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Dateline 2009: Fulfilling Our Pledge to Virginia. Virginia's Community Colleges Annual Report 2008-2009

Office of Institutional Advancement, VCCS

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Timeline 2009

Virginia's
Community Colleges

Annual
Report

Fulfilling Our Pledge to Virginia

dateline 2009

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Fulfilling Our Pledge to Virginia



A message from the chancellor

We are closing the books this year on the first ever strategic plan for Virginia's Community Colleges.

The *Dateline 2009* plan was created with two realities in mind: One, Virginia's ability to compete globally required an increase in the number of its people who earn a postsecondary credential. Two, our colleges could no longer rely on just public resources to accomplish their mission of addressing Virginia's unmet needs in higher education and workforce training.

Virginia's Community Colleges met or made significant progress toward six of the seven goals of the *Dateline 2009* plan. Through the pages of this annual report, we will share with you the goals of the plan, the metrics of our progress and a few profiles of the people we have served through our efforts.

Since 2003, the first year of the *Dateline 2009* plan, Virginia's Community Colleges have enrolled an additional 33,508 individuals, shattering all previous enrollment records. Our colleges have awarded 111,761 degrees, diplomas and certificates, and we have helped 44,079 students successfully transfer to four-year universities.

As individuals and families deal with the recession and its aftermath, Virginia's Community Colleges are increasingly proving to be their personal recovery plan. More and more people are looking to the opportunities our colleges provide to begin or restart their careers.

We are meeting those needs in some creative and innovative ways.

In March, with the help of Governor Tim Kaine, U.S. Senator Mark Warner and other state leaders, we unveiled the Virginia Education Wizard—an online, one-stop shop for people seeking information on high-demand careers and the education needed to get them. The Wizard also helps simplify the processes of applying for college and financial aid. The best part is the information is tailored for individual users, according to their answers on assessment tests.



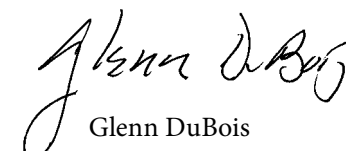
Hundreds of thousands of people have already visited the Wizard, including people from each of the 50 states and a number of foreign countries.

The Wizard's success and future potential is creating the largest collaboration in the history of Virginia's public education. Over the summer we announced a partnership among Virginia's Community Colleges, the State Council for Higher Education in Virginia, the Virginia Department of Education, the Virginia 529 Savings Plan and ECMC (Educational Credit Management Corporation) to create the next generation of the Wizard.

As a result of that partnership, students will begin using the Virginia Education Wizard in their middle school classrooms next year for their education and career planning.

Everyone knows that a high school diploma is no longer the finish line. Through strategic planning and through innovation, like the Virginia Education Wizard, we are working hard to convince more Virginians to pursue and complete a postsecondary program. As the enrollment numbers demonstrate: It's working!

Sincerely,


Glenn DuBois
Chancellor



The Virginia Education Wizard, www.vawizard.org, was unveiled in March through a series of events across the state with the help of a number of VIPs, including Governor Tim Kaine, U.S. Senator Mark Warner and Eric McClure, driver of the #24 Hefty NASCAR.

The one-stop, online Wizard guides you from finding a career to earning the right job credentials or preparing for continued education:

Careers: Individuals can take interest and values assessments to find careers that match your interests. They also can explore specific jobs and get real-time details about the demand for those jobs and local salaries.

Programs and Majors: The Wizard details programs across Virginia's Community Colleges, including majors and careers. They can investigate courses offered across the state—or just those at their nearest campus.

Paying for College: Wizard visitors can find the costs of attending different colleges, then get estimates on how much financial assistance you might receive. The site also details scholarships available solely for community college students.

Transfer: The Wizard outlines pathways to four-year degrees, including guaranteed admission to 25 Virginia institutions. The tool plans, tracks and prompts necessary steps for easy transfers.

The Wizard is generating the biggest collaboration in the history of Virginia public education.

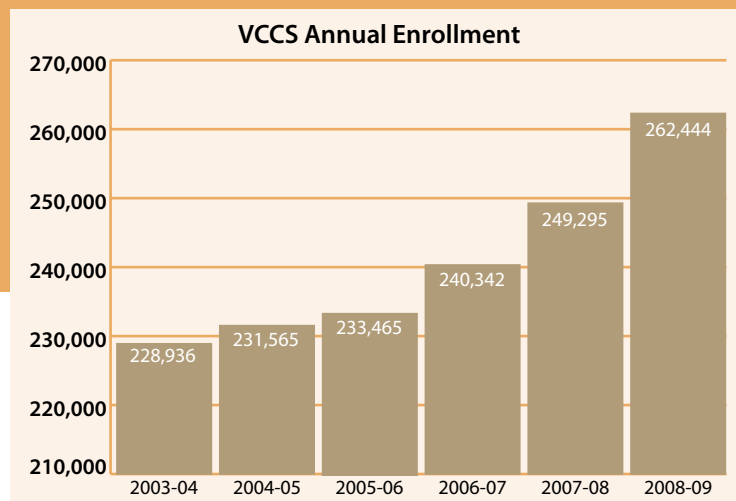
Virginia's Community Colleges, the State Council for Higher Education in Virginia, the Virginia Department of Education, the Virginia 529 Savings Plan and ECMC (Educational Credit Management Corporation), are coming together in partnership to create the next generation of the Wizard.

As a result, the Virginia Education Wizard will be in classrooms from middle school through college, beginning in fall 2010.



Clockwise from top: NASCAR driver Eric McClure talks to students at Virginia High School in Bristol about the Wizard and the need for young people to pursue a college education; Gov. Tim Kaine explores the Wizard with students at State Police headquarters in Richmond; Sen. Mark Warner speaks at the Wizard rollout at the Annandale campus of Northern Virginia Community College.

Enrollment



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Virginia's Community Colleges must serve at least 16,000 new students by 2009.

The time when a high school diploma was all it took to build an independent life, an enviable workforce and a strong community has passed. Yet, for decades, the number of Virginians pursuing and completing a postsecondary program has remained stagnant.

Virginia's changing demographics only add to this challenge. More and more young people are coming from families with little or no college experience.

Virginia's Community Colleges believe the commonwealth's success depends on improving that trend and attracting more students into postsecondary programs, especially first-time college students.

Fueled by a growing reputation for high-quality programs and unprecedented transfer agreements with more than two dozen public and private four-year universities, Virginia's Community Colleges far surpassed the *Dateline 2009* goal for enrollment.



A career in heat and air

Kevin White enrolled at Southwest Virginia Community College in the fall after graduating from high school. He was certain he wanted to spend two years at his community college before transferring to a university. One class changed all his plans.

"The year after I enrolled at SWCC the college began offering a new program, heating, ventilation and air Conditioning (HVAC). I wasn't sure which major to choose, so I took HVAC and a few different classes to see what I found interesting."

White was sold on a certificate in HVAC. "I realized that by taking this career route, I could quickly earn

a certification that would prepare me for a great job without the expense of an education at a four-year university," he said.

After graduating from SWCC, White was quickly hired by a local company. During his tenure there, he earned several promotions. In 2006, he accepted a position with Russell County Schools as an HVAC technician. He is also an adjunct instructor at SWCC in electricity.

"HVAC is a great career. I love my job because it never gets boring. I never work in the same place and I am always on the go. It is also a great paying career," White said.

The family that studies together

Sisters Sumbal, Sarah and Shariel Iqbal have nothing but praise for the respiratory therapy program at Northern Virginia Community College.

"We love the small class, one-on-one interaction with our professors and the deans," said Sarah. "Not only is the faculty excellent, our clinicals really helped us prepare for careers after NVCC."

Respiratory therapy is a challenging, rapidly growing program that focuses on the anatomy and physiology of the heart and lungs, and is one of the most exciting programs in NVCC's Allied Health department.

The Pakistani natives decided on respiratory therapy after attending an information session and learning about the

program's reasonable tuition.

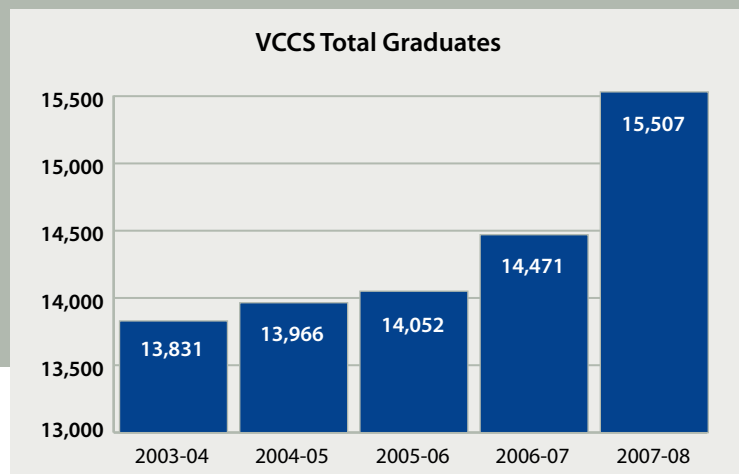
"We come from a big family, so NVCC was an excellent option because of the affordability and the quality education we're receiving," Sumbal said.

What's next for these May 2009 graduates? Sumbal transferred to George Mason University to pursue a bachelor's degree in health science. Shariel plans to focus on allied health management. Her twin, Sarah, hopes to become a physician's assistant in cardiology.

"I believe they will be very successful in all their endeavors," said Rosary Ossorio, dean of clinical education. "They are very competitive and well grounded."

Student Success

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To expand its capacity and provide greater economic opportunity, the VCCS will rank in the top 10 percent in the nation with respect to graduation, retention and job placement rates.

This is by far the most noble and most challenging goal of the *Dateline 2009* plan, and measuring it has been challenging as well.

Modest progress was made on this goal, but *Dateline 2009* elevated student success to a new level of visibility and accountability, and the lessons learned from it are shaping the next VCCS strategic plan.

The VCCS is also learning how to better articulate its story of success. The traditional reliance on a narrow measure of graduation rates for first-time, full-time, program-placed students fails to capture the breadth of the community college mission.

Meanwhile, more and more students are achieving success by completing degrees and certificates.



Telling Shannon's story, living life to the fullest

Before Jan Broom's daughter Shannon died in a car crash in 1998, while a student at what was then Mary Washington College in Fredericksburg, she had pushed hard for her mother to go back to school.

So the 54-year-old wasn't deterred by the fact that she was older than many of her classmates when she retired from Verizon in 2008 and began taking classes full time at Germanna Community College.

"I got married right out of high school and had Shannon right away," Broom said. "From the time she was old enough to really understand about school, I was taking night classes when I could. But my main focus was always my family. And Shannon was the most important thing, always."

She said that Shannon joked, "Mom, you've got to get a life."

"I think she would really be proud of me for following through," Broom said.

When Broom received her associate degree in May, her own 78-year-old mother was in the audience. She's recently taken a summer class in memoir writing at the University of Mary Washington, her daughter's alma mater, so she can tell Shannon's story.

Broom says she and Shannon often took long drives to talk about philosophy. "We never got tired of learning. And living life to the fullest is sort of Shannon's legacy."



Vet tech program provides change of course

After several years working in front of a computer as a graphic designer, self-proclaimed "horse person" Erin Mungovan decided to make a change.

She moved from Massachusetts to Williamsburg and worked part-time at a horse farm teaching riding lessons and also as a receptionist at a large animal veterinary clinic.

Then she decided to take the next step. "I decided to go back to school to become a licensed veterinary technician and the program at Blue Ridge Community College came highly recommended," explained Mungovan.

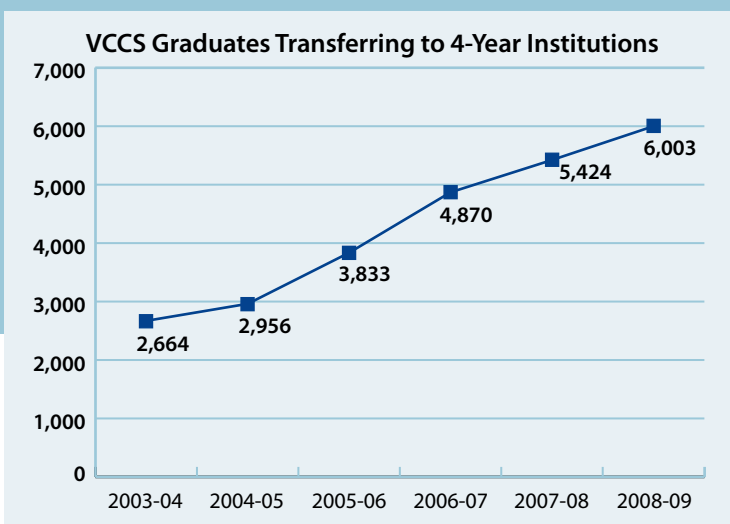
Graduating from BRCC in May, she is now a licensed veterinary technician at Mountain View Equine Hospital.

"On a day-to-day basis I use what we learned in lab techniques such as: pulling blood, running complete blood counts, and chemistries. We also do a lot of surgeries so I have been running anesthesia and also acting as a surgical tech."

"I feel like I am where I am supposed to be as far as a career. I have always owned, ridden and been around horses and horse people. Now I get to spend my days learning about the animals I care so much about and the people I connect with the most."

Transfer Students

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Virginia's Community Colleges will triple the number of graduates who successfully transfer to four-year colleges and universities.

Over the course of the *Dateline 2009* plan, Virginia's Community Colleges have established an unprecedented collection of guaranteed transfer agreements with more than two dozen public and private universities across Virginia.

By taking the guesswork out of the process of transfer, it is easier than ever for a student to begin pursuing a four-year degree at his or her local community college. That pursuit is also easier to afford with the Two-Year College Transfer Grant passed by the General Assembly and signed into law by Governor Kaine in 2007.

The VCCS is proud of the substantial progress made on this *Dateline 2009* goal and believes the number of successful transfer students will continue to increase substantially.



Language lures veteran back to Middle East

Leon Salisbury completed two tours in Iraq as a Marine, earned a Purple Heart and Bronze Star, and now, after graduating from Dabney S. Lancaster Community College with an associate degree in general studies, will return to the Middle East—but this time, to hone his Arabic language skills.

The soft-spoken 24-year-old received the U.S. Department of State Critical Language Scholarship to participate in an Arabic intensive summer language institute. The program is part of an effort to increase

the number of Americans studying critical-need foreign languages.

Salisbury will travel to Jordan and in the fall will transfer to James Madison University, where he plans to major in international affairs. While at DSLCC, Salisbury, who is attending college courtesy of the GI bill, was active in the student support services program.

"DSLCC was a good place for me to start to get back into an academic career," said Salisbury.



Innovative STEM program propels future physician

Kaitlin Burke found a love for science and medicine as a youngster but chose to serve her country right after high school graduation on the heels of the Sept. 11 terrorist attack. In the Navy, she became a hospital corpsman.

"I spent all my available time around doctors and nurses, asking questions and doing hands-on care whenever possible," she said. "This experience fueled my desire to become a doctor."

Burke got a start on that path at Tidewater Community College when she completed her active duty. TCC's STEM Pioneer Project, designed to guide women into science, technology, engineering and math fields, helped her through the process, including an upcoming medical internship at Brookhaven National Laboratory.

"My success the last few years at TCC would not have been possible without the support of my professors and

TCC's scholarship donors," said Burke, who received several scholarships to support her TCC journey.

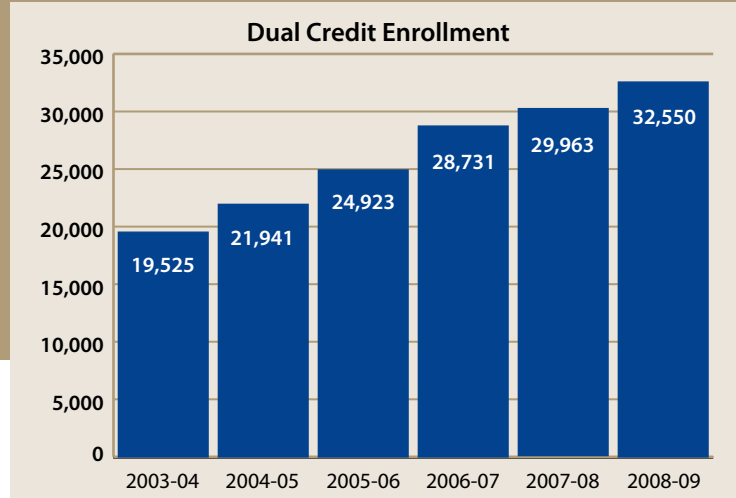
An active reservist, Burke serves as supervisor of the Immunizations Clinic at the Sewells Point Branch Medical Clinic of Naval Station Norfolk, where she also teaches basic life support classes and is the command ombudsman.

Now a TCC graduate, she plans to attend The College of William and Mary to study neuroscience or biology, followed by medical school.

"The professors and staff at TCC exceeded my expectations. Each one took a personal interest in my education and I sincerely believe they afforded me opportunities that have opened many doors for me inside and outside the classroom."

Dual Enrollment

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Virginia's Community Colleges will triple the number of high school students who take college courses and receive college credits, raising the number from 14,000 to 45,000.

Through dual enrollment, Virginia's Community Colleges are helping students earn college credit while still enrolled in high school. This partnership helps high schools in their efforts to ensure the college-readiness of their graduates, and it helps families with potentially significant savings by allowing their children to carry credit forward in their postsecondary pursuits.

The VCCS is proud of the substantial progress made on this *Dateline 2009* goal, nearly achieving a tripling of the number of dual enrollment students.

Moving forward, the relationships built between Virginia's Community Colleges and high schools throughout the state and further implementation of the Virginia Education Wizard will continue to increase the number of students taking advantage of the opportunities created through dual enrollment classes.



Commencement times two

College commencement is a major life milestone. For Eastern Shore native Kelsey Gaskins, the occasion was particularly memorable.

One of more than 200 high school students who took advantage of Eastern Shore Community College's dual enrollment program in 2009, Gaskins graduated May 15 from ESCC, then graduated from Northampton High School June 19, more than a month later.

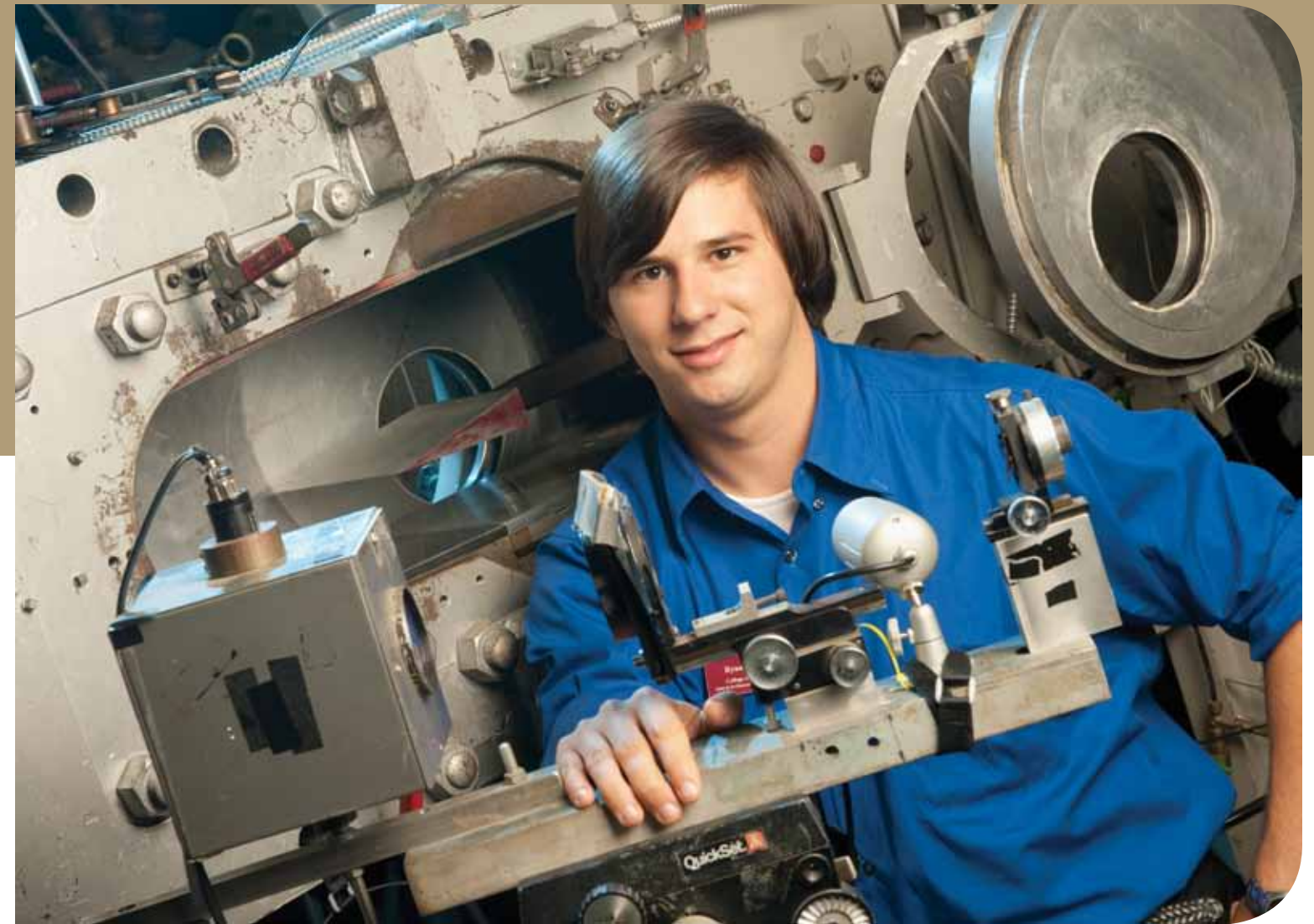
She began her first year at the University of Virginia in August as a third-year student.

Gaskins began taking college classes during her sophomore year of high school to save both time

and money. By her junior year, she had nearly all the required courses for high school graduation. Instead of electives, she focused on college credits.

On a typical day, Gaskins would finish her high school classes at 3 p.m., take care of her horses, return to school for tennis practice or other activities and then head north to the college at Melfa. She took classes during the summer, in the evenings and online during her last year so that she could achieve her goal to major in biology at UVa and prepare for medical school.

Her ultimate goal? "I want to be a doctor and return to the Shore."



Reaching for the stars

Astronaut "wannabe" Ryan Hubbard was a star student long before blasting off from dual enrollment at high school and Patrick Henry Community College to the aerospace program at Virginia Tech.

One year after graduating from high school, Hubbard had completed his associate degree in science with a 3.96 GPA.

Now, with a bachelor's degree in aerospace engineering and a minor in astronomy, Hubbard is a fine example of how community colleges prepare students for senior institutions. He describes his experience as "a good transitional period ... I quickly learned that my study habits had to be different than in high school."

Putting those study habits to work at Tech, he enrolled in courses such as spacecraft design, astromechanics, and Russian (preparing for a coveted stint on the Space

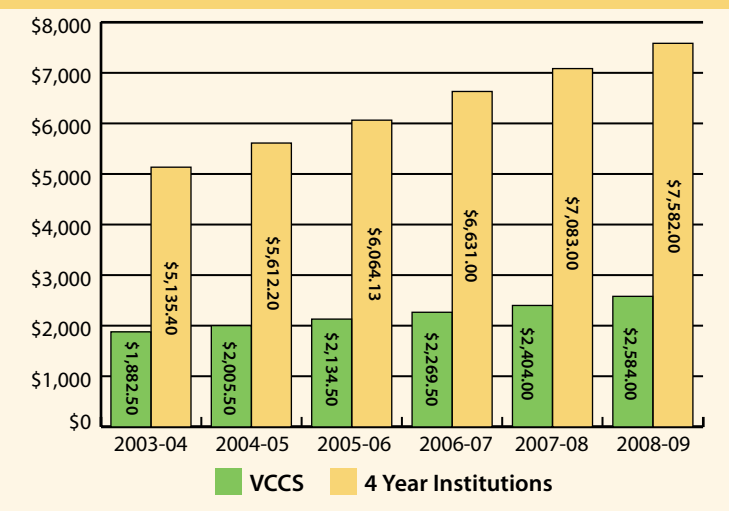
Station). He served an internship with NASA/Langley/National Institute of Aerospace, where he participated in research relating to an ornithopter UAV (unmanned aerial vehicle), and was a mentor at the Center for the Enhancement of Engineering Diversity.

A former Patrick Henry Scholar and an Eagle Scout, Hubbard is doing everything possible to prepare himself for a "stellar" career. He is a volunteer for the Civil Air Patrol U.S. Airforce Auxiliary and a member of the American Institute of Aeronautics and Astronautics.

If he doesn't land a spacecraft job first (he has applications at Lockheed-Martin, Northrop Grumman, NextGen Aeronautics, and Johns Hopkins Research Lab, to name a few), he hopes to be accepted to graduate school at Johns Hopkins—where he can further hone skills to launch a career among the stars.

Affordable Tuition

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Tuition at Virginia's Community Colleges will not exceed half of the average cost to attend a public four-year institution in the commonwealth.

The State Board for Community Colleges has long sought to keep tuition costs for families affordable and stable, keeping increases measured and modest.

Since 2008, state support for Virginia's Community Colleges has been reduced four times for a total of \$105 million. Despite those significant state funding cuts over the years of the *Dateline 2009* plan, the State Board was able to avoid dramatic tuition spikes.

Throughout the *Dateline 2009* era, the average tuition and mandatory fees at Virginia's Community Colleges remain at approximately one-third of the same costs to attend a public four-year university in Virginia—significantly surpassing the strategic plan's goal.



College points to new path

"I didn't think going to college was an option for me," said New River Community College student Jason Clemons. But, when he met Dale Conrad, an academic counselor at NRCC who has since retired, Clemons found that a college degree was within his reach.

Having worked many different jobs in his life, he was working as a mason's helper while seeking a better job. "Most of the job listings required at least an associate degree," Clemons said. "I walked into the NRCC counseling center covered in mud and mortar and clinging desperately to the hope of a useful and rewarding career."

Clemons said Dr. Conrad stayed after hours on Fridays for five weeks to guide him through the career changer's guidebook, *What Color is Your Parachute?* "We worked together to define my transferrable skills and my personal interests," Clemons said.

Today, Clemons is an NRCC Educational Foundation Scholar, President's List student, and a member of the All-Virginia Academic Team through Phi Theta Kappa. He is majoring in information technology and general studies at NRCC with the ultimate goal of earning a doctorate in computer science and teaching community college students.

Clemons is dedicating his life to the service of others. He volunteers with many worthwhile causes including the Voice of the Blue Ridge by reading sections of the daily newspaper so visually impaired persons can stay connected with the world around them.

"I will extend the hand of service to the generations that follow, thirsting for knowledge and a better way of life, just as Dr. Conrad was present to assist me," said Clemons.



Debt-free determination

College students have lots of goals: get good grades, graduate, get a job. Piedmont Virginia Community College student Isaiah Reynolds had a different goal in mind.

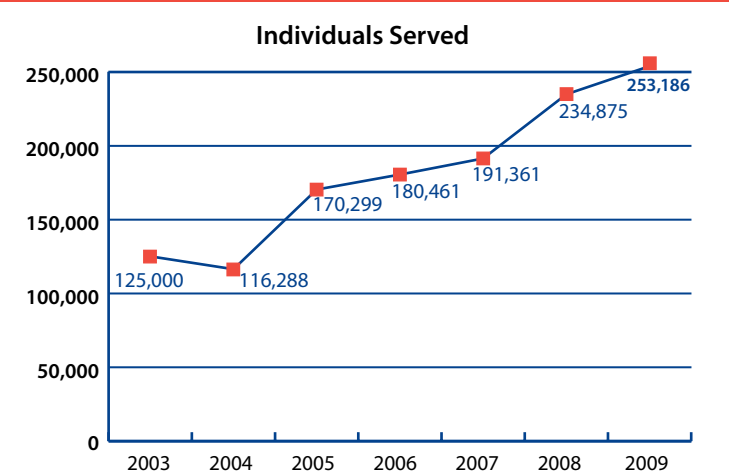
"My personal financial goal is to have as much of my college education paid for when I graduate," said Reynolds. "This is one of my main reasons for choosing a community college."

Reynolds lives an hour's drive from PVCC, so paying for gas is a big part of his college expenses. Determined to reach his goal, he spent a year working "every spare minute" to earn money.

His persistence paid off in more ways than one. Not only was he able to pay for his Spring 2009 semester at PVCC in full, he was able to reduce the number of hours at his job, giving him more time to spend at school. He boosted his grades, participated in more campus events, and was awarded the 2009-2010 Rick and Rhonda Crowsey Scholarship by the PVCC Educational Foundation. He was also inducted into the Alpha Epsilon Tau chapter of Phi Theta Kappa at PVCC.

Reynolds is in the computer science degree program at PVCC and plans to pursue a career in computer game programming.

Workforce Training *dateline* 2009



The VCCS will provide workforce training programs for 225,000 individuals annually, an increase of nearly 80 percent—from 125,000 to 225,000.

The workforce training and development programs at Virginia's Community Colleges demonstrate the relevance and responsiveness the institutions provide to the communities they serve.

Throughout the *Dateline 2009* era, VCCS Workforce Training played a key role in many of Virginia's biggest job announcements including the decision of Ikea furniture maker Swedwood to open its North American manufacturing facility in Danville; the decision of Rolls-Royce to open a \$100 million jet engine plant in Southern Virginia; and the decision of Canon Virginia to invest \$600 million in expanding its production facility in Newport News.

By serving employers through customized training and by preparing and training the emerging and incumbent workforce, Virginia's Community Colleges allow businesses and individuals to remain on the cutting edge.



Training for the jobs of tomorrow

"This is the future. We are providing our students with the skills they'll need for today and tomorrow," said Kelly Schwendeman, automotive technology program head for J. Sargeant Reynolds Community College.

Working in the automotive technology program as an instructor for almost six years, Kelly has seen great changes in his industry and the amount of flexibility his students must have to adapt to these changes. Thanks to a \$720,000 grant from the U.S. Department of Energy, the college will now offer the Advanced Electric Drive Vehicle Career Studies Certificate to address emerging new technologies in the automotive industry.

The new program focuses on electric vehicles, plug-in hybrid electric vehicles and fuel cell electric vehicles.

Additionally, the college will offer courses in advanced electronics focusing on electronic control systems for electric drive vehicles.

The energy department grant allows the college to prepare highly qualified and trained technicians to support the service facilities and manufacturers that are making great strides in electric vehicles. It also provides educational opportunities in these new technologies for existing technicians.

"We're very excited about this grant and the opportunity to provide our students with the latest, most advanced training that will give them greater skills and a better chance for employment."



Witcher family picking up after layoff

When one family member faces a job layoff, it can be devastating. When an entire family is affected by a plant shutdown, there is more devastation, and life-changing decisions have to be made.

Such was the case for the Witcher family of Pittsville. Four members of the family were employed by ITG, a division of Burlington Industries in Hurt, half way between Lynchburg and Danville, when it closed in 2007. Together, they had served the company for 60 years.

Rather than being sidelined by this news, father Gary; mother Darlene; daughter Alison; and Gary's brother George Witcher, all enrolled in Danville Community College to pursue re-training and to acquire marketable skills. Two years later, three of the four received their associate degree in applied science.

For Darlene, the transition back to the classroom in more than 30 years was daunting. Thankfully, she was helped by her daughter Alison, when they both enrolled in the administrative support technology program.

Mother and daughter took classes together, studied, shared notes and encouraged each other. George chose business management with a goal of opening a retail establishment someday. All graduated with honors.

"Going back to school was certainly a challenge but it was a rewarding challenge. I'm confident that it helped improve my chances for a better career," Darlene said.

Before Gary Witcher could enroll in the building trades program, he needed to earn his high school diploma. He said that when he began working at Burlington he thought he was finished with school.

"I will be just as happy and nervous too when I finish," he said. "If the plant had not shut down, I would not have had an education. I tell everybody—"go back to school and get all the education you need."

When Gary completes his studies this fall, he will join the other members of his family as proud community college graduates.

TECH PREP

Virginia's Community Colleges continued to expand career pathway programs and services by assuming state and regional leadership of Commonwealth Scholars. In collaboration with Tech Prep programs, Commonwealth Scholars brings together school divisions, business and industry and higher education to encourage students to take more challenging courses in high school—and to recognize the efforts of students who do so successfully.

Members of the business community play a vital role

in Commonwealth Scholars by visiting high school classrooms to help students understand how more ambitious studies—with an emphasis on science, math and technology—can benefit them in the workplace.

Seven community college Tech Prep programs have risen to the challenge of leading Commonwealth Scholars initiatives in their service regions in 2009-10. Each received a \$30,000 VCCS grant award to bring Commonwealth Scholar programs of study to the school divisions they serve and to integrate the program into ongoing career pathways initiatives.



Student succeeds with the Career Readiness Certificate

It took Ashley Harris two years after dropping out of high school to realize that she needed an education. To get back on track, she sought the help of her local adult education center. After studying for her GED®, Ashley struggled with the math portion and didn't pass. Discouraged, she put aside her pursuit of the credential but returned to it after receiving a letter from Thomas Nelson Community College.

The letter described the "GED—Career Readiness Certificate" pilot program, which offered those who had not completed high school an opportunity to transition to college and the workforce with training, support and guidance.

Back in the classroom, Ashley studied to receive her high school credential and after years of struggling with math, she passed. She then set her sights on the Career Readiness Certificate (CRC).

The CRC is an assessment-based credential, graded at three levels—gold, silver and bronze—that gives employers and career seekers a uniform measure of workplace skills. In 2009, Ashley earned a silver certificate, scoring highest in math.

Now enrolled as a student at TNCC in the early childcare development program, Ashley plans to become a childcare center director and open her own childcare center one day.

"TNCC was there for me. The staff guided me back to school with their caring, friendly attitude and open environment. They gave me the resources to begin building a career that will allow me to provide for myself and my two young children."



Exploring new opportunities through Middle College

Jeremy Royster was born in Brazil and lived in an orphanage until he was three years old. After being adopted by an American family, he moved to South Boston, where he was homeschooled. Looking for an opportunity to finish his high school education, Jeremy heard an advertisement for Southside Virginia Community College's Middle College program. Enrolling in Middle College turned out to be the starting point for a successful college career.

"The teachers were very helpful while I was working on my high school credential and encouraged me to continue my education by showing me all that was available at the community college," Jeremy said.

A Middle College sponsored field trip to the college's Occupational/Technical Center at Pickett Park piqued his interest in the heavy equipment operator program, where he eventually enrolled and received his certificate. He also took interest in the diesel technology program and began classes in 2009.

Currently employed by a construction company, Jeremy hopes to learn the ropes of the construction business and put his heavy equipment education to use on the job.

"Middle College was a blessing to me. It opened up so many opportunities that I never knew existed. I went in to finish high school, but I got so much more out of it."

CAREER COACH

Community college career coaches provide a variety of career planning services to high school students, helping them to make informed decisions about their careers and educational plans and preparing them for success in postsecondary education and training. Working collaboratively with the Governor's Manufacturing Advisory Council, the VCCS has initiated five new grant awards to support a Manufacturing, Engineering and Technology Coach (MET-Coach).

MET-Coaches will fill a unique role among community college career coaches in that participating colleges, in response to local needs, may elect to have MET-Coaches work with any adult population aged 24 and under including high school dropouts, Middle College students, one-stop career center customers and high school students. The MET-Coach will engage individuals in a planned sequence of training and career development activities designed to prepare them for today's high performance manufacturing environment.



Customized training in the community

When the management team at Virginia Harbor Services, Inc. decided it wanted to begin using team problem solving and continuous improvement practices, it looked to Lord Fairfax Community College's Office of Workforce Solutions and Continuing Education to participate in its Lean Systems program.

Lean Systems is a continuous improvement process that focuses on streamlining work flow by utilizing the ingenuity of all employees to develop better methods to handle business processes. President Mike Harper said that his company was looking for process improvement in a few of their more problematic areas and was pleased with the customized services his employees received.

"We were all impressed with LFCC's responsiveness and ability to customize a program for us in very short

order. The results of our first sessions were so positive that it was clear we needed to continue our relationship," Harper said.

As a result of the targeted and quality training his employees received, they've been able to manage some of their own training events when needed on an ad hoc basis. And they've found that if needed, they can look to LFCC for continued support.

"The community college plays a vital educational role for small companies like ours, who may not have easy or affordable access to other training resources. Because they are local, they seem to take a more personal approach to the process and have a stronger interest in our success. I guess you could say there's a common sense of community."

APPRENTICESHIP

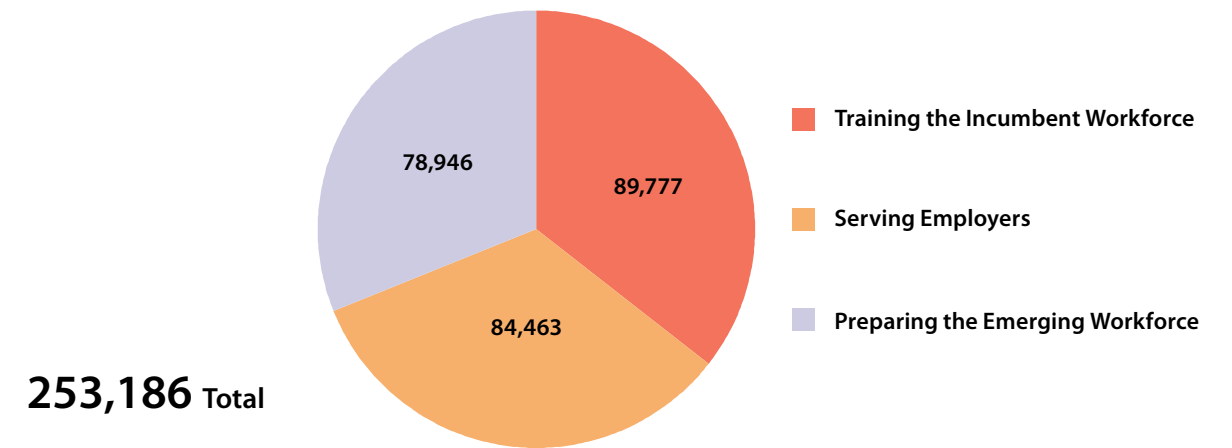
Apprenticeship related instruction offers individuals an academic and technical education in highly skilled trades and occupations through the collaborative effort of Virginia's Community Colleges, employers, the Virginia Department of Labor and Industry, secondary education, technical centers and local colleges.

During 2008-09, through a partnership with the National Centers for Construction Education and

Research, the VCCS established a relationship for accreditation and course offerings valuable to the employers of the construction industry.

To date, five community colleges and one technical center have been certified as authorized training centers with several more to be added during the current school year. As a result of these authorized training centers, there has been a significant increase in craft apprenticeships.

Individuals Served through Workforce Development Services and Programs



Area	Participants	Estimated State/Federal Funding
Training the Incumbent Workforce		
Open Enrollment Courses	84,528	\$1,740,582
Career Readiness Certificate	5,249	\$250,000
Serving Employers		
Customized Training	76,840	\$1,740,582
Apprenticeship Related Instruction	7,623	\$992,275
Preparing the Emerging Workforce		
Career Coaches	57,549	\$756,881
Middle College	912	\$505,000
Tech Prep	20,485	\$2,347,810
	253,186	\$8,333,130

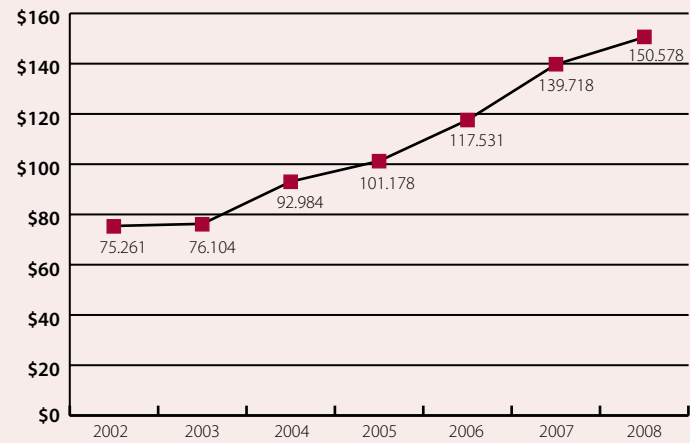
Virginia's Community Colleges continue to introduce new programs and expand existing services to meet the needs of the emerging, incumbent and dislocated workforce.

For a comprehensive and interactive look at all workforce services provided through the VCCS, please visit www.vccs.edu/workforce.

Private Funding

dateline
2009

Progress toward Goal for Foundations
(funding in \$millions)



The VCCS will become more proactive in securing private support to ensure its capacity to respond to the needs of the commonwealth. Collectively, the VCCS foundations will double their holdings, moving from \$75 million to \$150 million.

Foundations create momentum, meet goals

Through the *Dateline 2009* goal to double the collective holdings of their 24 foundations, Virginia's Community Colleges have built incredible partnerships with employers, external foundations and individuals across Virginia. The true value of those connections far exceeds the financial commitment made to our community college foundations.

The hard work of advancement professionals across the VCCS allowed us to meet this goal one year early. And while our holdings have weathered the same challenges as others throughout the recession, the momentum they have created will be essential to fulfilling the community college mission in an era of shrinking public resources.

The partnership of the Virginia Foundation for Community College Education and the foundations at each of our 23 community colleges is leading to some exciting collaborations. That includes the work we are doing to create the next generation of community college advocates through the Commonwealth Legacy Scholarship Program for first-time community-oriented student leaders.

We are also ensuring that the opportunities of a community college education are extended to current and former foster care youth through the *Great Expectations* program.



"The creation of the Virginia Community College System was a remarkable political achievement. It was as visionary and as meaningful as any single legislative act taken in Virginia in the 20th century."

— Eva T. Hardy, November 2008



A legacy lives on

Kellie Gibbons knows about hard work and about making up for past mistakes.

She's been working 50 to 80 hours a week this summer as director of guest arrival at Busch Gardens in Williamsburg—a schedule she hopes "slows down" to 40 hours a week this fall so she can attend Thomas Nelson Community College full time.

As the Kathy Camper Commonwealth Legacy Scholar, she is working to complete a degree in information technology, specializing in e-commerce.

"Getting the award was the catalyst for me to change my status to full time. It seemed like a sign that I was moving in the right direction in my career choice," she said.

Being selected for the scholarship through the Virginia Foundation for Community College Education, she said, "changed my life."

"I haven't been able to afford something as simple as a vacation in over a decade. I would like to stop struggling paycheck to paycheck." She'd been going through school one course at a time, unable to qualify for federal financial aid because of earlier mistakes with credit and student loans. With past loans almost paid off, she is ready for a new start.

She also wants to set a good example for her daughter. "How can I as a parent expect my daughter to work hard and get to college if I don't set the example?"

It's a big honor to receive the scholarship named for Kathy Camper, a long-term VCCS employee who died unexpectedly in 2005. "The only way I can repay this is to work my hardest and earn good grades," said Gibbons, who earned a 4.0 grade point average last year. "I feel it is my duty to succeed."

New scholarships

Two Virginia leaders were honored this year with named Commonwealth Legacy Scholarships that will benefit students who start their higher education careers at a Virginia Community College. They become the latest among the many scholarship opportunities sponsored by the Virginia Foundation for Community College Education (VFCCE).



The John T. Casteen III Commonwealth Legacy Scholarship, unveiled at the Chancellor's Award for Leadership in Philanthropy event in April 2009, recognizes Casteen's extraordinary commitment to increasing student access from Virginia's Community Colleges. This scholarship will be awarded to a community college transfer student attending the University of Virginia.

The Eva T. Hardy Commonwealth Legacy Scholarship recognizes her significant contributions to government and community. This scholarship will be awarded to first-time students attending one of Virginia's 23 Community Colleges. An original board member of the VFCCE, Hardy made a significant contribution to reactivating the foundation.

Community and foundation leaders across Virginia contributed to each of these endowments, helping the VFCCE ensure access to higher education for future students. Scholarships will be awarded in 2010.

UVa President John T. Casteen was surprised with a scholarship in his name at the annual *Chancellor's Award for Leadership in Philanthropy* luncheon in April. The event recognizes the contributions of philanthropic leaders from across Virginia.

Commonwealth Legacy Scholar

After completing several community college classes as a high school senior, Jonathan Turman is pursuing his associate degree as a key step in his plan to transfer and pursue a career in computer engineering. "When I encourage people I know to try a community college," he said, "I always tell them that they'll really thank themselves afterward."

One of 23 new Commonwealth Legacy Scholars for the 2009-10 year, Turman will use the Homer Eliades Commonwealth Legacy Scholarship to help achieve his dreams. He is among 23 new scholars honored in November.



Commonwealth Legacy

2009 - 2010 SCHOLARS



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Mr. Les and Mrs. Joyce Pugh

New River Community College

Mr. Irving L. Denton

Northern Virginia Community College

Mrs. Mary Kathryn Frith

Patrick Henry Community College

Mr. Holt Livesay

Paul D. Camp Community College

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Foster youth becomes mentor

Mandy Lester flashes a happy smile as she talks excitedly about her pending move to her first apartment—a major milestone for a young woman whose childhood was spent shuffling between foster homes.

The move to independent living is the latest step for this 20-year-old who recently completed her first year at Virginia Highlands Community College and landed a supervisor's position with a local retailer. Hard work, determination and a positive attitude have helped her overcome the "bumps in the road," Lester said, leaving her poised for a lifetime of helping others.

"I'm all about helping people," she said, adding that she is pursuing a degree in criminal justice and hopes to work as a probation officer. "If I can do it, so can they."

Lester is getting her chance to help others this fall through VHCC's *Great Expectations* program. Thanks to a generous gift from an anonymous donor, the VHCC program provides individualized assistance to foster students. Lester will serve as a mentor and a member of its advisory committee.



She said she will lead by example, working hard to achieve her own goals while providing encouragement for others in foster care. And since she cannot personally thank the anonymous donor who invested in the VHCC program, Mandy has vowed to show her appreciation by helping others to succeed.

"I know this program will help a lot of people get on the right track," she said. "Without this opportunity, a lot of people in foster care might end up in jail or worse. Instead, they're getting the chance for a college education and a better life. That means a lot."

Great Expectations: Fostering Powerful Change

Established in 2008, more than half of Virginia's Community Colleges are now participating in the *Great Expectations* initiative to boost foster youth into higher education and beyond to independent, successful lives.

Lives are changing as a result.

Great Expectations has served more than 125 youth and is developing a training program for more than 100 career coaches to assist foster youth. From the five pilot projects, the program has grown to projects funded at 12 Virginia Community Colleges.

A challenge grant from Barbara and Mark Fried helped the systemwide project get under way.

Funding partners such as Bank of America, the Virginia Tobacco Commission, the Community Foundation of Richmond, the Mary Morton Parsons Foundation,

Verizon and an anonymous donor have stepped up to help Virginia's Community Colleges make a difference in the lives of students who are aging out of the foster system. "These young people need a team to help them—academic guidance, discipline, structure, positive social avenues, role models and mentors," said Chancellor Glenn DuBois.

A significant effort for this year will be an Internet-based resource center for foster youth and their advocates, with information on getting into college, living independently and supporting foster youth.

Colleges with comprehensive pilot programs or after school programs include Danville, Germanna, J. Sargeant Reynolds, New River and Southside Virginia community colleges. Funding has been received for programs at Mountain Empire, Patrick Henry, Piedmont Virginia, Northern Virginia, Southwest Virginia, Virginia Highlands and Wytheville community colleges.

Giving foster youth a fair chance

Victor Branch, senior vice president at Bank of America, sees a lot of causes.

It's his job, in fact, to evaluate charitable organizations and foundations and see which ones fit the charitable mission of Bank of America.

But when he reviewed the need in the foster care community for an initiative like *Great Expectations*, he said, "it just grabs you. You want to do something to help."

The Bank of America Foundation was an early supporter of the *Great Expectations* initiative to help foster youth successfully transition into college and beyond. Branch said the bank helps the initiative best through support of the Virginia Foundation for Community College Education.

Branch was touched by the statistics that show that Virginia leads the nation in the number of teens who age out of the foster care system without a permanent home. Fewer than 2 percent will graduate from college.

"You just want to turn it around and give these young people a better chance," he said.



A native of Dinwiddie County, Branch attended Richard Bland College and then The College of William and Mary, where he majored in sociology. He landed at Bank of America, where he worked his way up to vice president of market development and foundation manager in the Virginia market.

Quality education is a key to success in life, according to Branch. With Virginia's strong higher education resources, particularly in community colleges, it only makes sense to use the statewide educational network to help foster youth.

"We're all in this together," he said.



Great Expectations

Fostering Powerful Change

The 2nd Annual *Great Expectations* Education Forum in October 2009 brought together foster youth advocates including First Lady Anne Holton and special guest Marian Wright Edelman, founder and president of the Children's Defense Fund. Robert W. Woltz, Jr. (shown left), president of Verizon Virginia previewed a new Internet-based resource center with students in the *Great Expectations* program. Verizon sponsored the speaker.



Will work for coffee

Holt M. Livesay often can be found pouring over investment statements at Paul D. Camp Community College—working all day for a pot of coffee.

Livesay was recognized for going the extra mile when he was honored as the recipient of the 2009 Chancellor's Award for Leadership in Philanthropy, representing PDCCC.

"There are many others who are more deserving of this recognition than I am," Livesay said. "I am humbled and honored."

Although Livesay is modest about being the recipient of such recognition, he was selected for many reasons, including his long-time service on the PDCCC Foundation Board. A member since 2000, he also is past

president and currently serves as vice president of the foundation. In addition, he chairs the foundation's first Investment Committee, creating its investment policy.

He feels that supporting community colleges is a way to help people attain what they need for a brighter future.

"Because of community colleges, people without a lot of money have an opportunity for a good education, a good job and a better standard of living," he said.

Livesay is a regular participant in key college and foundation activities, including at the state level, and has been a major catalyst for successful college annual fund campaigns. An annual PDCCC donor, Livesay even solicits donations from his friends outside of the college's service area.

The following contributors have invested in the work and mission of the Virginia Foundation for Community College Education by helping to expand educational access, opportunity and achievement for all Virginians. We greatly appreciate their support.

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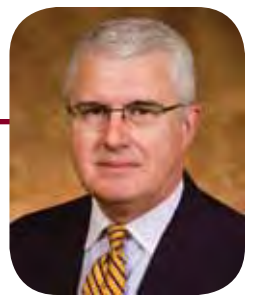
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“This has been another great year of achievement for the foundation, especially in the face of the vast economic downturn. Performance has continued to thrive because of the clear importance of the community college mission and the leadership of volunteers and staff who just wouldn’t slow down—in fact, they picked up the pace.”

— Laurens Sartoris
VFCCE Board 2008-2009



Caring instructors

After coming to Lynchburg from upstate New York, Kathleen Fort wanted to further her education. “I chose to attend Central Virginia Community College because of affordability and ease of transfer,” Fort, an older student, explained.

“But I began to see that community college offered so much more. I became part of a world of intelligent, talented and caring instructors. The professors at CVCC are truly here to teach. They have excellent credentials, demand a lot and are interested in the success of their students. I have gotten a fabulous education.”

For her CVCC academic record, Kathleen was selected a 2009 Coca-Cola Gold Scholar, sponsored by the Coca-Cola Scholars Foundation. She was recognized by *USA TODAY* as one of the top-ten community college students in the nation.

She has now become a studio art major at Randolph College in Lynchburg, while finishing her CVCC degree. She will graduate from CVCC and Randolph College simultaneously—and plans to walk in both ceremonies in May 2010.

2008-09 Enrollment

College	Unduplicated Headcount	Full-Time Equivalent
Blue Ridge	6,393	2,802
Central Virginia	7,898	2,653
Dabney S. Lancaster	1,886	779
Danville	6,525	2,503
Eastern Shore	1,332	577
Germanna	9,117	3,715
J. Sargeant Reynolds	19,571	7,428
John Tyler	12,608	4,945
Lord Fairfax	8,114	3,391
Mountain Empire	4,440	1,932
New River	7,807	3,001
Northern Virginia	67,175	29,153
Patrick Henry	4,605	2,194
Paul D. Camp	2,487	915
Piedmont	6,910	2,668
Rappahannock	4,417	1,717
Southside	8,564	3,355
Southwest	5,976	2,348
Thomas Nelson	15,512	6,017
Tidewater	40,407	18,312
Virginia Highlands	3,591	1,608
Virginia Western	12,676	4,542
Wytheville	4,433	2,018
VCCS	262,444	108,572

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Winchester

The 15-member State Board for Community Colleges is appointed by the Governor to oversee the Virginia Community College System. Dorcas Helfant-Browning, of Virginia Beach; William H. Talley, III, of Petersburg; and Idalia P. Fernandez, of Centreville, joined the board in 2009, replacing former members Constance R. Kincheloe, Megan C. Beyer and Shahnaz M. Ahmed. Gary C. Hancock of Pulaski succeeded Robert W. Shinn as chair of the State Board for 2009-10. Nathaniel Xavier Marshall of Lynchburg is vice chair.

Martin Zahn, associate professor of biology at Thomas Nelson Community College, received the Chancellor's Award for Teaching Excellence at the 2008 State Board Annual Meeting. Zahn (left) received his check from Rob Shinn (center), then chair of the State Board, and Chancellor Glenn DuBois.



Creativity and motivation pushes art student forward

You don't have to be around Lisa Berberette for long before you realize three things about her: she's motivated, she's creative, and she's tireless.

These three qualities have helped this John Tyler Community College student carve out a successful business—one that's caught the attention of people like Larry King, Oprah and Martha Stewart.

It all started when Berberette's young son begged for a pumpkin carving kit. While using these tiny tools, Berberette made a giant discovery—that she had a unique talent for carving pumpkins into intricate designs and portraits. Over the years, her pumpkin portraits have drawn rave reviews, prompting calls from television shows and magazines. "It's surreal. You never know who you are going to hear from," she said.



Berberette is working toward a transfer degree. She is also studying fine art and hopes to fit graphic art classes into her schedule, a combination she says will allow her to take her Web site and downloadable pattern books into new directions.

Berberette is thankful for all the college has to offer. "I love the faculty. They understand working adults. I still have to do the work, but they are flexible. They understand we have lives outside of school—that we're not 18 anymore. It's a gift really. I don't know what I would have done without John Tyler."

REVENUES

OPERATING REVENUES

Tuition and fees (net of scholarship allowance of \$74,098,158)	258,139,427
Federal grants and contracts	68,096,678
State and local grants	4,273,308
Nongovernmental grants	10,498,700
Sales/services of education department	463,589
Auxiliary enterprises (net of scholarship allowance of \$3,359,958)	12,577,365
Other operating revenues	11,829,450

TOTAL OPERATING REVENUES **365,878,517**

NONOPERATING REVENUES

State appropriations	408,947,385
Local appropriations	1,834,437
Grants and gifts	122,387,873
Investment income	6,417,793

NET NONOPERATING REVENUES **539,587,488**
 Capital appropriations-state **72,428,213**
 Capital appropriations-local **13,618,054**
 Capital gifts, grants and contracts **8,320,247**

TOTAL REVENUES **996,806,060**

Transfer student a model for new freshmen

Trey Powers is a model. A model for new freshmen at Mountain Empire Community College, that is.

Now that he has transferred to UVa's College at Wise, his traditional community college student experience has become a showcase for the freshman orientation program for newly enrolled students.

Powers enrolled at MECC full-time after graduating from J. I. Burton High School in Norton City in 2007. As an AIMS Higher Scholar, he attended Mountain Empire tuition-free—and he will continue to receive free

tuition as a 2009 transfer student at UVa-Wise under a special partnership between the two colleges for AIMS Higher graduates.

In addition to participating in the freshman orientation program, he also served his college and community as a MECC Diplomat, where he served as treasurer, vice president and then president.



EXPENSES

OPERATING EXPENSES

Instruction	400,883,910
Public service	35,081,918
Academic support	77,677,809
Student services	63,912,090
Institutional support	161,016,826
Operation and maintenance	79,061,832
Scholarships and fellowships	79,454,946
Auxiliary enterprises	11,752,118
Other expenses	155,627

TOTAL OPERATING EXPENSES **908,997,076**

NONOPERATING EXPENSES

Interest on capital asset related debt	2,279,066
Other nonoperating expenses	747,393

TOTAL EXPENSES **91,023,535**

Increase in VCCS Net Assets **87,808,984**

Prepared on accrual basis of accounting in accordance with GASB Statement Number 35. Includes all fund groups. Does not include the VCCS foundations.



Earth science leads to teaching

Joel Bunn likes to get his hands dirty ... literally.

After earning bachelor's and master's degrees in biology (with additional wetlands and ecology training) he worked in landscaping, as an extension agent and with the 4-H.

When he discovered how much he enjoyed working with students, he turned to the VCCS Career Switcher program at Rappahannock Community College to transform himself into an earth science teacher.

Nominated for "Teacher of the Year" during his first year at Gloucester High School, he said, "I like to feel living soil between my fingers, and I intend for my students to have that opportunity!"

EducateVa program puts professionals in the classroom

Since the pilot of the Career Switcher program of Virginia's Community Colleges in 2003, EducateVA has prepared more than 500 teachers for licensure in critical shortage teaching areas in middle and high school—and produces more ESL teachers than all state teacher education programs combined.

The fast-track alternative licensure program uses integrated, non-traditional delivery methods, including distance learning, and provides affordable and flexible opportunities along with academic rigor to enhance the pool of talented and diverse individuals seeking to transition to the teaching profession as a second career.

More than three-quarters of the program's students currently teach and more than 83 percent see themselves as teaching in five years.

Success brings "just deserts" for culinary arts student

In completing a simple class assignment, Samuel Fochtman, a Virginia Western Community College culinary arts student, got a taste of success in a national competition.

Fochtman won first place in the DOLE' *Fresh Frozen Fruit Student Recipe Contest* in the Dessert/Pastry category for his "Baked Brie with Fruit Coulis" dessert recipe.

Fochtman's brie recipe included at least two cups total of two different DOLE' Fresh Frozen Fruit products and no more than 10 readily available ingredients. Judges evaluated the recipes on creativity, flavor, ease of preparation and appetite appeal.

"It feels pretty good [to win]," said Fochtman, who was in his second year of the VWCC program.

"I did the assignment and ended up winning. I knew that I would definitely take away something from school and I did. It is very rewarding," he said.



Fochtman's first-place win earned him \$500 in cash prizes. It also earned his instructor, Sabrina Coles, \$100 in mentorship prizes.

A wonderful opportunity

Misty and Derek Hollar of Max Meadows beamed with pride at their Wytheville Community College graduation exercises in May of 2009. Both received scholarships through the Wytheville Community College Educational Foundation's Neighborhood Assistance Program Scholarship Endowment.



"My husband and I were both full-time WCC students," said Misty. "We knew that we would both need a good education to be able to provide for our growing family. We are very grateful for the scholarships we received and for the wonderful opportunity to make life better for ourselves and our children."

Misty earned her associate degree in general studies. "Since Misty and I were full-time students, it was a struggle financially," added Derek. "I was afraid I might have to drop a class or two because I couldn't afford the books, but the Neighborhood Assistance Act Scholarship paid for the books I needed and enabled me to stay in all of my classes. That scholarship meant more than you can imagine."

Derek earned his associate degree in information systems technology. He was named a 2009 Coca-Cola Silver Scholar, one of only 50 community college students in the nation to receive this honor. He was also named to the All-Virginia Academic First Team as part of the competition sponsored by *USA Today*.

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Dr. Robert Templin, president of Northern Virginia Community College, welcomed a new adjunct faculty member—Dr. Jill Biden, wife of U.S. Vice President Joe Biden.

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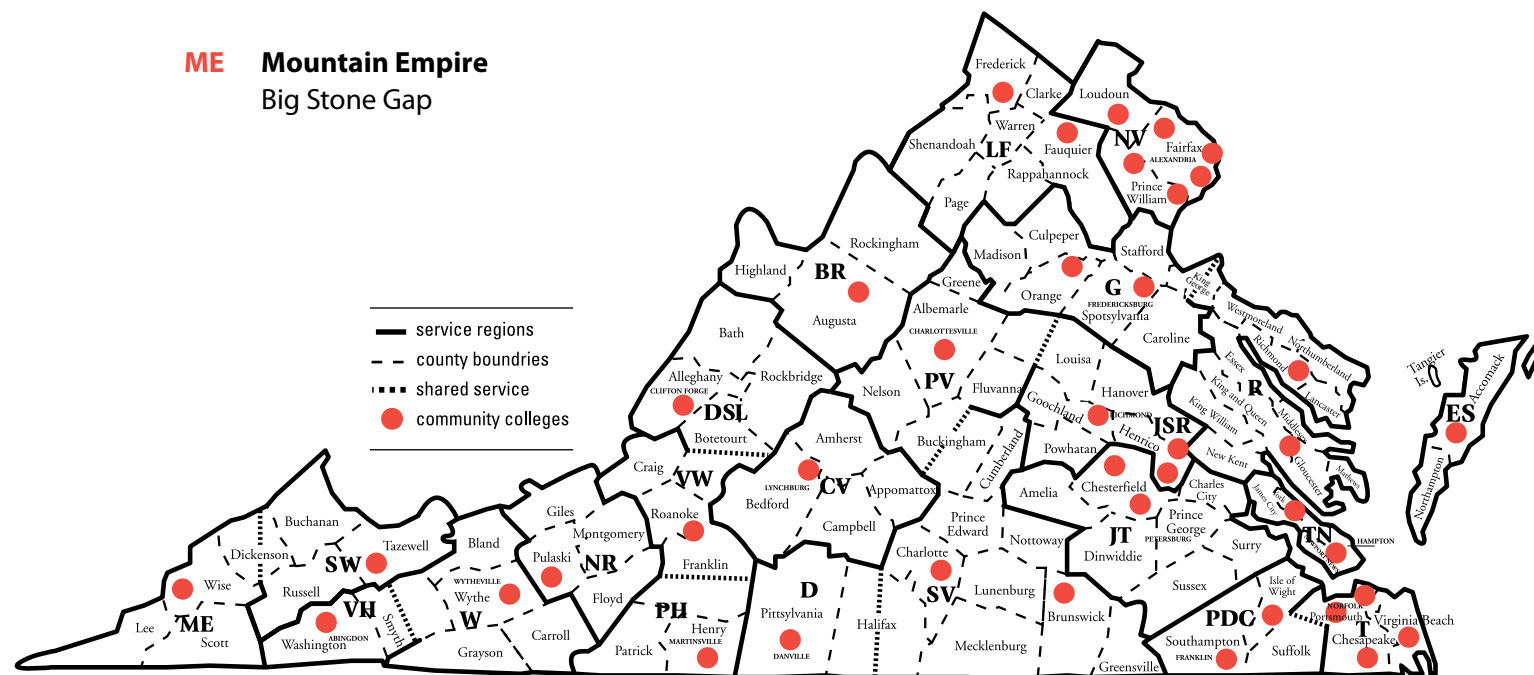
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College Campus Locations and Service Regions

- BR** **Blue Ridge**
Weyers Cave
- NR** **New River**
Dublin
- SW** **Southwest Virginia**
Richlands
- CV** **Central Virginia**
Lynchburg
- NV** **Northern Virginia**
Alexandria
Annandale
Loudoun
Manassas
Springfield
Woodbridge
- TN** **Thomas Nelson**
Hampton
Williamsburg
- DSL** **Dabney S. Lancaster**
Clifton Forge
- T** **Tidewater**
Chesapeake
Norfolk
Portsmouth
Virginia Beach
- D** **Danville**
Danville
- PH** **Patrick Henry**
Martinsville
- VH** **Virginia Highlands**
Abingdon
- ES** **Eastern Shore**
Melfa
- PDC** **Paul D. Camp**
Franklin
Suffolk
- VW** **Virginia Western**
Roanoke
- G** **Germanna**
Fredericksburg
Locust Grove
- PV** **Piedmont Virginia**
Charlottesville
- W** **Wytheville**
Wytheville
- JSR** **J. Sargeant Reynolds**
Goochland
Henrico
Richmond
- R** **Rappahannock**
Glenns
Warsaw
- JT** **John Tyler**
Chester
Midlothian
- SV** **Southside Virginia**
Alberta
Keysville
- LF** **Lord Fairfax**
Fauquier
Middletown
- ME** **Mountain Empire**
Big Stone Gap



The Office of Institutional Advancement wishes to extend its deepest appreciation to all of the college public relations offices for contributing photos, profiles and other materials to this annual report.

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