COLLEGE BOARD MEETING & CONVERSATION WITH BUCKINGHAM COUNTY

***

Wednesday, March 5, 2014

3 p.m. College Board
W. A. Pace Jr. Board Room

4:30 p.m. Joint Meeting
North Mall Meeting Room
PIEDMONT VIRGINIA COMMUNITY COLLEGE BOARD

Agenda

March 5, 2014
3 p.m.

Laila Bare
Presiding

3:00 p.m. College Board Meeting
PVCC W. A. Face Jr. Board Room

1. Welcome and Call to Order

2. Approval of January 9, 2014 minutes (*attachment #1, for action*)

3. Public Comment

4. President’s Report
   A. Budget/VCCS/PVCC Updates
   B. College Updates (*Dr. Donnelly, Dr. Ross, Dr. Hamm; Mr. Parker, Mr. Ruggeri*)

5. Committee Reports
   A. Curriculum Committee
      1. Approval of Entrepreneurship Career Studies Certificate (*attachment #2, for action*)
   B. Community Relations Committee
      1. College Board Service Award (*for action*)

6. Approval of College Emergency Operations Plan (*attachment #3, for action*)

7. Chair’s Report
   A. Academic and Leadership Awards Convocation, April 17, 4 p.m.
   B. Next College Board Meeting, May 7, 2014, 4 p.m.
   C. Commencement 6 p.m. and Nursing Pinning Ceremony 1 p.m., Thursday, May 14, 2014, JPJ Arena

8. Other

9. Information Items (*attachment #4*)
   A. College Board Calendar/Membership List/Terms of Office
   B. January-February Media Highlights

4:30 p.m. Joint Meeting & Dialogue with Buckingham County Leaders (*attachment #5*)
PVCC North Mall Meeting Room

6:00 p.m. Dinner and Campus Tour

7:30 p.m. The Richmond Ballet, V. Earl Dickinson Theater
PIEDMONT VIRGINIA COMMUNITY COLLEGE BOARD

Board Meeting No. 245

January 8, 2014

Meeting number two hundred forty-five of the Piedmont Virginia Community College Board was held Wednesday, January 8, 2014, in the W. A. Face Jr. Board Room.

Present

Laila Bare
Vera Cooke-Merritt
Stephen Davis
Bruce Dotson
Alvin Edwards
Leonard Gardner
Sean McCord
Robert Hodous
Sean Moynihan

Absent

Debby Goodman
Peter Kleeman
Ava Pippin

Others

Frank Friedman, President
Pat Buck, Assistant to the President & Special Projects Coordinator
John Donnelly, Vice President for Instruction & Student Services
Bruce Glassco, Faculty Senate
Jolene Hamm, Director of Institutional Research, Planning & Institutional Effectiveness
Connie Jorgensen, College Senate
David Lerman, Student Success Advisor
Steve Parker, Vice President for Finance & Administrative Services
Todd Parks, Coordinator of Academic Support Services
Jeannie Perutelli, Professional Association of Support Staff
Nathaniel Ricca, Student Government Association
James Ross, Vice President for Institutional Advancement & Development
Tom Ruggeri, Interim Chief Information Officer
Anita Showers, Manager of Marketing & Media Relations
Kris Swanson, Chancellor’s Faculty Advisory Council
Media

Welcome and Call to Order

Dr. Bare welcomed those present and called the meeting to order at 4 p.m.

Approval of Minutes

The proceedings of the November 6, 2013, meeting were approved.
Public Comment

None

President’s Report

Budget/VCCS/PVCC Updates.

Today’s date marks the opening of the General Assembly session. Dr. Friedman met with a number of our legislators prior to the holiday and tomorrow he will lead a group of students on the first of two legislative advocacy visits. They will meet with all 11 of our legislators and will be introduced by Delegate Toscano in the opening House session. A second visit is scheduled for February 10.

Dr. Friedman provided a brief review of the Governor’s 2014-16 budget recommendations as it relates to the VCCS. 1) salary: recommending bonuses vs. salary increases for faculty and staff; only one salary increase has occurred in the last six years; 2) two-year transfer grant: does not convert the current two-year grant program into a partnership program between community colleges and four-year institutions that would hold constant mandatory tuition and fees at the community college rate for the third and fourth years; included is a $1,000 need-based grant instead; 3) $150 million new money for higher education based on a distribution formula; the proposed share for community colleges was only 20%. Dr. Friedman will be meeting with Delegate Landes and others requesting support of our proposal for capital funding for the student success center at a split funding rate of 75/25 (75% state/25% raised through Educational Foundation). Delegate Landes views the fund sharing as positive but funding is extremely competitive—the Governor put no capital outlay funding in his budget proposal. Our project is number 16 on the VCCS list of 25 projects and the Chancellor supports the top 25.

Dr. Friedman is serving on two VCCS task forces addressing major items—development of a new strategic plan and a distribution funding model—which will make recommendations to the Chancellor.

Dr. Friedman will serve as chair of the Charlottesville Regional Chamber of Commerce Board for one year. The relationship with the chamber is an important one for the College, opening doors to work with the business community. The Chamber made a $50,000 donation to the College for a scholarship for someone who works at a chamber member organization.

Dr. Friedman received an invitation to the Governor’s inauguration and inaugural ball and will be attending both events.

College Updates

Dr. Donnelly

- Spring convocation week includes an all-college meeting, new adjunct faculty orientation, a faculty meeting and professional development sessions; classes commence next week.
- Enrollment trends are good at both the Greene County and Jefferson School sites, as well as with the shared online course with NVCC which has experienced a doubling of its enrollment to 180 students.
There are three full-time faculty searches in progress for filling graphic arts, psychology and nursing vacancies for fall 2014.

Grants have been received to 1) fund tuition and books for 15 GED graduates from the Emerging Scholars Grant Program funded by Wells Fargo and 2) provide subsidies for child care expenses for 6 students funded by a CCampus grant.

A Rotary Club exchange student from Buenos Aires arrives tomorrow for a six week visit for classes and community involvement and a faculty representative will be on campus next month.

At the AACC national conference this April, student services staff will make two presentations on placement testing and the SDV course.

**Dr. Hamm**

- Early enrollment reports show FTE up by 4.85 percent and so far PVCC is the only college in the system with an increase.
- Several surveys are underway including the faculty/staff satisfaction and the follow-up graduate surveys.
- Several research projects are underway including a study of degree attainment by student course load, assessment of the developmental education redesign and a subsequent transfer student success study.
- The Gainful Employment websites are in the process of being updated and recoded to conform to the US Department of Education mandate.
- The planning and budgeting committee will commence its work on the development of the 2014 strategic plan. It will incorporate feedback from the Board, faculty and staff, the community and students. A forum process will be implemented to collect qualitative insights from students, staff and faculty.

**Dr. Ross**

- Students involved in the Student Government Association participated in a fundraising phone-a-thon, soliciting $2,000 for the annual campaign. It's been a strong campaign and included a first-time mailing to alumni; 40 gifts of $1,000 or more have been recorded. Among other initiatives, the annual campaign provides funding for the faculty/staff grants. This grant period offered $30,000; 16 applicants have applied for the funds which enable initiatives for better service in the classroom and for student services.
- Anita Showers has received two awards for outstanding communications, which ultimately raises the level of awareness and reputation for the College.

**Mr. Ruggeri**

- During a recent loss of internet connectivity, students were still able to register.
- As Acting CIO, he will continue projects started by Mr. Samanta including purchasing of equipment to increase speed and capacity of the wireless network and the purchase of a new firewall.

Dr. Friedman thanked Mr. Ruggeri for his willingness to step in, noting this is his third time as acting CIO.

**Mr. Parker**

- The search committee for the campus police chief will have its initial meeting this week. Over 50 applications have been received.
Over the next few weeks a new smoking shelter will be constructed and placed in a new smoking location to replace the one at the West entrance. The decision for the move was based on input from SGA, PASS and the Faculty and College Senates.

The deadline for filing the online conflict of interest forms is January 15. Human Resources is available for assistance.

Program Highlight: SAILS (Student Assistance & Intervention for Learning Success)

Mr. Lerman and Mr. Parks provided a summary of the new VCCS initiative that is an early warning and student tracking system. It aids in tying together multiple existing retention efforts while adding new capabilities. Instructors can document attendance, have improved access to information about students’ previous academic work and plans, and share information with a student’s other current instructors. It affords students the opportunity to reach out for services on and off campus and make appointments. SAILS has two components, Early Alert and CONNECT. Through Early Alert, instructors “raise flags” on issues such as attendance, low quiz scores, missing homework and general concerns; they also send “kudos” for improved performance and excellent work. Students receive notifying email for both the flags and kudos. Instructors can refer students for tutoring, academic coaching, and the writing and/or math center, etc. The flag is cleared by an employee and the faculty is notified after the student follows the referral. With CONNECT features, students can make appointments with instructors or other college resources online, learn more about those services, quickly notify all their instructors and more. In all these cases, there is a record of actions recommended and/or taken that will last for three semesters. The system is poised for the second phase of implementation this semester and training sessions are offered to all faculty. The system will eventually be available for all courses.

Chair’s Report

Legislative Visits. The 2014 visits are scheduled for Thursday, January 9 and Monday, February 10. Ten students are signed up for the January visit and will be accompanied by Drs. Friedman, Bare and Ross, Mr. Parker and Ms. Buck. The second visit is February 10 and Board members are invited to attend.

VCCS Legislative Reception. Board members are invited to the reception scheduled for February 12 at the Jefferson Hotel in Richmond at 5:30 p.m. Carpooling from the College will be available.

Next College Board Meeting. The next meeting of the College Board is scheduled for 4 p.m. on Wednesday, March 5 in Buckingham County. The Board will conduct business first, followed by the joint meeting and dinner with Buckingham leaders to discuss how to better serve the needs of Buckingham County.

Other

Dr. Bare invited dialogue about better ways Board members can serve, support and stay connected after completing service. Mr. Parks welcomes volunteers to help students with tutoring/coaching. After seeing a call for volunteers to judge an essay contest, Mr. Dotson participated in the judging. The discussion will continue at future meetings.

Mr. Moynihan inquired about posting job opportunities; Dr. Friedman indicated that all Board members could direct job information to him and he would direct them to the appropriate office in Career Services. Perhaps Andre Luck in Career Services could make a presentation at a future meeting.
Information Items

The following items were provided for information: Board Membership, Terms of Membership, College Board Calendar and November-December Media Highlights.

Respectfully submitted,

[Signature]

Frank Friedman
President and Secretary to the Board

APPROVAL

Laila B. Bare
Chair
PROPOSAL FOR CURRICULUM AND INSTRUCTION COMMITTEE

TOPIC OF PROPOSAL: Policy/Practice / Course / Curriculum/Program X / Other / (Specify)
Proposal Will: Discontinue the CSC in Biotechnology
Reason for Proposal: Continue low/no enrollment in program
Program(s) Affected (if applicable): None
Course(s) Affected (if applicable): None (see attached memo)

<table>
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<tr>
<th>Dept. No.</th>
<th>Hrs.</th>
<th>Course Name</th>
<th>Nature of Action</th>
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Submitted (signed) [Signature] Date 11/18/2013

COMMITTEE RECOMMENDATION OR OTHER ACTION:
Recommend Approval as Submitted / Approval as Revised / Disapproval
Action Table (see minutes) / Refer (see minutes) /
Signed [Signature] Date 11/18/2013
Committee Chair

Recommendation / Final Action /
Approval / Disapproval (provide rationale if applicable) /
Signed Date 11/18/2013
VP of Instruction and Student Services

Final Action (as necessary):
Approved / Disapproved /
Signed Date [Signature] President

RETURN TO OFFICE OF VP OF INSTRUCTION AND STUDENT SERVICES FOR DISSEMINATION
Memorandum

To: Curriculum & Instruction Committee
From: Kathy Hudson, Dean
       Joanna Vondrasek, Professor of Biology
       Anne Allison, Associate Professor of Biology
CC: John Donnelly, VPISS
Date: October 4, 2013
Re: Discontinuance of the Career Studies Certificate in Biotechnology

We are writing to request the discontinuance of the Career Studies Certificate in Biotechnology. The advisory board for this program recommended this action in 2010. See attached advisory board meeting minutes.

The CSC of Biotechnology was established in 2000 at the request of researchers at UVA. As currently established, the admission requirements for the CSC of Biotechnology requires an associate degree or higher. Initially this CSC produced a number of graduates with previous bachelors degrees who went on to be employed at UVA. However, during the past five years enrollment in this program has all but disappeared with a total of three graduates in the last five years and an FTE generation of 1.9 during 2012-2013 (all but 0.1 of this FTE were in non-program required courses). According to SIS data there is currently one student enrolled in this program and this individual is not actively taking classes at PVCC.

In addition, the current local employment opportunities for individuals with an associate or bachelors degree plus the CSC in Biotechnology is not promising because the local biotechnology companies are still small enough that they do not require employees educated at this level.

Because all courses required for the CSC are also required for completion of the Biotechnology specialization within the AS of Physical and Natural Sciences, we are recommending that the CSC be closed for further enrollment and the one current student be notified that the graduation requirements of the CSC must be completed by end of spring semester 2016.
PROPOSAL FOR CURRICULUM AND INSTRUCTION COMMITTEE

TOPIC OF PROPOSAL: Policy/Practice / Course / Curriculum/Program / Other / (Specify)

Proposal Will: Close the Career Studies Certificate in Human Services

Reason for Proposal: closed enrolment program funded by state-no funding, thus no enrollment for past 3 years

Program(s) Affected (if applicable): CSC in Human Services

Course(s) Affected (if applicable):

HMS 160, 161, 162, 250, 280, 290 (none of these courses have been offered since spring/summer 2011)

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<td>250</td>
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<td>Case Management</td>
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<td>HMS</td>
<td>280</td>
<td>3</td>
<td>Understanding Mental Illness</td>
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<td>HMS</td>
<td>280</td>
<td>3</td>
<td>Coordinated Internship</td>
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Submitted (signed) / / Date 1/13/2014

COMMITTEE RECOMMENDATION OR OTHER ACTION:

Recommend Approval as Submitted / Approval as Revised / Disapproval

Action Table (see minutes) / Refer (see minutes) /

Signed / / Date 1/13/2014
Committee Chair

Recommendation / Final Action

Approval / Disapproval (provide rationale if applicable)

Signed / / Date 2/27/14
VP of Instruction and Student Services

Final Action (as necessary):

Signed / / Date 2/27/14
President

RETURN TO OFFICE OF VP OF INSTRUCTION AND STUDENT SERVICES FOR DISSEMINATION
Memorandum

To: Curriculum & Instruction Committee

From: Kathy Hudson, Dean

CC: John Donnelly, VPISS

Date: December 6, 2013

Re: Discontinuance of the Career Studies Certificate in Human Services

I am writing to request the discontinuance of the Career Studies Certificate in Human Services. The CSC of Human Services was established in 2004 at the request of Region X counseling staff. It was designed as a “closed admissions” program designed specifically for individuals with mental illness who were then trained as peer counselors for others with mental illness. The program was funded by the State Department of Mental Health and Mental Retardation regional offices. Students received financial aid and were guaranteed part time employment at their home regional office upon successful completion of the program.

In 2011, the regional centers were no longer able to support the students’ employment. At that time the program was placed on hiatus in hopes that a recovering economy would bring back the required funding. This has not happened. The program has remained on hiatus with zero students enrolled since summer 2011.
PROPOSAL FOR CURRICULUM AND INSTRUCTION COMMITTEE

TOPIC OF PROPOSAL: Policy/Practice / Course / Curriculum/Program X / Other (Specify) 

Proposal Will: create a career studies certificate in Entrepreneurship that combines existing courses in the college catalog and courses currently in the VCCS catalog to create a body of knowledge designed to provide training to potential entrepreneurs and those already involved in a small business in the service area.

Reason for Proposal: Entrepreneurship is the life-blood of the U.S. economy and while Virginia ranks very high as a favorable climate for business creation, but ranks very low in actual business creation. This certificate will add classes to the curriculum that can prepare students to develop these critical skills.

Program(s) Affected (if applicable):

Course(s) Affected (if applicable): The courses included in this certificate are included in the college’s course catalog.

Dept. No(s), Hrs, Course Name(s) Nature of Action

Submitted (signed) William P. Pharr Date 10/28/2013

COMMITTEE RECOMMENDATION OR OTHER ACTION:

Recommend Approval as Submitted / Approval as Revised / Disapproval

Action Table (see minutes) / Refer (see minutes)

Signed Committee Chair Date 1/20/2013

Recommendation / Final Action

Approval / Disapproval (provide rationale if applicable)

Signed VP of Instruction and Student Services Date 12/20/13

Final Action (as necessary): Approved / Disapproved

Signed President Date 2/30/14

RETURN TO OFFICE OF VP OF INSTRUCTION AND STUDENT SERVICES FOR DISSEMINATION
Entrepreneurship

Career Studies Certificate

Purpose: This career studies certificate provides the student with the skills to allow them to start, run or be more effective working in a small business. This will include providing the student with a realistic expectation of what running a small business entails and the commitment necessary to be successful.

Admission Requirements: Admission to the College. There are no additional admission requirements for this program.

Occupational Objectives: Students will gain skills to enable them to be more successful at starting, running or working in a small business.

<table>
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<tr>
<th>Core Courses</th>
<th>Credits</th>
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<tr>
<td>ACC 211 Accounting I</td>
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<td>BUS 205 Human Resource Management</td>
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<td>BUS 241 Business Law I</td>
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<td>ITE 160 Introduction to E-Commerce</td>
<td>3</td>
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<tr>
<td>MKT 100 Principles of Marketing</td>
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Total minimum credits: 25

2013-2014
Rationale for creating the Entrepreneurship Career Studies Certificate

The Entrepreneurship Career Studies Certificate is modeled on several successful efforts at other community colleges including in various forms at many VCCS institutions and is created to assist students wanting to start their own businesses, help those currently owning or employed by a small business to gain additional skills and to meet the needs of the local economy. Data on the potential of this type of program is difficult to obtain due to the fact that employment projections are done by forecasting the employment needs of existing businesses and these businesses do not yet exist due to the newness of the programs. The closest projection that might be relevant would be to examine the success of the Viticulture and Enology program which has experienced dramatic growth as these individuals are most likely looking to start their own vineyard (hence a small business). This program has been developed with the approval and support of the Business faculty and the Business and Accounting Advisory Committee that has praised the efforts and indicated that the program does fill an unmet need in the community. Additionally Valerie Palamountain and Chuck Bohleke met with a number of individuals in the community who are involved in entrepreneurship in the community and this group also voiced their support for and need for the certificate and possibly a degree program at a later time.

It should be noted that although there are other resources in the community where students can gain this knowledge the group that we met with felt that we could use another avenue for assisting entrepreneurs and that this augmented the available resources and did not compete with them. The group voiced strong support for the role that PVCC could play in the community to help entrepreneurs. The proposed certificate utilizes courses already taught at the college and combines it with classes currently in the VCCS course inventory that have been added to the PVCC course catalog. Several of these classes have run successfully and the supporting data includes a survey of one of those classes about the student’s perceptions of the need for the certificate. There has been extensive research done into successful programs and the skills that budding entrepreneurs need through advisory committee feedback and research into successful programs in the National Association of Community College Entrepreneurship (NACCE).

Several changes have been made to the proposal since first sent to the committee that may strengthen the viability of the certificate and these include the replacement of several courses that were specialized for the certificate with existing courses that already exist in other programs and therefore already have an existing student population.

Specific responses to questions previously raised: What is the target population for the degree?

The target population is those individuals in the community considering starting an entrepreneurial venture. This may include current students seeking additional skills, high school students who seek alternatives to a traditional college to business path, those already working in small businesses, those likely to inherit a family business and those individuals recently retired or laid off and not quite ready for leaving the workforce.
Seven out of ten high school students want to start their own businesses, according to the first national Gallup poll on entrepreneurship education commissioned and co-developed by the Center for Entrepreneurial Leadership (CEL) of the Ewing Marion Kauffman Foundation (1994). Young people no longer believe that corporate America will take care of them, and they are right. Today’s high school students watched their parents invest years of hard work and loyalty in companies that promised job growth and security in return. These same youngsters are observing in dismay as corporation after corporation downsizes its workforce and drastically rewrites (if not abandons) the assumptions that used to constitute the unwritten contract between the long-term employee and the corporate employer. - Business Education Forum (1995)

What other community colleges offer similar programs?

See the enclosed program data

How successful have these other programs been?

There is not a tremendous amount of available data from the other VCCS colleges due to the newness of the programs, but there are definite trends of increasing enrollment in this area.

Is there demand in the community for such a program?

The current student population has expressed some interest, but there has been a substantial amount of interest from the community including members of the Charlottesville Business Innovation Council, the college's Business Advisory Committee and from those involved in entrepreneurship in the community and in the economic development areas in both Charlottesville and Albemarle County.

Could PVCC survey current students and community organizations such as the Chamber of Commerce to see if there is interest in the degree?

A survey was completed of students in the fall 2012 Entrepreneurship course and there is strong anecdotal evidence that many students already in the Management A.A.S. program have intentions of starting a business of their own, running a family business or working for an existing small business and could benefit from the body of knowledge. A meeting was held in the summer of 2013 (meeting minutes attached) that included a number of individuals from the community involved in entrepreneurship and that group voiced strong support for the need for the certificate and for the role of the college in this activity.

Is there some way to coordinate the program with Workforce Services? Should General Education courses be included within the certificate?

The focus of the certificate is to assist students to acquire specific skills. The interest that will be gauged for the certificate will be used to develop a plan to develop an Associates of Applied Science that the certificate will feed into that will have the general education components. Trying to add those on top of
The current curriculum would not serve the expected population very well although efforts will be made to allow student completing the certificate to stack this certificate into the completion of the A.A.S. in Management in the short term. Chuck Bohleke, the dean of Business, Mathematics and Technologies and Valerie Palamountain, the dean of Workforce Services, have met and discussed how to coordinate better the opportunities that coursework in both areas can provide to students and the community.

Should there be entry requirements (required placement tests) for students beyond what is currently required by VCCS policy?

The fewer the bars placed in front of students the better. Most of the courses in the certificate do not currently have prerequisites and there is no need to add them at present. Current VCCS testing policies along with proper advising could serve to increase student success and this will be monitored as the Career Studies Certificate is implemented.
Entrepreneurship Certificate Outcomes

This certificate program provides individuals with a basic understanding of the principles, concepts and procedures necessary to start and operate a small business. After completing the curriculum students will apply their knowledge through an entrepreneurial capstone course that requires the development of a complete business plan. During this capstone course, students work with faculty guidance, in a hybrid class that allows them to implement what they have learned in the body of coursework. Business plans are reviewed by a committee of volunteer advisors from the business community who may establish their own guidelines and requirements for the business plan.

Upon successful completion of this certificate program students should be able to:

1. identify the steps involved in starting their own business (BUS 116)
2. demonstrate understanding of the interactions between the internal and external challenges in the business environment and the advantages and disadvantages of the various forms of business ownership (BUS 116)
3. identify accounting concepts that enable them to interpret financial data and use it to make informed decisions about the operating performance and financial position of a company (ACC 211 & 213)
4. apply management skills of planning, leading, organizing and controlling that will enable them to deal with customer, employee, and supplier issues (BUS 116)
5. know the legal and ethical issues of operating a business (BUS 241)
6. apply the elements of marketing to manage the demands of the venture and attract customers (MKT 100)
7. complete a comprehensive business plan that will enable the business to secure adequate financing (BUS 260)
8. work with others, including culturally and intellectually diverse people; think critically; and gain an appreciation for life-long learning (BUS 116 & BUS 205)
9. identify and properly utilize competitive advantages within existing small businesses (BUS 260)
10. demonstrate a knowledge of the legal ramifications of human resource management and how the successful manager can retain valuable employees to help the enterprise succeed (BUS 205)
11. identify the elements of how a small business can use social media and other forms of electronic presence to generate business (ITE 160)
Data is based on enrollment from 2012-2013 academic year.

### Entrepreneurship/Small Business Academic Plan Enrollment

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<td>JSR</td>
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<td>42</td>
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UTC 196 Hamm, 10/9/13
Data is based on enrollment from 2012-2013 academic year.

**Entrepreneurship/Small Business Academic Plan Enrollment**

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Location</th>
<th>Type of Program</th>
<th>Enrollment</th>
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</thead>
<tbody>
<tr>
<td>Small Business</td>
<td>Northern Virginia</td>
<td>CERT</td>
<td>40</td>
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<tr>
<td>Management</td>
<td></td>
<td></td>
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</tbody>
</table>

UTC 19A-1

Hamm, 10/9/13
Program: Entrepreneurship

Date: 10/14/13

Major Industry Sector Employers (Potential Advisory Council):

- Artisans Center of Virginia (Sherri Smith)
- CATEC (Adem Hastings)
- Charlottesville Business Incubator (Gary Henry)
- Charlottesville Works (Ridge Schuyler)
- Community Investment Collaborative (Stephen Davis)
- Cville Central (Toan Nguyen)
- Small Business Development Center (Nora Gillespie)

Business Advisory Committee:

Industry Need:

1. There is a need for business planning courses/workshops for micro and lifestyle businesses in the Charlottesville area.
2. Succession planning for family-owned businesses is needed in our service region.
3. Incubator for micro businesses is needed. CIC is developing individuals to start up micro and lifestyle businesses. An incubator would greatly assist them.
4. There is a need for coursework at PVCC as part of a coordinated plan to meet the growing need for entrepreneurial education in both credit and non-credit, particularly for micro businesses, lifestyle businesses and family-owned businesses.

Workforce Qualifications
- Financial skills
- Big picture strategic thinking
- No credentials required, but formalized learning is beneficial and increases the rate of success.

Offerings at other VCCS Colleges:

- JSRCC offers AAS in Small Business Management
- Twenty Entrepreneurship and/or Small Business certificate programs are offered.
  - Total enrollment of 564 students;
  - Average of 28.2 students/program
- Colleges not offering Entrepreneurship or Small Business programs are:
  - Central Virginia Community College
  - Danville Community College
  - Piedmont Virginia Community College
  - Southwest Virginia Community College
- Thomas Nelson Community College
- Wytheville Community College


Virginia is ranked 13th in small business creation, which is consistent with the small business development in the South.

Business Startups

Virginia is home to a significant number of new businesses, and the growth in new firms is about on par with the national average.

Entrepreneurship is often viewed as an engine of economic growth. While the number of new business startups typically corresponds with economic expansions, the role of entrepreneurship in job creation is less clear. One view of the relationship between startups and economic growth is that entrepreneurs breed innovation. However, low rates of survival and the limited growth of most small businesses suggest that business startups do not significantly contribute to employment growth.
Emergency Operations Plan

February, 2014
INTRODUCTORY ITEMS

Approval and Implementation

Pursuant to §23-9.2:9 of the Code of Virginia, requires that each state institution shall prepare and maintain a current emergency operations plan. Every four years, each state institution of higher education is required to conduct a comprehensive review and revision of its emergency operations plan to ensure that the plan remains current, and the revised plan shall be formally adopted by the board of visitors or other governing body of the institution. Documentation of this adoption must be certified in writing to VDEM.

Resolution of Adoption

WHEREAS, the College Board of Piedmont Virginia Community College (PVCC) is concerned with the health and well-being of its students, faculty and staff and desires that the best possible emergency service be available to them; and, the President is concerned with the health and well-being of its students, faculty and staff and desires that the best possible emergency service be available to them; and

WHEREAS, the §23-9.2:9 of the Code of Virginia requires that any public institution of higher education shall develop, adopt, and keep current a written crisis and emergency management plan; and every four years, each institution shall conduct a comprehensive review and revision of its crisis and emergency management plan to ensure the plan remains current, and the revised plan shall be adopted formally by the board of visitors or other governing body. Such review shall also be certified in writing to the Department of Emergency Management; and

WHEREAS, such a plan has been developed by the Vice President for Finance and Administrative Services in coordination with the Virginia Department of Emergency Management with input from the security office, the business office, the buildings and grounds office, VCCS and the Albemarle County Emergency Management Agency.

NOW THEREFORE BE IT RESOLVED that the PVCC College Board, on this ___ day of ____________, 2013, does hereby officially adopt the PVCC Emergency Operations Plan, to include plans and procedures for both natural and human caused disasters.

I, ______________, do hereby certify that the foregoing writing is a true, correct copy of a resolution unanimously adopted by the PVCC College Board at a meeting held on _____________________.

SIGNED

Dr. Laila Bare
Chair, PVCC College Board
RECORD OF CHANGES

VDEM recommends that the institution review and possibly revise the EOP if the following situations occur:
- A formal update of planning guidance or standards
- A change in institution officials (President, Vice President, etc.)
- A plan activation or major exercise after which lessons learned were incorporated
- A change in the institution’s demographics or hazard or threat profile, or
- The enactment of new or amended laws, ordinances or policy changes

<table>
<thead>
<tr>
<th>Change Number</th>
<th>Date of Change</th>
<th>Page or Section Changed</th>
<th>Summary of Change</th>
<th>Name of Person Authorizing Change</th>
</tr>
</thead>
</table>
| 1             | 2/2014         | Various                 | Updated for 2014        | Stephen A. Parker
                |                |                         |                         | Vice President
                |                |                         |                         | Finance & Admin Services |
| 2             |                |                         |                         |                                   |
| 3             |                |                         |                         |                                   |
| 4             |                |                         |                         |                                   |
| 5             |                |                         |                         |                                   |
| 6             |                |                         |                         |                                   |
| 7             |                |                         |                         |                                   |

Updated February 2014
## RECORD OF DISTRIBUTION

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<th>Title of Recipient</th>
<th>How Distributed (electronic or hard-copy)</th>
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<td>Both</td>
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<tr>
<td>Rapid Recall Team</td>
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<td></td>
<td>Both</td>
</tr>
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<td>Area Coordinators</td>
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<td>Both</td>
</tr>
<tr>
<td>Stakeholders</td>
<td></td>
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<td>Website</td>
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</table>

Updated February 2014
PURPOSE, SCOPE, SITUATION AND ASSUMPTIONS

Purpose

The purpose of this plan is to direct actions intended to preserve life and protect property from further destruction in the event of an emergency.

The overall plan establishes the integration with Albemarle County authorities to provide the best emergency response and recovery during the emergency situation by assigning responsibilities to specific entities. All essential entities are to utilize any and all available resources when mitigating against, preparing for, responding to, and recovering from a natural or human caused emergency. This Emergency Operations Plan (EOP) is used in conjunction with the Emergency Response Plan (ERP) and the COOP Plan (Continuity of Operations) to ensure the safety of the students, faculty, staff and visitors of PVCC.

Scope

This plan and all its contents apply to the entire campus community, including populations with special needs. Personnel or partners who have a role must have access to and be knowledgeable of the EOP.

Situation

Piedmont Virginia Community College is located in Albemarle County, Virginia, at latitude 38.007000 and longitude -78.484429. PVCC, founded in 1972, is a nonresidential two-year institution of higher education that serves residents of the City of Charlottesville, and the counties of Albemarle, Buckingham, Fluvanna, Greene, Louisa and Nelson.

The college’s primary facility consists of four major buildings which house multiple activities including classrooms and laboratories for instruction, faculty and administrative offices, a library, various ancillary operations (bookstore, food service, copy center, etc.), a five hundred seat theatre, meeting rooms, a lounge area, buildings and grounds, etc. The college employs approximately 160 full-time employees and 200 part-time employees, mainly adjunct faculty. The total enrollment for PVCC in the fall 2013 semester is 5,630 students, all of which are undergraduates.

The PVCC main campus encompasses approximately 114 acres and is located adjacent to an interstate highway and near a regional jail and juvenile detention center. In addition, the college owns and operates a Class III Dam.
Based on a hazard analysis of the area, the primary hazards (in priority) that affect PVCC are severe storms and high winds. There is low probability of earthquakes and tornadoes in the area.

**Capability Assessment**

- The capability assessment process will ensure that appropriate training will be obtained by the members of the Incident Command Team as well as the Rapid Response Team.
- PVCC is planning a series of tabletop exercises coordinated by the college, the Albemarle County Police Department, and the Emergency Preparedness and Safety Officer for the Virginia Community College System (VCCS).
- A mock “active shooter” drill is tentatively scheduled for the summer, 2014 semester.
Assumptions

- The Coordinator of Emergency Management will mobilize resources and personnel as required by the situation;
- PVCC will coordinate the development of the EOP with the local government emergency management program pursuant to §44-146.16 of the Code of Virginia;
- PVCC will use NIMS implementation activities and the Incident Command Structure (ICS)
  - A link to the specific training guide for IHE is located under the Training and Exercise heading later in this document;
- Incidents will require full cooperation of the campus community.

CONCEPT OF OPERATIONS (CONOPS)

PVCC’s emergency operations plan (EOP) is based on the idea that emergency operations will begin with the college and that outside assistance from the Albemarle County Emergency Agencies will be requested when an emergency or disaster exceeds PVCC’s capabilities. Requests for assistance will be submitted to the VEOC by the local Emergency Management Director only when the institution’s and the jurisdiction’s capabilities are exceeded.

Situations in which several localities are threatened or impacted concurrently usually involve the state from the onset. If the state is overwhelmed, the Governor may request federal assistance. At each level, the government should officially declare an emergency in order to request assistance.

Incident Management

ICS is a standardized, on scene, all-hazards incident management approach. ICS is flexible and can be used for incidents of any type, scope, and complexity and utilized at all levels of government.

ICS establishes common terminology that allows diverse incident management and support organizations to work together across a wide variety of scenarios.

The span of control of any individual with incident management supervisory responsibility should range from 3 to 7 subordinates, with 5 being optimal.
PVCC ICS Structure:

Incident Command Structure

Incident Commander
VPFAS

Alternate Incident Commander
1
Facilities Manager

Alternate Incident Commander
2
Security Supervisor

Public Information Officer
Marketing Manager

Safety Officer
Stores & Warehouse Specialist

Liaison Officer
PR Specialist

Alternate PD 1
VPAD

Alternate PD 2
PR Specialist

Alternate Safety Officer 1
Lead Grounds Tech.

Alternate Safety Officer 2
Security Officer

Liaison Officer 1
Grants Manager

Liaison Officer 2
WFS Admin. Asst.

Operations
VPFAS Admin. Asst.

Planning
Business Manager

Logistics
Trades Tech.

Finance & Administration
Accountant

Alternate Operations 1
Registrar

Alternate Operations 2
Disability Service Coord.

Alternate Planning 1
CIO

Alternate Planning 2
Dean of Student Services

Alternate F&A 1
Purchasing

Alternate F&A 2
Human Resources Mgr.

Alternate Operations 3
IRPSE Director

Logistics Alternate 1
Trades Tech.

Logistics Alternate Information Security

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PVCC Rapid Recall List:

President
   Assistant to the President
Vice President for Finance & Administrative Services
   Assistant to the Vice President for Finance & Administrative Services
Vice President for Institutional Advancement & Development
Vice President for Instruction & Student Services
Business Manager
   Chief Information Officer
   Director of Institutional Research, Planning & Institutional Effectiveness
Facilities Manager
Human Resources Manager
Public Relations Manager
Security Supervisor

Phases

Non-Emergency/Normal Operations

- Public information, educational materials, and incident-specific procedures are provided to the campus community via email, institution newspaper/newsletters, social media such as FaceBook and Twitter, brochures, and the PVCC website;
- Development, testing, and maintenance of PVCC’s Emergency Notification System will be conducted, at a minimum, one time per semester;
- PVCC will assure the viability and accuracy of emergency contact lists, resource lists, and emergency contracts;
- PVCC will maintain up-to-date contact information for Virginia Criminal Injury Compensation Fund and Virginia Department of Criminal Justice;
- PVCC will ensure that as part of the plan integration process, the local government is aware of members of the campus community with special needs and can accommodate their needs during an emergency.

Response Operations

- Suspend daily functions of PVCC that do not contribute directly to the emergency operation;
- Redirect efforts and resources to accomplish emergency tasks;
- Implement evacuation orders as needed;
- Contact the Virginia Department of Criminal Justice Services and the Criminal Injury Compensation Fund to deploy if the event involves victims of crime as pursuant to §19.2-11.01 Code of Virginia.

NOTE: Although similar actions may be taken during a COOP implementation, this is not the same.

Recovery Actions

- Activate PVCC’s continuity plan if necessary in whole or in part
- Determine who is responsible for completing a damage assessment of campus infrastructure
  - Ex: Facilities Department;
- Assess infrastructure and determine viability for re-entry of the campus; and

Updated February 2014
- Begin immediate repairs to infrastructure

**Mitigation Actions**
- Work with the Virginia Department of Emergency Management Mitigation Program to develop mitigation grant projects to assist in areas most at risk.

**ROLES AND RESPONSIBILITIES**
A successful institutional emergency management program involves a solid team of institution and emergency preparedness officials.

**College Board**
- Protect the lives of the campus community as well as the property and assets of the institution;
- Establish and maintain the institution emergency management program;
- Identify individuals to serve on the threat assessment committee, pursuant to § 23-9.2:10 of the Code of Virginia, Designate the administrator ultimately responsible for emergency management (President); and
- Adopt the EOP.

**PVCC President (Designee)**
- Work with law enforcement, other emergency responders and the Coordinator of Emergency Management to determine the need to evacuate an endangered area;
- Working with the same officials, consider the need to alter the normal business or class schedule of the institution, including delayed openings, early closings or total closings;
- If the campus has an EOC, exercise direction and control during disaster operations;
- Support the on campus emergency management program and the Coordinator of Emergency Management.

**PVCC Emergency Coordinator, Planner**
- Maintain the Emergency Operations Center (EOC) in a constant state of readiness;
- Develop and maintain the EOP;
- Assume relevant duties as directed by the president or their designee;
- Develop and implement a test, training, exercise and drill schedule to assure all parties involved in emergency response and recovery are fully prepared to fulfill their tasks. An exercise should be held at least annually; and
- Work directly with Albemarle County Emergency Managers through their EOC during an incident or emergency.

**Emergency Coordination Officer (ECO)** – The responsibilities and the duties of this position as well as the Alternate ECO are stated in Executive Order (EO) Number 41 (2011). Each ECO, the alternate ECO, and any other appropriate personnel designated by the department head must complete FEMA independent study training courses 100, 200, 700, and 800. Refer to EO 41 for a complete list of ECO’s duties as they relate to emergency planning.

**Emergency Management Coordinator (Local Government)**
The responsibilities include the day-to-day activities of the local emergency management program. He or she will develop and maintain the local EOC from which in time of emergency operations will be directed. This position will contact the VEOC with requests for resources on behalf of the institution only if local capabilities are exceeded.

Updated February 2014
This operational policy to channel resource requests through the local government emergency management agency is identified in the COVEOP. It is consistent with §23-9.2:9 of the Code of Virginia, which mandates a state institution of higher education to develop, adopt, and maintain an emergency management plan and ensure integration into the local government EOP.

Campus Community Involvement
The nursing department faculty, the EMT faculty and the Dean of Health & Life Sciences at PVCC can assist during an emergency by providing a variety of services. The PVCC security department would be involved, as well as the facilities department.

ADMINISTRATION, FINANCE AND LOGISTICS

- General policies regarding the maintaining of financial records, reporting, tracking resource needs, tracking source and use of resources, and acquiring ownership of resources can be found on the PVCC Website, College Policies, Fiscal Policies and Procedures.
- References to Mutual Aid Agreements: PVCC communicates with the Albemarle County Police Department, but does not have a formal agreement. If a formal agreement is deemed necessary in the future, one will be created.

PLAN MAINTENANCE

§23-9.2:9 of the Code of Virginia requires each state institution to conduct a comprehensive review and revision of its emergency operations plan to ensure that the plan remains current, and the revised plan shall be formally adopted by the board of visitors or other governing body of the institution every four years. The institution shall coordinate with the local emergency management organization, as defined by § 44-146.16, to ensure integration into the local emergency operations plan. Documentation of this adoption must be certified in writing to VDEM.

The plan will be reviewed and potentially revised after major events in which the plan was activated and/or after scenario exercises.

TRAINING AND EXERCISES

§ 23-9.2:9 of the Code of Virginia, requires each public institution of higher education to annually conduct a functional exercise in accordance with the protocols established by the institution's crisis and emergency management plan.

In addition, The U.S. Department of Education's (ED) Office of Safe and Healthy Students (OSHS) provide a NIMS training guide for all institutions to incorporate into their program. This document includes information regarding training for Executive Leaders, General Personnel, Command Staff, and Incident Managers. The chart containing the training guide can be found here.

AUTHORITIES AND REFERENCES

Federal

1. The Robert T. Stafford Disaster Relief and Emergency Assistance Act, Public Law 93-288, as amended
2. The Homeland Security Act of 2002
3. National Response Framework

Updated February 2014
2. The Code of Virginia, Title 1 Chapter 19, 23, and 44.
3. The Commonwealth of Virginia Emergency Operations Plan (COVEOP)
4. Executive Order 41, September 2011
APPENDIX A: ORDERS OF SUCCESSION

PVCC will establish, communicate, and maintain their orders of succession for management and leadership position. Orders of succession should be maintained for executive leadership and other key positions as deemed appropriate by the institution. Successions are implemented when personnel are unable to execute their duties. Orders of Succession may be the same as those used in the institution’s continuity plan. The following is an example of a position at an institution that would typically have a role in emergency management. When considering a succession, attempt to identify at least two successors for the position. There also may be situations in which it is necessary to assign successors from outside the immediate department or from outside the geographic proximity.

ORDERS OF SUCCESSION

<table>
<thead>
<tr>
<th>KEY POSITION</th>
<th>NOTIFICATION METHOD</th>
<th>SUCCESSOR 1</th>
<th>SUCCESSOR 2</th>
<th>SUCCESSOR 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESIDENT</td>
<td>CELL PHONE</td>
<td>VPISS</td>
<td>VPFAS</td>
<td>VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT &amp; DEVELOPMENT</td>
</tr>
<tr>
<td>VPISS</td>
<td>CELL PHONE</td>
<td>DEAN, HUMANITIES</td>
<td>DEAN, HEALTH &amp; LIFE SCIENCES</td>
<td>DEAN, BUSINESS, MATHEMATICS &amp; TECHNOLOGIES</td>
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<tr>
<td>VPFAS</td>
<td>CELL PHONE</td>
<td>BUSINESS MANAGER</td>
<td>HR MANAGER</td>
<td>COLLEGE ACCOUNTANT</td>
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*Note this information and above table is derived from Continuity Plan Template for Executive Branch Agencies and institutions of higher education*

Updated February 2014
APPENDIX B: ACRONYM LIST

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<th>Acronym</th>
<th>Description</th>
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<tr>
<td>AO</td>
<td>Administration Office</td>
</tr>
<tr>
<td>CAS</td>
<td>Campus Alert System</td>
</tr>
<tr>
<td>CERT</td>
<td>Community Emergency Response Team</td>
</tr>
<tr>
<td>CFO</td>
<td>Chief Financial Officer</td>
</tr>
<tr>
<td>COOP</td>
<td>Continuity of Operations Plan</td>
</tr>
<tr>
<td>CR</td>
<td>Community Relations</td>
</tr>
<tr>
<td>DOE</td>
<td>Department of Education</td>
</tr>
<tr>
<td>DRI</td>
<td>Department of Residential Life</td>
</tr>
<tr>
<td>DSCO</td>
<td>Deputy State Coordinating Officer</td>
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<tr>
<td>DRM</td>
<td>Disaster Recovery Manager</td>
</tr>
<tr>
<td>DRU</td>
<td>Disaster Resistant University</td>
</tr>
<tr>
<td>DS</td>
<td>Dining Services</td>
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<td>DTS</td>
<td>Department of Transportation Services</td>
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<td>EOC</td>
<td>Emergency Operations Center</td>
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<td>ERT</td>
<td>Emergency Response Team</td>
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<td>Emergency Support Function</td>
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<td>FM</td>
<td>Facilities Management</td>
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<td>FEMA</td>
<td>Federal Emergency Management Agency</td>
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<td>HIRA</td>
<td>Hazard Identification and Risk Analysis</td>
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<td>IAP</td>
<td>Incident Action Plan</td>
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<td>ICS</td>
<td>Incident Command System</td>
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<td>Institutions of Higher Education</td>
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<td>MACC</td>
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<td>Memorandum of Agreement</td>
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<td>National Weather Service</td>
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<td>Office of Safe and Healthy Students</td>
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<td>OSS</td>
<td>Office of Student Services</td>
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<td>Preliminary Damage Assessment</td>
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<td>Public Information Officer</td>
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<td>Point of Contact</td>
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<td>PVCC</td>
<td>Piedmont Virginia Community College</td>
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<td>Search and Rescue</td>
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<td>SOP</td>
<td>Standard Operating Procedures</td>
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<td>University Health Center</td>
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<td>Virginia Department of Emergency Management</td>
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<tr>
<td>VSP</td>
<td>Virginia State Police</td>
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<tr>
<td>VOAD</td>
<td>Voluntary Organizations Active in Disaster</td>
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APPENDIX C: DEFINITION LIST

Command Section
One of the five functional areas of the Incident Command System. The function of command is to direct, control, or order resources, including people and equipment, to the best possible advantage.

Command Post
That location at which primary command functions are executed; usually co-located with the Incident Base, also referred to as the Incident Command Post.

Continuity of Operations
The effort to ensure an organization can continue its mission essential functions across a wide range of potential events.

Continuity Plan
A set of documented procedures developed to provide for the continuance of mission essential functions during an emergency.

Decontamination
The process of making people, objects, or areas safe by absorbing, destroying, neutralizing, making harmless, or removing the Hazardous Materials/HAZMAT.

Emergency
Any occurrence, or threat, whether natural or human-caused, which results or may result in substantial injury or harm to the population or substantial damage to or loss of property or natural resources and may involve governmental action beyond that authorized or contemplated by existing law because governmental action for the period required to amend the law to meet the exigency would work immediate and irrevocable harm upon the citizens or the environment of the Commonwealth or clearly defined portion or portions thereof.

Emergency Alert System
A network of broadcast stations interconnecting facilities authorized by the Federal Communications Commission (FCC) to operate in a controlled manner to warn and inform the public of needed protective actions in the event of a disaster or emergency situation.

Emergency/Disaster/Incident
An event that demands a crisis response beyond the scope of any single line agency or service and that presents a threat to a community or larger area. An emergency is usually an event that can be controlled within the scope of local capabilities; a major emergency or disaster usually requires resources beyond what is available locally.

Emergency Management
The preparation for and the carrying out of functions (other than functions for which military forces are primarily responsible) to prevent, minimize, and repair injury and damage resulting from natural or manmade disasters. These functions include fire-fighting, police, medical and health, rescue, warning, engineering, communications, evacuation, resource management, plant protection, restoration of public utility services, and other functions related to preserving the public health, safety, and welfare.
Emergency Operations Center
A facility from which government directs and controls its emergency operations; where information about the status of the emergency situation is officially collected, assimilated, and reported on; where coordination among response agencies takes place; and from which outside assistance is officially requested.

Evacuation
Assisting people to move from the path or threat of a disaster to an area of relative safety.

Exercise
An activity designed to promote emergency preparedness; test or evaluate emergency operations plans, procedures, or facilities; train personnel in emergency response duties; and demonstrate operational capability. There are three specific types of exercises: tabletop, functional, and full scale.

Federal Disaster Assistance
Aid to disaster victims and/or state and local governments by federal agencies under provisions of the Robert T. Stafford Relief and Emergency Assistance Act of (PL 93-288).

Geographic Information System
A computer system capable of assembling, storing, manipulating, and displaying geographically referenced information, i.e., data identified according to their locations.

Hazardous Materials
Substances or materials that may pose unreasonable risks to health, safety, property, or the environment when used, transported, stored or disposed of, which may include materials that are solid, liquid, or gas. Hazardous materials may include toxic substances, flammable and ignitable materials, explosives, or corrosive materials, and radioactive materials.

Hazardous Materials Emergency Response Plan
The plan was developed in response to the requirements of Section 303 (a) of the Emergency Planning and Community Right-to-know Act (Title III) of Superfund Amendments and Reauthorization Act of 1986. It is intended to be a tool for our community’s use in recognizing the risks of a hazardous materials release, in evaluating our preparedness for such an event, and in planning our response and recovery actions. This plan is separate from the county’s Emergency Operations Plan.

Incident Command System
A model for disaster response that uses common terminology, modular organization, integrated communications, unified command structure, action planning, manageable span of control, pre-designed facilities, and comprehensive resource management. In ICS there are five functional elements: Command, Operations, Logistics, Planning and Finance/Administration.

Incident Commander
The individual responsible for the management of all incident operations.

Initial Damage Assessment Report
A report that provides information regarding overall damage to public and private property, thereby providing a basis for emergency declaration and/or disaster assistance.

Integrated Communications Plan
This plan coordinates the use of available communications means and establishes frequency assignments for certain functions.

Updated February 2014
Joint Field Office
The central coordination point among federal, state and local agencies and voluntary organizations for delivering recovery assistance programs.

Local Emergency
The condition declared by the local governing body when, in its judgment, the threat or actual occurrence of a disaster is or threatens to be of sufficient severity and magnitude to warrant coordinated local government action to prevent, or alleviate loss of life, property damage, or hardship. Only the Governor, upon petition of a local governing body, may declare a local emergency arising wholly or substantially out of a resource shortage when he deems the situation to be of sufficient magnitude to warrant coordinated local government action to prevent or alleviate the hardship or suffering threatened or caused thereby.

Local Emergency Planning Committee
Appointed representatives of local government, private industry, business, environmental groups, and emergency response organizations responsible for ensuring compliance with the hazardous materials planning requirements of the Superfund Amendments and Reauthorization Act of 1986 (SARA Title III).

Mitigation
Activities that actually eliminate or reduce the chance occurrence or the effects of a disaster. Examples of mitigation measures include, but are not limited to, the development of zoning laws and land use ordinances, State building code provisions, regulations and licensing for handling and storage of hazardous materials, and the inspection and enforcement of such ordinances, codes and regulations.

Mobile Crisis Unit
A field response team staffed and operated by mental health professionals specially trained in crisis intervention. The Mobile Crisis Unit is available to provide on-scene crisis intervention to incident victims and to follow up work with victims and formal critical incident stress debriefings for service providers after the incident has been brought under control.

Mutual Aid Agreement
A written agreement between agencies and/or jurisdictions in which they agree to assist one another, upon request, by furnishing personnel and/or equipment in an emergency situation.

National Response Framework
A guide to how the nation conducts all-hazard response. It is built upon scalable, flexible and adaptable coordinating structures to align key roles and responsibilities across the nation.

National Weather Service
The federal agency which provides localized weather information to the population and, during a weather-related emergency, to state and local emergency management officials.

Preparedness
The development of plans to ensure the most effective, efficient response to a disaster or emergency. Preparedness activities are designed to help save lives and minimize damage by preparing people to respond appropriately when an emergency is imminent. Preparedness also includes establishing training, exercises and resources necessary to achieve readiness for all hazards, including weapons of mass destruction incidents.
Presidential Declaration
A presidential declaration frees up various sources of assistance from the federal government based on the nature of the request from the governor.

Situation Report
A form which, when completed at the end of each day of local Emergency Operations Center operations, will provide the jurisdiction with an official daily summary of the status of an emergency and of the local emergency response. A copy should be submitted to the VEOC via fax or submitted through the Virginia Department of Emergency Management website.

Span of Control
As defined in the Incident Command System, span of control is the number of subordinates one supervisor can manage effectively. Guidelines for the desirable span of control recommend three to seven persons. The optimal number of subordinates is five for one supervisor.

Special Needs Populations
Populations whose members may have additional needs before, during, and after an incident in functional areas, including but not limited to: maintaining independence, communication, transportation, supervision, and medical care. Individuals in need of additional response assistance may include those who have disabilities; who are older adults, who are children; who are from diverse cultures; who have limited English proficiency or are non-English speaking; or who are transportation dependent.

State of Emergency
The condition declared by the Governor when, in his judgment, a threatened or actual disaster in any part of the state is of sufficient severity and magnitude to warrant disaster assistance by the state to supplement local efforts to prevent or alleviate loss of life and property damage.

Superfund Amendments and Reauthorization Act of 1986
Established federal regulations for the handling of hazardous materials.

Unified Command
Shared responsibility for overall incident management as a result of a multi-jurisdictional or multi-agency incident. In the event of conflicting priorities or goals, or where resources are scarce, there must be a clear line of authority for decision-making. Agencies contribute to unified command by determining overall goals and objectives, jointly planning for tactical activities, conducting integrated tactical operations, and maximizing the use of all assigned resources.

Victim
A person who has suffered physical, psychological or economic harm as a direct result of the commission of a felony, assault and battery, stalking in violation, sexual battery, attempted sexual battery, maiming or driving while intoxicated (Source §19.2-11.01D).

Weapons of Mass Destruction
Any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than 4 ounces, or a missile having an explosive incendiary charge of more than 0.25 ounce, or mine or device similar to the above; poison gas; weapon involving a disease organism; or weapon that is designed to release radiation or radioactivity at a level dangerous to human life. (Source: 18 USC 2332a as referenced in 18 USC 921).
# PVCC BOARD CALENDAR
## 2013-14

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
<th>Committee(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUG</td>
<td>6</td>
<td>Board Summer Retreat 3-7 pm Dickinson Stage</td>
<td>Community Relations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Finance &amp; Building</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Curriculum</td>
</tr>
<tr>
<td>SEPT</td>
<td>4</td>
<td>Board Meeting 4 pm Pace Board Room</td>
<td>Award process begins</td>
</tr>
<tr>
<td></td>
<td>18-19</td>
<td>SBCC Meeting*</td>
<td></td>
</tr>
<tr>
<td>NOV</td>
<td>6</td>
<td>Board Meeting 4 pm Pace Board Room</td>
<td>budget review</td>
</tr>
<tr>
<td></td>
<td>19-20</td>
<td>VCCS Annual Meeting, Richmond Marriott</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20-21</td>
<td>SBCC Meeting*</td>
<td></td>
</tr>
<tr>
<td>DEC</td>
<td>2</td>
<td>Louisa Co. BOS Annual Update, 6 pm</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>UVA Legislative Forum, 12-1 pm, Rotunda Donre Room</td>
<td></td>
</tr>
<tr>
<td>JAN</td>
<td>8**</td>
<td>Board Meeting 4 pm Pace Board Room</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>PVCC Visit to General Assembly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Greene Co. BOS Annual Update, 7:30 pm</td>
<td></td>
</tr>
<tr>
<td></td>
<td>22-23</td>
<td>SBCC Meeting*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Nelson Co. BOS Annual Update, 7 pm</td>
<td></td>
</tr>
<tr>
<td>FEB</td>
<td>10</td>
<td>PVCC Visit to General Assembly</td>
<td>CANCELED</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Fluvanna Co. BOS Annual Update, 7 pm</td>
<td></td>
</tr>
<tr>
<td></td>
<td>26**</td>
<td>VCCS Legislative Reception, Jefferson Hotel, Richmond, 6:30-7:30 pm</td>
<td>**NOTE DATE CHANGE</td>
</tr>
<tr>
<td>MAR</td>
<td>5</td>
<td>Board Meeting Buckingham County 3 p.m. **NOTE LOCATION CHANGE</td>
<td>vote on board award recipients</td>
</tr>
<tr>
<td></td>
<td>19-20</td>
<td>SBCC*</td>
<td></td>
</tr>
<tr>
<td>APR</td>
<td>2</td>
<td>Albemarle Co. BOS Annual Update, 9 am</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17**</td>
<td>Academic &amp; Leadership Awards Convocation 4 pm, Dickinson Theater</td>
<td>**NOTE DATE CHANGE</td>
</tr>
<tr>
<td>MAY</td>
<td>7</td>
<td>Board Meeting 4 pm Pace Board Room</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15 (Thursday)</td>
<td>Commencement 6 pm JPJ Arena (Pinning at 1 at JPJ)</td>
<td>approve local funds budgets</td>
</tr>
<tr>
<td></td>
<td>21-22</td>
<td>SBCC Meeting*</td>
<td>approve Curriculum Advisory Committees</td>
</tr>
</tbody>
</table>

*State Board for Community Colleges meetings: for information only

** Second Wednesday

R 2/14/14
REGION 18
PIEDMONT VIRGINIA COMMUNITY COLLEGE
2013-14 BOARD MEMBERS

Albemarle County

Dr. A. Bruce Dotson
880 King William Drivc
Charlottesville, VA 22901

Ms. Debbi Goodman
75 Roslyn Forest Lane
Charlottesville, VA 22901

Mr. Sean J. Moyrihan
3974 Deepwoods Road
Earlysville, VA 22936

Mr. Stephen Davis
3958 Deepwoods Road
Earlysville, VA 22936

434-973-4176 Home
dotson@virginia.edu

434-973-2046 Home/Business
434-973-9066 FAX
debb33@aol.com

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Buckingham County

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City of Charlottesville

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Charlottesville, VA 22901

Mr. Robert P. Hodous
Payne & Hodous, LLP
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Charlottesville, VA 22902

434-971-8616 Home
434-293-3212 Business
pastor@mtzionfabc.com

434-296-7474 Home
434-977-4507 Business
434-977-6574 FAX
bobhodous@paynehodous.com
City of Charlottesville (cont'd)

Dr. Peter T. Kleeman
407 Hedge Street
Charlottesville, VA 22902
434-296-6208 Home
peter.kleeman@gmail.com

Mr. Sean Michael McCord
721 Shamrock Road
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434-882-2241 Home
434-243-0209 Business
sean@mccord.net

Fluvanna County

Mr. Leonard F. Gardner
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Palmyra, VA 22963
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lfgardner@hotmail.com

Greene County

Dr. Laila B. Bare (Chair)
2802 Fredericksburg Road
Ruckersville, VA 22968
434-990-2025 Home
lailajb@gmail.com

Louisa County

Ms. Ava Pippin (Vice Chair)
P. O. Box 312
Mineral, VA 23117
540-894-5824 Home
avery@firstva.com

Nelson County

Thomas Proulx
950 Avon Road
Afton, VA 22920
540-456-6849 Home
540-456-8100 Business
proulx@cfw.com
# PIEDMONT VIRGINIA COMMUNITY COLLEGE BOARD
## TERMS OF OFFICE

<table>
<thead>
<tr>
<th>Name</th>
<th>Original Appt.</th>
<th>Reappointment</th>
<th>Expiration</th>
<th># of Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Albemarle County</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stephen Davis</td>
<td>2012</td>
<td></td>
<td>2016</td>
<td>**</td>
</tr>
<tr>
<td>Bruce Dotson</td>
<td>2013</td>
<td></td>
<td>2017</td>
<td>**</td>
</tr>
<tr>
<td>Debbi Goodman</td>
<td>2008</td>
<td>2012</td>
<td>2016</td>
<td>*</td>
</tr>
<tr>
<td>Sean J. Moynihan</td>
<td>2012</td>
<td></td>
<td>2016</td>
<td>**</td>
</tr>
<tr>
<td><strong>Buckingham County</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vera Cooke-Merritt</td>
<td>2006</td>
<td>2010</td>
<td>2014</td>
<td>*</td>
</tr>
<tr>
<td><strong>City of Charlottesville</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alvin Edwards</td>
<td>2013</td>
<td></td>
<td>2017</td>
<td>**</td>
</tr>
<tr>
<td>Robert P. Hodous</td>
<td>2013</td>
<td></td>
<td>2017</td>
<td>**</td>
</tr>
<tr>
<td>Peter T. Kleeman</td>
<td>2008</td>
<td>2012</td>
<td>2016</td>
<td>*</td>
</tr>
<tr>
<td>Sean McCord</td>
<td>2010</td>
<td></td>
<td>2014</td>
<td>**</td>
</tr>
<tr>
<td><strong>Fluvanna County</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leonard F. Gardner</td>
<td>2006</td>
<td>2010</td>
<td>2014</td>
<td>*</td>
</tr>
<tr>
<td><strong>Greene County</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laila B. Bare</td>
<td>2004</td>
<td>2006/2010</td>
<td>2014</td>
<td>*</td>
</tr>
<tr>
<td><strong>Louisa County</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ava Pippin</td>
<td>2008</td>
<td>2012</td>
<td>2016</td>
<td>*</td>
</tr>
<tr>
<td><strong>Nelson County</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thomas Proulx</td>
<td>2014</td>
<td></td>
<td>2017</td>
<td>***</td>
</tr>
</tbody>
</table>

* Ineligible for reappointment; served two four-year terms.
** Eligible for reappointment at end of first four-year term.
*** Filled unexpired term; eligible for appointment to first or reappointment to second four-year term.
PVCC Serves Buckingham County

Enrollment Overview: Academic Year 2012-13*

- Total number of students enrolled at PVCC: 7,876
- Number of Buckingham County residents enrolled at PVCC: 141
- Percent of PVCC students who are residents of Buckingham County: 2.0%
- Percent of all Buckingham County residents enrolled at PVCC: 0.8%

*Last full academic year for which data are available

Enrollment Growth

Enrollment of Buckingham County residents in credit courses has increased 33% since the 2008-09 academic year.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students from Buckingham County</td>
<td>108</td>
<td>116</td>
<td>145</td>
<td>138</td>
<td>141</td>
</tr>
<tr>
<td>Total PVCC Enrollment</td>
<td>6,910</td>
<td>7,485</td>
<td>7,817</td>
<td>7,887</td>
<td>7,876</td>
</tr>
</tbody>
</table>

Demographics of Buckingham Residents Enrolled in Credit Courses at PVCC in Fall 2013

In Fall 2013, 129 students from Buckingham County were enrolled in credit-seeking courses at PVCC. The table below shows the demographics for these students.

<table>
<thead>
<tr>
<th>Male</th>
<th>43</th>
<th>33%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>86</td>
<td>67%</td>
</tr>
</tbody>
</table>

| White | 86 | 67% |
| Black/African American | 41 | 32% |
| Hispanic | 1 | .5% |
| Asian | 1 | .5% |
| Other | 0 | 0 |
| Not Specified | 0 | 0 |

| Under 18 years of age | 6 | 5% |
| 18-21 | 62 | 48% |
| 22-24 | 17 | 13% |
| 25-34 | 25 | 19% |
| 35-44 | 9 | 7% |
| 45-59 | 8 | 6% |
| 60 and older | 2 | 2% |

| Enrolled Full Time | 39 | 30% |
| Enrolled Part Time | 90 | 70% |

| Degree and Certificate –Seeking Students Receiving Any Financial Aid | 91 | 71% |

Prepared by PVCC Institutional Research, Planning, and Institutional Effectiveness for March 2014 Meeting with Buckingham County
Student Enrollment in Degree Programs

Sixty-five (65) Buckingham County residents were enrolled in transfer degree programs during the Fall 2013 semester and 60 were enrolled in career and technical degree and certificate programs. An additional two students are high school students taking PVCC courses through dual enrollment or dual credit, and two students are taking courses for personal satisfaction or as transient students. Programs enrolling the highest numbers of Buckingham residents include:

<table>
<thead>
<tr>
<th>Program</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS Nursing</td>
<td>27</td>
</tr>
<tr>
<td>AS General Studies</td>
<td>23</td>
</tr>
<tr>
<td>AA Liberal Arts</td>
<td>13</td>
</tr>
<tr>
<td>AS Business Administration</td>
<td>8</td>
</tr>
</tbody>
</table>

Students Enrolling at PVCC in the Fall After High School Graduation

PVCC enrolls, on average, 11% of BCHS graduates each fall. In the last four years, 78 BCHS graduates enrolled at PVCC in the fall immediately after completing high school.

Of the 166 BCHS graduates in 2013, 29 enrolled at PVCC in fall 2013. This is a significant increase from years past, where for the past three fall terms the average enrollment from BCHS has been 15 students. The table below provides a profile of the recent high school graduates enrolling at PVCC in fall 2013.

<table>
<thead>
<tr>
<th>Total 2013 Regional Public HS Graduates</th>
<th>166</th>
<th>17.6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recent HS Grads Enrolled at PVCC Fall 2013</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Formerly Dual Enrolled with PVCC in 2012-13</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Buckingham Total</th>
<th>Service Region Public HS Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>166</td>
<td>2,348</td>
</tr>
<tr>
<td>29</td>
<td>524</td>
</tr>
<tr>
<td>0</td>
<td>179</td>
</tr>
</tbody>
</table>

Demographics – Recent Buckingham graduates enrolled at PVCC* in Fall 2013

<table>
<thead>
<tr>
<th></th>
<th>Buckingham Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>16</td>
<td>50%</td>
</tr>
<tr>
<td>Female</td>
<td>17</td>
<td>52%</td>
</tr>
<tr>
<td>White</td>
<td>19</td>
<td>58%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>13</td>
<td>39%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Not Specified</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Enrolled Full Time</td>
<td>11</td>
<td>33%</td>
</tr>
<tr>
<td>Enrolled Part Time</td>
<td>22</td>
<td>67%</td>
</tr>
<tr>
<td>Receiving Financial Aid</td>
<td>28</td>
<td>85%</td>
</tr>
</tbody>
</table>

1 Number provided by the Virginia Department of Education
<table>
<thead>
<tr>
<th>Programs of Study</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Arts</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Associate of Science</td>
<td>15</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>54%</td>
</tr>
<tr>
<td>Transfer Programs Total</td>
<td>94</td>
<td>18%</td>
</tr>
<tr>
<td>Associate of Applied Science</td>
<td>14</td>
<td>42%</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Career Studies Certificate</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Non-Transfer Total</td>
<td>12</td>
<td>2%</td>
</tr>
<tr>
<td>Unclassified</td>
<td>25</td>
<td>5%</td>
</tr>
</tbody>
</table>

*Students who completed their high school studies in 2013. Percent represents percent of total graduates from BCHS enrolled at PVCC.

College Readiness

Placing into developmental courses adds cost and time to earning a college degree or certificate. Of those students who graduated from BCHS in June of 2013 and attended PVCC in Fall of 2013, 42.4% of BCHS students placing into developmental English and 75.8% into developmental math.

In fall of 2010, PVCC and the other community colleges in Virginia completed a redesign of developmental education that includes new placement tests for reading, writing, and mathematics; significant modifications to delivery of instruction; and a developmental course structure that provides needed skills based on a student’s selected program of study. PVCC will continue to monitor placement outcomes for developmental students.

Distance Learning

In fall 2013, PVCC enrolled 1,454 students (2,605 enrollments) in 75 credit online courses. Of these students, 44 were from Buckingham. Students from Buckingham chose to enroll in 37 different online courses in the areas of accounting, criminal justice, art, business management, economics, English composition, history, health, humanities, information literacy, information systems, marketing, statistics, philosophy, sociology, Spanish, travel and tourism.
PVCC Graduates from Buckingham County

In the last 5 years 11 awards have been made to Buckingham County residents. The awards distributed during this period are shown in the table below:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Number of Buckingham Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA Liberal Arts</td>
<td>1</td>
</tr>
<tr>
<td>AS Business Administration</td>
<td>1</td>
</tr>
<tr>
<td>AS General Studies</td>
<td>1</td>
</tr>
<tr>
<td>AS Engineering</td>
<td>1</td>
</tr>
<tr>
<td>CERT Health Information Coding</td>
<td>1</td>
</tr>
<tr>
<td>CERT Practical Nursing</td>
<td>1</td>
</tr>
<tr>
<td>CERT General Education</td>
<td>3</td>
</tr>
<tr>
<td>CSC Patient Admissions Coordinator</td>
<td>1</td>
</tr>
<tr>
<td>CSC Business and Office</td>
<td>1</td>
</tr>
</tbody>
</table>

PVCC Noncredit Enrollment and Workforce Development

PVCC Workforce Services partnered with Buckingham Branch Railroad in the fall of 2013 to offer customized contact training in Bridge Superstructure. In addition, PVCC Workforce Services offered 39 customized contract training programs for the businesses in PVCC Service region. The programs included Horticulture propagation, Viticulture, Business and Strategic Planning, Project Management, Supervision and Leadership, Sales training, advanced social media, Microsoft Office classes, Emotional Intelligence, Building Code Update, CPR/First Aid and Blood Borne Pathogens, and Weatherization.