student parents for housing, utilities, transportation, and internet.

- 
- We are interviewing applicants for a Part-Time *Childcare Consultant* position to join our team!



# COUNSELING – STUDENT RETENTION

## Counselors Focus on Retention – Spring 2025 Numbers



*Pictured: Counselors tabling at January 2025 Nursing Orientation at DTC*

- Spring 2025 Early Alerts Activity as of 2/20/25
  - **537 alerts raised**
  - 397 cases opened
- **116 students** assisted w/Germanna Cares
- 61 *Single Stop* Counselor appointments
- 31 new households screened w/*Single Stop*
- 7 Gossweiler Emergency Grants
- 5 Students received SNAP Emergency Funds
- 1 student received GE Emergency Funds
- 3 students received the **new** Virginia Commonwealth Emergency Fund

# COUNSELING – GERMANNA CARES



## GERMANNA DAY OF SERVICE – 1/30/25

Germanna participated in a Day of Service. Co-hosted by Student Life and Leadership, Educational Foundation, Germanna Cares. 100 warm-weather kits were packaged. The kits and additional toiletries will go to our students via the pantries at each campus. **55 people were in attendance.** There was also a guest speaker who spoke about the cruelty of human trafficking before participants implemented the Red Sand Project.

# COUNSELING - BEAR NECESSITIES



- **224 food pantry visits** in January 2025
- March **Peanut Butter Drive** – all month
- Free Shop Days March 26 – 27 at FAC

*You can help! Clean out those closets. Donations are accepted starting March 1st for Shop Days.*

*Email [germannacares@germanna.edu](mailto:germannacares@germanna.edu) to arrange a drop-off!*

# COUNSELING – TIMELY CARE

The logo for 'timelycare' features the word 'timelycare' in a dark blue, lowercase sans-serif font. A teal speech bubble icon is positioned above the 'y' in 'timely'.

- **4,190 Total Students Enrolled** – *increased*
- 524 TalkNow visits - *increased*
- 1,324 Scheduled Counseling visits - *increased*
- Only 1.8 days wait until the first appt – *decreased*
- 152 Health Coaching visits – *increased*
- 61% of registered users are aged 18 – 22 years old



# COUNSELING – GREAT EXPECTATIONS



## **SPRING 2025 WELCOME BACK DINNER**

PROMOTING THE GREAT  
EXPECTATIONS INTERNSHIP  
PROGRAM (1/29/25)

Students attending this event learned about paid Internship opportunities for GE students. Students in attendance received a bag of GE items.

# COUNSELING – GREAT EXPECTATIONS



PAINT NIGHT – 2/13/25

GREAT EXPECTATIONS STUDENTS WERE ABLE TO GET TOGETHER AND ENJOY A PAINTING CLASS!





# DUAL ENROLLMENT & HIGH SCHOOL PROGRAMS

The Dual Enrollment and High School Programs Team welcomed **Noor Syeda** in February in the role of Dual Enrollment Advisor.

With many years of experience in admissions, coaching, and student support services, Noor is passionate about fostering success in diverse populations through personalized guidance and collaborative support. As a proud alumna of Germanna Community College, Noor takes great pride in contributing to the institution where her academic journey began—making this role a meaningful full-circle moment in her career.



# DUAL ENROLLMENT & HIGH SCHOOL PROGRAMS

## Spotlight on Spotsylvania



Career Advisor Cara Ballard presented at the 4E Expo held at Chancellor High School.



Amethyst Schmidt, a dual enrollment Spotsylvania High School senior was awarded a \$1,000 scholarship from ECMC

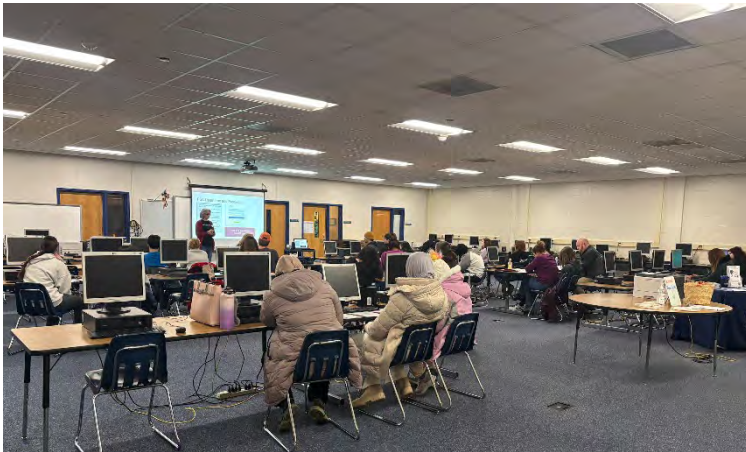
# DUAL ENROLLMENT & HIGH SCHOOL PROGRAMS

## Spotlight on Spotsylvania

Spotsylvania High and Germanna  
**FINANCIAL AID /FAFSA**  
**IN-PERSON WORKSHOP**



**THURSDAY, JANUARY 16 • 6 – 8 p.m.**



# DUAL ENROLLMENT & HIGH SCHOOL PROGRAMS

## **Culpeper Technical Center**

Germanna Workforce and Financial Aid Night



Twenty-five guests attended this event organized by Career Advisor Annaliese Petrie on January 22, 2025.

## **Stafford Senior High School**

Juniors and seniors from Stafford Senior High School had a fantastic opportunity to immerse themselves in the college experience when visiting the Fredericksburg campus in January. Engaging with different departments and participating in a college class activity provided valuable insights into academic life and campus culture. For many students, this experience was helpful in demystifying the college process and will help ease their transition to higher education.



# DUAL ENROLLMENT & HIGH SCHOOL PROGRAMS

	Spring 2025*	Spring 2024
<b>Total Enrollment (Headcount)</b>	<b>2347</b>	<b>2152</b>
-Traditional Dual Enrollment	2070	1897
-Independent Dual Enrollment	277	255
<b>FTE</b>	<b>846</b>	<b>681</b>

\*Spring 2025 totals as of 2/24/2025

9.06% increase in Total Enrollment over Spring 2024 (Headcount)

24.2% increase in FTE over Spring 2024

## OFFICE OF ACCESSIBILITY RESOURCES

The Oberle Academy has partnered with GCC for over 10 years via the SDV 108 course.

OAR proctored 29 exams in February.

OAR facilitated 180 appointments in February.

OAR Advisor, Cleo Crews, delivered 5 presentations to English classes.

Over 100 students are eligible for OAR Milestone Awards.

OAR conducted 5 “Express Accommodation Workshops” for new students.

# STUDENT LIFE & LEADERSHIP

## THE SLL TEAM (INTERNS)

### Sheterra Small

- Civic Engagement Intern
- Positive Service Society Founder
- SGA VP of Service

### Jordan Tsitsiwu

- Administrative & Peer Marketing Intern
- SGA Chief Financial Officer
- VP of CompSci Club

### Tristen Ribeiro **NEW**

- SGA, VP of Sports and Recreation

### Knoelle Pipes

- HS Outreach & Marketing Intern
- SGA Committee Member (D.E.I, Arts & Performance, Work Study Rep)
- Creative Writing Journal Club Member

### Havilah Akinyemi

- Internship: Program Operations Student Lead
- SGA Vice President & Chief Operations Officer

# STUDENT LIFE & LEADERSHIP

## STUDENT CLUB HIGHLIGHTS

Spring Semester

### Cybersecurity Club

Cybersecurity Club places 3rd at the Virginia Military Institute Cybersecurity Capture the Flag.

Placed 2nd in the first debate tournament



56



### General Assembly Visit

Student Leaders from the SGA, SLL Interns, and Student Clubs represented Germanna at "Community College Day" at the Virginia General Assembly Building in Richmond.



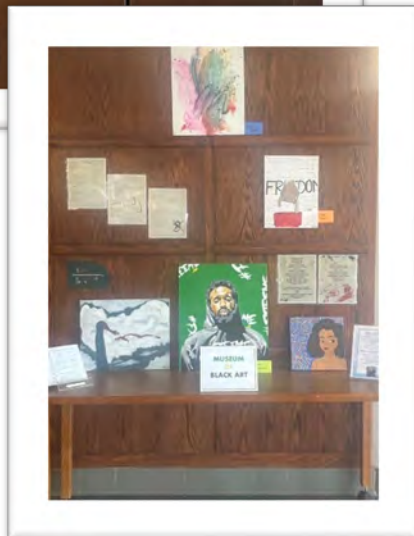
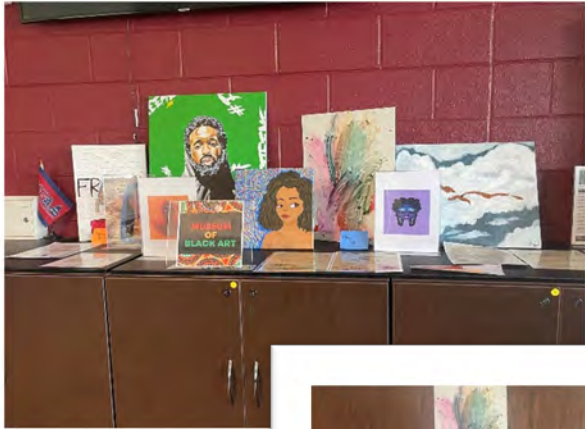
# STUDENT LIFE & LEADERSHIP

## STUDENT CLUB HIGHLIGHTS

Spring Semester

### BSA Art Showcase

The Black Student Alliance Art Exhibit has graced numerous Germanna Campuses and will finish at the Fredericksburg Area Campus.



### The Power of Vulnerability Workshop

Student Leaders completed another workshop series to develop personally and as leaders.

We thank Khalil Houston for bringing students new insight and strategies to overcome the challenges presented by life.

# STUDENT LIFE & LEADERSHIP

## STUDENT CLUB HIGHLIGHTS

### Winter Formal

200 Students and Staff showed off their dance moves and enjoyed this semester's formal.

### Spring Semester



# STUDENT LIFE & LEADERSHIP

## Upcoming Highlights

- PTK
  - Catalyst 2025
- AEC
  - ASME Competition
- SGA
  - National Student Leadership Week
  - Cultural Festival and Field Day
- BSA
  - Women's Month Panel

## **NEXT SEMESTER**

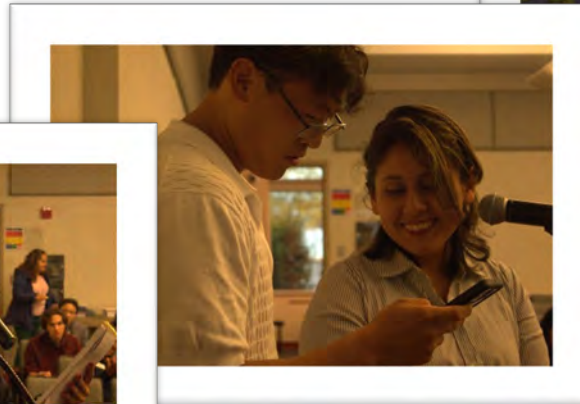
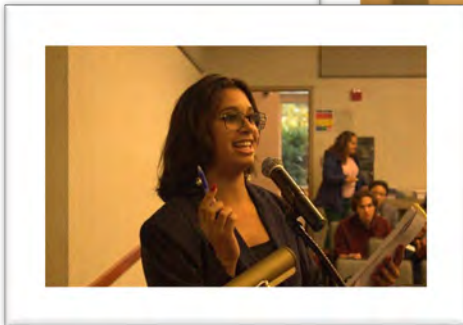


# STUDENT LIFE & LEADERSHIP

## STUDENT GOVERNMENT ASSOCIATIONS

- Signature Events: **5**
  - Welcome Week Breakfast
  - SGA Townhall
  - The Story of Us (Hispanic Heritage Month)
  - Haunted Trail
  - Glow in the Dark Party

## FALL SEMESTER REVIEW



# STUDENT LIFE & LEADERSHIP

## SGA MILESTONES

### Expected Spring Graduates:

- Havilah Akinyemi – Chief Operations Officer
- Jordan Tsitsiwu – Chief Financial Officer
- Sheterra Small – VP of Service

### Expected Fall 25' Graduates:

- Korey Russell – Chief Executive Officer
- Paul Benjamin – Chief Diversity Officer

# STUDENT LIFE & LEADERSHIP

## SGA MILESTONES

Here are a few events you may have seen the current SGA members:

- General Assembly
- Local College Board
- Fall 24' Commencement
- #DopeJobs Series
- Day of Service
- American Student Government Association Conference
- Foundation Board Retreat
- Thank You Dinner with Donors and the Foundation
- Leadership Council Meeting
- Recruiting & Marketing School Visits
- High School Visits (Stafford, Eastern View)
- Office of Accessibility and Resources Presentation

# STUDENT LIFE & LEADERSHIP

## **SGA NOMINATIONS**

### **Applications Now Open!!**

Moving forward, Student Life and Leadership will construct the Student Government Association via nominations, instead of formal voting. Students will be recruited for the various SGA positions. We will accept self nominations and nominations from staff and faculty.

This nomination and recruiting strategy proved successful with the current SGA. We are excited to advance our efforts as we engage new student leaders.

[SGA Executive Board Applications](#) & [SGA Committee Applications](#)

# STUDENT LIFE & LEADERSHIP

**NEW!!**

## STUDENT CLUBS

### **Sewing and Clothing Design**

- with Trey Hamilton

### **Hispanic Student Alliance**

- with Ana Otalora Reyes

### **Debate Club**

- with Jordyn Lemire

### **Dungeons & Dragons**

- with Mak Jones

### **Environmental Club**

### **Drama Club**

- with Haley

### Incoming Clubs

- **Muslim Student Alliance**
- **Book Club**



# STUDENT LIFE & LEADERSHIP

## SPRING 25' PREVIEW

### Leadership & Personal Development

- Power of Vulnerability Workshop with Khalil Houston (2/18, 2/24)
- **Greatness Series** (1/27, 2/24, 3/24, 4/28)
  - Variety of leadership topics and themed events
- SGA Day (April)
- National Student Leadership Week (4/28-4/30)
- College Tours
  - Howard University
  - Norfolk State University (4/16)

### Health & Wellbeing

- Health & Wellness Workshop (1/29, 2/26, 3/26, 4/30)

### Business, Entrepreneurship, Finance

- Entrepreneurship 101: Women in Business Brunch
- Virginia Credit Union Workshops (2/4, 3/11)

### Collaborative Events

- Resource Tabling Fair (2/13, 3/13, 4/10)
- #DopeJob Series
- Diversity Month Events
- Diversity Week

### Culture & Diversity

- Trip to National Museum of African American Culture and History (2/27)
- Black Student Alliance Art Exhibit (2/3-2/28)
- BHM Performance & Soul Food (2/25)
- Black Student Alliance Art Show (2/27)
- Cultural Festival & Field Day (April)

### Community Service

- Day of Service (1/30)
- Red Cross Blood Drive (3/5)

### Social, Sports & Recreation

- Welcome Day (1/16)
- Gaming Tournaments (Bi-Weekly)
- Formal: SGA Presents the Winter Romance (2/7)
- Game Show: Survey Says (3/6)
- Sports on the Yard (Weekly starting in March)
- Sports Court Grand Opening (March)

# FINANCIAL AID

# FINANCIAL AID

- 2024-25, 7,051 unduplicated FAFSA's, 4,775 awarded (as of 02/24/2025)
- 2023-24, 7,393 unduplicated FAFSA's, 4,750 awarded (as of 02/24/2024)

## **2024-25 (as of 02/24/2025):**

- Pell grants: 2,355 recipients, \$5,666,530 disbursed
- Student Loans: 269 recipients, \$946,918 disbursed
- G3 grants: 372 recipients, \$343,437 disbursed
- FANTIC: 170 recipients, \$332,500 disbursed
- FANTIC G3: 388 recipients, \$264,291 disbursed
- 2025-26 FAFSA became available December 1, 2024, and we will begin loading those into SIS mid-March.
- Student appointments: July 1, 2024 – February 24, 2025: 4,997 total, 3,875 virtual

# MILITARY CONNECTED SERVICES CENTER

## Spring 2024 (Total)

- Total students utilizing military benefits: 473\*
- Total students certified using a chapter of the GI Bill®: 259
- Total students certified using Chapter 35 GI Bill® and the Virginia Military Survivors Dependents Education Program (VMSDEP): 157 (This total is not included in the “Total students certified using a chapter of the GI Bill®”)
- Total students certified using VMSDEP: 49
- Other tuition programs: 8

# MILITARY CONNECTED SERVICES CENTER

## Spring 2025 (Submitted cert form by February 21, 2025)

- Total students utilizing military benefits: 528\*
- Total students certified using a chapter of the GI Bill®: 267
- Total students certified using Chapter 35 GI Bill® and the Virginia Military Survivors Dependents Education Program (VMSDEP): 183 (This total is not included in the “Total students certified using a chapter of the GI Bill®”)
- Total students certified using VMSDEP: 59
- Other tuition programs: 19

**\*Total students utilizing military benefits are subject to increase due to additional certification requests for current and retroactive semesters.**

- Student appointments: July 1, 2024 –February 24, 2025: 959 total, 558 virtual

# TESTING SERVICES

# TESTING SERVICES

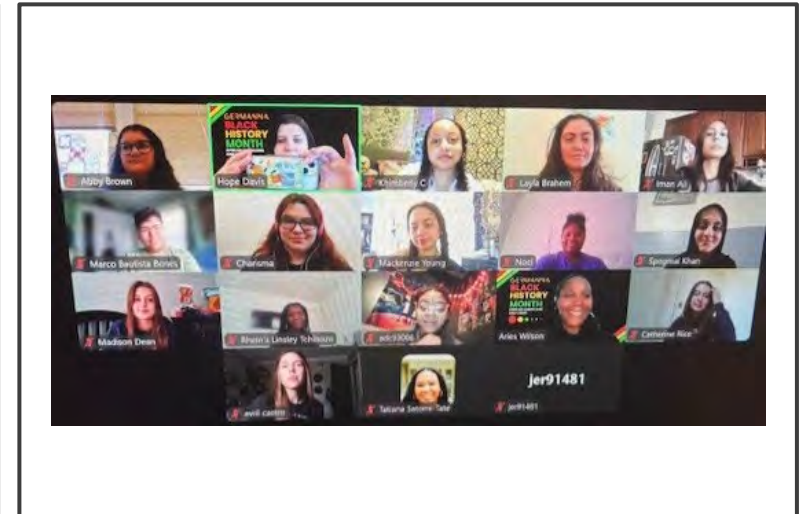
	Academic Testing Centers			Remote Proctoring	Total Tests Proctored
	Fredericksburg	Locust Grove	Stafford	Zoom	
Jan-25	431	168	37	26	662
Feb-25	<u>482</u>	<u>187</u>	<u>67</u>	<u>17</u>	<u>753</u>
	913	355	104	43	<b>1,415</b>
	<b>64.52%</b>	<b>25.09%</b>	<b>7.35%</b>	<b>3.04%</b>	
*February testing data is from February 1-17, 2025					

	Pearson VUE		High Tech		Total Tests Proctored
	Fredericksburg	Daniel Technology Center	CLEP	Automotive Services Excellence	
Jan-25	3	36	1	7	47
Feb-25	<u>0</u>	<u>27</u>	<u>0</u>	<u>25</u>	<u>52</u>
	3	63	1	32	99
	<b>3.03%</b>	<b>63.64%</b>	<b>1.01%</b>	<b>32.32%</b>	
*February testing data is from February 1-17, 2025					

# OFFICE OF STUDENT SUCCESS



# STUDENT SUCCESS



## Early College Spring Programming

- Senior Days: Preparing Gladys P. Todd Academy and Germanna Scholars for Graduation and Transfer
  - GPTA February 18<sup>th</sup> – 24 RSVP'd
  - GS February 27<sup>th</sup> – 17 RSVP'd
- College Visit: Old Dominion University and the Virginia Museum of Fine Arts – April 3<sup>rd</sup>
- College Readiness Series during Friday Focus – Led by Tatiana Satorre – Tate
- Early Intervention Sessions for Additional Student Support

# STUDENT SUCCESS

## Early College Recruitment

### Gladys P. Todd Academy

74 Applications

- James Monroe High School - 22
- Spotsylvania High School- 13
- Chancellor High School - 7
- Massaponax High School- 15
- Courtland High School - 6
- Riverbend High School - 11

### Germanna Scholars

70 Applications

- Eastern View High School- 40
- Culpeper High School- 30

### Future Educators Academy

18 Applications

- 4 from Culpeper County High School
- 3 from Eastern View High School
- 5 from Orange County High School
- 2 from Madison County High School
- 3 from Rappahannock High School
- 1 Private School application, which is permissible under Lab school legislation

**Total Early College Applications: 162**

# STUDENT SUCCESS

## Mentoring

### Updates and Upcoming projects:

- Spring Mentor and Mentee recruitment in progress
- Early College and Great Expectations Monthly workshops
- March Mentee Check-In event
- Expanding program to special groups, including Future Educators Academy, Germanna Nursing Program, and contributing to the Faculty Mentorship Initiative

### Student Enrollment

- Total: 123 Students
- College-wide: 54 students
- Early College Peer Mentoring: 63 students
- Great Expectations Peer Mentoring: 6 students



## TITLE III



- The Welcome Back Breakfast for Title III students was held on February 17, 2025 offering students an opportunity to engage in fellowship with the campus community as well as get to know the resources the Title III Academic Advisor has to offer.
  - 12 students RSVP'd
- Spring 2025 Appointment Campaign successfully enrolled 42 Title III students for spring and summer courses

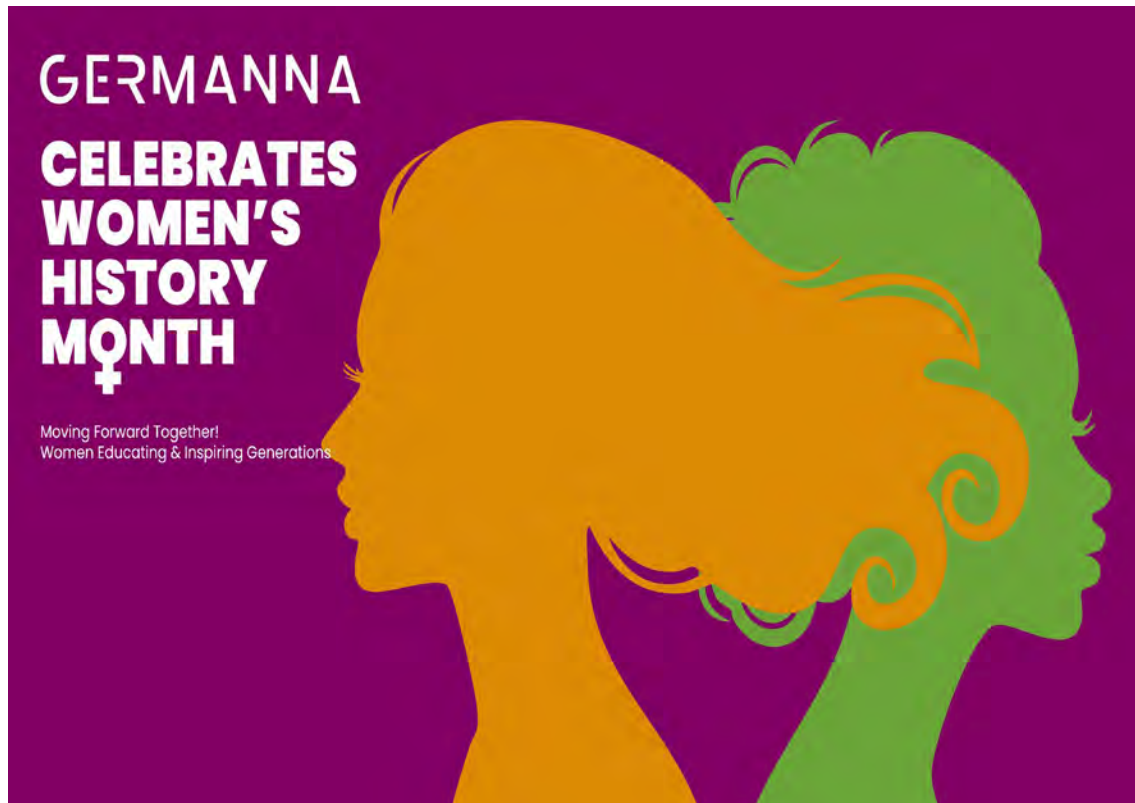
# STUDENT SUCCESS



## ■ Spring Programming

- Black History Month Programming
  - #DopeJobs Lunch and Learn Series throughout the month of February
  - Live Culinary Demonstration – Gastronomic Adventure
    - Monday, February 24<sup>th</sup> – 54 attended in-person/virtually
  - Soul Food Tasting
    - Monday, February 24<sup>th</sup> 12-1pm (Stafford) - 75 attendees
    - Tuesday, February 25<sup>th</sup> 12-1pm (FAC) – 200 attendees
    - Wednesday February 26<sup>th</sup> 12-1pm (DTC/LGC)

# STUDENT SUCCESS



## Women's History Month

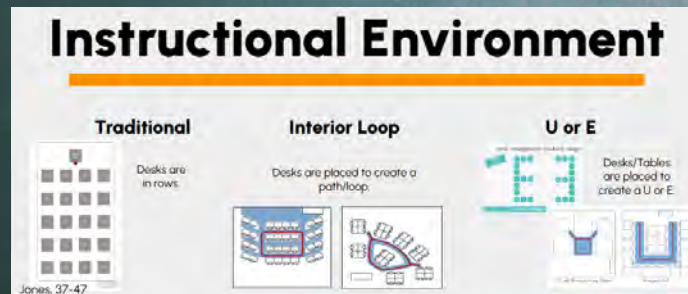
- Women in Education Brunch – March 4<sup>th</sup>, 12noon – 1:30pm., at FAC
  - Featuring Marcie Catlett, Yamini Singh, Katrina Richardson, and Tammie Coghill-Bish, being moderated by Tatiana Satorre -Tate.
- A Candid Recounting of Diverse Cultural Narratives of our Mothers and Us – March 13<sup>th</sup>, 2pm-3pm
  - Featuring Renee Garris, Sunithi Gnanadoss, and Sarida Saadeh
- The Story of Us – March 26<sup>th</sup>, 12:30pm-1:30pm
  - Featuring Professor Heather Mckendree.

<https://germanna.edu/womens-history-month>

# **FUTURE EDUCATORS ACADEMY**

# Future Educators Academy

- All students from Fall '24 have returned for Spring '25.
  - Students are working hard to keep their grades above a “C” average.
- FEA has accepted 13 students for fall of 2025. The application will remain open until all slots are filled.
- FEA Orientation is on March 31st at 6:30pm at DTC.
- FEA had a guest speaker on February 7<sup>th</sup>. Kim Adams from MCPS came to speak on classroom management and why the design of your classroom matters.



Students working on their classroom designs.



# ACADEMIC CENTER FOR EXCELLENCE

# Academic Center for Excellence: Spring 2025 Welcome Day

**CONNECTED**

WITH THE ACADEMIC CENTER FOR EXCELLENCE

**brainfuse** ignite your mind **Free Online Tutoring**

24/7 Drop-In Tutoring Writing Center | Scheduled Sessions | Academic Resources

For instructions on how to access Brainfuse: [www.germannacollege.edu/academic-center-for-excellence/brainfuse-online-tutoring/](http://www.germannacollege.edu/academic-center-for-excellence/brainfuse-online-tutoring/)

**Online Academic Tutorials and Interactive Modules**

Citation Styles | Spanish Listening Exercises | Write with Style | Nursing Case Studies

For a complete list of titles, visit: [www.germannacollege.edu/academic-center-for-excellence/online-tutorials-and-modules/](http://www.germannacollege.edu/academic-center-for-excellence/online-tutorials-and-modules/)

**Helpful Handouts to Supplement Germanna Classes**

Accounting, Biology, Chemistry, Engineering, English, Foreign Language, IT, Math, Nursing, and more!

[www.germannacollege.edu/academic-center-for-excellence/helpful-handouts/](http://www.germannacollege.edu/academic-center-for-excellence/helpful-handouts/)

Connect with us via:

**GERMANNA COMMUNITY COLLEGE**

**ACADEMIC CENTER FOR EXCELLENCE**

Where the possibilities for learning are endless

[www.germannacollege.edu/academic-center-for-excellence](http://www.germannacollege.edu/academic-center-for-excellence)

**LEARNING ENRICHMENT OPPORTUNITIES**

- On-campus and Online Tutoring
- On-Campus and Online Math Centers
- On-Campus and Online Writing Centers
- Brainfuse Online Tutoring
- Academic Resources
- Online Interactive Modules
- On-Campus and Online Academic Tutorials
- Technology Resources for Students
- On-Campus and Online Focused Study Groups

**Our Locations**

Fredericksburg Area Campus V. Van Dickenson Building Room 208 (540) 891-3017	Stafford County Center Barbara J. Fried Building Room 135 (540) 834-1993	Louisa Grove Campus French Slaughter Building Room 208 (540) 423-9148
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**GERMANNA**  
ACADEMIC CENTER  
FOR EXCELLENCE

# Welcome to ACE's New Tutor

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Alexandra “Ally” Miller joined the Academic Center for Excellence as a tutor in January 2025. She began her Germanna studies in Fredericksburg and continued to enroll in online classes after she moved to North Dakota. Ally loved her online history and English classes and decided to move back to Fredericksburg to complete her degree on campus. After graduating, she plans to transfer to a four-year university to major in English. Ally is passionate about helping her fellow students to achieve their educational goals, and she enjoys working in the ACE Writing Center and tutoring biology and Quantitative Math during appointments. When she is not tutoring or studying, Ally enjoys serving as a mentor to foster youth and spending time with family and friends.





# Academic Center for Excellence: Math Center

The Math Center was filled with students the first week of the Spring 2025 semester!

# Academic Center for Excellence

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- Since the start of the Spring 2025 semester, the Academic Center for Excellence (ACE) has provided Germanna students with 2785 hours of tutoring during on-campus and online tutoring appointments in all subjects taught at Germanna.
- Students have attended an additional 295 online tutoring sessions and essay reviews with Brainfuse late at night and during the week-ends.
- Supplemental Instruction (SI) leaders are embedded in 57 class sections of BIO 101, CHM 111, PHY 241, NSG 100, NSG 170, NSG 210, NSG 252, PNE 162, PNE 164, ITP 100, ITP 120, and ITN260 classes during the Spring 2025 semester. The SI leaders have held 38 discussions sessions thus far this semester for students to discuss academic content covered in class.
- ACE staff have conducted 81 classroom presentations thus far this semester.





# Academic Center for Excellence: Support for Nursing Students

- Nursing Supplemental Instruction (SI) leaders are embedded in each semester of the nursing program within NSG100, NSG170, NSG210, and NSG252 classes.
- All Academic Center for Excellence office locations offer drop-in drug dosage calculation tutoring for nursing students throughout the year.
- The ACE staff facilitated the following workshops for nursing students during January 2025:

Workshop	Spring 2025	
	Number of Workshops	Number of Students
Introduction to Drug Dosage	4	155
Advanced Drug Dosage	4	139
PNE NCLEX Review	4	11
RN NCLEX Review	6	23

# Academic Intervention: Writing Support Specialists

During the spring semester, Writing Support Specialists are embedded in all gateway English classes, including 47 sections of ENG111, EDE 11, and ESL 41/42. They are also embedded in all ENG112 Early College classes.

The Writing Support Specialists facilitate an average of 6 weekly workshops, covering topics such as outlining, annotated bibliographies, APA/MLA citation styles, various rhetorical modes, literary analyses, thesis statements, and research techniques, to supplement content covered in English classes.

They also offer drop-in assistance to students in the on-campus and online Writing Centers and meet with students during appointments.

# Academic Intervention: Math Support Specialists

During the Spring 2025 semester, Math Support Specialists are embedded in all gateway math classes, including 34 sections of MTH 154, MTH 155, and MTH 161. They are also embedded in all MTH162 Early College classes.

The Math Support Specialists facilitate weekly Excel workshops and study groups for MTH 161 and MTH162 to supplement academic content covered in class.

They also offer drop-in assistance to students in the on-campus and online Math Centers and meet with students during appointments.





## Academic Center for Excellence: Professional Development for Staff

- “Supporting ELL Students During Supplemental Instruction (SI) Sessions”
- “Non-Academic Barriers Students Face and the Germanna Resources to Overcome Them”

# Academic Center for Excellence: New ESL Workshop Series

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ESL Workshop Series		
January 27, 11:00 a.m. January 28, 2:00 p.m.	Understanding Canvas	
February 3, 11:00 a.m. February 4, 2:00 p.m.	Communicating with Instructors	
February 10, 11:00 a.m. February 11, 2:00 p.m.	Academic Resources for ESL Students	
February 17, 11:00 a.m. February 18, 2:00 p.m.	Understanding Tone & Nuance	
February 24, 11:00 a.m. February 25, 2:00 p.m.	From Speaking to Writing	
March 3, 11:00 a.m. March 4, 2:00 p.m.	Subject-Verb Agreement	
March 10, 11:00 a.m. March 11, 2:00 p.m.	Math Vocabulary	

# Academic Center for Excellence: New Generative AI Resources

**GenAI Literacy  
Canvas Course**



**GenAI Quick  
Tip Videos**

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**Generative AI Quick Tip:  
Thesis Statements**

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**Generative AI Quick Tip:  
Explaining Coding Errors**

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**Generative AI Quick Tip:  
Simplifying Language**

# New Academic Resources Developed for Students

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## VIDEO RESOURCES

### **“GenAI Quick Tips” Video Series:**

- Finding Key Words for an Abstract
- Thesis Statements
- Simplifying Language
- Improve Search Terms for Research
- Explaining Coding Errors

## HELPFUL HANDOUTS

“Tips for Understanding STEM Word Parts” Handout

# **Academic Affairs Curriculum Updates:**

**March 2025 College Board Meeting**

## **I. Artificial Intelligence and Data Science Fundamentals CSC 2025-2026 Program New**

**Purpose:** This program is designed to provide students with skills that support the newest capabilities and advances in artificial intelligence, machine learning, and data science fundamentals. These advancements, integrated with cutting-edge digital data analytics technology, enable professionals to harness AI-driven tools to collect, analyze, and make data accessible for informed business decisions. The program emphasizes training data analytics specialists who can leverage AI technologies to provide competitive advantages to their employers and stay on the cutting edge of innovation.

## **II. Paramedic Certificate 2025-2026 Program New**

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

# FOUNDATION HIGHLIGHTS

- **Income Summary** – Positive \$4.5M operating surplus year to date
- **Net Assets** – Year to date increase of \$4.7M, with \$3.7M attributable to the College’s contribution for the Center Street buildout
- **Investments** – Year to date balances increased by \$999K with \$1.07M in investment gains
- **Program Highlights** – Direct assistance to the Germanna community of \$1.1M, higher than prior years
- **Center Street** – Construction appears to be complete
- **Rental Income** – Rental income from the College began in October at \$110,352 per month or \$1,324,224 annually
- **Note:** The following reports are based on unaudited financial statements. The audit is ongoing, and final numbers will be available shortly.

# INCOME SUMMARY

- The Foundation generated a \$4.5M surplus year to date, assisted by a \$3.7M cash transfer from the College for the Center Street project
  - Contributions were down year over year
  - Investment income was solid

	Fund 1 Unrestricted	Fund 2 Temporary	Fund 3 Permanent	Fund 5 Real Estate	2024 Totals	2023 Totals	2022 Totals
Contributions	549,017	616,894	185,625	-	1,351,537	2,832,596	3,867,175
Contribution Special Events	158,342	-	-	-	158,342	168,048	167,522
Contributed Nonfinancial Assets	531,927	-	-	-	531,927	457,607	472,148
Interest Income	-	-	-	44,139	44,139	60	3
Investment Income	-	791,682	-	279,266	1,070,948	1,204,597	(1,902,594)
Rental Income	-	-	-	819,528	819,528	498,373	124,074
Portfolio Management Fees	148,231	-	-	-	148,231	70,375	107,618
Other Income	7,771	-	-	3,689,825	3,697,596	(2,164)	52,883
Transfers	-	-	-	-	-	-	1,822,314
<b>Total Revenues</b>	<b>1,395,288</b>	<b>1,408,576</b>	<b>185,625</b>	<b>4,832,758</b>	<b>7,822,247</b>	<b>5,229,491</b>	<b>4,711,143</b>
<b>Total Expenses</b>	<b>1,540,701</b>	<b>664,872</b>	<b>-</b>	<b>1,087,843</b>	<b>3,293,415</b>	<b>2,703,445</b>	<b>4,177,596</b>
<b>Change in Net Assets</b>	<b>(145,412)</b>	<b>743,704</b>	<b>185,625</b>	<b>3,744,915</b>	<b>4,528,832</b>	<b>2,526,046</b>	<b>533,547</b>
<b>Net Assets - Beginning</b>	<b>1,355,143</b>	<b>6,289,973</b>	<b>3,774,601</b>	<b>7,876,576</b>	<b>19,296,292</b>	<b>16,570,877</b>	<b>16,037,330</b>
<b>Net Assets - Ending</b>	<b>1,209,730</b>	<b>7,033,677</b>	<b>3,960,226</b>	<b>11,621,491</b>	<b>23,825,124</b>	<b>19,096,923</b>	<b>16,570,877</b>

# SUMMARIZED BALANCE SHEET

- Net Assets now stand at \$23.8M

	Fund 1 Unrestricted	Fund 2 Temporary	Fund 3 Endowments	Fund 5 Real Estate	2024 Totals	2023 Totals	2022 Totals
Cash and Equivalents	(909,677)	(94,528)	94,740	1,682,090	772,625	1,254,513	801,986
Marketable Securities	1,963,101	6,911,909	3,865,486	887,971	13,628,468	12,629,195	9,453,547
Accounts Receivable	-	-	-	120,226	120,226	116,021	16,705
Pledges Receivable	20,000	149,369	-	550,000	719,369	550,000	1,600,000
Prepaid Expenses	4,500	-	-	39,522	44,022	35,995	34,960
<b>Current Assets</b>	<b>1,077,924</b>	<b>6,966,750</b>	<b>3,960,226</b>	<b>3,279,809</b>	<b>15,284,709</b>	<b>14,585,724</b>	<b>11,907,198</b>
Other Assets	131,806	-	-	-	131,806	142,548	254,663
Construction in Progress	-	66,927	-	6,350,686	6,417,613	408,462	84,000
Real Estate - Culpeper Land	-	-	-	960,228	960,228	960,228	960,228
Real Estate - Stafford Land	-	-	-	1,900,000	1,900,000	1,900,000	1,900,000
Real Estate - Center Street	-	-	-	10,977,029	10,977,029	11,226,611	11,476,193
<b>Noncurrent Assets</b>	<b>131,806</b>	<b>66,927</b>	<b>-</b>	<b>20,187,943</b>	<b>20,386,676</b>	<b>14,637,849</b>	<b>14,675,083</b>
<b>Total Assets</b>	<b>1,209,730</b>	<b>7,033,677</b>	<b>3,960,226</b>	<b>23,467,752</b>	<b>35,671,385</b>	<b>29,223,573</b>	<b>26,582,281</b>
Accounts Payable	-	-	-	33,969	<b>33,969</b>	301,823	143,053
Other Liabilities	-	-	-	35,895	<b>35,895</b>	40,220	61,764
Current Portion of Note Payable	-	-	-	243,397	<b>243,397</b>	317,395	-
Current Portion of Lease Liabilities	-	-	-	-	-	9,607	21,980
<b>Current Liabilities</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>313,261</b>	<b>313,261</b>	<b>669,045</b>	<b>226,797</b>
Note Payable less Current Portion	-	-	-	11,532,999	<b>11,532,999</b>	9,457,605	9,775,000
LT Lease Liabilities	-	-	-	-	-	-	9,607
<b>Noncurrent Liabilities</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>11,532,999</b>	<b>11,532,999</b>	<b>9,457,605</b>	<b>9,784,607</b>
<b>Total Liabilities</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>11,846,261</b>	<b>11,846,261</b>	<b>10,126,650</b>	<b>10,011,404</b>
Net Assets - Beginning	1,355,143	6,289,973	3,774,601	7,876,576	19,296,292	16,570,877	16,037,330
Net Income	(145,412)	743,704	185,625	3,744,915	4,528,832	2,526,046	533,547
<b>Net Assets - Ending</b>	<b>1,209,730</b>	<b>7,033,677</b>	<b>3,960,226</b>	<b>11,621,491</b>	<b>23,825,124</b>	<b>19,096,923</b>	<b>16,570,877</b>



# INVESTMENT ACTIVITY

- Investment balances have increased by \$999K during 2024

Account	Beginning Balance	Net Deposits (Withdrawals)	Interest & Dividends	Realized Gains	Unrealized Gains	Fees	Ending Balance
Account 6381 - Money Market	5	-	0	-	-	-	5
Account 3104 - London Equities	3,106,431	158,775	90,041	60,067	258,680	(44,226)	3,629,768
Account 6294 - Blackrock Equities	4,342,875	140,000	57,663	306,987	263,086	(70,868)	5,039,743
Account 0857 - Stock Gift Clearing	61,513	631	1,185	329	-	-	63,658
Account 4859 - Fixed Income	4,550,799	212,588	191,775	(2,313)	14,024	(71,993)	4,894,880
Account 5688 - Money Market	567,573	(583,670)	16,512	-	-	-	414
	<b>12,629,195</b>	<b>(71,676)</b>	<b>357,175</b>	<b>365,071</b>	<b>535,789</b>	<b>(187,087)</b>	<b>13,628,468</b>

Net Deposit and Withdrawal Activity		Investment Activity	
Stock Deposits from Donors	274,622	Total Investment Income	1,258,035
Cash Deposits from Donors	55,700	Investment Fees	(187,087)
Net Cash Withdrawals	(401,998)		
<b>Net Deposits (Withdrawals)</b>	<b>(71,676)</b>	<b>Net Investment Income</b>	<b>1,070,948</b>

# PROGRAM HIGHLIGHTS

- Summary of direct assistance to the Germanna community:

Acct. No.	Account Description	2024	2023	2022
1-1-70000	Scholarships	674,386	747,290	615,517
2-1-70000	Scholarships	325,580	81,415	381,704
2-1-63540	Food Supplies/Gas Card/Delivery	16,008	9,149	12,408
1-1-65310	Distribution From Emergency Fund	6,021	2,027	4,807
2-1-65310	Distribution From Emergency Fund	99,883	74,423	62,744
2-2-65310	Distribution From Emergency Fund	-	1,769	600
		<b>1,121,880</b>	<b>916,072</b>	<b>1,077,781</b>

# CENTER STREET CONSTRUCTION STATUS

- Center Street construction project is essentially complete, with minimal change orders:
  - The Foundation has drawn \$2M against the mortgage to cover buildout out costs
  - The College provided nearly \$3.7M in January toward the construction costs

Pay Application	Through	Amount	Contract Amount	
1	1/31/2024	547,293	Original	5,770,932
2	2/29/2024	836,025	Prior Change Orders	167,631
3	3/31/2024	313,614	Current Change Orders	(119,476)
4	4/30/2024	763,182		
5	5/31/2024	860,610		<b>5,819,086</b>
6	6/30/2024	1,148,886		
7	7/31/2024	721,968		
8	9/30/2024	358,936		
9	11/30/2024	268,573		
<b>Total Invoices through 12/31/24</b>		<b>5,819,086</b>	<b>Balance to Finish</b>	<b>-</b>

## Tenant Improvement Allowance Summary

<i>Tentative Analysis</i>	Per Lease	Actuals
Total Cost of Leasehold Improvements	6,189,825	6,350,686
Less Tenant Improvement Allowance	(2,500,000)	(2,500,000)
College Responsibility	<b>3,689,825</b>	<b>3,850,686</b>
Paid by College	3,689,825	3,689,825
<b>Amount Due to Foundation - Tentative</b>	<b>-</b>	<b>160,861</b>

# CENTER STREET RENTAL PROJECTIONS

- Center Street rent and mortgage cash flow projections:

Tenant	2024 Total	2025 Projected	2026 Projected
GCubed	271,267	278,095	286,438
IP Keys	237,485	243,957	250,278
Germanna Community College	310,776	1,329,742	1,365,884
<b>Gross Rents</b>	<b>819,528</b>	<b>1,851,794</b>	<b>1,902,601</b>
<b>Mortgage Schedule*</b>	<b>350,003</b>	<b>727,101</b>	<b>727,101</b>
<b>Available Cash Flow</b>	<b>469,526</b>	<b>1,124,693</b>	<b>1,175,500</b>

\* Interest only until 4/1/25

**Note:** The roof project may be financed by the mortgage, so the mortgage payments will likely increase.

SAVE THE DATE

# BRUCE L. DAVIS GOLF TOURNAMENT

**MONDAY, APRIL 28, 2025 • 9 a.m.**

8 a.m. Registration  
9 a.m. Shotgun start

**GERMANNA**  
COMMUNITY COLLEGE

**Fredericksburg Country Club**  
11031 Tidewater Trail, Fredericksburg, VA  
101

# CHOOSE YOUR SPONSORSHIP

Event Sponsor	\$10,000
Luncheon Sponsor	\$5,000
Beverage Cart Sponsor	\$3,000
Golf Ball Sponsor	\$2,000
Titlecard Scorecard Sponsor	\$1,500
Patron Sponsor	\$1,000
Golf Cart Sponsor	\$1,000
Scorecard Sponsor	\$750
Par 3 Sponsor	\$500
Putting Green Sponsor	\$500
Driving Range Sponsor	\$500
Breakfast Sandwich Sponsor	\$500
Registration Sponsor	\$500
Hole Sponsor	\$350
Foursome registration	\$600
Individual Registration	\$175

Contact [foundation@germanna.edu](mailto:foundation@germanna.edu)  
or (540) 423-9060 to reserve your spot

**GERMANNA.EDU/GOLF**

**GERMANNA**  
**EDUCATIONAL**  
**FOUNDATION**



# GALA

*Celebrating Dr. Janet Gullickson  
upon her retirement from Germanna Community College*

**FRIDAY, MAY 30, 2025 • 6 p.m.**

Fredericksburg Convention Center  
2371 Carl D. Silver Parkway, Fredericksburg, VA 22401

## SPONSORSHIP OPPORTUNITIES

### Event Sponsorship: \$100,000

*Become champions of the evening*

- Pre-event Vip exclusive experience
- Prominent table placement
- Reserved table for 10
- Concierge service
- Social media feature
- Partnership highlight
- Premier logo & recognition during gala
- Recognition in promotional materials
- Name recognition on program & signage
- Donor spotlight recognition through the annual report, website
- Thank you ad in local media

### Dinner Sponsorship: \$25,000

*Savor an unforgettable evening*

- Pre-event Vip exclusive experience
- Prominent table placement
- Reserved table for 8
- Social media feature
- Partnership highlight
- Premier logo & recognition during gala
- Recognition in promotional materials
- Name recognition on program & signage
- Donor spotlight recognition through the annual report, website
- Thank you ad in local media

### Dinner Beverage Sponsorship: \$10,000

*Lift spirits while creating a lasting impact*

- Pre-event Vip exclusive experience
- Reserved table for 4
- Logo and name on dinner beverage bottles
- Social media feature
- Partnership highlight
- Name recognition on signage & program
- Donor spotlights through the annual report, website
- Thank you ad in local media

### Entertainment Sponsorship: \$5,000

*Elevate the experience during the evening*

- Vip exclusive experience
- 4 Tickets
- Name recognition on signage & program
- Recognition in donor spotlights through annual report, website
- Thank you ad in local media

### Cocktail Hour Sponsorship: \$2,500

*Toast to a cause*

- 4 Tickets
- Name recognition on signage & program
- Recognition in donor spotlights through annual report, website
- Thank you ad in local media

### Dessert Sponsorship: \$1,000

*Sweeten the evening with your generosity*

- 2 Tickets
- Name recognition in program
- Donor spotlights through annual report, website
- Thank you ad in local media

### Decor Sponsorship: \$500

*Set the stage for elegance and charm*

- 2 Tickets
- Name recognition in program
- Thank you ad in local media

### Germanna Gala Ticket: \$150

*Join us for an unforgettable night,  
celebrating President Gullickson*

- One ticket to the event





# GALA

*Celebrating Dr. Janet Gullickson  
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**FRIDAY, MAY 30, 2025 • 6 p.m.**

Fredericksburg Convention Center  
2371 Carl D. Silver Parkway, Fredericksburg, VA 22401

## **AUCTION DONATION FORM**

Fill out the information below to ensure that proper credit is given for your auction donation. If you have questions, contact the Germanna Educational Foundation at (540)423-9060 or [foundation@germanna.edu](mailto:foundation@germanna.edu).

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Email: \_\_\_\_\_

Best method to contact you? \_\_\_\_\_

Item Donated: \_\_\_\_\_

Est. Value: \_\_\_\_\_ How can we find you on social media? \_\_\_\_\_

**GERMANNA**  
COMMUNITY COLLEGE

# GERMANNA EDUCATIONAL FOUNDATION

## 2025 Planning Calendar

### February

- 18 – Finance Committee Meeting, 4 p.m. (Zoom)
- 25 – Board Meeting, 5 p.m.

### March

- 12 – Snap into Spring, 11 a.m.-2 p.m. (FAC)
- 18 – Donor Relations Committee Meeting, 4 p.m. (Zoom)
- 25-27 – Shop Days (Fredericksburg Area Campus)

### April

- 1 – Board Development Committee Meeting, 4 p.m. (Zoom)
- 5 – STEAM-H Day, 10 a.m.-2 p.m. (FAC)
- 24 – Student Academic Award Ceremony, 6 p.m. (DTC)
- 28 – Golf Tournament, 8 a.m. (Fredericksburg Country Club)
- 29 – Finance Committee Meeting, 4 p.m. (Zoom)

### May

- 13 – Spring Commencement (UMW Anderson Center)
- 20 – Board Meeting, 5 p.m. (Location TBD)
- 30 – Germanna Gala, 6 p.m. (Fredericksburg Convention Center)

### June

- 28 – Germanna Night at FredNats, 6 p.m. (Virginia Credit Union Stadium)

### July

### August

- 5 – Donor Relations Committee Meeting, 4 p.m. (Zoom)
- 9 – Early College Induction Ceremony (DTC)
- 19 – Board Development Committee Meeting, 4 p.m. (Zoom)

### September

- 2 – Finance Committee Meeting, 4 p.m. (Zoom)
- 9 – Donor Relations Committee Meeting, 4 p.m. (Zoom)
- 23 – Board Meeting, 5 p.m. (Location TBD)
- TBD – Scholarship Award Ceremony (Location TBD)

### October

- 4 – Germanna Give Day/Homecoming – Details to Follow
- 7 – Board Development Committee Meeting, 4 p.m. (Zoom)
- 28 – Finance Committee Meeting, 4 p.m. (Zoom)
- TBD – Shop Days (FAC)

### November

- 20 – Board Meeting, 4:30 p.m. – Followed by Thank You Reception (Location TBD)

### December

- 2 – Giving Tuesday
- TBD – Fall Commencement



# GERMANNA

OFFICE OF  
HUMAN RESOURCES

February 2025



# TALENT ACQUISITION & RETENTION

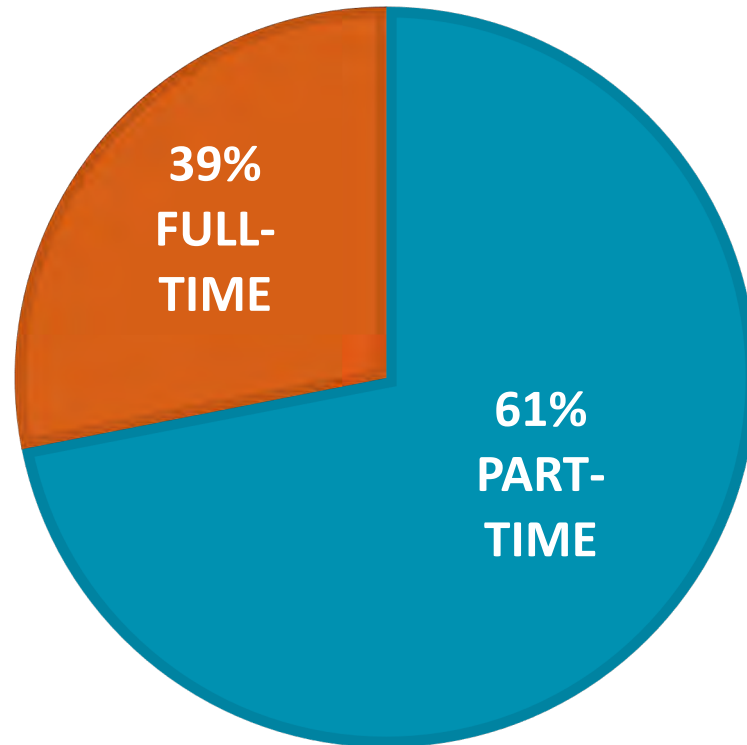
- **28 internal candidates** selected through a competitive process since July 2024
- **16 active new hire search committees**
- **Currently advertised employment opportunities**
  - 4 Faculty
  - 1 Curriculum Designer
  - 1 School Certifying Official
  - 4 Part time Hourly (1 Admissions, 3 Security)

# RECRUITMENT STATS FEBRUARY

- 103 Days-to-Fill a Vacancy (Average)
- 5% Vacancy rate
- 96% Retention rate

# CURRENT WORKFORCE

**TOTAL HEADCOUNT = 863**



# HR OPERATIONS

*Impairing the way we do business*

## Process Automations Underway

- ✓ Telework Applications- Complete
- ✓ Special Pay Requests- Complete
- ✓ Job Requisition Requests - Complete
- Performance Management (Faculty, Classified, A&P) – Partially complete
- Compensation Requests - Next







# EDUCATIONAL AID & CONTINUOUS LEARNING

- **18 faculty & staff received** educational aid to pursue 80 credit hours toward undergraduate and graduate degrees in Spring 2025.
- **19 faculty & staff enrolled in GCC classes** for a total of 73 credit hours during Spring 2025. This is a 46% increase in credit hours as compared to Fall 2024.

# **GERMANNA COMMUNITY COLLEGE**

## **FY25 LOCAL FUNDS FINANCIAL REVIEW**

**FOR THE EIGHT MONTHS ENDING FEBRUARY 28, 2025**

**GERMANNA COMMUNITY COLLEGE BOARD  
MARCH 13, 2025**

# FY25 LOCAL FUNDS FINANCIAL ANALYSIS

- Highlights of the FY25 results through February 28, 2025:
- Unrestricted Funds – Unrestricted Fund Balance/Net Assets have increased by \$138K. Locality contributions are trending as budgeted, fall student fees have been realized, and commissions are still lagging. Significant expenditures include the debt service payment of \$406K for the Fredericksburg campus parking garage and \$245K in the Facilities Auxiliary Fund Budget, primarily for the sports court buildout. Investment performance continues positively. *Unrestricted Funds details are noted on slides 5-9.*
- Restricted Funds – Over \$7.0M was received and disbursed for federal financial aid.
- Plant Funds – Locality contributions of \$229K have been received, with \$172K designated as maintenance reserves and \$57.5K designated for the Locust Grove replacement fund. The System Office has refunded the College \$736K that Germanna previously paid for the LGC design costs. The fund balance is \$6.9M with \$3.9M 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	1,191,185	-	-
Local Appropriations - Restricted	-	-	229,319
Federal Grants and Contracts - Restricted	-	7,140,498	-
Private Grants and Contracts - Restricted	-	18,728	-
Investment Income	-	-	38,002
Other Sources	-	-	961,521
<b>Total Revenues and Other Additions:</b>	<b>1,191,185</b>	<b>7,159,226</b>	<b>1,228,842</b>
<b>Expenditures:</b>			
Educational and General	349,271	7,164,284	-
Auxiliary Enterprise Expenditures	703,781	-	-
Expended for Plant Facilities	-	-	122,348
<b>Total Expenditures</b>	<b>1,053,052</b>	<b>7,164,284</b>	<b>122,348</b>
<b>Net Increase/(Decrease) for the Year</b>	<b>138,133</b>	<b>(5,058)</b>	<b>1,106,494</b>
<b>Fund Balances</b>	<b>9,176,200</b>	<b>68,948</b>	<b>5,796,480</b>
<b>Fund Balances at the End of Year</b>	<b>9,314,333</b>	<b>63,890</b>	<b>6,902,974</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.

# LOCAL FUNDS FY25 BALANCE SHEET

	<u>Unrestricted</u>	<u>Restricted</u>	<u>Plant</u>	<u>Agency</u>
<b>Assets:</b>				
Cash	5,776,929	88,890	2,596,580	189,282
Petty Cash	1,000	-	-	-
Cash Equivalents	1,226,214	-	1,311,040	-
Investments	1,902,677	-	-	-
Due From Other Funds	375,000	-	-	-
Investment in Plant Assets	-	-	2,995,354	-
<b>Total Assets:</b>	<b><u>9,281,820</u></b>	<b><u>88,890</u></b>	<b><u>6,902,974</u></b>	<b><u>189,282</u></b>
<b>Liabilities:</b>				
Deposits Pending	32,515	-	-	-
Due to Other Funds	-	(25,000)	-	-
<b>Fund Balances</b>	<b><u>9,314,334</u></b>	<b><u>63,890</u></b>	<b><u>6,902,974</u></b>	<b><u>189,282</u></b>
<b>Total Liabilities and Fund Balances:</b>	<b><u>9,281,819</u></b>	<b><u>88,890</u></b>	<b><u>6,902,974</u></b>	<b><u>189,282</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	66,878	89,171
Stafford	48,858	48,858	48,858	48,858	36,644	48,858
Caroline	6,866	6,866	7,209	7,209	7,209	7,209
King George	-	-	-	-	18,750	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	6,968	9,291
Interest Income	935	339	(2,946)	4,203	2,271	1,500
<b>Total Revenues</b>	<b>229,745</b>	<b>229,149</b>	<b>226,207</b>	<b>232,821</b>	<b>212,809</b>	<b>255,653</b>
Expenses by Department						
Employee REL-FAC	2,923	11,977	18,840	15,086	14,466	15,000
Student Development Programs	6,133	7,100	19,365	7,472	28,597	40,000
Student Recruitment	1,882	11,908	11,666	11,508	4,151	12,000
Contingency	1,204	6,924	-	-	-	27,500
Dean of Inst Effectiveness	-	-	-	-	-	10,000
Physical Plant	-	20,154	-	19,620	5,850	30,000
<b>Total Expenses</b>	<b>12,142</b>	<b>58,063</b>	<b>49,871</b>	<b>53,686</b>	<b>53,064</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>159,744</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>1,548,583</b>	<b>1,509,992</b>

# VENDING FUND BUDGET

- Some bookstore commissions have been received but less than historical averages. Spending is light. By Board action, \$200K was transferred out to Fund 79001 for the Master Plan Study.

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	50,152	80,000
Vending Commissions	-	4,457	8,477	8,310	1,067	50,000
Vending Commissions	-	533	-	838	297	-
Investment Income	10,993	4,893	(15,895)	129,089	66,560	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>118,077</b>	<b>180,000</b>
Expenses by Department						
Diversity and Inclusion	9,584	7,474	6,509	2,733	11,641	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	541	2,500
Auxiliary Plant Maintenance	538	7,031	3,617	15,612	4,196	20,000
<b>Total Expenses</b>	<b>200,322</b>	<b>327,545</b>	<b>510,489</b>	<b>239,320</b>	<b>21,604</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>96,473</b>	<b>500</b>
Other Transfers	-	600,000	(600,000)	-	-	-
Other Transfers	-	(5,519)	23,193	65,468	(200,000)	-
<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>1,886,998</b>	<b>1,991,025</b>

# STUDENT ACTIVITY FUND BUDGET

- Student Activity fees are being realized as expected. Spending is trending slowly.

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	181,145	280,000
<b>Total Revenues</b>	<b>204,925</b>	<b>202,057</b>	<b>207,946</b>	<b>281,324</b>	<b>181,145</b>	<b>280,000</b>
Expenses by Department						
Student Activities	51,227	49,387	59,289	53,850	22,174	90,000
Student Organizations	17,364	30,633	41,258	39,807	24,532	20,000
Student Projects	24,142	23,965	21,475	24,985	8,174	20,000
Dean of Student Services	25,133	25,116	27,881	25,210	95	30,000
Lecture & Culture	32,356	28,227	19,957	28,713	13,147	50,000
Student Recognition	1,500	-	3,999	2,149	390	10,000
Wellness & Recreation	31,343	30,117	32,802	19,923	3,900	30,000
Co-Curricular Programs	1,695	2,309	4,064	6,298	2,191	10,000
<b>Total Expenses</b>	<b>184,759</b>	<b>189,754</b>	<b>210,726</b>	<b>200,935</b>	<b>74,603</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>106,542</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>255,704</b>	<b>169,162</b>



# PARKING AUXILIARY FUND BUDGET

- Parking fees for fall came in as expected. Major expenditures are expected to begin this year on the Locust Grove parking lot project.

Fund 40203	FY21	FY22	FY23	FY24	FY25	FY25 Budget
Beginning Cash	956,018	712,829	835,843	1,874,950	2,071,646	2,071,646
Parking Fees	239,557	236,860	242,045	249,183	154,089	245,000
Interest	1,161	722	2,939	12,851	7,124	-
<b>Total Revenues</b>	<b>240,718</b>	<b>237,582</b>	<b>244,983</b>	<b>262,034</b>	<b>161,212</b>	<b>245,000</b>
Expenses by Department						
Parking Expenses	483,907	114,568	55,877	65,337	52,332	1,867,177
<b>Total Expenses</b>	<b>483,907</b>	<b>114,568</b>	<b>55,877</b>	<b>65,337</b>	<b>52,332</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>108,880</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>2,180,526</b>	<b>449,469</b>

# FACILITIES AUXILIARY FUND BUDGET

- Facilities fees were realized as expected for the fall. Debt service on the Fredericksburg campus parking garage of \$406K has been incurred. Most of the \$245K 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	483,831	770,000
Investment Income	9,352	1,953	(29,378)	41,942	22,643	15,000
Interest	534	2,335	13,902	20,431	11,468	5,000
<b>Total Revenues</b>	<b>762,937</b>	<b>749,056</b>	<b>745,337</b>	<b>845,263</b>	<b>517,942</b>	<b>790,000</b>
Expenses by Department						
Facilities Expenses	16,667	44,086	28,297	58,141	245,168	64,568
<b>Total Expenses</b>	<b>16,667</b>	<b>44,086</b>	<b>28,297</b>	<b>58,141</b>	<b>245,168</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>272,774</b>	<b>725,432</b>
Debt Service	(342,313)	(314,500)	(70,338)	(408,285)	(406,280)	(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>3,442,478</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 at \$2.9M. By Board action, \$200K was transferred from the Vending Fund for the Master Plan Study.

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	57,500	50,000
MR - STAFFORD CO	200,000	200,000	200,000	200,000	150,000	200,000
MR - FREDERICKSBURG	50,000	25,000	25,000	25,000	18,750	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
Investment Income	1,808	2,999	46,072	67,710	38,002	24,000
<b>Total Revenues</b>	<b>603,942</b>	<b>580,133</b>	<b>824,606</b>	<b>545,779</b>	<b>267,321</b>	<b>302,069</b>
CAPITAL PROJECTS	-	145,470	22,353	-	-	-
FREDERICKSBURG CAMP	-	-	-	-	11,027	-
MR - STAFFORD CO	-	-	-	1,550,000	-	-
MR - FREDERICKSBURG	72,414	48,276	-	-	86,615	48,276
<b>Total Expenses</b>	<b>72,414</b>	<b>193,746</b>	<b>22,353</b>	<b>1,550,000</b>	<b>97,642</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>169,679</b>	<b>253,793</b>
CAPITAL PROJECTS	-	145,470	22,353	-	-	-
FREDERICKSBURG CAMP	-	-	-	-	200,000	-
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>3,907,620</b>	<b>2,654,919</b>

# UNEXPENDED PLANT FUND

## LOCUST GROVE REPLACEMENT FUNDING STATUS

- The LGC building replacement fund is at \$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	-	-	-	-	-	-	11,450	1,011,450
Contributions from Localities	-	-	200,000	350,000	350,000	550,000	250,000	57,500	1,757,500
Interest Income	9,774	22,046	15,179	1,188	1,941	26,627	34,953	20,094	131,802
	<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>89,044</b>	<b>2,900,752</b>
<b>Uses of Funds</b>									
Design Costs	-	-	352,561	331,574	-	52,680	-	(736,815)	-
Transfer Out	-	-	-	-	-	-	-	-	-
	<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>825,859 #</b>	<b>2,900,752</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>2,900,752</b>	<b>2,900,752</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	-	-	-	-	-	-	-	7,500	7,500
Culpeper County	-	-	-	-	50,000	50,000	50,000	50,000	200,000
	<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>57,500</b>	<b>1,757,500</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.

# FINANCIAL REVIEW - WRAP UP

- Questions and Discussion.
- Suggested motion for the Committee:

“The Finance and Facilities Committee has reviewed the financial analysis for the eight months ending February 28, 2025, and moves to accept the financials 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

## Tuition Differential

### Introduction and Background

The Virginia Community College System allows colleges in high-cost areas to adjust their tuition rates to address some of the differences in cost of living. The policy for setting differential tuition rates is below. Tuition differentials were encouraged by the previous Chancellor for the purpose of addressing faculty compensation compared to college peer institutions.

Northern Virginia Community College and J. Sargeant Reynolds Community College were the first colleges approved for a differential when the VCCS Board first allowed the practice in 2009 and intended to provide additional resources supporting faculty compensation in areas where colleges compete with other higher education institutions for qualified faculty and to provide additional tuition and fee generated aid for students with need. Other colleges were later authorized for differentials beginning in 2013.

Germanna Community College has previously been approved for the following:

- \$1.00 differential in 2014
- \$1.55 differential in 2024

The current differential rates for in-state students are shown below:

College	VCCS Base Tuition	Differential	Total Tuition
NVCC	163.40	27.06	190.46
JSRCC	163.40	4.10	167.50
TCC, VPCC, VWCC	163.40	2.00	165.40
BCC, VPCC	163.40	1.00	164.40
GCC	163.40	2.55	165.95
All Others	163.40	-	163.40

### Request

Germanna Community College is requesting that the College Board recommend an increase in its tuition differential to \$4.10 from its current \$2.55, thereby matching J. Sargeant Reynolds' tuition differential. The reasons for this are the cost of living in our region is considerably higher than any other region other than Northern Virginia; college programs are heavily concentrated in high cost disciplines such as health care and information technology; and demand for college programs is growing without accompanying state or local funds.

### Regional Cost of Living

The cost of living data for the Fredericksburg region shows that Fredericksburg's index of 119 is closer to the 133 index for Northern Virginia than other areas of Virginia. Comparisons with other major Virginia areas show the cost of living below the national level. As Germanna spreads towards Northern Virginia with the new Stafford County Center, it is imperative that Germanna is able to compete for faculty in this high cost area.

Area	Annual Average Salary	Cost of Living Index	US	
			Purchasing Power	Cost of Living Index
USA	72,405	100	72,405	100%
Virginia	74,199	106	69,778	106%
George Washington Regional Commission, VA PDC*	61,640	119	51,804	119%
Northern Virginia Regional Commission, VA PDC	97,272	133	73,012	133%
Harrisonburg, VA MSA	52,609	97	54,222	97%
Virginia Beach-Chesapeake-Norfolk, VA-NC MSA	60,476	95	63,705	95%
Richmond Regional, VA PDC	68,921	96	72,173	96%

Source: JobsEQ®

\*The George Washington Regional Commission, VA region includes Fredericksburg

### Motion

With Chancellor approval, Germanna Community College is requesting that the Virginia Community College Board authorize increasing Germanna’s tuition differential from \$2.55 to \$4.10 per in-state and out-of-state credit, beginning in the 2025-26 academic year. This differential should be in addition to any other tuition increase authorized by the VCCS Board. The additional revenue will be used to provide more career and technical education offerings in the region by being more competitive in faculty recruitment salaries.

The reasons for this are:

1. The cost of living in the Germanna Community College region is considerably higher than any other region except Northern Virginia;
2. College programs are heavily concentrated in high-cost disciplines such as health care and information technology; and
3. Demand for college programs is growing without accompanying increases in state or local funds.

### 4.3.0(b) Differential Tuition Policy (SB):

Available at: <https://go.boarddocs.com/va/vccs/Board.nsf/Public#>

Effective with the Fall 2009 term, VCCS colleges are authorized to implement the following differential tuition policies:

#### 1. Local Tuition Differential

With approval of the State Board for Community Colleges, individual colleges in the VCCS may assess a local tuition differential to students taking credit courses. The purpose of the tuition differential is to increase capacity in order to improve service to college communities and to address access issues for expanding student populations. The following criteria apply to the local tuition differential:



a. The local tuition differential must be approved by the Local College Board prior to submission to the State Board for Community Colleges.

b. The college must submit a request to the VCCS Chancellor and the State Board for Community Colleges for approval to assess the local tuition differential. The request must include:

1. Detail justification of the tuition differential including specific plans of how additional revenues will be used to increase capacity to better serve the needs of the community.

a. The amount of the local tuition differential per credit hour (the differential must be assessed on a per credit hour basis.)

b. Detail justification for the tuition differential relative to the student's ability to pay (measured by disposable income of the area and other factors, market conditions, cost of living, etc.)

2. Provisions to sustain and/or improve access to need based financial aid relative to the increase (through foundations, unfunded scholarships, etc.)

3. Evidence of local board approval of the tuition differential.

c. Colleges assessing a tuition differential may collect and retain all differential tuition revenue with the following stipulations:

1. Colleges with an efficiency factor equal to or less than 1.0 in the Resource Distribution Model will contribute an amount of funding equivalent to 20% of the differential collected into a fund for distribution to colleges for purposes as determined and approved annually by the Chancellor and State Board for Community Colleges.

2. Colleges with an efficiency factor greater than 1.0 in the Resource Distribution Model will contribute an amount to the fund equivalent to 20% of the differential collected above the amount needed to recover the efficiency factor contribution required in the Resource Distribution Model.

3. Should a college be funded above the Base Budget Adequacy guideline amount for the college, an amount equivalent to 30% of the differential will be contributed to the fund.

d. Differential tuition rates approved by the State Board for Community Colleges remain in effect at the applicable college in subsequent fiscal years. However, subsequent increases or decreases to the approved differential tuition rate must be approved by the Local College Board, the VCCS Chancellor, and the State Board for Community Colleges using applicable criteria within this Differential Tuition policy.

e. Colleges with approved differential tuition rates must provide the State Board for Community Colleges an annual report on the continued use and justification of the differential tuition by March 1.

f. The local tuition differential revenues must be deposited to state educational and general funds. The college assessing this tuition differential will retain all revenues.

g. Eligibility to receive the funding will be determined by the State Board for Community Colleges, including such factors as size, stability of college enrollment base, constrained resources, and opportunities to undertake cost effective initiatives.

# Facilities Project Summary

## February 26, 2025

### **Sports Court (FAC):**

- Project is complete
- Erosion control remains in place until Wetlands Solutions directs the removal.

### **Monumental Sign (DTC):**

- Scope issue for the load side of the electricity.
- A change order for \$3900 has been executed for the conduit & wire from the meter to the sign base.
- Talley signs will set up a date to complete the work within the next couple of weeks assuming weather permits.

### **Science Building Curtain Wall (FAC):**

- Mobilization is scheduled to begin on March 18, 2025 with the installation of protective fencing. Construction on the curtain wall itself is scheduled to begin on March 24, 2025.
- The majority of submittals have been approved, and long lead items have been released.
- Monthly progress meeting with A&E (WDP), contractor, VCCS and GCC are on-going
- Held coordination meeting with facilities and the library. Offices on the second floor will be affected. We will try to keep all areas of the library open, but there may be intermittent closures of specific areas during the glass removal and replacement.

### **Workforce Building Fire Alarm Upgrade (FAC):**

- QSS International was the low bidder at \$87,000
- Paul Shope from VCCS has had a positive previous experience with QSS at NVCC
- Award is being made by the VCCS procurement team
- Bonds must be submitted

### **Workforce Building Renovation (FAC):**

- Purchase Order has been issued to Brockenbrough for the design
- Brockenbrough was on site on February 26, 2025 to do a site survey and will begin the design process.
- Tina Lance provided the information for the lay-out and power requirements of the various pieces of equipment that will be located in the renovated space.

**LGC Parking Lot:**

- VCCS received the working drawing submittal documents from the A&E on February 18, 2025.
- Letter has been drafted requesting that the EV charging stations will be part of new building project rather than parking lot upgrade.
- Submission to DEB should be in mid-March
- DEB must give approval so that the project can be bid.

**LGC New Building:**

- DEQ issues on-going—Working to address additional storm water management requirements.
- Met with RRMM and Wetlands Solutions (Third Party Review Firm) to review the findings. We are only responsible for the limits of disturbance.
- We will need to increase the size of the curb cuts and most likely install an underground stormwater vault in the upper end of the parking lot. This will require additional design, review and funding.
- Environmental Impact Report (EIR) is on-going. There is one more LIDAR scanning visit to be scheduled.
- 95% drawings for the building are complete and have been submitted for review.

**AWS (FAC):**

- Working drawings have been received by the VCCS and have been submitted to DEB for review
- AARB approved the site lay-out with comments in June, 2024.
- Proposed building rendering has been submitted to VCCS & GCC
- Brockenbrough (A&E) has submitted the EIR to DEQ

**Center Street:**

- Grand Opening was held on January 23, 2025
- Have requested some additional work from Dario:
  - Build out a mock pharmacy. Scope of work TBD
  - Additional painting (including touch-up)
  - Corner guards on all corners
- Dario Construction (GC) has submitted as-builts and O&M's
- The only work remaining are change orders requested by the college.

**ADA Sidewalk:**

- Brockenbrough conducted site survey and has submitted drawings for initial review
- We may not need a building permit and if we do it will be issued by the VCCS reviewer
- VCCS initial comments have been made to Brockenbrough

**Dickinson Bldg. Elevator Replacement:**

- 90% drawings have been submitted
- VCCS in-house review comments were returned to Setty on 2/24/25, and once they have been addressed, the drawings can be submitted to DEB.

**FAC Master Plan**

- Contracted with RRMM to obtain an updated master plan for FAC
- Plan will be digitized
- Assembling a stakeholder committee so that we can hold kick-off meeting with the A&E



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE FOR CIVIL RIGHTS

THE ACTING ASSISTANT SECRETARY

February 14, 2025

Dear Colleague:

Discrimination on the basis of race, color, or national origin is illegal and morally reprehensible. Accordingly, I write to clarify and reaffirm the nondiscrimination obligations of schools and other entities that receive federal financial assistance from the United States Department of Education (Department).<sup>1</sup> This letter explains and reiterates existing legal requirements under Title VI of the Civil Rights Act of 1964,<sup>2</sup> the Equal Protection Clause of the United States Constitution, and other relevant authorities.<sup>3</sup>

In recent years, American educational institutions have discriminated against students on the basis of race, including white and Asian students, many of whom come from disadvantaged backgrounds and low-income families. These institutions' embrace of pervasive and repugnant race-based preferences and other forms of racial discrimination have emanated throughout every facet of academia. For example, colleges, universities, and K-12 schools have routinely used race as a factor in admissions, financial aid, hiring, training, and other institutional programming. In a shameful echo of a darker period in this country's history, many American schools and universities even encourage segregation by race at graduation ceremonies and in dormitories and other facilities.

<sup>1</sup> Throughout this letter, "school" is used generally to refer to preschool, elementary, secondary, and postsecondary educational institutions that receive federal financial assistance from the Department.

<sup>2</sup> Title VI provides that: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." 42 U.S.C. § 2000d, *et seq.*; 34 C.F.R. § 100, *et seq.*

<sup>3</sup> This document provides significant guidance under the Office of Management and Budget's Final Bulletin for Agency Good Guidance Practices, 72 Fed. Reg. 3432 (Jan. 25, 2007). This guidance does not have the force and effect of law and does not bind the public or create new legal standards. This document is designed to provide clarity to the public regarding existing legal requirements under Title VI, the Equal Protection Clause, and other federal civil rights and constitutional law principles. If you are interested in commenting on this guidance, please email your comment to [OCR@ed.gov](mailto:OCR@ed.gov) or write to the following address: Office for Civil Rights, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202. For further information about the Department's guidance processes, please visit the Department's webpage [here](#).

Educational institutions have toxically indoctrinated students with the false premise that the United States is built upon “systemic and structural racism” and advanced discriminatory policies and practices. Proponents of these discriminatory practices have attempted to further justify them—particularly during the last four years—under the banner of “diversity, equity, and inclusion” (“DEI”), smuggling racial stereotypes and explicit race-consciousness into everyday training, programming, and discipline.

But under any banner, discrimination on the basis of race, color, or national origin is, has been, and will continue to be illegal.

The Supreme Court’s 2023 decision in *Students for Fair Admissions v. Harvard*<sup>4</sup> (*SFFA*), which clarified that the use of racial preferences in college admissions is unlawful, sets forth a framework for evaluating the use of race by state actors and entities covered by Title VI. The Court explained that “[c]lassifying and assigning students based on their race” is lawful only if it satisfies “strict scrutiny,” which means that any use of race must be narrowly tailored—that is, “necessary”—to achieve a compelling interest.<sup>5</sup> To date, the Supreme Court has recognized only two interests as compelling in the context of race-based action: (1) “remediating specific, identified instances of past discrimination that violated the Constitution or a statute”; and (2) “avoiding imminent and serious risks to human safety in prisons, such as a race riot.”<sup>6</sup> Nebulous concepts like racial balancing and diversity are not compelling interests. As the Court explained in *SFFA*, “an individual’s race may never be used against him” and “may not operate as a stereotype” in governmental decision-making.<sup>7</sup>

Although *SFFA* addressed admissions decisions, the Supreme Court’s holding applies more broadly. At its core, the test is simple: If an educational institution treats a person of one race differently than it treats another person because of that person’s race, the educational institution violates the law. Federal law thus prohibits covered entities from using race in decisions pertaining to admissions, hiring, promotion, compensation, financial aid, scholarships, prizes, administrative support, discipline, housing, graduation ceremonies, and all other aspects of student, academic, and campus life. Put simply, educational institutions may neither separate or segregate students based on race, nor distribute benefits or burdens based on race.

Although some programs may appear neutral on their face, a closer look reveals that they are, in fact, motivated by racial considerations.<sup>8</sup> And race-based decision-making, no matter the form, remains impermissible. For example, a school may not use students’ personal essays, writing samples, participation in extracurriculars, or other cues as a

<sup>4</sup> *Students for Fair Admissions, Inc. v. President & Fellows of Harvard Coll.*, 600 U.S. 181 (2023).

<sup>5</sup> *Id.* at 207.

<sup>6</sup> *Ibid.*

<sup>7</sup> *Id.* at 218.

<sup>8</sup> *Village of Arlington Heights v. Metro. Hous. Dev. Corp.*, 429 U.S. 252, 265 (1977).

means of determining or predicting a student's race and favoring or disfavoring such students.<sup>9</sup>

Relying on non-racial information as a proxy for race, and making decisions based on that information, violates the law. That is true whether the proxies are used to grant preferences on an individual basis or a systematic one. It would, for instance, be unlawful for an educational institution to eliminate standardized testing to achieve a desired racial balance or to increase racial diversity.

Other programs discriminate in less direct, but equally insidious, ways. DEI programs, for example, frequently preference certain racial groups and teach students that certain racial groups bear unique moral burdens that others do not. Such programs stigmatize students who belong to particular racial groups based on crude racial stereotypes. Consequently, they deny students the ability to participate fully in the life of a school.

The Department will no longer tolerate the overt and covert racial discrimination that has become widespread in this Nation's educational institutions. The law is clear: treating students differently on the basis of race to achieve nebulous goals such as diversity, racial balancing, social justice, or equity is illegal under controlling Supreme Court precedent.

All students are entitled to a school environment free from discrimination. The Department is committed to ensuring those principles are a reality.

This letter provides notice of the Department's existing interpretation of federal law. Additional legal guidance will follow in due course. The Department will vigorously enforce the law on equal terms as to all preschool, elementary, secondary, and postsecondary educational institutions, as well as state educational agencies, that receive financial assistance.

The Department intends to take appropriate measures to assess compliance with the applicable statutes and regulations based on the understanding embodied in this letter beginning no later than 14 days from today's date, including antidiscrimination requirements that are a condition of receiving federal funding.

All educational institutions are advised to: (1) ensure that their policies and actions comply with existing civil rights law; (2) cease all efforts to circumvent prohibitions on the use of race by relying on proxies or other indirect means to accomplish such ends; and (3) cease all reliance on third-party contractors, clearinghouses, or aggregators that are being used by institutions in an effort to circumvent prohibited uses of race.

<sup>9</sup> *Students for Fair Admissions*, 600 U.S. at 230 (“[U]niversities may not simply establish through application essays or other means the regime we hold unlawful today.”).

Institutions that fail to comply with federal civil rights law may, consistent with applicable law, face potential loss of federal funding.

Anyone who believes that a covered entity has unlawfully discriminated may file a complaint with OCR. Information about filing a complaint with OCR, including a link to the online complaint form, is available [here](#).

Thank you in advance for your commitment to providing our Nation's students with an educational environment that is free of race, color, or national origin discrimination.

Sincerely,

/s/

Craig Trainor  
Acting Assistant Secretary for Civil Rights  
United States Department of Education





UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE FOR CIVIL RIGHTS

**Frequently Asked Questions About Racial Preferences  
and Stereotypes Under Title VI of the Civil Rights Act**

This frequently asked questions document is intended to anticipate and answer questions that may be raised in response to the [Dear Colleague Letter: Title VI of the Civil Rights Act in Light of Students for Fair Admissions v. Harvard](#) issued by the U.S. Department of Education’s Office for Civil Rights (OCR)<sup>1</sup> on February 14, 2025. This document seeks to provide helpful information about how the decision in *Students for Fair Admissions, Inc. v. President & Fellows of Harvard College*, 600 U.S. 181 (2023) (“*Students v. Harvard*” or “*SFFA*”), applies to racial classifications, racial preferences, and racial stereotypes<sup>2</sup> as well as how OCR will interpret the ruling in its enforcement of Title VI of the Civil Rights Act of 1964 and its implementing regulations.<sup>3</sup>

**Question 1: Where can I report discriminatory conduct?**

**Answer 1:** Anyone who believes that a school has engaged in discrimination may file a complaint with the Department of Education’s Office of Civil Rights. Information about filing a complaint with OCR, including a link to the online complaint form, is available at [How to File a Discrimination Complaint with the Office for Civil Rights](#) on the OCR website.

**Question 2: What did the U.S. Supreme Court decide in *Students for Fair Admissions v. Harvard*?**

**Answer 2:** The U.S. Supreme Court held that the admissions programs of the University of North Carolina and Harvard College violated the Equal Protection Clause of the Fourteenth Amendment to the U.S. Constitution and, coextensive with the Equal Protection Clause, Title VI of the Civil Rights Act by considering students’ race when making admissions decisions. The Court articulated a broad

<sup>1</sup> OCR is responsible for determining whether entities that receive federal financial assistance from the U.S. Department of Education comply with Title VI of the Civil Rights Act of 1964, which prohibits race, color, or national origin discrimination; Title IX of the Education Amendments of 1972, which prohibits sex discrimination; Section 504 of the Rehabilitation Act of 1973, which prohibits disability discrimination; and the Age Discrimination Act of 1975, which prohibits age discrimination. OCR also shares in the enforcement of Title II of the Americans with Disabilities Act of 1990 (Title II) with the U.S. Department of Justice. Title II prohibits discrimination against individuals with disabilities by public entities, regardless of whether they receive federal financial assistance. Throughout this FAQ, “school” is used generally to refer to recipients of federal financial assistance and public entities, including elementary, secondary, and postsecondary institutions.

<sup>2</sup> Racial classifications, racial stereotypes, racial preferences, and policies that distinguish among individuals based on race are all forms of discrimination in that they intentionally treat people as members of racial groups, rather than as individuals. For the purpose of this document, these terms refer to policies and conduct that are motivated by racial considerations.

<sup>3</sup> The contents of this Q&A document do not have the force and effect of law and do not bind the public or impose new legal requirements; nor do they bind the Department of Education in the exercise of its discretionary enforcement authority. The purpose of this document is to provide clarity about existing law for the benefit of the public.

principle: “Eliminating racial discrimination means eliminating all of it.”<sup>4</sup> The Court emphasized that students must be treated based on their experiences as individuals and not based on their race.<sup>5</sup> It declared the admissions programs were unlawful because they employed racial stereotypes, disadvantaged members of particular races, were not sufficiently measurable, and lacked a logical endpoint.<sup>6</sup>

**Question 3: What did the Supreme Court say about racial preferences in *Students for Fair Admissions v. Harvard*?**

**Answer 3:** While the facts of the case before the Supreme Court were specifically about racial preferences in university admissions, the Court applied broad reasoning to its decision, which has broad implications for race-based policies in education generally. Citing several of its previous rulings, the Court articulated two rules about school policies or programs that use race:

First, a school may never use a student’s race as a “stereotype or negative.”<sup>7</sup> This means schools cannot assume that a person’s race necessarily implies something about that person, including something about that person’s perspective, background, experiences, or socioeconomic status. It also means that, in any competitive admissions process, and by the same logic any other competitive process for a benefit at an educational institution, a school cannot legally treat membership in any racial group as a plus factor, because a plus factor for one racial group is necessarily a negative factor for those not in that racial group. As the Court stated: “College admissions are zero-sum, and a benefit provided to some applicants but not to others necessarily advantages the former at the expense of the latter.”<sup>8</sup>

Second, in quoting an earlier ruling, the Court stated: “Distinctions between citizens solely because of their ancestry are by their very nature odious to a free people whose institutions are founded upon the doctrine of equality.”<sup>9</sup> Therefore, even when racial classifications or distinctions do not necessarily involve making conscious stereotypes about members of a particular race or placing members of a particular race at a disadvantage in a zero-sum process by treating their race as a

The Supreme Court has held that Title VI is “coextensive” with the Equal Protection Clause of the Fourteenth Amendment. In other words, discrimination based on race, color, or national origin by a public institution that violates the Equal Protection Clause of the Fourteenth Amendment also violates Title VI if committed by a private institution that accepts federal funds, and vice versa.

You can find more information about OCR’s enforcement of Title VI on the Department’s [website](#).

<sup>4</sup> *Students for Fair Admissions, Inc. v. President & Fellows of Harvard Coll.*, 600 U.S. 181 (2023).

<sup>5</sup> *Id.* at 206.

<sup>6</sup> *Students for Fair Admissions, Inc.*, 600 U.S. 181.

<sup>7</sup> *Id.* at 218.

<sup>8</sup> *Id.* at 27.

<sup>9</sup> *Id.* at 208 (quoting *Rice v. Cayetano*, 528 U.S. 495, 517 (2000)).

“negative” consideration, they still raise constitutional concerns under the Fourteenth Amendment, triggering the highest level of judicial review known as “strict scrutiny.”<sup>10</sup>

Strict scrutiny is a “daunting” two-part test.<sup>11</sup> First, the racial classification must serve a “compelling government interest.”<sup>12</sup> Second, it must be “narrowly tailored” to achieve that interest.<sup>13</sup> Strict scrutiny has famously been described as “strict in theory, fatal in fact” because satisfying both parts of the test is exceedingly difficult. The *SFFA* Court recognized only one interest as sufficiently compelling in the educational context to justify race-based preferences: “remediating specific, identified instances of past discrimination that violated the Constitution or a statute”<sup>14</sup> committed by the specific educational institution in question.<sup>15</sup> Finally, to satisfy strict scrutiny, an interest must be “sufficiently measurable to permit judicial review,” rather than amorphous, general, or intrinsically unmeasurable.<sup>16</sup>

For these reasons, the asserted compelling interest in “diversity” at issue in *Students v. Harvard* failed strict scrutiny because “the question whether a particular mix of minority students produces ‘engaged and productive citizens,’ sufficiently ‘enhance[s] appreciation, respect, and empathy,’ or effectively ‘train[s] future leaders’ is standardless.”<sup>17</sup> Equally, schools may not grant preferential benefits to members of certain races for the purpose of achieving a student-body composition that mirrors the racial makeup of the country, remedying general societal discrimination, or otherwise rectifying societal injustice.<sup>18</sup>

Even if a racial classification furthers a compelling government interest, it must past the second part of the strict scrutiny test: the method used to achieve the compelling interest must be “narrowly tailored” or “necessary.”<sup>19</sup> This requires that, even if a school’s goal qualifies as compelling, the school engaged in a “serious, good faith consideration of workable race-neutral alternatives” by which to achieve that goal and found that none were available.<sup>20</sup> In addition, a policy “is not narrowly tailored if it is either overbroad or underinclusive in its use of racial classifications.”<sup>21</sup> In *SFFA*, the Court held that the policies were not narrowly tailored because they were overbroad in grouping together all Asian students, underinclusive in not accounting for students from Middle Eastern countries, and arbitrary or undefined in using “Hispanic” to refer to different nationalities that were cobbled together in a classification that changed over time.<sup>22</sup> As a result, race cannot be

<sup>10</sup> *Id.* at 206.

<sup>11</sup> *Id.*

<sup>12</sup> *Id.* at 207.

<sup>13</sup> *Id.*

<sup>14</sup> *Id.*

<sup>15</sup> *Vitolo v. Guzman*, 999 F.3d 353, 361 (6th Cir. 2021) (summarizing the Supreme Court’s criteria for satisfying a compelling remedial interest as held in *City of Richmond v. J. A. Croson Co.*, 488 U.S. 469 (1989) and *Adarand Constructors, Inc. v. Peña*, 515 U.S. 200 (1995)).

<sup>16</sup> *Id.* at 214 (internal quotations and brackets omitted).

<sup>17</sup> *Id.* at 226-27 (syllabus).

<sup>18</sup> *Students for Fair Admissions, Inc.*, 600 U.S. at 226.

<sup>19</sup> *Id.* at 207.

<sup>20</sup> *Grutter v. Bollinger*, 539 U.S. 306, 339 (2003)

<sup>21</sup> *Vitolo v. Guzman*, 999 F.3d 353, 362–63 (6th Cir. 2021) (citing *J.A. Croson Co.*, 488 U.S. at 507–08 and *Gratz v. Bollinger*, 539 U.S. 244, 273–75 (2003)).

<sup>22</sup> *Students for Fair Admissions, Inc.*, 600 U.S. at 207.

used as a proxy for socioeconomic disadvantage. Even if there is a correlation between race and socioeconomic status, there are race-neutral alternatives by which to assess socioeconomic status.

Finally, the *SFFA* Court stated that policies based on racial classifications must be time-bound.<sup>23</sup> Schools may not engage in race-based policies in perpetuity. This means that a school’s use of racial preferences, even if narrowly tailored to serve a compelling governmental interest, must come with sunset provisions.

**Question 4: What does the Supreme Court’s decision regarding the Equal Protection Clause mean for Title VI?**

**Answer 4:** Title VI prohibits recipients of federal funding from discriminating on the basis of race, color, or national origin. In *Students v. Harvard*, the Supreme Court held that Title VI is “coextensive” with the Equal Protection Clause of the Fourteenth Amendment. In other words, discrimination based on race, color, or national origin that violates Title VI necessarily violates the Equal Protection Clause of the Fourteenth Amendment and vice versa. This subjects public institutions, which are directly subject to the Equal Protection Clause, and private institutions that accept federal financial assistance, to the same legal standard. All educational institutions, including pre-K, elementary, and secondary public schools and school districts, and public and private colleges, universities, and other postsecondary institutions that receive federal financial assistance, are required to comply with Title VI.<sup>24</sup>

**Question 5: What did the Supreme Court mean by using a student’s race as a stereotype?**

**Answer 5:** In its *SFFA* decision, the Court referred to *race qua race*, or “race for race’s sake”—that is, the belief that a person’s race necessarily implies that an individual has a certain personality trait, viewpoint, characteristic, or value simply by virtue of being a member of that race.<sup>25</sup> That can involve treating members of a racial classification as fungible, assuming that a member of a particular racial classification will think the same way, reflect a particular culture, or contribute to diversity in the same predictable manner as another member of that race. And, as discussed above, racial classifications further risk devolving into unlawful racial stereotypes when they lump students into categories that are overbroad, underinclusive, or arbitrary and undefined.

<sup>23</sup> *Id.* at 212.

<sup>24</sup> Title VI provides that “No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” 42 U.S.C. § 2000d, *et seq.*; 34 C.F.R. § 100, *et seq.* Throughout this document, “race” is used generally to refer to all three protected bases, race, color, and national origin.

<sup>25</sup> *Students for Fair Admissions, Inc.*, 600 U.S. at 220.

**Question 6: What did the Supreme Court mean by using a student’s race as a negative?**

**Answer 6:** The *SFFA* Court meant that when there is a limited number or finite amount of educational benefits or resources—such as, *inter alia*, admissions spots in an incoming class, financial aid, scholarships, prizes, administrative support, or job opportunities—a school may not legally take account of a student’s race in distributing those benefits or resources, even if race is only being considered as a positive or plus factor, because to advantage members of one race in a competitive or zero-sum process is necessarily to disadvantage those of a different race. As the Court reasoned: “College admissions are zero-sum, and a benefit provided to some applicants but not to others necessarily advantages the former at the expense of the latter.”<sup>26</sup> Likewise, schools may not administer or advertise scholarships, prizes, or other opportunities offered by third parties based on race.

**Question 7: Can schools separate students by race if they treat all students equally?**

**Answer 7:** Segregation is illegal. As the Supreme Court held in *Brown v. Board of Education*, a school cannot engage in any programming, graduation ceremonies, housing, or any other aspect of school life that allows one race but not another or otherwise separates students, faculty, or staff based on race.<sup>27</sup> Intentional segregation or exclusion based on race remains legally indefensible if the programming, graduation ceremonies, housing, or other aspects of campus life are putatively equal or intended for a putatively beneficent purpose: that is simply an updated version of the “separate but equal” rationale of *Plessy v. Ferguson*<sup>28</sup> that the Court overruled in *Brown*.

OCR has previously issued guidance explaining how racially segregated extracurricular activities, proms, honors, awards, and superlatives are inconsistent with Title VI:

[Joint DOJ/OCR Guidance on Segregated Proms](#)

Therefore, school-sponsored or school-endorsed racially segregated aspects of student, academic, and campus life, such as programming, graduation ceremonies, and housing, are legally indefensible under the same “separate but equal” rationale that the Court rejected in *Brown*. In other words, these segregationist activities violate Title VI.

**Question 8: Are Diversity, Equity, and Inclusion (DEI) programs unlawful under *SFFA*?**

**Answer 8:** Schools may not discriminate on the basis of race, color, or national origin in their programs or activities. Many schools have advanced discriminatory policies and practices under the banner of “DEI” initiatives. Other schools have sought to veil discriminatory policies with terms like “social-emotional learning” or “culturally responsive” teaching. OCR’s assessment of school policies and programs depends on the facts and circumstances of each case.

<sup>26</sup> *Id.* at 27.

<sup>27</sup> *Id.* at 204 (citing *Brown v. Bd. of Ed. of Topeka, Shawnee Cnty.*, 347 U.S. 483, 494, (1954)).

<sup>28</sup> 163 U.S. 537 (1896).

Whether a policy or program violates Title VI does not depend on the use of specific terminology such as “diversity,” “equity,” or “inclusion.” Schools may not operate policies or programs under any name that treat students differently based on race, engage in racial stereotyping, or create hostile environments for students of particular races. For example, schools with programs focused on interests in particular cultures, heritages, and areas of the world would not in and of themselves violate Title VI, assuming they are open to all students regardless of race. Nor would educational, cultural, or historical observances—such as Black History Month, International Holocaust Remembrance Day, or similar events—that celebrate or recognize historical events and contributions, and promote awareness, so long as they do not engage in racial exclusion or discrimination. However, schools must consider whether any school programming discourages members of all races from attending, either by excluding or discouraging students of a particular race or races, or by creating hostile environments based on race for students who do participate.

**Question 9: The February 14, 2025, Dear Colleague Letter states that many DEI programs “deny students the ability to participate fully in the life of a school” when they “stigmatize students that belong to particular racial groups” based on “crude racial stereotypes,” and teach that students of those racial groups “bear unique moral burdens that others do not.” Does this mean that students, teachers, and school employees may not discuss topics related to race or DEI under Title VI?**

**Answer 9:** OCR enforces federal civil rights law consistent with the First Amendment of the U.S. Constitution. Nothing in Title VI, its implementing regulations, or the Dear Colleague Letter requires or authorizes a school to restrict any rights otherwise protected by the First Amendment.

Additionally, the Department of Education Organization Act, 20 U.S.C. § 3403(b), and the Elementary and Secondary Education Act, 20 U.S.C. § 7907(a), prohibit the Department from exercising control over the content of school curricula. However, the First Amendment rights of students, faculty, and staff, and the curricular prerogatives of states and local school agencies do not relieve schools of their Title VI obligations not to create hostile environments through race-based policies and stereotypes; nor does it relieve them of their duty to respond to racial harassment that creates a hostile environment.

In determining whether a racially hostile environment exists, OCR will examine the facts and circumstances of each case, including the nature of the educational institution, the age of the students, and the relationships of the individuals involved. For example, an elementary school that sponsors programming that acts to shame students of a particular race or ethnicity, accuse them of being oppressors in a racial hierarchy, ascribe to them less value as contributors to class discussions because of their race, or deliberately assign them intrinsic guilt based on the actions of their presumed ancestors or relatives in other areas of the world could create a racially hostile environment. But similar themes in a class discussion at a university would be less likely to create a racially hostile environment. In all cases, the facts and circumstances of that discussion will dictate the answer to that inquiry.

However, the more extreme practices at a university—such as requiring students to participate in privilege walks, segregating them by race for presentations and discussions with guest speakers, pressuring them to participate in protests or take certain positions on racially charged issues, investigating or sanctioning them for dissenting on racially charged issues through DEI or similar university offices, mandating courses, orientation programs, or trainings that are designed to emphasize and focus on racial stereotypes, and assigning them coursework that requires them to identify by race and then complete tasks differentiated by race—are all forms of school-on-student harassment that could create a hostile environment under Title VI.

Moreover, schools must not discriminate against students based on race in how they discipline or sanction students in response to complaints or allegations of harassment, or in response to speech that would be protected under the First Amendment, whether through use of “bias response teams,” mandatory trainings, or compelled statements. Nor can schools use race as a reason not to discipline or sanction a student for conduct that would otherwise warrant these corrective measures if applied to members of another race.

For more information about these topics:

OCR, [Dear Colleague Letter: First Amendment](#) (July 2003)

OCR, [Racial Incidents and Harassment against Students at Educational Institutions: Investigative Guidance](#) (Mar. 1994)

**Question 10: As part of their admissions process, may schools include application essay prompts that invite discussions of race?**

**Answer 10:** In *Students v. Harvard*, the Court held that race-based admissions policies that fail strict scrutiny are illegal but added that “nothing prohibits universities from considering an applicant’s discussion of how race affected the applicant’s life, so long as that discussion is concretely tied to a quality of character or unique ability that the particular applicant can contribute to the university.”<sup>29</sup> However, the Court cautioned in the same paragraph that schools “may not simply establish through application essays or other means the regime we hold unlawful today[,]” adding that “[w]hat cannot be done directly cannot be done indirectly.”<sup>30</sup>

Schools that craft essay prompts in a way that require applicants to disclose their race are illegally attempting to do indirectly what cannot be done directly, as are admissions policies that hold brief interviews in order to visually assess an applicant’s race. It is ultimately racial preferences that are illegal, however accomplished. OCR is aware that certain schools and universities are attempting to circumvent *SFFA*’s holding by engaging in what some commentators call the “essay loophole.” Schools can credit what is unique about the individual in overcoming adversity or hardship but never the person’s race.

<sup>29</sup> *Students for Fair Admissions, Inc.*, 600 U.S. at 230.

<sup>30</sup> *Id.*

**Question 11: The February 14, 2025, Dear Colleague Letter advises schools to take steps to ensure compliance with Title VI, including by reviewing their policies and by “ceas[ing] all reliance on third-party contractors, clearinghouses, or aggregators that are being used by institutions in an effort to circumvent prohibited uses of race.” What is the scope of Title VI coverage as it applies to schools?**

**Answer 11:** Title VI applies to “any program or activity receiving Federal financial assistance from the Department of Education,”<sup>31</sup> and a school’s responsibility not to discriminate against students applies to the conduct of everyone over whom the school exercises some control, whether through a contract or other arrangement.<sup>32</sup> A school may not engage in racial preferences by laundering those preferences through third parties.

**Question 12: How does Title VI apply to a school’s procurement of goods and services?**

**Answer 12:** A school that receives federal financial assistance is subject to Title VI’s nondiscrimination mandate in how it selects contractors to carry out its many functions. In other words, a school may not discriminate based on race, color, or national origin in choosing its provision of after-school programs, substitute teachers, cafeteria services, and special education service providers.

**Question 13: Aside from express racial classifications, the February 14, 2025, Dear Colleague Letter refers to policies that appear neutral on their face but are made with a racially discriminatory purpose. How will OCR investigate allegations of covert discrimination?**

**Answer 13:** To determine whether a school acted with a racially discriminatory purpose, OCR may analyze different types of circumstantial evidence that, taken together, raise an inference of discriminatory intent. A non-exhaustive list may include (1) whether members of a particular race were treated differently than similarly situated students of other races; (2) the historical background or administrative history of the policy or decision; (3) whether there was a departure from normal procedures in making the policy or decision; (4) whether there was a pattern regarding policies or decisions towards members of a particular race; (5) statistics demonstrating a pattern of the policy or decision having a greater impact on members of a particular race; and (6) whether the school was aware of or could foresee the effect of the policy or decision on members of a particular race.<sup>33</sup> A school’s history and stated policy of using racial classifications and race-based policies to further DEI objectives, “equity,” a racially-oriented vision of social justice, or similar goals will be probative in OCR’s analysis of the facts and circumstances of an individual case.

<sup>31</sup> 34 C.F.R. § 100.1.

<sup>32</sup> The nondiscrimination requirements of Title VI extend to conduct undertaken by entities that carry out some or all of the schools’ functions through “contractual or other arrangements.” 34 C.F.R. § 100.3(b)(1), (2).

<sup>33</sup> See *Village of Arlington Heights v. Metro Housing Development Corp.*, 429 U.S. 252, 266-68 (1977).



OCR may also apply a three-step test to assess indirect evidence of intentional discrimination.<sup>34</sup> First, did a school treat a student or group of students of a particular race differently from a similarly situated student or group of students of other races? Then, if so, can the school provide a legitimate, nondiscriminatory reason for the different treatment that isn't pretextual? Finally, if the school is unable to offer a legitimate, nondiscriminatory reason, or if the offered reason is found to be a pretext or cover for discrimination, OCR will conclude that unlawful discrimination has occurred.

**Question 14:** How will OCR proceed with schools that it determines are out of compliance with Title VI?

**Answer 14:** If OCR determines that a school failed to comply with the civil rights laws that it enforces, OCR will contact the school and will attempt to secure its willingness to negotiate a voluntary resolution agreement. If the school agrees to resolve the complaint, OCR and the school will negotiate a written resolution agreement to be signed by the school that describes the specific remedial actions it will take to address the area(s) of noncompliance identified by OCR. OCR will monitor implementation of the resolution agreement's terms. If a school is unwilling to negotiate a resolution agreement, OCR will inform the school of the consequences, which may result in OCR initiating enforcement through administrative proceedings or referring the case to the Department of Justice for judicial proceedings.

You can learn more about OCR's process by reviewing its updated Case Processing Manual:

[2025 Case Processing Manual](#)

**Question 15:** Where can I learn more about this topic?

**Answer 15:** To learn more, you can visit [OCR's website](#) or contact the OCR regional enforcement office serving your area, by phone or email, to request technical assistance about the laws OCR enforces and about OCR's complaint process. You can find contact information for local OCR regional offices on OCR's [Contact OCR](#) website.

**February 28, 2025**

<sup>34</sup> See *McDonnell Douglas Corp. v. Green*, 411 U.S. 792 (1973).