Big Ideas and Small Colleges:

Virginia Community College System’s Reengineering at Blue Ridge Community College
Reengineering Virginia’s Community Colleges

Rethinking what we do and how we do it

The VCCS Reengineering Task Force is now in its second phase, focused on implementing the ideas articulated in its fall 2010 report to the State Board for Community Colleges.

The taskforce was created in fall 2009 to advance Virginia’s Community College beyond the status quo, to serve more students and to serve them better.

You can track the progress of the taskforce’s workgroups by clicking on the image here, or the Progress Update tab at the top of the page. Visit often as the progress will be updated regularly.

From the Chancellor

Glenn DuBois, chancellor of the VCCS on the process, goals and need for reengineering:

“The perspective our faculty offers is critical to the success of this effort. That’s why our commitment to them is so strong and will grow stronger in time...

“We will ultimately judge our reform efforts not by how good our intentions are, nor by how hard our people work, but rather by the results we can measure. We must make a difference.”

Read more from his recent speech on the VCCS Reengineering efforts.

Thoughts? Comments? Reactions?
Messages sent to rethink@vccs.edu are received personally by the Chancellor.

>> Read the latest message from the Chancellor (12.1.11)

Resources

Developmental Math Redesign grabs national headlines as it is highlighted in the Chronicle of Higher Education.

The Case for Change

“A perfect storm” is brewing for the Virginia Community College System. We need to seek new ways of leveraging people, talent and technology and to break down barriers to change and improvement.
1. Redesign developmental education
2. Implement shared services
3. Strengthen and diversify the resource base
4. Articulate learning outcomes
5. Foster a culture of high performance
6. Reposition workforce services
7. Automate student success solutions
8. Expand the faculty employment spectrum
9. Conduct a credit audit of programs
10. Continue reengineering efforts

Read more at: rethink.vccs.edu
### AT A GLANCE - APRIL 2012

**Progress on Implementing Recommendations of Chancellor’s Re-engineering Task Force**

**KEY:**  
- Green circle: Completed  
- Blue circle: Progressing As Expected  
- Yellow circle: Progressing With Challenges  
- White square: No Report Yet

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<tr>
<th>Status</th>
<th>Goal</th>
<th>Area</th>
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<td><strong>REDESIGN DEVELOPMENTAL EDUCATION</strong></td>
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<tr>
<td>1</td>
<td>Implement Developmental Education Task Force Redesign Proposal (Mathematics)</td>
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<td>2</td>
<td>Implement Developmental Education Task Force Redesign Proposal (English)</td>
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<td>3</td>
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<td><strong>IMPLEMENT SHARED SERVICES</strong></td>
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<td>Centralize “Back-Office” Functions of Financial Aid</td>
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<td>Leverage VCCS Purchasing Volume</td>
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<td>Expand Opportunities for Development of Consortia (Academic Program)</td>
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<td><strong>STRENGTHEN AND DIVERSIFY RESOURCE BASE</strong></td>
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<td>Adhere to Implementation of the Six-Year Financial Plan</td>
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<td>Pursue an Aggressive Strategy to Increase the Proportion of Students Receiving Financial Aid</td>
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<td>Encourage College Foundations to Focus Fund Raising Efforts on the Goal of Fulfilling the Unmet Financial Needs of all Middle Income Students</td>
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<td>Provide Professional Development and Other Services to College Foundations</td>
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## BRCC Leadership and Participation in VCCS Reengineering Efforts

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<td>Hara Charlier, Committee Member</td>
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<td>Developmental Math Original Redesign Team</td>
<td>James Perkins, Chair; Theresa Thomas, Committee Member</td>
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<td>Developmental Math Placement Testing Team</td>
<td>Theresa Thomas, Committee Member</td>
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<td>Developmental Math Implementation Review Team</td>
<td>Theresa Thomas, Committee Member</td>
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<td>Developmental Math Campus Implementation Lead</td>
<td>Warren Wise, Coordinator</td>
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<td>Developmental Math Curriculum Design Team</td>
<td>Theresa Thomas, Committee Member</td>
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<td>Developmental English Original Redesign Team</td>
<td>Donna Mayes, Committee Member</td>
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<td>College Readiness</td>
<td>Hara Charlier, Committee Member</td>
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<td><strong>Implement Shared Services</strong></td>
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<td>Shared Services – Financial Aid Workgroup</td>
<td>Bobby Clemmer, Committee Member</td>
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<td>Shared Services Task Force</td>
<td>Robert Baldygo, Committee Member</td>
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<td>Shared Services – High Performance Workgroup</td>
<td>Robert Baldygo, Committee Member</td>
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<td>Shared Services – Payroll Business Processes Workgroup</td>
<td>Robert Baldygo, Chair</td>
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<td>Hara Charlier, Kim Blosser, Bob Young, Committee Members</td>
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<td>Deb Fitzgerald, Committee Member</td>
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<td>Kim Blosser, Committee Member</td>
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<td><strong>Expand the Faculty Employment Spectrum – New Roles Workgroup</strong></td>
<td>Kim Blosser, Chair</td>
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<td><strong>Conduct a Credit Audit of Programs – Credit Audit Workgroup</strong></td>
<td>Hara Charlier, Committee Member</td>
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10 Big Ideas

1. Redesign developmental education
2. Implement shared services
3. Strengthen and diversify the resource base
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EXPAND FACULTY ROLES
The Case for Change

• From fall 2007 – fall 2011 = enrollments across VCCS increased by nearly 33,000 students (>25%)
  – During that time, state funding per FTE declined from $4,192 in FY2007 to ~$2,639 in FY2011

• Instruction currently delivered by either full-time faculty or adjunct faculty
  – The proportion of FT faculty dropped from 52% in FY 1999 to 41% in FY 2009
  – From 2007 – 2010 = FT faculty increased by 47 while PT faculty increased by 1,376 positions

• Higher education is changing; More competition
• Our colleges need more flexibility to address new challenges
Goal to Expand Roles

• Our goal is to create new faculty positions which will:
  – Provide greater flexibility in hiring part-time and full-time faculty
  – Create new types of faculty positions
  – Increase proportion of FT faculty teaching
  – Provide opportunities for faculty to have other roles at the college (administrative, student services, etc.)
Faculty Employment Spectrum workgroup created

- 1 College President
- 5 Vice Presidents
- 11 Dean’s/Coordinators
- 8 Faculty
- 3 Human Resource personnel
- 2 Workforce Development personnel
- 1 Institutional Research representative
- 1 Vice Chancellor for Academic Services/Research
New Roles Under Development

• Roles that have been approved:
  – Associate Instructor
  – Part-time 9-month Teaching Faculty
  – 10-month Teaching Faculty

• Still being developed/investigated:
  – 3-semester faculty
  – Distance Learning only faculty
  – 2-semester adjunct faculty
  – Super teacher concept
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DEVELOPMENTAL MATH
The Turning Point

• 60% of community college students enroll in a developmental course

• Reduce the need and time while increasing graduation rates

• Streamlined the objectives into 9-1 credit modules
Developmental Math Redesign

- The Turning Point
- The Critical Point
- Curriculum Guide
The Critical Point

Precollege Math Pathways by Program of Study

Placement and Diagnostic Tests

STEM Business Administration

Precollege Units 1-5

Precollege Units 6-9

Liberal Arts

Precollege Units 1-5

Curriculum-Specific Credit Courses

Career Technical Education

Curriculum-Specific Precollege Units
<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit Name</th>
<th>Unit Description</th>
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<tr>
<td>Unit 1</td>
<td>Operations with Positive Fractions</td>
<td>The student will solve application problems using proper fractions, improper fractions, and mixed numbers. All student learning outcomes for this unit must be completed without the use of a calculator. Emphasis should be placed on applications throughout the unit. Applications will use U.S. customary units of measurement. All fractions in this unit should be expressed in simplest form, unless otherwise indicated.</td>
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<tr>
<td>Unit 2</td>
<td>Operations with Positive Decimals and Percents</td>
<td>The student will solve problems using decimals and percents. Emphasis should be placed on applications throughout the unit. Applications will use U.S. customary and metric units of measurement.</td>
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<td>Unit 3</td>
<td>Algebra basics</td>
<td>The student will perform basic operations with algebraic expressions and solve simple algebraic equations using signed numbers. Emphasis should be placed on applications throughout the unit.</td>
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<td>Unit 4</td>
<td>First Degree Equations and Inequalities in one variable</td>
<td>The student will solve first degree equations and inequalities containing one variable, and use them to solve application problems. Emphasis should be on learning the steps to solving the equations and inequalities, applications and problem solving.</td>
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<tr>
<td>Unit 5</td>
<td>Linear Equations, Inequalities and Systems of Linear equations in Two Variables</td>
<td>The student will learn how to find the equation of a line, graph linear equations and inequalities in two variables and solve a system of two linear equations. Emphasis should be on writing and graphing equations using the slope of the line and points on the line, and applications.</td>
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<tr>
<td>Unit 6</td>
<td>Exponents, Factoring and Polynomial Equations</td>
<td>The student will learn techniques to factor polynomials and use these techniques to solve polynomial equations. Emphasis should be on learning all the different factoring methods, and solving application problems using polynomial equations.</td>
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<tr>
<td>Unit 7</td>
<td>Rational Expressions and Equations</td>
<td>The student will simplify rational algebraic expressions, solve rational algebraic equations and use them to solve application problems.</td>
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<td>Unit 8</td>
<td>Rational Exponents and Radicals</td>
<td>The student will simplify radical expressions, and use rational exponents. The student will solve radical equations and use them to solve application problems.</td>
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<tr>
<td>Unit 9</td>
<td>Functions, Quadratic Equations and Parabolas</td>
<td>In this unit the student will have an introduction to functions in ordered pair, graph, and equation form. The student will engage in a thorough introduction to quadratic functions and their properties as they complete preparation for entering STEM or business-administration college-level mathematics courses</td>
</tr>
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DEVELOPMENTAL ENGLISH
Developmental English Redesign

- The Turning Point
- The Focal Point
Developmental English Redesign

Tier C (Bridge Course)
- Designed for students testing near college level English
- Potential Credit Hours: 2-3
- Delivery Options: Lab assistance, Supplemental instruction, and ALP
- The curriculum for students in the Tier C pathway to ENG111 is based upon a subset of Tier A’s and Tier B’s student learning outcomes because students would have placed higher on the placement instrument than Tier A and Tier B students.

Tier B (Mid-level)
- Integrated reading and writing
- Potential Credit Hours: 3-4
- Delivery Options: 16 or 8 week course, and Traditional
- The curriculum for students in the Tier B pathway to ENG111 is based upon a subset of Tier A student learning outcomes because students would have placed higher on the placement instrument than Tier A students.
- Faculty will have the option of recommending that students who have successfully completed the Tier B course, but require additional support to achieve success in college level English, enroll in Tier C.

Tier A (Lower level)
- Integrated reading and writing
- Potential Credit Hours: 6-8
- The curriculum for students in the Tier A pathway to ENG111 is based upon a large number of student learning outcomes because students would have placed at the lowest range on the placement instrument and therefore would require more remediation than students in Tier B and Tier C.
- Faculty will have the option of recommending that students who have successfully completed the Tier A course, but require additional support to achieve success in college level English, enroll in Tier C.

Co-enrolled with ENG111

Faculty recommendation

FLOOR
College Readiness Workgroup

• Purpose: To reduce the need for developmental mathematics and developmental English by assuring high school graduates are college ready.

• Strategy:
  – Emphasize communication
  – Learn from pilot initiatives
  – Enhance awareness throughout the VCCS
  – Recommend initiatives for state-wide implementation
Partnership for Student Success

A collaborative approach to college readiness

Blue Ridge Community College
Harrisonburg High School
Are you ready?

BRCC Placement Test
SAT/ACT

Yes

College Courses at HHS

ENG 111/112
MTH 157, 163, 166, 270
ITE 115

Not yet

Skill Development
Algebra 3
Online tools

Retake Placement Test

College Courses at BRCC

BRCC Freshman year
Lessons Learned

• Strategies
  – Skill development in high school curricula
  – Preparation for placement testing
  – Navigation through barriers to success

• Key Elements
  – Relationships
  – Data
  – Support
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