PIEDMONT VIRGINIA COMMUNITY COLLEGE BOARD

Board Meeting No. 219

July 7, 2009

Meeting number two hundred nineteen of the Piedmont Virginia Community College Board was held Tuesday, July 7, 2009, in the W. A. Pace Jr. Board Room.

Present

Laila Bare
Stanley Cook
Mary Loose DeViney
Leonard Gardner
Debbi Goodman

Walter Levering
Suzanne Morse
Paul Newland
Ava Pippin
Donna Plasket

Absent

Vera Cooke-Merritt
Deborah Harvey
Peter Kleeman

Others

Frank Friedman, President
Tara Atkins-Brady, Director of Institutional Research, Planning & Institutional Effectiveness
Pat Buck, Assistant to the President & Special Projects Coordinator
Kathy Hudson, Interim Vice President of Instruction & Student Services
William Jackawayt, Vice President of Finance & Administrative Services
Valerie Palamountain, Dean of Workforce Services
Anita Showers, Coordinator of Marketing & Media Relations
Brian Wisniewski, Chief Information Office

Welcome and Call to Order

Mr. Levering welcomed those present and called the meeting to order at 3:07 p.m.

Mr. Levering asked that the board members review last year’s goals prior to the upcoming September board meeting. The goals and accomplishments for each were briefly reviewed. Relating to these goals, it was noted that:

a) The college came through with flying colors in the off site review by the reaffirmation committee, with only three standards needing additional information. The on site committee visit in October specifically follows up on those three to ensure compliance. The other focus is the evaluation of the Quality Enhancement Plan (QEP).

b) This fall we may want to connect with the legislators prior to the start of the session. In election years, we have scheduled an information session for both candidates and incumbents.
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c) Dr. Morse and others met with Dr. Friedman regarding a possible outreach program with public housing residents.
d) Mr. Gardner inquired about the cost of offering online classes vs. on campus to which Dr. Friedman replied that the costs are higher for online. The outlying localities do not have major groups of target audiences like in the urban ring in Charlottesville and Albemarle. At least 12 students are needed to break even.

Mr. Levering suggested paring down the goals to 6-7 in a couple of categories such as policy, stewardship, execution, strategy, leadership, or public relations.

**Walking Tour of Visitor Center Building**

Dr. Palamountain conducted a walking tour of the visitor center which will be converted to house Workforce Development Center.

**Discussion Item: PVCC Workforce Programs: Today and Tomorrow**

Dr. Palamountain provided a brief overview of the non-credit offerings, noting that the division is working on a branding image and has introduced a shopping cart feature for online registration. There has been an 8.3% increase in classes and contract training in the past year, with 759 classes offered serving over 6,000 students. The total revenue is $741,668, a 16.3% increase over last year; grants totaling $723,044 have been received, a 139.5% increase over last year. Non-credit courses do not receive state support so the division must be a profit center, operating on an entrepreneurial basis like a small business. Salaries are paid from state allocations for half of the employees, with grants paying salaries for the other 6. The division must operate at 35% over cost to make a profit but is operating at about 45%. Dr. Friedman noted that the new building and its maintenance is part of our general budget and that operating costs for the science building and the new workforce center will be approximately $400,000, with about two-thirds of that for the workforce center. The Educational Foundation is raising $100,000 to match the Perry Foundation grant for the building expenses.

The division offers training in the health care field for nursing assistants, home care aids, and CPR/AED certification. There were 104 nursing assistant students, 44 home care aide students, and 1,500 CPR/AED certifications. Nelson County has formed a consortium of health care facilities and plans are to offer on-site classes at these facilities and elsewhere in the county. Job placement in these fields is very good and the tuition is often paid by federal funds.

In the construction arena, the division has received a Dept. of Labor Green Building Grant in the amount of $95,305. Trade programs in carpentry, electrical, masonry, HVAC, and landscaping were launched with the original construction academy grant. The program has been quite successful with 339 students enrolled in 2008-09.

The viticulture and enology program has 458 students; a new custom crush year-long class was launched. For $1,200 students participated in the entire winemaking process and kept cases of wine they made.
PVCC ranks number two in Virginia and is in the top 25 nationally for the number of students enrolled in Ed2Go online courses. Over 680 students enrolled in 290 online courses, with a total offering of over 1,000 courses.

Contract training has been a challenge this year. A 17.8% decrease in revenue is attributable to the economy, though the number of contracts and the number of students has increased 22.2% and 35.9% respectively. There was an increase in open enrollment vs. a decrease in contract training.

Client evaluations reflect a 100% response from clients who were satisfied or very satisfied with the training; 100% of the clients felt that the training met their objectives; 100% would use the services again.

The future will bring new green jobs training, more health care programs, more cohort classes, more partnerships with agencies, more e-marketing, and more classrooms.

Dr. Palamountain provided logo jump drives to the board.

Dr. Hudson provided a summary of Workforce Service credit offerings including program graduates, job placement, and new programming, all designed to get students into the workforce. Graduation rates have increased and job placement is available to graduates. Started about a year ago, job placement efforts have placed about 90% in jobs within 6 months, with over 80% of 155 graduates obtaining jobs in their field of study. Faculty connections and clinical connections help get students jobs in their fields. The job placement efforts will be expanded to non-credit health care programs and possibly viticulture.

New programming includes a Career Studies Certificate in construction, a certificate LPN program which will enroll 20 students in January 2010, an AAS degree in Radiography Technology (one of the first new programs to be housed in the new science building), and an AAS in Sonography. They will be exploring a dental hygiene program, a very expensive program to operate, partnering with another community college.

The college’s business division will become an official testing site for Microsoft Office exams.

The college served as the operator for the One Step Center on Hydraulic Road which provided services, through WIA funding, to help the unemployed. As of June 30, the college ceased serving as the operator and now will serve as a trainer at the center.

**Discussion Item: Enrollment Trends**

Dr. Atkins-Brady provided a report on enrollment trends. She noted that significant trends are those that indicate a change in who we serve and have implications for how we serve. Enrollment trend data is considered in two main areas, student demographics and program enrollment.

Five-year trends in student demographics included a significant increase in credit enrollment and non-credit—the number of fall semester students enrolled for credit increased 11.8% (500 students over the five years). The number of students enrolled in non-credit classes, not including contract training, more than doubled. In general the population is younger, in part due to dual enrollment but also due to
guaranteed admission agreements. The credit student population is slightly more diverse by 4%. The number of credit students from Albemarle, Greene, Louisa and out-of-district increased; while the number of credit students from Charlottesville decreased 27%.

The 5-year trends in program enrollment include: enrollments in credit distance learning by 63% with the number of students increasing by 52%—nearly 2,100 students in 2008-09. The number of credit students taking all their courses by distance learning during the academic year increased 132% to nearly 650 students. The number of high school students now account for 22% of credit student enrollment, up from 15% in 2004. The overall enrollment in transfer degree programs increased 20%; enrollment in specializations in Music and Art increased by 73% and 28% respectively; the number of students enrolled in General Studies for Nursing increased 40%; and the enrollment in the Criminal Justice CSC increased 121%.

The percentage of male and female, new, full- and part-time, and developmental students has not changed significantly over the past five years.

The large decrease in Charlottesville enrollment has been studied for several years, utilizing a college task force, demographers, and analyzing additional data. The decrease is not due to the traditional aged high school or college student—the decline has been seen more in the 35-45 age bracket. The demographer said the population in Charlottesville is changing and it's possible that the population no longer lives in the city having moved to outlying counties as the cost of living increased, and also that the population replacing those moving out are more young professionals, perhaps taking more of what UVA offers. It is possible they are now taking more personal interest courses at PVCC but that data is difficult to discern. The college has struggled with this issue for several years and wants to figure out what's going on to better serve city residents. Approximately 25% of the residents are below poverty level and are often the last to realize the importance of education; it's possible marketing is not reaching that group. The overall city population is dropping but not as much as the decrease in enrollment. It is the college's job to get the message out about access and affordability.

It was noted that UVA's marching band recruits for PVCC students and the partnership would make for a great public relations story.

**Discussion Item: New VCCS Policy on Tuition**

Dr. Friedman encouraged discussion and ideas relating to this topic as it reflects a major shift in the authority and responsibility of the college board. Throughout the VCCS history, the tuition rate for all colleges has been set by the State Board for Community Colleges with a uniform rate across the system. A few years ago the concept was questioned, arising out of the economic differences in Northern Virginia and Southwest Virginia—should these students in the two disparate economic regions be charged the same rate and does it help achieve the VCCS mission or not? Chancellor DuBois was open to discussion and the SBCC allowed a pilot for NVCC for the tuition differential. This past May the SBCC expanded the eligibility for a tuition differential for all 23 colleges. JSRCC made their request and it was approved at the May meeting. Their differential is $1.10/credit higher, increasing by that amount each subsequent
year for 5 years. NVCC’s differential is $3 now. In May the SBCC said colleges must apply and it makes the final decision, but the application must involve college board support. The application includes providing information such as how the money will be spent. Another caveat is that about 20% of the excess revenue from the differential goes back to the VCCS for distribution to struggling colleges. NVCC has a cost-of-living exception to the faculty/staff salary scale which the state pays for and is built into funding. This new initiative presents an opportunity for the college to apply for the tuition differential.

Questions and discussion followed:

- Can the differential be targeted by income threshold? No, but you can earmark part of the increase for financial aid and designate a qualifying income level; the SBCC will welcome that approach.
- Will it effect dual enrollment students? No. Approximately 90% don’t pay for dual enrollment at all since the school system pays us tuition which we then remit back for faculty and facilities. The exception is when we have to supply a faculty member.
- Is it correct that about one quarter of students complete FASFA? It’s actually higher, about 30%. Only credit students can apply for aid.
- It’s not actually incurring hardship on all students or on those receiving financial aid. That point needs to be marketed.
- Is this a welfare program? That cannot be supported; we are in the business of education.
- A $1 differential would generate $80,000, leaving about $65,000 for college use; $10-15,000 could be set aside for financial aid -- what do we do with the rest? The following are things that we can’t do with a 5% cut ($400,000): equipment funding; facilities maintenance; faculty development; network manager position; and other personnel costs such as separating out the duties of the VP ISS and student services, 2 faculty positions, and improving student advising.
- If the college board approves the differential and a specific amount, does the board also tell the college how to use the differential? Dr. Friedman is asking for guidance and suggestions prior to developing a specific proposal for board approval. The board would approve a general concept, i.e., hire additional faculty each year. This is a huge shift with the SBCC giving authority to the local boards. The local board already sets/approves fees and spending plans. The board needs to be fully aware of the change in fiduciary responsibility.
- The SBCC provides an opportunity for the colleges to say what they need to properly serve the community. If the answer is a tuition increase, it is the board’s responsibility and an opportunity to help make that happen.
- The tuition gap has been steadily growing between 4 and 2 year institutions. Access is why the community colleges exist and spend time focusing on affordability issues and at the same time colleges need to deliver quality and services. Enrollment increases with budget decreases make it harder to do so. It seems that the answer to the question of whether small tuition increases drives people away is no.
- This is a way to fill in the shortfalls for continuing cuts and addressing the needs of the college such as counseling and retention.
• What is the timeframe? It is not immediate, and the board can’t take a vote today, but the board can give the signal to begin to plan. Dr. Friedman will prepare a proposal with funding level options, purpose, and aid distribution.

• What is the feeling of the General Assembly? That is not known at this time. There will be lots of discussion at the Presidents’ meetings as we get closer to the General Assembly session. The Chancellor would not lead an initiative that would create big problems with the legislators.

• Some colleges have different fees and some are quite large and used for student centers, such as TCC and BRCC. Dr. Jackameit opined that these monies being used to build student centers are only from fees. The tuition differential proposals serve to further relieve the responsibility of the legislators to support colleges.

The board adjourned to dinner and continuing conversation.

Optional Walking Tour of Kluge-Moses Science Building

Those interested participated in a walking tour of the construction site for the new building.

Next College Board Meeting

The next meeting of the college board is Wednesday, September 2, 4 p.m., in the W. A. Pace Board Room.

Respectfully submitted,

Frank Friedman
President and Secretary to the Board

APPROVAL

Walter Levering
Chair