PVCC College Board Planning Retreat

August 6, 2013
3-7 p.m.

Dickinson Theater

1. Welcome new Board Members (Dr. Bare)

2. Board Business: appointment of nominating committee (Dr. Bare)

3. Review of 2011 Strategic Plan Accomplishments (attachment, Dr. Donnelly)

4. Review of Community Leadership Survey results (attachment, Dr. Friedman)

5. Small group activities
   - PVCC SWOT analysis (strengths, weaknesses, opportunities, threats)
   - Development of priority action plans

6. Small group reports and discussion

7. Reception/Dinner

8. Adjourn
The Piedmont Virginia Community College 2011 Strategic Plan, spanning academic years 2011-12 through 2013-14, was developed by the Planning and Budgeting Committee with input from students, faculty, staff, the College Board, and community leaders. The plan also takes into consideration current initiatives at the federal and state levels that are focused on increasing the number of college completers, the strategic direction of the Virginia Community College System laid out in the VCCS Strategic Plan Achieve 2015, and the recommendations of the Chancellor’s VCCS Reengineering Task Force. The resulting 2011 PVCC Strategic Plan, approved by the President in April 2011 and the local College Board on May 4, 2011, addresses four institutional priorities:

I. Student Completion and Success
II. Access to Education
III. Excellence in Instruction and Student Support
IV. Resources to Support Teaching and Learning

The plan contains 73 specific actions related to the Institutional Priorities and 43 desired outcomes in the areas of Access and Enrollment, Instructional Environment, Student Engagement, Student Persistence, Student Satisfaction, and Student Completion. Many of the strategies are “in process” or ongoing in nature, i.e., once begun, they become part of the College’s operations. A summary of major actions and achievements during this second year are presented below by Institutional Priority.

Priority 1: Student Completion and Success

- Developmental reading, writing, and mathematics curriculum redesign has been completed and implemented. The First Quadrant Math Center was opened to students in Fall 2012. It has more than 60 computers dedicated for use by students taking developmental mathematics courses and provides tutoring support for mathematics and related subjects. The Writing Center continues to provide tutoring in writing and other subjects, and in addition, developmental students taking ENF 1 and ENF 3 are assigned class time in the Writing Center.

- PVCC hired a new Coordinator of Academic Support Services in Fall 2012. The Coordinator provides leadership for tutoring, testing, academic coaching, and other student success initiatives such as peer mentoring and structured learning assistance (described below).

- In the spring semester, PVCC piloted Structured Learning Assistance (SLA) in six courses: ECO 201 and 202, PSY 230, MTH 163 and 173, and SOC 200. The purpose of SLA is to improve persistence and successful offering once-weekly sessions that provide students with opportunities for review, discussion, and practice with difficult course material in a low-stakes setting, facilitated by an approachable peer. Research supports the use of structured learning assistance as an effective means for improving student success in historically difficult courses. Evaluation of the initiative is ongoing and improvements are being incorporated for 2013-14.
The College promoted affordability of a PVCC education and availability of financial aid and scholarships through the Super Saturday financial aid event; multiple news releases, advertisements, emails, online calendars, and social media posts; and communications to county and city school superintendents, churches, and other organizations.

PVCC expanded its course offerings at the Fluvanna Correctional Center for Women. Nineteen FCCW students graduated with associate degrees in May 2013.

Through a federal grant awarded to the VCCS, the part-time career coach at the one-stop center was hired as a full time position and now assists with outreach events in addition to fulfilling grant-related responsibilities.

A Culinary Arts associate degree program has been developed and approved, and a full-time faculty member hired. The program will enroll students beginning fall 2013.

Dual enrollment courses continue to be offered in both our public and private high schools. Courses in business, information technology, anatomy and physiology, and physics were added in 2012-13. In addition, articulation agreements have been discussed with CATEC and other school systems that have culinary programs. Implementation of pathways to the associate degree for high school students as mandated by HB 1181 have progressed this past year. All school systems have created a pathway to one of PVCC’s associate degrees and to the general studies certificate.

PVCC has focused on increasing CTE enrollment in Science, Technology, Engineering and Mathematics (STEM). In addition to increasing dual enrollment opportunities in STEM (see above), the number of Summer Career Academies focused on STEM was increased, as was the number of outreach events promoting STEM fields among non-traditional student populations.

PVCC’s Analyst Boot Camp classes continue to be offered on a regular basis. Student feedback about the program is overwhelmingly positive and student job placement rates exceed 75%.

Three of the 23 actions in this institutional priority are complete. Eighteen are in progress. The remaining actions (i.e., increasing financial aid for middle income students and examining community service activities) are pending implementation.

Priority III: Excellence in Instruction and Student Support

One new faculty member in Engineering was hired in spring 2013.

Three more classrooms have been fitted with lecture capture hardware and licensed hours increased from the initial purchase of 6,000 hours in 2011-12 to 19,000 hours in 2012-13. Several faculty have “flipped” their classes so that more discussion, projects, activities that require application of lecture material, and questions about the subject matter are incorporated into scheduled class time.

The College’s sites in Greene County and in downtown Charlottesville were equipped with nine multimedia enabled classrooms, two compressed video classrooms, three computer laboratories, including one with high-end graphics capabilities used by the defense industry, and a conference room with video-conferencing capabilities.
- PVCC's Giuseppe Center opened for operation in Fall 2012, offering general education courses as well as specialized courses in areas such as certified nursing assistant.

- Installed 65 thin clients for the First Quadrant Math Center and an addition 25 thin clients in the Writing Center, with associated cost savings from lower equipment cost and 90% reduction in power consumption.

- A document imaging system was implemented for the Financial Aid Back Office project and work is in progress for its application in other areas.

- Marketing and Media Relations initiated the process of redesigning the College's web site for enhanced functionality. Reorganization of the content and navigation is underway, with launch of the new web site expected in fall 2013.

- Workforce Services achieved $1,044,675 in revenue for 2011-12, exceeding its goal of $734,400.

- Funding for the start of the culinary arts program was completed.

- Several new markets were identified and targeted for outreach, including former students (stop outs), individuals in the college's service region who have a high school diploma or GED but no college, and veterans. The College contacted former students (stop-outs) and held a recruitment event for them on April 6, 2013. Forty former students attended and received advising and other services.

*Of the 24 actions for this institutional priority, eight are complete and the remaining actions are in progress.*

**Desired Outcomes**

By carrying out the identified actions for each priority, PVCC expects to achieve specified outcomes in areas of access and enrollment, instruction, student engagement, satisfaction, persistence, completion, and post-PVCC success. Year 2 data shows *increases* over baseline in the following indicators:

- Fall credit enrollment from the city of Charlottesville and service region students outside the City of Charlottesville and Albemarle County
- Enrollment of first-generation students
- Students enrolled in PVCC classes at the Fluvanna Correctional Center for Women
- Enrollment of current and former home-schooled students
- Enrollment of high school students
- Enrollment in career and technical education programs
- Enrollment of non-traditional students (age 25 and older)
- Satisfaction with Financial Aid
- Number of degrees and certificates awarded
- Number of students completing workforce courses that prepare them for industry certifications or state licensure
- Number of graduates and curricular non-graduates subsequently enrolling at a four-year institution.

Compared with baseline data, retention rates have not increased. However, PVCC's Student Success Initiatives, which began implementation in 2012-13, are expected to have a significant impact on retention, progression, and completion.
PVCC 2013 Community Leaders Survey
Summary of Results

Introduction

In June, 2013, PVCC invited more than 4,500 individuals to participate in its Community Leaders Survey (an increase from 1400 individuals surveyed in 2010). The survey is part of PVCC’s strategic planning process in which the College seeks input from individuals affiliated with one or more external stakeholder groups (including schools, businesses, not-for-profit organizations, government, advisory boards, donors and alumni). Individuals received the survey via email.

Respondents

PVCC received 222 responses to the survey, yielding a 5% response rate. Table 1 shows the distribution of respondents by affiliation with PVCC.

Table 1. Distribution of respondents by affiliation with PVCC.

<table>
<thead>
<tr>
<th>Relationship to PVCC</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni (PVCC graduate or former student)</td>
<td>90</td>
<td>41.5%</td>
</tr>
<tr>
<td>Local business/industry</td>
<td>73</td>
<td>33.6%</td>
</tr>
<tr>
<td>Public or private school, home school, higher education, educational organization</td>
<td>51</td>
<td>23.5%</td>
</tr>
<tr>
<td>Social service, community service, volunteer, not-for profit, or faith-based organization</td>
<td>45</td>
<td>20.7%</td>
</tr>
<tr>
<td>Donor to PVCC</td>
<td>43</td>
<td>19.8%</td>
</tr>
<tr>
<td>Local government/government agency</td>
<td>35</td>
<td>16.1%</td>
</tr>
<tr>
<td>Other</td>
<td>30</td>
<td>13.8%</td>
</tr>
<tr>
<td>Parent of PVCC student or alumnus</td>
<td>28</td>
<td>12.9%</td>
</tr>
<tr>
<td>PVCC Curriculum Advisory Committee</td>
<td>21</td>
<td>9.7%</td>
</tr>
<tr>
<td>State government or government agency</td>
<td>11</td>
<td>5.1%</td>
</tr>
</tbody>
</table>

Note: Respondents were to select all categories that applied.
Achieving our Mission

Eighty-two percent (82%) of respondents said PVCC was "very effective" in achieving its mission.

Figure 1. Responses to the question:
PVCC's mission statement reads, in part, "Piedmont Virginia Community College offers accessible, affordable, high-quality educational programs that promote student success and community vitality..." In your opinion, how effective is PVCC in achieving this mission?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very effective</td>
<td>82.35%</td>
<td>182</td>
</tr>
<tr>
<td>Somewhat effective</td>
<td>16.29%</td>
<td>35</td>
</tr>
<tr>
<td>Only a little effective</td>
<td>1.36%</td>
<td>3</td>
</tr>
<tr>
<td>Not at all effective</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>

Most respondents (excluding those who said "neither agree/disagree" or "no basis for opinion") indicated PVCC was meeting the core aspects of its mission.

Table 2. Responses to the question:
Rate the extent to which you agree or disagree with each of the following statements...

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree or Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>PVCC offers high quality academic programs.</td>
<td>95.4%</td>
</tr>
<tr>
<td>PVCC offers challenging course work.</td>
<td>89.6%</td>
</tr>
<tr>
<td>PVCC provides the support services students need to be successful.</td>
<td>81.3%</td>
</tr>
<tr>
<td>PVCC prepares students for success at four-year colleges and universities.</td>
<td>89.6%</td>
</tr>
<tr>
<td>PVCC prepares students for successful careers.</td>
<td>91.2%</td>
</tr>
<tr>
<td>PVCC prepares students for success in life.</td>
<td>77.5%</td>
</tr>
<tr>
<td>PVCC meets the training needs of local employers.</td>
<td>69.6%</td>
</tr>
<tr>
<td>PVCC is an asset to our community.</td>
<td>96.8%</td>
</tr>
</tbody>
</table>

Perceptions of PVCC

Respondents were asked four questions about their perceptions of the college. Open-ended responses are summarized by question below.

1. What makes PVCC unique?

Responses mentioned a wide assortment of qualities that they believe make PVCC unique. The categories mentioned most frequently include:
Table 3. Responses to the question:
In your opinion, what makes PVCC unique?

<table>
<thead>
<tr>
<th>Qualities making PVCC unique</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community engagement</td>
<td>24</td>
</tr>
<tr>
<td>Quality faculty</td>
<td>24</td>
</tr>
<tr>
<td>Accessibility and affordability</td>
<td>19</td>
</tr>
<tr>
<td>Quality programs</td>
<td>17</td>
</tr>
<tr>
<td>Location</td>
<td>11</td>
</tr>
<tr>
<td>Quality staff</td>
<td>11</td>
</tr>
<tr>
<td>Diversity of students</td>
<td>10</td>
</tr>
<tr>
<td>Variety of programs offered</td>
<td>9</td>
</tr>
</tbody>
</table>

2. When you hear or see the name PVCC or Piedmont Virginia Community College, what immediately comes to mind?

In general, responses (from 186 people) reflected the kinds of values and judgments expressed in the last item, above. Examples of specific responses that stand out or were representative include:

- Harvard on the Hill/The college on the hill
- I miss my school!
- vibrant, alive, dynamic, attentive to local needs
- Quality education for a very reasonable price
- How lucky I was to have PVCC give me a leg up.
- good value for the $
- Stepping stone for a successful future
- One of my best collegiate experiences!
- Value to the community
- A most wonderful college and one that is so well-regarded.
- Opportunity and hope for those that could not otherwise afford higher education.

3. What do you believe is the perception that most people in this area have about PVCC?

Most respondents (from the 181 who answered this question) believe that people have a favorable / highly positive perception of PVCC. Many respondents cited generalized or broad positive views (the PVCC is a great school, for instance, or that it is a major asset in our area). Others acknowledged that most people in our area know very little about PVCC.

Many believe that PVCC is regarded as the lesser choice over a 4-year college or that PVCC serves those who cannot gain admittance to a 4-year college. But just as many or more believe the community sees PVCC as a legitimate, helpful and/or affordable pathway to a 4-year college education. Singled out for especially high reputation in the community (by three respondents) was the nursing program.

4. What do you perceive as the most important contribution that PVCC makes to its service region?

Respondents cited wide ranging contributions. Some items were very common, including (listed in order of frequency):
Table 4: Most frequent responses to the question:
What do you perceive as the most important contribution that PVCC makes to its service region?

<table>
<thead>
<tr>
<th>Contributions to the service region</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>PVCC's ability to provide low cost, quality education for all (Accessibility)</td>
<td>33</td>
</tr>
<tr>
<td>The value to the business community in preparing students for the workforce</td>
<td>31</td>
</tr>
<tr>
<td>The broad opportunity for education provided by PVCC</td>
<td>30</td>
</tr>
<tr>
<td>The affordability of PVCC programs</td>
<td>18</td>
</tr>
<tr>
<td>PVCC as a pathway to 4-year programs</td>
<td>12</td>
</tr>
</tbody>
</table>

Planning for the next 3-5 years

Respondents were asked: In your area of business, industry, or service, what are the most important trends that PVCC should consider as we plan for the next 5 years? By far, the single category most often mentioned (by the 185 respondents who provided a response) was preparation of students for the workforce, awareness of changes in the workforce (including the aging of the workforce) and changing needs of employers (30 mentions). Reflecting a similar concern, many respondents pointed to technological change as an area of concern (19 mentions), either in the subject matter of courses and in the mode instruction. The use of MOOCs and social media was a common focus. At the same time, a meaningful minority cautioned against going this route at the expense of the arts and humanities (5 mentions). Expansion of health care course offerings were mentioned frequently (15 mentions). Finally, 12 respondents recommended continuing focus on preserving affordability in the face of declining government funding.

Supporting Economic Growth

Respondents were also asked: What new training or educational programs should PVCC offer that would support local economic growth? One hundred and fifty-four respondents answered this question. By far, the most frequently reported category recommended for expansion was health care (29 mentions). Some respondents noted the upcoming implementation of ICD-10 as an opportunity for movement into coding and billing; others pointed to nursing, geriatric care and bio-medical/biotechnology fields as opportunities for supporting economic growth. In addition, technology courses (especially computing) received frequent mention (by 17 respondents). Bio-medical and bio-technology were mentioned by 10 respondents for job growth opportunities.

What should PVCC do more of?

As asked what PVCC should do more of, respondents offered a very wide array of suggestions. One theme appeared frequently: PVCC should promote its presence, services and successes with more aggressiveness. Beyond this, the ideas offered were of such diversity that few patterns became apparent. Here is a selection of some of the more interesting ideas from the survey:

- Promote dual-enrollment classes to private schools (Covenant, St. Anne's, etc.)
- Train school counselors on local job market trends (ex: employer panels)
- Write a grant for drama classes to develop an interactive play for middle and high school students to teach them the career and college planning process in a fun way
- Host more business events like job fairs, business outreach seminars and start a business round table forum
- Conduct more fundraising with previous students and alumni
What should PVCC do less of?

The vast majority of respondents did not have concrete suggestions as to what PVCC should stop doing or do less of. Here are some examples from the few respondents who did make suggestions:

- Don’t raise tuition
- Stay out of politics
- Theater / Drama (we have plenty of that going on around town; they really shouldn’t pay for that kind of pursuit).
- Don’t think small.

Respondents were also asked to indicate: What opportunities do you see for PVCC to partner with you/your organization? How can we work together to encourage student success, build our regional workforce, and/or strengthen our community? Forty-six respondents provided ideas and contact information which has been forwarded to the appropriate PVCC administrator for follow-up.
PVCC College Board
Planning Retreat

August 6, 2013

SMALL GROUP ACTIVITIES

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debbi Goodman</td>
<td>Sean McCord</td>
<td>Peter Kleeman</td>
</tr>
<tr>
<td>Len Gardner</td>
<td>Laila Bare</td>
<td>Ava Pippin</td>
</tr>
<tr>
<td>Russell Otis</td>
<td>Stephen Davis</td>
<td>Sean Moynihan</td>
</tr>
<tr>
<td>Alvin Edwards</td>
<td>John Donnelly</td>
<td>Bob Hodous</td>
</tr>
<tr>
<td>Frank Friedman</td>
<td>Jim Ross</td>
<td>Steve Parker</td>
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<td></td>
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<td>Shivaji Samanta</td>
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</tbody>
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**SWOT ANALYSIS** (30 minutes)

1. What are PVCC’s strengths on which we should build in our next strategic plan?

2. What are PVCC’s weaknesses or areas in need of improvement that we should address in our next strategic plan?

3. What external opportunities or threats should be considered as we develop our next strategic plan? These can be local, regional, state, national or international opportunities or threats.

**ACTION PLANS/PRIORITIES/INITIATIVES** (30 minutes)

1. Based on any of the SWOTS, what actions/initiatives/priorities should be a part of the 2014-17 PVCC strategic plan?