

Virginia's
Community Colleges
myfuture.vcccs.edu

Reengineering

Glenn DuBois
Chancellor

Reengineering Partnership Opportunities

VCCS Six Year Plan Priorities

- Capital outlay
- More full time faculty
- Faculty and staff salary increases
- Strengthen academic programs (STEM-HI, developmental education, online courses)
- Student services
- Serving veterans
- Financial aid

VCCS Capital Outlay Priority Needs

Reengineering

When the Rubber Meets the Road

History

2001-02

Today

2017-18

Focus Areas

- Transitional Education
- Workforce
- Improving Completion Rates
- Learning Technology
- Financial Aid Accessibility



VCCS Academic Plan

| | FY 2016 | FY 2018 |
|--|---------------|---------------|
| Instructional Faculty Salary | \$11.6 | \$20.5 |
| General Instructional Support | \$5.7 | \$5.7 |
| Student Services, Equity, & Academic Support (Financial Aid, etc.) | \$5.5 | \$8.7 |
| IT & Information Systems (Hardware, Software, etc.) | \$7.8 | \$12.4 |
| Workforce Development & Career Services | \$3.5 | \$3.5 |
| Other | \$2.9 | \$3.8 |
| Total | \$36.9 | \$54.5 |

VCCS Financial Plan

| | FY 2016 | FY 2018 |
|----------------|---------------|----------------|
| Instructional | \$36.9 | \$54.6 |
| Administrative | \$6.3 | \$21.3 |
| Capital Outlay | \$13.0 | \$8.4 |
| Technology | \$4.8 | \$8.0 |
| Operating | \$3.5 | \$6.0 |
| Total | \$68.5 | \$114.2 |

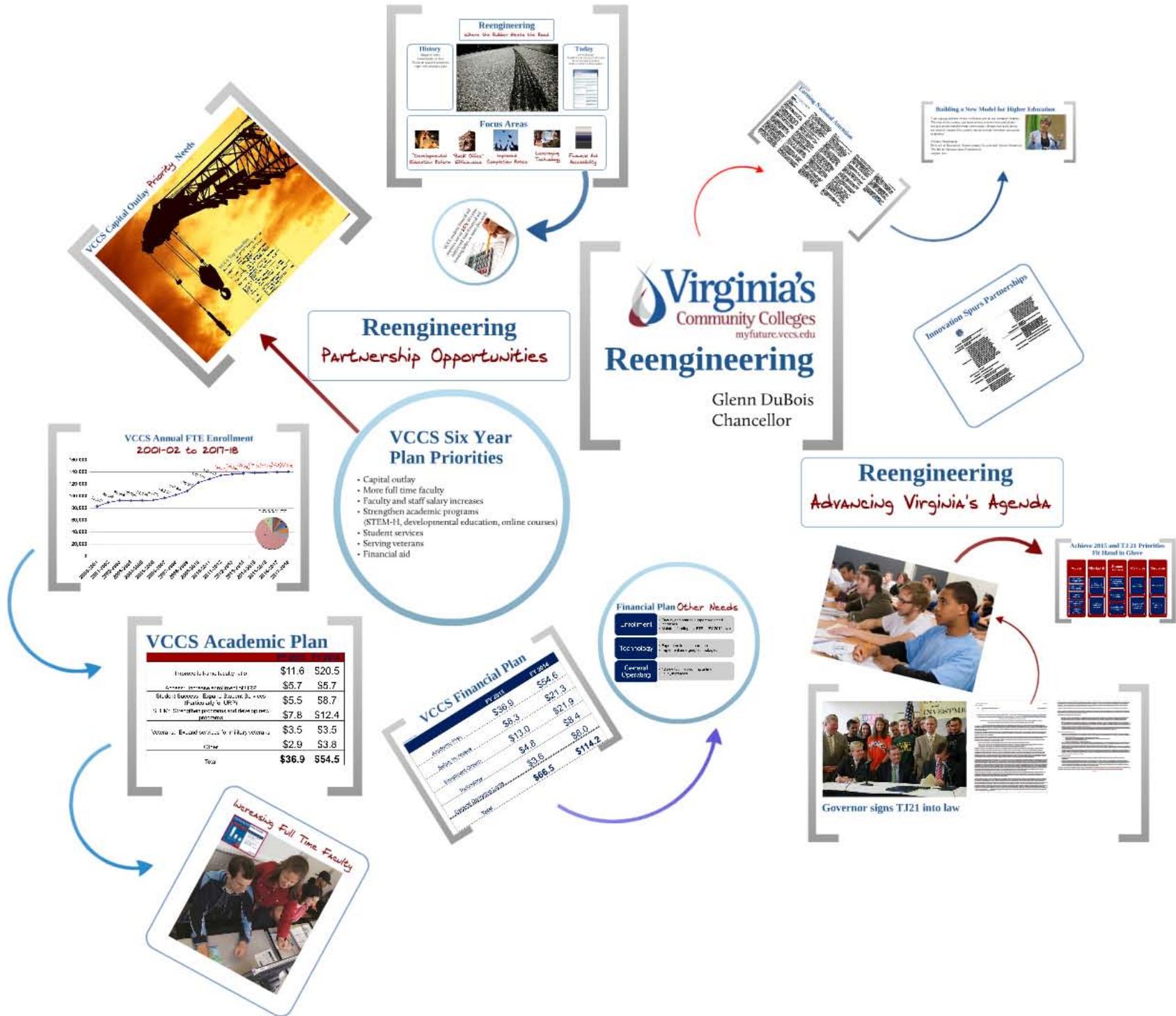
Financial Plan Other Needs

- Enrollment**
- Technology**
- General Operating**

Increasing Full Time Faculty

Reengineering Advancing Virginia's Agenda

Governor signs TJ21 into law





Reengineering

Glenn DuBois
Chancellor

Earning National Attention

THE CHRONICLE of Higher Education

Students

News | Events | Opinions | Columns | Features

July 31, 2011

By Jennifer Gonzalez

Va. Community Colleges Dive Headfirst Into Remedial-Math Redesign

Developmental education is the bane of community colleges. It costs institutions millions of dollars every year to educate students who come to their campuses unprepared for the rigors of college-level courses.

Nearly one-third of first-year college students require remedial education in reading, writing, or mathematics—and the percentages are even higher at most community colleges. The need to get those students up to speed immediately has emerged as a major obstacle to meeting President Obama's college-completion goals.

But what if a college system could drastically shorten the amount of time it took students to complete those courses and finally give them a fighting chance to progress to college-level work and even graduate?

The Virginia Community College system is poised to find out. Starting in 2012, it will adopt a new systemwide developmental-math curriculum that will allow students to focus only on those math concepts they haven't already mastered rather than taking a series of semester-long math courses.

That means students could move on to college-level courses in as little as a few months, or a year at the most. And the system is moving fast, too. While other community colleges have taken a similar approach to revamping developmental education, none have attempted to do it at the speed and scale of the Virginia system. The new curriculum will be adopted simultaneously at all of its 23 colleges, forgoing any formal pilot program—a usual requisite before an institution goes systemwide with a project.

The system's approach comes with some risk, says Robert G. Templin Jr., president of Northern Virginia Community College, but the "current methods are clearly not working." Half of all incoming students in the system need developmental education—and three-fourths of those students fail to graduate or transfer

The Virginia system is betting on that promise. Its colleges will soon replace their semester-long developmental-math courses with nine units, which can be taken as one-credit classes or Web-based lessons with variable credit hours that allow students to complete more than one unit in a self-paced computer lab and classroom.

The number of units that students are required to complete will depend on their placement-test scores and intended program of study. Students focused on the liberal arts will have to show competence in only five units, for example, mastering basic algebra concepts such as linear equations. Students who plan to pursue careers in science, technology, engineering, math, or business administration must complete all nine units.

"We've thrown out the assumption that all students need the same math curriculum," says Mr. DuBois.

Every college in the system is expected to offer developmental math in the new format starting in the spring of 2012. However, each college can choose whether it delivers the curriculum in person or via a classroom computer.

David French, an associate professor of mathematics at Tidewater Community College, is concerned about how the new format will be used there. A final decision has not been made, but he says the consensus among his colleagues is that courses should be lecture-based or perhaps lectures blended with online support.

Mr. French says lecturing allows him to slow down or speed up the material, but he worries that the new modules will be too constricting. "That is a big issue for me," he says.

Ms. Overton, an assistant professor at the Woodbridge campus, says that, anecdotally, students at Northern Virginia Community College seem to like the new structure. The college offers the units in an in-class, Web-based format that allows students to go at their own pace.

On a recent Monday, Rodney D. Wyrick, an adjunct math instructor at the college's Alexandria campus, acted more like an air-traffic controller as he managed the various needs of his students. He moved around the classroom instructing students, setting goals for them, and monitoring their work.

Although he has help from a tutor in the class, it's a lot to juggle, he says. Mr. Wyrick does like how the Web-based class allows him to peek at students' quizzes in real time and track their progress a lot faster than by sorting through homework and test papers himself.

within four years.

It is statistics like those that add "urgency to make progress on this issue," Mr. Templin says.

Following its involvement in a national project to improve remedial education, Northern Virginia began offering the new math curriculum (along with its regular remedial math courses) this spring and summer, ahead of other colleges in the system. The college plans to offer only the new format starting in the fall.

The move may provide clues to its potential and whether the system made the right decision to forge ahead with such an ambitious project.

An Assumed Change

The math redesign is part of a larger project by the system to fundamentally change how it does business. Warning of a "perfect storm," Glenn DuBois, the chancellor, began rethinking every aspect of the system's organization and operation in 2009. "I don't think it was smart for us to just hunker down and wait until the seas cleared out and then act like everything was back to normal," he says.

The state's community colleges faced considerable pressure. Enrollment had soared, while state financial support had declined precipitously. The system would be taxed further as it embarked on a strategic plan to enroll more students, especially those from underserved populations; increase the number of students who graduated or transferred; and double the number of employers provided with training and services to 10,000 annually.

Increasing tuition and fees alone would not move the system toward its goals. It was clear, Mr. Templin says, that "we would run out of fuel before we got to our destination." Instead, Mr. DuBois wanted the system to become smarter in how it invested in people, talent, and technology, as well as do a better job of taking advantage of its size and resources.

Around that time, Teresa Ryerse Overton and Beverlee K. Drucker, two math instructors at Northern Virginia Community College, came back from a conference absolutely giddy with excitement.

They had spent a day absorbing material about a new way of teaching developmental math. Students concentrated on areas where they needed help, such as understanding fractions or solving polynomial equations. Rather than essentially reteaching a high-school curriculum, the focus was on preparing students quickly for college-level courses.

"We were just blown away," says Ms. Drucker, who teaches at the Woodbridge campus. "The whole process just made sense to us."

What they learned that day eventually contributed to the system's math redesign. Mr. DuBois had asked a large group of administrators, faculty, and staff (dubbed the Re-engineering Task Force) to devise solutions to the system's many challenges. He assembled the group because the "stakes were too high," and he didn't just want to "nibble around the edges" of the problem, he says.

When that group emerged with recommendations, in late 2010, not surprisingly redesigning developmental education earned a spot at the top of the list.

Too many students were spending time and money for courses that didn't even count toward a certificate or degree. One study by the college system found that only 16.4 percent of students sent to developmental-math classes ever managed to pass a college-level math course.

Recent high-school graduates are among the most vulnerable. They become frustrated when they learn they can't immediately enroll in credit-bearing classes, and they sometimes leave college even before taking a single course.

Institutions are equally affected. A recent report by the Community College Research Center put the annual cost of remediation at \$1.9-billion to \$2.3-billion at community colleges and \$500-million more at four-year colleges.

Shortening the time students spend in remedial-education courses has become a popular way to cut down on the financial and academic costs. There is growing recognition that the traditional semester-long course sequence used by many community colleges doesn't work, says Michael Lawrence Collins, associate vice president for postsecondary state policy at Jobs for the Future, a Boston-based nonprofit that studies education and work-force issues. It's inefficient to have students take up to a year and a half in remediation when many need just pieces of what they're being taught.

Because of its newness, there isn't much research on the effectiveness of the modular approach being tried in Virginia, Mr. Collins says. "But it is certainly promising, because it attacks the question of time."

A Sixth in Priority

"It allows me to intervene even before they ask for help," he says.

Dahlia Choto, 25, who plans to transfer to George Mason University after earning her associate degree at Northern Virginia, likes how she can go at her own pace. In a traditional math class, she says, it's hard to catch up once you fall behind. Here, "it's OK to get it wrong," she says.

How students like Ms. Choto and others fare will determine the success and longevity of the redesign. And it may be a few years before the college system can gauge whether students are completing remedial courses any faster than before and if more of them are transferring to a four-year college or graduating with a degree.

There is one certainty. The Virginia Community College system is not the only one anticipating the outcome. **Equally curious are researchers and other colleges searching for successful ideas.** "There is a risk," Mr. Collins says, **but there is also power in being that bold."**

THE CHRONICLE

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July 31, 2011

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Nearly one-third of first-year college students require remedial ⁵

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"There is a risk," Mr. Collins says, "but there is also power in being that bold."

Building a New Model for Higher Education

"I am a great admirer of the work that you all are doing in Virginia. The rest of the country can learn so much more from and about - not just about transforming community colleges but really about the kind of change this country needs to make in higher education in general."

-Hillary Pennington
Director of Education, Postsecondary Success and Special Initiatives
The Bill & Melinda Gates Foundation
August, 2011



Innovation Spurs Partnerships

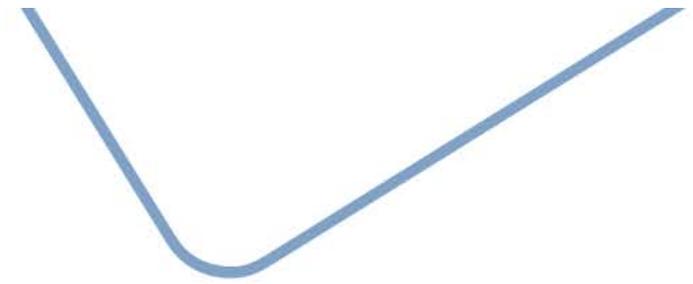


| | |
|-------------------------------------|--|
| Grant Program | Trade Adjustment Assistance Community College and Career Training Grants |
| Grantee Name | Tidewater Community College (Consortium) |
| Grantee City and State | Norfolk, Virginia |
| Consortium Members | Blue Ridge Community College, Central Virginia Community College, Dabney S. Lancaster Community College, Danville Community College, Eastern Shore Community College, Germanna Community College, J. Sargeant Reynolds Community College, John Tyler Community College, Lord Fairfax Community College, Mountain Empire Community College, Mountain Empire Community College, New River Community College, Northern Virginia Community College, Patrick Henry Community College, Paul D. Camp Community College, Piedmont Virginia Community College, Rappahannock Community College, Southside Virginia Community College, South west Virginia Community College, Thomas Nelson Community College, Virginia Highlands Community College, and Wytheville Community College |
| Grant Award Amount | \$24,107,474 |
| Project Name | Virginia RETHINKS Health Sciences Education |
| Location of Grant Activities | Commonwealth of Virginia |
| Identified Priorities | Improving Retention and Achievement Rates and/or Reducing Time to Completion |
| Project Description | Tidewater Community College is leading a statewide consortium of all 23 of Virginia's Community Colleges to implement seven strategies that will contribute to the realization of the Achieve 2015 strategic plan and the RETHINK re-engineering plan, culminating in an overall increase in the number of students graduating, transferring, or completing a workforce credential by 50%, including increasing the success of students from |

| | |
|-----------------------------------|---|
| | underserved populations by 75%. Using a new Health Sciences Career Studies Certificate (E-HLTH CSC) as the vehicle to demonstrate how the strategies will work together, colleges will implement four new enterprise-wide technology tools, complete the redesign of the developmental education curriculum, and provide enhanced retention services through a new model program to hire, train, and certify Adult Career Coaches and Experiential Learning/Job Placement Coordinators. |
| Key Industry | Health Sciences |
| Populations to be Served | TAA-Eligible Workers, Dislocated Workers, and Adult Career Changers |
| Required Employer Partners | Fauquier Health System, Winchester Medical Center, Valley Health System, Wellmont Health System, MCV Hospitals, Henrico Doctor's Hospital, Sentara Obici Hospital, Southampton Memorial Hospital, Rappahannock General Hospital, Northern Neck Insurance Co., Rappahannock Westminster-Canterbury, Mountain States Health Alliance |
| All Other Project Partners | Virginia Hospital and Healthcare Association, Virginia Workforce Council, LWIB Director's Association, Local WIBs |
| Public Contact Information | Dr. Deborah DiCroce, President, DDiCroce@tcc.edu |

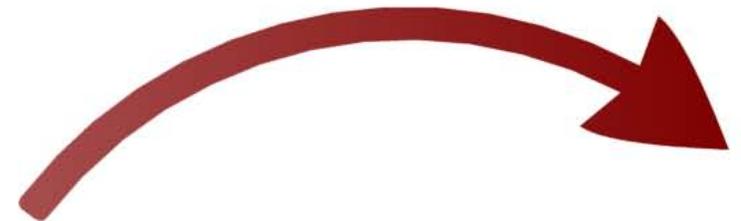
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Reengineering

Advancing Virginia's Agenda



For Immediate Release

Contact

June 16, 2011

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Jeff Caldwell
Press Secretary
(804) 786-2211

Governor McDonnell Ceremonially Signs 'Top Jobs' Higher Education Reform Legislation – Early Review of Enrollment Projections Indicate Virginia Institutions Adding 6,000 New Slots for In-State Students this Fall Because of Legislation –

McDonnell Also Announces Expansion of Center for Excellence in Education's National Lab Skills Initiative in Virginia

Governor: "In order to get a good job, you need a good education. This is a jobs bill."

RICHMOND - Flanked by students from Virginia colleges and universities, Governor Bob McDonnell today ceremonially signed the "Preparing for the Top Jobs of the 21st Century: The Virginia Higher Education Opportunity Act of 2011" during a morning bill signing at Dominion Resources in Richmond. During the bill signing, Governor McDonnell announced that as a result of this new legislation, based on an early review of enrollment projections, Virginia institutions of higher learning will be adding approximately 6,000 new slots for in-state students this fall.

The 'Top Jobs' legislation will increase access and affordability of higher education in the Commonwealth, creating a pathway towards awarding 100,000 more degrees over the next 15 years and will bring more innovation and accountability and STEM concentration to Virginia's colleges and universities.

Governor McDonnell also announced this morning the expansion of the Center for Excellence in Education's National Lab Skills Initiative (NLSI) in Virginia. The expansion of NLSI aligns with the goal of Governor McDonnell's Commission on Higher Education Reform, Innovation and Investment and the 'Top Jobs' legislation to better align higher education and business leaders in increasing degree access for jobs of the future. The NLSI initiative will:

- Provide a clearinghouse of content rich programming to urban and rural underserved teachers
- Host "Share-A-Thons" to work with Virginia teachers to share and develop lab activities that are cost effective, replicable, scalable, and may involve public/private partnerships in Abingdon, Manassas, Richmond and Norfolk
- Disseminate cost-effective lab activities developed by teachers for teachers in Virginia

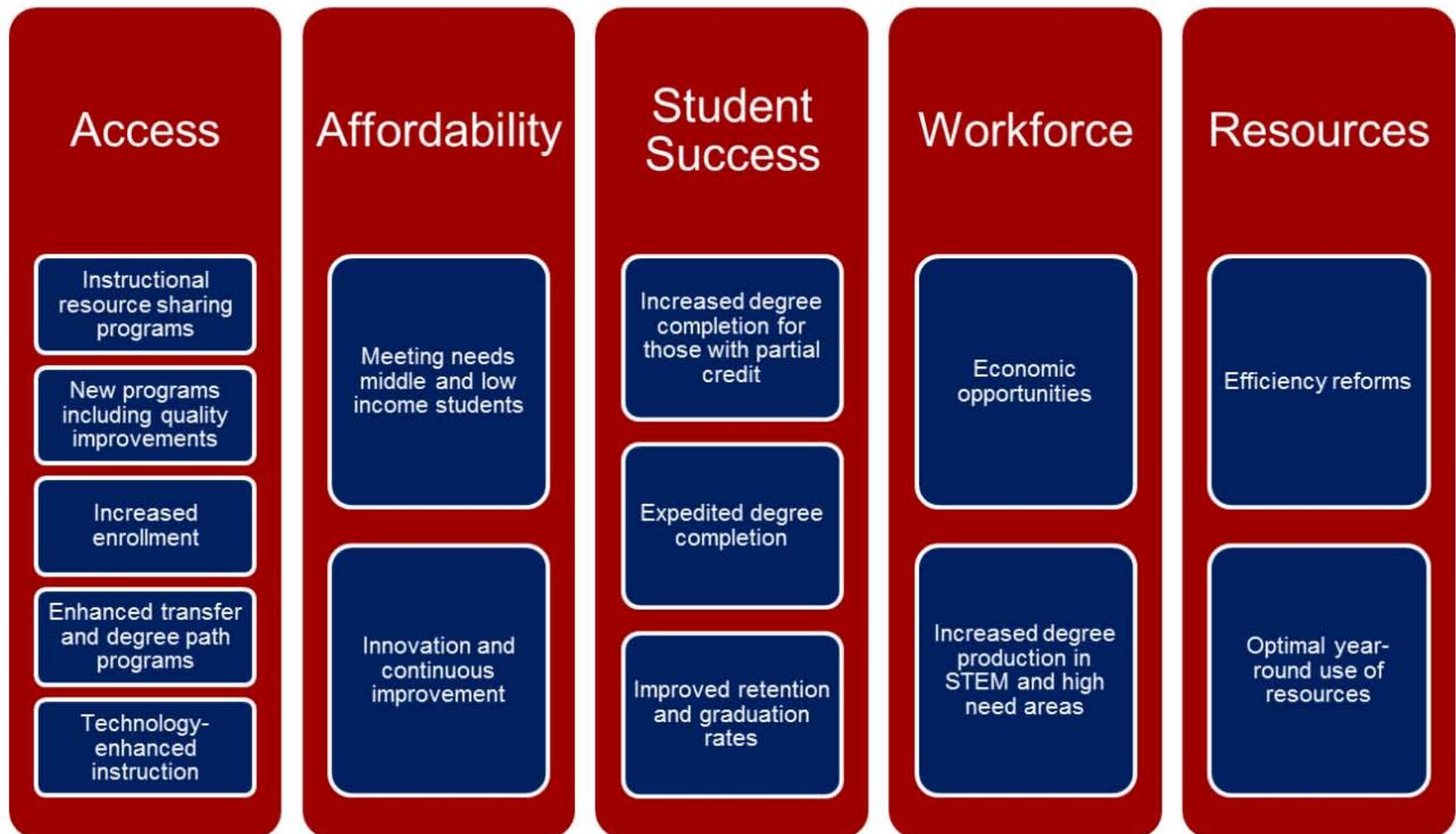
Virginia's partners on NLSI include George Mason University, ExxonMobil, Southwest Virginia Higher Education Center, Systemic Solutions at Northern Virginia Community College the Virginia Space Grant Consortium and many other scientific organizations.



4,000 of the 6,000 are enrolled in a Virginia Community College.

4,000 of the 6,000 are
enrolled in a Virginia
Community College.

Achieve 2015 and TJ 21 Priorities Fit Hand in Glove



Reengineering

Where the Rubber Meets the Road

History

Began in 2009.
Initial draft: 10 recs.
Focus on scalable solutions.
Align with strategic plan.



Today

30+ workgroups
Faculty & staff from across the state
Focus on implementation
Online real time website updates



Focus Areas



Developmental
Education Reform



"Back Office"
Efficiencies



Improved
Completion Rates



Leveraging
Technology



Financial Aid
Accessibility

History

Began in 2009.

Initial draft: 10 recs.

Focus on scalable solutions.

Align with strategic plan.



To contribute to the economic and civic vitality of the commonwealth and its international competitiveness, Virginia's Community Colleges commit to increasing access to affordable education and training for more individuals so they acquire the knowledge and skills to be successful in an ever-changing global economy.

- **Access** Increase the number of individuals who are educated and trained by Virginia's Community Colleges by 50,000 to an annual total of 423,000, with emphasis on increasing the number from underserved populations by at least 25,000 individuals.
- **Affordability** Maintain tuition and fees at less than half of the comparable cost of attending Virginia's public four-year institutions, and increase the annual number of students who receive financial assistance through grants and scholarships by 36,000.
- **Student Success** Increase the number of students graduating, transferring or completing a workforce credential by 30%, including increasing the success of students from underserved populations by 75%.
- **Workforce** Double the annual number of employers provided training and services to 10,000, with a particular focus on high-demand occupational fields.
- **Resources** Raise at least \$550 million in cumulative gifts and grants to support the mission of Virginia's Community Colleges.



Today

30+ workgroups
Faculty & staff from across the state
Focus on implementation
Online real time website updates

The screenshot displays the 'rethink:' website for Virginia Community Colleges, titled 'Reengineering Virginia's Community Colleges'. The page features a navigation bar with links for Home, The Case for Change, Resources, Progress, Chancellor's Messages, and Planning Retreat 2011. The main heading is 'Reengineering Progress Update', followed by a brief introduction and a note that 23 workgroups are tracking 10 goal areas. A 'Progress Report Key' indicates the status of various tasks: Completed (blue dot), Progressing as Expected (green dot), Progressing With Challenge (yellow dot), and No Report Yet (grey dot). The page is organized into several sections, each with a list of tasks and their progress status:

- Redesign Developmental Education**
 - 1. Implement Developmental Education Task Force Redesign Proposal (Completed)
 - 2. Implement Developmental Education Task Force Redesign Proposal (Slight)
 - 3. Implement Developmental Education Task Force Redesign Proposal (College Leadership)
- Articulate Learning Outcomes For Courses**
 - 37. Improve Learning Outcomes and Reduce Student and College Costs (No Report Yet)
- Foster A Culture of High Performance**
 - 18. Reimaging in Our Classrooms
 - 19. Reimaging in Our Shops (Faculty Initiatives)
 - 20. Innovation Through Teamwork
 - 21. Managing with Productivity in Mind
- Implement Shared Services**
 - 4. Evaluate "Back-Office" Functions of Financial Aid
 - 5. Leverage 2008 Purchasing Volume
 - 6. Pilot Shared Services Distance Learning System
 - 7. Expand Opportunities for Development of Courses (Students Program)
 - 8. Expand Opportunities for Development of Courses (Substitution Services)
- Reposition Workforce Services**
 - 22. Streamline Education System
 - 23. Streamline and Provide Streamlined Conditions
- Strengthen and Diversify Resource Base**
 - 9. Address the Implications of the Six-Year Financial Plan
 - 10. Pursue an Aggressive Strategy to Increase the Population of Students Receiving Financial Aid
 - 11. Encourage College Foundations to Prioritize Funding Efforts on the Size of Fulfilling the General Educational Needs of All Middle Income Students
 - 12. Provide Professional Development and Other Services to College Foundations
 - 13. Expand the Pursuit of External Funding Opportunities with Grants and Contracts
 - 14. Seek Increased State Support
 - 15. Pursue Opportunities to Support Public-Private Partnerships
 - 16. Leverage the Use of Private Strategic Financing Mechanisms
- Automate Student Success Solutions**
 - 24. Redesign the Delivery of Selected Services to Students and Pursue Alternative Technology Solutions
- Expand the Faculty Employment Spectrum**
 - 25. Develop and Implement New Faculty Position Options
- Conduct Credit Audit of Academic Programs**
 - 30. Review Curricula Through a Credit Audit
- Continue Reengineering Efforts**
 - 27. Continue Reengineering Efforts including a Comprehensive Communication Strategy and Establishment of Metrics
 - 28. Continue to Identify, Develop and Refine New Reengineering Targets



Achieve 2015
Six-Year Strategic Plan for Virginia Community Colleges

- **Access** - Increase the number of students who are able to access the college system.
- **Affordability** - Increase the number of students who are able to afford the college system.
- **Student Success** - Increase the number of students who are able to succeed in the college system.
- **Workforce** - Increase the number of students who are able to enter the workforce.
- **Resources** - Increase the number of students who are able to access the college system.




Focus Areas



Developmental Education Reform

"Back Office" Efficiencies

Improved Completion Rates

Leveraging Technology

Financial Aid Accessibility

ial aid
is year.
aid
ed.



VCCS student financial aid requests are up **25%** this year. Additional state financial aid funding helps us meet this need.





Reengineering

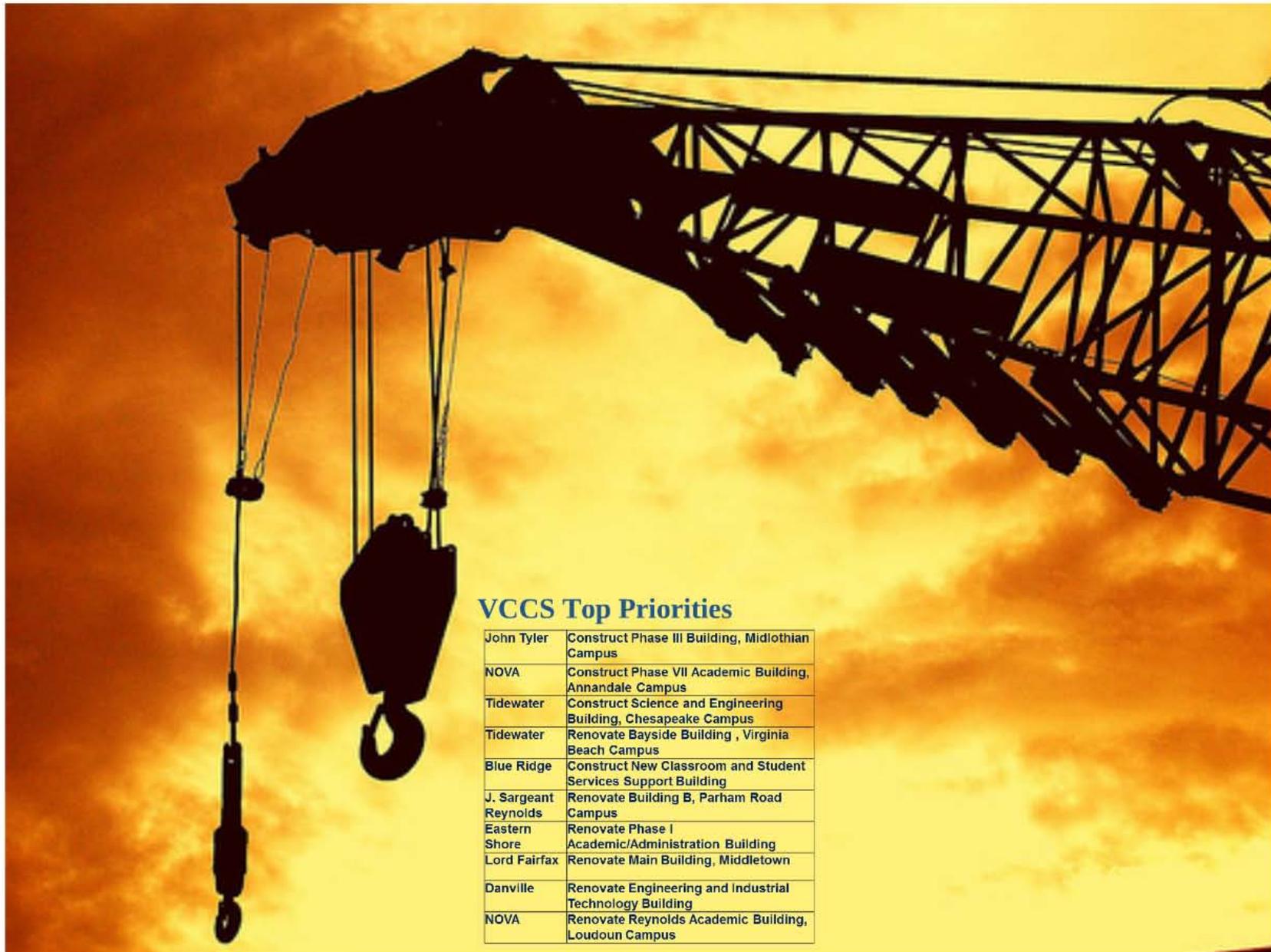
Partnership Opportunities

VCCS Six Year

VCCCS Six Year Plan Priorities

- Capital outlay
- More full time faculty
- Faculty and staff salary increases
- Strengthen academic programs
(STEM-H, developmental education, online courses)
- Student services
- Serving veterans
- Financial aid

VCCS Capital Outlay *Priority* Needs



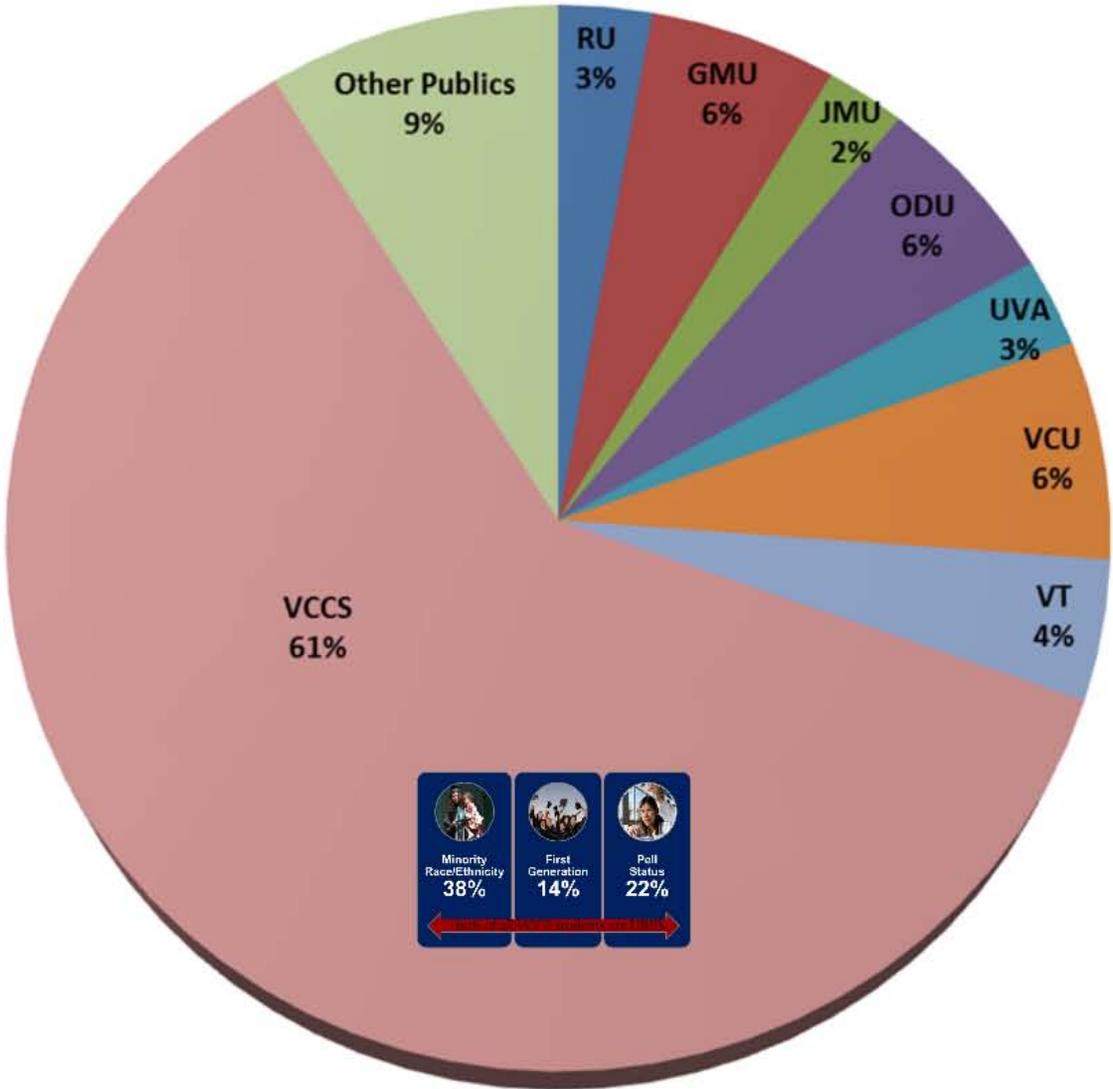
VCCS Top Priorities

| | |
|----------------------|---|
| John Tyler | Construct Phase III Building, Midlothian Campus |
| NOVA | Construct Phase VII Academic Building, Annandale Campus |
| Tidewater | Construct Science and Engineering Building, Chesapeake Campus |
| Tidewater | Renovate Bayside Building , Virginia Beach Campus |
| Blue Ridge | Construct New Classroom and Student Services Support Building |
| J. Sargeant Reynolds | Renovate Building B, Parham Road Campus |
| Eastern Shore | Renovate Phase I Academic/Administration Building |
| Lord Fairfax | Renovate Main Building, Middletown |
| Danville | Renovate Engineering and Industrial Technology Building |
| NOVA | Renovate Reynolds Academic Building, Loudoun Campus |

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|-----------------------------|--|
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Percent of Virginia Public Higher Education Underrepresented Students, Fall 2010



Source: SCHEV 2010 IPS Measures, A21



**Minority
Race/Ethnicity
38%**



**First
Generation
14%**



**Pell
Status
22%**

60% of all VCCCS students are URPS.

VCCS Academic Plan

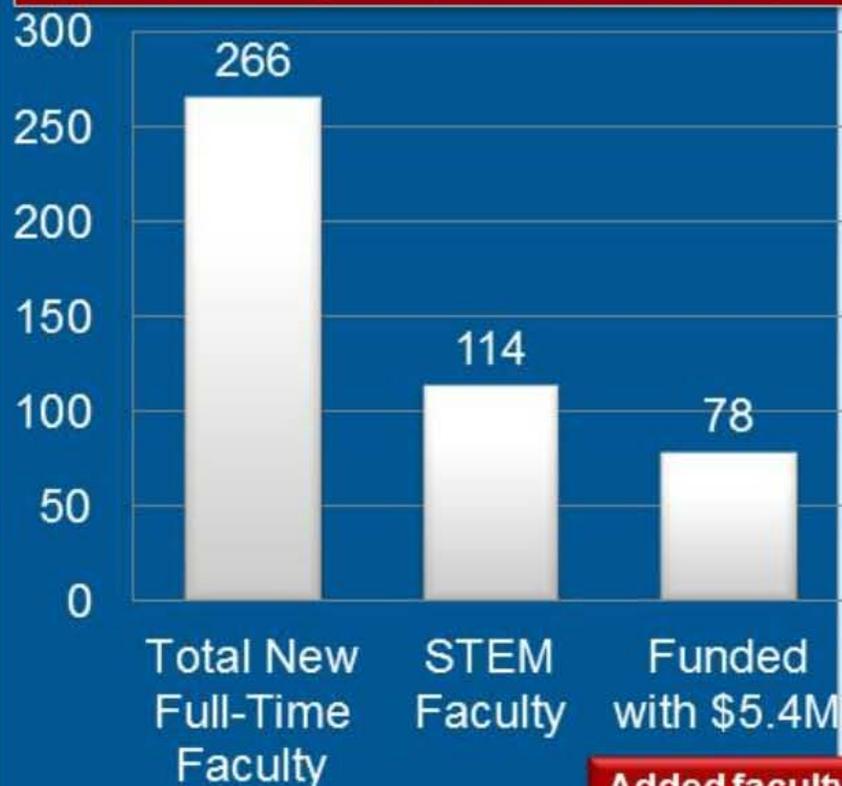
| | FY 2013 | FY 2014 |
|--|---------------|---------------|
| Improve full-time faculty ratio | \$11.6 | \$20.5 |
| Access: Increase enrollment of URP | \$5.7 | \$5.7 |
| Student Success: Expand Student Services (Particularly for URP) | \$5.5 | \$8.7 |
| STEM: Strengthen programs and develop new programs | \$7.8 | \$12.4 |
| Veterans: Expand services for military veterans | \$3.5 | \$3.5 |
| Other | \$2.9 | \$3.8 |
| Total | \$36.9 | \$54.5 |

Increasing Full Time Faculty



Increasing Full-Time Faculty

Use of FY 2012 Funding for Increasing Full-Time Faculty



Added faculty funded with new \$5.4M

Six Year Plan Goal

FY 2013 - Improve ratio to **47%**
(\$11.6 million - full cost)

FY 2014 - Improve ratio to **50%**
(\$20.5 million - full cost)



VCCS Financial Plan

Financial Assumptions

Efficiencies will be achieved from reorganization activities.

More strategies supported with the reorganized fund.

Total funding to implement all strategies would be \$90 million in FY 2013 and \$114 million in FY 2014.

Tuition increases cannot fully support all the initiatives.

| | FY 2013 | FY 2014 |
|-------------------------|---------------|----------------|
| Academic Plan | \$36.9 | \$54.6 |
| Salary Increases | \$8.3 | \$21.3 |
| Enrollment Growth | \$13.0 | \$21.9 |
| Technology | \$4.8 | \$8.4 |
| General Operating Costs | \$3.6 | \$8.0 |
| Total | \$66.5 | \$114.2 |

Financial Assumptions

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Financial Plan *Other Needs*

Enrollment

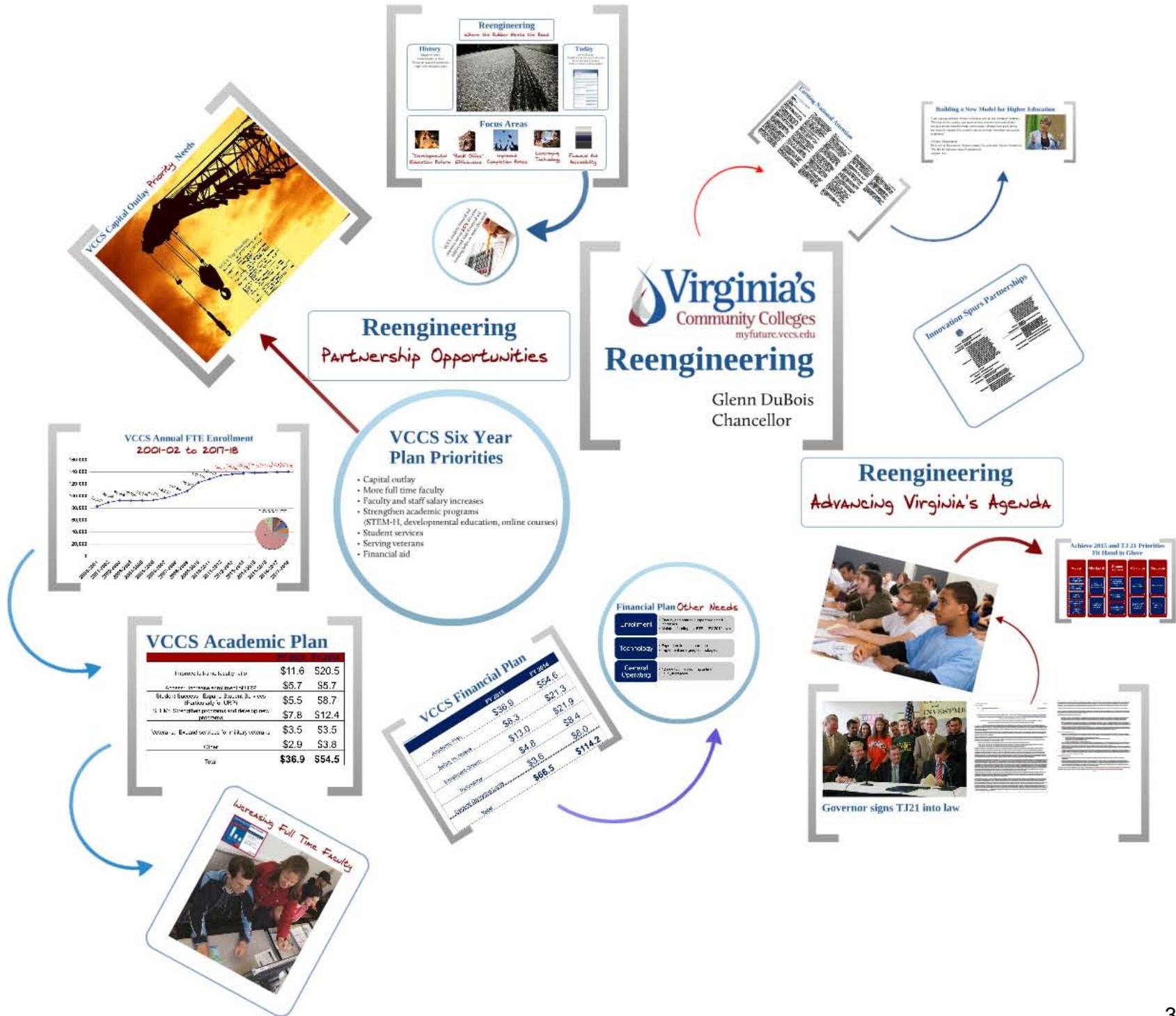
- Faculty and staff to support projected increases
- Maintain funding per FTE at FY 2012 level

Technology

- Expand online collaboration
- Implement emerging technologies

General Operating

- 12 new facilities coming online
- Utility increases



Reengineering Partnership Opportunities

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- #### Financial Plan Other Needs
- Enrollment** - Increase enrollment and retention rates
 - Technology** - Invest in technology infrastructure
 - General Operating** - Support basic operations and maintenance

Reengineering Advancing Virginia's Agenda

Active 2015 and T.J.21 Priorities: The Hand in Glove