

# THE EXCHANGE

GERMANNA COMMUNITY COLLEGE  
INFORMATION BULLETIN



## Performance goals results

Last fall, Germanna employees were offered a \$200 bonus if certain performance goals were reached for the 2007-2008 academic year.

Goal 1: Enrollment had to increase by at least 7 percent. And it jumped 12 percent, far exceeding that benchmark.

Goal 2: At least 75 percent of students had to receive a grade of A, B, C or S. The final percentage on that will not be available until Dual Enrollment grades can be factored in next week.

Goal 3: At least 68 percent of currently enrolled students were required to express satisfaction with Germanna. Customer service is the benchmark where the college fell short. While 75 percent of students were satisfied with the overall quality of the college, only 64 percent were satisfied with the service

component, "Overall helpfulness of Germanna employees."

As a result, the funds that would have been used for bonuses will be invested in improving service, with the hope being that the satisfaction benchmark will be hit in the 2008-2009 academic year and that bonuses will be paid out in 2009.

"Obviously, we're disappointed we can't give everybody a \$200 bonus," said Germanna President David A. Sam. "But maybe we should look at this as an opportunity to improve ourselves. We're going to be using that money to do better by our students.

"The payoff for that is people will get the \$200 bonus in the future; but, more importantly, the students will get better service from the college."

*Source: Michael Zitz*

## Business workshop planned in Culpeper

Business owners and potential entrepreneurs from the Culpeper and Madison County area are invited to attend "Entrepreneur Express: Moving Your Business Forward," a workshop designed to deliver practical, hands-on training and provide information on available business resources.

The Workshop will run from 8 a.m. until noon **June 27** at the Daniel Technology Center of Germanna Community College, 18121 Technology Drive in Culpeper.

The workshop is being coordinated by the Virginia Department of Business Assistance and is sponsored by the Culpeper County Department of Economic Development, Germanna Community College and the Culpeper and Madison County chambers of commerce.

Admission is free with pre-registration requested. For more information, call Will Vehrs at 804-371-0058 or Pat Baisden at 540-825-8628."

*Source: The Free Lance-Star  
14 June 2008*

**Please submit items for publication to Cynthia Hill:**

- [chill@germanna.edu](mailto:chill@germanna.edu)  
- electronic submission,  
PREFERRED;

— OR —

- LGC mailbox - please include your name as the source should there be questions pertaining to your submittal.

## Congratulations to Sharee Robinson

on completing her bachelor's degree in Business with an emphasis on Human Resource Management from Western Governors University.

She completed all of the degree requirements from the Utah-based online university on June 2.

Sharee is administrative assistant to the Vice President for Academic Affairs and Student Services and previously managed the adjunct hiring process for the Instruction division.

**Way to go, Sharee!**

*Source: Bill Fiege*

## Dr. Ann Woolford-Singh

### FROM GUYANA TO GERMANN—A LIFELONG COMMITMENT TO HIGHER EDUCATION

She came to America in pursuit of a quality education.

Now she has come to Germanna to help others pursue the same goal.

"We are very pleased and excited that Dr. Ann Woolford-Singh [has joined] Germanna," said GCC President David A. Sam. "She [brings] strong leadership over the core of our mission—teaching and learning and learner support."

Dr. Woolford-Singh, a former faculty member and former administrator at Tidewater Community College in Norfolk, where she worked for the past 14 years, said: "I'm excited to be coming to Germanna at this point in the college's history, at the beginning of Dr. Sam's leadership." She not only shares the Germanna president's view of the community college as "Democracy's College," her life story provides compelling evidence of the power of the concept.

The native of Guyana—the first member of her immediate family to go to college—said that with her arrival at Germanna, her life has come "full circle."

She said her mother was determined her daughter would have a good education, and that led to her parents immigrating to New York when she was a teenager. "She broke with family and class tradition and worked full time as a factory worker, never wavering on scraping together funds for books, secondary school tuition, or private tutoring," Dr. Woolford-Singh said. "She paid for cleaning help to insure that my help was seldom needed for household chores at the expense of my reading or study.

"When the opportunity arose for our family to immigrate to the U.S., she never hesitated because Guyana at that time had only a fledgling university," Dr. Woolford-Singh said. "Only those whose parents could afford to send their children abroad had guaranteed access to higher education. College and the U.S. were alien places for my mother, who finally had no frame of reference with which to give advice. Alone, I negotiated the difference between a college catalogue and a class schedule, financial aid forms, government grants, and private college loans."



*New Vice President of Academic Affairs and Student Services' story is one that may inspire students.*

Even as she earned academic honors and a PhD, she said she has never forgotten her mother's sacrifices and the feeling of uncertainty she had entering college. She believes her background has helped her identify with students who themselves face difficult circumstances.

Tidewater Community College is the second-largest community college in Virginia, serving over 37,000 students at four campuses. Germanna, the fastest-growing community college in Virginia in terms of percentage of growth in 2006-2007, serves a total enrollment of about 11,000 at campuses in Fredericksburg and Locust Grove and at the Joseph R. Daniel Technology Center in Culpeper.

Woolford-Singh previously served as assistant to Tidewater Community College President Deborah DiCroce, following a year-long American Council on Education Fellowship spanning 2006 to 2007. The ACE Fellowship is a highly selective, international leadership program.

Prior to the fellowship, she taught English at TCC's Virginia Beach Campus for 10 years before serving as the Dean of the Languages and Speech Division for three years.

She had previously been an instructor at Brooklyn College and Baruch College of the City University of New York, an instructor at the University of Houston, and an instructor at San Jacinto Community College in Houston.

She was director of the Tidewater Community College Writing Center from 1996 to 1998.

Dr. Woolford-Singh has a B.A. in English from Brooklyn College, a master's degree in English and American literature from New York University, and a PhD from Old Dominion University in urban services and higher education leadership."

*Source: Michael Zitz*

## NEW FACES

**Michael Farris** was selected for the position of Coordinator of Financial Aid. He began his position on May 27.

Mr. Farris earned an M.Ed. and a B.A. from Lynchburg College. He also earned an Associate of Arts and Sciences degree from Central Virginia Community College.

Mr. Farris has worked in financial aid at the University of Washington and the University of Virginia.

We are very pleased he will be joining us.

*Source: Pam Frederick*

**Dr. John Davis** will be joining Germanna as the Director of Planning and Assessment effective July 1.

Dr. Davis comes to us with nearly ten years work experience in research, planning, and assessment including his current position at Thomas Nelson Community College in Hampton.

*Source: Rick Brehm*

## NEW FACES (continued)

### Dr. Jeanne Wesley

#### GERMANNA WILL WORK HARD TO MAKE A DIFFERENCE FOR THE AREA'S WORKFORCE

The best way for Germanna to help itself, new Vice President for Workforce Development and Community Relations Dr. Jeanne Wesley believes, is to help its communities.

Dr. Wesley transformed workforce training at Texas State Technical College Marshall into an entrepreneurial, self-sustaining venture by working hard for that community.

And she expects Germanna to be a major player in helping the area realize its economic potential.

"Now is the time," Dr. Wesley said, "for Germanna to take a role in making sure the citizens of the area are trained to take highly skilled positions—and to attract the employers who will bring those jobs here. And we're going to work hard with local economic development and local agencies to attract high-wage, high-skill jobs.

"I believe the region will realize tremendous growth and prosperity, and I believe Germanna Community College will be an important strategic partner," she said. "There are unprecedented opportunities for Germanna to build collaborative relationships and align its portfolio of courses and services with community, employer, and economic development needs."

She was associate vice president for the TSTCM campus of 700 credit students and 1,750 non-credit workforce students and associate vice president of the TSTC System Corporate College serving 18,000 corporate students.

"We are excited to have a new Vice President for Workforce Development and Community Relations who has a



In July, Dr. Jeanne Wesley will become Germanna's Vice President for Workforce Development and Community Relations.

history of developing successful and responsive programs to meet community and business needs," said Germanna President David A. Sam. "Dr. Wesley will also help Germanna continue to respond to the needs of workers seeking retraining as a result of the economic slowdown."

Even if the current national economic slowdown is short-lived, challenges lie ahead, Dr. Wesley said.

"The Baby Boomers are retiring," she said. "So there's a need for skilled workers, and for training at a time that jobs are changing—that careers are changing. People are continually changing jobs now. No longer can you just go to school for a certain length of time."

That kind of change, Dr. Wesley said, makes a commitment to lifelong learning essential.

Dr. Wesley said her own career choice came down to: "an overwhelming desire to make a difference. And education is where you can do that. Not only can you change students' lives, but with the right team of people, and the right partnerships, you can change a community's and a region's economic growth and quality of life."

Education, she said, "is where you can make the most impact for the most people."

Dr. Wesley earned a PhD at Texas A&M in educational administration and human resource development

after studying at New York University, the University of Arizona and Ouachita Baptist University.

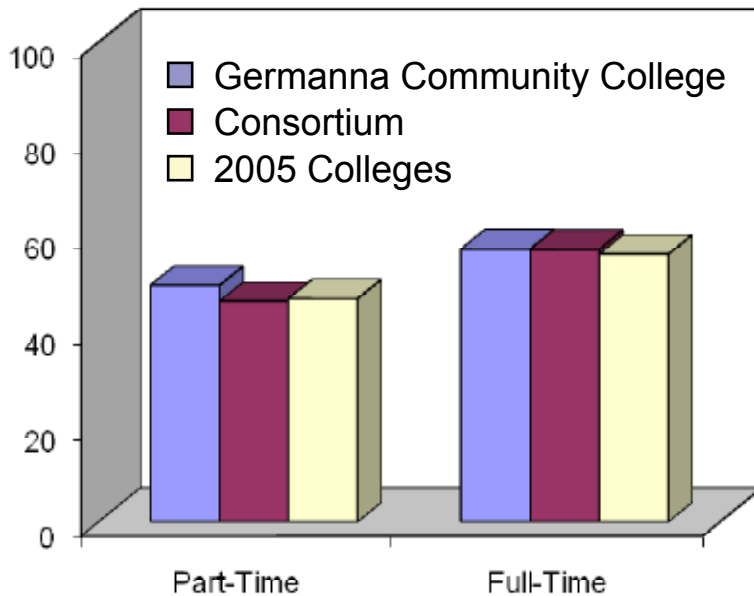
"I'm looking forward to joining the team at Germanna," she said. "I'm very impressed with Dr. Sam's vision and the quality of his staff."

Among Dr. Wesley's recent accomplishments:

- Transformed workforce training at college into entrepreneurial self-supporting venture
- Increased training numbers by 23% for the most recent funding base-year
- Developed a 9-county, 16-business consortium and secured \$400,000 in state grant fund to support training plans
- Secured a Department of Labor Community-Based Job Training grant, one of only forty colleges in the nation to receive award
- Developed on-line skills assessment instrument for manufacturing companies in Harrison County, used data to secure \$205,474 in state funds
- Negotiated a multi-business scholarship program with a mentorship component
- Served as lead designer/writer of \$1.3 million, 5-year federal Title III Strengthening Institutions Grant
- Selected to participate in the American Association of Community Colleges' Future Leaders Institute
- Elected to statewide advisory committee for Advanced Technical Credit Articulation Program
- Led initiative to acquire a \$350,000 donation from AEP SWEPCO, to establish High Voltage Lineman Program and training yard on the campus of TSTC Marshall
- Implemented Senior Management Consulting Services Program

Source: Michael Zitz

## Results from the 2005 Community College Survey of Student Engagement — Student Effort —



Description - Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

### Student Effort

- 4c. Prepared two or more drafts of a paper or assignment before turning it in
- 4d. Worked on a paper or project that required integrating ideas or information from various sources
- 4e. Come to class without completing readings or assignments
- 6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- 10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
- 13d. Frequency of use: Peer or other tutoring
- 13e. Frequency of use: Skill labs
- 13h. Frequency of use: Computer lab

Source: Ashley Finelli

## Professional development opportunity

The following reference materials on learning centered colleges have been purchased and are available at the FAC and LGC libraries. The materials are on limited circulation (faculty and staff) with a 7-day reserve which can be extended if needed.

**Core Indicators of Effectiveness for Community Colleges, 3rd Edition**  
- Richard Alfred, Christopher Shults, and Jeffrey Seybert

**Establishing and Sustaining Learning Centered Community Colleges**, edited by Christine Johnson McPhail, forward by George R. Boggs

**A Learning College for the 21st Century**, Terry O'Banion

**Defending the Community College Equity Agenda**, edited by Thomas Bailey and Vanessa Smith Morest

**Learner-Centered Teaching - Five Key Changes to Practice**, Maryellen Weimer

**The Learning Paradigm College**, John Tagg

**Practical Magic - On the Front Lines of Teaching Excellence**, John E. Roueches, Mark D. Milliron, and Suanne D. Roueche

**Launching a Learning Centered College**, Terry O'Banion (League for Innovation in the Community College)

**Learning-Centered Assessment: Real Strategies for Today's Students**, Celeste Fenton, Brenda Ward Watkins (The Cross Papers, Number 11, March 2008)

Source: Victoria Waldron

**Did you know...** during this fiscal year from July 2007 to April 2008, the average number of eVA purchases were 130 transactions per month with a dollar average of \$200,000 per month?

In May 2008 alone, the number of purchases doubled to 265 for a total dollar amount of \$1,392,333. In other words, about 40% of the entire year's spending to date took place in May. Purchasing, IT, and B&G have all done a great job in keeping up with the extra demands!

Source: Suzanne Swinson

## Nurse Aide program celebrates first anniversary

The Nurse Aide program recently celebrated completion of its first year of offering courses, and the Virginia Board of Nursing just completed the first year site visit review of the program. The result of this site visit is that the GCC Nurse Aide program has been granted continued approval.

In addition, the first GCC trained Nurse Aide to advance further into Nursing will enter the Practical Nurse program with the entering June 2008 class.

It was an expectation when the GCC Nurse Aide program was developed that it would serve as a vehicle for individuals interested in entering the nursing profession in a step-by-step fashion. The application and admission of this first GCC Nurse Aide into the Practical Nurse program is the first of many that, it is hoped, will follow this path into Nursing.

Source: Zoila Ortega, RN, PhD

# Could payday get any safer or more convenient?



*Just imagine . . .* If you had the Commonwealth of Virginia's EPPICard, life could become easier, safer, and more convenient for you. **There are now two options to receive your pay electronically.** You may use direct deposit or you may enroll to have your pay automatically deposited to your own Debit MasterCard@!!!

- No more expensive check cashing fees
- No lost or stolen checks
- No delays due to mailing your check
- Automatic access to your pay when you are away from home and

on vacation

- If you lose cash—it's gone. If you lose your card—your pay is protected simply by making a call and reporting your card as missing
- Confidential—The Commonwealth of Virginia does not know where or what you buy with it
- Review your account activity and get your balance online at [www.EPPICard.com](http://www.EPPICard.com) (no fees)
- Get cash back with purchase at most major retailers (no fees)
- Shop online, by phone, and mail order (no fees)
- Pay your personal accounts online
- Your account is protected by your Personal Identification Number (PIN)
- Your account is still FDIC insured

Several Germanna employees are already enjoying use of the EPPICard:

**Michael Hurley** (IT Department) states: *"The EPPICard is a great card to have. It's like having your cash with you at all times but without the danger of your money being stolen. It's nice*

*because you don't have to have a checking account to attach to it. So, if you are one of those people that hate to balance a checkbook with EPPICard each purchase comes off immediately so when you check your balance it's always accurate. Of course you can see your transactions online but you can easily check your balance with your cell phone. Every place takes it. You can even take it to the Post Office and use it for money orders, stamps, or to send packages."*

**Christina Dennis** (HR Department) states: *"I mainly use it as my gas card. The card doesn't allow you to pay at the pump because you need to indicate the dollar amount of gas you intend to purchase, however I think that's a safety feature in that the card won't let you purchase more than you have on the card. Other than that, I have really enjoyed using it. I know exactly how much I put on it and what I plan to use it for (mainly gas!!!)."*

Source: Barbara Hall

## Direct Deposit benefits all of us . . .

### Consumers

- No Direct Deposit payments have been lost. "Once an ACH payment (Direct Deposit) is created, it really cannot become lost," according to NACHA.
- Direct Deposit is more confidential. From three to nine people at a financial institution handle each check compared to one or two people who may handle an ACH transaction. "There is considerably more security and control with an electronic transaction.
- Direct Deposit uses the same safeguards and security that companies and the government use to transmit money to each other every day.
- Consumers save time, have access to their money earlier and know their money is in the bank regardless of where they are.
- Consumers total direct and indirect costs of depositing a check instead of using Direct Deposit is \$5.88 according to a

study for NACHA by Tinucci & Associates.

- Direct Deposit can save you up to three workdays per year by not having to go to the bank to deposit checks.
- Pay is accessible earlier – no waiting for a check to clear.

### Companies

- Companies save money while providing an important benefit to their employees.
- Small companies of up to 2,500 employees can save \$1,200 a month by using Direct Deposit instead of paper checks, according to the Tinucci study.
- Large companies of 30,000 employees can save \$16,200 a month with Direct Deposit, which also eliminates lost and stolen checks.

### Nation's Payments System

- The country saves billions of tax dollars and the nation's payments system gains efficiency.

- The 14 billion ACH transactions (4.4 billion Direct Deposits and 3 billion Direct Payments) in 2005 saved the United States over \$23 billion using the Federal Reserve's estimate that society saves about \$1.62 per ACH transaction vs. checks.
- The Federal government saves 62 cents per item when converting a payment from paper check to electronic payment.
- Thousands of financial crimes can be prevented each year using Direct Deposit and Direct Payment. Attempted check fraud at the nation's banks in 2003 was \$5.5 billion (American Bankers Association). While attempted check fraud continues to rise, actual dollar losses remained relatively stable at \$677 million.

Based on facts from the [electronicpayments.org](http://electronicpayments.org) web site!

**Direct Deposit...SIMPLE, SAFE, SMART!**

Source: Barbara Hall

## Judi Bartlett

Associate Dean of Instruction at the Fredericksburg Area Campus, will participate in judging of the Professor of the Year for the Carnegie Foundation on June 23, 2008, in Washington, DC.

Founded by Andrew Carnegie in 1905 and chartered in 1906 by an Act of Congress, The Carnegie Foundation for the Advancement of Teaching is an independent policy and research center whose charge

is "to do and perform all things necessary to encourage, uphold, and dignify the profession of the teacher and the cause of higher education."

The improvement of teaching and learning is central to all of the Foundation's work. As we bring together researchers, teachers, policymakers and members of organizations with common interests in education, we work to invent new knowledge and to develop tools and

ideas that allow us to foster positive change and enhanced learning in our nation's colleges and schools. The Foundation seeks to be both an inspiration and catalyst as we work on issues of teaching and learning across regions, disciplines and levels of the education system.

Ms. Bartlett submitted the attached judging instructions for publication. You may direct questions to her attention at [jbartlett@germanna.edu](mailto:jbartlett@germanna.edu) or 540-891-3030.

## 2008 U. S. PROFESSORS OF THE YEAR JUDGING INSTRUCTIONS

### CATEGORIES

One of the challenges in assessing these nominees stems from the fact that they teach at all types of institutions and represent nearly every discipline or subject matter. In 1994, we classified and grouped nominations based on their Carnegie Foundation classification. We ask that you consider each professor in light of the type of institution at which he or she teaches, and the mission of that type of institution. The nomination categories are:

- Outstanding Baccalaureate Colleges Professor
- Outstanding Community Colleges Professor
- Outstanding Master's Universities and Colleges Professor
- Outstanding Doctoral and Research Universities Professor

### READING THE NOMINATIONS

Each nomination is read by a team of two judges. We generally recommend that each team reads 15-20 nominations. There is only one original copy of each nomination, so you will have to share. **Please initial them in the top right corner** as you go along in order to indicate which entry each judge read. If a nomination is missing any of the following information, please take that into consideration in your scoring decision.

Each nomination packets should include:

- a completed entry form
- a one page CV (don't feel obligated to read through a lengthy CV)
- a 2007-2008 academic teaching log (the majority of the courses should be at the undergraduate level; a one semester sabbatical is acceptable)
- a personal statement written by the nominee describing his or her key contribution(s) as a teacher (maximum of two pages)
- six letters of support (maximum of two pages each)

### DEFINING UNDERGRADUATE TEACHING

The U.S. Professors of the Year program exists to award outstanding undergraduate teaching. Keep in mind that undergraduate teachers can include a variety of instructors. Examples include those who teach traditional students, pharmacology students with no baccalaureate degrees, and continuing education students.

### LETTERS OF SUPPORT

Letters of support should discuss the nominee's dedication to teaching, giving specific examples of how the nominee fulfills the program's criteria. Letters addressed to other awards are allowed provided the content meets the criteria for the U. S. Professors of the Year program.

We asked that **six letters** of support be submitted. At least two of the letters of recommendation are to be from current or former undergraduate students and at least two from campus colleagues and/or administrators. The final two letters may come from supporters on campus, in the community, or in his/her profession. Please keep this balance in mind, especially when you score the areas related to

student interaction.

## **RENOMINATIONS**

Consider these no differently than new nominations. The renominations may have letters dated from last year; this is allowed as long as they are still timely and relevant to the criteria.

## **SCORING THE NOMINATIONS**

The individual score sheets for each professor must be filled out by each judge. As you score each item, with the maximum score per item being 25, consider the whole nomination package as a summary of the professor's accomplishments and strengths.

The primary characteristic judges should consider is an **EXTRAORDINARY DEDICATION TO TEACHING**, which should be determined by excellence in the following four areas:

### **1. Contributions to undergraduate education in the institution, community, and profession**

Look for balance between each.

### **2. Scholarly approach to teaching and learning**

This means that the professor fosters important forms of student learning, and teaches in ways that are informed not only by the latest ideas in the field but also by current ideas about teaching the field. The professor engages students in the subject by involving students in research activities (if applicable), and designing creative activities and assignments. In addition, the professor pays close attention to students' experience as learners, and takes specific steps to improve—and share with colleagues—his or her own teaching techniques.

### **3. Impact on and involvement with undergraduate students**

How has the professor made a significant difference in the lives of his or her students?

### **4. Support from colleagues and current and former undergraduate students**

Then, add up the points for an overall rating of the nominee's **EXTRAORDINARY DEDICATION TO TEACHING** (total score may add up to 100 points). We will average the two judges' scores together. If there is a 20-point or higher discrepancy in the average, the nomination will be scored by a third judge and the two highest scores will be averaged. If you choose, you may discuss your scores with other judges as you score.

After you finish reading and scoring the nominations, you should double-check the score of the first few nominations that you read to ensure a fair reading in the context of the entries in your group.

## **JUDGES' COMMENTS**

Please use the space at the bottom of the scoring sheets to make brief comments about the strengths and weaknesses of the nominee and/or the nomination material.