

State Council of Higher Education

2010 Institutional Performance Evaluation

2008-09 Institutional Reports on Measures:

A.4.: Academic Standards

B.3.: Articulation Agreements

B.4.: Economic Development

B.6.: K12 Development

B.7.: Campus Safety & Security

Christopher Newport University

Measure A.4.: Academic Standards

In accordance with CNU policy, all eligible academic programs will submit learning outcomes assessment reports in 2009-2010. As part of these assessment processes, programs are required to indicate how previous results were used for improvement. Once every six years, each program also undergoes a program review which is a more comprehensive evaluation process. In January SACS accepted CNU's Two Year Monitoring Report with no additional reports until the Five Year Report is due.

Measure B.3.: Articulation Agreements

Christopher Newport University signed a Guaranteed Admission Agreement with the Virginia Community College System on December 1, 2006 that facilitates the transfer of students from the community colleges to CNU.

Measure B.4.: Economic Development

The CNU Center for Economic Education, accredited by the Council on Economic Education, trained hundreds of elementary, middle, high school and pre-service teachers and their administrators over the last several years. The CNU Center is one of only 8 active centers of the Virginia Council on Economic Education and has been entrusted with the economic and personal finance education of K-12 teachers in 11 school districts surrounding CNU. These educators teach grade-appropriate economics and personal finance to more than 270,000 Virginia students. Training in economics and personal finance is achieved through seminars which include lesson dissemination and presentation which prepare Commonwealth educators to effectively teach economic and personal finance principles and to master the expectations of Standards of Learning (SOL) in economics, and now personal finance.

CNU's national award winning Small Business Institute® (SBI) offers free business assistance to small firms located in the Hampton Roads area, serving between six to ten individual businesses each year. The primary mission of the SBI is to enhance the success of small businesses by providing the business owners with workable, practical, and feasible short-term solutions to complex business problems. Teams of senior-level business students, under faculty supervision of the SBI Director, provide semester-long business consultation to selected small businesses. Selection of clients and students is based on application and interview with the SBI Director.

The Virginia Electronic Commerce Technology Center (VECTEC) that was supported and hosted by CNU was closed December 31, 2009 as a result of budget constraints. Many of the small businesses that were clients of VECTEC discontinued their services with VECTEC due to their own economic constraints. The program was discontinued when it was determined that it was no longer fiscally viable.

Measure B.6.: K12 Development

Christopher Newport University continues to be involved with schools locally and regionally advancing the knowledge and skills of teachers and students. The partnership between the CNU MAT program and the Newport News Public Schools (NNPS) provides field experiences and internships for MAT students through the NNPS schools. The schools are used as laboratories to train teachers in best practices and to provide needed substitutes, tutors, and volunteer helpers in the schools. CNU also provides classes designed for teachers who need additional training in lesson design, classroom management, reading and content-based pedagogy either by contracting with the school system or enrollment in CNU MAT on-campus courses.

The Captains for Excellence program is currently working with at-risk high school juniors and seniors in five Newport News high schools. CNU's Institute for Science Education has several projects enhancing science instruction in local K-12 schools. The CNU Center for Economic Education is one of only 8 active centers of the Virginia Council on Economic Education and has been entrusted with the economic and personal finance education of K-12 teachers in 11 school districts surrounding our campus.

The Summer Leadership Institute is no longer offered at CNU.

Measure B.7.: Campus Safety & Security

The University Police Department has adopted and continues to practice 22 of the 27 Best Practice Recommendations for Campus Safety adopted by the Virginia Crime Commission in 2006. With respect to recommendation #6, CNU continues to offer student internships in lieu of a student police academy. Two of the 27 Best Practices do not apply to the University Police Department: #10 Campus Security Department Accreditation and #23 System for Sharing Violations.

The Best Practice recommendation for departmental accreditation (#9) is projected for 2016. That date continues to be a reasonable target, but is contingent upon continued state funding for the Virginia Law Enforcement Professional Standards Commission.

The Best Practice recommendation for concurrent jurisdiction (#16) is projected for 2016. That date continues to be a reasonable target, although the fulfillment of this recommendation is dependent upon successful political and legal action by the University with the City of Newport News.

College of William and Mary

Measure A.4.: Academic Standards

Assessment of learning with the general education curriculum is proceeding apace, although modified as required by the newly approved “value added” strategy. Following the model approved by SACS (December 2006), assessment at the academic department and program level is tied to the periodic (and external) program review process. Within Arts and Sciences, departments and programs are reviewed on a regular basis (every seven years). This review is organized by the Dean of Arts and Sciences and includes an external review team to ensure a careful and objective examination of the curricula, faculty teaching and scholarship, and departmental organization and leadership. The most recent round of reviews began in 2006-2007. Nine departments and programs (Classical Studies, Philosophy, Religious Studies, Global Studies, Modern Languages & Literatures, Applied Science, Computer Science, Mathematics, Physics, Biology, Chemistry, Environmental Science & Policy, and Geology) have undergone or are undergoing reviews. During a review, departments and programs examined their “plans for institutional effectiveness,” including the articulated expectations for learning, the descriptions of learning experiences, and the arrangements for assessment. On completion of the annual reviews, departments and programs begin a new round of data collection focused on student learning. The College launched the SACS-required Quality Enhancement Project in 2006. The project focuses on enhancing opportunities for students to engage in independent inquiry, develop ideas and creative projects, and present and defend the results both orally and in writing. The College has committed funds to promote the intended work, and has won a Mellon grant to support undergraduate research. A committee oversees funds from both sources and began awarding grants in spring 2007. Projects have been funded and project PIs have begun to submit assessment of student learning reports. The Schools of Education, Law, and Business are each reviewed under comparable standards as part of their professional reaccreditation.

Measure B.3.: Articulation Agreements

The College is committed to partnering with the community college system by expanding opportunities for community college students to transfer to William & Mary. The College has a guaranteed admission agreement with the Virginia Community Colleges. This statewide articulation agreement between William & Mary and all schools in the VCCS guarantees admission to those students who sign a letter of intent, complete particular courses, fulfill all necessary conditions for a transfer associate degree, and who earn a certain GPA. The College also has a general articulation agreement with Richard Bland College. As with the statewide articulation agreement

with the VCCS, the general agreement with Richard Bland states that students must complete a transfer-oriented associate degree and earn a certain GPA.

In addition to these general agreements, William & Mary has established co-enrollment agreements with J. Sargeant Reynolds Community College, Northern Virginia Community College, Richard Bland College, Rappahannock Community College, Thomas Nelson Community College and Tidewater Community College. These agreements allow currently enrolled students at these campuses to take courses at William & Mary while pursuing their associate degree and while working towards completion of the guaranteed admission agreement. The College has established seven agreements with the VCCS, Richard Bland College and individual VCCS institutions. College support for these additional students (including an admission officer who focuses on transfer students and a new assistant dean of students and an assistant director of academic advising who work with transfer students) is in place to ensure student success once they arrive on campus.

Measure B.4.: Economic Development

We have organized our efforts into five regionally targeted projects, each including partnerships with local governments, regional industry, and non-profit organizations. The current projects are Greater Williamsburg, the Chesapeake Bay, Hampton Roads Technology Clusters, Portsmouth - Expanding the Port of Hampton Roads, and the Petersburg Partnership. Some of these may be divided into smaller projects as they expand. These projects are described in greater detail at <http://www.wm.edu/economicdevelopment> .

We understandably have the widest range of programs near the main campus and in the Greater Williamsburg area. Our efforts there have focused on the emergence of a 300-acre mixed-use community called "New Town" in James City County adjacent to the western edge of our Williamsburg campus, the development of programs to help incubate and accelerate local knowledge-based companies through our Technology and Business Center, a continuing partnership with Thomas Nelson Community College in Workforce Development, coordination of regional planning discussions through the Crossroads Group, identifying opportunities for greater economic diversification with the Historic Triangle Collaborative, and close collaboration with the Greater Williamsburg Chamber and Tourism Alliance. Our Virginia Institute of Marine Science in Gloucester leads our efforts to contribute to the environment and economy of the Chesapeake Bay region. The VIMS-Industry Partnership Committee continues to actively explore the development and application of new technologies related to the Bay, including new sensors, observation platforms, modeling and simulation, and data integration. One of

the many successes that has come out of the VIMS-Industry Partnership Committee is a research agreement with a Norwegian energy firm, Statoil, to develop an algae-based biofuel. The Applied Research Center in Newport News anchors our involvement down the Peninsula, centered on collaborations with NASA Langley, Jefferson Laboratory, the National Institute for Aerospace, and high-technology companies in fields such as materials science, bioscience, sensing and imaging, and modeling and simulation. We are collaborating with other universities and federal laboratories through the Hampton Roads Research Partnership, and we play the lead role in the region in linking sensors companies to research collaborations with those organizations. In the past year, we have also collaborated in the emergence of modeling and simulation and bioscience clusters in the Hampton Roads region, and we are exploring ways to play even greater partnership roles in those areas, most notably through collaborations with Eastern Virginia Medical School and the Virginia Modeling Analysis and Simulation Center. We have responded to requests from Portsmouth to help them design and implement strategic plans to build a World Class Maritime Center and we have now expanded that project to include initiatives aimed at leveraging economic development throughout the region linked to port expansion. Those efforts include enhancing development of port-related logistical systems and related business education. We have explored ways to expand our outreach efforts into other areas with large minority populations and economic challenges, such as Petersburg, and we are working closely with the City and other community agencies to expand collaborative efforts building on initial work in partnership with the Phoenix Project.

Measure B.6.: K12 Development

In 2009-2010, the School will continue with its named partners to enhance K-12 work activity. The partnerships that have been established in the prior years will continue directly or be replaced by successor programs. *New Horizons Family Counseling Center, Building Learning Communities to Close the Achievement Gap in Mathematics and Reading, W&M Clinical Faculty Program, Math and Science Partnership – Tidewater Team to Improve Middle School Mathematics, Special Education Training and Technical Assistance Center (T/TAC) Demonstration Projects, and Virginia Demonstration Project (formerly N-STAR)* will all continue. *Project Clarion* will be ending; and is in a dissemination phase. Descriptions of the established partnerships are as follows:

- *New Horizons Family Counseling Center* – a long-standing partnership with public school systems in Williamsburg-James City, Newport News, Hampton, York, Gloucester, and Poquoson through which supervised masters and doctoral interns provide family counseling for students experiencing serious

emotional and behavioral problems that interfere with their academic progress.

- *Building Learning Communities to Close the Achievement Gap in Mathematics and Reading* – a collaborative project through the W&M School-University Research Network (SURN) with funding from SCHEV to provide research-based professional development and support to teams of middle school teachers from nine school divisions (Gloucester, Hopewell, Isle of Wight, Newport News, Portsmouth, Suffolk, Surry, Williamsburg-James City, and York).
- *W&M Clinical Faculty Program* – a program supported by the Virginia Department of Education to prepare experienced teachers to mentor and support pre-service and beginning teacher development in six school divisions (Gloucester, Hampton, New Kent, Newport News, Williamsburg-James City, and York).
- *Special Education Training and Technical Assistance Center (T/TAC) Demonstration Projects* – through T/TAC, which receives ongoing support from the Virginia Department of Education, an initiative to develop the following model sites in area public schools: Instructional Support Teams in Mathews, Effective School-wide Discipline sites in Newport News, a model Transition Project in Williamsburg-James City, and a Strategic Instruction Model at Granby High School in Norfolk.
- *Math and Science Partnership – Tidewater Team to Improve Middle School Mathematics* - with NSF funds through Virginia’s Math-Science Partnership Grant, this program provides middle school teachers with mathematics content and pedagogy necessary for them to become “highly qualified” to teach required courses in algebra and geometry. The program is to be expanded through two new grants that will focus on continued development for middle school math teachers; and
- *Virginia Demonstration Project (Formerly N-STAR)*- involves the College of William and Mary, Stafford County Schools, and the Naval Warfare Center Dahlgren Division in an innovative partnership effort to increase the science, math, and technology skills of middle school students and their interest in pursuing future careers in science and engineering. This project has received increased funding and as in the process of expanding to a national implementation phase. Additional Virginia school divisions will be considered for participation and for inclusion in the new formed STEM Education Alliance.

Measure B.7.: Campus Safety & Security

The College of William and Mary and the William and Mary Police Department have adopted all applicable Best Practices. Most of these Best Practices were met before they were made recommendations by the Crime Commission. For the last several years, the College has continued to work not only meet the Best Practices, but to act in

a manner that exceeds the recommendations. Our efforts include the release of a campus wide customer satisfaction survey and continued development of our community policing program.

George Mason University

Measure A.4.: Academic Standards

The academic programs that completed their program review during the 2008-09 year were Cultural Studies, PhD; Chemistry, BA, BS, MS; Integrative Studies-New Century College, BA & BS; Applied & Engineering Physics, MS; Astronomy, BA & BS; Physics, BS; International Commerce & Policy, MA; Public Policy, MPP; and Peace Operations, MS.

All successfully completed their reviews in Spring 2009. Their first biennial updates will be due in Spring 2011 and 2012.

Measure B.3.: Articulation Agreements

George Mason added five articulation agreements this year to bring the total number of agreements to nine, three more than our target of six for the 2008-09 academic year. Currently, Mason has five general articulation agreements with Northern Virginia Community College, Blue Ridge Community College, Piedmont Virginia Community College, Richard Bland College, and Lord Fairfax Community College. In addition, Mason has four programmatic agreements, all with Northern Virginia Community College: BS in IT, Early Childhood Education, Art/AVT, and Nursing.

Measure B.4.: Economic Development

George Mason contributes to the state goal on economic development both locally and statewide through its various partnerships. Some of these partnerships have resulted in spin-off companies such as Theranostics Health, LLC; Ceres Nanosciences, LLLP; and SecureCommand.

1. Inova Health System Partnership

Inova Health System, the largest healthcare provider in Northern Virginia, is involved in providing excellent patient care as well as research and education benefiting the entire community. Inova has been involved in clinical research over the past two decades and increasingly original research and investigator-initiated protocols are carried out by Inova clinicians and clinical investigators. Over the past decade, Mason has renewed its emphasis on research related to human health and disease. Since 2000, investigators from Mason's College of Science have participated in several important collaborations with Inova investigators in the areas of liver disease, obesity, cancer, lung, and heart disease. These collaborations have led to several joint publications and presentations at international meetings as well as grants awarded for joint research projects. As a result of these joint projects, Inova Health System and George Mason University entered into a partnership designed to promote research collaborations and develop specific mechanisms to leverage the joint strength of both institutions for faculty recruitment and research productivity. In 2009, the Mason Inova

Collaborate Research Fund was established with \$1 million provided by Inova. The first funding cycle of the grants program provided support to 16 collaborative projects. Awards ranged from \$10,000 to \$40,000.

2. Mason Enterprise Center

Several economic development programs are organized under the School of Public Policy's Mason Enterprise Center. This family of co-located programs include: the International Business Development Program (IBDP), the Fairfax Innovation Center (FIC), the Small Business Development Center (SBDC), the Procurement Technical Assistance Program (PTAP), the Mentor-Protege Program (MPP), and Telework and Training Centers. Clients have easy access to the business counselors in a broad range of programs.

International Business Development Program

The International Business Development Program (IBDP) offers a selection of targeted programs to assist both U.S. and international small and medium information technology enterprises develop international business. The IBDP has a four-stage program of consultation, international market development, networking, and business acceleration programs. The approach is customized to prepare and promote both U.S. domestic and internationally-based companies for the achievement of practical business results in key IT marketplaces around the world.

The Fairfax Innovation Center

The Fairfax Innovation Center (FIC) is a business accelerator program designed to help start-up businesses grow and achieve maximum success. Located in Old Town Fairfax, the FIC provides furnished office space, telephone and receptionist service, but unlike typical executive suites, we also offer access to business advisors, networking opportunities, and all of the quality educational programs offered at the Mason Enterprise Center.

As a partnership initiative between George Mason and the City of Fairfax Economic Development Authority (EDA), FIC is the largest, university-based business incubator in the Commonwealth of Virginia, featuring over 69 office spaces and approximately 29,000 square feet.

Resident entrepreneurs receive essential business support services. The FIC also provides vital referrals to service providers in the "Friends of Mason Enterprise Center" professional network-trusted experts. Affiliation with George Mason University offers access to faculty and students at Virginia's largest public university.

In more than a decade of operation, the FIC has helped dozens of companies grow and achieve success. It provides invaluable assistance by setting and monitoring mutually agreed-upon milestones, tracking financial results, analyzing any shortcomings, and providing recommendations for improvement. Upon achievement of milestones, firms typically graduate from the program within a

maximum period of 24 months. Notably, 80% of our clients are able to reach or exceed their goals, and are still in business five years after graduation.

The Virginia Small Business Development Center Network

The Virginia Small Business Development Center (SBDC) Network, where business comes to talk business, is an organization of 29 local SBDCs across Virginia providing professional business counseling, training and information resources to help grow and strengthen Virginia business. The Virginia SBDC network is the most extensive business development program in the Commonwealth and a strategic alliance between the U.S. Small Business Administration, George Mason University, and local sponsors throughout Virginia. These vital partners include universities, community colleges, chambers of commerce, municipalities, economic development organizations and private companies.

The Virginia SBDC network measures results by the numbers of businesses assisted annually and impacts reported by clients. In 2008, 4,282 clients received one-on-one assistance and 10,098 individuals attended 711 training events. Clients reported over 4,400 new jobs created or retained as a result of SBDC assistance and they accessed \$94 million in capital to support their ventures.

The Virginia SBDC Network received an SBA Veterans Assistance and Services Program grant in 2008. The grant involved developing a website, www.vetbizresourcecenter.com, which was launched in November 2009. Four topics that specifically address potential impediments of veteran entrepreneurship were developed into online tutorials. They are:

- From Boots to Business -- transitioning from being in the service to being a small-business owner
- Financing your Business -- obtaining financing for their business
- Contracting and Certification -- learning how to become a government contractor
- Planning Ahead for Deployment -- developing a deployment plan for Reservists and Guards

Each of the four modules has a Flash movie and a list of printable PDF resources containing considerably more information on different aspects of the subject.

The Virginia SBDC Network supports the VDOT Business Opportunity and Workforce Development (BOWD) Center with business assessment and counseling for certified Disadvantaged Business Enterprises (DBE). The BOWD Project strives to help DBEs improve their chances in contracting with VDOT and to enhance their overall business acumen and performance.

Procurement Technical Assistance Program

The Virginia Procurement Technical Assistance Program (VAPTAP) is a statewide project to help businesses do business with government. It was started

by the Defense Logistics Agency (DLA) in the mid 80s as a way of expanding the Department of Defense industrial base. In the early 90s it was extended to other Federal agencies and finally state and local government. George Mason University is in its twentieth year of participation in the program, which is viewed as a “One-stop shop” in how to do business with government at any level.

Services include conducting conferences, seminars and other outreach, market research, proposal assistance, counseling, and a bid matching service. There are three main Procurement Technical Assistance Centers (PTACs) for the program – Fairfax City, Charlottesville, and Hampton Roads, plus satellite locations in Richmond and Chesapeake. The VAPTAP collaborates with the Virginia SBDC program as well as two other regional PTACs in the Commonwealth of Virginia.

The cooperative agreement between the university and DLA is one of 94 such agreements throughout the continental United States and its territories. These extend to more than 250 locations where program services are offered. The VAPTAP is a part of this network, which is coordinated for professional standards through the Association of Procurement Technical Assistance Centers (APTAC).

Mentor-Protégé Program

The Procurement Technical Assistance Program (PTAP) Mentor-Protégé Program Office (MPPO) supports a Department of Defense (DOD) program and serves as a vehicle and catalyst for building long-term business relationships among major DOD contractors, 8(a), Small Disadvantaged Business (SDB) and Women Owned Small Business (WOSB). The DOD Pilot Mentor-Protégé Program is Congressionally recognized and funded for major contractors to enhance the capabilities of SDB's, Service Disabled Veterans Owned Business, HUBzone, and WOSBs. The George Mason University PTAP serves as a third party developmental assistance provider to major prime contractors in support of their SDB protégé firms in the following areas: General Business Management, Engineering and Technical Areas, and Training.

PTAP MPPO has been providing service since 1994, and has supported 45 DOD sponsored Mentor Protégé Programs. Additionally, MPPO has successfully performed approximately 130-150 different types of tasks annually since its inception. Typical tasks performed include:

- Needs Assessments
- Strategic & Business Plans
- GSA Schedule Support
- Marketing & BD Support
- Financial Systems Review*
- SEI/CMM and CMMI Certification*
- ISO 9001:2008 Certification*
- PMP Certification*
- Promotional Materials
- Various Types of Technical Training*

* Most Frequently Requested Tasks

Telework and Training Centers

The Telework and Training Centers (TTC) provide close-to-home alternative workspaces, which help reduce travel, increase productivity, and improve worker morale. Semi-private and private offices are available in four Northern Virginia locations (Woodbridge, Manassas, Herndon, and Fairfax) at an affordable rate. Each workspace is fully equipped with computer, telephone, high-speed internet access, and access to a copier, fax machine and network printer. Flexible lease options are available.

The Community Business Partnership

Created in 1995, the Community Business Partnership (CBP) is a non-profit 501(c)(3) organization whose array of programs provides a complete resource center for training and support to those seeking to start and grow successful small businesses. CBP has a suite of programs including a Small Business Development Center, Women's Business Center, Financial Education Center, Business Finance Center, Business Incubation Center, and an Entrepreneurship Career Studies Certificate Program in partnership with Northern Virginia Community College.

In addition to over 200 workshops held annually, CBP offers one-on-one counseling services to assist small businesses. CBP also provides both virtual and in-house business incubation services and has three loan programs that provide direct lending of up to \$35,000. CBP hosts two annual conferences each year. The Women's Entrepreneurship Expo is held in October of each year and the Veterans in Business Conference is held in March of each year.

3. The Virginia Economic Bridge

Virginia Economic Bridge, Inc. (VEB) is a 501 (c)3 non-profit organization focused on creating an environment for economic development in today's technologically advanced society. The programs and services used to produce the desired results are a combination of components currently in place: Virginia Procurement Pipeline, Entrepreneurship Award, Linked Workforce, Regional GIS Telecommunication Infrastructure Mapping Project, Community Audit, and the Western and Southwestern Virginia Public Education Consortiums. Initially started at George Mason, the VEB is now located at Radford University with the mission to promote the economic vitality and external competitiveness of the Commonwealth through business, industry and educational partnerships between Southwestern Virginia, Northern Virginia and other areas of the Commonwealth. Close and continuous coordination between the two institutions ensures the success of the VEB.

4. George Mason Intellectual Properties

George Mason Intellectual Properties (GMIP), a non-profit corporation, was established in 2003 to address the need of the university to transfer intellectual property created at the university into the commercial sector. Working through an

exclusive agreement with George Mason University, GMIP takes title to technologies that have been determined to possess commercial value. Connecting business and industry with technologies available for licensing from George Mason University provides an important means of ensuring that the results of research conducted at the University benefits the public through the creation of new products and services. Not only do inventors, creators, businesses, and the community profit, but, in the long run, these commercialization activities will return funds to the university to further support its research and enrich its educational mission.

Measure B.6.: K12 Development

George Mason University is the second highest annual producer of new teachers and school administrators for Virginia. Over 25% of the teachers and administrators in Northern Virginia are Mason alumni, and Northern Virginia schools employ significantly more Mason graduates than any other employer.

In 2008-2009, the College of Education and Human Development (CEHD) implemented a systematic collection of student assessment data related to different performance outcomes such as “content knowledge”, “planning instruction”, and “impact on student learning.” All programs with established partnerships, such as Early Childhood, Elementary, Literacy, and Secondary Education; Special Education; English as a Second Language; Instructional Technology; Fast Train; and Educational Leadership submitted data for the impact on student learning outcome. The data for the first cycle were analyzed and detailed assessment reports generated. During 2009-2010, programs with established partnerships will submit the second cycle of student outcome assessment results which will also generate detailed assessment results for each program. The second cycle of data collection will provide the college with the opportunity to compare multiple sets of assessment data specific to the improvement in student learning for programs with elementary and secondary school partnerships.

The defined outcome is the impact on student learning, specifically addresses CEHD students’ “ability to assess the knowledge and skills of students, and to adapt instruction to the needs of individual learners.” The specific assessment tasks vary by program; however, all assessments are linked to CEHD student performance in partnerships with elementary and secondary schools. Examples of impact on student learning performance assessments include:

- **Educational Leadership:** The school improvement project requires students to develop a plan that is instructionally focused and implemented during their internships in partnership schools. Assessments of the school improvement projects provide a sense of the candidate’s potential to impact K-12 student learning.
- **Elementary Education:** The mathematics individual student assessment requires students to assess children’s thinking as a diagnostic assessment by designing a plan for the assessment, assessing a specific mathematics topic using concrete, pictorial and abstract representation, and conducting the

assessment with a child and writing a report that describes the outcome of the assessment.

- **Special Education:** The assessment project evaluated in a portfolio requires students to use multiple types of assessment information for a variety of educational decisions; demonstrate understanding of measurement theory and practices to assure non-biased, meaningful assessments and decision making; and conduct formal and informal assessments of behavior, learning, achievement, and environments. The assessment information is used to identify supports and adaptations to access the general curriculum and to regularly monitor the progress of learners in general and in special curricula.

Achievement targets for each of the performance assessments were set at 100% (or all students will meet expectations) by each program. The findings indicated that the majority of programs in partnership with schools reached their targets with two to three programs achieving 98% of the target (one to three students not meeting expectations).

The detailed assessment reports also generated action plans that are based on the findings of student performance on the outcomes. The action plans are being reviewed and used by all programs during 2009-2010 to monitor and evaluate the available data for trends and to make relevant revisions in course content, assignments, and the performance assessment instruments used to evaluate CEHD student performance. Examples of action plans or responses to the findings for the impact on student learning outcome include:

- **Educational Leadership:** Review instructor-specific and standard-specific data across multiple sections show some variation in how student work is assessed. Our action plan for the next 2-3 years involves: 1) continue syllabus and content review for courses started in the 2008-2009 academic year; 2) review candidate achievement data to analyze assessment variation; and 3) find ways to implement assessment rubrics more consistently.
- **Elementary Education:** Continue to monitor student performance, especially regarding any areas where improvement is needed. Our efforts continue to expand and deepen the experiences and knowledge that teacher candidates are able to demonstrate regarding their ability to impact student learning outcomes, including reflection and re-planning for meeting their students' individual needs.
- **Special Education:** Midpoint and final portfolios have six evaluation rubrics on a 3 point scale. None of the midpoint evaluations averaged 2.5 or higher and only one of the final evaluations averaged 2.5 or higher. Our goal is to have 4 of 6 evaluations at midpoint and final portfolio at 2.5 or higher.

During 2009-2010, CEHD is examining and summarizing performance data on the impact on student learning outcome as well as the content knowledge and planning for instruction outcomes across all programs in partnership with elementary and secondary schools.

Partnerships: In addition to providing high quality licensure programs for school personnel, the CEHD maintains a large array of collaborations and partnerships with schools in Northern Virginia.

- 1. Professional Development School Network for Elementary and Secondary Pre-service Teachers.** These four networks with Arlington, Fairfax, Loudoun, and Prince William Counties include 15 elementary and two secondary schools that enable interns doing full-year or semester-long internships to be placed in selected schools with trained clinical faculty acting as cooperating teachers. A university faculty member assigned to each school supervises interns and works with school-based faculty on professional development for classroom teachers and increased student achievement.
- 2. A Virtual High School** (The Online Academy) in partnership with three counties (Frederick, Loudoun, and Stafford) focuses on improved student achievement through rich, meaningful, web-based learning and in-depth mentoring of secondary school students in courses designed around the Standards of Learning (SOL).
- 3. Institute for Urban Game Design at McKinley Technology High School** is a partnership funded by the National Science Foundation between the Instructional Technology Program at George Mason University and the Institute of Urban Game Design at McKinley Technology High School in Washington D.C. The goal of the project is to increase motivation, achievement, and exposure to Science, Technology, Engineering, and Math (STEM) content for students from urban public schools by having them work with scientists and experts to design and build educational games that can be used by other students and teachers.
- 4. Training and Technical Assistance Center at George Mason University (T-TAC)** has 43 partnerships that provide quality training and technical support to local, regional, and state school personnel who work with children and youth with disabilities. This T-TAC includes *Academic Review* in conjunction with the Virginia Department of Education (VDOE) Instructional Review Teams that help schools identify and analyze factors affecting student achievement; *Instructional Support Teams* for general education funded through special education dollars to provide professional development in student intervention; *Secondary Transition Activities Priority Project* that provides leadership support resources, training, and technical assistance to the Virginia Transition Outcomes Project (VTOP) program; *the Early Childhood Priority Project/Child Find* that supports professionals who provide special education and general education services to children birth-5; and *NOVA Assistive Technology Coordinators* to support the needs of students with disabilities and improve teacher effectiveness.
- 5. Literacy Program** has three partnerships with Fairfax County Public Schools, Manassas City Public Schools, and Manassas Park City Schools for all K-12 Reading Specialist students who tutor a child or adolescent struggling in reading as part of their 6-credit seminar and practicum.
- 6. Science Partnerships** provide instructional support and mentoring for new science teachers, ongoing professional development for experienced science teachers, and

summer science enrichment activities on Mason's campus for middle school students.

7. **English as a Second Language (ESL)** has an Assessment Partnership with Fairfax County Public Schools to improve the reliability and validity of language growth of ESL students.
8. **Northern Virginia School Leadership Center**, in collaboration with five school divisions (Alexandria City, Arlington, Fairfax, Loudoun, and Prince William County Public Schools), focuses on leadership development for aspiring administrators. It is a model for collaborative leadership that focuses on a fellows program, research program, and leadership development.
9. **Numerous Outreach Cohort Programs** throughout Northern Virginia that enable teachers to improve their instruction and effectiveness through licensure and degree programs through the following academic programs:
 - **Advanced Studies in Teaching and Learning Program:** This program has four collaborative partnerships; with Alexandria, Arlington, Fairfax, and Loudoun County Public Schools. It provides a Teacher Leadership Master's Degree Program to improve the leadership capacity of its teachers and two additional partnerships with school divisions provide master's degree coursework to increase the effectiveness of experienced teachers.
 - **Education Leadership Program:** This program has six collaborative partnerships with Fairfax, Frederick, Loudoun, Prince William and a small group of small school divisions comprising the metropolitan area as well as rural divisions such as Culpeper and Orange Counties to provide cohorts of teachers aspiring to become school leaders with the necessary coursework to achieve the Virginia Administration and Supervision license. The Education Leadership Program also has the *Loudoun Leadership Fellows*, a partnership with LCPS for 16 teachers to enroll in a master's degree program for licensure in school administration and the *Arlington and Alexandria* cohort program that enrolls outstanding candidates in a master's degree program for licensure in school administration.
 - **FAST TRAIN Program:** This program provides one endorsement outreach program for ESL teachers in Loudoun County Public Schools to increase teacher effectiveness and improve student achievement. It also has three partnerships with Randolph Elementary School in Arlington County, Frances Hammond Middle School in Alexandria and the Islamic Saudi Academy to deliver International Baccalaureate (IB) coursework to improve teacher effectiveness while teaching in an IB school.
 - **Mathematics Education Leadership:** This program has two partnerships (Fairfax and Prince William County Public Schools) to offer a cohort of the Math Specialist Leader Program on-site in each of these school divisions to improve the leadership capacity in mathematics teaching.
 - **Special Education Outreach Program:** This program delivers eight on-site special education licensure programs for teachers and assistants needing to

complete licensure requirements become highly qualified teachers and meet Northern Virginia's demand for more qualified special education teachers.

- **Teach for America Programs:** This program consists of three partnerships between Teach for America in Washington D.C. and the Early Childhood, Elementary and Special Education programs provide opportunities for Teach for America teachers to pursue licensure and/or master's degrees in these areas of specialization.

10. School Reintegration Team Training Program provides training and resources to school counselors, social workers, and public health nurses serving chronically ill children.

11. Numerous Partnerships for Clinical Experiences for pre-service teachers and aspiring administrators. Programs in Early Childhood Education, Elementary Education, Foreign Language Education, English as a Second Language, Health and Physical Education, Special Education, and Education Leadership all have partnerships that enable students to participate in field experiences required to support their coursework, student teaching, and internships required for licensure.

12. Office of Education Services (OES) provides over 100 professional development courses per year to teachers and other school personnel based upon the school divisions' stated needs and goals. These courses are aimed to improve teacher effectiveness and improve student achievement. OES offers PRAXIS I and PRAXIS II support courses to individuals and school divisions seeking to increase the number of highly qualified teachers.

13. Center for the Advancement of Public Health conducts research and evaluation related to topics (e.g., teenage drinking or drug use; teenage driving) that are important to Northern Virginia schools.

14. Today's Students, Tomorrow's Teachers (TSTT) is a partnership with the national office of TSTT and Prince William County Schools to mentor high school students from under-represented populations and open pathways for them to complete teacher licensure and become teachers.

15. Robinson Secondary School and Fairfax County Public Schools have signed a partnership agreement with the college that allows for and encourages a variety of supportive collaborations for the improvement of student success at the largest secondary school in the Commonwealth.

Measure B.7.: Campus Safety & Security

#	Best Practice	Applicable	Implemented	Implementation Date (Month/Year)
1	Safety and Security Committee(s) – see description	Yes	Yes	On going
2	Crime Prevention Through Environmental Design (CPTED) – see description below	NA		On going
3	Student Orientation Curriculum	Participate	Yes	On going
4	Rape Aggression Defense (RAD) sessions	Yes	Yes	
5	Trained and supervised student employees	Yes	Yes	On going
6	Student police academy (Institutions with police depts)	Yes	No	Under Review
7	Community policing philosophy	Yes	Yes	On going
8	Written policy and procedures manuals	Yes	Yes	1988
9	Campus police department accreditation	Yes	Yes	1988
10	Campus security department accreditation	NA	NA	NA
11	Professional development	Yes	Yes	On going
12	Chief of Police/Director of Security profess. participation	Yes	Yes	On going
13	Annual meeting with community officials	Yes	Yes	Periodic
14	Annual meeting with institution officials	Yes	Yes	On going
15	Inclusion in regional disaster plans	Yes	Yes	On going
16	Campus police departments concurrent jurisdiction	Yes	Yes	On going
17	Campus survey	Yes	Yes	Annual
18	Written investigation of crimes procedures	Yes	Yes	1988
19	Written victim protocols	Yes	Yes	On going
20	Case identification and tracking	Yes	Yes	On going
21	Written sanctions to address violations of the law	Yes	Yes	On going
22	Institutional support for alcohol control and enforcement	Yes	Yes	On going
23	System for sharing violations with other institutions	Yes	Yes	On going
24	Liaison with Commonwealth's Attorney	Yes	Yes	On going
25	Notification of victim right to bring case to the magistrate	Yes	Yes	Case by case
26	Violent felonious crime consultation	Yes	Yes	On going
27	Criminal action protocols	Yes	Yes	On going

Best Practice Recommendations for Campus Safety

Best Practice #1

The University Police Department is an integral part of the Campus Assessment and Intervention Team (CAIT), consisting of representatives from police, counseling center, dean of students, HR, Provost, and health services. The purpose of this team is to assess and manage situations with the potential for workplace violence that involve students, faculty, or staff.

In addition, there is the Activities and Incident Management (AIM) group, consisting of representatives from police, counseling center, dean of students, judicial affairs, housing and residence life, alcohol education, sexual assault services, student activities, fraternity and sorority life, and athletics. This team meets weekly to discuss recent events on campus and to ensure safety protocols are followed/implemented. It also serves as a communication tool for upcoming events that may need special

attention. The Mason late night activities process was altered this year as a result of the AIM meeting to ensure a strong police presence and define student organization responsibilities.

2009 Update: Activities outlined are continuing.

Best Practice #2

The university police department reviews plans for buildings and roads for safety and security considerations as needed. The police department is brought in when a need is felt by the current or future occupants of a building or workspace; there is no formal process or protocol. Example: The police department's Crime Prevention Officer is currently working closely with the Helen Keller Institute to design an alarm system for a new leased space they are occupying. The university police department currently administers the control network for keyless building access. The university police department is responsible for the procurement, placement, and maintenance of the blue light emergency phones on our campuses.

2009 Update: Activities outlined are continuing.

Best Practice #3

The university police department provides presenters to student, parent, and new employee orientation sessions and presents programs to student organizations, student residents, and faculty and staff upon request.

Additionally, new students to Mason and their families are informed of the institution's police presence, policies and procedures, and student rights throughout orientation. The Office of Judicial Affairs hosts a session with the Office of Alcohol, Drug, and Health Education to introduce parents to the possible outcomes of student misbehavior. In addition, students receive the same message through the skits performed by the Office of Orientation and Family Services. Parents and new students are informed of the possible outcomes of being arrested on campus during these sessions. When residential student move into the residence halls, at their first floor meetings residence life staff review housing policies including those leading to arrest and removal from the residence halls. A similar occurrence takes place with new members of fraternities and sororities, where student activities and judicial affairs provide information about inappropriate behavior for student organizations.

2009 Update: Activities outlined are continuing.

Best Practice #4

The university police department has certified RAD instructors on staff and offers RAD training to the campus community at least once a month.

2009 Update: Activities outlined are continuing.

Best Practice #5

The university police department maintains a Student Police Cadet Program, supervised by a uniformed police officer and staffed by uniformed student employees. Police Cadets receive training commensurate with their assigned duties.

2009 Update: Activities outlined are continuing.

Best Practice #6

Mason currently has a student advisory group that serves to accomplish this goal. The university is reviewing the student police academy at the University of Maryland to determine the feasibility of establishing such a program at George Mason.

2009 Update: There are no current plans to establish a student police academy at George Mason University. The University Police Department will stay abreast of this issue to determine if such a program becomes a priority.

Best Practice #7

The university police department has adopted community policing as a policy and implements it through walk-and-talk, bike patrol, and non-enforcement contacts with members of the university community.

2009 Update: Activities outlined are continuing.

Best Practice #8

The university police policy manual follows CALEA guidelines and the department is accredited by CALEA.

2009 Update: No change.

Best Practice #9

The university police department is accredited by CALEA.

2009 Update: No change.

Best Practice #10

Not applicable.

2009 Update: No change.

Best Practice #11

The university police department is an active participant in VACLEA, the Virginia Police Chief's Association, and IACLEA. The university police department is also represented on the governing board of our regional police academy, the Northern Virginia Criminal Justice Training Academy, and attends and participates in its quarterly meetings and its annual training session for board members.

The police department sponsors an annual four-day training seminar for campus police from all over the country known as the Campus & University Police Investigator's Conference (CUPIC). We just completed the third annual session of CUPIC with 400+ attendees. Registration for this seminar is free to all attendees. Representatives of the university police department attend the winter and summer training sessions sponsored by VACLEA.

2009 Update: Activities outlined are continuing.

Best Practice #12

The university police department is an active participant in VACLEA, the Virginia Police Chief's Association, and IACLEA. The university police department is also represented on the governing board of our regional police academy, the Northern Virginia Criminal Justice Training Academy, and attends and participates in its quarterly meetings and its annual training session for board members.

The police department sponsors an annual four-day training seminar for campus police from all over the country known as the Campus & University Police Investigator's Conference (CUPIC). We just completed the third annual session of CUPIC with 400+ attendees. Registration for this seminar is free to all attendees. Representatives of the university police department attend the winter and summer training sessions sponsored by VACLEA.

2009 Update: No change.

Best Practice #13

Representatives of the university police department meet regularly with local police agencies, the Fire Department, and community groups.

2009 Update: No change.

Best Practice #14

University police commanders meet regularly with senior campus officials and other university community stakeholders. The Chief of Police attends the Senior Vice President's monthly staff meetings and meets regularly with his direct supervisor, the Vice President for Administration.

2009 Update: Activities outlined continue.

Best Practice #15

The university's Environmental Health and Safety Office, in conjunction with the university police department, coordinates emergency planning with local jurisdictions. The President's chief of staff is also actively engaged in the disaster planning process.

2009 Update: No change.

Best Practice #16

The university police department is a member of the Northern Virginia Law Enforcement Mutual Aid Compact, which allows it to operate in other local jurisdictions as needed in emergency situations. In non-emergency situations, the close working relationship with local police jurisdictions gets the job done.

2009 Update: No change.

Best Practice #17

Faculty and staff are asked about campus safety on the annual UPIC (University Process Improvement Council) survey administered by the university. Students are given opportunities to response to issues related to campus safety via various student surveys administered annually.

2009 Update: No change

Best Practice #18

This is found in the university police department's policy manual.

2009 Update: No change

Best Practice #19

This is found in the university police department's policy manual.

2009 Update: No change.

Best Practice #20

Mason Police officers report court case outcomes as part of their case report supplements. These outcomes are shared with the Dean of Students upon request.

The Office of Judicial Affairs utilizes Judicial Action, a PAVE system, to maintain student conduct data. One feature is the ability to flag any situations that required police presence or student arrest. Providing judicial affairs the ability to follow up with University Police in regards to these students during the Campus Assessment and Intervention Team or Activities and Incident Management meetings.

2009 Update: No change.

Best Practice #21

The University Judicial Code provides the Mason community with a written set of behavioral expectations as well as possible sanctions. The University Judicial Code is developed collectively by the Dean of Students, University Counsel, and Office of Judicial Affairs. In addition, the Office of Housing and Residence Life provides similar information for residential students in the Guide to P.R.I.D.E. The University Police educate the appropriate offices of any alterations to Virginia law so it is properly addressed in the student conduct system, for example informing the University that the herb Salvia Divinorum is now illegal in Virginia.

2009 Update: No change.

Best Practice #22

This is done routinely by the Dean of Students and University Life in general.

2009 Update: No change.

Best Practice #23

The procedure is for campus police to handle this communication on a case-by-case basis as the need arises. If a student is suspended or expelled from the University for student misconduct, his/her transcript is denoted. In many cases other colleges or universities will call the Office of Judicial Affairs if further details are requested.

2009 Update: No change.

Best Practice #24

The University Counsel serves as the liaison to the Commonwealth's Attorney office. The University's case investigators work with the CWA Office concerning ongoing cases.

2009 Update: No change.

Best Practice #25

The officer involved in the investigation of the crime informs student victims of their rights to pursue charges by going to a magistrate and requesting that a warrant be issued.

2009 Update: No change.

Best Practice #26

Consultations between campus police and the Commonwealth Attorney occur as necessary on an as-needed basis.

2009 Update: No change.

Best Practice #27

In some cases where student safety is a concern after criminal action, the University may relocate a residential student to a new housing assignment where he/she feels more comfortable and the other student is not aware of the new location. Additionally, an "Order of No Contact" may be issued by the Office of Judicial Affairs, where interaction by either party is grounds for disciplinary action by the University.

2009 Update: No change.

James Madison University

Measure A.4.: Academic Standards

For over 20 years, James Madison University has identified expected outcomes, assessed the extent to which it achieves these outcomes and provided evidence of improvements based on analysis of the results. In 1986, with the hire of its first Director of Assessment, JMU began phasing in the assessment of all undergraduate academic programs. The assessment of student affairs programs began the following year. In 1988, the State Council of Higher Education for Virginia (SCHEV) allocated funding for the development of JMU's Office of Student Assessment. Every educational program at JMU was building an assessment plan by the 1991-92 academic year. In 1997, the name Office of Student Assessment was officially changed to the Center for Assessment and Research Studies (CARS) to accommodate its expansion in mission and scope.

Center for Assessment and Research Studies

Today, CARS houses 10 faculty members. Nine assessment specialists have joint tenure-track faculty positions with the Department of Graduate Psychology and CARS, while the tenth faculty member serves as the unit's Information Security Analyst. The assessment specialists act as assessment liaisons to each of JMU's educational programs (including every major and general education cluster) and student affairs programs. Assessment liaisons serve as internal consultants, available to assist programs with all stages of the assessment process. Each program identifies an assessment coordinator to work with the CARS assessment liaison. In addition, CARS Program Assessment Support Services (PASS) , staffed by students in JMU's Assessment and Measurement Ph.D. program , offers a battery of assessment-related workshops and trainings. CARS assessment liaisons, PASS staff, and the Assessment and Measurement Ph.D. students serve as resources to programs with established and emerging assessment programs. In addition, JMU has an Assessment Advisory Committee (AAC) that serves as a resource to programs.

Academic Program Review

Starting in the 1993-94 academic year, JMU implemented an Academic Program Review (APR) process. Academic Program Review is "a university-wide process that intends to demonstrate both unit and institutional commitment to excellence, rational decision-making, and accountability". All major programs are expected to complete a comprehensive APR every six years. This comprehensive review requires programs to review program outcomes related to both efficiency, including retention rates, graduation rates, faculty-to-student ratios, etc., and effectiveness, including student

learning outcomes. Programs with outside accrediting requirements, such as NCATE, may substitute their accrediting review for the APR if the program can demonstrate that the accrediting review addresses major issues of the APR, including the assessment of student learning outcomes. The first stage of the APR consists of a program-level internal self-study. During the second stage, an external team conducts an on-site visit and reviews the internal self-study document. The external team produces a report outlining program strengths and recommendations for program improvement. In the final stage of the APR, the program develops an action plan in response to the first two stages of the APR process. In addition, programs cite the APR when discussing program change in their annual reports, as in these examples from CISAT, COB and CAL. These changes are summarized by the Office of the Provost in the APR outcome summaries. Copies of APR-related reports are archived with the program and on campus in JMU's Carrier Library for access by the university community, as well as maintained in electronic format in the Office of the Provost.

Each program at JMU is reviewed on a six-year cycle. The following academic programs underwent a comprehensive program review that includes student learning during 2008-09.

Academic Program
Accounting (BBA)
Accounting (MS)
Art and Art History - Art (BA, BFA, BS)
Art and Art History (MA, MFA)
Audiology (MED, Ph.D)
Biology (BA, BS)
Communication Studies(BA, BS)
Dietetics
Health Education (BS)
Health Education (MS)
Integrated Science and Technology (MS)
Management (BBA)
Marketing (BBA)
Mathematics
Physician Assistant (MPAS)
Physics & Astronomy
Psychological Sciences (MA)
Speech-Language Pathology (MS, Ph.D.)

Assessment Progress Templates

In addition to the completion of a comprehensive APR every six years, JMU's educational programs submit assessment progress templates (APT) to the provost as part of their annual review document. Using the APT, each program outlines its student learning outcomes, maps student learning opportunities to each student learning outcome, identifies methods used for assessing the outcomes, reports assessment results, outlines a communication plan for sharing results with stakeholders, and provides a summary of the improvements and program changes made based on assessment results. The inclusion of the summary of improvements section is in direct response to feedback from JMU's 2003 reaccreditation review. While JMU was commended for its assessment processes, it was recommended that the university do more to document the many ways it uses program-level assessment results. Starting with 2006-07 APTs, the Provost's Assessment Advisory Committee charged CARS with APT evaluation. The initial review focused on evaluating whether programs completed each of the six APT elements. In 2007-08, the purpose of the review was to provide feedback regarding the quality of each program's assessment process. The AAC and CARS jointly developed a four-point rubric designed to assess the quality of each of the six APT areas and improved the comments section associated with each element's ratings to provide additional consultation on how assessment processes could be enhanced. CARS posts exemplars for each APT area to assist faculty members with APT development. Examples of highly rated templates include psychology, history, social work and nursing.

Assessment of General Education

Although it is not a degree program, General Education represents the largest educational program on campus. Like degree programs, each general education cluster undergoes academic program review on a regular schedule. Each cluster also submits annual assessment reports and is assigned an assessment liaison. Between each five-year cluster cycle, General Education conducts a two-year comprehensive review of the overall program. JMU's Assessment Day model enables the university to collect longitudinal pre-post data on both student learning and developmental outcomes. Two days per academic year (one in fall and one in spring) are dedicated assessment days; no classes are held until after the completion of assessment day activities. Students are assigned to testing rooms by the last two digits of their student identification number. Each room is assigned a battery of instruments consisting of cognitive (example: quantitative reasoning) and non-cognitive assessments (example: attitudes toward learning) developed to assess student learning and development objectives in General Education and student affairs.

All first year students are required to participate in fall Assessment Day activities the Friday prior to the start of classes. During fall 2008, JMU assessed nearly 4,000 students on Assessment Day. Spring Assessment Day takes place in February; students who have earned 45 to 70 credits are assessed. Students are given the instruments they completed a year and half earlier on fall assessment day to create a pre-post testing design which facilitates evaluating student learning and developmental gains. In addition to university-wide assessments, an increasing number of academic programs use spring Assessment Day to collect data on seniors to assess program-level student learning outcomes of graduates. General Education assessment results and improvements are captured in the annual General Education cluster reports, while program-level assessments are summarized in the APTs.

Measure B.3.: Articulation Agreements

JMU has guaranteed admission agreements with several Virginia community colleges and one junior college. The purposes of these agreements are to ease the transfer process to JMU and to promote the close coordination of academic courses, programs and degrees offered by the Virginia community college and JMU.

Students participating in a JMU Guaranteed Admission Agreement (GAA) program are required to submit (1) an application for admission to JMU and (2) a completed *Letter of Intent* to their community college upon completion of 45 credit hours. Information about college-specific guaranteed admission agreements and *Letters of Intent* are available in the community college counseling centers.

Admission to JMU is guaranteed to a student who completes an appropriate associate degree, has a cumulative GPA of 3.00, and meets additional admission requirements as outlined in the individual agreements. Guaranteed admission is to the university; students may be required to fulfill or complete additional admission or progression standards for particular majors.

Schools with which JMU currently has Guaranteed Admission Agreements

In addition to the degrees below, JMU has specific program articulation agreements with certain community colleges for Computer Science and Education.

College	GAA Approved Associate Degree(s)
Blue Ridge Community College	Associate of Arts and Sciences
Dabney S. Lancaster Community College	Associate of Arts and Sciences

Danville Community College	Associate of Arts and Sciences
Germanna Community College	Associate of Arts and Sciences
J. Sargeant Reynolds Community College	Associate of Arts or Associate of Sciences
John Tyler Community College	Associate of Arts and Sciences
Lord Fairfax Community College	Associate of Arts and Sciences
Northern Virginia Community College	Associate of Arts or Associate of Sciences
Paul D. Camp Community College	Associate of Arts and Sciences
Piedmont Virginia Community College	Associate of Arts or Associate of Sciences
Rappahannock Community College	Associate of Arts and Sciences
Richard Bland College	Associate of Arts or Associate of Sciences
Southside Virginia Community College	Associate of Arts and Sciences
Tidewater Community College	Associate of Arts or Associate of Sciences

JMU also is also a signatory to the Pre-Teacher Education Agreement with the Virginia Community College System.

Measure B.4.: Economic Development

Overview

James Madison University supports economic innovation through active partnerships among business, government, education (including K-12), regional technology and workforce efforts, and connectivity with state university economic development resources. To transform the region’s economy, JMU:

- Hosts the Shenandoah Valley Partnership- a catalyst for unifying seven counties and five cities in the central Shenandoah Valley for economic development initiatives;
- Provides assistance in marketing and business assistance for the Shenandoah Valley region; and
- Promotes new investment,
- Fosters entrepreneurial startup/spinout ventures through a focused and innovative approach to technology transfer;

- Strengthens existing business; and
- Guides labor force development to ensure a healthy economic future for the region.

The Office of the Vice Provost for Research and Public Service supports the university's activities in research, technology transfer, outreach, engagement, and economic development. By encouraging collaboration and building strategic alliances, the Office of Research and Public Service strives to transform James Madison University into a new kind of research university: one that connects thought to action-theory to practice through community engagement. In addition, JMU assists with economic development by offering credit and noncredit and noncredit programming in the Valley as well as throughout the Commonwealth including three remote locations, all in rural Virginia.

The university works closely with community development entities, state agencies, municipalities, regional planning agencies, developers, business leaders, chambers of commerce, and local officials providing a gateway to the university's faculty and staff who specialize in areas of mutual interest. This ensures continuity of involvement at all levels of government, education, and business. Economic development is embraced as a component of the academic colleges of the university, thus providing resources unequaled in the region keeping the university at the forefront of economic prosperity for the Valley. A recent example is the efforts of the University to enhance broadband access and deployment within underserved rural areas of the region.

Economic Development Organization at James Madison University

- Office of the Vice Provost for Research and Public Service
- Office of Technology Transfer
- Office of Research Development
- Outreach and Engagement
- James Madison Innovations, Inc.
- Shenandoah Valley Small Business Development Center
- Shenandoah Valley Partnership
- Shenandoah Valley Technology Council
- Valley Innovation Network
- Center for Entrepreneurship

Ongoing Partnerships

- Shenandoah Valley Partnership including:
 - counties of:

- Augusta
- Highland
- Page
- Rockbridge
- Rockingham
- Shenandoah
- and the cities of:
 - Buena Vista
 - Harrisonburg
 - Lexington
 - Waynesboro
- Shenandoah Valley Technology Council
- Southeast University Research Association
- SRI International
- Virginia Coastal Energy Research Consortium
- Virginia Technology Alliance
- Targeted local municipal projects include:
 - Town of Front Royal focused on alternative energy
 - Town of Elkton focused on providing broadband access
 - Town of Shenandoah focused on providing broadband access
 - Highland County focused on K-12 education
 - Members of the Shenandoah Valley Partnership
- Harrisonburg-Rockingham Chamber of Commerce
- VA Bio
- Chesapeake Crescent Initiative

Ongoing Economic Development Activities

- President Linwood Rose was named by Governor Tim Kaine to the board of the Innovation and Entrepreneurship Investment Authority
- Nurtured the SRI project in conjunction with local, regional and state economic developers, which will be a transformational research and economic development project for the entire region.
- Established James Madison Innovations, Inc. as a separate 501(c)3 corporation in November 2008. The university entered into an Affiliation Agreement with JMI, Inc. to manage university intellectual property licensing, legal work related to IP, and create spin-off companies.
 - First spinoff company created-Madison Assessments has an exclusive license to distribute and administer the computer-based assessment testing instruments developed and maintained by the Center for Assessment Research Studies at JMU.
- Pursuing economic development projects in the area of alternative energy in coordination with the Shenandoah Valley Partnership and Augusta County.
- Assisting start up and small businesses through the Shenandoah Valley Small Business Development Center.
- Active member of the University Based Economic Development group. Hosted Fall

meeting of UBED in Harrisonburg in October 2009 at new SRI building.

Achievements

- Selected as the eighth member of a select university consortium coordinated by the Chesapeake Crescent Initiative. The Chesapeake Crescent Initiative focuses on improving the region's global competitiveness and economic prosperity by advancing regional innovation and energy independence.
- Conceived and hosted the first Valley Innovation Network event in March 2009. The event was well-attended and well-received by 84 people representing businesses, economic development organizations, inventors, and faculty from various JMU departments including business, engineering, education, and ISAT. The Valley Innovation Network is coordinated by the Offices of Technology Transfer, and Research Development, the Shenandoah Valley Technology Council and Shenandoah Valley Partnership.
- Participated in a Virginia Economic Development Partnership coordinated site visit to HP Data Center in Clarksville, VA.
- Non-Profit Institute enrolled thirty non-profit organization leaders who attended monthly training sessions to learn about enhancing their job performance with practical skills and knowledge for day-to-day operations, including strategic planning, leadership, public relations, and grant writing.
- In partnership with WHSV TV-3 and Extreme Exposure Media, Outreach & Engagement offered a one-day seminar in April 2009 called Tipping Points. This seminar offered business and organizational leaders from throughout the Shenandoah Valley a chance to connect with each other and learn from JMU faculty and area experts how to survive and thrive in a challenging economy.

Measure B.6.: K12 Development

In partnership with school administrations, the College of Education developed multiple efforts to improve PK-12 student achievement. Many of these efforts focus on upgrading the knowledge and skills of PK-12 teachers and strengthening the leadership skills of school administrators

Improve student achievement:

We have continued to strengthen our relationship with Harrisonburg City Schools, Page County and Rockingham County through such initiatives as the Professor in Residence program, preparation of teachers in ESL, through placement of practicum students and student teachers at virtually all city schools and through extensive grant program activity (i.e. Middle Ground, We Care Community Learning Center, Early Engagement and X-SEL). Through their various internship experiences including student teaching, all teacher education candidates are now required to develop, analyze and report the impact they are having on PK-12 student learning. PRISM (Partnerships for Realizing Improvements in Science and Math) initiatives,

begun in 07-08, continued to impact student achievement in the areas of math and science. Students from Clarke County H.S. participated in the Bridge Program's Summer Immersion Camp at JMU for an intensive orientation to campus and to collegiate life and experience. In Spring 2009, Bridge Program was expanded to Winchester City Schools. As dual enrollment courses continue at Clarke County H.S., the first series of Bridge courses began at John Handley High School. Support for the Professor in Residence Program enabled Drs. Griffin, Estes, Thall, Wilcox, Font, and Herr to support students and teachers in high need schools in Roanoke, Harrisonburg and Richmond. In response to the need for teachers to more effectively communicate with second language learners in their classrooms, a Spanish for Educators course was delivered. . In addition, Spanish for Children course was offered to young children in the community. To improve math skills of elementary students, a multiyear professional development program is underway with teachers in the Staunton City Schools. Regional offerings include a Reading Specialist program, a Gifted Education program and an Autism Certificate program. James Madison University Outreach Programs, CoE, and Rockingham, Shenandoah, and Page County Schools partnered to offer the six-week academic and creative enterprise *College for Kids* Saturday workshop series. During the 08-09 academic year and JMU again hosted Virginia/D.C. FIRST Lego Robotics Regional and State Competitions. CoE and Harrisonburg City Schools have collaborated to establish a student organization for middle grade students to conduct STEM-related investigations of the virtual world Teen Second Life. To support art education, an annual youth art exhibit is displayed in Memorial Hall. Art work of various mediums completed by young artists from local schools is displayed on one wing of the first floor.

Upgrade the knowledge and skills of teachers:

The College of Education has been actively engaged in the development of programs to support the professional development of teachers. Over \$600,000 in external funding provided for the development and delivery of coursework leading to re-certification coursework, certificate programs or full graduate programs through multiple modalities. The Content Teacher Academy celebrated its tenth year with over 500 teachers participating and proves to be one of the most successful means by which practicing teachers and administrators can develop knowledge and skills to effectively address the Virginia SOLs. Certificate programs in Gifted Education and Autism Spectrum Disorder are delivered around the state. A Master's degree in Reading Education was initiated in Greene County with 27 teachers participating and has been expanded to Shenandoah County and Harrisonburg-Rockingham County during fall 2009. Formal partnerships with school divisions have resulted in numerous workshops, extended in-service programs and consulting opportunities, focusing on classroom specific issues and concerns. For example, the Reading First workshop for teachers, the Karibuni Kenya Curriculum Conference, and the Elementary Education Conference.

Focused experiences for teachers to promote knowledge and skills in the area of STEM education are resulting from the work of the JMU STEM center and faculty in the College of Education. The needs of teachers are being identified and specific programming, such as the development of the K-8 Math Specialist program, the hosting of the VCTM conference in March 2010, and multiple year professional development partnerships. Faculty members have been working closely with SRI, exploring potential avenues for policy research including the shortages of teachers in the STEM areas, as well as the need to help certain underrepresented populations (i.e. females) maintain interest in these subjects. During the 08-09 academic year, JMU again supported/hosted Virginia/D.C. FIRST Lego Robotics Regional and State Competitions State-wide, 352 teams or approximately 3000 kids were involved in First Lego League.

In addition, significant changes have been made to our teacher preparation curriculum resulting in new programs being proposed and accepted by SCHEV (Math Specialist and Inclusive Early Childhood Education). Revisions to our Education Technology Degree will ensure greater learning opportunities in the appropriate applications of technology in the classrooms. Course offerings to support the full licensure of provisionally licensed teachers were packaged and are being offered through the use of technology to teachers around the state.

Strengthen leadership skills of administrators

Dr. John. Kidd, LTLE initiated an Ed Leadership Licensure Outreach cohort program in Lexington, VA. There are 18 students enrolled in the fall course representing the Buena Vista, Lexington and Buchanan school divisions. In spring and summer 2009 Dr. Kidd added 3 more Ed Leadership Licensure Outreach cohort programs, in Winchester/Fredrick County, Harrisonburg/Rockingham County and Martinsville, VA.

Dr. Denise Perritt continued providing guidance and expertise as a member of the task force responsible for developing the newly-approved doctorate in Strategic Leadership. Having garnered SCHEV approval, efforts have been focused most recently on identifying and hiring individuals to whom responsibility for providing operational leadership of the program can be assigned.

Under the direction of Dr. Laurie Cavey, the 10th Annual Content Teaching Academy was held June 22-26, 2009 with 300 participants. Six programs (Academies) offered high quality professional development that included in-depth studies in a range of content areas and engaged participants in critical dialogues of practice with instructional sessions conducted by scholars and master teachers who understand the challenges associated with today's classrooms and schools.

Measure B.7.: Campus Safety & Security

Best Practice #1

James Madison University does convene a Safety & Security Committee chaired by the Chief of Police and includes appointed members from Facilities Management, Athletics, Residence Life, Risk Management, Student Government Association, Greek Life, Health & Counseling and other staff and faculty members. Members serve annual terms and meet each semester or as needed to address safety and security issues. In addition to this committee the University also convenes and/or participates in several other committees involving the University, Local Governments, State Agencies, Service Organizations and Citizen Action Groups who primary purpose it is to look at health, safety and security issues for the entire community. JMU has representatives on the Citizens Against Sexual Assault (CASA) Committee, Community Coalition on Alcohol Abuse (CCAA), Transportations Safety Committee, Pedestrian Safety Committees, Bicycle Safety Committee, Sexual Assault Emergency Response Team, Regional Criminal Investigator and Homeland Security Investigation Committees.

Best Practice #2

The James Madison University Department of Police and Public Safety works very closely with Facilities Management, Facilities Planning, Engineering, Information Technology, Residence Life, and other key University officials to routinely look at environmental conditions throughout campus to constantly look for areas that may need improvements in lighting, vegetation and planting enhancements or modifications, sidewalks, bike racks, doorway and hardware improvements, electronic security monitoring or other improvements. Representatives from JMUPD are consulted and brought on board in the early planning stages of all major capital improvement projects for CPTED input and best practices considerations. JMUPD also hosts a lighting and safety tour each semester among the representatives listed above and in addition to student representatives from the SGA's safety committee and other Student Affairs and Academic Affairs participants. Specialist from JMUPD work closely with the JMU Procurement Office and individual departments throughout campus to assess existing and potentially new deployments, procure, and implement closed circuit surveillance camera systems.

Best Practice #3

Student orientations include presentations from both the Crime Prevention Unit of the University Police Department and the University's Office of Judicial Affairs on policies, local and state laws, enforcement practices, adjudication procedures, and potential criminal, civil, and administrative sanctions. JMUPD also works with new Residence Hall staff, Athletics teams, Greek organizations, clubs, and civic organizations to promote safe practices and enforcement efforts through pre-semester hall staff training academies and through individual safety and security programming conducted by JMUPD Crime Prevention Unit. In many of these programs JMUPD works side-by-side

with the Rockingham County Sheriff's Office, the Harrisonburg Police Department, the Virginia Department of

Alcohol Beverage Control, and other agencies to promote unified efforts and to provide comprehensive educational training to the citizens of our communities. We also work closely with other area schools and universities, including Bridgewater College, Blue Ridge Community College and Eastern Mennonite University.

Best Practice #4

JMUPD employs one of the RADS senior instructors and a former coordinator of RADS training for Virginia. Sgt. Peggy Campbell along with several others of our officers are currently or have been certified as RADS and RADKids instructors. Sgt. Campbell attends the International Conference Annually where she has routinely been a presenter and routinely conducts instructor trainer classes for RADS throughout Virginia and the country. Sgt. Campbell is retiring in 2010 but intends to continue teaching the RADS program in cooperation with JMUPD to the JMU Community.

Best Practice #5

JMUPD employs an average of 35 – 50 students at a time as Public Safety Cadets which perform routine building security lockups. They also provide student safety escorts through both walking teams and the use of a vehicular escort van to transport at risk students safely between remote areas of campus to and from their dorms and/or academic facilities. The student cadets go through a 3 day early arrival mini-academy the week prior to student arrivals for the fall semester. Cadets are supervised directly by the Cadet Program Coordinator who is a uniformed Patrol Sergeant and receive additional training throughout the year and must show a proficiency in their duties and maintain established academic standards to continue employment in the program. JMUPD has also worked with other campus supported groups to start the SAFE RIDES program which provides safe transportation to students from off-campus locations to both on-campus and other off-campus residences. Since the Spring of 2007, SAFE RIDES has provided 17,050 to date. JMUPD participates in the training of the drivers and volunteers that are involved with this program.

Best Practice #6

(Student Police Academy – Not Applicable at the time) The Department does however work closely with the College of Integrated Science And Technology in joint forensic investigation training programs in academic applications and with the SGA and other clubs and student organizations to promote visits to the University Police Department to see our operation and to better understand how we operate. The Forensic Investigations Unit has also been involved in a special summer session “Governor’s School” for program for exceptionally talented secondary school students. The Department also works with other academic programs within the University to provide

internships in everything from marketing of Crime Prevention and Public Safety Initiatives, to Software Development, to Information Security, to sponsored law enforcement apprenticeship programs through the Department of Labor.

Best Practice #7

JMUPD supports a very proactive Community Policing Philosophy through the interactions of our staff and students, staff, and visitors to our community. JMUPD participates in local health fairs in our community high schools where our Crime Prevention Unit utilizes training aids and educational materials to promote reduced high risk behavior from the youth of our community. Uniformed Patrol officers are encouraged to conduct foot patrols on every shift in addition to our bicycle patrols and crime prevention units interactions through residence hall programming, special events security, coordinated programming with the Universities Office of Judicial Affairs, and BASICS/CHOICES Intervention Techniques. We work very closely with members of the Greek Life to conduct proactive risk management meetings before RUSH weeks, Homecoming and other celebrated events. The Department is continues to with the Office of Residence Life on an Adopt a Hall program. The Department also operates a satellite office on the East Campus and one in Memorial Hall on the Western edge of campus for officers to use to meet with students and to function as an alternative communications center in the event that the primary communications center became inoperable. JMUPD has also operated a “Silent Witness” program to gather anonymous information for our Criminal Investigations Division. Access to the Silent Witness reporting form is available from our Webpage.

Best Practice #8

The JMUPD has revised our existing SOP Manual so it that conform to standards set forth by DCJS and is consistent with accreditation standards set forth by the Virginia Law Enforcement Professional Standards Commission (VLEPSC).

ACCREDITATION/PROFESSIONAL DEVELOPMENT

Best Practice #9

JMUPD has employed a part-time Accreditation Coordinator who has us about 85% through the process of Accreditation through the Virginia Law Enforcement Professional Standards Commission (VLEPSC).

Best Practice #10

(Agency Accreditation – Not Applicable at this time. We are a Campus Police Agency and not a Campus Security Agency and therefore would fall under the purview of Best Practice #9 instead)

Best Practice #11

JMUPD is a participating member in VACLEA, and the VCPA taking advantage of training opportunities made available for campus law enforcement. The Chief, Deputy Chief, Criminal Investigations Division Commander and the Patrol Division Commander routinely rotate their attendance to the Annual VACLEA Conferences held throughout the Commonwealth. JMUPD also participates in the Annual VA ABC College Conferences. The JMUPD Deputy Chief of Police, the Director of JMU's Office of Judicial Affairs, the Director of the Student Health Center and Office of Health Promotion have presented in the past to the National Liquor Law Enforcement Association's Conferences to discuss the challenges and successes this institution has faced. Deputy Chief Coverstone and the local ABC Enforcement Agent have been invited to make presentations on "College Campus Enforcement Operations" at previous International Alcohol Law Enforcement Seminar sponsored by the National Center for Alcohol Enforcement. JMUPD has also been invited to present at Virginia Government Procurement Professionals Conferences.

Best Practice #12

The Chief of Police and/or other members of the Department maintain professional memberships in organizations such as IACLEA, VACLEA, and VACP.

COLLABORATION

Best Practice #13

The Chief of Police, along with designees from JMU's Facilities Management, JMU's Office of Risk Management, JMU's Office of Residence Life, and the Vice President for Administration and Finance meet twice a year in Town and Gown meetings with local community officials such as the HPD Chief of Police, City Planners, City Transit Authority, City Managers, Public Works, and other Public Relations Officials. Officials also get together as needed to discuss other regional issues that may arise from time to time to address them collaboratively and/or serve on standing community committees.

Best Practice #14

The University holds many formal meetings throughout the year where all employees are encouraged to attend to go over major accomplishments, goals, changes facing the University Community in the coming months. More importantly the Vice-Presidents, Directors and Department Heads throughout campus have bi-weekly staff meetings where concerns to operations and safety are discussed and addressed collaboratively.

Best Practice #15

JMU has compiled a Comprehensive Safety Plan to address nearly all disasters and

potential operational crisis. Over 400 agencies from all across the United States and around the world have requested access to the plan with intentions on modeling their own Comprehensive Safety Plans after JMU's. JMU works closely with regional emergency management coordinators and participates in monthly meetings. JMU is a regionally designated State Managed Site for large scale disasters and has the ability to facilitate routine and emergency medivac helicopter landing zones on the campus. JMU routinely participated in a regional disaster drills coordinated by VDEM, local emergency coordinators, JMU public safety officials, and the VA Dept. of Health on a mass exposure and natural disaster scenarios. JMU also has contractual agreements in place with Rockingham Memorial Hospital that enable the University to operate as an alternative Emergency Medical Facility in the event the RMH's ER is rendered unavailable. JMUPD participates in routine regional tactical response training and drills with surrounding agencies for active shooter and hostile intruder scenarios. JMU plans are consistent with NIMS.

Best Practice #16

JMUPD has operated under a Regional Mutual Aid Agreement with the City of Harrisonburg and Rockingham County since approximately 1995, and with the City of Harrisonburg under a Concurrent Jurisdictional Agreement since 2003. As the University continues to acquire non-contingent properties and with the relocation of the Rockingham Memorial Hospital Complex to a site just outside the City of Harrisonburg in Rockingham County scheduled for June 2010, there may be need to reevaluate existing agreements to ensure that they support ever changing jurisdictional needs.

Best Practice #17

JMU has worked with our institutional research department and information technology to develop survey tools that are given to all incoming freshmen concerning safety. Surveys are also incorporated into routine Program Reviews of all Administrative & Finance operations including JMUPD, the Office of Judicial Affairs, Parking Services, Facilities Management, Special Event Operations, Telecommunications, to determine client expectations, levels of service provided, customer satisfaction, areas of accomplishment and identify areas for improvement. JMUPD has an on-line survey instrument that is available to all victims and clients of the Department to receive feedback on levels of customer service and topics of community interest.

INVESTIGATIONS/DISCIPLINARY PROCESS

Best Practice #18

The Departmental Procedures Manual covers the necessary procedures for the investigation of criminal acts.

Best Practice #19

The Departmental Procedures Manual covers the protocols for dealing with victims and includes comprehensive listings of referral services that the victim may be given.

Best Practice #20

JMUPD utilizes DaProSystems for our automated Records Management System (RMS) system and Computer Aided Dispatching (CAD). This system is used to compile, search, and submit IBR reporting statistics in compliance with state and federal guidelines. JMUPD is also a partner in the regional Integrated Criminal History Records Information System (ICHRIS) developed in partnership with DCJS as a model for localities to share critical information about crimes and offenders.

Best Practice #21

JMU has a very comprehensive Standards of Conduct for Students. Educational programming is done through orientations, classroom experiences, residence hall programming, health and safety fairs, clubs and organizations, and through Judicial Affairs. The Standards of Conduct are given to every student and they are available on the University web site.

Best Practice #22

JMU has taken a proactive approach to dealing with high risk alcohol behavior, policy development and enforcement. The University implemented a three strikes program. The Office of Judicial Affairs deals with violations committed by students on campus and works closely with other local law enforcement agencies to collect data on students involved in high risk and criminal acts off campus. The Community Coalition on Alcohol Abuse is chaired by University Officials and other local leaders and has broad participation and support of offices and departments throughout the institution and community to deal with high risk alcohol behavior. JMUPD has received several grants in the past to promote alcohol awareness programs and continues to seek new programs and funding sources for continued efforts. The successes of these programs and joint patrol task force have been acknowledged by VA ABC and other National Alcohol Enforcement Organizations.

Best Practice #23

JMUPD handles complaints involving non-JMU parties from other Commonwealth Institutions in accordance with established criminal procedures and departmental policies. If incidents warrant notification of the individual's home school, the JMU Police Department will typically notify their Police or Security Department so administrative action can be taken by the institution.

Best Practice #24

The JMUPD Criminal Investigations Division (CID) is comprised of the Lieutenant and a

Sergeant Investigator who oversee all criminal investigations conducted by the University Police Department. CID works very closely with the CWA's office on all major investigations and maintains a very good working relationship many other investigative units from other regional departments. Members of JMUPD's CID participate in and/or host monthly investigators forums and terrorist task force meetings for our region. JMUPD also operates our own forensics unit with laboratory technology and resources as well as a DGS certified Forensic Academy graduates on staff.

Best Practice #25

JMUPD provides referral services and actively assists all victims in accessing available resources for criminal prosecution, judicial proceedings, medical intervention, counseling services, and victim assistance programs through state, local, and agency sources.

Best Practice #26

JMUPD has and continues to work closely with the CWA's office on all major crimes including violent felonies on a 24/7 basis.

Best Practice #27

JMU utilizes all existing policies and procedures including criminal and civil options to address student interaction between all involved parties after alleged criminal actions. Some of these existing policies and procedures can include criminal intervention, judicial policy and sanctioning, emergency housing adjustments, mental health evaluation and counseling services, mediation and administrative class scheduling options to ensure a safe and secure environment for all involved parties on a case by case basis. The University also has an established multi-discipline Behavioral Assessment Team that meets on a regular basis as well as needed to address situations that may affect the safety of all individuals within the University community.

Longwood University

Measure A.4.: Academic Standards

Institutional Summary

Longwood University has an ongoing review process based on learning outcomes for academic programs and the service outcomes for non-academic units. SACS is only one of the many accrediting agencies requiring Longwood to base its program review on student learning outcomes. Internally, Longwood requires that each educational program annually collect data, and every other year that they file a report with the college dean's offices and the office of Assessment and Institutional Research (OAIR) to demonstrate how the learning outcome data has been used to drive their curricular decision making. The tables presented on pages 6-8 present the time lines for our institutional review of both academic and administrative programs through 2010-11. Longwood is also committed to utilizing the assessment data from the six competencies specified by SCHEV, as well as the data collected from Major Field Tests (MFT) and Praxis II for enhancing student learning.

The last SACS accreditation site visit to Longwood took place in April 2003 with the next on site visit scheduled for 2014. Although we are still six years out, Longwood has begun a full-scale self examination according to the latest accreditation guideline, *Principles of Accreditation: Foundations for Quality Enhancement* (2008 Interim Ed.). In spring 2010, Longwood will produce the Five-Year Interim Report required by SACS.

Standards reference:

(SACS Core Requirement 2.5)

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

(Comprehensive Standard 3.3.1)

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

- 3.3.1.1 educational programs, to include student learning outcomes
- 3.3.1.2 administrative support services
- 3.3.1.3 educational support services
- 3.3.1.4 research within its educational mission, if appropriate

3.3.1.5 community/public service within its educational mission, if appropriate

(Comprehensive Standard 3.5.1)

The institution identifies college-level general education competencies and the extent to which graduates have attained them.

Guided by SACS Core Requirement 2.5, Comprehensive Standard 3.3.1, and Comprehensive Standard 3.5.1, our primary goals for 2008-09 were to:

- (1) Re-structure the Office of Assessment and Institutional Research (OAIR)
- (2) Complete the establishment of a comprehensive, University-wide assessment program with an emphasis on establishing and maintaining an “ongoing, integrated, and institution-wide research-based planning and evaluation processes.”
- (3) Continue to improve Longwood’s on-going assessment practices to ensure that all academic programs meet the regional and the professional accreditation requirements.
- (4) Utilize the data for “closing the loop.”

The following section presents the major achievements for each of the categories.

Restructure the Office of Assessment and Institutional Research (OAIR)

- The restructuring process began in May 2008. After a nation-wide search, the OAIR director was appointed in December 2008, which was followed by a series of searches for professional staff. The entire process was completed in October 2009. Currently, the full staff of the OAIR includes the director, data manager, assessment coordinator, and administrative assistant. The OAIR director reports to and meets with the President bi-weekly.
- Along with the progress made in this area, the university established its first electronic data request procedure that ensures Longwood’s faculty/staff/students to have access to the university data for their work while maintaining the university’s full compliance with state and federal data security laws and regulations.

Completed Establishment of the University Wide Comprehensive Assessment Program

- Developed and implemented Longwood’s policy on assessment with the purpose of establishing “a comprehensive, university-wide assessment program. It includes a policy that regulates the University’s assessment activities, an organizational body that ensures the implementation of the policy, and a calendar that incorporates the assessment activities at departmental, divisional, and university levels.”

- Formed the Advisory Committee for Assessment (ACA). Appointed by the President, ACA consists of representatives from three colleges, the general education program, graduate studies, the library, and major service divisions (IT, Student Affairs, and Institutional Advancement). Since its inauguration, ACA has been functioning to “coordinate the university-wide assessment activity, promote effective communication, and support divisional and departmental assessments with advice and liaison services.” The ACA is under the direct supervision of the President.
- Completed WEAVEonline system set-up and began to prepare university wide training in assessment report writing and using WEAVEonline for spring 2010.
- Formed the Longwood Competency Team to specifically coordinate a university-wide effort in measuring student learning in the General Education program. The team consists of primarily those faculty members who teach General Education courses, and who are interested in developing assessment scholarship. The additional members of this team include college deans and staff of the OAIR.

Continue to Improve Longwood’s On-Going Assessment Practice

While making an effort to improve the existing process and strive for a better management of assessment data collection and reporting, we continue to engage all academic and service programs to assess student learning outcomes, the quality of our support service, change in student attitudes and their needs, and use the results for “closing the loop.” Specifically,

- Longwood College of Business and Economics achieved AACSB International accreditation for six additional years. The college was commended, among other citations, for its strength on “faculty developed and maintained long-standing set of assessment processes”(letter from the AACSB visit team).
- Four programs: Athletic Training Education, Social Work, Therapeutic Recreation, and Music Program that includes Bachelor of Arts in Music, Bachelor of Music in Performance, Bachelor of Music in Piano Pedagogy, Bachelor of Music (Teacher Certification) and Master of Science in Music (Curriculum and Instruction Specialist), were also reaffirmed accreditation by the Commission on Accreditation of Athletic Training Education, the Council on Social Work Education, National Recreation and Park Association in cooperation with the American Association for Leisure and Recreation, and the National Association of Schools of Music respectively. According to the standards imposed by these agencies, program assessment was an integral part of the review.
- For the general education program, in addition to our on-going course-embedded assessment practice, we developed three competency measures in Quantitative Reasoning, Scientific Reasoning, and Written Communication according to SCHEV’s directive.
- For most degree programs, we continue to use Major Field Tests (MFT) and Praxis II developed by the Educational Testing Service (ETS) to measure

graduating seniors' learning outcomes in their major fields. For programs such as Anthropology, when the MFT is not available, we organized faculty members to develop the capstone test to ensure the quality of our graduates in the specific field.

- All the programs completed their assessment reports according to the schedule.
- We continue to use surveys to assess student needs and the level of their satisfaction with Longwood's support services. They included:
 - Cooperative Institutional Research Program (CIRP) (Freshman Survey, annual)
 - National Survey of Student Engagement (NSSE) (every third year)
 - LibQUAL+ (survey of library service, every third year)
 - Longwood Seminar survey (freshman seminar, annual)
 - Longwood graduates survey (satisfaction, career planning, and job or graduate school prospect, annual)
 - National College Health Assessment Survey (annual)
 - Association of College and University Housing Officers-International (ACUHO-I) and Educational Benchmarking Inc. (EBI) (resident life, every third year)
 - Longwood Dining Service Survey (annual)
 - Longwood Counseling Center Student Satisfaction and Learning Outcomes Survey (annual)
 - Longwood Financial Aid Service Survey (annual)
 - EBI Management Education (every third year, 2009)
 - For most service units, assessing the year-end customer satisfaction is required by the university policy on assessment. This is done by using internally developed instruments.
- As a result of restructuring, the newly developed OAIR website now serves as the repository of the university data as well as report information including IPS. Through the site, the university continues to make the survey information available to the faculty/staff/students and the general public.

Closing the Loop

Among the many examples of using assessment data for "closing the loop," the most recent evidence can be seen in (1) making an effort in incorporating NSSE survey data in the academic assessment plan in order to measure student learning in several core competency areas, (2) using CSI data to improve and enhance advising and mentoring services to freshman students, and (3) using LibQUAL data to improve library service.

- Longwood staff and faculty used NSSE data to create a set of engagement scales to measure the level of student engagement and student self-reported learning outcomes in several core competency areas such as Quantitative Reasoning, Scientific Reasoning, and Writing Communication. It is our intention to continue to explore better and more comprehensive ways to measure student learning and growth. More importantly, we will use these newly created scales to

indirectly measure “value-added” in a cross-sectional assessment process for the coming years.

- As the results of conducting the 2007 LibQUAL survey, the library leadership team developed a plan for 2008 to specifically address three issues. They included: (1) collaboration with faculty to develop a rubric to measure student information literacy via a course-embedded approach, (2) redesign of the Information Center to meet the increasing demand for group learning space and reference inquiry, and (3) improvement of the staffing pattern for the multimedia lab and information center to minimize the number of students turned away. For 2008, all these measures were put in place. The library continues to monitor the progress, measuring the level of achievement of the outcomes, and report the results through their bi-annual assessment report.

Longwood University Academic Unit Assessment Reporting Schedule:

Major	2008-2009	2009-2010	2010-2011
<i>Undergraduate</i>			
Anthropology	Program Review		Biennial Report
Art#	Program Review		NCATE/State Review
Athletic Training*		Biennial Report	
Biology#	Program Review		Biennial/SPA Report
Business*	Annual Report	Annual Report	Annual Report
Chemistry#	Biennial Report		Biennial/SPA Report
Commun. Disorders*	Accred. Report		Accred. Study
Communications		Program Review	

Computer Science		Biennial Report	
Criminal Justice	Program Review		Biennial Report
Economics	Annual Report	Annual Report	Annual Report
English#	Biennial Report		Biennial/SPA Report
Exercise Science		Biennial Report	
History#		Program Review	SPA Report
Liberal Studies & Education*#	Annual Report	Annual Report	SPA/Accred. Study
Mathematics#		Biennial Report	SPA Report
Modern Languages#		Biennial Report	SPA Report
Music*#	Biennial Report		NCATE/State Review
Physical Education*#	Annual Report	Annual Report	SPA/Accred. Study
Physics#		Biennial Report	SPA Report
Political Science#		Biennial Report	SPA/Program Review
Psychology		Program Review	
Social Work*	Biennial Report		Biennial Report

Graduate			
MS Commun. Disorders	Accred. Report		Accred. Study
MS Education#	Annual Report	Annual Report	SPA/Accred. Study
MS English	Biennial Report		Biennial Report
MS Sociology		Program Review	
MBA	Annual Report	Annual Report	Annual Report

***No internal program review, as specialized accreditation is currently done every 5-7 years.**

#Programs submit annual, specialized professional accreditation (SPA), and/or state reports for teacher education majors, as part of joint state/NCATE accreditation.

Longwood University Administrative Assessment Reporting Schedule

Program	2008-2009	2009-2010	2010-2011
Administration & Finance			
Accounting & Financial Report	Biennial Report		Biennial Report
Budget Office		Biennial Report	
Conferences & Seminars		Biennial Report	
Human Resources	Biennial Report		Biennial Report

Financial Aid		Biennial Report	
Post Office		Biennial Report	
Material Management		Biennial Report	
Printing Services		Biennial Report	
<i>Facilities Management</i>			
New Construction		Biennial Report	
<i>Information & Instructional Technology</i>			
IIT Services	Biennial Report		Biennial Report
<i>Student Success</i>			
Admissions	Biennial Report		Biennial Report
Advising & Academic Career Center	Annual Report	CAS Review	Annual Report
Plus Program	Biennial Report		Biennial Report
<i>President</i>			
Assessment & Institutional Research	Biennial Report		Biennial Report
<i>Academic Affairs</i>			
First Year Seminar	Biennial Report		Biennial Report

Honors Program	Biennial Report		Biennial Report
Office of International Studies	Biennial Report		Biennial Report
Longwood Center for the Visual Arts*	Biennial Report		Biennial Report
Library	Biennial Report		Biennial Report
Office of Graduate Studies & Extended Studies	Biennial Report		Biennial Report
Registrar	Biennial Report		Biennial Report
Athletics	Biennial Report		Biennial Report
<i>Student Affairs</i>			
Police Department		Biennial Report	
Academic & Disability Support Services	Annual Report	CAS Review	Annual Report
Campus Recreation	Annual Report	CAS Review	Annual Report
Counseling Center	Annual Report	CAS Review	Annual Report
Dining Services	Annual Report	CAS Review	Annual Report
Fraternity & Sorority Life	Annual Report	CAS Review	Annual Report
Honor & Judicial Program	Annual Report	CAS Review	Annual Report

Multicultural Affairs	Annual Report	CAS Review	Annual Report
Orientation & Leadership	Annual Report	CAS Review	Annual Report
Residential & Commuter Life	Annual Report	CAS Review	Annual Report
Student Health & Wellness	Annual Report	CAS Review	Annual Report
Student Union	Annual Report	CAS Review	Annual Report
Volunteer Services	Annual Report	CAS Review	Annual Report
<i>University Advancement</i>			
Development	Biennial Report		Biennial Report
Alumni Affairs	Biennial Report		Biennial Report
Public Relations, Publications, Web Communications	Biennial Report		Biennial Report

Measure B.3.: Articulation Agreements

Institutional Summary

Longwood University was the first institution to sign uniform articulation agreements with all of the colleges in the Virginia Community College System (VCCS) during the first year of Restructuring. Longwood University has established 35 articulation agreements with VCCS institutions and Richard Bland College (RBC). The University will continue to make every effort to enhance these partnerships and continue to explore the possibility of adding new courses to expand opportunities for more qualified community college students to transfer to Longwood. The number of institutions with which Longwood has articulation agreements will hold constant for the near future.

Currently:

1. With VCCS, Longwood has established 23 individual Guaranteed Admission Agreements, 1 Pre-Teacher Education Agreement, and 7 individual Business Program Agreements.
2. With RBC, the agreements include the Guaranteed Admission Agreement, Pre-Teacher Education Agreement, and Business Program Agreement.
3. With SVCC, there is an Associate of Applied Science Agreement with the Department of Sociology, Anthropology and Criminal Justice Studies.

Articulation Agreement Benefits:

- With the Guaranteed Admission Agreements, Longwood guarantees acceptance of Associate of Arts and/or Science degree holders (including General Studies if credit for Math 146 or higher has been earned) with a cumulative GPA of at least 2.5. These students are guaranteed junior status; all of the credits transfer (including D grades unless there are restrictions for native students); and all of their lower-division general education goals are met. These agreements apply to all Longwood majors except business and education.
- With the Pre-Teacher Education Agreements, Longwood agrees to provide all benefits mentioned above. Specific course recommendations are also provided.
- With the Business Program Agreements, Longwood agrees to provide all benefits mentioned above. Specific course recommendations and criteria (students must also meet a specified GPA in a specific course as do native students) are also provided.
- Through the Department of Sociology, Anthropology, and Criminal Justice Studies' agreement with SVCC, Longwood agrees to provide all benefits mentioned above if credit is earned in specified courses for holders of the Associate of Applied Science degree.

Additionally, the Department of Sociology, Anthropology, and Criminal Justice Studies offers an applied learning course for students to gain both academic credit and law enforcement certification from the Central Virginia Criminal Justice Academy in Lynchburg, VA. "Professional Study in Criminal Justice" provides students with the opportunity to apply rigorous theoretical and methodological considerations and analysis to the practical training and experience gained in acquiring professional accreditation within the criminal justice profession.

Measure B.4.: Economic Development

Institutional Summary

In 2007, the Longwood Small Business Development Center (LSBDC) completed an *Economic Impact Study*, which shows the University's impact on the local economy.

Taking the multiplier of “Times 1.5” into consideration, the study estimated that Longwood University and its employees, students, and visitors spent \$136.5 million in 2007 – with 66 percent (\$89 million) of this amount being spent in the Town of Farmville and the eight surrounding counties.

Opening in 1989, the Longwood LSBDC is one of two of Virginia's first small business development centers. The LSBDC provides services to 26 counties and cities throughout Southside Virginia, covering over a 7,000 square mile area. The organization's mission is to provide education, counseling and economic research to potential and existing business owners. Longwood has five offices, each strategically located with a regional supporter:

Farmville	Longwood University
South Boston	Halifax County IDA and Chamber Office
Danville	Dan River Business Development Center
Martinsville	Martinsville/Henry County Chamber of Commerce
Petersburg	Crater Planning District Commission

Each location is staffed with a full-time Branch Manager who works individually with business clients to open or expand their businesses, conduct market research, secure appropriate financing, perform financial analysis, and solve general business related problems. Expertise from the main office is available and consists of student interns from the College of Business and Economics as well as a full time business analyst and administrative support. The branch manager also coordinates and conducts training sessions on topics such as marketing, finance, preparing a business plan, and customer relations.

Members of the LSBDC staff have been recognized for their outstanding contributions. The Director of the Danville LSBDC has been chosen as the recipient of the 2008 State Star from the Virginia SBDC network; the Executive Director of the LSBDC received this same award in 2007. Additionally, the Director of the Danville LSBDC received the 2007 District Director's Award from the U. S. Small Business Administration. In May 2009, the Richmond District Small Business Administration Office honored the Longwood SBDC network with the 2008-09 Service Center Excellence and Innovation Award. The award is based on client satisfaction, annual performance, and innovative practices. The Longwood Network celebrated its 20th year in service in 2009.

The Longwood SBDC team, throughout Southside Virginia, works together when necessary to solve specific problems and respond to client needs. The counties served

see this as an opportunity to provide economic development services to their small business base at a fraction of the cost of maintaining a permanent employee and office space. Our relationship with each of these counties is on an “on-call” basis. The localities know that our experience is sometimes more broadly applied than just to the small business community, and we have been able to assist in specific projects such as community survey research and new industry evaluation. Frequently, the LSBDC has been called to assist in assessing the feasibility of a new industry that is interested in locating within our service areas.

The following statistics are representative of the work of the LSBDC since 1989:

Clients helped since 1989	6,567
Capital Formation	\$337 million
New Jobs	9,647

As part of our relationship, the Longwood SBDC submits budget requests to each of the counties in our service region each year. A presentation is made to each county’s board of supervisors to update them on the progress of the Center since the previous year and specific activity in their respective county.

Twenty-two localities support the LSBDC financially. Their continued financial support of the LSBDC is a measure of their satisfaction with the services provided to their constituents. Participating localities and their support is listed below:

<u>Organization</u>	<u>Annual Funding (08/09)</u>
Farmville Office Territory	
Amelia County	\$2,152.00
Buckingham County	\$5,849.00
Charlotte County	\$4,710.00
Cumberland County	\$3,891.00
Lunenburg County	\$2,000.00
Nottoway County	\$5,488.00
Prince Edward County	\$7,074.00
Petersburg/Crater Office Territory	
Colonial Heights	\$4,500.00
Dinwiddie County	\$1,000.00
Hopewell City	\$7,023.00

Petersburg City	\$8,480.00
Surry County	\$2,500.00
Sussex County	\$3,913.00
South Boston Office Territory	
Halifax County	\$15,000.00
Mecklenburg County	\$10,000.00
Brunswick County	\$6,000.00
Dan River Office Territory	
City of Danville	\$12,500.00
Pittsylvania County	\$12,500.00
Henry County	\$5,000.00
Martinsville City	\$10,000.00
Patrick County	\$5,000.00
Franklin County	\$5,000.00
Total Funding Support from Localities	\$139,580.00

Measure B.6.: K12 Development

Institutional Summary

Longwood University continues to make every effort to provide needed services in this area according to the state’s directive. Among all the Longwood’s operational units, six are especially distinctive for their unique contributions to k-12 education and general public. They are Department of Education and Special Education, Department of Health, Recreation, and Kinesiology, Institute for Teaching through Technology and Innovative Practices (ITTIP), Longwood Center for Communication, Literacy, Language and Learning (LCLLL), Longwood Graduate and Extended Studies, and Longwood Center for the Visual Arts (LCVA).

Department of Education and Special Education

Longwood is engaged in “Partnership” agreements with a number of school divisions to provide collaborative services using the faculty and students of Longwood with a particular focus on improving SOL performance in these school divisions.

Formal Partnership Agreements/Grade Levels for this full semester experience include coursework before the Partnership experience. The goals of the Partnership are to:

- Offer on-site course instruction to pre-service teachers in the pedagogical areas of Language Arts, Mathematics, Science, and Social Studies with a heavy emphasis on SOL curriculum alignment.
- Ensure that pre-service teachers will provide individual and group instruction for the public school students with continuous faculty supervision.
- Encourage the public school teachers to share their expertise and to be receptive to working in close collaboration with the pre-service teachers.
- Set aside time for reflection and shared dialogue about teaching and learning, best practices, and theoretical connections.
- Collect teaching-learning data systematically and use it to inform and change practices while fostering pupil growth and the enhancement of the teaching profession.

Specifically, the Partnership Agreements include the following counties and programs:

- Amelia (Elementary)
- Appomattox (Middle)
- Buckingham (Elementary/Middle)
- Cumberland (Elementary)
- Charlotte (Elementary)
- Lunenburg (Elementary)
- Nottoway (Elementary/Middle)
- Prince Edward (Elementary)
 - Language Arts
 - Math
 - Science
 - Social Studies

The Department of Education and Special Education at Longwood University engages in multiple levels of formal collaborations for field placements of Practicum I and Practicum II, as well as the final clinical experience in the following county school districts:

Albemarle, Amelia, Buckingham, Campbell, Charlotte, Charlottesville, Chesapeake, Chesterfield, Colonial Heights, Cumberland, Dinwiddie, Fairfax, Fluvanna, Halifax, Hanover, Henrico, Isle of Wight, Loudoun, Louisa, Lunenburg, Lynchburg, Mecklenburg, Newport News, Nottoway, Powhatan, Prince Edward, Prince William, Richmond City, Roanoke, Salem City, Spotsylvania, Stafford, Suffolk City, and Virginia Beach.

The Office of Professional Services is partnering with Prince Edward County High School (PEHS) to place English and Mathematics Practicum II teacher candidates who

will provide individual and group instruction to identified PEHS students as a way to improve SOL performance. The services began February 1, 2010.

The Literacy and Culture Master's Program, which is designed with the participating school divisions to produce reading specialists and augment the reading programs, has collaborations and partnerships with Powhatan, Chesterfield, Brunswick, Charlotte, Mecklenburg, Appomattox, Nottoway, and Lunenburg County Schools.

The School Guidance and Counseling Practicum students are placed at individual school sites requiring 150 clock hours at each of the three levels (i.e. elementary, middle, and high school) to provide students with experiences in the provision of assessment, intervention (e.g. counseling), and training/development. The participating school districts are Halifax, Cumberland, Prince Edward, Danville, Fluvanna, and Chesterfield County.

The Department of Education and Special Education has partnered with Augusta, Bedford, Chesterfield, Fauquier, Gloucester, Hanover, Hampton, Newport News, Orange, Prince George, Richmond City, Rockingham, Spotsylvania, and Warren school divisions to offer library media as a licensure program or a program leading to a master's degree and licensure.

Educational Leadership students engage in an extensive internship with a formal agreement, usually in the school division where they are employed. The educational leadership candidate participates in the duties of the administration of the school and completes a school project involving teaching and learning in the school under the direction of the school administration and Longwood University supervisors.

Department of Health, Recreation, and Kinesiology

The faculty members of the department have long history of participating in research projects on the issues that matter the most to the community. A few examples of the projects include:

- Development of a graduate course entitled, "Preventing Bullying and Violent Behaviors in the Schools," which is being offered in Newport News, with an additional ten school districts expressing interest in hosting this course.
- Working with the Department of Education, as a member of the curriculum writing and review team, for the revision and updating of PT/OT Therapy Technician curriculum for high school students through the Career and Technical Education Resource Center.
- Working with the Department of Education to review and revise the Commonwealth's Fitness Testing program for students with disabilities. Longwood students will assist in this task.
- Directing the Virginia Comprehensive Health Education Training and Resource Center to provide health education training and resources to health educators throughout the Commonwealth.

- Directing the Longwood Summer Talented and Gifted (TAG) program for elementary school students from throughout Southside Virginia. This program averages 189-220 participants in a two-week program involving students from seven public school systems, five private schools, and home schooled students.

Institute for Teaching through Technology & Innovative Practices (ITTIP)

The Institute is located in South Boston, Virginia, and is an outreach of Longwood University and serves as the fiscal agent for the Southside Virginia Regional Technology Consortium (SVRTC), which is comprised of 25 school divisions in Southside Virginia. The ITTIP creates and evaluates educational technology applications and resources, including research, development and outreach via training and technical assistance in Virginia K-12 school divisions, higher education, and state agencies.

The ITTIP works directly with teachers in demonstrating research-based best practices in technology integrated teaching and learning environment. Below are examples of the ITTIP's programs:

NSF-Funded Grant: Digispired * Developing Interactive Game Design

Longwood ITTIP continued to work with 85 middle school students in Prince Edward, Cumberland, Dinwiddie, Hopewell, Petersburg, and Halifax in developing inventive thinking, logical thinking, computational thinking, and problem-solving skills through the Digispired project.

Seven teachers are also developing these skills as they facilitate instructional activities with faculty from Longwood University and Virginia State University. Students used software applications such as Kahootz, Squeak, Alice and Flash to create interactive games on the themes of nutrition, exercise, and environmental conservation. Each fall they create a robot and participate in the FIRST LEGO League.

After examining the research findings, ITTIP has submitted NSF-ITEST grant proposal to work with the same students for another three years.

Interactive White Board (IWB) Training Center

Having observed the implementation of Promethean ActivBoards in several school divisions in Southside Virginia, ITTIP converted the office of the Director into an IWB training Center for teachers and instructional technology resource teachers to receive training. ITTIP staff provides professional development in implementing research based instructional practices in the classrooms. The strategies include"

- Engaged learning through the use of ActivTablet, ActivInspire,
- ActivArena, Interactive White Boards, multimedia sources, and laptops.
- Use of non-linguistic representation to learn content (Marzano) by

- using streamed video, graphic organizers, digital images, and audio files of interviews and music to focus on content SOL
- Integration of 21st century skills in content teaching

Department of Education Funded Math and Science Partnership Grants

Transformative Teaching in Elementary Science (TTES):

Longwood ITTIP started working with 23 elementary science teachers in the Transformative Teaching in Elementary Science project in summer 2009. In addition to enhancing the content knowledge of the teachers, the project focuses on the standard on language of science through Sheltered Instruction Observation Protocol (SIOP). To facilitate instructional strategies that support learning for students with special needs, Universal Learning Design (UDL) principles were introduced to the teachers through Concord Consortium's NSF project that promotes inquiry and use of probeware in science instruction. The teachers continue to work together as a professional learning community using Moodle content management system. Teachers received graduate credits, probeware, software and other instructional resources for participating in this project. This project will end in fall 2010.

Algebra Functions and Data Analysis (AFDA)

The Department of Education has created AFDA standards for a bridge course between Algebra I and Algebra II. In collaboration with Mathematics department of Longwood, ITTIP secured funding to provide professional development for forth AFDA teachers. This project will end in fall 2010.

NSF funded MarineTech Project in collaboration with ODU

In partnering with Old Dominion University's College of Engineering, Longwood ITTIP works with thirty six science and CTE teachers in three locations, Norfolk, Mecklenburg, and Chesterfield. ITTIP assists the teachers in transforming instructional practices through integration of emerging web applications and developing 21st century skills. ITTIP coordinates student activities of MarineTech in Mecklenburg and Chesterfield as well. This project will continue until 2011.

Enhancing Education through Technology Grant from the Department of Education for Central Virginia Consortium (Year 7)

ITTIP continues its leadership with the fifteen school divisions of the Central Virginia Consortium in improving student achievement in all content areas through professional development workshops on technology integration. In 2008-09, the teachers worked on improving writing scores of the students. Teachers were trained in using a web application, MyAccess. The school Instructional Technology Resource Teachers and lead teachers in Language Arts were trained by MyAccess; they train all other teachers in the middle school.

International Outreach through NSF's Digispired

ITTIP has provided training in two schools in India on a) implementing 21st century skills and b) use of Scratch and Alice in instruction.

Longwood Center for Communication, Literacy, Language and Learning

The Longwood Center for Communication, Literacy, Language and Learning (LCCLLL), which is located in Downtown Farmville, provides services to students and faculty in local school divisions to enhance student academic achievement and development. The partnerships and collaborators include Charlotte, Cumberland, Prince Edward, Nottoway, Amelia and Buckingham County Public Schools.

The LCCLLL provides speech-language, early intervention, and tutoring services to the Southside Virginia region. The LCCLLL has provided speech-language screenings, evaluations, and intervention to over 300 students in Brunswick, Cumberland, Lunenburg, Nottoway and Prince Edward schools. These services have supported school districts by providing services when there are no qualified speech-language pathologists or by providing unique expertise to assist the district in serving certain children. The LCCLLL has provided tutoring services to many children in the Southside region. As a Board of Education-recognized Supplemental Educational Services provider, the LCCLLL has provided tutoring in Prince Edward County.

Longwood serves as the lead agency for the early intervention services required under Part C of the Individuals with Disabilities Education Act. The Infant and Toddler Connection (ITC) of the Heartland provides early intervention services for nearly 100 infants and toddlers from birth through age three in a seven county region (Amelia, Buckingham, Charlotte, Cumberland, Lunenburg, Nottoway, Prince Edward). The ITC service coordinators work closely with the school districts to ensure a successful transition for the children into the school-age special education programs when they are three years old.

Longwood Graduate and Extended Studies

Longwood has partnered with both Region 1 and 8 school divisions to meet needs in the critical shortage areas of special education, speech-language pathology, reading, mathematics and educational administration. Through grant support, expanding online offerings and satellite locations, we have increased accessibility and affordability to higher education in these critical areas while preparing highly qualified teachers.

Longwood offers four graduate licensure only programs that require the same admission and application standards as master's degree seekers. The four programs are in Administration & Supervision, Reading, School Library Media, and Special Education. The following table presents the numbers that reflect fully matriculated graduate students who complete a program of study since the programs' inception.

Year	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
# of Program Completers	6	5	3	4	13	12	13	10

Through arrangements with school divisions, Longwood's Graduate and Extended Studies offers courses specifically requested by the school divisions in school library media, literacy and culture (reading), mathematics, educational leadership, special education, technology, earth science, and science education. Since 2005-06, there has been a 42 percent increase in the number of classes:

Year	# of Classes Offered	# of School Divisions Served
2005-06	39	18
2006-07	52	18
2007-08	55	19
2008-09	68	21

Longwood continues to offer eight speech-language pathology pre-requisite courses online which prepare career switchers to be eligible to apply to a master's program in Speech Pathology, a critical shortage area in Virginia and nationally. Initially Virginia teachers had all but \$50.00 per credit hour of tuition funded through a Department of Education grant, however, that grant ended with the spring 2009 semester. Over 750 students have registered for these online pre-requisite courses since January 2005.

Another grant from the Department of Education has funded a master's program in Communication Sciences and Disorders. This program is being offered collaboratively through four universities - Hampton University, James Madison University, the University of Virginia, and Longwood University. Students enrolled in the program complete practica, internships, and externships with their admitting university and receive the instruction for all other courses online. The collaborative program began in the summer of 2007 with the first cohort of 24 across the four universities. That first group has completed their master's and a second grant-funded collaborative online master's program began in Summer 2009 with a planned degree completion in Spring 2011. If funding is forthcoming, a third offering is schedule to begin in the summer of

2011. This program helps to meet the need for qualified speech-language pathologists in this critical shortage area.

K-8 Mathematics courses were offered in Danville and Martinsville through a DOE grant that covered all tuition for the students. The students have completed their master's degree in Education/Curriculum and Instruction Specialist in K-8 Mathematics, which satisfies requirements for the new endorsement area of math specialist. Efforts for a new grant are underway.

Two of our master's programs, Education/Literacy and Culture and Education/School Library Media, are being offered solely at the Longwood Center at Powhatan High School with 30 students enrolled. In addition, the Education/Literacy and Culture program began an online master's cohort of 15 students in Fall 2007 with completion scheduled for Fall 2010. This program is in addition to the course offerings mentioned above.

Longwood Center for the Visual Arts (LCVA)

The LCVA is one of Longwood's signature programs. It has a tremendous impact on South Central Virginia. In 2008-09, the LCVA offered services to 46,218 people, welcoming them to art exhibitions, lectures, hands-on workshops, in-school art programs, and more. The LCVA's exhibitions and events are recognized regionally and regularly win national and regional awards from such organizations as the Council on the Advancement and Support of Education and the Southeastern Museums Conference. In 2009, the LCVA won top honors in two contests sponsored by the American Association of Museums, from whom the LCVA is presently seeking accreditation.

Exhibitions in 2008-09 were typical of the LCVA's commitment to local, national, and international art. Locally, exhibitions featured works by Longwood University's own Art Department faculty. Nationally, the exhibition *A Critical Eye* displayed a private collection that spans more than a century of American art history. And internationally, *The Inner Eye* showcased folk art from India. In addition, the LCVA highlighted its own strong collection with a quirky yet award-winning exhibition entitled *It's Giving Me the Creeps: Art from the Permanent Collection that Scares the Staff*. The LCVA's permanent collection features some 2,900 works valued at more than \$2 million.

The LCVA is also known for its outreach to the young people of the area. Its Kids' Activity Rooms offers hands-on art activities that complement the grown-up exhibitions, offering children (and their parents) a way to learn more about the art, styles, and media on exhibition in the main galleries. In addition, the art center offers Free Family Workshops throughout the year, attracting a multi-generational, multi-racial crowd of hundreds to celebrate the seasons by creating art together. The LCVA works closely with area schools, staging the *Annual Area Youth Art Exhibition* featuring more than 500 works by students in public, private, and home schools in ten counties. The LCVA also

offers in-school programs, on-site field trips, and teacher development workshops such as *School Picture Day: Using Photography in Your Classroom* and *A Diverse and Rich History: Exploring Native American Cultures*.

The LCVA receives 36 percent of its budget from Longwood University; the remainder is contributed by area municipalities, foundations, corporations, and individuals. The LCVA's programs are also made possible by the support of volunteers. In 2008-09, 1,338 volunteers contributed 3,385 hours to the Center.

Measure B.7.: Campus Safety & Security

#	Best Practice	Applicable	Implemented	Implementation Date (Month/Year)
1	Safety and Security Committee(s)	X	X	
2	Crime Prevention Through Environmental Design (CPTED)	X	X	
3	Student Orientation Curriculum	X	X	
4	Rape Aggression Defense (RAD) sessions	X	X	
5	Trained and supervised student employees	X	X	
6	Student police academy (Institutions with police depts)	X		08/2011
7	Community policing philosophy	X	X	
8	Written policy and procedures manuals	X	X	
9	Campus police department accreditation	X		06/2014
10	Campus security department accreditation	N/A	N/A	N/A
11	Professional development	X	X	
12	Chief of Police/Director of Security professional participation	X	X	
13	Annual meeting with community officials	X	X	
14	Annual meeting with institution officials	X	X	
15	Inclusion in regional disaster plans	X	X	

16	Campus police departments concurrent jurisdiction	X	X	
17	Campus survey	X	X	
18	Written investigation of crimes procedures	X	X	
19	Written victim protocols	X	X	
20	Case identification and tracking	X	X	
21	Written sanctions to address violations of the law	X	X	
22	Institutional support for alcohol control and enforcement	X	X	
23	System for sharing violations with other institutions	X	X	
24	Liaison with Commonwealth's Attorney	X	X	
25	Notification of victim right to bring case to the magistrate	X	X	
26	Violent felonious crime consultation	X	X	
27	Criminal action protocols	X	X	

Institutional Summary

Longwood University Police Department (LUPD) has implemented 89 percent of the 27 Best Practice Recommendations for Campus Safety. Two items of the 27, #6 and #9, have been scheduled for implementation.

For year 2008-09, the LUPD has expanded the use of student volunteer programs. The long standing "Night Walker" program, a program where trained students who have radio communications with our dispatch center provide night-time safety escorts to accompany students back to their residence halls or vehicles, is expanding to assist the LUPD in other activities and programs. In Fall 2007, the LUPD Crime Prevention staff established a core group of student volunteers and began a "Neighborhood Watch" program to cover all residential communities of the student populations this program has been maintained each semester by student leadership overseen by the Police Department.

Special safety and security programs have been developed and presented to the Residence and Commuter Life (RCL) staff, to all new students and parents, the Greek community, the Summer Conference Staff, as well as a number of faculty and staff

organizations. The Longwood Police Department has presented these programs to over 2825 members of our campus community.

Beginning in Fall 2008, the LUPD is partnering with the Martial Arts Club to begin to expand our self-defense program offering.

The “Student Citizens Police Academy” is much closer to becoming a reality. The duration and hours have been identified the curriculum is being develop and implementation is expected in the 2012 fall semester. The program focuses on the development of a deeper understanding of the significant relationship between law enforcement and citizen interaction with regard to crime prevention and crime solving capabilities and defining the important role each party plays in the overall safety and security of the community.

The Police Department meets with Capital Planning on all new construction and renovation projects to allow for review of all plans to determine compliance to Crime Prevention Through Environmental Design (CPTED) protocols. In addition, the Crime Prevention team members have attended campus impact team meetings where CPTED principals were discussed in light of ongoing maintenance and upkeep of University grounds and structures.

Police Department staff is involved in the new student orientation process, the student release for the off campus living program, as well as other student groups and organizations. The staff offers various programs on crime prevention and campus safety. They have also developed new programs focused on the Police Department’s intensive community policing program. Over 70 educational programs were conducted.

The Chief of the campus police and members of the LUPD have regular meetings with the local police chiefs, sheriffs, emergency managers and planners, as well as various state law enforcement agencies in the region. In spring 2009, a concurrent jurisdiction agreement and MOU was established between the Longwood Police Department and the Town of Farmville, giving concurrent jurisdiction to both agencies in both jurisdictions.

Longwood employed qualified staff for the department. The Chief of Police is an active member of International Association of Chiefs of Police, Virginia Association of Chiefs of Police (VACP), Virginia Association of Campus Law Enforcement Administrators, Federal Bureau of Investigation National Academy and attends training by these and other professional development programs each year. The Administrative Sergeant has attended the undergraduate program of professional development by VACP. Other members of the department belong to various professional organizations such as the Central Virginia Cyber Crimes Task Force, the Virginia Crime Prevention Officers Association, and National Rape Aggression Defense Instructors Association.

The LUPD is a member of the local emergency planning committee and is actively involved in regional disaster planning. The University partnered with the Virginia Department of Emergency Management and many regional law enforcement and emergency services departments and led a table top exercise for the region in Spring 2009. This was a precursor to a large scale regional disaster exercised planned for Fall 2010.

Norfolk State University

Measure A.4.: Academic Standards

Norfolk State University (NSU) is authorized by the Commission on Colleges of the Southern Association of Colleges and Schools (www.sacscoc.org; 1866 Southern Lane, Decatur, Georgia 30033-4097; 404-679-4500) to award associate, baccalaureate, masters, and doctorate degrees. NSU currently offers two associates, 30 bachelors, 16 masters, and three doctoral degree programs for a total of 51 degree programs. The previous comprehensive review by SACS was conducted in 2008 and all academic programs were found to be in compliance with SACS criteria for program review and assessment of student learning outcomes.

Measure B.3.: Articulation Agreements

In keeping with an institutional commitment to provide an affordable, high-quality education for a diverse student population, baccalaureate degree programs at Norfolk State University have guaranteed admissions agreements with all Virginia Community Colleges. The agreements provide an opportunity for associate degree graduates to complete a baccalaureate degree in a cost-effective and time-efficient manner. Under the agreements, graduates completing a transfer-eligible associate degree from Virginia's community colleges complete the first two or three years of study at the community college and may gain admission to baccalaureate degree programs with junior status. The agreements specify the general education and selected entry-level courses completed at the community college that will transfer to a baccalaureate program at Norfolk State University. Students complete the remaining coursework to fulfill baccalaureate degree requirements at Norfolk State University. The purpose of the 2+2 articulation agreements is to ensure that students receive the maximum number of transfer credits possible in order to accelerate progression to baccalaureate degree completion.

NSU is seeking expansion of its transfer program agreements. Norfolk State University will continue to review articulation and transfer program agreements and pursue opportunities to develop additional partnerships with the community colleges with a special focus on meeting workforce demands especially in critical shortage areas such as nursing, teacher education, and fields in science and technology.

Measure B.4.: Economic Development

Measure B.6.: K12 Development

Norfolk State University is committed to developing partnerships with schools and school district administrators to improve student achievement, upgrade the knowledge

and skills of teachers, and to strengthen the leadership skills of school administrators. Partnerships for the current reporting period are described below by school or center.

School of Education

Through the School of Education, Norfolk State University develops partnerships with schools and school district administrators to upgrade the knowledge and skills of practicing PK-12 teachers and to prepare new teachers. Partnerships for the current reporting period are:

Norfolk Public Schools

1. Booker T. Washington High School (Norfolk)

Description: Partners engage in a variety of collaborative activities including development of a speaker's bureau with teachers and teacher candidates, preparing high school students for postsecondary life, participating in Mobility Training, and coaching NSU teacher education candidates for careers by observing interactions with students in student teaching activities.

2. B. P. Young Elementary School (Norfolk) and the Attucks Pre-K Arts Academy (Norfolk)

Description: The program is designed to perpetuate a pre-school culture where learning in, about, and through the arts enables each student to develop critical and creative thinking skills. The program is designed to integrate arts into the core Pre-K curriculum, strengthen arts education, and improve students' academic performance including skills in creating, performing, and responding to the arts. NSU teacher education candidates design and implement activities collaboratively with Attucks Theater staff.

3. Campostella Elementary School (Norfolk), Project RFTEN

Description: This project prepares teacher education candidates to implement scientifically based reading programs in public school settings.

4. Mary Calcott Elementary School (Norfolk), Wellness Night

Description: NSU health & physical education majors assist in designing and implementing health and wellness activities with the support of the Norfolk Child Nutrition Department. Educating the community is an integral part of the Norfolk Child Nutrition Program as well as the NSU physical education department. Numerous resources are supplied and activities are promoted during the project.

5. Norview Middle School (Norfolk), Adopt-A-Class

Description: Partners will collaborate regularly and systematically with PK-12 schools and the professional community to improve teaching, student and candidate learning, and the preparation of educators.

6. Ruffner School (Norfolk), Delta Arts in the Schools Project

Description: In this partnership, NSU music education majors teach 50 minute classes to Norfolk Public School students. The classes focus on instruments utilized in symphony orchestras. These classes prepare middle school students for a performance by and conversation with Virginia Symphony artists.

7. Tidewater Park Elementary School (Norfolk), Delta Arts in the Schools Project

Description: In this partnership, NSU music education majors teach 50 minute classes to Norfolk Public School students. The classes focus on instruments utilized in symphony orchestras. These classes prepare elementary school students for a performance by and conversation with Virginia Symphony artists.

8. Norfolk Public Schools, Project Embrace

Description: Project Embrace prepares Hispanic, Filipino, and African American teachers to earn a master's degree in early childhood special education. The project addresses the critical shortage of culturally responsive early childhood special education teachers.

9. Norfolk Public Schools

Description: Partners such as the Virginia Commonwealth University and the University of Virginia are working with Norfolk State University and Norfolk Public Schools under an NSF grant to develop a Mathematics Specialist Training Program that includes a Math Specialist endorsement for two cohorts of elementary and middle school teachers including teachers from Norfolk Public Schools.

Hampton Public Schools

10. Spratley Middle School (Hampton)

Description: In this partnership, middle school teachers will engage in a variety of collaborative activities such as faculty exchange, teaching a limited number of NSU courses at Spratley, presentation of student work at NSU; faculty mentorships, action research in collaboration with Spratley and NSU faculty and staff, and an NSU campus tour for Spratley students. Spratley Middle School teachers will learn pedagogies and motivational strategies to keep students engaged in learning.

Newport News Public Schools

11. Heritage High School (Newport News), Male Mentorship Program

Description: This partnership focuses on a male mentoring program designed to develop and model behaviors, attitudes, and habits needed for educational and career success. The partnership fosters the development of educational,

mental, and moral attributes in high school minority males. Mentors work with 15-20 students per semester.

12. Warwick High School (Newport News) Male Mentorship Program

Description: This partnership focuses on a male mentoring program designed to develop and model behaviors, attitudes, and habits needed for educational and career success. The partnership fosters the development of educational, mental, and moral attributes in high school minority males.

Portsmouth Public Schools

13. Portsmouth Public Schools

Description: In this partnership, Virginia Commonwealth University and the University of Virginia are working with Norfolk State University and Portsmouth Public Schools to develop a Mathematics Specialist Training Program that includes a Math Specialist endorsement for two cohorts of elementary and middle school teachers including teachers from Portsmouth Public Schools.

Virginia Beach City Public Schools

14. Virginia Beach Public Schools Adult Learning Center

Description: In this partnership, school counseling graduate interns provide academic, career, and personal/social education to the students enrolled in the Adult Basic Education program, GED, and English as a Second Language programs. The Adult Learning Center does not have a school counselor. School counseling interns assist adult education students with personal/social concerns and provide information about educational and career opportunities.

15. Virginia Beach Public Schools, Project Embrace

Description: In this partnership, Hispanic, Filipino, and African American teachers have an opportunity to earn a master's degree in early childhood special education. The project addresses the critical shortage of culturally responsive early childhood special education teachers.

Hampton Roads Schools, School Systems, and Educational Programs

16. HeadStart/STOP Organization (Norfolk), Project Vision

Description: The purpose of this project is to provide opportunities for HeadStart teachers to earn a baccalaureate degree in early childhood education. The partnership addresses the NCLB mandate that all HeadStart teachers hold the baccalaureate degree.

17. Southside Boys and Girls Club

Description: The partnership with the Southside Boys and Girls Club focuses on urban youth and provides programs in character and leadership, education

and career, health and life skills, the arts, sports, fitness, recreation and specialized initiatives. This partnership utilizes school counseling interns who prepare curricula that are aligned with the Standards of Learning (SOLs) for the State of Virginia and Counseling Standards of Virginia.

Highlights: Ten school counseling interns received commendations from the Boys and Girls Club executive board in spring of 2008 in recognition of the positive impact the program has on students who reside in urban communities.

Consortia

18. Virginia Consortium for Teacher Preparation in Severe Disabilities (Norfolk State University with George Mason University, Radford University, Virginia Commonwealth University, James Madison University, and Old Dominion University)

Description: In this partnership, participants engage in integrating distance education technologies, including video-conferencing and other supporting technologies, in the delivery of instruction. The consortium meets the identified needs of the PK-12 community by preparing candidates to become highly qualified teachers of children with severe disabilities enabling the children to develop to their fullest academic potential.

19. Visual Impairment Consortium (Norfolk State University with George Mason University, James Madison University, Radford University, and Old Dominion University)

Description: The consortium utilizes video-conferencing to connect special education teacher candidates in real-time, interactive, multipoint conference instruction across the five universities teaching classes in the program. The consortium meets the identified needs of the PK-12 community by preparing candidates to become highly qualified teachers of children with visual impairments.

College of Liberal Arts

Through the College of Liberal Arts, Norfolk State University partners with schools and school district administrators to provide age-appropriate programs and activities to increase the academic achievement and engagement of school-aged students in educationally enriching activities.

20. The Boys Choir of Hampton Roads

Description: The purpose of this partnership is to develop in each young singer, self-respect and respect for others based upon clearly stated and solidly proven values, while striving for excellence in academic, cultural, and personal pursuits.

NSU faculty work with the director of the Boys Choir to instruct and mentor student choir members.

21. Governor’s Magnet School for the Arts (Chesapeake, Hampton, Norfolk, Newport News, Portsmouth, Suffolk, and Virginia Beach Public Schools)

Description: In this partnership, middle school and high school students receive instruction and are mentored on an ongoing basis during the school year by faculty in the Department of Fine Arts.

22. Jubal Arts Center (Hampton Roads Area Public Schools)

Description: Norfolk State University senior-level music majors instruct and mentor middle and high school students in voice and instruments such as percussion, strings, piano, brass, and woodwinds. High school students receive supervised music instruction and music majors gain teaching and mentoring experience in preparation for careers as music teachers.

23. The Junior Music Program/Summer Clinic (Hampton Roads Area Public Schools)

Description: In this partnership, music instruction and mentoring are provided to school-aged students. These students gain ensemble experience, exposure to a recording studio, instruction in computer music notation, instruction in music theory including ear training and sight-singing), and performance experience.

Media Production Skills Program (Norfolk Public Schools)

Description: Norfolk State University’s radio station, WNSB, provides structured six-week experiences for high school students to learn about radio program production and operations. Students are mentored and apply skills in mock and live radio production settings.

24. Virginia Beach Public Schools, Teaching American History: Where History Occurs (WHO)

Description: The purpose of this partnership is to increase the content knowledge and expertise of middle and high school teachers of History.

College of Science, Engineering and Technology

Through the College of Science, Engineering and Technology, Norfolk State University partners with schools and school district administrators to provide age-appropriate programs and activities to increase the academic achievement and engagement of school-aged students in educationally enriching activities.

25. Saturday Scientist Academy (I. C. Norcom High School and Booker T. Washington High School)

Description: Throughout the school year, I.C. Norcom High School and Booker T. Washington High School students participate in *Saturday Scientist*

Academy, a science and mathematics enrichment program designed to improve and enhance student achievement in and preparation for study in mathematics, science, and engineering.

26. Health and Science Summer Academy (Hampton Roads Area Schools)

Description: In this partnership with local middle and high schools, students receive hands-on summer academic enrichment in science and health subjects and are introduced to health science professions through visits and programs at local hospitals and Eastern Virginia Medical School.

27. Environmental Science Program (Norfolk High Schools)

Description: In partnership with Norfolk high schools, at-risk students are identified for a two-week summer residential program at NSU. Students participate in environmental research activities and present their work at a closing program. Students are invited to campus the following academic year for Saturday science enrichment activities.

28. STEM – It’s a Girl Thing (Norfolk Middle Schools and Girl Scout Council of Colonial Coast)

Description: The College of Science, Engineering and Technology (CSET), Norfolk Public Schools, and the Girl Scout Council of Colonial Coast are collaborating to advance the interest of girls in STEM fields. The project is funded by Lockheed-Martin Corporation and uses CSET students as mentors for middle school girls. Teachers from four Norfolk Middle Schools receive specialized STEM training at NSU that will permit them to conduct special sessions for their middle school female students. Teachers are assisted in the classroom by NSU student mentors. Middle school students also visit the NSU Planetarium for special shows and receive other science enrichment activities from NSU faculty.

Through Norfolk State University's Brambleton Community Outreach Center, the Ethelyn R. Strong School of Social Work partners with Norfolk Public Schools to provide age-appropriate programs and experiences for the purpose of increasing the academic achievement and engagement of students in educationally enriching activities. Norfolk State University students serve as tutors and mentors in the After School Program, structured study sessions, and the Techno-Scholars Program.

The After School Program services include tutorial assistance with homework and school projects for a minimum of one hour daily after school. Scheduled study sessions also are provided in which students and volunteers teach and model study skills and provide assistance in studying and preparing for tests and quizzes.

The Techno-Scholars Program utilizes technology to engage students in applying knowledge and skills to hands-on learning about how computers work. The focus is on computer literacy and how to use technology to access information and improve age-appropriate information technology skills.

Other activities utilize active pedagogies to improve educationally enriching experiences such as arts and crafts activities, cultural and educational field trips, and related computer software and technology programs.

The partnerships offered through the Brambleton Community Outreach Center are:

29. Dreamkeepers Academic at J.J. Roberts (Norfolk Public Schools, grades K-5)

30. William H. Ruffner Academy (Norfolk Public Schools, grades 6-8)

Virginia Beach Higher Education Center (VBHEC)

Through off-campus programs and services located at the Virginia Beach Higher Education Center, Norfolk State University partners with Virginia Beach City Public Schools to provide summer programs and enrichment experiences to high school students for the purpose of increasing the academic achievement and engagement of students in educationally enriching activities.

31. Spartan Prep Academy (Virginia Beach City Public Schools, grades 9-12)

Description: The Spartan Prep Academy provides a college awareness program for the purpose of introducing students to the expectations and advantages of an education beyond high school. The program is designed to increase the college enrollment of minority students from the Virginia Beach City Public Schools by providing instruction, mentoring, and recreational experiences in a summer enrichment program.

Measure B.7.: Campus Safety & Security

#	Best Practice	Applicable	Implemented	Implementation Date (Month/Year)
1	Safety and Security Committee(s)		X	
2	Crime Prevention Through Environmental Design (CPTED)		X	

3	Student Orientation Curriculum		X	
4	Rape Aggression Defense (RAD) sessions	X		8/2009
5	Trained and supervised student employees		X	
6	Student police academy (Institutions with police depts)	X		8/2010
7	Community policing philosophy		X	
8	Written policy and procedures manuals		X	
9	Campus police department accreditation	X		8/2010
10	Campus security department accreditation	X		8/2010
11	Professional development		X	
12	Chief of Police/Director of Security professional participation		X	
13	Annual meeting with community officials		X	
14	Annual meeting with institution officials		X	
15	Inclusion in regional disaster plans		X	
16	Campus police departments concurrent jurisdiction		X	
17	Campus survey		X	
18	Written investigation of crimes procedures		X	
19	Written victim protocols		X	
20	Case identification and tracking		X	
21	Written sanctions to address violations of the law		X	
22	Institutional support for alcohol control and enforcement		X	
23	System for sharing violations with other institutions		X	
24	Liaison with Commonwealth's Attorney		X	
25	Notification of victim right to bring case to the magistrate		X	
26	Violent felonious crime consultation		X	

27	Criminal action protocols		X	
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Norfolk State University promotes a safe and secure environment as an essential factor in effective learning, research, and service on its campus. The mission of the Norfolk State University Police Department is to improve the quality of life by preserving the peace and safety of the community through the formation of partnerships; creating positive interaction between the public and the police while continuing to serve the unique needs of the university community. Prior to the tragedy at Virginia Tech, NSU created the Campus Safety and Security Taskforce to address various issues involved in campus violence, safety, and security. The taskforce’s final report was provided to the Governor’s office for use as a model for other state agencies.

As part of our continuing effort to make the Norfolk State University campus safe and secure, we have subscribed to an Emergency Alert Service, which will be used to distribute weather alerts, facilitate evacuations, cancel classes, close facilities, or the like. The service we have chosen, Send Word Now, allows the University to send alerts to thousands of students and staff simultaneously via any/all familiar communications methods such as email, SMS (text messaging), and phone calls.

The taskforce’s final report included recommendations for improving campus safety and security. Many of the recommendations will require funding not currently budgeted. However, NSU has made campus safety and security a top priority in our budget and will do what is necessary to implement these recommendations.

Old Dominion University

Measure A.4.: Academic Standards

During the current cycle of this process, academic programs have been asked to finalize their assessment reports by September 2009, and the number of programs with completed plans that incorporate continuous improvement in teaching and learning plans is 73. In the longer-term, we anticipate substantial compliance for all programs as we conduct the University's SACS process culminating in reaffirmation in December 2012.

Measure B.3.: Articulation Agreements

In September 2009, ODU signed a comprehensive VCCS-wide guaranteed admission and articulation agreement that meets the legislative requirement to allow VCCS student the ability to sign a letter of intent to transfer to ODU after completion of 15 credit hours at the community college. The new agreement also expands the use of the new VCCS Certificate of General Education to be used with specified Associate of Applied Science (AAS) degree programs in technical fields so that these VCCS graduates gain the same advantages in transfer as those who complete the Associate of Science (AS), Associate of Arts (AA), and Associate of Arts and Science (A&S) degrees, as stated under the Virginia Transfer Policy.

Measure B.4.: Economic Development

Economic Development

Old Dominion University incorporates in its mission as a metropolitan university the importance of serving the Hampton Roads region and the Commonwealth through specific economic development activities. The following narratives outline the University's recent successes in activities such as establishing resources for business growth and development; participating with local economic development officials in business attraction activities; providing new resources for ODU's surrounding communities; leveraging investments in modeling & simulation into sustainable regional impact; and extending the resources of the University to benefit distressed and underserved areas of the Commonwealth.

Innovation Research Park @ ODU: This \$80 million economic development project continues to expand and add infrastructure and amenities to create knowledge-led economic development impact.

In the past year, IRP has attracted several companies that create collaborative opportunities with the University, its faculty and students. Notable examples are:

- ipConfigure – a video surveillance company that was drawn to IRP because of the presence of ODU's Vision laboratory. The company now employs seven ODU graduates and post-docs.
- MASA Group – a French-based artificial intelligence and serious gaming company that leverages ODU investments in modeling and simulation. The company also employs several ODU interns.
- North Atlantic Treaty Organization (NATO) – has located its Civil-Military fusion center at IRP due to the availability of excellent students and graduates of the Graduate Program in International Relations from which it can draw upon to staff complex projects and initiatives.

The University has also opened the second building of IRP and attracted as an anchor tenant the Frank Reidy Center for Bioelectrics Research.

Additionally, Building II is the new home of the ODU Office of Economic Development and a new world-class conferencing facility that will serve tenants, University research groups, and community economic development agencies.

Business Attraction: Old Dominion University works extensively with the municipal economic development departments, Hampton Roads Economic Development Alliance, and Virginia Economic Development Partnership in marketing efforts and supporting company site visits that help to attract new companies, capital investment, and jobs to the Hampton Roads region.

Recent business attraction successes in which ODU was a key participant include:

- Cobham – this San Diego-based composite materials company chose Suffolk for its major east coast expansion due to the proximity of ODU and the opportunity to create customized continuing education programs for its employees and engage in materials research with the University.
- CAE – this global modeling and simulation company not only re-signed for an office in ODU's VMASC building, but is actively working with the ODU Colleges of Health Sciences and Engineering, Eastern Virginia Medical School, Portsmouth Naval Medical Center, and Sentara Health Systems to create a Center of Excellence for Medical Modeling and Simulation in Innovation Research Park @ ODU.
- Northrop Grumman, AREVA, Canon, Rolls Royce – now that these mega-projects are up and running in the Commonwealth, ODU is providing translational research and continuing education support in areas not originally addressed in the engagements with Virginia Tech and UVa, including aerospace engineering, nuclear engineering, and optics.

- ITA – ODU continues to help this growing company expand its scale and scope in developing training modules in cultural competency and regional orientation that can be delivered electronically on the Navy's worldwide learning management system. By helping ITA establish additional partnerships and opportunities, this company has grown to reach #19 on the INC List of Top 500 companies in the US.

Business Expansion and Competitiveness:

Old Dominion University is committed to partnering with regional companies and organizations to increase their effectiveness and competitiveness. Over the past year, that partnership has taken the form of working with the Hampton Roads Partnership and regional stakeholders in creating a formal Comprehensive Economic Development Strategy (CEDS) for US Department of Commerce Economic Development Agency. Once submitted in April 2010, the CEDS will guide regional economic development strategy for the next five years and will help focus energy and resources on key areas of Hampton Roads' economy – including the Ports, Tourism, Modeling and Simulation, Healthcare and Life Sciences, and Educational excellence.

Measure B.6.: K12 Development

Old Dominion University has scores of partnerships with individual schools, school systems, the Virginia Department of Education, and with various public and private entities funding improvement activities in public school settings. In a recent SCHEV survey, ODU was rated highly on the quality of partnerships in the area of education.

In 2008, there were approximately 158 pre-kindergarten to 12th grade (PK-12) partnerships in 35 professional education endorsement areas in 62 Virginia school divisions. These professional PK-12 partnerships serve to strengthen the leadership skills of pre-service and in-service educators within the higher education institution and the PK-12 school systems. The professional partnerships include, but are not limited to, field experiences (observation, practica, internship, and student teaching), coursework, grant projects, conferences, leadership programs, afterschool sports programs, fitness programs, Robotics competitions, dual credit programs, and collaborations with clinics for music students.

Teacher education programs as large as that of the Darden College of Education maintain ongoing relationships with school systems to provide practical settings for teacher candidates to develop the skills and knowledge so necessary in effective teaching and student learning. In 2008-09, the Darden College placed almost 400 student teachers in schools and 1,750 students in practicum and observation settings. Not only do the teacher candidates benefit from these placements, but the school systems are able to draw upon teacher candidates' skills and enthusiasm to enrich student learning in their classrooms. In addition to these efforts, roughly 75 individuals

were placed in educational leadership and counseling internships, also enhancing their and the schools' effectiveness outside the classroom.

The focus on how well our teacher candidates positively impact student learning continued to see an expansion of requirements in 2008-09 for student teachers to include more focused efforts on improving student learning and providing evidence of that learning. Student teachers are taught to structure their lesson plans and the learning activities they provide to their students in such a way that they can regularly assess the impact of their efforts on student learning. From this, teacher candidates are able to see immediately whether the learning opportunities provided are effective, and if not, they are able to modify and improve upon them. The ultimate goal is to demonstrate learning gains among the students they teach.

The Darden College sponsored a year long professional development course for classroom teachers that focused on assessment of strategies which have been very effective in enhancing student learning, including: (1) "Unwrapping learning targets in kid friendly language;" (2) having students conduct a self-assessment and setting their own learning goals; and (3) having teachers learning to provide effective descriptive feedback while students are still in the process of learning. Student achievement with these teachers using these strategies was then compared to average scores on SOLs when the same teacher did not use the strategies with students. Students' SOL scores were much higher when teachers used these targeted strategies, thus improving overall student achievement.

During 2008-2009, Old Dominion became the lead institution in Virginia to participate in the Teacher Performance Assessment Pilot Project. This pilot project started instrument validation studies in Summer, 2009. In the Spring, 2010 Old Dominion will continue as part of this twenty (20) state project developing student teacher performance assessments. Implementation will begin on a limited basis in the Fall, 2010.

Also, in September, 2009, the Darden College of Education was one of twenty-eight (28) institutions to receive a Teacher Quality Partnership Grant from the Department of Education. This grant will require candidates admitted into the program to complete a one-year teacher residency while completing a master's degree. This program is in partnership with two local school divisions and the Colleges of Arts and Letters and Sciences. The goal is to increase teacher retention and student achievement by rigorously preparing candidates in the critical shortage areas.

The College of Sciences is developing a program to work with area high school and middle school teachers to improve these teachers' mastery of core science concepts. The purpose of this program is to improve teachers' effectiveness in providing learning opportunities for students and to improve student achievement in the sciences, so important to their future success and career aspirations.

Old Dominion has recently formed a partnership with the rural Northampton County Public School District to build internal school district capacity that will allow the district to

“grow their own” leaders within the context of the school culture being served, thus stabilizing and strengthening the retention of school leaders who can guide and direct instruction in this high-need school district. A program of preparation, professional development, and leadership will prepare participants to learn and use research-based educational strategies with the goal of increasing student performance on Virginia SOLs by 15 percent. Specially designed courses meeting appropriate state and professional accrediting standards will address needs identified by school district personnel in collaboration with University faculty. This project has received a grant from the Virginia Department of Education for almost \$700,000 external funding for its five-year inaugural project.

Under the auspices of the Darden College's Center for Teacher Quality & Educational Leadership, Old Dominion University is partnering with Hampton Schools and the School Counseling professional association to establish criteria for assessing school counseling programs. This project has been on-going for the past year, and the next step is to transplant the criteria to other districts.

Measure B.7.: Campus Safety & Security

During the reporting period the ODU Police Department continued existing crime prevention initiatives and implemented others. The Crime Prevention Unit was made a full time activity with one sergeant and two police officers assigned. The unit conducts introductory talks to incoming students and parents during summer orientation, conducts safety talks with student groups, conducts security surveys of university properties and operates a satellite station in the Powhatan Village.

The satellite station at the Powhatan Complex further enhances our ability to serve the student population on the west side of the campus. The satellite station is visited frequently by students and their parents as a resource for information, for property engraving, crime prevention tips and general information. The availability of this station to faculty, students and staff reduces calls for service which would require the response of a patrol car.

During the academic year the Crime Prevention Unit coordinates the Patrol Aide Program and the Escort Service. The Old Dominion University Police Patrol Aide Program is a uniformed, paid part-time position. The position is available to current Old Dominion University students. The patrol aides provide information to the university community and visitors to the campus with regard to building and activity locations and university services. The patrol aides also patrol the campus on foot, by T-3 mobility vehicles and golf carts; carry a 400MHz security radio, and report suspicious activity to the police dispatcher. Coverage for the campus is from 9 am to 11 pm with a maximum of 3 ambassadors working during both the day shift and the evening shift.

The escort service continues to operate from the hours of 5:30 pm to 2:30 am providing students, faculty, staff and visitors with assistance when walking from point to point on campus. The escorts are also in radio contact with the ODUPD Dispatch Center. In order to ensure the escort service is well publicized, the ODUPD is in the process of creating plastic key tags with the escort service number on one side and the ODUPD Dispatch Center on the other.

During the reporting period the ODUPD established a courtesy car program to transport faculty and students to and from locations too remote for the Student Escorts. The overall effect of this program is the added ability to maintain the safety of faculty and students as they move about campus.

The Crime Prevention Unit also assists the Norfolk Police department with efforts in the area of concurrent jurisdiction by holding joint neighborhood "walk and talk" campaigns to remind residents to secure their properties and to keep exterior lights on to deter crime.

Radford University

Measure A.4.: Academic Standards

In academic year 2008-2009, RU will revise the institution's academic program review process to ensure a more prominent focus on learning outcomes. RU will establish pedagogically sound, rigorous, and measurable learning outcomes that support and extend the university's new core curriculum for each academic program. Appropriate metrics for each learning outcome along with assessment results and how they are used to improve program curriculum and student learning will be reported in all future program review reports beginning in Academic Year 2009-10.

As we agreed to do in our 2008 IPS submission, RU totally redesigned our Academic Program Review process during the 2008-09 Academic Year. The most significant change was increased emphasis on assessment of program learning outcomes and use of results to improve student learning. RU implemented our new streamlined process during fall 2009.

Measure B.3.: Articulation Agreements

As indicated in our 2008 submission, RU has implemented all articulation agreements which we agreed to do as part of our IPS targets. However, we also noted in our 2008 submission that in fall 2009 RU was implementing a new core curriculum that would have implications for our existing and future articulation agreements with Virginia community colleges. To address this issue, our Vice Provost for Enrollment Management and his staff are working with a committee to assess the impact of the core curriculum on community college transfer. Once this review is completed, they will work with our VCCS partners to ensure a clear and easy transfer pathway to RU. As part of this ongoing review, RU is also considering using the General Education Certificate currently being proposed by the VCCS in conjunction with certain applied science associate degrees as an alternative method of satisfying RU core curriculum requirements. If approved, this would allow RU to have one state-wide agreement rather than college specific ones (we currently have twenty individual ones) in areas such as computer science and information technology.

RU is also exploring options for students to be dually enrolled in their home community college and RU. Since some RU majors have 4-year course sequences that include courses not generally offered at the community college, this will allow students to enroll in those specific classes, thus making timely progress toward graduation.

Measure B.4.: Economic Development

By continuing existing partnerships, and developing new ones to replace those whose work has been completed, RU will support economic development through a total of 18 partnerships for the 2008-2009 and 2009-2010 academic years.

RU implemented and in some cases expanded the partnerships we agree to in our 2008 IPS target submission. Each of the goals outlined in 2008 for each partnership was accomplished. However, in some cases these partnerships will be scaled back in the future due to lack of funding. Specific accomplishments for each of the partnerships are detailed below.

- **New College Institute (NCI)** Radford University is an important partner with NCI in accomplishing its goals. Radford already is providing its RN to BSN program in the region through partnership with NCI, and will offer its Information Technology program beginning fall 2008. Specific goals of this partnership include:

Goal 1: Provide degree programs beyond the associate-degree level that meet the needs of the Southside area as well as the Commonwealth

Goal 2: Work to change the culture of the Southside region so that a higher value is placed on education and there is an increase in the college-going rate among the region's high school graduates

Goal 3: Promote economic development, both through the degrees and training offered and interaction with economic development agencies

Goal 4: Increase enrollment in RU programs through outreach to Southside Virginia and through distance education.

Each of the goals stated above were met through RU's partnership with NCI. The Information Technology program was implemented in Fall 2008 as planned and served students both on-site and through distance education. Several students continue to enroll in the program, which is now being offered solely through distance education.

The RN to BSN program at NCI has continued to expand. Radford University, School of Nursing, provides Registered Nurses (RNs) the opportunity to complete a Bachelor of Science degree in nursing through the RN-to-BSN track of its undergraduate program. It offers a site at the New College Institute in Martinsville, Virginia. A half-time coordinator began on September 1, 2006, and the position evolved into a full-time position at RU effective June 25, 2007 with additional administrative and teaching responsibilities while maintaining coordination of the NCI site. The first cohort of students matriculated in the fall of 2007 and provided the first graduates at NCI from a

State university. To date, 10 percent of all NCI graduates (n=10) are from the RN-to-BSN track. The program impacts economic development in the NCI service area primarily by:

- *Providing graduates employment and graduate education opportunities otherwise not available without a BSN*
- *Allowing students to continue working full-time while enrolled in the program*
- *Affording students the opportunity to contribute to clinical practice and operations of their employers and other clinical sites by combining their nursing experience with an expanded knowledge base and skill set*

In 2008-09, 10 students were enrolled in the program at NCI, seven students graduated and seven graduates are currently working in the NCI service area. In addition, graduates of the NCI program are currently serving as faculty members at Patrick Henry Community College, and others are pursuing graduate education. Students in the program also serve the NCI region through health and education fairs, gerontological education fairs and service at local hospitals and health care providers.

- **CGI in Lebanon Virginia (College of Science and Technology [CST]).** CGI in Lebanon Virginia is partnering with the Commonwealth of Virginia to locate a large Information Technology shop in Lebanon Virginia. **RU's College of Science and Technology has been fully engaged in a variety of efforts to support this** project and to develop and recruit a sufficient IT workforce, including accompanying CGI executives on high school visits throughout the region. The dean sits on the Workforce Development Task Force for this project as well. Several recent RU IT graduates have joined the CGI team and the manager of the CGI-Federal operation in Lebanon. Specific goals of this partnership include:

Goal 1: Establish internship and career placement sites for RU students

Goal 2: Develop relationships that provide for input from CGI back into the curriculum of RU's IT programs

Goal 3: Develop relationships that can provide financial support for RU IT programs

Goal 4: Help to ensure the success of this important Southwest Virginia economic development Initiative

Each of the goals outlined in our 2008 submission have been achieved. The large Information Technology Shop planned in our 2008 submission has now been located in Lebanon and RU's Department of Information technology has been fully engaged in a variety of efforts to support this project and to develop and recruit a sufficient IT workforce. CGI and the Department of IT have worked together to promote the

opportunities at CGI which has resulted in an estimated 30 IT graduates joining the CGI team. The site continues to provide placement sites for interns graduates.

- **Northrup Grumman in Lebanon (College of Science and Technology [CST])**
Northrup Grumman is partnering with the Commonwealth of Virginia to locate a large IT operation in Lebanon Virginia. Northrup Grumman is still in the planning phase of their development. The dean and the development officer of the CST and Mike King, who is managing the Northrup Grumman move into Lebanon, are exploring opportunities that the College provides for recruiting, staff development, and other partnerships. Specific goals of this partnership include:

Goal 1: Establish internship and career placement sites for students

Goal 2: Develop relationships that provide for input from Northrup Grumman back into the curriculum of RU's IT programs

Goal 3: Develop relationships that can provide financial support for RU IT programs

Goal 4: Help to ensure the success of this important Southwest Virginia Economic Development Initiative

Northrup Grumman continues partnering with the Commonwealth of Virginia to support a large IT operation in Lebanon Virginia. Northrup Grumman has opened the facility and has over the last couple of years been increasing the number of employees at the facility. Numerous graduates of the Department of Information Technology have been hired at the Northrup Grumman facility, and numerous RU students have served as interns at the site.

- **Project-based Partnerships (College of Science and Technology [CST]).** IT courses provide a fertile ground for the introduction of live projects from local industry. For example, Radford University information technology students, under the direction of Professor Joe Derrick, designed and built a touch screen kiosk for The Roanoke Valley - Alleghany Regional Commission (RVARC) to research public opinion about local transportation issues. Similar partnerships have been completed or are ongoing with several regional partners. Specific goals of these types of partnerships include:

Goal 1: Provide real-world experiences for students in RU IT programs

Goal 2: Develop and maintain relationships with government and industry partners to establish learning opportunities for students and to support Southwest Virginia Economic Development initiatives

This partnership is still a very active one and is an ongoing effort with faculty and students in the Department of Information Technology. The professors in project based

classes in the Department of IT work with local business to incorporate real world projects into the classroom environment. The partnership has resulted in several applications that are now in use in local area business. Similar partnerships have been completed or are ongoing with several regional partners.

- **New River Valley Telecommunications Committee (College of Science and Technology (CST) and Distance Education)** RU and members of the CST and Office of Distance Education have been members of the New River Valley Telecommunications Committee for several years. The membership is comprised of regional community and academic institution members. Specific goals of this partnership include:

Goal 1: Address the community need for identification of academic and R & D telecommunication fiber needs

Goal 2: Identification of local initiatives for fiber access

Goal 3: Examining both independent and collaborative partnerships that will organize a regional entity to pursue development of broadband for the New River Valley

Goal 4: By providing network and broadband access, improve economic competitiveness, to both keep companies that are here and generate and attract new ones

Goal 5: Improve quality of life in other ways—including increased community connectedness and access for education and telemedicine healthcare

This partnership was implemented in 2008 as planned and the goals outlined were met. The partnership with New River Valley Telecommunications Committee is no longer relevant. The initiative is no longer active and other project based economic development partnerships have been developed to replace this one.

- **Virginia Telehealth Network Committee (Waldron College of Health and Human Services [WCHHS])** Members of the WCHHS and Office of Distance Education work with the Virginia Telehealth Network on initiatives to expand the delivery of health services. Specific goals of this partnership include:

Goal 1: Develop and explore funding sources and resources to expand the delivery of health services through telecommunications and web based portals

Goal 2: Work collaboratively to build a telecommunication resource database for access by state agencies, businesses, hospitals, and educational intuitions to identify potential telemedicine sites

RU supported this initiative with existing campus resources and the goals established in 2008 were met but lack of funding and lack of significant interest by physicians prevented the full implementation of the project, particularly at remote sites in Southwest Virginia. Loss of funding for the Mobile Health Clinic and limited high speed access in remote areas was also a factor. The State of Virginia was unable to continue funding sufficient to support the inclusion of all institutions including RU.

- **City of Roanoke (College of Business and Economics [COBE])** The COBE's RU Leadership Development Center (RU LDC) works with many agencies to develop leadership management skills among top managers and executives. Among its most extensive projects is a long-term partnership with the City of Roanoke. Specific goals of this partnership include:

Goal 1: Provide innovative, relevant, leadership development programs to city supervisors, mid-level managers and executives thereby assisting the City in their long-term succession planning

Goal 2: Address emerging leadership needs through the development and/or adaptation of training programs to meet the needs of a variety of city departments

RU's LDC worked throughout most of the last two years providing contracted leadership development programs to the City of Roanoke as described in the goals above. The City of Roanoke contract has been suspended (as have all their outsourced training efforts) in light of the current budget environment. However, the RU LDC is still in conversation with the City to provide developmental opportunities to their employees by potentially providing guest speakers at their internal Brown Bags.

- **County of Roanoke (College of Business and Economics [COBE])** The COBE's RU Leadership Development Center (RU LDC) has worked with the County of Roanoke for over seven years to provide training and development services. Specific goals of this partnership include:

Goal 1: Provide custom leadership development programs through the High Organizational Performance Series (HOPS) offered by the County and delivered in partnership with the RU LDC

Goal 2: Launch new tracks HOPS program

Goal 3: Expand the partnership to include additional County departments

RU's LDC worked throughout most of the last two years providing contracted leadership development programs to the Roanoke County including launching the HOPS program as described in the goals above. The County of Roanoke contract has been suspended

due to severe budget cuts, but RU continues discussing ways to assist Roanoke County in ways similar to those provided to the City.

- **Additional Outreach (College of Business and Economics [COBE])** The COBE's RU Leadership Development Center (RU LDC) maintains a variety of annual relationships through which the RU LDC provides support services in the areas of training and organizational consulting. These organizations include, but are not limited to, the Treasurer's Association of Virginia, Shenandoah Life Insurance Company, Brown, Edwards, and Associates, LLC., and the Virginia Society of CPAs. Specific goals of this partnership include:

Goal 1: Cultivate existing, annual relationships in order to provide additional services throughout the year

Goal 2: Identify and engage additional outreach relationships with regional businesses

RU has continued to provide support services in the area of training and consulting as committed to in the 2008 goals. However, in light of the changed business environment for training and development (nationwide), the focus of RU LDC services and programs have shifted to providing more special event type services (e.g., conference talks, business retreats), etc., and more at a reduced costs or for free. These targeted services are intended to maintain long-standing relationships at an affordable level. Some additional business have been added to the customer base in this limited capacity as well.

- **Virginia Government Finance Officers Association (College of Business and Economics [COBE])** The COBE's RU Leadership Development Center (RU LDC) provides two recurring classes in their training certificate program for accounting and finance personnel from local governments. A specific goal for this partnership is:

Goal 1: Provide training that will assist in developing governmental and financial leaders in the areas of leadership and basic human resource management

RU's Leadership Development Center has provided the classes as described in the goal above as requested and plans to continue that commitment in the future.

- **Nonprofit development with organizations in Southwest Virginia--United Way of Montgomery County, Radford and Floyd and the United Way of Roanoke Valley (College of Business and Economics [COBE]).** The COBE's Governmental and Nonprofit Assistance Center sponsors a leadership and management certificate program for nonprofit organizations in this region of the state. The program requires participants to take 80 hours of training. Specific goals of this partnership include:

Goal 1: Working with the United Ways, identify the training needs of nonprofit organization in the region

Goal 2: Develop and provide affordable, high quality training that will result in better managed nonprofit organizations

Goal 3: Through training programs, improve board and executive relations, leadership and management skills, fund development and marketing, and business management

Three programs were held during the spring 2009 in the New River Valley location. Low enrollments at this location resulted in the cancellation of classes for the fall 2009.

During 2009, a new partnership was formed with Wytheville Community College to offer classes on their campus. Funding for the program is coming from a grant. Under the grant, participants from nonprofit organizations attend the class at no charge. In 2009, 9 classes were held in Wytheville. An additional 11 classes are planned for 2010.

- **Nonprofit development with organizations in Southwest Virginia--Council of Community Services (College of Business and Economics [COBE])** The COBE's Governmental and Nonprofit Assistance Center sponsors a leadership and management certificate program for nonprofit organizations in this region of the state. The program requires participants to take 80 hours of training. Specific goals of this partnership include:

Goal 1: Working with the Council of Community Services, identify the training needs of nonprofit organization in the region

Goal 1: Develop affordable, high quality training that will result in better managed nonprofit organizations

Goal 2: Through training programs, improve board and executive relations, leadership and management skills, fund development and marketing, and business management

Four programs were held during the spring 2009 in the Roanoke Valley location. Low enrollments at this location resulted in the cancellation of classes for the fall. The Council of Community Services recently received a grant that would support classes in the Roanoke Valley over the next two years. Participants from nonprofit organization will be able to attend classes at no charge. Planning is underway to develop 10 classes a year to begin in 2010.

- **Virginia Government Finance Officers Association (College of Business and Economics [COBE]).** The COBE's Governmental and Nonprofit Assistance Center in conjunction with the Virginia Government Finance Officer's Association sponsor a joint training certificate program for accounting and finance personnel from local governments. Specific goals of this partnership include:

Goal 1: Develop and provide training that will assist in developing governmental and financial leaders

Goal 2: Develop and administer courses to provide state-wide training for finance personnel from counties, cities and towns in Virginia

A total of 18 classes were held at 6 different locations around Virginia. Two new classes were developed for the program. In addition, the first webcast class was held with approximately 50 participants.

- **Government Finance Officers' Association (College of Business and Economics [COBE]).** The COBE's Governmental and Nonprofit Assistance Center works collaboratively with the GFOA, a national association of government finance officers, to assist with the GFOA's Certified Public Finance Officer program. Specific goals of this partnership include:

Goal 1: Assist the GFOA in developing governmental and financial leaders nationally

Goal 2: Develop, write and grade five national examinations that are part of the program

Goal 3: Administer the exams nationwide for the GFOA

All five exams were updated in 2009. A total of 165 individuals took a total of 193 exams in 2009. These exams are offered at various locations around the country.

Economic Development Efforts of the Small Business Development Center include collaborative work with the partner agencies in the Southwest Region of the VSBDC described in the goals below, but also include efforts working with businesses in the New River Valley area. Work with each of these partners involves coordinating grants that provide training and other support services to businesses in the service areas of the Community colleges in Southwest Virginia, , Roanoke Regional Chamber of Commerce, and Blue Ridge Crossroads Economic Development Authority as described in the goals listed for each partner. Each of the goals outlined in 2008 for all three SBDC partners were accomplished and those partnerships remain strong and funding continues at previous levels. Accomplishments for this reporting period through these partnerships include the following:

- *The RU SBDC counseled with 370 business clients. 198 of these are existing businesses and 172 of these are start-up businesses.*

- *The RU SBDC conducted 62 business seminars for a total of 744 attendees. 162 hours of training were delivered.*
- *The RU SBDC worked with clients to create 177 jobs and retain 129 jobs and start 30 businesses. We assisted clients with obtaining \$8,239,086 of capital investment, equity in the amount \$2,969,586 and debt in the amount of \$5,269,500.*

- **Virginia Community Colleges in Southwest Virginia (College of Business and Economics [COBE]).** The COBE's Small Business Development Center (RU SBDC) provides regional coordination of grants delivering business counseling, professional development, and seminars to local businesses in the Community College service areas for Mountain Empire Community College SBDC, Virginia Highland's Community College SBDC, and Southwest Virginia Community College SBDC. Specific goals of this partnership include:

Goal 1: Provide development and coordination of grants to increase funding to local SBDC business assistance programs at the Community College

Goal 2: Provide professional development training and support to SBDC staff at the Community College

Goal 3: Develop regional webinars and training programs to businesses served by the local SBDC's at the Community College

- **Roanoke Regional Chamber of Commerce (College of Business and Economics [COBE])** The COBE's Small Business Development Center (RU SBDC) provides regional coordination of grants delivering business counseling and professional development, and seminars to local businesses in the Roanoke Regional Chamber service area for Roanoke Regional Chamber of Commerce (RRCC) SBDC. Specific goals of this partnership include:

Goal 1: Provide development and coordination of grants to increase funding to local business assistance programs at the RRCC SBDC

Goal 2: Provide professional development training and support to SBDC staff at the RRCC

Goal 3: Develop regional webinars and training programs to businesses served by the local RRCC SBDC

Goal 4: Develop opportunities for internships, class projects, and consulting with RU dents and faculty to businesses served by the local RRCC SBDC

- **Blue Ridge Crossroads Economic Development Authority (College of Business and Economics [COBE])** The COBE's Small Business Development Center (RU SBDC) provides regional coordination of grants delivering business counseling and professional development, and seminars to local businesses in the Carroll County, Grayson County, and City of Galax service areas for Crossroads SBDC under the Blue Ridge Crossroads Economic Development Authority (BRCEDA). Specific goals of this partnership include:

Goal 1: Provide development and coordination of grants to increase funding to local business assistance programs at the Crossroads SBDC

Goal 2: Provide professional development training and support to SBDC staff at the Crossroads SBDC, BRCEDA staff, and Carroll County Finance Department staff, fiscal agent for the BRCEDA

Goal 3: Develop regional webinars and training programs to businesses served by the Crossroads SBDC

Goal 4: Develop opportunities for internships, class projects, and consulting with RU students and Faculty to businesses served by the Crossroads SBDC

- **Additional Outreach (College of Business and Economics [COBE])** The COBE's Small Business Development Center (RU SBDC) maintains a variety of monthly relationships through which the RU SBDC provides participation on boards and a variety of support services in the areas of business training and consulting. These organizations include, but are not limited to, the New River Valley Economic Development Alliance Prospect Team, a partnership of the local economic developers and key businesses in the New River Valley; Micro Solutions, a partnership of Pulaski economic development directors developing local loan funds, business scholarships, and business training, and Radford Chamber of Commerce Board of Directors. RU SBDC has partnered with Brown, Edwards, and Associates, LLC., and LeClair Ryan, A Professional Corporation, and the O'Connor Group to develop and present a comprehensive series of seminars and services for start-up businesses in the New River Valley. Specific goals of these partnerships include:

Goal 1: Cultivate existing, monthly relationships in order to provide additional services throughout the year

Goal 2: Identify and engage additional outreach relationships with regional businesses and economic developers

Goal 3: Identify and engage additional outreach relationships with banking, private sources, and government of business funding

The SBDC has continued to serve on the agencies and boards described above. Each of the outreach relationships continues and new ones are being developed. The center has provided seminars and services as requested by each partner.

Measure B.6.: K12 Development

RU plans to increase our number of educational partnerships to at least ten beginning in Academic Year 2008-09. We have provided a brief description of each of our educational partnerships and the associated goals below. Through our College of Education and Human Development, these partnerships have also been submitted as part of the VITAL project.

During the 2008-09 Academic Year, RU met our agreed upon target to increase our number of educational partnerships to ten. Even though we have met our goals for these partnerships, RU will continue to further cultivate these valued relationships in future years. In the narrative below, we elaborate on the actions taken to meet the goals of each of the ten educational partnerships.

- **Radford University College of Science and Technology Summer Bridge Program (SBP)** is designed to engage rising sophomore, junior, and senior high school girls in science, technology, engineering and mathematics (STEM) disciplines. The RU Summer Bridge Program is a week long, residential experience that provided students opportunities to experience tracks such as forensic anthropology, biotechnology, astronomy, computer gaming, web site design, teaching math and mathematics in art. The College of Science and Technology informally partnered with Project Discovery of Virginia, Inc., and Project Discovery sponsored five girls to attend SBP during June of 2008 by paying their \$100 registration fee. The mission of Project Discovery is "To increase access to and prepare elementary through high school students for success in post-secondary education".

Goal 1: To provide high school girls positive learning experiences in science, technology and mathematics tracks

Goal 2: To encourage high school girls to attend college and major in science, technology and mathematics disciplines

Goal 3: To provide high school girls role models of successful professional women in science, technology and mathematics fields

Goal 4: To provide high school girls academic enrichment through field trips, experiential learning and guest speakers in field biology, archaeology, cultural anthropology and chemistry

Goal 5: To provide high school girls an opportunity to live in a college residence hall and experience campus academic and recreational resources

The Radford University CSAT SBP for summer 2009 offered 42 female rising sophomore, junior and senior high school students an opportunity to learn from expert faculty in the areas of forensics, biotechnology, cryptography and information technology during a week-long residential summer camp on RU's campus. Additional enrichment experiences included a tour of professional scientific laboratories at Novozymes Biologicals and a tour of our science outreach and education facilities here at Radford including the planetarium, greenhouse and Museum of the Earth Sciences.

While on campus, the high school students were encouraged to ask questions of their teaching assistants about college life, and their experiences being a science, technology and mathematics major in college. One night during the week was devoted to introducing students to the general college application process and the college experience by an Office of Admissions representative. The Vice Provost for Enrollment Planning and Management also conducted college admissions and financial aid information sessions for parents of the students at the general closing session for Summer Bridge Program.

RU's female faculty members in the fields of forensic anthropology, biotechnology, cryptography and information technology and RU CSAT student female teaching assistants, who are future professionals, served as mentors to these young women from mostly far southwestern Virginia who are prospective first-generation college students. The Summer Bridge participants also met professional women scientists at the Novozymes Biologicals tour and heard a keynote address from Eminent Professor of Anthropology, Dr. Donna Boyd, who is a faculty member and SBP instructor here at Radford University.

- **The Appalachian Arts and Studies in the Schools (AASIS)** serves public schools in the immediate service region of the university by establishing and sustaining meaningful connections between high school students who are “college-able but not college-bound” and AASIS scholars from Radford University. Funded by a private benefactor, the partnership includes 160 students from 8 high schools in rural Southwest Virginia. Through a combination of face-to-face interactions and other methods such as e-mail and correspondence, the partnership is intended to increase the presence of Radford University and its Appalachian Studies program in public schools.

Goal 1: To increase awareness of, and appreciation for, Appalachian culture in public schools

Goal 2: To provide information about Radford University and AASIS program;

Goal 3: To establish and sustain peer mentorship relations between high-school students and students throughout the academic year

Once again in 2009-10, the ASSIS program supported Radford University students who served as mentors to 160 high school students in Southwest Virginia.

AASIS provided twenty of these RU students with scholarships, supported the efforts of high school teachers to incorporate Appalachian Studies into their curricula, and brought the high school students to the RU campus to learn about the opportunities and expectations of higher education.

- **On-Campus Transition Program** is a collaborative partnership between the College of Education and Human Development at Radford University and Montgomery County Public Schools, whose mission is to provide education and transition support for students with disabilities at Radford University. The program serves students aged 18 to 21, whose class has graduated from high school, and who need special education and transition services.

Goal 1: To provide education and transition services

Goal 2: To engage students in service learning and work experiences

Goal 3: To provide opportunities for post-secondary education

Goal 4: To promote independent living skills

Goal 5: To promote fitness

All goals of the On Campus Transition Program were met last year through collaboration between MCPS and Radford University faculty and staff. OCTP students participated in a wide variety of coursework and work experience around campus. Six students also had paid employment on or near campus. More than 20 peer mentors from 5 classes volunteered as peer mentors for the program and 10 RU students were employed by MCPS to support OCTP students. Students worked on a variety of independent living skills including meal preparation, laundry, grooming, and bus / driving skills. Students also participated in daily fitness and recreation activities. Transition planning is an on-going component of the program.

- **Southwest Virginia Professional Education Consortium (SVPRC)** was developed in 1998 to formalize the collaborations between P-12 schools in the New River and Roanoke Valleys and regional institutions of higher education. The primary purpose of the consortium is to enhance teacher preparation and support the continuing teacher education. The project is funded by the Virginia Department of Education and serves Botetourt, Carroll, Floyd, Giles, Montgomery, Pulaski, Salem, Wythe, and Roanoke Counties as well as cities of Radford and Roanoke. In

addition, the partnership is intended to strengthen the connections between and among institutions of higher education in the region as they respond to the current and emerging needs of K12 education. The partnership includes Hollins University, Radford University, Roanoke College and Virginia Tech.

- Goal 1:** To develop cadre of exemplary clinical faculty
- Goal 2:** To nurture leadership and exemplary practice
- Goal 3:** To facilitate collaboration and communication
- Goal 4:** To promote inquiry into learning to teach
- Goal 5:** To engage interns in initiatives which impact students

The SWVA PEC continued to provide development workshops for clinical faculty supervising interns and for mentors working with beginning teachers. As part of its goals this year, the consortium offered more development workshops III for continued professional development in direct response to the needs of teachers, including sessions on differentiated instruction, using assessment data, etc. The consortium is working with institutions of higher education and central office personnel to identify and implement a criminal background check process for all interns working in schools. We also implemented a successful fifty year of classroom research grants which support teachers and interns in projects which promote teacher development and student learning.

- **The Training and Technical Assistance Center (T/TAC)** was established in 1996 to increase the capacity of schools, service providers, and families to improve educational opportunities for, meet the needs of, and contribute to the success of children and youth with disabilities from birth to age 22. The primary focus of the partnership is to provide long-term technical assistance that brings about systemic change in the way schools serve youth and children. Along with a comparable center at Virginia Tech, RU T/TAC serves the biggest geographic area of any T/TAC in the state, which includes 34 public school divisions located in regions six and seven of the Commonwealth of Virginia.

- Goal 1:** To serve K-12 students with learning disabilities
- Goal 2:** To improve students' self advocacy
- Goal 3:** To strengthen leadership skills among students
- Goal 4:** To increase students' problem solving skills
- Goal 5:** To provide in-service professional development

Most of RU T/TAC's projects in some way address the high dropout rates and lower graduation rates of students with disabilities as compared to their non-disabled peers. A new Dropout Prevention program is underway and a new cohort of schools are receiving long-term technical assistance in Secondary Transition and Self-Determination. Effective Schoolwide Discipline (ESD) is currently being used in at

least twenty-five schools in regions six and seven, with a new training sequence beginning in the '10-'11 school year. Three schools have been receiving intensive training in Instructional Consultation Teams (ICT), an approach to professional development, collaboration and instruction designed to enhance, improve and increase both student and staff performance. RU T/TAC has also been working to develop an online professional learning community called T-TAC Connect. They were recently awarded a \$1 million dollar grant to provide these outreach services and more, which is essential during this time of economic hardship for the school divisions they support.

- **Key Instructional Leaders** partnership consists of public school division-level instructional personnel from each school division in the state. The public school division regions serving Southwestern Virginia are predominately regions six and seven. Radford University Educational Leadership and Radford University Professional Development Center Personnel attend each of these region meetings to maintain contact with school divisions in order to work collaboratively to meet the instructional and administrative needs of each division individually as well as working in cooperative arrangements within regions to meet training needs.

Goal 1: To enhance educational training opportunities for future educational leaders

Goal 2: To enhance educational training opportunities for current educational leaders

Goal 3: To develop collaborative work efforts focusing on staff development needs of teachers and administrators to enhance the overall effectiveness of school programs and instructional delivery

Goal 4: To develop collaborative work efforts focusing on efforts to increase student achievement in Virginia Public School Divisions

Goal 5: To maintain close working relations with Virginia School Superintendents to enhance opportunities for K-16 working relationships

As a result of the partnership Radford University has maintained a continual presence at the table and has offered numerous services and collaboration with regional efforts. Activities created include a local workshop on 21st Century Skills, a collaborative website for communication and numerous school division workshops in the area of technology and leadership. Additionally the key leaders have been supportive numerous grant opportunities presented to the University.

- **The Western Virginia Public Education Consortium** is a consortium of school divisions from Southwestern Virginia. The group was organized to provide opportunities for often underserved public school divisions to have greater purchasing power, grant seeking strength, as well as opportunities to develop joint staff development efforts and work collaboratively to solve educational issues in

Southwestern Virginia. The consortium works closely with Radford University and Virginia Tech to support the needs of school divisions. The consortium operates with an executive board of school superintendents, through an executive director, to work with local universities to provide staff development for administrators, and many other professional opportunities to participating school divisions.

Goal 1: To enhance educational training opportunities for future educational leaders

Goal 2: To enhance educational training opportunities for current educational leaders

Goal 3: To develop collaborative work efforts focusing on staff development needs of teachers and administrators to enhance the overall effectiveness of school and program instructional delivery

Goal 4: To develop collaborative work efforts focusing on efforts to increase student achievement in Virginia Public School Divisions

Goal 5: To maintain close working relations with Virginia School Superintendents to enhance opportunities for K-16 working relationships

As a result of Radford University's collaboration the Western Virginia Public Education Consortium has been able to strengthen its ties with local school superintendents. A routine breakfast meeting with school superintendents, representatives of Radford University College of Education and Human Development and representatives of Virginia has resulted in many collaborative projects and grants. Most recently a new math educator degree program was successfully launched with the input of the partnership members. Another series of grants were successfully implemented regarding the need for training highly qualified special educators. This partnership has become instrumental in assuring that the assessment of new or aspiring administrators is available to all consortium members.

- **The Leadership Training Partnership Program** is intended to increase the number of highly qualified administrators among the participating school divisions through a non-traditional alternative educational leadership preparation program, which is aligned with Virginia, national, and professional standards in the field of educational leadership. This Program is delivered through non-traditional modalities which include, but are not limited to, the following: distance learning seminars; on-line interactive instructional tools such as WebCT / Blackboard / etc., as available in participating school districts; workshops, field placement activities, and mentoring interventions. College course work as perceived in a traditional pathway to an administrative endorsement in Virginia will not be a component of this project.

Goal 1: To enhance educational training opportunities for future educational leaders

Goal 2: To enhance educational training opportunities for current educational leaders

Goal 3: To develop collaborative work efforts focusing on staff development needs of teachers and administrators to enhance the overall effectiveness of school programs and instructional delivery

Goal 4: To maintain close working relations with Virginia School Superintendents to enhance opportunities for K-16 working relationships

As a result of Radford University's collaboration with regional school divisions and several outlying school division's the Educational Leadership Program has successfully completed four collaborative grants that allowed for the alternative training and licensure of approximately one hundred new school leaders using an alternative licensure program. With the change in state teacher/administrator regulations, the Educational Leadership Program launched a pilot on-line project using similar techniques tested in the alternative licensure grant programs. The pilot on-line program has been successful and is now in its second semester. Thirteen students are currently enrolled in this on-line certificated based program.

- **School Psychology Practicum Placement** is a partnership between the School Psychology Training Program and local public school districts including Montgomery County, Pulaski County, Roanoke City and Roanoke County, Carroll County, and Bedford County. Second year School Psychology graduate students provided psychological services under the dual supervision of both an on-site school psychologist and a university supervisor. Goals include:

Goal 1: Provide training in the assessment of students referred for special education evaluation.

Goal 2: Provide consultation to teachers

Goal 3: Provide counseling and other interventions services to students experiencing academic, social, and emotional challenges.

Goal 4: Assist the school district in meeting the academic needs of their students.

Teach for Achievement (TFA) represents a cross-disciplinary and cross institutional partnership between the School Psychology Program and the Reading Program at RU, and the Reading Program at Virginia Tech. Dr. E. Mesmer (RU) and Dr. J. Jones (RU) are collaborating with Dr. H. Mesmer (VT) to provide support to two elementary schools in Roanoke City in order to better meet the needs of struggling readers. The project, which is funded through state administered NCLB funds, aims to increase use of evidence based instructional practices, monitor the progress of student gains in

response to instruction/intervention, and use these data to make informed decisions about the instructional needs of struggling readers.

- **The Superintendent's Breakfasts.** Beginning in 1995, Radford's President offered to sponsor a Superintendents' Breakfast to provide a monthly open forum for superintendents in Southwest Virginia to come together to discuss common challenges and initiatives, to coordinate school improvement efforts, and to partner with Radford University and Virginia Tech in improving the preparation and continuing development of teachers and school personnel. The forum engages superintendents from twenty-three school divisions, Radford University and Virginia Tech, and associated agencies serving PK-12 schooling in SWVA.

Goal 1: To provide an opportunity for SWVA superintendents to collaborate in initiatives to improve PK-12 schooling

Goal 2: To enable SWVA school divisions and universities and agencies to collaborate in recruiting, preparing, and retaining highly qualified teachers, principals, and other school personnel;

Goal 3: To provide an avenue for advocacy for PK-12 schools in SWVA

Radford sponsored six superintendents' breakfasts this past year, which were very well received. This forum was particularly important this year due to the challenges our schools faced with on-going budget cuts. Additional collaborations emerged this year among the schools and universities in efforts to prepare school leaders and to provide professional development for new principals. The school divisions also coordinated a survey of exiting high school students and a job fair for the twenty-three divisions.

Measure B.7.: Campus Safety & Security

RU has fully implemented 22 of the 27 Best Practice Recommendations for Campus Safety adopted by the Virginia Crime Commission on January 10, 2006. One of these measures (Campus Security Department Accreditation) is not applicable to RU since we do not have a campus security office in addition to our campus police department. RU's Police Department was recently reaccredited (February 18, 2009) by the Virginia Law Enforcement Professional Standards Commission

Of the four remaining standards (#2, #5, #6, and # 16) not yet fully implemented, we have made additional progress in some of these areas since our submission of the IPS targets in 2008. Listed below are specific actions that we have taken and/or reasons that currently preclude us from implementing a particular practice.

- Best Practice # 2—Colleges and universities should apply Crime Prevention through Environmental Design (CPTED) in planning and maintaining facilities and grounds.

While RU has not totally integrated our CPTED trained crime prevention officer into all institution new and renovated building design processes, we have included him on the University Sustainability Committee to ensure an optimal balance between energy conservation and security. The RU Police Department will continue to work with university leaders to ensure that security issues are considered in all new and renovated building designs.

- Best Practice #5— Each college and university should consider establishing trained and supervised student employees as an augmentation to security services.

At this time there is no funding available to implement and maintain a Student Police Aid Program.

- Best Practice #6—Each college and university with a police department should consider establishing a student police academy to give the campus community a working knowledge of the campus police department’s personnel, policies, goals, and objectives.

RU currently does not have a student police academy. However, the Radford City Police Department has a Citizen Police Academy that accepts RU students. The Radford University Police Department works with the Radford City Citizen’s Police Academy and offers RU student internships.

- Best Practice #16—Campus police departments should consider seeking concurrent jurisdiction with their surrounding locality.

Concurrent jurisdiction of police agencies is both a legal and political process. The Police Chiefs of both agencies (RU and Radford City) have had preliminary discussions about concurrent jurisdiction and anticipate moving forward with the process although no timeline has yet been established.

University of Mary Washington

Measure A.4.: Academic Standards

Our SACS program reviews are completed on a 10-year cycle. Every year, three or four of our academic programs are reviewed. Three programs were reviewed in 2008-2009: Classics, Philosophy, and Religion.

Measure B.3.: Articulation Agreements

Currently, the University of Mary Washington has a system-wide articulation agreement with all institutions comprising the Virginia Community College System through the Guaranteed Admission Agreement (GAA). Additionally, UMW has five special articulation agreements with various two-year institutions. UMW has a general articulation agreement with Richard Bland College; a portion of that agreement also provides guaranteed admission to UMW for certain Richard Bland graduates. UMW's College of Graduate and Professional Studies has individually-negotiated additional agreements with Germanna Community College, Rappahannock Community College, Lord Fairfax Community College, and Northern Virginia Community College. These agreements assure that students graduating with associate degrees from any of those colleges will, upon application, be admitted to the Bachelor of Professional Studies program. The agreement with Northern Virginia Community College allows students at its Woodbridge campus to transfer their Network Security concentration to the Bachelor of Professional Studies program. It is the intention of the University of Mary Washington to make continuing progress in increasing the number of articulation agreements which will allow VCCS and Richard Bland College students to enter the Bachelor of Professional Studies program, and to work with the four community colleges in our region to guarantee admission into our B.A. and B.S. degree programs.

Measure B.4.: Economic Development

The University of Mary Washington has a number of on-going partnerships and new plans to assist with economic development in the region. Current partnerships include certification and training programs in both Stafford and Spotsylvania counties, partnerships with the Fredericksburg Regional Chamber of Commerce (the 2006 strategic plan for the Chamber states that one of its goals is to "assist . . . the University of Mary Washington in program delivery where applicable"), off-campus offerings in Prince William County, and our ongoing partnership with GEICO. Other plans and relationships:

- UMW's Small Business Development Center provides training and counseling in 12 counties as well as Fredericksburg City and the town of Warsaw. Activities include: partnership with the Department of Business Assistance for specialized Virginia Procurement Counseling and a program for Entrepreneurs; working with Congressman Wittman's office to provide a program on Business Formation and Expansion; a partnership with Alliance Bank and Fredericksburg Regional

Alliance on the integration of Government Procurement Advocacy and Education Group.

- The College of Graduate and Professional Studies has offered a number of specialized programs in partnership with military and business groups including Certified Information System Security Professional (CISSP) training in January 2008 in response to Department of Defense Directive 8570.1; programs with Cardinal Bank, Burgess Consulting, Marine Corps System Command, Quantico Growth Management Commission, Marine Corps Office of Civilian Workforce Development, VML Insurance Programs, Burt Enterprises, Managed Benefit, Inc, and many other local businesses.
- In cooperation with other State Higher Education Institutions, the large local (private) Department of Defense contractor community, local government and the seven commands located on the Dahlgren Naval Base, the University is planning an education and research campus in King George County. Land has been purchased and work is scheduled to begin this spring. This campus will serve as a hub of economic development efforts for the King George and Northern Neck region of Virginia. It will also provide much needed support for the Naval Base in the next round of Base Realignment deliberations.

We plan to continue and enhance all of these partnerships, and the institution has begun work to add programs (Public Administration, for example) and to determine the feasibility of new partnerships with military bases, other higher education institutions, and local business and industry.

Measure B.6.: K12 Development

The University of Mary Washington has 22 educational partnership/collaboration programs. These programs were created to augment the expertise of teachers, strengthen the leadership skills of school administrators, and enhance student achievement.

Measure B.7.: Campus Safety & Security

Of the 27 Virginia Crime Commission's Best Practice Recommendations, UMW has implemented 24 and is working toward implementing two more. One of the 27 Best Practices is not applicable to UMW.

University of Virginia

Measure A.4.: Academic Standards

SACS Program Review Activities for Current Year

In the current 2009-2010 academic year, program reviews are in progress for the Darden School of Business, School of Law, School of Architecture, Basic Medical Sciences, School of Medicine, School of Nursing, School of Continuing and Professional Studies & BIS program, School of Engineering and Applied Science, and the following departments in the College of Arts and Sciences: Religious Studies; Philosophy; History; Art; Drama; and East Asian Languages, Literatures, and Cultures. In the previous 2008-2009 academic year, the following reviews were completed: the Curry School of Education, and in the College of Arts and Sciences, the departments of Astronomy, Chemistry, Environmental Sciences, Physics, and Psychology.

Measure B.3.: Articulation Agreements

The UVa School of Nursing and the VCCS are working to develop an innovative articulation agreement. It is anticipated that the agreement will address articulation at two levels: a) admission into UVa's RN to BSN program for individuals who earn an associate's degree in Nursing; and b) admission of these same students into UVa's MSN program. The agreement, as currently envisioned, will help increase the number of individuals qualified to teach in the VCCS nursing programs and also will expand the number of nurses with advanced clinical training for the UVa health system.

Measure B.4.: Economic Development

Local/Regional

- **Rolls-Royce:** Collaborated with Rolls-Royce North America, Virginia Tech, VEDP and VCCS to create an innovative model for the Commonwealth Center for Advanced Manufacturing (CCAM), a public-private partnership that will create new technologies and create new jobs. This Center will support research that can be immediately implemented on the factory floor, making CCAM member companies more competitive in the marketplace.
- **Defense Intelligence Agency:** Initiated a strategic partnership with the Defense Intelligence Agency (DIA) which is relocating over 800 positions to the Charlottesville area. Working with the Agency to identify skills required and create/modify degree and non-degree programs to assist with workforce development.

- Coulter Translational Research Partnership: The Wallace H. Coulter Foundation supports collaborative translational research projects that address unmet clinical needs and lead to improvements in health care and commercial products. During its first four years the program has supported 22 translational research projects at U.Va. with \$1 million in funding per year. In 2009, Coulter funded 8 full proposals and 3 seed projects.
- Entrepreneurial support: Continued to provide support to faculty startup companies. One program, the T100 Alumni Mentoring Program, enlists alumni to provide guidance and make connections to talent and capital. Since its inception the T100 companies have raised over \$31 million in capital and employed over 80 people and 35 U.Va. interns.
- Small Business Development Center (SBDC): Continued to be a major sponsor of the Central Virginia SBDC which offers advice and guidance from business experts.

Last year SBDC served 175 entrepreneurs through counseling sessions which totaled 450 hours.

- U.Va. Research Park: Supported defense contractors by providing space at the U.Va. Research Park and making connections with the University's resources. These companies are hiring students, sponsoring research, and offering new opportunities for employment. Included are: Booz Allen Hamilton, Battelle, Northrop Grumman, MITRE Corp, CACI, NIITEK, and SAIC. Collectively they are currently employing over 450 people with the anticipation of increased activity and hiring in the upcoming year.

Southwest Virginia:

- U.Va. also has an economic development initiative in Southwest Virginia in accordance with the provisions of its management agreement. Details on that program are available in the annual reports filed with the state each September.

Measure B.6.: K12 Development

NOTABLE CURRENT PARTNERSHIPS:

1. Day in the Life Mentoring/Tutoring Program

Tutoring and social experiences provided to local middle school and high school students by U.Va. students, in partnership with the Charlottesville City Schools and Albemarle County Schools; purposes of program are to enhance academic skills and social readiness.

U.Va. Sponsors: Community Relations Office and Curry School of Education

2010 Status Update: In 2008-2009, the Day in the Life Program included 451 U.Va. students who provided 5,554 hours of mentoring and tutoring to 1,226 local public school students. The program has expanded to include almost 20 school and community sites, such as social-services agencies and churches, in addition to school facilities.

2. Partnership for Leaders in Education

Preparation of principals as turn-around specialists for failing and underperforming schools and advanced preparation of senior school division leadership teams; launched in partnerships with the Virginia Department of Education as part of Governor Warner's Education for a Lifetime initiative with Microsoft and with the Wallace Foundation.

U.Va. Sponsors: Curry School of Education, Darden Graduate School of Business Administration

2010 Status Update: The PLE has continued to work with educational practitioners from multiple states and school districts who participate in a two-year program that aligns state and district leadership (both professionals and board members) in the development of a system-wide process for implementing and evaluating changes to improve student achievement in significant and lasting ways. Under new leadership, PLE faculty at both Curry and Darden are working to strengthen the evaluation of impact (using student achievement data) and research evidence for the programs.

3. PreK-8 Mathematics Specialist Program

Preparation of masters degree level teachers as school mathematics specialists; available at more than 26 statewide school divisions

U.Va. Sponsors: College of Arts and Sciences, School of Continuing and Professional Studies, Curry School of Education

2010 Status Update: The program continues to operate with cadres of students throughout the Commonwealth in collaboration with school divisions and higher education partners including VCU, NSU, GMU, LU, and VT.

4. Preparing Teachers in Southwest Virginia to enhance instruction in American History

Preparation of teachers from 16 school divisions to enhance their instruction with innovative technologies and advanced subject matter expertise.

U.Va. Sponsors: Center for the Liberal Arts, College of Arts and Sciences History Department, Curry School of Education, School of Continuing and Professional Studies, and Miller Center of Public Affairs.

2010 Status Update: In 2009-2010, a cohort of 45 teachers from Southwest Virginia participated in three 1-credit courses provided in the region to augment their resources and approaches to student engagement. When the teachers return to their individual schools, they will serve as powerful resources for their colleagues, building capacity in the region through a “train the trainer” model.

5. School-University Partnership

Collaborative academic needs assessment and provision of professional development experiences to 26 regional school divisions in Central Virginia.

U.Va. Sponsor: Curry School of Education

2010 Status Update: During 2008-2009, this Partnership has continued to support and provide professional development activities for all member school divisions. In addition, the Partnership developed an academic assessment pool to be shared by the surrounding school divisions. Utilizing University faculty in specific areas of expertise, the Partnership has provided pre-travel seminars for the Commonwealth of Virginia’s Secretary of Education, 14 Virginia school division superintendents, and eight corporate sponsors to participate in international partnership programs with India and China.

6. Degree Programs and Endorsements for Educators in Southwest Virginia

Based on expressed needs from professionals in SW Virginia, U.Va. is delivering two degree programs for educational practitioners in Southwest Virginia -- Master of Education in Administration and Supervision and Master of Education in Instruction. In addition, we are working with the University of Virginia College at Wise to offer special education endorsement for the teachers who are currently teaching with a provisional license in this high-need area.

U.Va. Sponsor: Curry School of Education, School of Continuing and Professional Studies

2010 Status Update: Twenty-one teachers completed the M.Ed. in Administration and Supervision in May 2009 and 20% of those were immediately hired into new leadership positions in Dickinson and Wise counties. Fifteen teachers completed the M.Ed. in Instruction to enhance their leadership skills with colleagues and their impact on student learning. The special education endorsement program is

beginning summer 2010 with a blend of online and traditional courses.

7. Mentoring of local novice teachers

Mentorship training and provision of mentorship support services to all first and second year teachers in Charlottesville City and Albemarle County was first established as part of a national initiative funded by the Carnegie Corporation and the Ford and Annenberg Foundations through the Teachers for a New Era program.

U.Va. Sponsors: Curry School of Education, College of Arts and Sciences

2010 Status Update: Although the Carnegie funding has ended, both school divisions (Charlottesville City and Albemarle County) have continued to staff mentoring services for all first- and second-year teachers in collaboration with faculty from Curry and the College of Arts and Sciences. Curry faculty are currently developing online models that will provide distance mentoring and virtual, intensive supervision/support.

8. Virginia Space Science for Teachers in Southwest Virginia

Provision of earth science content courses to enable science teachers statewide to acquire required credentials for endorsement as earth science teachers; offered in Richmond area, Charlottesville area, and Southwest Virginia

U.Va. Sponsors: College of Arts and Sciences Department of Astronomy, Curry School of Education, School of Continuing and Professional Studies

2010 Status Update: In hybrid distance-learning courses that included virtual planetarium software to teach about solar and lunar eclipses and phases of the moon, high school science teachers in Southwest Virginia received resources and instruction in January 2009. The course syllabi and extensive support materials developed with them will remain available to school divisions as needed.

9. Clinical Instructor Training Program and Teaching Associateships

2010 Status Update: Each year, the Curry School of Education Teacher Education Program partners with approximately 150 Clinical Instructors (CI) who are teachers employed in the surrounding school divisions who mentor and supervise Curry's Teaching Associates (student teachers). Clinical instructor training is provided that includes both general training on student teaching policies and teacher coaching strategies as well as a specific focus that extends and deepens the professional knowledge and skills of the CI and University supervisor. In response to school division requests, the focus has intensified around the instruction for English

Language Learners (ELL). In addition, Curry faculty have worked with the local schools to develop an interactive web site that expands the understanding of future teachers & CIs about the needs of this population of ELL students.

10. Workshop for Foreign Language Teachers in Southwest Virginia

A workshop for teachers is held at the University of Virginia College at Wise to demonstrate new technology-based instruction in foreign languages. “Cine Con Clase” is designed for middle and high school teachers in collaboration with the U.Va.’s College at Wise Center for Teaching Excellence.

U.Va. Sponsors: Curry School of Education, Center for the Liberal Arts

Status Update 2010: This workshop will continue based on needs of the region.

11. Leonore Annenberg Woodrow Wilson Teaching Fellows Program

Curry has been selected by the Woodrow Wilson Foundation to participate in a training/mentoring program that will recruit 25 undergraduate students over 3 years to commit to a year of graduate study and to three years of teaching after graduation in a high-needs area in public schools. Schools employing the Fellows will receive modest funds to support their mentoring and induction, which ideally will supplement other district or state support for induction and/or University in-kind contribution. In addition, University resources such as My Teaching Partner (evidence-based tools for professional development) will be provided through an integrated plan for each LAWWTF individualized to that Fellow’s classroom needs. Objectives of this program are to build on strong partnerships with schools and divisions by jointly preparing high quality teachers for middle and high school teaching in low performing schools.

U.Va. Sponsor: Curry School of Education

2010 Status Update: In 2009, we admitted our first cohort of Woodrow Wilson Fellows who are working in Nelson County and we are currently recruiting our second cohort.

12. Literacy and Reading Intervention in Southwest Virginia

Several programs that target early language learning, readiness for reading, and early literacy are offered in Southwest Virginia. Additional information is available on the following:

- A. SWELL – Southwest Virginia Early Learning and Literacy Project
- B. PALS – Phonological Awareness Literacy Screening
- C. Early Intervention Reading Initiative

D. TEMPO – Teaching Educators McGuffey Practica Off-Grounds

13. Observational Measurement Tool to assist school divisions in professional development and student achievement

The Classroom Assessment Scoring System (CLASS) is a robust, comprehensive professional development approach that has been used by dozens of school systems across the country. This professional development model, developed at U.Va.'s Center for Advanced Studies in Teaching and Learning (CASTL), provides a formative evaluation of social/emotional teacher-child interactions, classroom management techniques, and instructional strategies. This resource has been made available to a number of school divisions in Virginia as part of our Curry partnerships with K-12.

U.Va. Sponsors: Curry School of Education, Center for Advanced Study of Teaching and Learning (CASTL)

Status Update 2010: In addition to 2009 workshops in Southwest Virginia in which 35 school administrators participated, we are offering this resource to a number of school divisions such as our prospective partners in the Annenberg Fellows program (see #11), and our local school divisions.

Measure B.7.: Campus Safety & Security

#	Best Practice	Applicable	Implemented	Implementation Date (Month/Year)
1	Safety and Security Committee(s)	Y	Y	
2	Crime Prevention Through Environmental Design (CPTED)	Y	Y	
3	Student Orientation Curriculum	Y	Y	
4	Rape Aggression Defense (RAD) sessions	Y	Y	

5	Trained and supervised student employees	Y	Y	<p>Previously U.Va. had a volunteer Student Watch program (e.g., walking escorts and Ground patrols).</p> <p>An Office of Emergency Preparedness (OEP) initiative which began in 2007 with the first year class has resulted in the establishment of HOOS Ready, a student run organization that is open to students, faculty and staff and focuses on safety and emergency preparedness.</p> <p>Additionally, OEP has begun meeting with areas employing students in after hours operations (Newcomb etc.) to discuss additional training opportunities for safety and emergency preparedness.</p>
6	Student police academy (Institutions with police depts)	Y	Y	<p>The University has considered this as an option but at present time student interest appears to be in other areas of emergency preparedness. We focus on the collaborative nature of all departments working closely in aiding the police effort and understanding the importance of letting professionals respond to items of concern.</p> <p>The practice only requires that the institution "considers" the practice.</p>
7	Community policing philosophy	Y	Y	
8	Written policy and procedures manuals	Y	Y	

9	Campus police department accreditation	Y	Y (Currently seeking CALEA accreditation - expected completion in 2010)	
10	Campus security department accreditation	Y	Y	The University's security department will be included in the police department accreditation through CALEA. The security department will be recognized as civilian employees of the police department and follow the same policies and procedures that pertain to UPD civilian employees. Currently, the security department is updating its policies and procedures to align with UPD's. After receiving accreditation through CALEA we plan to seek accreditation through IACLEA also
11	Professional development	Y	Y	
12	Chief of Police/Director of Security professional participation	Y	Y	
13	Annual meeting with community officials	Y	Y	
14	Annual meeting with institution officials	Y	Y	
15	Inclusion in regional disaster plans	Y	Y	

16	Campus police departments concurrent jurisdiction	Y	Y (concurrent jurisdiction with Charlottesville; have engaged in discussions with Albemarle)	
17	Campus survey	Y	Y (Surveys have been conducted for many years, but were not developed with institutional research staff)	
18	Written investigation of crimes procedures	Y	Y	
19	Written victim protocols	Y	Y	
20	Case identification and tracking	Y	Y	UPD has knowledge of all criminal incidents involving students in the jurisdiction of Albemarle Co., City of Charlottesville, and UVa. There is no mechanism to track cases outside of the region. For example, the Virginia State Police and other arresting agencies do not notify or make available to us information about student arrests.
21	Written sanctions to address violations of the law	Y	Y	
22	Institutional support for alcohol control and enforcement	Y	Y	

23	System for sharing violations with other institutions	Y	Y (A system exists through the Office of the Dean of Students, not the UPD)	
24	Liaison with Commonwealth's Attorney	Y	Y	
25	Notification of victim right to bring case to the magistrate	Y	Y	
26	Violent felonious crime consultation	Y	Y	
27	Criminal action protocols	Y	Y	

University of Virginia's College at Wise

Measure A.4.: Academic Standards

UVa-Wise's SACS on-site visit was completed in October 2005, and the College received re-certification in Summer 2006. UVa-Wise was found in compliance on all core requirements, including Core Requirement 2.5, which states that the College "engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes." Since the last SACS review, UVa-Wise has implemented WEAVE, an on-line annual planning, assessment, and improvement program for all academic and operational areas of the College. In addition, all academic and operational areas complete a program review on a five year cycle.

Value-added assessment began in FY2008 with the use of the Collegiate Learning Assessment (CLA). Quantitative reasoning assessment results were submitted to SCHEV in FY2008. Implementation of a value-added assessment of writing began in FY2009. (The writing assessment plan was examined by reviewers at another Virginia institution and reviewed by SCHEV's external reviewer.)

Measure B.3.: Articulation Agreements

UVA-Wise partners with community college peers in Virginia, Kentucky, and in Tennessee. The College is dedicated to making the transfer process as seamless as possible for the students in our immediate service region of far Southwestern Virginia, as well as serving the greater Commonwealth. Of greatest significance, the College is committed to offering enhanced transfer student programs in the key shortage areas of teacher education and technology.

To demonstrate this commitment, the College has signed the Pre-Teacher Education Agreement in Elementary Education and Special Education with the Virginia Community College system, producing 23 new transfer agreements.

Measure B.4.: Economic Development

(Memoranda of Understanding/Partnerships with Outside Organizations)

The University of Virginia's College at Wise developed letters of agreement solidifying a formal relationship with three new organizations serving the Commonwealth.

- Center for Innovative Technologies (CIT): An entity dedicated to closing innovation gaps within the Commonwealth of Virginia, CIT, established a formal relationship with The University of Virginia's College at Wise to bring educational opportunities to the Southwest region of the state resulting in a true economic and educational boost to the region. It is within this partnership that each entity worked together to bring educational programs focused on Technology and Broadband Deployment to Southwest Virginia.

- Crutchfield Corporation: One of the nation's leading catalog and internet retailers of consumer electronics, Crutchfield Corporation established a formal relationship with the College and provided valuable expertise and assistance to UVa-Wise's efforts in raising the prominence on the Honor Code within classrooms, on campus and in the minds of the student body. It is within this relationship that Crutchfield provided financial and project management support for the initiative while the UVa-Wise students served as project managers and work team members.
- Oxbow Center: A non-profit organization which provides Adult Day Health Care services which offers participants social and recreational activities, the Oxbow Center, engaged UVa-Wise to facilitate the development of a website for their non-profit organization. OED worked with the Department of Computer Science and Math (CSM) to identify a qualified student to take on the project. OED negotiated a financial donation to CSM as a result of the successful completion of the project. The UVa-Wise student was provided the opportunity to not only demonstrate technical skill and expertise but also project management and customer satisfaction and client expectation management.

The aforementioned partnerships were in addition to the previous 6 partnerships listed below.

- Napoleon Hill Scholars: The Napoleon Hill Scholars Program annually selects 10 outstanding business students to participate. Students chosen for the Napoleon Hill Scholars Program must complete the College's Keys to Success business course, which explores Hill's business philosophy. Napoleon Hill Scholars share what they learn by working with business students at area high schools and leading entrepreneurial projects in the region.
- Center for Economic Education: The Center for Economic Education's mission is to increase economic literacy among K-12 teachers, students and the community, helping individuals in Southwest Virginia navigate their financial futures.
- Graduate Medical Education Consortium(GMEC): The GMEC mission is to improve access to high quality primary care for citizens of Southwest Virginia by forming educational partnerships between communities, local physicians, and primary care residency programs in Virginia, Tennessee North Carolina, Kentucky, and West Virginia. GMEC creates and supports medical residency preceptor sites in rural and underserved communities in Southwest Virginia. The GMEC service area includes the Virginia counties and cities of Bland, Bristol, Buchanan, Carroll, Dickenson, Galax, Grayson, Lee, Norton, Russell, Scott, Smyth, Tazewell, Washington.

- Northrop Grumman Partnership: In November, 2006, The University of Virginia's College at Wise and the Northrop Grumman Corporation formally announced a public-private partnership that will strengthen both the College's technology curriculum and the company's workforce recruitment efforts in Southwest Virginia.
- Sykes Partnership: On February 19, 2007, Sykes Enterprises and The University of Virginia's College at Wise signed an agreement which solidified the relationship of the two organizations. The agreement created an annual scholarship and opportunities for paid student internships for full-time students in accounting, business, economics, communication or other majors related to the development of management and leadership skills as well as job opportunities for graduates with majors in management and leadership.
- Southwest Virginia Technology Development Center: The University of Virginia's College at Wise established a partnership with the Russell County Industrial Development Authority to operate the Southwest Virginia Technology Development Center located in Lebanon. The facility is within walking distance of the new Northrop Grumman and CGI facilities. The Technology Development center serves the emerging information technology (IT) industry in Russell County and other employers throughout the region. The center's "one-stop" facility for IT training will provide training and development opportunities for the businesses and residents not only with technical training, but also professional development programs.

Measure B.6.: K12 Development

The College has developed the following 12 K12 formal partnerships:

- Teacher Education: The UVa-Wise Teacher Education Program currently identifies 19 partnerships and collaborations central to its preparation of preservice teachers. These Program partners/collaborations are identified in the Report to the Virginia Department of Education—Standards for Biennial Approval of Education Programs submitted in July, 2009.
- Southwest Virginia Public Education Consortium: The Southwest Virginia Public Education Consortium was established on July 1, 1992 through legislation enacted by the Virginia General Assembly.
- Center for Teaching Excellence: The Center for Teaching Excellence assists professional school personnel in the acquisition, understanding, and use of knowledge in their academic disciplines; developing and effectively using pedagogical skills and competencies in their instruction; addressing and successfully meeting the Standards of Learning established by the State Board

of Education; and addressing and successfully meeting the legislative mandates set forth by the federal government's "No Child Left Behind".

- Appalachian Writing Project: The National Writing Project is the premier effort to improve writing in America. The Appalachian Writing Project (AWP) at UVa-Wise is an affiliate program. Through its professional development model, AWP builds the leadership, programs, and research needed for teachers to help their students become successful writers and learners.
- Appalachia Math-Science Partnership: The \$22 million National Science Foundation (NSF) Award helps strengthen and reform education in math and science in pre-K through grade 12 classrooms in participating districts in Kentucky, Tennessee, and Virginia. The AMSP program seeks to demonstrate improved student achievement in mathematics and science through the support of partnerships that unite the efforts of teachers, administrators, guidance counselors, and parents in local schools with administrators and faculty at area colleges and universities, including UVa-Wise.
- Southwest Virginia Education Technology Network: The Southwest Virginia Education and Training Network (SVETN) is a consortium of 16 school divisions and 9 colleges and universities organized for the purpose of conducting video-based distance teaching. UVa-Wise was a founding partner.
- Wise County Math/Science Initiative: A partnership between Wise County Public Schools, the Wise County Board of Supervisors, and UVa-Wise, the Wise County Math/Science Initiative provides tuition and textbooks for talented high school students to take UVa-Wise courses in calculus, advanced calculus, physics, and fundamentals of computer programming.
- Governor's School: The University of Virginia's College at Wise annually hosts a 3-week residential Governor's School in Theatre Arts for juniors and seniors in high school who have demonstrated significant effort and achievement in performance or technical theater. Students study acting, text analysis, theater history, design, and technical theater, as well as are responsible for all aspects of a full theatre production. The Governor's School serves Wise, Scott, Lee, Dickenson, Buchanan, Bland, Carroll, Giles Grayson, Pulaski, Russell, Smyth, Tazewell, Washington, Wythe, Floyd, and Patrick counties as well as the cities of Norton, Radford, Bristol and Galax.
- Early Childhood Conference: Serving far Southwest Virginia school divisions and private childcare providers, the conference presents nationally-known educators, children's book authors, and specialists, as well as exhibits on teaching tools and materials.
- Upward Bound: Upward Bound of UVa-Wise serves low-income and/or first-generation high school students from ten schools in the City of Norton and Wise,

Dickenson, and Russell counties. The program includes a summer residential program and year-round support and programs.

- America Reads: Since 1991, UVa-Wise has partnered with primary schools in Wise County and the City of Norton to provide federal work study students to serve in the capacity of reading tutors as part of the America Reads program.
- Education Forum: A partnership of Wise County and Norton Schools, Mountain Empire Community College and UVa-Wise, the annual Education Forum hosts noted education speakers for college and public school administrators and faculty.

Measure B.7.: Campus Safety & Security

#	Best Practice	Applicable	Implemented	Implementation Date (Month/Year)
1	Safety and Security Committee(s)	yes	yes	July 19, 2007
2	Crime Prevention Through Environmental Design (CPTED)	yes	yes, thru UVa	Ongoing
3	Student Orientation Curriculum	yes	yes	Sept.1995
4	Rape Aggression Defense (RAD) sessions	yes	yes	Jan. 2002
5	Trained and supervised student employees	yes	yes	Dec. 1999
6	Student police academy (Institutions with police depts)	No	No	See Note #1.
7	Community policing philosophy	yes	yes	Jan. 2002
8	Written policy and procedures manuals	yes	yes	Jan. 2005
9	Campus police department accreditation	No	No	See Note #2
10	Campus security department accreditation	NA	NA	
11	Professional development	yes	yes	Jan. 2000
12	Chief of Police/Director of Security professional participation	yes	yes	Jan 2001
13	Annual meeting with community officials	yes	yes	Jan. 2000

14	Annual meeting with institution officials	yes	yes	Dec. 1999
15	Inclusion in regional disaster plans	yes	yes	Oct. 2007
16	Campus police departments concurrent jurisdiction	yes	yes	Feb. 2004
17	Campus survey	yes	yes	Feb. 2009
18	Written investigation of crimes procedures	yes	yes	Jan 2005
19	Written victim protocols	yes	yes	Jan. 2005
20	Case identification and tracking	yes	yes	Jan 2005
21	Written sanctions to address violations of the law	yes	yes	Jan 2005
22	Institutional support for alcohol control and enforcement	yes	yes	Jan 2005
23	System for sharing violations with other institutions	yes	yes	Jan 1995
24	Liaison with Commonwealth's Attorney	yes	yes	Sept. 1999
25	Notification of victim right to bring case to the magistrate	yes	yes	Jan 2000
26	Violent felonious crime consultation	yes	yes	Jan. 2000
27	Criminal action protocols	yes	yes	Jan 2000

Note #1: Due to UVa-Wise's small size, conducting a student police academy is not feasible. Currently, approximately five students per semester are employed by the Campus Police Department, primarily in transporting and locking buildings. A police field training officer works with the students for one month before students are allowed to work independently.

Note #2: Due to UVa-Wise's small size, police department accreditation is not feasible. For example, accreditation requires a separate police facility. UVa-Wise's police department is housed in the same building as student affairs, emphasizing its community police culture. All officers are sworn officers who have the power of arrest on campus and in the local communities and the county.

Virginia Commonwealth University

Measure A.4.: Academic Standards

Virginia Commonwealth University's Quality Enhancement Plan (QEP) performance will be reviewed by SACS on March 15, 2010. The QEP 5 year report, which is complete, addresses the success of the QEP in the areas of: Creating the Core Curriculum, Communities of Learners, and Communities of Practice. Additionally, 14 other SACS core requirements and comprehensive standards will be reviewed, including Comprehensive Standard 3.3.1 which addresses student learning outcomes.

Measure B.3.: Articulation Agreements

VCU is a leader in providing transfer opportunities for community college students and currently has articulation agreements with the VCCS and Richard Bland College. VCU has also established program level articulation agreements in engineering, music, teacher preparation and business administration with J Sargeant Reynolds Community College and similar agreements with Piedmont Community College.

Measure B.4.: Economic Development

VCU's institutional commitment to economic development through business support, revitalization efforts, regional and local leadership development and community partnerships continue unabated. The university is making progress in all areas previously cited as examples of the university's commitment. For instance, the Virginia BioTechnology Research Park, through its Virginia Biosciences Development Center, will manage the Dominion GreenTech Incubator, a new partnership with Dominion Resources, Hanover County and the Town of Ashland for encouragement and support of green businesses. In a difficult climate for the public sector, the VCU Performance Management Group continues to offer training and support opportunities for government employees, changing to one-day formats or all Richmond area venues to reduce costs for agencies and their employees and still meet the need for services. Revitalization efforts near the Monroe Park Campus are continuing to support and strengthen local businesses along the Broad Street and Main Street corridors, with plans underway to next help develop more retail opportunities along Grace Street. The university believes corporate partnerships are mutually beneficial - a recent survey of the university's academic units reported 498 corporate partnerships that support the university with meeting its instructional, research and community service goals.

Measure B.6.: K12 Development

VCU is engaged in numerous activities intended to improve K-12 student achievement, upgrade the knowledge and skills of teachers and school district administrators, and

provide schools with information and program evaluation data that may inform best practices in K-12 education. Although many of these activities occur in the context of individual courses or in short-term projects, several formal programs exist that address these goals. Some programs focus on enhancement of teacher skills in specific areas such as autism (Region I Autism Education Consortium) or Mathematics/Science (Mathematics and Science Partnership Program/Teacher Professional Curriculum program). Others focus broadly on enhancing skills across levels and disciplines (Metropolitan Educational Training Alliance program to prepare teachers for the National Board Certified Teacher evaluation). VCU works closely with surrounding school divisions in preparing the next generation of school leaders (SOEA cohort programs) and enhancing the skills of new principals (EduLead). The Metropolitan Educational Research Consortium, a partnership among seven Richmond-area school divisions, assists schools in conducting research to inform educational practices. Although not one of the examples used for VCU's prior submission it should be noted that most recently, VCU has taken the lead in the design and initiation of Bridging Richmond. This is a P-20 partnership involving business, civic, philanthropic and educational organizations in Richmond and the three surrounding school divisions, dedicated to enhancing academic success and career readiness of all students in the region.

Measure B.7.: Campus Safety & Security

VCU's Police Department has implemented the applicable best practices standards developed by the State Crime Commission for this year.

Note: There are 27 standards, two of those standards are not applicable, and VCU has implemented the remaining 25.

Virginia Military Institute

Measure A.4.: Academic Standards

All Institute programs covered by SACS standards that require the assessment of student learning criteria and continuous improvement (CS 3.1.1.1, CS 3.1.1.2, and CS 3.5.1) engage in a comprehensive process that ensures compliance with these standards.

Each year all fourteen of the Institute's academic departments (of which thirteen offer degree-bearing majors) participate in an integrated planning, assessment, and budgeting process through which they articulate and assess student learning criteria, document assessment-driven enhancements to their teaching practices, document improvements in student learning, and receive priority in the budget process for initiatives expected to enhance student learning. The Institute's academic enrichment and support programs – i.e., Institute Honors Program, Undergraduate Research Initiative, Institute Writing Program, International Programs, Career Services, Disabilities Services, Learning Programs, Academic Advising Program, and Preston Library – complete the same planning and assessment procedures and incorporate student learning or development criteria that are appropriate to their respective missions.

For each of the programs noted above, the annual planning and assessment activities culminate in a formal program review every five or six years, during which internal and external teams formally evaluate the frameworks for assessment of student learning and the evidence of continuous improvement.

Certain departments maintain accreditation within their respective disciplines, thereby meeting requirements that are consistent with the SACS institutional effectiveness standards. Each of the Institute's three engineering programs – Civil and Environmental, Electrical and Computer, and Mechanical – and its computer science program are fully accredited by ABET, Inc. The Economics and Business Department is accredited by the Association to Advance Collegiate Schools of Business and the major courses within the Chemistry Department's curriculum are accredited by the American Chemical Society. The Institute's Core Curriculum Oversight Committee coordinates annual planning and assessment of general education competencies.

In sum, each year all departments, specialized programs, and support services engage in practices that ensure compliance with the SACS standards pertaining to student learning and continuous improvement. In 2007 the Commission on Colleges of SACS reaffirmed VMI's accreditation. In 2012 the Institute will submit to SACS the Fifth Year Interim Report, which will provide evidence of student learning and improvement within the core curriculum (VMI's Quality Enhancement Plan) and within the academic departments.

Measure B.3.: Articulation Agreements

Not applicable to VMI.

Measure B.4.: Economic Development

VMI currently has partnered with three organizations for economic development activities. These organizations are Rockbridge Regional Tourism, the Shenandoah Valley Battlefield Foundation, and the George C. Marshall Foundation. These partnerships were initiated in 2006. Previously VMI had supported the conference activities of the VMI Research Laboratories (VMIRL); however, during FY 2009 VMI assumed the conferencing function previously administered by VMIRL and now conducts the conferences as official VMI departmental activities.

Rockbridge Regional Tourism:

Initiative #1: Influence the Shenandoah Valley Battlefields Foundation (SVBF) to extend the Battlefields National Historic District to include Rockbridge County

Status/Assessment: VMI met with the former Executive Director to discuss the issues and concerns related to expanding the district to include Rockbridge County. The Board of the SVBF had some reluctance to attempt to modify the existing federal language to include Rockbridge County. The Shenandoah Valley Battlefields Foundation has recently appointed a new Executive Director. VMI will work with the new Executive Director to encourage working through the political process to accomplish this initiative.

Initiative #2: Achieve Funding for special projects which will enhance the overall experience and use of the Chessie Nature Trail for both local use and tourists.

Status/Assessment: VMI submitted two grant applications which included broad community support and involvement to receive financial support for improvements to the Chessie Nature Trail. Additional grants are being pursued with broad support from the community at large.

Initiative #3: Provide prominent location to set up a hospitality area for RRT at major VMI conferences.

Status/Assessment: VMI has provided space at the front entrances of major VMI conferences allowing RRT to set up a hospitality area to distribute destination marketing materials to increase the economic impact of the

conferences for local businesses and visitor destinations in Lexington and Rockbridge County.

Initiative #4: Provide guided tours of the VMI Post for visitors to the Lexington/Rockbridge Area.

Status/Assessment: VMI provides daily tours of the Post which originate from the VMI Museum. The tours include key VMI destinations (historic grounds, facilities, and the VMI Museum) in addition to the George C. Marshall Museum.

Initiative #5: Partner with RRT in the development of a combined admission program to local museums.

Status/Assessment: VMI supports the combined admission program; however, this program has not yet been initiated by RRT.

Initiative #6: Promote on the VMI website RRT with a prominent link on the “Visitors” home page.

Status/Assessment: The RRT website link is included on the pages for visitors to the VMI Post and is included under the main link for “Attractions and Events in the City of Lexington”

The Shenandoah Valley Battlefields Foundation:

Initiative #1: Provide a prominent link to the Shenandoah Valley Battlefields Foundation (SVBF) from the VMI Museum and New Market Battlefield State Historical Park (NMBSHHP) websites.

Status/Assessment: A link to the SVBF is located on the NMBSHHP website providing information about the battlefield’s National Historic District. A link will be added to the VMI Museum website.

Initiative #2: VMI staff located at the NMBSHHP will serve on committees of the SVBF.

Status/Assessment: VMI staff regularly participates on the board committees of the SVBF. These committees often meet during regular business hours and the staff is encouraged to participate in order to strengthen the SVBF and all battlefields which it represents.

Initiative #3: VMI and the SVBF will work together to implement the Marketing Plan to promote the 150th Anniversary of the Civil War.

Status/Assessment: Efforts related to the 150th Anniversary of the Civil War will become more pronounced in the coming year as funding and resources are directed to this effort.

Initiative #4: Encourage future lease renewals for the SVBF in the historic Shirley House owned by VMI.

Status/Assessment: Contract renewals are currently being negotiated for long term lease arrangements. Maintenance projects on the Shirley House include the replacement of the slate roof scheduled for the summer of 2010. A master plan study to be completed by the summer of 2010 will address current and future staff requirements, site landscaping and parking. The SVBF is an integral part of the master plan study.

Initiative #5: Provide meeting space to support the SVBF at the NMBSHP.

Status/Assessment: Meeting space to support SVBF Board Meetings, annual meetings, press events and staff retreats are available for use.

Initiative #6: Promote through brochures at the NMBSHP and at the VMI Museum the SVBF.

Status/Assessment: Brochures promoting the SVBF are available at the NMBSHP and at the VMI Museum.

Initiative #7: Both VMI and the SVBF are to continue membership in the Civil War Trails.

Status/Assessment: VMI and the SVBF are current members of the Civil War Trails.

Initiative #8: VMI and the SVBF will work collectively to secure federal and state funding for the SVBF.

Status/Assessment: VMI provides expertise and support to the SVBF on strategies in place for securing federal and state funding. Efforts with both local and state legislators will increase in preparation for the 150th anniversary of the Civil War.

Initiative #9: VMI and the SVBF will work collaboratively to determine the feasibility and practicality of legislatively modifying the National Historic District and Commission Act of 1996 to include Rockbridge County.

Status/Assessment: At present the feasibility of this effort has been politically difficult in the face of reducing funding already proposed for the SVBF. The political and economic climate will need to improve before this effort will be feasible.

Initiative #10: Land owned by the SVBF will be made available to support the annual re-enactment event held at NMBSHP.

Status/Assessment: Land owned by the SVBF is made available annual to support the re-enactment event.

George C. Marshall Foundation:

Initiative #1: To promote a safe business climate in Virginia VMI engages in activities that will lead to increased numbers of commissioned officers in the armed services, and in particular, the Virginia National Guard. VMI supports the George C. Marshall Foundation (GCMF) in hosting the annual Army ROTC Award Seminar held in Lexington, Virginia.

Status/Assessment: VMI provides significant logistical and security support for senior military officers who attend the Army ROTC Award Seminar. Shuttle services are also provided for escorting VIP's around the VMI Post and to facilities utilized off Post. VMI also provides a parade for the attendees which include the Corps of Cadets. Conference space, classrooms, dining facilities and services are made available to support the seminar. Traffic control and security are supported by the VMI Police Department. The VMI Protocol Office provides support for distinguished visitors. Cadets serve as escorts and VMI staff and faculty are available to lead round table discussions. Helicopters carrying senior military officers are supported by VMI for landings and takeoffs from the VMI Post.

In October 2009, VMI hosted the "George C. Marshall: Servant of the American Nation" Symposium which brought together top Marshall scholars and interested citizens in investigating the major roles assumed by George C. Marshall during his career of five decades. Issues and themes included Marshall and World War I, his "Organizer of Victory" and grand strategist roles in World War II, the European Recovery Plan, Korea and MacArthur, China, and the grand historical

shadow of his character and leadership. The symposium was developed in cooperation with the George C. Marshall Foundation.

VMI Conference Activities:

Initiative #1: VMI will provide facilities on Post including classrooms, meeting rooms, conference rooms, board rooms, parking and facilities to support conferences.

Status/Assessment: Conferences hosted by VMI have been provided space on Post and significant physical plant support for conference activities.

Initiative #2: The VMI Police Department will provide parking and traffic control for VMI conferences.

Status/Assessment: Support has been provided for parking vehicles, shuttle parking lots and parking on the VMI Parade Ground to support conference events.

Initiative #3: Provide public safety and security on the VMI Post for special event security needs for distinguished guests.

Status/Assessment: The VMI Police Department has provided special event security for distinguished guests including the Governor of Virginia.

Initiative #4: VMI will provide office space and housekeeping services to support the new conference office on Post.

Status/Assessment: Office space and housekeeping services are provided for VMI conference staff in VMI's recently completed Center for Leadership and Ethics.

Initiative #5: VMI is to provide Information Technology services to support the VMI Conference Office.

Status/Assessment: Information Technology support including internet, server storage space, MS Office, antivirus protection, telephone service and help desk services are available to VMI Conference Office employees.

Initiative #6: VMI will host the conference web pages on the VMI server.

Status/Assessment: The conference web page is hosted on the VMI server. The Conference Office provides their own content management.

Initiative #7: VMI's Conference Office will promote tourism in the local area in conferences hosted on Post by providing complimentary space for Rockbridge Regional Tourism.

Status/Assessment: VMI has provided complimentary space for Rockbridge Regional Tourism at conferences hosted on Post. The space provided has been prominently located to provide destination information to conference attendees.

Initiative #8: The VMI website will include promotion of conferences and links to event webpage's.

Status/Assessment: The VMI website hosts the VMI Conference Office website on the VMI server. Access to the Conference Office is seamless to the outside user.

Initiative #9: VMI will provide guest quarters for distinguished visitors to the conferences on the VMI Post.

Status/Assessment: Guest quarters are provided to support distinguished visitors. These requests are coordinated through the VMI Protocol Office.

Measure B.6.: K12 Development

The distinctive mission that the Virginia Military Institute fulfills for the Commonwealth does not readily accommodate the level of engagement with elementary and secondary education that this standard sets forth. That said; the Institute strives to contribute to the certification of new teachers, to advance the professional development of practicing teachers, and to provide appropriate educational opportunities for elementary and secondary students.

Rockbridge Teacher Education Consortium (RTEC):

In 2008-09 Washington and Lee University (W&L) and VMI formed the Rockbridge Teacher Education Consortium to provide a "dynamic teacher education program which is based on the common values shared by the two liberal arts colleges and on the strengths of W&L and VMI." W&L serves as the lead institution and is seeking accreditation by the Virginia Board of Education. Through its Teacher Education Program, W&L will provide the Virginia Dept. of Education with licensure recommendations for students who are seeking licensure as K-12 teachers and

have completed the approved teacher education programs. Faculty from VMI will contribute courses and cadets will participate in the program.

An external review committee from Virginia Department of Education completed its on-site visit and review of the two institutions in late November of 2009. The Committee recommended with stipulations for further data collection that the program be approved. A favorable response is anticipated from the Advisory Board on Teacher Education Licensure at their March meeting.

VMI anticipates having four students enrolled in the new program by fall 2010 and an additional four students enrolled by fall 2011.

Opportunities for Professional Development of Teachers:

Each year the Institute holds several well-known conferences that address environmental, educational and social issues of interest to elementary and secondary teachers working throughout the Commonwealth. Included among these conferences are the *Environment Virginia Symposium*, the *Commonwealth of Virginia Energy and Sustainability Conference (COVES)*, the *George C. Marshall Symposium*, and the *Spilman Symposium on Issues in Teaching Writing*. At these conferences teachers can learn about current perspectives on these topics and exchange ideas with experts in specific disciplines and with policy makers. Also the COVES Conference offers Continual Education Credits (CEU's) to participants.

Since filing the 2006 IPS Progress Report, the Institute has continued to offer complimentary registrations to teachers to encourage their participation. Because these conferences are now held at the new VMI Center for Leadership and Ethics, the Institute anticipates even greater interest in the conferences. Thus, beginning in 2010-11 the Institute will increase these incentives. For each of the energy/environment conferences, it will fund the registration fees of 12 (compared to 10) middle-school or high-school teachers of math or science working anywhere in the Commonwealth. For the Spilman Symposium, it will continue to fund five Rockbridge-area teachers of English.

Members of the Biology Department faculty periodically offer free training sessions at VMI for teachers interested in learning methods of scientific research and provide expert consultation on curricular and the teaching of science to the local home schooling organizations.

Educational Opportunities for Elementary and Secondary Students:

Character Counts:

Since 2007, VMI's Office of the Chaplain has organized, trained, and supervised volunteers from the VMI community to bring the nationally-recognized *Character Counts* program (developed by the Josephson Institute Center for Youth Ethics) to local middle-school students. Presently, 5 faculty members, 5 administrators and 10 cadets conduct the Josephson character development sessions each week at the Lylburn Downing Middle School. They conduct sessions with three 6th-grade classes, three 7th-grade classes and three 8th-grade classes. The volunteers from VMI are skilled in modeling and inculcating values shared by the missions of VMI and the K-12 public school system.

New Market Battlefield Park and the VMI Museum:

A vital component of VMI's public education service is its operation of the New Market Battlefield Park and the VMI Museum. Since 1967 the New Market Battlefield Park has served the educational needs of students in the elementary and secondary schools as well adults and special populations. The Park provides educational programs that for each grade level are mapped to the appropriate VA Standards of Learning (SOL). The "FOR TEACHERS" link at the Park's website provides detailed information about these opportunities. In 2008-09, over 4500 students visited the Park.

The VMI Museum is another education resource used extensively by school groups. The Museum provides tours by trained guides and study materials designed especially for elementary and secondary students. In 2009 over 2200 students visited the Museum in organized groups and many of them returned with their families later in the year.

Summer Camps and Other Learning Opportunities Offered by Academic Departments:

The Chemistry Department continues to conduct summer camps for high school students. These camps attract about a dozen students each year. In recent years a majority of these participants later enrolled as Chemistry majors at VMI. The Applied Mathematics and Computer Science Department will initiate its summer camp in the summer of 2010.

Faculty members from the Biology Department participate regularly in the public school science programs by serving as judges in science fairs.

Conferences Offered by the Institute:

The COVES Conference has sessions covering material at a level that is appropriate for advanced students in middle school or high school. In 2010-11 the Institute will fund 12 student registrations.

Measure B.7.: Campus Safety & Security

#	Best Practice	Applicable	Implemented	Implementation Date (Month/Year)
1	Safety and Security Committee(s)	Yes	Yes	
2	Crime Prevention Through Environmental Design (CPTED)	Yes	Yes	
3	Student Orientation Curriculum	Yes	Yes	
4	Rape Aggression Defense (RAD) sessions	No		
5	Trained and supervised student employees	No	-	-
6	Student police academy (Institutions with police depts.)	Yes	No	July 2014
7	Community policing philosophy	Yes	Yes	
8	Written policy and procedures manuals	Yes	No	July 2010
9	Campus police department accreditation	Yes	No	August 2018
10	Campus security department accreditation	No	-	-
11	Professional development	Yes	Yes	
12	Chief of Police/Director of Security professional participation	Yes	Yes	
13	Annual meeting with community officials	Yes	Yes	
14	Annual meeting with institution officials	Yes	Yes	
15	Inclusion in regional disaster plans	Yes	Yes	
16	Campus police departments concurrent jurisdiction	Yes	Yes	
17	Campus survey	Yes	Yes	
18	Written investigation of crimes procedures	Yes	Yes	
19	Written victim protocols	Yes	Yes	
20	Case identification and tracking	Yes	Yes	
21	Written sanctions to address violations of the law	Yes	Yes	
22	Institutional support for alcohol control and enforcement	Yes	Yes	
23	System for sharing violations with other institutions	Yes	Yes	
24	Liaison with Commonwealth's Attorney	Yes	Yes	
25	Notification of victim right to bring case to the magistrate	Yes	Yes	

26	Violent felonious crime consultation	Yes	Yes	
27	Criminal action protocols	Yes	Yes	

Best Practices – Applicability, Implementation and Justification

Best Practice #1

Applicable: Yes

Implemented: Yes

Justification: VMI has established an Emergency Preparedness Committee to address the safety and security related issues across the VMI Post. For example, this committee has addressed safety issues like violence prevention (handgun policy that lead to the establishment of the Workplace Violence Committee) and an evaluation of access to cadet rooms.

VMI has established a Violence Prevention Committee with representation from various departments across the VMI Post. The committee has been appointed by the Superintendent and reports to the Superintendent.

The Violence Prevention Committee is a standing committee charged to provide guidance to students, faculty and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community; to identify members of the campus community to whom threatening behavior should be reported; and to develop policies and procedures for the assessment of individuals whose behavior may present a threat, appropriate means of intervention, and sufficient means of action. This committee was established through Memorandum Number 68, dated 29 May 2008.

Additionally, a Threat Assessment Team has been established as a standing committee appointed by the Superintendent and reports to the Superintendent. The purpose of the Threat Assessment Team is to assess the validity of reports related to violent or threatening behavior; to intervene and execute sufficient action in the event of threatening or violent behavior; and to maintain relationships with local and state law enforcement and mental health agencies in order to expedite assessment and intervention.

Best Practice #2

Applicable: Yes

Implemented: Yes

Justification: The VMI Police has been included as members of the Building Committees for all future projects to ensure that CPTED is implemented. VMI Police Department has two officers with training in CPTED, including the Chief of Police.

Best Practice #3**Applicable:** Yes**Implemented:** Yes

Justification: Briefings related to alcohol abuse are presented to all new cadets in August/September of each year. This briefing includes a brief review of the consequences as denoted in the policies and procedures (Blue Book) and how to avoid legal problems.

In the spring prior to Spring Break in April, VMI sponsors Safe Spring Break and National Alcohol Awareness Week which promote legal and responsible use of alcohol.

Best Practice #4**Applicable:** No**Implemented:** N/A

Justification: All members of the Corps of Cadets must successfully complete a semester of boxing, swimming and wrestling during their tenure at VMI. Cadets must complete a physical education course each semester and they are also required to take a physical fitness test. Also made available to the cadets are additional courses in grappling and combatives.

VMI is requesting to be exempted from best practice #4 because the current training enables each cadet to be better prepared to respond to aggressive conduct from an offender.

Best Practice #5**Applicable:** No, VMI seeks an exemption from this best practice.**Implemented:** N/A

Justification: VMI does not have a campus security department thus cadets (students) are not trained and supervised to augment a security service. The VMI Police Department, given the small size of VMI (approximately 1,350 cadets and 825 faculty and staff members) does not currently require additional support provided by a campus security department.

Quality professional police services are provided by the VMI Police Department. The department enforces laws; serves and protects the general public; prevents and detects criminal activity; and reduced the fear of crime through community partnerships.

The VMI Guard Team further enhances the security posture of the Post. The Guard Team functions 24 hours a day and 7 days a week during the academic year and is comprised of members of the Corps of Cadets. All cadets are eligible and are required

to complete guard duty when assigned by the Commandant of Cadets. When assigned to guard duty, cadets are charged with enforcing the rules and regulations of the Institute. The VMI Guard Team augments the Commandants Staff.

Best Practice #6

Applicable: Yes

Implemented: To be implemented by August 2014.

Justification: Enrolling faculty, staff, and cadets in a student police academy will provide participants with a working knowledge of the VMI Police Department's personnel, policies, goals, and objectives.

The VMI Police Department is in the process of updating all policies and procedures to conform to the standards for accreditation the Virginia Law Enforcement Professional Standards Commission (VLEPSC). Once the update of all policies and procedures is completed in July 2010, the VMI Police Department will consider establishing a student police academy.

Best Practice #7

Applicable: Yes

Implemented: Yes

Justification: Two officers of the VMI Police Department are participating in the bicycle patrol program. The Police Department website has a silent witness reporting system which is monitored daily. The web page can be found at <http://www1.vmi.edu/silentwitness>.

Best Practice #8

Applicable: Yes

Implemented: To be implemented by July 2010.

Justification: The current policy and procedure manual for the VMI Police Department is dated February 1983. The department is in the process of updating the policies and procedures and adding additional policies as required conforming to the VLEPSC. All existing and new policies and procedures will conform to state and federal laws and the specific needs of the Police Department. Updating all policies and procedures and meeting the standards set forth by VLEPSC will require compliance with 180 professional standards which are divided into four general subject areas with associated standards and topics (Administration-76 standards/25 topics, Operations-63 standards/12 topics, Personnel-33 standards/10 topics, and Training-8 standards/4 topics). The update to the policies and procedures manual will give consideration to the standards set forth by VLEPSC and be completed in July 2010.

Best Practice #9**Applicable:** Yes**Implemented:** To be implemented by August 2018.**Justification:** VMI will seek accreditation from VLEPSC. The requirements to conform to VLEPSC will require significant financial resources. It is expected that with increased funding the Police Department will gradually meet the required staffing, equipment and facilities requirements.

VMI plans to achieve accreditation in August 2018. Increased state funds will be required in order to meet the accrediting standards.

Best Practice #10**Applicable:** No, VMI seeks an exemption from this best practice.**Implemented:** N/A**Justification:** VMI does not have a campus security department thus the cadets (students) are not trained and supervised to augment a security service. The VMI Police Department, given the small size of VMI (approximately 1,500 cadets and 825 faculty and staff members) does not currently require additional support provided by a campus security department.

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The VMI Guard Team further enhances the security posture of the Post. The Guard Team functions 24 hours a day and 7 days a week during the academic year and is comprised of members of the Corps of Cadets. All cadets are eligible and are required to complete guard duty when assigned by the Commandant of Cadets. When assigned to guard duty, cadets are charged with enforcing the rules and regulations of the Institute. The VMI Guard Team augments the Commandants Staff.

Best Practice #11**Applicable:** Yes**Implemented:** Yes**Justification:** The VMI Police Chief is a member of the Virginia Association Campus Law Enforcement Administrators (VACLEA) organization and has attended training in 2006 sponsored by VACLEA.

Best Practice #12**Applicable:** Yes**Implemented:** Yes**Justification:** The Chief of Police is a member of Virginia Association of Campus Law Enforcement Administrators (VACLEA), International Association of Campus Law Enforcement Administrators (IACLEA), and Virginia Association of Chiefs of Police (VACP).**Best Practice #13****Applicable:** Yes**Implemented:** Yes**Justification:** The Chief of Police meets with local law enforcement, Commonwealth Attorney's, and other civic leaders on a monthly basis. Meetings include Chiefs of Police from Buena Vista, Lexington, the Sheriff from Rockbridge County, Superintendent of Regional Jail, Director of Public Safety from Washington and Lee, Director of Public Safety from Southern Virginia University, Buena Vista City Sherriff, Virginia Attorney General's Office, the Federal Bureau of Investigations, and the Virginia State Police.**Best Practice #14****Applicable:** Yes**Implemented:** Yes**Justification:** The Chief of Police meets regularly with department heads throughout VMI.**Best Practice #15****Applicable:** Yes**Implemented:** Yes**Justification:** VMI has a Continuity of Operations Plan (COOP) which complies with the National Incident Management System (NIMS) and the Virginia Department of Emergency Management Standards.**Best Practice #16****Applicable:** Yes**Implemented:** Yes**Justification:** The County of Rockbridge, Virginia has entered into a police jurisdictional authority agreement with the VMI Police Department. This document is dated 14 April 2003.

Best Practice #17**Applicable:** Yes**Implemented:** Yes

Justification: VMI Institutional Research has an existing survey which addresses many topics across the Post including the VMI Police. Additional questions were added to the existing survey and were presented to the cadets in December 2009.

Best Practice #18**Applicable:** Yes**Implemented:** Yes

Justification: The VMI Police Department developed a policy which addresses how all members of the department must clearly understand their responsibilities during preliminary and follow-up criminal investigations.

Best Practice #19**Applicable:** Yes**Implemented:** Yes

Justification: Members of the VMI Police Department are required to adhere to the "Crime Victim and Witness Rights Act" which was made law by the Virginia General Assembly in 1995. When appropriate, VMI Police Officers provide handouts outlining certain assistance protocols for victims and witnesses.

Best Practice #20**Applicable:** Yes**Implemented:** Yes

Justification: The Superintendent and Commandant of Cadets oversee the VMI Honor System (stealing) and Class System which is executed by leaders from the Corps of Cadets. The Rules and Regulations for Cadets are clearly identified and administered through the Blue Book. Mechanisms are in place to track the outcome of actions that could be considered criminal in a court of law.

The VMI Police Department has a tracking mechanism to track the outcome of actions by students that could be considered criminal in a court of law. The VMI Police Department developed a policy which will assist with the tracking of police incidents.

VMI has several mechanisms in place which properly document student actions.

Best Practice #21**Applicable:** Yes**Implemented:** Yes

Justification: VMI has addressed this recommendation in written policy established as General Order Number 2 which is “VMI Alcohol and Illegal Drugs Policy”, dated July 12, 2006.

Best Practice #22

Applicable: Yes

Implemented: Yes

Justification: VMI has established written policies addressing alcohol and illegal drugs. Handouts are also provided to the public when attending large sporting events. VMI supports the VMI Police Department in enforcing the criminal laws addressing alcohol violations.

Best Practice #23

Applicable: Yes

Implemented: Yes

Justification: The VMI Police Department developed a policy which will establish procedures and responsibilities for liaison and the maintenance of open channels of communication between police departments and other criminal justice agencies.

Best Practice #24

Applicable: Yes

Implemented: Yes

Justification: The Chief of Police is the designated liaison with the Commonwealth Attorney’s Office and meetings are scheduled on a monthly basis with staff members.

Best Practice #25

Applicable: Yes

Implemented: Yes

Justification: All VMI Officers are trained and required to offer assistance to victims and witnesses of a crime about their right to bring their case to the magistrate.

Best Practice #26

Applicable: Yes

Implemented: Yes

Justification: VMI Police Officers are required to contact the Commonwealth Attorney when investigating any serious crime.

Best Practice #27

Applicable: Yes

Implemented: Yes

Justification: The VMI Police Department developed a policy which will assist all members of the department with the rights of victims and witnesses under the provisions of the Crime Victim and Witness Rights Act. The purpose of the policy will be to inform all members of the department of their obligation to inform, assist and protect the victims and witnesses of crime.

Virginia State University

Measure A.4.: Academic Standards

During the 2008-2009 academic year, Virginia State University restructured its program review and annual reporting processes to achieve stronger integration and reduce redundancy. Consequently, only the academic programs scheduled for external specialized accreditation conducted program reviews during the academic year. The other scheduled program reviews were suspended temporarily.

A faculty task force on program review and annual reporting submitted its findings, recommendations, and a revised schedule. The schedule is designed to ensure that all programs which do not undergo an external specialized accreditation process will undergo program review every five years.

Programs undergoing external specialized accreditation and program review in 2008 were Computer Engineering (ABET), Manufacturing Engineering (ABET), and Visual Communication Art and Design (NASAD). Programs undergoing an external specialized accreditation process in 2009 were Computer Science (ABET), Electrical AND Electronic Engineering Technology (ABET), Industrial Technology and Logistics (ABET), Mechanical Engineering Technology (ABET), and Nursing.

Measure B.3.: Articulation Agreements

Prior to the 2008-2009 academic year, Virginia State University (VSU) had established transfer agreements with the Virginia Community College System and three individual community colleges. By March 9, 2009, the VSU had completed 12 articulation agreements signed by the president and the chancellors of the respective community colleges and Richard Bland College. Some community colleges preferred not to enter into an institutional transfer agreement, but decided to consider the VCCS system-wide agreement as sufficient.

Measure B.4.: Economic Development

The 2501: Outreach for Socially Disadvantaged Farmers and Ranchers Program.

Cooperative Extension engages in several major economic development initiatives. The 2501: Outreach for Socially Disadvantaged Farmers and Ranchers (OASDRF) program is designed to encourage and assist limited-resource and socially-disadvantaged producers and ranchers to own, maintain, and operate farms and ranches independently; participate in agricultural programs; and improve their overall farm management skills. The program provides a wide range of outreach and assistance activities in production management, financial management, marketing,

available USDA farm programs, and other areas to increase farm profitability and promote sustainability.

From 2008 – 2009, the 2501 OASDFR program was conducted in 24 counties that have the highest concentration of socially disadvantaged farmers and ranchers with a goal of providing outreach and technical assistance. Project staff collaborated with Virginia Cooperative Extension Specialists, Agents, USDA Agencies and private sector agencies to provide a wide range of programs for participants. Overall, The Virginia State University OASDFR has accomplished and in some instances, exceeded the stated objectives. During the project period, approximately 1,700 socially disadvantaged farmers received educational outreach and technical assistance from Virginia State University. During 2009, the program helped 743 socially disadvantaged and limited resource farmers improve farm production practices, develop business and marketing plans, and apply for USDA farm program funds. Among many other results, 548 farmers saved a total \$396,200 (average of \$723/farm), and 510 farmers earned a total of \$342,750 (average of \$672/farm).

Virginia Aquaculture Association – MOU. Virginia State University has a memorandum of Understanding with the Virginia Aquaculture Association to teach small, limited resource farmers to raise aquaculture products (channel catfish, tilapia, rainbow trout, hybrid striped bass and freshwater shrimp) in ponds, cages and greenhouses to diversify their operations to earn supplemental income. This program has expanded considerably over the years and enabled farmers throughout Southside Virginia to diversify their sources of income. The following resulted from the Virginia Aquaculture Network (VAN) partnership:

- The VAN membership has increased to over 23 members.
- Freshwater shrimp juveniles stocked in ponds throughout the state increased from 233,000 in 2007 – 555,000 in 2009.
- The total value of shrimp juveniles sold and market harvests in 2009 equaled \$402,154.50.
- Virginia fish feed sales generated \$30,000 in 2009, with an additional \$10,000 generated from the sales of hybrid striped bass, channel catfish, and rainbow trout.
- Aqua-tourism and recreation fishing have been promoted as viable Virginia industries, generating \$12,500 from Virginia operators in VAN.
- VSU assisted Virginia fish producers to connect with local farmers markets across the state
- VSU assisted in developing guidelines for the Virginia's Finest labels for rainbow trout, catfish, and tilapia

The Tobacco Commission Project. The Tobacco Commission Project, ending in 2009, focused on developing projects in Virginia's tobacco dependent communities that

have the capability of diversifying the agricultural pursuits of Virginia farmers, with an emphasis on those affected by the federal buy-out, and the next generation of farmers within the Commonwealth. The program addressed local needs based upon the number of impacted farmers in the communities served by the Tobacco Commission. As a result of the project, traditional tobacco farmers are more aware of the potential for meat goat production; interest in this activity has increased significantly. In addition to the contributions listed above, this grant provided support for more intensive efforts than could otherwise be accommodated with regular funding. Specific aquaculture project outcomes include:

- An increased awareness of aquaculture as an alternative rural development enterprise through multiple agriculture fairs, 18 workshops and field days. An estimated 50,000 participants interacted with the 2009 Virginia State Fair display. More than 200 individuals took part in hands-on educational programs.
- Aquaculture management sessions were held regionally in Southside VA and during 3-day “fish school” at VSU.
- Site evaluations were conducted for aquaculture potential at greater than 50 locations. Approximately half of these visits resulted in new pond operations or improvements in existing systems.
- More than 10 schools initiated aquaculture in the classroom projects.

Efforts from the Virginia State University Small Ruminant Program to identify and provide information and technical assistance on the production and marketing of small ruminants continue to revive and strengthen the rural Virginia communities that relied on tobacco as their main source of income. Additionally, more and more farmers in these communities are developing interest in meat goat production. This testimony of small ruminant program accomplishments includes the following:

- 15 fact sheets on different topics were developed to assist potential and existing producers with current, research based information on small ruminant production and marketing. More than 4,000 copies of these fact sheets have been distributed.
- 384 farmers learned about the general outlook of the industry, financial and business planning, facilities and equipment required for start up, breeds and breed selection, herd management and marketing.
- 430 farmers were trained at various locations on the FAMACHA system and how to handle fecal specimens for analysis in an effort to control parasitic infestation of the herd.
- 730 individual farm/home visits were conducted to help small ruminant producers solve production and marketing problems and to monitor their progress.
- Producers were trained on new and innovative marketing strategies. New markets were identified and value added techniques were stressed. Over 600 producers have benefited from our marketing programs.

- Virginia State University collaborated with Virginia Cooperative Extension and Halifax County Agricultural Development Office to conduct a meat goat outreach and marketing program in Halifax in July 2008. This event with the initial attendance of 46 producers gave birth to the Southern Virginia Meat Goat Association with current membership of approximately 100 farmers.

VSU Forestry Project to Improve Profitability of Forest Landowners – MOU. For the first time in the history of Virginia State University, funds have been provided, under the McIntire-Stennis Cooperative Forestry Research Program, to initiate a forestry program in the School of Agriculture. We are collaborating with Virginia Tech, the Virginia Department of Forestry, federal and state agencies, and private forestry land-owners to develop and implement the program. Forestry contributes almost \$ 24 billion to the economy of the Commonwealth. Through the program, the School of Agriculture will become more involved in forestry by engaging students and faculty and working with forestry land-owners. The collaborators executed a formal Memorandum of Understanding (MOU) in January.

NRCS/VCE/VSU Small Farm Outreach Project – MOU. Natural Resources and Conservation Services (NRCS) has partnered with Virginia Cooperative Extension and the Virginia State University Small Farm Outreach Program to conduct an outreach project to get more small and limited-resource farmers involved in NRCS Farm Bill programs, including the Chesapeake Bay Watershed Initiative, Conservation Stewardship Program, and the Environmental Quality Incentives Program. The project will improve conservation and environmental practices, thus allowing participating farmers to save money and increase overall profitability.

This project hired three Outreach Coordinators who will conduct training in 22 counties throughout Central, Eastern and Northern, Virginia including: Franklin, Pittsylvania, Halifax, Charlotte, Prince Edward, Nottoway, Lunenburg, Mecklenburg, Brunswick, Dinwiddie, Greensville/Emporia, Sussex, Southampton, Culpeper, Madison, Greene, Orange, Louisa, Fluvanna, Buckingham, Cumberland, Amelia, and Hanover

Economic Development through Alternative/Value-Added Agriculture. Market demand for fresh, locally grown raspberries is high as it is listed as one of the top 10 healthiest foods with the highest antioxidant level. VSU is developing a viable berry industry by assisting Virginia berry growers with high tunnel raspberry production that extended their production season by four months and increased on-farm income by 10-15%. In 2009, ten berry growers committed to forming a marketing cooperative that will link high tunnel production to effective food safety practices, packaging, distribution, and marketing to retail outlets in Northern Virginia.

Agriculture is an overlooked employment opportunity in many cities, with few state and federally funded programs focusing on job creation for low-income urban residents. VSU helped 200 homeowners, churches, and schools establish vegetable gardens using an above ground soil containment system called “Cell-u-gro” to grow vegetables, flowers and herbs in parking lots, driveways, on porches and on rooftops. Participants

used the gardens to improve their nutrition, beautify their surroundings, and generate supplemental income.

Small Business Development Partnership. The Extension Division of the School of Agriculture partners with DBA to implement workshops for small businesses in cities and counties throughout Virginia. The Extension division utilizes its Mobile Technology Lab to support these venues. Currently, workshops are planned on the campus of Virginia State University and in South Hill, South Boston, and Franklin, Virginia. The Virginia Department of Business Assistance is the Commonwealth's economic development agency for entrepreneurs, existing businesses, financing programs, and workforce incentives. The mission of the Department of Business Assistance is to promote economic growth by helping Virginia businesses prosper.

The Rural Entrepreneurship Project. The Rural Entrepreneurship Project is designed provide current and potential business owners in selected rural and impoverished communities with opportunities to gain entrepreneurial, business management and information technology skills that will enable them to start, own and operate a profitable business successfully. This project has strengthened and expanded the capabilities of Virginia State University's 1890 Cooperative Extension program by helping rural, underserved individuals obtain new skills to start a new business or to strengthen an existing one through educational programs designed to assist individuals to develop business plans and business management skills. In 2008, the grant project ended, and the work of the RBS Grant was connected with the 2501 OASDFR program to increase project reach.

VSU Mobile Computer Technology Lab. All projects listed above were facilitated by a 12 workstation, state-of-the-art Mobile Technology Lab with high-speed, two-way satellite internet access to enable participants to use business plan software and seek business and economic information. Small group and one-on-one technical assistance is provided by VSU Extension specialists, the Business Management Advisor (Co-PI), and Business Development Advisor Adults and Youth.

The Mobile Computer lab expanded its emphasis to include serving as an internet access and resource provider to rural communities across Virginia lacking broad-band internet capabilities. This included partnering with other universities and medical professionals to bring internet access to counties in Southwest Virginia through "Remote Area Medical (RAM)." Partnering with RAM allowed medical professionals to use the VSU Mobile Lab to access medical records and information to provide adequate health care for Appalachian residents.

Measure B.6.: K12 Development

Virginia State University (VSU) has contractual agreements with the public school districts in Region I through its Professional Education Programs Unit. The Unit and its school partners design, implement and evaluate field experiences and clinical practices

so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills and dispositions necessary to help all students learn. Field experiences and clinical practice with PK-12 school partners are an integral part of the preparation in initial and advanced programs at VSU.

Exemplars of the collaboration between the Unit and school districts in Region I are provided below:

- a. Virginia State University (VSU) has signed a Memorandum of Agreement with the Hopewell City Public School District. Two members of the Department of Doctoral Studies are partnering with the Hopewell City Public Schools in implementing the Department of Defense Education Activity Partnership Program (DoDEA) grant. This Military K-12 Partners Grant awarded to Hopewell City Schools is intended to help increase pass rates on the SOL (Standards of Learning) tests for students in Grades 3 – 5 at Harry E. James Elementary School. The grant will be implemented over a 3-year period, and the two faculty members from the Department of Doctoral Studies will serve as evaluators for the grant.
- b. A faculty member from the Department of Doctoral Studies, in conjunction with faculty from the Department of School and Community Counseling, is involved in conducting assessment and accountability workshops for school counselors in Petersburg City Public Schools. The goal of the collaboration is to train the public school district counselors to implement processes of developing their own accountability system by learning various methods of assessing the delivery of their services (individually and by department).
- c. School counselor practicum candidates are placed in urban, suburban and rural surrounding school sites at the elementary, middle and secondary school levels. The school divisions included: Richmond, Petersburg, Henrico, Chesterfield, Sussex, and Prince George.
- d. The Virginia State University Department of Doctoral Studies is collaborating with the Hopewell City Public School District in conducting research on topics/issues of concern to the school district. Currently, one of the candidates in the doctoral program is conducting a research study entitled -- *Nurturing or "Nagging": **An Investigative Study of Factors That Affect the Dropout and Graduation Rates in the Tri-Cities Area (Colonial Heights, Dinwiddie, Hopewell, Petersburg, and Prince George.***
- e. The Virginia State University Department of Doctoral Studies has contractual agreements with the surrounding school districts in Region I (Charles City, Chesterfield, Colonial Heights, Dinwiddie, Goochland, Hanover, Henrico, Hopewell, New Kent, Petersburg, Powhatan, Prince George, Richmond, Surry, Sussex) for placement of candidates eligible for internships in educational

administration and supervision. One of the requirements candidates must meet is a report of the inquiry project on topics/issues that have the potential to create a positive environment for academic success for all students.

- f. In the summer of 2008, the Department of Administrative and Organizational Leadership offered a Data Institute to thirty (30) selected teachers and administrators from Petersburg, Chesterfield, Dinwiddie, Hopewell, and Prince George. The purpose of the institute was to assist these school divisions with data analysis and disaggregation. The goal was to improve student success through better use of data.
- g. In the fall of 2008, VSU embarked upon a program with Petersburg City and Dinwiddie County public schools called "The Tiers of Possibility". Tier I consisted of a cohort of ten (10) candidates selected to enroll in a Master of Education degree program in Educational Administration and Supervision to be completed in two years. Tier II involved all of the existing assistant principals and principals in the two school divisions participating in professional development activities to coincide with the activities of the candidates from their schools. Tier III consisted of activities developed to mentor present administrators and develop meaningful internship experiences for the cohort group. The total project is being funded by the Cameron Foundation, which supports collaborative educational activities designed to improve community learning programs. All ten of the candidates are on schedule to graduate in the spring of 2010.
- h. A student cohort of twenty (20) Central Office administrators and directors in Chesterfield County Public Schools began enrollment in graduate courses in the spring of 2008. The intent of this cohort was to prepare all of the participants to qualify for an endorsement in Administration and Supervision as requested by the leadership of the Chesterfield County schools. The cohort has successfully completed all course work and many of the candidates have received their endorsement.
- i. A second EDAS cohort from Chesterfield County was organized to prepare another group of school leaders. This cohort began in the spring of 2009 and should complete their course work by the spring semester of 2011.
- j. The Sussex County Public Schools requested that a master's level cohort in Organizational Leadership be offered for eighteen (18) selected teachers within the school division. The purpose of the cohort is to prepare better teacher leaders for the future in the school division. These teachers have no desire to become administrators at this time; however, this program will position them to be able to work more successfully with the administration to achieve their goals. The Organizational Leadership program is a non-endorsement track program. Candidates should complete this program within two (2) years.

- k. The master's program continues to work with schools in Regions 1 and 8 to assist in improving the internship experience for all of the EDAS candidates. Training sessions have been scheduled for clinical supervisors that assist candidates in both embedded internship experiences (internship hours gained as a result of completing a specific class assignment), as well as the standard internship in elementary, middle, and secondary schools and agencies. Every effort is being made to give candidates as much hands-on experience as possible while enrolled in the program.
- l. The Department of Teaching and Learning offered on-site teacher endorsement certification courses for teachers with provisional licenses. Such courses provided access to fifteen or more provisional license holders and other selected personnel to gain needed skills and teaching strategies aimed at improving teacher quality and student performance. In Petersburg Public Schools, the courses included: Human Growth and Development, Foundations of Education, Behavior Management in Educational Settings, Reading in the Content Areas, and Language Instruction and Literacy in Elementary Schools.
- m. In the Hopewell Public School District, the Department of Teaching and Learning provided provisional license holders with the course, Language Instruction and Literacy in Elementary Schools.
- n. The Department of Teaching and Learning collaborated with Hopewell Public Schools and Sussex County Public Schools in the development of a Memorandum of Understanding, "Strengthening Instruction in Virginia Middle Schools: Focus in Mathematics (SIVMS-M)." The expectation is to collaborate with Educational Testing Service (ETS) in providing training that will enhance the mathematics instructional skills of in-service middle school teachers by providing the latest strategies in professional development to address the achievement gap in middle school mathematics.
- o. Focus on Mathematics (SIVMS-M) consists of 1) Summer Mathematics Institute for sixty teachers of mathematics; 2) four Saturday Mathematics Workshops throughout the year; 3) facilitating Best Practices in Standard-Based Instruction and the Use of Formative Assessment; and 4) facilitating a student-focused intervention aimed at changing negative perceptions and enhancing motivation.
- p. The Professional Education Programs Unit serves as a National Board for Professional Teaching Standards (NBPTS) support site for twenty teachers from Petersburg Public Schools. Operating under a grant funded by State Farm Insurance Company, program workshops provide structured coaching, mentoring and other assistance to teachers seeking National Board Certification. The National Board Awareness workshops should yield a pool of teachers prepared to improve instruction and provide new strategies for implementation in the district.

- q. Field experiences in Region I schools are aligned with professional education courses. The assignments include observation and assisting, tutoring and instruction in small and large groups. Reflections from each field experience shape the student's concept of teaching philosophy and action research. This is followed by student teaching, the capstone experience.

Measure B.7.: Campus Safety & Security

Virginia State University has either implemented or scheduled for implementation 26 of the 27 Virginia Crime Commission Best Practice Recommendations as indicated in the table below. One recommendation is under review.

#	Best Practice	Applicable	Implemented	Implementation Date (Month/Year)
1	Safety and Security Committee(s)		X	
2	Crime Prevention Through Environmental Design (CPTED)		X	
3	Student Orientation Curriculum		X	
4	Rape Aggression Defense (RAD) sessions		X	
5	Trained and supervised student employees		X	
6	Student police academy (Institutions with police departments)		X	1 st class began Feb 8, 2010
7	Community policing philosophy		X	
8	Written policy and procedures manuals		X	
9	Campus police department accreditation	X		FY 10-11
10	Campus security department accreditation	X		FY 10-11
11	Professional development		X	
12	Chief of Police/Director of Security professional participation		X	
13	Annual meeting with community officials		X	
14	Annual meeting with institution officials		X	
15	Inclusion in regional disaster plans		X	

16	Campus police departments concurrent jurisdiction	under review		To Be Determined
17	Campus survey		X	
18	Written investigation of crimes procedures		X	
19	Written victim protocols		X	
20	Case identification and tracking		X	
21	Written sanctions to address violations of the law		X	
22	Institutional support for alcohol control and enforcement		X	
23	System for sharing violations with other institutions		X	
24	Liaison with Commonwealth's Attorney		X	
25	Notification of victim right to bring case to the magistrate		X	
26	Violent felonious crime consultation		X	
27	Criminal action protocols		X	Addressed by Violence Prev. Committee reviews

Virginia Tech

Measure A.4.: Academic Standards

Currently, Virginia Tech is in the process of applying for reaffirmation of accreditation from the Southern Association of Colleges and Schools - Commission on Colleges. The on-site review by SACS will be completed in spring 2010. All degree programs at Virginia Tech have developed assessment processes to improve student learning. These continuous improvement processes consist of identifying student learning outcomes, identifying/developing measures of those outcomes, measuring the outcomes, using the results to identify areas of change, making appropriate changes, and continuing the process by measuring student learning again. The process has developed differently depending on the nature of the program or unit. The majority of degree programs have collected data to measure their outcomes and to inform change. However, some programs have used the process initially to make explicit changes in focus and direction and have spent more time re-writing outcomes, developing measurement instruments, and, in several cases, rewriting their curriculum to map onto more explicitly developed outcomes.

Virginia Tech -- Further Examples:

Geosciences (BS) – College of Science

The B. S. in Geosciences is guided by five student learning outcomes: (1) using scientific methods for geoscientific inquiry, (2) communicating in the geosciences, (3) identifying and describing earth materials, (4) identifying and describing earth processes, and (5) interpreting and evaluating geologic models.[1] Measuring these outcomes is accomplished, in part, through the evaluation of student research projects across the curriculum.

Written reports and oral presentations in three writing and research intensive geosciences courses (GEOS 1005, GEOS 3204, and GEOS 4024) demonstrate students' ability to pursue scientific inquiry. Using a faculty developed rubric, student work from those three courses provide evidence for development of students' reasoning and writing skills (learning objectives #1 and #2). The student work evaluated for this measure involved:

- written and oral reports from Geoscience Fundamentals (GEOS 1005),
- two formal written reports based on analyses of data collected during the fieldwork portion of Sedimentology and Stratigraphy (GEOS 3204), and
- the written research proposal and related powerpoint presentations developed in the Senior Seminar (GEOS 4024), a capstone course for graduating seniors in which they participate in a current research project using the guidelines for

proposal writing established by the National Science Foundation from the *NSF Grant Proposal Guide (NSF 04-12)*.

Ratings of students through use of rubrics were given on a percentage scale (0% - 100%). The target achievement level was determined to be “students who successfully complete these courses will achieve greater than 85% on their written work or formal presentations.” During the analysis phase, this was later operationalized as ‘for each course, students would achieve an average rating greater than 85%.’

In GEOS 1005, students' performance on written projects averaged 90%. Oral projects averaged 92%. In GEOS 3204, the first writing assignment resulted in students averaging 88% overall, with weaknesses noted in their ability to organize a scientific paper. On the second writing assignment, students averaged 82%, overall with weaknesses noted in development and organization. In GEOS 4024, the average score for the final written proposals was 85%; scores on oral presentations in which the students assess the broader impacts and intellectual merit of their proposal averaged 89%.

Based on this analysis, the department determined that in general, students in the program are achieving the department's expected learning outcomes of using scientific methods for geoscientific inquiry and communicating effectively in the geosciences. However, weaknesses were noted across all students in terms of development and organization. The Office of Academic Assessment reports that the Geosciences curriculum committee will be meeting in fall 2009 to discuss strategies for addressing these weaknesses. In addition, the faculty determined that the current rubric, while effective, needed to be simplified and aligned to fit all forms of writing in the courses. Therefore, the department's curriculum committee will begin to revise and re-test the rubric in fall 2009.

General Business (BS) – Pamplin College of Business

One of the learning outcomes for students graduating with a B.S. in General Business is that they will be proficient in oral and written communication. The college has focused on this particular learning outcome for the last two years and uses two measures for assessing student achievement of the outcome. The first measure is related to writing communication and the second measure is related to oral communication. This example will focus on how well students are achieving the expected learning outcome relative to oral communication and related plans for improvement.

Assignments embedded in the curriculum in both oral communication and written communication are evaluated by faculty across several dimensions. Proficiency in oral communications is rated using 12 rating categories such as voice command/clarity, use of non-verbal communications, efficient use of language, evidence of preparation,

effectiveness of handling questions, and appropriateness of content. The program's achievement target for this measure is "80% of ratings will be at the level of 'meets' or 'exceeds' expectations."

In 2007-08, more than 80% of the ratings in 10 of the 12 categories were "meets" or "exceeds" expectations. The two categories in which fewer than 80% of the ratings were "meets" or "exceeds" were use of non-verbal communication and organization. Subsequently, the program developed six action plans:

- determine and improve student access to Communication 2004 (Public Speaking);
- review content of Communication 2004 with the Communication Studies department to determine how non-verbal communication and organization of contents are addressed in the course;
- provide individual department level reports as well as the college report on oral communication assessments to each department;
- report findings to instructional faculty;
- provide instructional faculty with examples of poor oral content organization; and
- develop a website to support communication skills.

The following year, 2008-2009, more than 80% of the ratings were "meets" or "exceeds" expectations in 11 of the 12 oral communications rating categories, Ratings for use of non-verbal communications continued to fall short of the achievement target with 77% of the ratings (need a better word here) coming in at "meets" or "exceeds" expectations. In addition, when compared with the results for 2007-2008, student achievement in nine of the categories improved.

Human Nutrition, Foods, and Exercise (BS) – College of Agriculture and Life Sciences

Students graduating with a B.S. in Human Nutrition, Foods, and Exercise (HNFE) are expected to "demonstrate a strong foundation of knowledge consistent with a broad-based nutrition, foods, and exercise education." From HNFE 4004 (Seminar in HNFE: Writing and Discourse in the Major), each student's Scientific Review paper is evaluated by three faculty through a 12-element rubric[4] to examine disciplinary knowledge. While the entire rubric is provided in the documentation, elements include "paper accurately addresses or defines a problem in the area of food, nutrition, or exercise," "references to foods, nutrition, or exercise are accurate and reflect knowledge in the area," "depth of content is sufficient to address the questions/hypothesis," and "the

paper is organized and the content flows from the introduction to the conclusions.” Each of these elements is rated on a five-point scale.

The department’s target is “75% of students will achieve a score of midline or better on each component of the rubric.” Of the 12 components examined through work in this course, students achieved the departmental target in ten of them.[5] The two elements on which student achievement appeared to fall short were “key concepts are presented accurately and explained in detail” (65%) and “research results are interpreted accurately” (70%).

The Office of Academic Assessment (OAA) reports that after reviewing the data related to this and other measures, the department recognizes a need to revise course-based tools in 2014 and 3205, so that students have more practice identifying and writing key concepts in papers. In addition, the department identified concerns with the rubric used. Therefore, the department has developed an action plan to obtain consensus from all faculty who teach HNFE 4004 for a consistent tool for assessing course assignments. In addition, the plan specifically identifies three assignments to be used in this measure (Research Article Critique, Final Review Paper, and Final Presentation) and the development of a plan for assessing the improved tool. In addition, the OAA has indicated that the department’s Student Assessment Learning Team is developing problem sets as another way to measure this outcome.

The Dietetics program within HNFE also relies on electronic portfolios as one tool in assessing student learning. The Dietetics ePortfolio system was designed by a student and faculty team. This system enables undergraduates to have a multidimensional showcase of achievements and a portable archive of coursework that can enhance a student’s marketability when pursuing professional endeavors. Each ePortfolio is generated from two matrices, a student assessment matrix and a portfolio matrix. The assessment matrix includes six comprehensive domains: professionalism and ethics, disciplinary knowledge, multifaceted communication, multidisciplinary teamwork, systematic analysis, and experiential learning. These domains document student learning outcomes that align with the Standards of Education for Dietetic Programs delineated by Commission on Accreditation for Dietetics Education. Designated course assignments are uploaded into the assessment matrix which enables faculty to assess student learning. The assessment of student learning outcomes ensures the quality of the dietetics curriculum, and ultimately allows systematic review of the dietetics program. The portfolio matrix draws from the assessment matrix and allows students to insert images, multimedia, and other versatile evidence of experiences beginning sophomore year. Throughout their academic tenure, students utilize this dynamic matrix tool to construct the ePortfolio for public distribution senior year. The ePortfolio system engenders cultivation of advanced technology skills where students eventually move to

purposeful activities that demonstrate evidence of using higher order critical thinking skills and documents learning.

Two cohorts of Dietetic students have now published ePortfolios that interface with an assessment matrix tool where students archive their scholastic work according to dietetics programmatic assessment plan during their academic tenure. Students have **collected** work over time; **reflected** on their accomplishments through journaling; **selected** work that highlights their strengths; and **connected** by sharing your work with a variety of audiences via publishing their ePortfolios.

Preliminary assessment of student learning outcomes validates the use of incorporating ePortfolios into the instruction and learning process; ePortfolios have also provided evidence of student learning which aligns with accreditation efforts for higher education and our dietetics accrediting body. The dietetics program will continue to use a student ePortfolio team to introduce the assessment and ePortfolio matrices to their peers, and continue to reflect on the process of building and developing an ePortfolio management program that accurately measures student learning in order to provide feedback on appropriate curriculum changes.

Aerospace Engineering (PhD) – College of Engineering

The PhD program in Aerospace Engineering cites students having the ability to contribute to scholarly research as one of their expected learning outcomes.[6] During the 2008-09 academic year, data were collected on 21 PhD level examinations including ten oral examinations, conducted as part of the PhD Preliminary Exam, and 11 Final Examinations. Examiners were asked to select a level of agreement with the following statement: “Student demonstrates ability to contribute to scholarly research.” Examiners were asked to select from the following four choices (with associated point values): Strongly Agree (4), Agree (3), Disagree (2), or Strongly Disagree (1). Some examiners provided feedback that straddled the two adjacent opinions resulting, in a score that was equal to the average of the two point values (for example, a score of 3.5). Every student examined in this cycle passed the examination and opinions were consistent as to their performance. For students taking the PhD oral examination, the average level of agreement was 3.3 (between “Agree” and “Strongly Agree”) with a standard deviation of 0.4. For students taking the PhD final exam, the average level of agreement was 3.5 (between “Agree” and “Strongly Agree”) with a standard deviation of 0.5. These results suggest general agreement with the statement, “Student demonstrates ability to contribute to scholarly research.” With this high level of performance, no additional action plans were specified.

Measure B.3.: Articulation Agreements

Virginia Tech continues a uniform agreement with the community college system, established in the 2006-2007 academic year, that guarantees a VCCS student admission to Virginia Tech if an associate degree is completed and a minimum grade point average of 3.0 is attained. Students who gain entrance to VT via this agreement may be admitted directly into any of 61 baccalaureate degree programs.

Measure B.4.: Economic Development

Attached is a report on Program Outreach to Economically Distressed Region of Virginia submitted to Governor Kaine.

This report outlines efforts to help address local or regional economic development needs, especially those efforts focused on the Southside Region of the Commonwealth. The report provides information on specific actions and identifies partners and leadership in the various efforts. Highlights from the report are provided below.

ECONOMIC GROWTH

Key strategies and actions the university took in fiscal year 2008 to lead economic and community development include:

- Foster the development of a new economic base by

Strategy	Measurement	FY09
Increasing the number of Virginia Tech research faculty and graduate students at the IALR campus locations	Number of faculty and graduate students	12 faculty; 21 graduate students at the IALR
Growing total research efforts being conducted in Southside	Total funding (dollars) devoted to research and commercialization	\$8.5 million in expenditures at IALR.

- Attract and develop an innovation economy workforce by

Strategy	Measurement	FY09
Increasing access to undergraduate and graduate education programs in the region and beyond through collaborative efforts with the Southside Higher Education Coalition	Number of students enrolled in undergraduate and graduate programs offered at the Institute for Advanced Learning and Research	85 students at the IALR

Providing non-credit educational programs focused on leadership development and building human capacity in the region	Number of participants in outreach and extension programs (includes K-12 and higher education)	4,472 at IALR 11,740 at RH 134,830 through VCE
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• Prepare the region to leverage leading edge information technology by

Strategy	Measurement	FY09
Offering and facilitating information technology workshops	Number of participants in information technology workshops	1,655

• Promote Southside Virginia as a destination location by

Strategy	Measurement	FY09
Continuing to support the growth of fine arts programs across the region Providing business, engineering, and consulting services to existing and new businesses in the region	Number of participants in arts programs	285
	Total number of new clients	7

Measure B.6.: K12 Development

The University actively pursued additional partnerships with public school systems to support the quality and scope of K-12 and higher education programs in the Southside Region. Nearly 3,000 teachers, counselors, and school administrators participating in professional development programs offered by Virginia Tech's School of Education faculty through Virginia Tech sponsored workshops and teacher training programs in the region.

- The VT-STEM (Science, Technology, Engineering, and Mathematics) Initiative conducted workshops on evaluation and assessment of outreach activities and field trip safety guidelines for all VT-STEM partners, including personnel from the IALR.
- The Science Education Program is offering a distance learning program for licensed and provisionally licensed teachers designed to upgrade the pedagogical/technology skills and content knowledge of practicing secondary science teachers and increase the number of licensed science teachers,

particularly in areas such as Southside that have difficulty recruiting qualified teachers.

- The Career and Technical Education program offers four graduate courses via interactive video-conferencing at the IALR. During FY2009 academic year, teacher education candidates from business education and agriculture education were placed in Patrick and Henry counties public schools for student teaching experience.
- Teachers from Franklin County participate in the Mathematics Specialist program at the Roanoke Higher Education Center.
- Teachers in Counselor Education were placed in Franklin County for internships.
- The School of Education and the Department of Mechanical Engineering have collaborated with the Museum of Natural History in Martinsville to explore improving the participation of underrepresented groups in STEM disciplines with a pre-engineering focus.
- Virginia Career VIEW conducted twelve workshops for 70 public school teachers, 49 counselors, 40 administrators, and over 250 students from public schools in the region.
- The mission of the Training & Technical Assistance Center (T/TAC) is to improve educational opportunities and contribute to the success of children and youth with disabilities (birth-22 years). This mission is two-fold; first, to increase the capacity of schools, school personnel, service providers, and families to meet the needs of children and youth with disabilities and, second, to foster the state improvement goals for personnel development, which address improving the performance of children and youth with disabilities, by enhancing the knowledge, skills, abilities, and performance of all personnel who work with them. The Counties of Franklin, Henry, Patrick and Pittsylvania and the Cities of Danville and Martinsville are among the 34 school divisions served by the T/TAC. During fiscal year 2007-2008 T/TAC provided 370 services (consultations, information services, library services, presentations and workshops) to over 2,500 educators and parents in those six localities.
- Virginia Tech faculty from the Center for Creative Technologies, which includes the Schools of Education, Theatre, and Performing Arts, and Visual Arts have worked with Halifax County to advance the development of new technologies to promote critical and creative thinking with PK-12 students.

Measure B.7.: Campus Safety & Security

Virginia Tech is in compliance with 26 of the 27 identified best practices (96%). The practice with which Virginia Tech is not in compliance requires departments to “establish trained and

supervised student employees as an augmentation to security services with students receiving at a minimum 32 hours of training". The university has student employees with Campus Watch/ Safe Ride Programs. Employees working more than 20 hours a week receive 32 to 40 hours of training. Student workers, particularly those who work Safe Ride, receive less. The majority of our students work 10 hours or less a week and the training requirement is not practical or an efficient use of the time

Richard Bland College

Measure A.4.: Academic Standards

In 2009, Richard Bland College completed the 10-year SACS reaffirmation process and was certified without reservation. We have no programs under review.

Measure B.3.: Articulation Agreements

N/A

Measure B.4.: Economic Development

1. Summer 2009 – The College hosted a six-week program for Phoenix Project students from William and Mary and two Richard Bland students who received full sponsorship. The students worked with numerous non-profits in the City of Petersburg and discussed economic development issues. The 31 graduate and undergraduate students stayed in the new College residential facilities. RBC will host the group again in 2010.
2. The College remains involved with the on-going expansion of Ft. Lee as it relates to the BRAC.
3. The President is a member of the advisory board of the Crater Small Business Development Center of Longwood University. The Center is located in Petersburg. Activities and programs in 2009 included 27 small business and entrepreneurial workshops offered to the general public as well as spouses and dependents of the Ft. Lee military community.
4. Student financial aid packages for residents of economically deprived Petersburg amounted to \$191,000 in federal, state, and local money.
5. The \$19 million Science and Technology Center currently under construction at the College provided jobs for several hundred workers over an 18-month period commencing January 2009.
6. The College participates in the state-mandated SWAM program and, wherever possible, solicits services from appropriate local-area businesses.
7. The President is a member of the Crater Regional Partnership, which serves as a lending agent to local business entities.
8. The College assists students in finding part-time jobs in local business establishments.

9. The College continues to partner with Southside Regional Medical Center in the training and academic preparation of students who wish to pursue careers in radiology, nursing, or sonography. The President is a trustee at the Hospital.

Measure B.6.: K12 Development

Richard Bland College participates in the following K-12 Development activities:

1. The College conducts Summer teacher re-certification classes for over 100 K-12 teachers. Classes are conducted at both the College and Pamplin Historical Park. Special topics include art, writing, sociology, and history.
2. RBC students work weekly with Big Brothers/Big Sisters in two Petersburg elementary schools.
3. Over 200 high school students enroll in dual enrollment classes in Colonial Heights, Hopewell, Prince George, Dinwiddie, Petersburg, and the Appomattox Regional Governor's School.
4. For the past two years, the College has participated in a Middle College Program with Petersburg High School. Fifteen of the original twenty-two students are still enrolled full time in the program and have been so through their junior and senior years. The average GPA for these students is slightly over 2.50, which puts them parity with the overall student average at the College.
5. Each spring the College sponsors a principal/counselor's luncheon, which brings over 50 high school principals and counselors to the campus.
6. The College hosts an Annual College Day every fall, where over 90 colleges participate. In Fall 2009 over 1000 high school students were bused in from area school divisions.
7. The College hosts an Annual Open House in April for high school students. This full-day program had over 400 participants in 2009.
8. The College offers part-time enrollment for local home schooled students and parents.'
9. The College hosts a week-long Cub Scout training camp which brings over 250 local area Scouts to the Historic College Pecan Grove.
10. The College is the site for the annual private high school regional and state basketball tournament.
11. Richard Bland College continues to serve as an SAT test site.

12. RBC currently has one work study employed at South Elementary in Prince George. The student averages about 20 hours per week. In the fall two students worked at this school. Employment activity is coordinated by the Office of Financial Aid.

Measure B.7.: Campus Safety & Security

#2: Crime Prevention Through Environmental Design – State Police Crime Specialist will be coming to do an updated assessment and security assessment the week of March 29-April 2.

#3: Student Orientation Curriculum – Did a brochure for the Fall and Spring orientation and spoke at the Spring orientation.

#4: Rape Aggression Defense (RAD) sessions – No funding in current budget to send officer to train to be instructors or to purchase the necessary equipment to offer the course.

#6: Student Police Academy – Instituted the first academy this spring semester and held the first class on January 26, 2010.

#8: Written Policy and Procedures Manual – Adopted an original manual in July of 2008 but have made minor changes throughout the last year.

#11: Professional Development – All officers have attended training. The Chief of Police completed the PELS course through the Virginia Police Chiefs Foundation. The Lieutenant will be attending a property management course through the International Association of Property and Evidence next month.

#12: Chief of Police Professional Participation – The Chief of Police is a member of VACP and VACLEA.

#15: Inclusion in Regional Disaster Plans – Members of the Emergency Management Committee completed portions of NIMS training. The police department hired a part-time emergency planner who is finishing an EOP that includes two local jurisdictions.

#16: Campus Police Departments Concurrent Jurisdiction – Waiting on approval from the Board of Visitors at the next meeting on two mutual aid agreement with the jurisdictions in which the College is located.

#21: Written Sanctions to Address Violations of the Law – Changes have been made in the student handbook to reflect the addition of residential students on campus and discipline.

#23: System for Sharing Violations with Other Institutions – We have been contacted by phone and we have contacted other Colleges and University by phone when occurrences have happened.

Virginia Community College System

Measure A.4.: Academic Standards

All 23 colleges of the Virginia Community College System are accredited by the Southern Association of Colleges and Schools (SACS). In June 2009, SACS reaffirmed the accreditation of Germanna Community College (after a review of a substantive change for its off-campus instructional sites), Paul D. Camp Community College and Rappahannock Community College. Eastern Shore Community College was placed on warning for twelve months following its accreditation review. The system office is working with the leadership at Eastern Shore to prepare for its first monitoring report in June 2010.

Future reaffirmation years follow.

2010

- Piedmont Virginia Community College
- J. Sargeant Reynolds Community College
- Mountain Empire Community College

2012

- Northern Virginia Community College

2013

- John Tyler Community College

2014

- Central Virginia Community College
- Dabney S. Lancaster Community College
- Virginia Western Community College

2015

- Blue Ridge Community College

2016

- Danville Community College
- Southwest Virginia Community College
- Thomas Nelson Community College
- Wytheville Community College

2017

- Tidewater Community College

2018

- Germanna Community College
- Lord Fairfax Community College
- New River Community College
- Patrick Henry Community College
- Southside Virginia Community College
- Virginia Highlands Community College

Measure B.3.: Articulation Agreements

Does not apply to VCCS.

Measure B.4.: Economic Development

Virginia's community colleges' involvement in economic development remains deep and effective. *Dateline 2009*, our recently completed strategic plan, set a goal to serve 225,000 individuals through workforce development services and programs. In 2009, colleges reported serving over 253,000 individuals in customized and open-enrollment instruction, apprenticeship programs, and transitional programs that serve the emerging workforce.

Workforce instructional programs include courses that provide targeted training and those that prepare individuals to earn an industry certification or state licensure. Popular topics include leadership and supervision, project management, and occupational fields such as health technologies and trades-related occupations. The VCCS also served over 7,500 students engaged in apprenticeship programs in Virginia.

College programs that serve the emerging workforce focus on high schools students preparing for postsecondary education and employment and young adults without a high school diploma. In these programs alone, Virginia's community colleges worked with nearly 80,000 individuals, who, in turn, will become economic success stories in their communities.

Colleges also provided services in direct support to over 5,000 employers, worked with economic development agencies on over 100 business recruitment projects, and cemented our work with local community agencies on projects supporting Virginia's dislocated workers. A 2009 survey of employers revealed a high degree of satisfaction (about 95 percent) and a desire to use Virginia's community colleges for future training.

In FY 2009, Virginia's community colleges assumed a new workforce responsibility. By executive order and through legislation, the VCCS became fiscal agent and grant recipient for the federal Workforce Investment Act program. The VCCS also began serving as staff to the Virginia Workforce Council. Through these new responsibilities, strategies are being identified that help align community assets around an agenda that supports education, workforce development, and economic development.

In addition to programs and services provided through college workforce offices, enrollment in career and technical education programs as well as transfer programs contribute directly to the economic well-being of our communities. In 2007-08, colleges awarded over 12,400 associate degrees and an additional 5,000 certificates and

diplomas in program areas important to community economic development demands. The relationship between academic success and economic success cannot be understated. In fact, a recent analysis of the employment status of community college students showed a wage increase of 67 percent in six months after graduation and 90 percent in two years. These wage gains occurred during the worst employment market in generations.

Going forward, Virginia's community colleges will continue to undergird the economic vitality of the Commonwealth. The new strategic plan, *Achieve 2015*, picks up the commitment from *Dateline 2009*, by pledging to double the number of employers served by courses, programs, and other college services. *Achieve 2015* also sets audacious goals around enrollment, student success, and underrepresented populations that will help strengthen our communities.

Measure B.6.: K12 Development

The following is an overview of the college and system level efforts by Virginia's Community Colleges during the last year to increase the number of students entering VCCS colleges prepared for college-level coursework. Virginia's Community Colleges have worked in close partnership with local school divisions and the Virginia Department of Education - first sharing information about the success of recent high school graduates who enroll at a community college and then developing action plans to address the readiness gaps that exist across the commonwealth.

College Readiness Meetings between VCCS Colleges and Local School Divisions:

At the June 2009 Advisory Council of Presidents meeting, VCCS Presidents were asked to hold meetings with school superintendents in their service regions for the purpose of initiating or continuing discussions about college readiness. Meetings could be held with school superintendents individually or as a group.

In August 2009, data were distributed to colleges from the VCCS Office of Institutional Research and Effectiveness to support the college readiness discussions. Specific reports were prepared for each school division in the college's service region. The reports included:

- A five-year aggregate profile of students graduating from a particular school division and attending a VCCS college the next fall.
- A one-year profile for the most recent year.

Reports were prepared by school division with details by high school. Colleges who share a county were each provided data for that county's school division. Data elements included:

- Numbers of high school graduates and previously dual enrolled.
- Pathways, program enrollments, and success of recent high school graduates.
- COMPASS placement and success in developmental education.

VCCS Presidents held the majority of the college/school division college readiness meetings in September and October 2009. The Commonwealth has 132 school divisions; with only three exceptions, meetings between VCCS Presidents and School Superintendents were held. In the case of the three exceptions, Presidents contacted the superintendents to set up a meeting, but superintendents did not respond within the timeframe for the initiative. For roughly half of school divisions, the meetings represented a first opportunity for a college readiness discussion between President and School Superintendent; for the other half, the meeting was a continuation of prior college readiness discussions.

VCCS Presidents were surveyed about the meetings with their local superintendents. A summary of survey responses is provided below:

- Overall, the meetings between college and school district representatives were described as “very productive” with “good cooperation” that showed an “excellent working relationship.”
- Colleges and the school districts agree that “college readiness is a priority.”
- School division leaders were very interested in the data that were presented and many had plans to share the data with additional school division staff.
- In many of the discussions, dual enrollment was mentioned as a positive step towards readiness and that other “innovative initiatives should be investigated.”
- In addition to dual enrollment, discussions frequently included existing and potential partnerships between the college and the school division such as career coaches.

Several pilot partnerships were described, such as:

- Embedding exit standards of developmental-level ENG 03 in 12th grade English and having college and K-12 faculty work together on math as well.
- Grant proposals to implement regional college readiness strategies.
- Early COMPASS testing (10th or 11th grade) to be followed by a college readiness course for 12th graders.

Overview of System-Level College Readiness Initiatives:

VCCS staff have also partnered with the Virginia Department of Education and other K-12 representatives on state-wide college readiness initiatives. Dr. Linda Wallinger, Assistant Superintendent of Public Instruction, is serving as a member of the VCCS state policy team for the Gates and Lumina Foundation funded Developmental Education Initiative grant. A significant component of that work is focused on reducing the need for developmental education in the community college by increasing the

number of students entering higher education college ready. The VCCS also had a K-12 representative serve on its Developmental Education Task Force and currently has a VDOE representative on a system-wide team examining the redesign of developmental education mathematics. The collaboration between the community college system and the K-12 system has strengthened dramatically around college readiness.

EducateVA: Virginia's Community Colleges' Career Switcher Program:

EducateVA is a statewide initiative designed to address critical shortage areas in the teaching profession. The Career Switcher Program, a part of the initiative, is offered by Virginia community colleges throughout the Commonwealth. Begun in 2004 as an accelerated, statewide, flexibly delivered program, it adheres to a rigorous theory-into-practice curriculum that is an alternative pathway to licensure for qualified post-baccalaureate professionals. Hosted by the Community College Workforce Alliance of Virginia's community colleges, the program has provided over 500 teachers to the Commonwealth in mathematics, science, middle grades, English, foreign language, and English as a second language (ESL). The program began with financial support from a federal grant administered by the Virginia Department of Education (VDOE) and was one of a small number of Career Switcher Programs approved by the VDOE. The program structure includes an initial semester of coursework, followed by one year of paid full-time teaching while still a program participant.

The accomplishments of the EducateVA program are worth noting. For example, seven recent program completers from seven different school divisions were nominated for New Teacher of the Year or Teacher of the Year at their individual schools; the endorsements offered align with critical shortage teaching areas such as mathematics and science in order to meet the needs of the state's teaching workforce; and, program collaborations with school divisions are strong, enabling successful field placement opportunities and teaching positions. In addition, the program has received national attention with invited presentations at three national conferences in 2009 and profiles in numerous publications including *The New York Times*.

In the 2008-2009 year, 97 Career Switcher students completed the program, which means they were recommended by their school divisions for full 5-year renewable licenses after their Level II participation. These completers were teaching in 41 different school divisions and one accredited private school. Fairfax County was the largest employer with 14, Prince William with 13, and Henrico with 10.

Measure B.7.: Campus Safety & Security

In January 2008, the Chancellor's Emergency Preparedness Review Task Force issued a report entitled: *Focus on Emergency Management and Preparation*, which included a number of recommendations. As a result of that review, all of the 27 Best Practice Recommendations for Campus Safety from the Virginia Crime Commission as well as additional six goals were adopted by the colleges.

In July 2009, a follow-up report to the Chancellor's Emergency Preparedness Review Task Force Report was prepared by the VCCS Emergency Preparedness and Safety Manager. An assessment was conducted to determine the status of each college in implementing the recommendations. The Emergency Preparedness and Safety Manager found that all colleges are at varying stages of compliance. This will be a continuous monitoring process as colleges are developing more robust policies and procedures to enhance the Security and Police departments on the campuses that have them. There has been a recent increase in training that will enable colleges to meet the needs of their community. The recommendations from the Emergency Preparedness Review Task Force, which align with the 27 Best Practice Recommendations for Campus Safety, are listed below.

	<i>Focus on Emergency Management and Preparation</i> (January 2008), Report of the Chancellor's Emergency Preparedness Review Task Force.
2.1	The Virginia Community College System should coordinate submissions to various agencies through the system office and should coordinate with appropriate Commonwealth of Virginia agencies to review and simplify key reporting requirements applicable to community college campuses.
2.2	The Virginia Community College System should prioritize campus safety and focus attention on emergency preparedness planning to ensure that appropriate personnel are dedicated to the task both at the system office and on college campuses. Subject to availability of resources, each college should have an individual assigned to coordinate campus safety and emergency planning. This individual should have direct access to top college administration.
2.3	Working with first responders and local authorities, colleges should conduct a risk analysis or threat assessment annually and actively select a level of security appropriate for particular campus locations and circumstances. The risk analysis should take into account local incident data relevant to the surrounding community.
2.4	All colleges should coordinate with local and regional first responders. Colleges with sworn police forces should continue to create formal mutual aid agreements and colleges with security and safety personnel should coordinate emergency plans with local and regional first responders. College and first responder personnel should conduct regular reviews of roles and responsibilities among all parties.

2.5	Colleges must review and update campus emergency plans and continuity of operation plans annually and create viable processes for ensuring that such plans are regularly reviewed, updated, and disseminated.
2.6	Colleges should review current emergency preparedness and campus safety plans annually and ensure that plans are compliant with all college, local, state, and federal guidelines. Further, college plans should reflect specific conditions relevant to the community and region where the campus is located as well as mitigating strategies.
2.7	Colleges should collaborate with Virginia State Police and other applicable entities in each region to perform a risk assessment for each college campus and incorporate findings into campus safety and emergency planning efforts.
2.8	Colleges should conduct appropriate training annually to ensure that stakeholders are aware of emergency procedures.
2.9	Using the phased approach presented in this chapter as a basis, colleges should organize an internal review team to ensure that campus safety and emergency preparedness plans include appropriate points considered best practice.
2.10	Colleges should review lighting and engage in a systematic review of campus safety in its buildings and grounds in accordance with the Crime Prevention Through Environmental Design (CPTED) standards.
2.11	Colleges should review entrance and exit doors to all college buildings and ensure such doors cannot be chained closed or otherwise blocked, replacing hardware where necessary.
2.12	College emergency preparation and campus safety plans should follow a standard template and be reviewed annually at the campus and system levels. State submissions of data should be coordinated through the system office as a single submission inclusive of all colleges.
2.13	Colleges should provide National Incident Management System (NIMS) and Community Emergency Response Team (CERT) training for faculty and staff.
2.14	The VCCS should provide appropriate training to all colleges on the administration of FERPA requirements relative to protected information and how that information is able to be shared.
2.15	Colleges should give high priority to providing seamless academic continuity when possible. Students should not suffer prolonged interruption to classes except in the most catastrophic of circumstances. Plans should include alternative locations and strategies to ensure learning objectives continue unabated.
2.16	Colleges should ensure that procedures, plans, and key information are reviewed and updated regularly.
2.17	All colleges must be in conformity to the Clery Act which requires specific reporting of campus incidents. The college should publish its policies regarding timely warnings in their annual campus security report required by the Act.

2.18	Leaders of the VCCS should recommend that the Virginia State Board for Community Colleges cause to be developed and approve a policy regarding allowance of weapons and other dangerous materials on campus. The policy should address dangerous chemicals and all lethal weapons. The policy must be in accordance with counsel from the Commonwealth of Virginia Attorney General's Office. The policy adopted at Germanna Community College should serve as a model for other colleges.
2.19	Colleges should consider whether the addition of campus-based police forces further enhances safety and security in their particular region and if creation of such police forces are feasible.
2.20	Colleges should review building access and ensure that authorized access, security, and monitoring meets identified requirements.
2.21	Colleges with a single entrance/exit should review the campus master plan and consider whether an alternate entrance/exit would potentially enhance or detract from security considerations.
2.22	Colleges should ensure that there is an effective way to learn about campus safety concerns from students, faculty, staff, and other parties.
2.23	Colleges should ensure that critical public information related to emergency procedures is distributed widely and that college stakeholders have ready access to such information.
2.24	The VCCS System should facilitate sharing of best practices between campus police, safety, and security personnel through a venue such as VCCS Discuss, a password protected discussion board utilized by other inter-campus communities.
3.1	Technology notification and communication systems are capable of failure during emergency situations. Colleges should develop multiple redundant strategies for communication and notification should primary systems fail. These alternatives should include layering of high tech and low tech methods, alert signals, and systems.
3.2	The VCCS Technology Council should accelerate evaluation and plans to implement student e-mail systems that can provide faster communication. Emphasis should be given to systems that are able to simultaneously send messages to e-mail, instant message, and text message clients on personal computers and cell phones.
3.3	The VCCS Technology Council will develop a strategy to ensure that campus web sites are able to function with minimal disruption during a large-scale crises or emergency. This strategy will include procedures for redirection of web site addresses to less congested resources in the event a major crisis overwhelms available technical resources at a particular site. The strategy may include standards that detail additional capacity and load balancing strategies.
3.4	Colleges should have the option to procure smart phone devices for key personnel to maintain and enhance communication during emergencies. The VCCS should seek exemptions from procurement or technology restrictions for such devices to ensure that colleges have the best possible equipment suited for the cellular networks and providers in the respective college regions.

3.5	As resources permit, all colleges should incorporate electronic signage at the entrances to all campuses to ensure that there is a communication method available for personnel arriving at campuses during times of emergency.
3.6	Colleges should consider implementation of text messaging technology. But if there is intent by the college to use text messaging for other than emergency messages, subscribers must have the option to choose only to receive emergency messages.
3.7	Colleges should evaluate whether sirens located at strategic points should be part of the notification systems implemented on each campus. If such systems are implemented, clear understanding of what action is required must be disseminated.
3.8	All colleges must move to the VoIP telephone system no later than the close of the next biennium. The VCCS Technology Council should review current deployment, options presented within this report to use the system for emergency communication, and review the system to ensure that it is being optimally configured to provide continuity of communications in and among all VCCS colleges and the system office.
3.9	All colleges must install non-VoIP emergency phones from local telecommunications providers and deploy the phones in strategic locations to ensure back up communications system in the event the VoIP system fails.
3.10	Colleges should consider the installation of public address systems. Such systems should be capable of connecting to the VoIP phone system in order to allow public addresses from authorized personnel from virtually anywhere on campus or the VCCS network.
3.11	Colleges should review the number and placement of emergency call boxes and ensure coverage for emergency communication.
3.12	Colleges should consider installation of video monitoring cameras with tape recording ability to add greater visibility and act as a crime deterrent. Colleges should give careful consideration to determine what monitoring is required to ensure maximum safety. If possible, local law enforcement should have secure access to the video images when required.
3.13	Colleges should share best practices with one another and in cooperation with the Governor's Office of Commonwealth Preparedness, the State Council of Higher Education for Virginia, and the Virginia Department of Emergency Management. The VCCS should facilitate appropriate vehicles to ensure that information and campus best practices are shared broadly.
3.14	Colleges should develop a web site at a predetermined address specifically for emergencies and publish it to all community college stakeholders as the authoritative site for information in the event of emergency.
3.15	The VCCS Technology Council should review utilization of the existing interactive voice response system for emergency communications and consider expanding the system if warranted. The system is utilized currently as aid in registering for classes, adding and dropping classes, and paying tuition.

5.1

The Virginia Community College System will take appropriate steps to monitor progress toward implementing the recommendations contained in this report. Progress reports from each college must be submitted to the Chancellor's Office by June 1, 2008.