



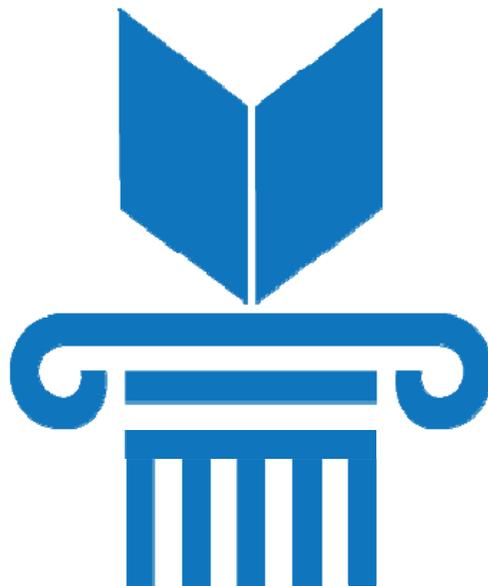
State Council of
Higher Education for Virginia

Agenda Book

July 14, 2009

Location:

University of Richmond
Richmond, VA



State Council of Higher Education for Virginia
Advancing Virginia through Higher Education

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
Discussion and Meeting Agendas

University of Richmond
Tyler Haynes Commons, Room 305
Richmond, Virginia
July 14, 2009
8:30 a.m.

Meeting Agenda

Or upon adjournment of the July 13, 2009, meeting

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|----------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------------|
| Call to Order and Announcements | 8:30 a.m. | |
| 1. Public Comment Period | | |
| 2. Approval of Minutes: | | |
| (May 12, 2009 Executive Committee & Council minutes) | | Page 1 |
| (June 8, 2009 Council minutes) | | Page 15 |
| (June 9, 2009 Council minutes) | | Page 22 |
| 3. Remarks by President Ayers | 8:35 a.m. | |
| 4. Executive Director's Report | 8:55 a.m. | |
| 5. Remarks by Michael Maul, Associate Director, Education,
Transportation, & Public Safety Division, Department
of Planning and Budget | 9:05 a.m. | |
| 6. Briefings and Discussion: | 9:20 a.m. | |
| a. Preliminary Discussion of Potential Budget
Items for the 2010 Legislative Session | | Page 25 |
| b. Update on SCHEV's Six-Year Higher Education
Strategic Plan | | Page 28 |
| 7. Action Items: | 10:00 a.m. | |
| a. Action on Enrollment Targets and
Estimates of Degree Awards at
Public Institutions | | Page 48 |
| b. Action on Full Cost Report | | Page 54 |
| c. Action on Final Report on 2008-09 Program
Viability Process | | Page 59 |
| d. Action on Programs at Public Institutions | | Page 63 |
| e. Action on 2009-10 Virginia Guaranteed Assistance
Program | | Page 80 |

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|----------------------------------------------------------------------------|------------|----------|
| 8. CONSENT AGENDA: | | |
| a. Action on Programs at Public Institutions | | Page 83 |
| b. Action on Private and Out-of-State Postsecondary Education Institutions | | Page 96 |
| 9. Items Delegated to Staff | 11:40 a.m. | Page 99 |
| 10. Old Business | 11:45 a.m. | |
| a. Discussion of Council Self-Evaluation Surveys | | |
| b. Action on Council Meeting Schedule for Calendar Year 2010 | | Page 103 |
| 11. New Business | 12:00 p.m. | |
| a. Action on Amended Domicile Guidelines | | Page 105 |
| b. Action on Report from Nominating Committee/ Council Elections | | |
| 12. Executive Session | 12:05 p.m. | |
| 13. Adjournment | 12:30 p.m. | |

NOTE: All meeting times are approximate and may vary slightly.

NOTE:

Materials contained in this Agenda Book are in draft form and intended for consideration by the Council at its meeting (dated above), and may not reflect final Council action. For a final version of any item contained in these materials, please visit the Council's website at www.schev.edu or contact Lee Ann Rung at LeeAnnRung@schev.edu.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
EXECUTIVE COMMITTEE MEETING
MAY 12, 2009
MINUTES NO. 532**

Mr. Clement called the Council meeting to order at 8:30 a.m. in Conference Room D1, Mason Hall, George Mason University, Fairfax, Virginia. Council members present: Bob Ashby, Gil Bland, Whittington Clement, Jim Dyke, Mimi Elrod, Mary Haddad, Susan Magill, Christine Milliken, and Alan Wurtzel.

Council Members absent: Eva Hardy

Staff members present: Ellie Boyd, Tom Daley, Joe DeFilippo, Daniel LaVista, Tod Massa, Kirsten Nelson, Lee Ann Rung. Jake Belue from the Office of the Attorney General was also present.

UPDATE ON SCHEV BUDGET

Ms. Boyd discussed the budget status as of March 31, 2009 and distributed a chart showing FY2009 total appropriation and actual expenditures for the same period.

**REPORT ON THE RESULTS OF EXTERNAL REVIEWS OF SCHEV'S
ADMINISTRATIVE AND FINANCIAL PERFORMANCE**

Ms. Boyd reported that her section is currently working on the Agency Risk Management and Internal Control Standards (ARMICS) project and reminded the Council that this is a mandate dealing with agency risk management and internal controls. The project calls for evaluating business processes and updating and retesting internal controls. The agency is working with a consultant and will take any corrective action plans in order to be certified by June 30. Mr. Daley reported that last year the agency contracted with a consultant to assist with the process, which is a common practice for smaller agencies. There were no findings and no corrective actions last year and, as a result, the consultant offered to perform this year's review at no charge. Ms. Boyd and her staff were complimented for their efforts in this regard, which resulted in a savings to the agency of approximately \$30,000. Ms. Milliken also complimented Ms. Boyd for developing the informative reports that are provided to the Council.

Ms. Boyd reported that in January the agency received an audit from the Auditor of Public Accounts (APA) and received good results. The final report was distributed to Council members under separate cover. Ms. Helen Vanderland, Director, Higher Education Programs for the Auditor of Public Accounts, was introduced. Ms. Vanderland informed the Council that the APA is an independent auditor for state

agencies. In the FY07-08 audit, the APA looked for accuracy, internal controls and compliance with state regulations. A focus on the Tuition Assistance Grant (TAG) was included in more detail than in years past. The audit report found proper recording of transactions and no instances of noncompliance.

One recommendation included in the audit was that the agency work with the Accounting and Internal Control Compliance Oversight unit at the Department of Accounts to develop a documented information systems security program. Ms. Vanderland reported that once agency management was made aware of the recommendation, they responded appropriately. Agency staff agreed to work with the oversight unit to develop a program by November 30, 2009.

Mr. Duane Miller, Specialist in Budgeting and Performance Management for APA, was also introduced. Ms. Jamie Nosar, Specialist in Higher Education Programs for APA was also present and introduced. The auditors complimented SCHEV staff for their efforts during the audit process.

Ms. Vanderland also reported that the APA is doing an audit of seven institutions to determine processes on how they gather data that is sent to SCHEV. They will follow the process to see how SCHEV manages the data once it is received and how the Council uses the published information when making its decisions. This report should be completed in August. The APA staff is working closely with Mr. Massa and his staff on this effort. Council members expressed an interest in suggesting additional institutions that might be recommended for inclusion in the audit. Staff will provide the list of institutions to the APA.

DISCUSSION OF COUNCIL SELF-EVALUATION

Dr. LaVista distributed a copy of the self-evaluation that was done by Council members last year and requested feedback on whether or not to send the survey to members again this year. If the survey is conducted, the results would be discussed at the July Council meeting. It was decided that the evaluations are a way to provide growth and development for the Council and should be continued. It was suggested that the form be modified to reflect recent changes to the Council structure as a result of the update to the Council bylaws in 2008. While the committee structure is no longer in effect (with the exception of the Executive Committee), a question should be included with regard to the effectiveness of the use of "filters" in dealing with issues that were previously handled by committees. A question should also be included asking if the Council work has been enhanced by deleting the committee structure. A question related to key issues that the Council focused on last year and how well the Council dealt with these issues should also be included in the survey.

Staff will update the survey and send it to members.

DISCUSSION OF COUNCIL MEETING SCHEDULE FOR 2010 CALENDAR YEAR

Dr. LaVista distributed a copy of Council meeting locations from 1999-2009 and asked for input from the members about the schedule for calendar year 2010.

The cost of travel in view of recent budget constraints was discussed and members decided that the Council Chair should work with the Executive Director to provide suggestions on changes that could be made to reduce the cost of future Council meetings. Possible suggestions included cutting the Council's budget by a certain percentage; providing staff participation by phone or teleconference; and doing away with the reimbursement to Council members for hotel expenses. It was decided that The College of William and Mary should be kept on next year's list, given its proximity to Richmond.

Mr. Dyke inquired about the possibility of changing the meeting days for 2010 and it was agreed that staff would explore the possibility of meeting on the third Tuesday rather than the second Tuesday and distribute these dates to Council before bringing a recommendation to the July meeting. A question was raised about whether or not the Council should plan to meet with the new Governor prior to his taking office in January. Staff will consider this possibility and bring a recommendation to the July meeting.

The meeting was adjourned at 9:05 a.m.

Whittington Clement
Chairman

Lee Ann Rung
Council Secretary

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
MAY 12, 2009
MINUTES NO. 533**

Mr. Clement called the Council meeting to order at 9:20 a.m. in the Edwin Meese III Conference Room, Mason Hall, George Mason University, Fairfax, Virginia. Council members present: Bob Ashby, Gilbert Bland, Whittington Clement, Jim Dyke, Mimi Elrod, Mary Haddad, Susan Magill, Christine Milliken, and Alan Wurtzel. Mr. Clement announced that Ms. Eva Hardy was participating in a portion of the meeting by phone and Ms. Hardy confirmed that she was on line.

Council Members absent: Margaret Lewis

Staff members present: Jim Alessio, Lee Andes, Ellie Boyd, Tom Daley, Joe DeFilippo, Dan Hix, Daniel LaVista, Tod Massa, Kirsten Nelson, Lee Ann Rung, Diane Vermaaten, and Linda Woodley. Jake Belue from the Office of the Attorney General (OAG) was also present.

PUBLIC COMMENT PERIOD

No requests for public comment were received and Mr. Clement asked if anyone requested to address the Council. No requests came forward.

APPROVAL OF MINUTES

On motion by Dr. Ashby and seconded by Dr. Elrod the minutes of the March 10, 2009 meeting were unanimously approved as amended. It was agreed that Ms. Rung would add Jake Belue's name to those present at the March meeting. Also included for information was a copy of the briefing session notes from March.

EXECUTIVE DIRECTOR'S REPORT

Dr. LaVista presented information on the Virginia Sesquicentennial of the American Civil War Commission, which was created in 2006 to prepare for and commemorate the 150th anniversary of Virginia's participation in the Civil War. He reviewed the Commission's members as well as the powers and duties of the Commission.

Dr. LaVista reported on a recent conference that he attended which was held at the University of Richmond entitled, "Americans on the Eve of the Civil War." Approximately 2,000 participants attended. The conference format was presented as a "Meet the Press" event, which provided an interesting perspective. Dr. LaVista

reviewed the list of sesquicentennial signature conference series from 2010 through 2015, as well as the sesquicentennial programs in development.

BRIEFINGS AND DISCUSSION

Update on Two-Year College Transfer Grant Program

Mr. Andes reminded the Council that in October 2007 SCHEV approved the draft College Transfer Grant regulations. Promulgation of these regulations was delayed by staff pending the results of bills proposed by the General Assembly during the 2008 and 2009 sessions. While none of these bills passed into law, the Office of the Attorney General (OAG) reviewed the regulations and the OAG recommendations were reviewed by Council at its May 13, 2008 meeting.

Recommendations made by the Governor's office included a recommendation that student renewal criteria be reviewed on an annual basis rather than by semester and a change in how the award affects other state need-based aid. All recommended changes have made the process very student-friendly. Staff will move forward with promulgation of the regulations. In response to a question by Ms. Milliken, Mr. Andes agreed to look at the renewal criteria for other state financial aid programs on an annual basis rather than by term.

ACTION ITEMS

Action on Certification of Institutions Under Restructuring

Mr. Alessio provided an overview of what is required of the Council as outlined in the 2005 Higher Education Restructuring Act and reminded the Council that this is the second year of developing performance standards with the institutions and determining the extent to which each institution meets these standards. The measures being brought forward are for the 2007-08 academic year, which is a year after the institutional targets were developed. Each target and threshold was developed by the institutions and is institution-specific with no comparison to other institutions. The targets and thresholds were expected to be reasonable and achievable and institutions were informed that they would be accountable for the them.

Mr. Wurtzel and Mr. Bland served as Council representatives on a work group and reviewed targets and thresholds with staff. Mr. Wurtzel reported that last year there were four institutions that did not meet their targets. The Council decided at that time that since it was the first year of collecting the data, a more lenient approach would be taken. Three of the four institutions that failed to meet established targets last year still do not meet their targets for this year.

Charts were reviewed for each of the four institutions that failed to meet their targets and thresholds showing the extent to which each institution fell short.

Mr. Dyke said he would like to know if data could be captured regarding where students ended up who left school and did not return. Ms. Hardy asked if the system should track what happens to these students if they drop out. Mr. Wurtzel said that while that is an excellent suggestion, it should not be addressed as part of this process.

Mr. Dyke indicated that the Council needs to consider the bigger picture and he felt he would feel more comfortable if he had more facts about how each of the failing institutions ended up in their current situation. He would also like to know what institutions are doing to alleviate these issues. Dr. LaVista stressed that one of elements of the Restructuring Act is the concept of flexibility and that the process not be strictly process driven. However, he added, that is precisely the function of the threshold; to give sufficient leeway to allow for consequences that could not have been predicted earlier. Mr. Bland said it was clear that, based on the Council discussions, more information would be warranted. Ms. Hardy agreed that the Council does not have enough information to make a decision at this meeting. Ms. Hardy disconnected from the phone at 10:40 a.m.

A motion was made by Mr. Dyke and seconded by Dr. Ashby that the Council take no official action at this meeting but that institutions be requested to supply additional information that will be distributed to the Council in advance of the June 8 meeting and that institutions be invited to address Council members' questions at that meeting. The motion passed (7-1). Mr. Wurtzel was opposed because he felt the motion was out of order.

Ms. Milliken indicated that a process for denying certification be created and followed in the future so that the process is followed in a fair and equitable manner.

Representatives from each of the four institutions addressed the Council and provided their circumstances for not meeting the targets and thresholds.

Ms. Milliken indicated that the certification process is forcing the Council to look at very important economic and student success issues. She has learned details on how institutions operate that are important for the Council to know but she was hopeful that institutions are being forced to think differently on how they keep information and how they time certain events. In times of scarce resources, the Council needs to look at statistics, but a more precise breakdown will assist the Council to better understand each institution's situation without making a general reference to the changing economy. She requested that institutions provide any mitigating circumstances to missing their threshold. If the Council decides to look at mitigating circumstances, it will have specific information in order to make an informed decision. Institutions should also include any specific changes that were made to alleviate future problems.

Institutions will be contacted and asked to submit additional information to SCHEV staff by May 20 so that the information can be distributed to Council members in one packet for their review prior to the June 8 meeting. Recommendations from Messrs. Bland and Wurtzel should also be included in the packet. Institutional representatives should also be invited to attend the June 8 meeting for further discussion.

Mr. Wurtzel said that while no one is happy to deny certification to any institution, he believed the intent of the Restructuring legislation is effective because it focuses light on any weaknesses within the system. A process has been established and everyone signed on to the rules.

Mr. Clement thanked Messrs. Bland and Wurtzel for their work in this process and expressed the Council's appreciation.

Staff was also asked to investigate the Council's authority to levy anything other than a full penalty with regard to certification. Mr. Alessio indicated that there was nothing specific in the Code language regarding this, but the intent of the Restructuring legislation was to provide an incentive rather than a penalty. Therefore, the Council's options are either to certify an institution or to deny certification based on the pre-determined targets and thresholds.

Mr. Clement called for a break at 11:10 a.m. The meeting reconvened at 11:20 a.m.

Mr. Dyke left the meeting at approximately 11:10 a.m.

REMARKS BY PRESIDENT MERTEN

Mr. Clement provided a brief biography of Dr. Merten and thanked him for hosting the May 11 Council briefing session and dinner.

Dr. Merten distributed information on the Early Identification Program (EIP) and explained that the program was designed in 1987 to increase college enrollment of first generation college-bound students. Students in the program attend a three-week summer academy over four summers. The EIP works in partnership with seven Northern Virginia counties and guarantees admission to Mason with the appropriate financial support to students who successfully complete the program. The program has been the recipient of many awards and is acclaimed as a national model for similar programs. As evidence of its success, the program boasts over 960 graduates with 95% of those graduates enrolling in post-secondary education. Council members were interested in learning more about the program and Dr. Merten agreed to send additional materials to SCHEV staff to distribute to the Council members.

Dr. Merten also provided information on the Mason LIFE (Learning into Future Environments) program and distributed a brochure describing the program. The

program is designed to provide a university experience for students with intellectual and developmental disabilities that are between the ages of 18-23. The program includes an academic component, a residential component, and an internship component. He indicated that although a program such as Mason LIFE is not part of a normal teaching curriculum, it is very important and he encouraged other institutions to pursue similar programs.

Dr. Merten was proud to announce that the university has received accolades for being considered one of the best places to work. He also distributed a recent copy of *Mason Spirit*, which is dedicated to research at Mason.

Dr. Elrod left the meeting at approximately 12:45 p.m.

Action on Proposed Measures for Institutions Seeking Level II

Mr. Alessio provided information. On motion by Ms. Haddad and seconded by Ms. Magill the following resolution was unanimously approved by the Council (6-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the proposed Level II measures for:

**George Mason University
James Madison University
Old Dominion University
Radford University
Virginia Community College System
Virginia Military Institute**

Action on Program Viability Process

Dr. DeFilippo presented information as requested by the Council at its last meeting, which was addressed in the analysis presented. On motion by Ms. Haddad and seconded by Ms. Milliken the following resolution was unanimously approved by the Council (6-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia accepts the following amendment to the SCHEV Program Productivity/Viability Policy:

Annual review of recently approved programs at four-year institutions and Richard Bland College

SCHEV shall annually review recently approved programs when they have completed their fifth year of existence (except for years when the regular quinquennial review occurs). For any such program not achieving SCHEV viability standards by the fifth year, the institution shall elect either to close the program or to submit a plan for bringing it

up to standard within a specified time frame. Council will receive a report on and approve the results of this annual review as it does for the regular quinquennial review.

Action on George Mason University Mission Statement Change

Dr. DeFilippo provided information on the request from George Mason University. On motion by Ms. Haddad and seconded by Ms. Magill, the following resolution was unanimously approved by the Council (6-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the statement of mission of George Mason University as revised by the institution's Board of Visitors on February 4, 2009. Pursuant to the Code of Virginia, the Council will report this new mission statement to the Governor and the General Assembly; thereby, this action will be effective thirty days after the adjournment of the next General Assembly session.

Action on Revised Private and Out-of-State Postsecondary Education (POPE) Regulations

Ms. Woodley was available for questions and Dr. DeFilippo presented background information. He briefly reviewed the process that was followed in conjunction with the OAG's office. Three steps of the process are outlined in the approval item. This approval enables staff to initiate the first step and follow it through to completion. On motion by Ms. Haddad and seconded by Ms. Magill the following resolution was unanimously approved by the Council (6-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the revised regulations pertaining to the certification of private and out-of-state postsecondary institutions (8 VAC 40-31 et. seq.) and delegates to the Executive Director the authority

(1) to implement SCHEV's compliance with all applicable provisions of the Administrative Process Act regarding promulgation of the revised regulations; and

(2) to make further revisions, as appropriate and according to his best judgment, based on feedback received during the promulgatory process.

Action on 2009-10 Commonwealth Graduate Engineering (CGEP) Operating Plan

Ms. Vermaaten introduced the program director of the CGEP program, Dr. Sharon Caraballa from George Mason, who presented information about the program and reported on activities over the last year. The policies and procedures manual was last updated in 1992 and completed in 2008 and posted on the website. A request was made to distribute a copy of the PowerPoint presentation that was prepared but foregone due to the lateness of the hour. On motion by Mr. Bland and seconded by

Ms. Haddad the following resolution was unanimously approved by the Council (6-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the 2009-10 Commonwealth Graduate Engineering program operating plan and recommends to the Governor that the appropriated funds be released to operate the program.

Action on 2009-10 Virginia Tuition Assistance Grant (VTAG) Program

Mr. Andes reported that the General Assembly upheld the phase-out of VTAG for graduate students but retained certain health related programs. The proposed resolution provides a way to identify these health related programs. On motion by Ms. Milliken and seconded by Mr. Bland the following resolution was unanimously approved by the Council (6-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia recommends defining “health related professional programs” eligible for the Tuition Assistance Grant program as being those graduate programs falling under the 51 CIP Code series according to the National Center for Educational Statistics.

Mr. Andes reported that the current number of VTAG-eligible students for 2009-10 is 21,590. Given that the 2009-10 level of support will be approximately \$58 million, staff estimated that there will be sufficient funding to support maximum undergraduate student awards of \$3,000 and maximum graduate student awards of \$1,300. Mr. Andes further reported that the Council should specify how to deal with excess funds that result if actual VTAG enrollments are lower than projected. Mr. Lambeth suggested that a sentence be added to the resolution and on motion by Ms. Milliken and seconded by Mr. Bland, the following revised resolution was unanimously approved by the Council (6-0):

BE IT FURTHER RESOLVED that the maximum VTAG awards for 2009-10 be \$3,000 for undergraduate students and \$1,300 for graduate students. Should VTAG enrollments be lower than projected, the Executive Director shall be authorized to allocate all available funds.

Recognition of Departing Council Member

Mr. Clement recognized the accomplishments of Ms. Lewis and on motion by Wurtzel and seconded by Magill the following resolution was unanimously approved by the Council (6-0). Staff was requested to prepare the resolution to be presented to Ms. Lewis at the June meeting:

WHEREAS, Margaret Lewis ably served as a member of the State Council of Higher Education for Virginia from 2004 to 2009; and

WHEREAS, Ms. Lewis served as a distinguished member of the Council's Academic Affairs Committee; and

WHEREAS, Ms. Lewis' common sense leadership and medical expertise served the Council well in making public policy and budget recommendations to the Governor and General Assembly; and

WHEREAS, Ms. Lewis effectively worked to enhance an already robust and vigorous higher education system by recognizing and appreciating the distinctive missions of each public and private college and university in Virginia, while also striving to bring them together to address common systemwide challenges; and

WHEREAS, Ms. Lewis consistently displayed a thoughtful approach as well as a deep and caring concern in her advocacy for making Virginia's outstanding system of public and private colleges and universities even better; and

WHEREAS, she will continue to work to ensure that Virginia is advanced through higher education and will serve as a valued and knowledgeable advisor to the Council as it continues its important work; now therefore be it

RESOLVED, that the State Council of Higher Education for Virginia extends its sincere gratitude and appreciation to **Margaret G. Lewis** for her commitment, distinguished service, and many contributions to advancing Virginia through higher education, and extends to her best wishes for continued success in all future endeavors.

Selection of Nominating Committee for Council Elections

Mr. Clement appointed Ms. Lewis to chair this year's nominating committee. Ms. Milliken and Dr. Elrod will also serve on the committee and bring forward a slate of officers to be approved at the July Council meeting.

ITEMS DELEGATED TO STAFF

The following items had been reviewed and approved by staff, as delegated by the Council. As required, this information is included as part of these minutes:

- Change CIP Code for Program:
 - George Mason University
- Closing Off-campus Instructional Sites:
 - George Mason University
 - Old Dominion University
- Eminent Scholars Allocation for 2009-10

The meeting was adjourned at 1:10 a.m.

Whittington Clement
Chairman

Lee Ann Rung
Council Secretary

ITEMS DELEGATED TO STAFF

Pursuant to the Code of Virginia, Section 23-9:6:1 and Council's "Policies and Procedures for Program Approval and Changes," the following items were approved as delegated to staff:

Program Actions

Institution	Degree/Program/CIP	Effective Date
George Mason University	Change the CIP Code of the Master of Science degree program in Information Security and Assurance from 11.0401 to 11.1003.	Spring 2009

Pursuant to the Code of Virginia, Section 23-9:6:1 and Council's "Policies and Procedures for Internal and Off-Campus Organizational Changes," the following items were reported to staff:

Organizational Changes / Off-campus Instructional Sites March-April 2009

Institution	Change / Site	Effective Date
George Mason University	Close the Ras Al Khaimah campus in United Arab Emirates	May 25, 2009
Old Dominion University	Close the Northern Virginia Higher Education Center, 21335 Signal Hill Plaza, Suite 309, Sterling, VA	May 29, 2009

Eminent Scholars

The General Assembly established the Eminent Scholars program in 1964. Under this program, faculty may receive special salary supplements funded from endowment income and matching general fund appropriations. The supplements are intended to be incremental to the regular annual salary of the faculty member and are not to be used in lieu of base salaries.

The Governor's 2009 budget proposal (introduced budget) would have eliminated all funding for the Eminent Scholars program; however, the Budget Conference Committee restored two-thirds of the funding. The total allocation for 2009-10 will be \$4,017,644.

**State Council of Higher Education for Virginia
Eminent Scholars Program**

Institutions	2008-09 Allocation			2009-10 Allocation		
	2008-09 Request	2008-09 Allocation	2008-09 Allocation As Percent Of Request	2009-10 Request	2009-10 Allocation	2009-10 Allocation As Percent Of Request
Christopher Newport University	\$23,215	\$3,341	14%	\$6,500	2,227	34%
College of William and Mary	\$3,205,000	\$1,271,933	40%	\$1,324,930	797,078	60%
Virginia Institute of Marine Science	N/A	N/A	N/A	\$77,302	50,877	66%
George Mason University	\$1,352,180	\$518,214	38%	\$750,000	345,476	46%
James Madison University	\$98,800	\$29,629	30%	\$44,750	19,753	44%
Longwood University	\$46,462	\$7,963	17%	\$28,020	5,309	19%
Norfolk State University	\$31,189	\$28,789	92%	\$30,229	19,193	63%
Old Dominion University	\$385,789	\$274,055	71%	\$360,598	182,703	51%
Radford University	\$44,585	\$42,782	96%	\$44,565	28,522	64%
University of Mary Washington	\$52,988	\$52,953	100%	\$53,075	35,302	67%
University of Virginia	\$23,031,106	\$2,816,247	12%	\$12,235,000	1,877,497	15%
University of Virginia at Wise	\$2,282	\$2,191	96%	\$2,191	1,460	67%
VA Commonwealth University	\$1,324,000	\$346,793	26%	\$1,593,965	231,196	15%
Virginia Military Institute	\$100,000	\$18,353	18%	\$100,000	12,236	12%
Virginia State University	\$38,030	\$30,573	80%	\$38,030	20,382	54%
Virginia Tech	\$2,247,305	\$577,780	26%	\$2,345,146	385,187	16%
VCCS	\$104,571	\$4,870	5%	\$105,818	3,246	3%
Total	\$32,087,502	\$6,026,466	19%	\$19,140,119	\$4,017,644	21%

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
JUNE 8, 2009
MINUTES NO. 534**

Mr. Clement called the Council meeting to order at 1:05 p.m. in the SCHEV main conference room, Richmond, Virginia. Roll was called by Mr. Clement and Council members present were: Bob Ashby, Gilbert Bland, Whittington Clement, Jim Dyke, Mary Haddad, Eva Hardy, Christine Milliken, and Alan Wurtzel. Mr. Clement announced that Ms. Susan Magill was participating in the meeting by phone and Ms. Magill confirmed that she was on line.

Council Members absent: Mimi Elrod, Margaret Lewis

Staff members present: Jim Alessio, Joe DeFilippo, Alan Edwards, Dan Hix, Daniel LaVista, Tod Massa, Kirsten Nelson, and Lee Ann Rung. Jake Belue from the Office of the Attorney General (OAG) was also present.

ACTION ITEMS

Action on Certification of Institutions Under Restructuring

Mr. Clement provided an overview of actions from the May meeting and indicated that staff collected additional information from the institutions per the Council's request. He recognized Mr. Alessio for his efforts in the certification process.

Questions raised by Council members at the May meeting were reviewed and Mr. Alessio reminded the Council of its authority under Restructuring as well as the financial benefits that the institutions could receive if certified.

Mr. Clement inquired about the timing of the release of funds to the institutions and there was a difference of opinion about whether or not carry-over funds would be forfeited if institutions were not certified. Mr. Alessio indicated that DPB has not set up procedures for taking action on non-certification as yet.

Mr. Lane Kneeder informed the Council what he believed was the original intent of the restructuring legislation, i.e., that funds would be released at a later date because time would be needed to assess the information. Mr. John Ringer, Associate Director of DPB, agreed to clarify when funding would be awarded.

Council members felt answers to these questions were fundamental to the process, and several members expressed an interest in knowing the answers before making a decision about the institutions in question. Mr. Wurtzel indicated that it is the Council's responsibility to certify or not certify based on facts and whether or not there is sufficient justification for making an exception. The Council was not involved

in setting up the statute for restructuring. Therefore, he felt the Council should not base its decision about any exceptions on anything other than the merits of the case.

Mr. Alessio reviewed each school individually and reviewed their responses to staff. He reviewed the measures that were missed as well as the questions asked by the Council and the details the institution provided in response to the questions. The college presidents and chancellor of the institutions were present to answer questions.

Richard Bland College (RBC)

Mr. Alessio said Richard Bland College suggested that the methodology used for certification is better suited to four year institutions but he clarified that the same methodology is used for 2-year and 4-year institutions. Mr. Dyke felt it was important to be more sensitive to the differences between two- and four-year institutions. He stated that he hoped issues like full-time/part-time faculty ratios and distance learning would be discussed at the Council's June 9 meeting. Mr. Alessio explained that every institution is looked at individually and standards were negotiated with those institutions before reaching agreement on them.

President McNeer addressed the Council and indicated that he was not questioning the figures but he felt there were some distinctive factors that should be considered. He mentioned that the Petersburg area is one of twenty fiscally stressed localities; more students have moved from full-time to part-time status, and the minority student population has increased to 30% of total enrollment. The challenges being faced by the institution include current economic conditions and changes made to the academic rigor, which now includes a more strict set of standards. Dr. McNeer said he does not see much change in the numbers for next year and would welcome guidance from SCHEV staff and the Board of Visitors at The College of William and Mary (CWM). He stated that to be further penalized will not help their situation. Dr. McNeer answered questions from members about the relationship between RBC and the Board of Visitors at CWM. He informed the Council that the CWM board approves the budget for RBC but does not provide operating funds to the institution. In answer to a question raised by one of the Council members, Dr. McNeer said non-certification would create a public relations problem and could be interpreted to mean that the institution is not accredited. While non-certification for the purpose of Restructuring is not linked to the school's accreditation, he felt the distinction may not be fully understood by the public. He also felt non-certification could create a morale problem among faculty and staff.

University of Virginia's College at Wise (UVaWise)

Mr. Alessio provided an overview from the May meeting and showed the UVaWise enrollment by regions: coalfields, rest of state, metro, and out of state.

Mr. Wurtzel said the issue with UVaWise is retention and the detail provided about the regions is important because UVaWise used it as the reason it did not meet the

measures. Staff's evaluation was that this was not a persuasive reason for failing the retention measure.

Chancellor Prior presented information and answered questions. He cited the current economic situation and said the coalfields region has the highest unemployment percentages in the state. While he recognized that retention is a very complex issue, Chancellor Prior felt that if access and affordability are the responsibility of the Commonwealth, then they should be the main focus. He said UVaWise was cited as a model in the Commonwealth for access and affordability by the Governor at its recent graduation. He feels the institution is doing a very special job and is doing it well. He informed the Council that UVaWise missed a measure by 1% and that while they are working on it, it will continue to be a struggle for all institutions other than those that are highly selective with regard to their student body.

Chancellor Prior answered questions from Council members about the amount of assistance the institution receives with regard to admissions and operational support from the University of Virginia (UVA). UVaWise is considered a stand-alone financial entity, with the exception of endowment investments. He recognized that while aggressive student advising is a proven effective tool and is needed in order to raise retention rates, it is very costly. In answer to a question about the impact of non-certification, Chancellor Prior said that resources would be lost in the area of counseling or adjunct faculty. However, he felt a more problematic and damaging effect would be a lack of confidence in the institution. In answer to a question about possible changes that could be made to the certification process, Chancellor Prior suggested that for small institutions with a small student body, variability must be taken into account.

Virginia Commonwealth University (VCU)

Mr. Alessio reported that the Council raised no questions at the last meeting with regard to VCU. Mr. Alessio reminded the Council that the reason VCU fell short of its threshold on research expenditures for 2007-08 was because the target and threshold are based on a three-year-rolling average and that average includes last fiscal year's anomalous performance, which was largely out of VCU's control.

Virginia State University (VSU)

Mr. Alessio provided information on the discrepancies submitted by VSU.

Mr. Moore thanked the Council for the opportunity to present VSU's case but said it was interesting to note that all of the institutions failing are the ones at the lowest social economic status, while the mission of these institutions is to attract precisely students from this segment of society.

President Moore admitted that there was an error in some of the numbers submitted to SCHEV and if the error was corrected, he believed VSU would meet the target. In

answer to a question about the effect of non-certification, Mr. Moore said that VSU could possibly lose \$1.5M in carry-over funds that institutions were asked to set aside. In answer to a question about what changes could be made to the process, he said the first part of the arrangement with the state is to get formula funding, and since that was not met by the Commonwealth, he sees no reason why the institutions are being asked to perform under the stated measures in Restructuring. If VSU were to lose its interest on tuition, he said it would result in two fewer faculty positions and would require a reduction of an additional \$50,000. This additional reduction would most likely be taken from discretionary maintenance. He reminded the Council that the Office of Civil Rights (OCR) accord allows VSU and other historically black colleges and universities (HBCUs) in the state more flexibility with regard to capital maintenance in order to make up for historical deficiencies.

Mr. Alessio informed the Council that the Restructuring Act is about meeting goals and accountability rather than a reflection on the institutions or its student body. There is no measure that compares one institution against another.

Mr. John Ringer from DPB apologized for confusion over the issue and clarified that after reviewing the Restructuring Act, the results of any votes by the Council would impact any money transferred in July 2009. Payments or awards of certification for FY2010 would typically occur on or around July 24, 2009. Mr. Dyke asked for clarification in writing from DPB.

Mr. Clement asked for any final comments from Messrs. Wurtzel and Bland since they served on the Restructuring Task Force. Mr. Bland expressed gratitude to SCHEV staff for the tremendous effort to provide clear information and for applying an equitable standard in the process. Mr. Bland said that while he does not want to see funds reduced to institutions, the task force and staff followed what was required in the restructuring language.

Mr. Wurtzel said the major national challenges in higher education are retention and graduation rates. However, he stated that accountability always has negative consequences if standards are not met. He said the Council should keep in mind that for some institutions, the same problems will be experienced next year, which could raise serious policy issues.

Mr. Dyke said there is no question about the importance of restructuring and accountability, and a clear signal should continue to be sent to institutions that they need to meet standards. However, he felt that the Commonwealth has not given the institutions everything they need to be successful.

Mr. Clement distributed another version of a proposed resolution for discussion. It was mentioned by staff that the proposed language does not address the same problems that will be encountered in the 2010 certification process.

The revised proposed resolution was discussed and an amendment was proposed that included a recommended meeting with the three institutions' Boards of Visitors

and institutional leadership to discuss proposed remediation plans. Ms. Hardy seconded the amendment and after discussion, on motion by Ms. Milliken and seconded by Mr. Dyke, the following revised resolution was unanimously approved (9-0) by the Council. Dr. LaVista read the amendment and a roll call vote was taken:

WHEREAS, the State Council of Higher Education for Virginia is charged with the responsibility to carry out the provisions of the Higher Education Restructuring Act which establishes new relationships between the Commonwealth, institutions of higher learning and the public; and

WHEREAS, 2009 is the second year into the certification process which utilizes targets and thresholds for various measures of performance for our institutions of higher learning; and

WHEREAS, as a result of action taken by the Council at its May 12, 2008 meeting, a restructuring task force was established to review the certification process in order to enhance the effectiveness and intent of the Restructuring Act and a Council work group was formed to assist the Council with the 2009 certification process;

WHEREAS, members of the Council serving on the work group, along with Council staff, have recommended that certain institutions be certified for 2009-10; and

WHEREAS, the Council wishes to adopt the work group's recommendations for certification as to the institutions named below.

NOW, THEREFORE, BE IT RESOLVED, that the State Council of Higher Education for Virginia certifies for 2009-10 that the following institutions of higher learning have fully met the performance standards of the Restructuring Act and the Appropriations Act:

**Christopher Newport University
College of William & Mary
George Mason University
James Madison University
Longwood University
Norfolk State University
Old Dominion University
Radford University
University of Mary Washington
University of Virginia
Virginia Community College System
Virginia Military Institute
Virginia Tech**

WHEREAS, four institutions, namely: Richard Bland College, University of Virginia's College at Wise, Virginia Commonwealth University and Virginia State University have substantially met the performance standards of the Restructuring Act and the Appropriation Act; and

WHEREAS, the Council believes that its work group has offered compelling reasons for full certification of Virginia Commonwealth University and wishes to do so; and

WHEREAS, Section 4-9.02 of the 2009 Appropriation Act grants the Council broad authority to certify institutions as having met the standards on education-related measures and to exempt institutions from certification on education-related measures that the Council deems unnecessary given the institution's level of performance; and

WHEREAS, the Council, as it works through its second year of the certification process, wishes to grant certification, subject to conditions enumerated below, to Richard Bland College, University of Virginia's College at Wise and Virginia State University for the following reasons: (a) the Council's belief that the College of William and Mary and the University of Virginia can play a stronger role to ensure full compliance by Richard Bland College and the University of Virginia's College at Wise, respectively, with the performance measures under the Restructuring Act and the Appropriation Act; and (b) the discretion granted the Council by the Appropriation Act, given these three institutions' overall level of performance.

NOW, THEREFORE, IT BE RESOLVED, that the State Council of Higher Education for Virginia certifies for 2009-10 that the following institutions of higher learning have substantially met the performance standards of the Restructuring Act and the Appropriation Act:

**Richard Bland College
University of Virginia's College at Wise
Virginia Commonwealth University
Virginia State University**

As to Richard Bland College, the University of Virginia's College at Wise and Virginia State University, the Council requires the following actions:

- 1. Richard Bland College, the University of Virginia's College at Wise and Virginia State University, working with the staff of the Council, shall each present to the Council a remedial plan for full compliance with future certification processes, to be completed by September 30, 2009;**
- 2. Each plan shall be reviewed, and, if acceptable, approved by the Council at its October, 2009, meeting;**

In addition,

- 3. The Council recommends to the Governor that the financial benefits set forth in Virginia Code Section 2.2-5005 be deferred as to Richard Bland College, the University of Virginia's College at Wise and Virginia State University, pending Council action on the remedial plans.**
- 4. The Council urges the College of William & Mary and the University of Virginia to provide technical staff support to Richard Bland College and the University of Virginia's College at Wise, respectively, in order to maximize opportunities for full certification in 2010; and.**
- 5. The Council urges the Boards of Visitors of William & Mary College, the University of Virginia's College at Wise and Virginia State University to review and monitor the respective remedial plans of Richard Bland College, the University of Virginia's College at Wise and Virginia State University and the progress of the respective institutions toward meeting certification in 2010.**

Add amendment:

The Council further requests that the rectors and presidents of the Board of Visitors of the College of William and Mary, the University of Virginia, and Virginia State University, along with the President of Richard Bland College, and the Chancellor of the University of Virginia's College at Wise, meet with Council staff and the certification workgroup of the Council to discuss the adoption and implementation of remedial plans for these institutions and the roles that the College of William and Mary and the University of Virginia can play to ensure full compliance by Richard Bland College and the University of Virginia's College at Wise with future certification processes.

(Note: the resolution was further amended by the Council at its meeting of June 9, 2009).

The meeting was adjourned at 4:10 p.m.

Whittington Clement
Chairman

Lee Ann Rung
Council Secretary

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
JUNE 9, 2009
MINUTES NO. 535**

Mr. Clement called the Council meeting to order at 9:10 a.m. in the Richmond Omni Hotel, Richmond, Virginia. Council members present: Bob Ashby, Gilbert Bland, Whittington Clement, Mary Haddad, Eva Hardy, Christine Milliken, and Alan Wurtzel.

Council Members absent: Jim Dyke, Mimi Elrod, Margaret Lewis, Susan Magill

Staff members present: Jim Alessio, Tom Daley, Joe DeFilippo, Alan Edwards, Dan Hix, Daniel LaVista, Tod Massa, Kirsten Nelson, Lee Ann Rung. Jake Belue from the Office of the Attorney General (OAG) was also present.

ACTION ITEMS

Mr. Clement announced that the Council had one item of business to address as a follow-up to its meeting of June 8. He recognized Gil Bland who offered an addendum to the June 8 certification resolution. Mr. Bland read the amendment to the members and Ms. Hardy seconded the following motion which was unanimously approved (7-0) by the Council:

BE IT RESOLVED that upon further examination of Virginia State University (VSU) certification data by Council staff and VSU staff, the State Council of Higher Education for Virginia hereby fully certifies VSU for 2009-10 and removes requirements and recommendations contained in the State Council's June 8, 2009 certification resolution pertaining to VSU. In all other respects, the Council hereby re-affirms its June 8, 2009 resolution.

INTRODUCTIONS

Mr. Clement welcomed the attendees and indicated that this inaugural event with the public college presidents was much like the yearly meeting the Council holds with the private college presidents. Mr. Clement expressed his hope that this will be the first of many future events with the public college presidents.

The format for panel discussions was reviewed and the topic of each group was announced. Audience participation was encouraged.

Group 1 panelists included Eddie Moore (Virginia State University), J. H. Binford Peay (Virginia Military Institute), Taylor Reveley (College of William and Mary), and Robert Templin (Northern Virginia Community College). The topic covered by this

panel was “The Value of Higher Education.” Ms. Hardy served as moderator for panel 1 and each panelist provided his perspective related to the benefits of higher education and suggestions for stabilizing state support for higher education.

Ms. Hardy summarized the themes that emerged from the panel discussions, which included the importance of maintaining a diverse system of higher education and allowing the institutions flexibility to address funding issues.

Panelists also provided suggestions on possible strategies for ensuring the value of higher education. These included stronger advocacy from SCHEV and from the institutions’ Boards of Visitors; funding flexibility to distribute funding to institutions with the least capacity to raise nongeneral funds while allowing institutions with the ability to raise nongeneral funds the flexibility to set tuition; and a reconsideration of the base-adequacy funding model.

Dr. LaVista invited audience members to comment on the panel discussion and several comments were received. Mr. Maggio, House Appropriations Committee staff, commented that rather than focusing on finding a new funding model, more emphasis should be placed on how to better use the tools already in place.

Mr. Clement called for a break at 10:30 a.m. The meeting resumed at 10:40 a.m.

Group 2 panelists included John Casteen (University of Virginia), Eugene Trani (Virginia Commonwealth University), Patricia Cormier (Longwood University), and Penelope Kyle (Radford University). The topic covered by this panel was “Restructuring, Then and Now.”

Mr. Casteen provided a brief overview of the history of the Restructured Higher Educational Financial and Administrative Operations Act of 2005 and each panelist provided his/her perspective on how the Restructuring Act has impacted his/her institution.

Mr. Clement served as moderator and summarized the strategies that were suggested for ways in which to improve restructuring. Suggestions from the panelists included better communication and an open dialogue between institutions and the state; more focus on making the process more transparent; and better guidance for all who are involved in the process.

Mr. Clement asked presidents to inform the Council of ways in which they can play a more active role in assisting the institutions in the restructuring process.

Dr. LaVista summarized the comments and thanked the participants for the information that was shared by the panel discussions. He said the Council and staff stand ready to work with the institutions on the shared task of addressing costs and ensuring accountability without sacrificing quality in order to preserve and strengthen Virginia’s system of higher education.

The meeting was adjourned at 12:00 p.m.

Whittington Clement
Chairman

Lee Ann Rung
Council Secretary

State Council of Higher Education for Virginia Agenda Item

Item: #6.a – Preliminary Discussion of Budget Initiatives for 2010-12 Biennium

Date of Meeting: July 14, 2009

Presenter: Dan Hix, Finance Policy Director, DanHix@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

- The State Council of Higher Education for Virginia (SCHEV) has statutory responsibility to make budget recommendations on systemwide higher education issues such as faculty salaries and student financial aid.
- The attached document provides a list of budget items that have been the Council's focus and their current funding situation for the 2010-12 biennium budget consideration.

Materials Provided: Overview of Budget Initiatives

Financial Impact: To be determined.

Timetable for Further Review/Action:

The Council will need to take final action on the SCHEV (agency) budget recommendations at its September meeting. Staff will provide preliminary recommendations on systemwide budget items for discussion at the September meeting, with final action to be taken at the October meeting.

Resolution: None.

OVERVIEW OF BUDGET INITIATIVES FOR SYSTEMWIDE ITEMS

Budget Item	Guideline Calculations and Current Funding	2010-12 Consideration
Base Adequacy	<ul style="list-style-type: none"> ▪ Based on the 2007-08 actual enrollment, the system was funded at an average of 91% of guidelines. ▪ SCHEV staff calculated that an additional appropriation of \$350.2 million (\$181.8 million from the general fund and \$168.4 million from nongeneral funds) was needed to reach FY2008 full base funding. ▪ The 2009 legislation provided no additional general fund support for this item. 	<p>Adequate base funding is essential to ensuring both quality and affordability at our institutions. It is critical that we continue to work toward achieving this goal.</p>
Faculty Salaries	<ul style="list-style-type: none"> ▪ Virginia T&R faculty at 4-year institutions ranked at 52nd percentile of their national peers in FY2008. ▪ The latest AAUP annual survey showed that faculty at public institutions expected to receive an average salary increase of 3.1% in 2008-09. However, AAUP cautioned that this estimated increase may be overstated because of the economic downturn last fall. AAUP projected that the impact of the recession on faculty salaries won't be reflected until next year. ▪ Due to the state budget shortfall, there is no salary increase appropriated for either FY09 or FY10 for all Virginia state employees. 	<p>The council's goal is to reach the 60th percentile of peers by FY2012.</p>
O&M for New Facilities	<ul style="list-style-type: none"> ▪ Based on a SCHEV survey in early 2008, more than 80 new facilities will be completed and open for use in the 2008-10 biennium. ▪ SCHEV staff worked with institutions to determine an additional need of \$46.9 million (\$23.2 million in general fund and \$23.7 million in nongeneral fund) in 2009-10. ▪ The 2009 legislation provided no additional general fund support for this item. 	<p>As institutions are currently under-funded, without additional funding targeted to maintain new space coming online, institutions will be required to divert money from their existing budgets to support these needs.</p>
Higher Education Equipment Trust Fund (HEETF)	<ul style="list-style-type: none"> ▪ A total allocation of \$116.8 million was made available for eligible equipment needs during the 2008-10 biennium. 	<p>A consistent level of support is needed to replace current inventories as necessary and remain technologically competitive. The latest equipment inventory data will be analyzed this summer and will be used to calculate the 2010-12 needs.</p>
Student Financial Aid	<ul style="list-style-type: none"> ▪ The Council recommended \$34 million additional general fund support per year in order to reach full funding over 4 years in 2007. ▪ The 2009 legislation provided an additional \$10 million in general fund for need-based student financial aid in FY2010. The total funding for this program is \$128 million. ▪ The % of need met is currently estimated at 58.9% in FY2010. 	<p>Continued use of the Partnership model as a recommendation and allocation formula with the goal to mitigate the rising cost of higher education. The Partnership Model allocates financial assistance resources to institutions with the most student need.</p>

Budget Item	Guideline Calculations and Current Funding	2010-12 Consideration
Tuition Assistance Program (TAG)	<ul style="list-style-type: none"> ▪ Funding was reduced by \$1.3 million in FY2010 to begin a phase-out of awards to all graduate students except those in health-related professional programs. Total funding is \$58 million in FY2010. ▪ The maximum award amount is projected to be \$3,000 for undergraduate students and \$1,300 for graduate students in FY2010. 	<p>The council's goal was \$3,700 maximum award for all eligible undergraduate students by FY2010 adjusting for the latest eligible enrollment projections.</p>
College Scholarship Assistance Program (CSAP)	<ul style="list-style-type: none"> ▪ Total funding is \$4.4 million in FY2010 ▪ The program has been leveled funded since 1992-93. ▪ In 2008, the council recommended doubling the program funding over three years to \$8.8 million by FY2012. 	<p>CSAP is designed to assist students with "extreme financial need". Increasing state funding for this program would further enhance the ability of low-income students to afford higher education at both public and private institutions.</p>
Maintenance Reserve	<ul style="list-style-type: none"> ▪ The Council adopted a ten-year Maintenance Reserve funding plan beginning in the 2004-06 biennium. The goal was to allow each institution to achieve a campus-wide Facility Condition Index (FCI) of "Good" over a ten year period through a series of scheduled appropriations. The "Good" designation applies to assets whose deferred maintenance requirements are five percent or less of the value of the asset. ▪ The council recommended \$116.7 million for the 2008-10 biennium. ▪ The program funding was \$49.8 million in FY2009 and \$52.0 million in FY2010. ▪ Since the inception of this ten year phased approach to achieving a target FCI, actual funding has fallen far short of Council's recommendations. The cumulative shortfall through two biennia is approximately \$160 million. Evidence of the effect of this under funding can be seen in the continuing growth in the statewide FCI which rose to 14.92% in 2006 from 12.75% in 2002. 	<p>In October 2007, Council adopted the strategy of a phased approach to returning the program to its original schedule. The strategy was to modify its original recommendation by adding one third of the shortfall to each of its next three biennial recommendations.</p> <p>Unfortunately, actual appropriations fell short of the recommended amount. A recalculation of the phased amounts for the remainder of the ten year target period will be made. Further, adjustments to the calculation of the original need, based on institutional facility condition reports, will also be made. These estimates will be available in time for the September Council meeting at which preliminary capital outlay recommendations will be discussed.</p>
New Capital Outlay	<ul style="list-style-type: none"> ▪ Preliminary results of the New and Deleted Space Survey indicate that the institutions have new E&G construction projects underway totaling 4.4 million square feet and new Auxiliary Enterprise projects totaling 3.3 million square feet. ▪ A recent presentation by the Department of Treasury staff showed that: <ul style="list-style-type: none"> - The state provided \$751.3 million in debt authorization in FY2009. - The remaining debt capacity for the Commonwealth is estimated at only \$124.7 million per year through FY2012. 	<p>SCHEV staff will analyze the most recent capital data and guideline results as well as the institutions' new capital outlay requests prior to the September council meeting.</p>

State Council of Higher Education for Virginia Agenda Item

Item: # 6.b – Update on SCHEV’s Six-Year Higher Education Strategic Plan

Date of Meeting: July 14, 2009

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs and Planning
JoeDeFilippo@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

At its May 8, 2007 meeting Council approved the 2007-2013 strategic plan for higher education, *Advancing Virginia: Access, Alignment, Investment*. *Advancing Virginia* established twelve goals according to the three broad themes of access, alignment, and investment. These goals had been developed through a process of consultation with the Strategic Plan Advisory Committee, a statewide group with membership from the higher education community, industry, and the legislative and executive branches of government. Upon its adoption of *Advancing Virginia*, Council directed staff to prepare annual status reports on the progress of its implementation. This is the second such status report.

The attached report proceeds in order according to the twelve goals of *Advancing Virginia*. For each one it describes support activities performed, lists corollary expected accomplishments, and—where relevant—lists results to date. Notable features of the attached status report include:

- Virginia’s College Access Challenge Grant—a \$1.1M grant from the U.S. Department of Education was awarded in August 2008. The grant is being used to support a range of access activities under Goals 2 and 4, including research, an information dissemination campaign, and a database of access programs and providers in the Commonwealth.
- Significant progress has been made in SCHEV’s analytical study of student transfer, and a first working paper has been finished. Regarding the

development of the *Public High School Feedback Report* (Goal 6), SCHEV is actively working with the U.S. DOE to adjust certain changes in FERPA which have delayed its progress.

- Significant progress was made in the 2008 legislative session toward realizing investment priorities in research (Goals 11 and 12). Although the \$33.9M Commonwealth Research Initiative (CRI) budget was reduced by 15% due to the economy, it is significant that \$1.5B for capital funding was not reduced.
- Work on two major activities has been initiated, the establishment of a workforce alignment advisory committee (Goal 9), and the conduct of a higher education economic impact study (Goal 8). Regarding the first, the first meeting of the advisory committee is planned for this fall. The latter is being carried out by the Weldon Cooper Center on behalf of the Virginia Business and Higher Education Council (VBHEC); SCHEV will provide support as requested.

Materials Provided:

- *Higher Education Strategic Plan—2009 Update*

Financial Impact: N/A

Timetable for Further Review/Action: The next Strategic Plan Status Report will be presented in July 2010.

Higher Education Strategic Plan—2009 Update

<p><u>SECTION I: ACCESS AND AFFORDABILITY</u></p> <p><i>Enhancing Access</i> <u>Goal 1.</u> Enhance Access Through P-16 Curricular Alignment <u>Goal 2.</u> Enhance Access Through Improved Coordination of Information</p> <p><i>Enhancing Affordability</i> <u>Goal 3.</u> Enhance Affordability Through Financial Aid Advocacy <u>Goal 4.</u> Enhance Affordability Through Education and Investment Incentives</p>	<p><u>Responsible SCHEV Staff</u></p> <p>Lee Andes Alan Edwards Gary Krapf Monica Osei M. Quintana-Baker Linda Woodley</p>
<p><u>SECTION II: ALIGNMENT</u></p> <p><i>Enhancing Alignment with P-12 Education</i> <u>Goal 5.</u> Improve College Readiness Through Strengthened P-16 Cooperation and Communication <u>Goal 6.</u> Strengthen P-16 Coordination Through Expanded Data Collection and Analysis</p> <p><i>Enhancing Alignment with Workforce Needs</i> <u>Goal 7.</u> Support State Workforce Needs Through Strengthened Participation in Post-Secondary Education <u>Goal 8.</u> Conduct a Comprehensive Economic Impact Study of Higher Education <u>Goal 9.</u> Improve Alignment Between Higher Education and the Commonwealth’s Workforce Needs</p> <p><i>Enhancing Academic Quality</i> <u>Goal 10.</u> Strengthen Academic Program Quality and Accountability Through Assessment</p>	<p><u>Responsible SCHEV Staff</u></p> <p>Tom Daley Alan Edwards Joseph DeFilippo Vernon Harper Carmen Johansen Todd Massa M. Quintana-Baker</p>
<p><u>SECTION III: INVESTMENT</u></p> <p><i>Enhancing Research</i> <u>Goal 11.</u> Enhance Research Through Investment in Targeted Consortia <u>Goal 12.</u> Enhance Research Through Investment in Infrastructure</p>	<p><u>Responsible SCHEV Staff</u></p> <p>Yan Zhen</p>

THEME I—ACCESS AND AFFORDABILITY

Goal 1: Enhance Access through P-16 Curricular Alignment

<u>Support Activities</u>	<u>Expected Accomplishment</u>	<u>Results</u>
<p>A. P-16 council activities A National Governors Association Honor States Grant has allowed Virginia to formalize its coordination practices through the establishment of a P-16 Council.</p> <p>B. The American Diploma Project (ADP) Network now includes 35 states. Representatives from higher education, the Secretary of Education, NASA-Langley, and the College Board continue working to ensure that students are prepared for college and high-performance jobs.</p> <p>C. SREB’s Strengthening Statewide College Readiness Initiative (SSCRI) A Model Agenda is being developed to provide a framework to help SREB states develop college readiness standards.</p>	<p>A. The various boards responsible for education in the Commonwealth are working through the P-16 Council to further integrate reforms across the entire spectrum of education, from preschool to graduate school.</p> <p>B. Virginia is one of 14 states that <i>anticipate</i> adopting aligned standards in Mathematics in 2009 and English in 2011.</p> <p>C. Develop statewide college/career readiness standards in reading, writing, and mathematics. Assess students’ readiness via 11th grade tests; and make this performance part of the state school accountability program.</p>	<p>A. The P-16 Council has issued two reports focusing on improving the college- and workplace-readiness of high school graduates and advancing the use of performance data to guide education reforms. STEM readiness, improved teacher quality, and the creation of a longitudinal data system are on-going efforts on Virginia’s focus on readiness.</p> <p>Legislation (HB-2333) to make the P-16 Council a permanent legislative advisory body failed to pass. It remains, for the time being, an executive board.</p> <p>B. A new report, <i>Closing the Expectations Gap 2009</i>, describes the progress participating states have made since joining the ADP in 2005.</p> <p>C. SCHEV will provide support and facilitate discussions between SREB and institutions of higher education, as well as GPAC and the P-16 Council.</p>

THEME I—ACCESS AND AFFORDABILITY

Goal 2: Enhance Access through Improved Coordination of Information

<u>Support Activities</u>	<u>Expected Accomplishment</u>	<u>Results</u>
<p>The SCHEV Access group (an internal working group of SCHEV staff) determined the key areas/initiatives to address access in Virginia.</p> <p>A. One of the key initiatives is a “collateral campaign” intended to reach students in the target populations with enhanced information about higher education opportunities.</p> <p>Collateral campaign efforts include a marketing campaign employing multiple methods of information dissemination to reach students and their families, with emphasis on students from low-income families, first-generation, and underrepresented students.</p> <p>B. Develop a database of access program providers in Virginia.</p>	<p>To secure grant funding to implement initiatives to increase awareness of, and provide information on, accessing and attending postsecondary education (to implement the key initiatives identified by the SCHEV Access group).</p> <p>A. To encourage and inform all students and their families, especially those who are from low-income families, first-generation, and underrepresented, about pursuing education after high school (post secondary education).</p> <p>B. Produce a research study to identify all providers of access programs, and all programs operating to assist K-12 level students with the transition from high school to postsecondary education.</p>	<p>In August 2008, SCHEV was awarded a College Access Challenge Grant from the U.S. Department of Education totaling \$1.1M, with approximately \$500,000 in matching funds. Upon receipt of the grant funds, various activities to address college access at the local, regional, and statewide level were initiated. Implementation of grant initiatives is ongoing.</p> <p>A. SCHEV awarded a sub-grant to the marketing firm of Fultz & Associates. In order to discover the most efficient way to target the campaign efforts, the firm conducted research with students in eight pre-selected schools. The selected theme tells students about available information, choices, and availability of post-high school educational opportunities. Initial information campaign efforts are scheduled to begin summer 2009 and continue through fall 2009.</p> <p>B. W&M and VT researchers were selected as sub-grantees to conduct the research study, which began in fall/winter 2008 and research is currently under way. Goals and objectives of the study will be completed by summer 2009 and the final report submitted in summer</p>

<p>C. Web Portal—a collaborative effort with the Virginia Department of Education, the Virginia Community College System (VCCS), the Virginia College Savings Program (VCSP), and the Educational Credit Management Corporation (ECMC).</p>	<p>C. Create an internet based tool to provide information on careers and career pathways and postsecondary opportunities available at two- and four-year higher education institutions, and vocational technical schools in the Commonwealth. The web portal is expected to be the primary locus of information for all students seeking postsecondary education opportunities in Virginia.</p>	<p>or early fall 2009 to SCHEV.</p> <p>C. The VCCS has developed a web portal, the <i>Virginia Education Wizard</i>, with funds from a pre-existing grant. The web portal is designed to provide students with information on transitioning to, and enrolling in, two-year institutions in Virginia. SCHEV, VADOE, VCSP, and ECMC Foundation are negotiating contracts with the VCCS to add information to the site. SCHEV is seeking to add information specific to the four-year public institutions, and the private and out-of-state postsecondary institutions. To this end, presentations have been made to GPAC and IPAC , resulting in their support and assistance.</p>
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Additional Information:

GEAR UP

- 1. Reporting Requirements-** A biennial report was submitted to the US Department of Education in December 2008, and the Annual Performance Report (APR) in April 2009.
- 2. Summer Programs-** Summer 2009 focuses on high school-higher education partnerships emphasizing high school completion, career development, social and emotional growth, and future college enrollment.
- 3. Training**—New and returning school coordinators will receive training in Fall 2009.

ACADEMIC COMMON MARKET (ACM)

The ACM allows students to pay in-state tuition rates at SREB schools while studying in *select programs not available* at Virginia public institutions. During the last year of ACM reporting, 449 Virginia students had access to programs in other SREB states, while 160 SREB students attended programs in Virginia schools.

THEME I—ACCESS AND AFFORDABILITY

Goal 3: Enhance Affordability through Financial Aid Advocacy

<u>Support Activities</u>	<u>Expected Accomplishment</u>	<u>Results</u>
<p>A. Budget Recommendations Recommended significant increases in student financial aid, including \$13.8M in need-based aid, \$6M for Graduate assistance, \$2.9M for the Tuition Assistance Grant, and \$1.5M for the College Scholarship Assistance Grant.</p> <p>B. Legislative Liaison Work Provided expertise on legislative bills submitted during 2009 General Assembly session.</p> <p>C. Virginia Association of Student Financial Aid Administrators (VASFAA)-<i>Super Saturday</i> VASFAA is a professional organization created to serve the needs of students, families, and institutions in matters related to financial aid and resources. Each February VASFAA members offer one-on-one assistance to students and parents in the completion of the <i>Free Application for Federal Student Aid (FAFSA)</i> at various sites across the Commonwealth.</p>	<p>A. Secure increases in financial aid.</p> <p>B. Influence bills to more efficiently and effectively enable students to afford higher education.</p> <p>C. In 2009, VASFAA, with the assistance of funds from the College Access Challenge Grant Program, targeted 5 low-income areas to secure <i>Super Saturday</i> sites (Lee County, Buchanan County, Portsmouth, Petersburg, and Richmond). VASFAA expected to increase the total number of students and parents that attend <i>Super Saturday</i>, thereby increasing the number of FAFSA on-line applications.</p>	<p>A. During a very difficult year financially, there was a \$10 million increase in need-based financial aid; however, none of the other programs saw an increase.</p> <p>B. Expertise on proposed bills yielded no new financial aid programs. SCHEV was successful in negotiating improved language for SB1547 (VGAP for home schooled children), and in working to enhance the Two-Year College Transfer Grant Program.</p> <p>C. <i>Super Saturday</i> 2009 was held on Saturday, January 31, 2009 at 24 host sites across the Commonwealth. In total, 2,822 students and parents attended <i>Super Saturday</i> and 1,361 FAFSA's were completed or initiated. In the five targeted areas--Lee and Buchanan Counties, and the cities of Portsmouth, Petersburg, and Richmond--311 students and parents participated in <i>Super Saturday</i> and 146 FAFSA's were completed or initiated.</p>

THEME I – ACCESS AND AFFORDABILITY

Goal 4: Enhance Affordability through Education and Investment Incentives

<u>Support Activities</u>	<u>Expected Accomplishment</u>	<u>Results</u>
<p>The Virginia College Access Network (VirginiaCAN) provides professional development and networking for individuals helping students prepare for postsecondary opportunities in Virginia; educates key leaders on access; and, facilitates available resources to support access groups in attaining postsecondary education and training.</p>	<p>A. VirginiaCAN's annual conference was held December 10 – 12, 2008 in Staunton, VA. The conference theme was: <i>The 3C's of College Access: Connections, Collaboration, Credibility.</i></p> <p>B. With College Access Challenge Grant Program funds, Virginia CAN will develop a college access <i>tool kit</i> to use with communities that currently do not have the services of a college access organization available to their youth.</p> <p>C. VirginiaCAN also plans to hold four drive-in training sessions dealing with access issues for middle and high school counselors, college financial aid and admissions staff and college access providers.</p>	<p>A. The VirginiaCAN conference had 135 participants representing counselors, access providers, and college financial aid and admissions personnel.</p> <p>B. In communities where there are no existing college access programs, education and business leaders in those communities will be asked to use the <i>tool kit</i> as a model to develop their own. The tool kit will feature best practices, types of programs, and a how-to manual. The goal will be to increase the number of low income students from those areas applying to Virginia colleges.</p> <p>C. The first workshop was held in Richmond, on Friday, April 24. Entitled <i>PERSIST</i>, it focused on colleges' efforts to retain low-income, first-generation, and at-risk students to completion. More than 160 participants attended the session.</p> <p>A second session is planned for Tuesday, August 4, 2009. Entitled <i>Realizing the</i></p>

		<p><i>College Dream</i>, it is geared toward middle and high school counselors, community-based access providers, and others interested in assisting low-income, first-generation youth to successfully pursue higher education.</p> <p>Six months after each session, a survey of the participants will measure the rate of implementation and outcomes of efforts resulting from the workshops.</p>
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THEME II – ALIGNMENT

Goal 5: Improve College Readiness through Strengthened Cooperation & Communication

<u>Support Activities</u>	<u>Expected Accomplishment</u>	<u>Results</u>
<p>A. Governor’s Working Group on Early Childhood Initiatives: Strategic Council for Professional Development The purpose of the strategic council is to examine and determine resources and structures for education and training of early childhood educators to ensure a statewide continuum of high quality professional development opportunities.</p>	<p>A. The goals of the Working Group are: 1) discern most effective strategies and practices for a system of professional development; 2) align standards for children, professionals, and programs with relevant training and education requirements; and 3) examine and strengthen higher education infrastructure to meet demand for training.</p>	<p>A. The Working Group has 1) reviewed and defined desired standards and qualifications for high-quality early childhood professionals; 2) reviewed the current early childhood workforce in Virginia; 3) examined demographic characteristics of young children in Virginia to determine statewide needs; and, 4) studied and reviewed blueprints for effective state professional development systems.</p>
<p>B. NGA Grant for Stem Education In 2007 Virginia received a \$500,000 grant from the <i>National Governors Association Center for Best Practices</i> to improve STEM education. The grant is being used to support development of STEM-focused Governor’s Career and Technical Academies that are partnerships of business and industry, public school divisions, and higher education institutions. SCHEV reviews proposals and makes recommendations to the Board of Education, which grants final approval.</p>	<p>B. SCHEV staff shall continue to review proposals for new Governor’s Career and Technical Academies utilizing criteria developed in concert with the Department of Education. The criteria address aspects of the proposed academies including accreditation and program approval, partnerships, funding, academic quality, and administration.</p>	<p>B. In 2009, SCHEV has recommended the following schools for approval:</p> <p><i>Governor’s Career and Technical Academy for Engineering Studies</i>, Lloyd C. Bird High School, Chesterfield, VA.; and</p> <p><i>Governor’s Career and Technical Education Academy for STEM in Richmond</i>, sponsored by the city of Richmond Public Schools.</p>
<p>C. Transfer Study An analytical study of student transfer in Virginia is being conducted by SCHEV. The study reflects input from the Instructional Programs Advisory Committee (IPAC), the State Committee</p>	<p>C. Assess overall effectiveness of statewide transfer policies and processes; build on existing successful transfer policies and practices; enhance joint planning efforts between two- and four-year institutions; assist institutions</p>	<p>C. The first phase of the study has been completed and the second phase is in progress. The first phase consisted of collaborating with a planning committee comprised of two- and four-year representatives to produce and compile</p>

<p>on Transfer, and representatives from two- and four-year institutions. The study will assess the overall effectiveness of statewide transfer policies and processes, and comprehensive information gleaned from the study will be utilized to inform successful transfer policies and practices. The transfer study is being conducted in phases.</p>	<p>in achieving transfer-related goals under the Higher Education Restructuring Act.</p>	<p>transfer-related baseline data. The second phase will involve the production of a series of working papers designed to examine relevant facets of transfer and to foster constructive discussion of how to address challenges in the transfer system.</p> <p>A first working paper discussing overall patterns of transfer has been finished. The remainder of the papers will be completed in the coming months.</p>
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THEME II – ALIGNMENT

Goal 6: Strengthen P-16 Coordination through Expected Data Collection and Analysis

<u>Support Activities</u>	<u>Expected Accomplishment</u>	<u>Results</u>
<p>A. Data Collection and Analysis SCHEV supports the Commonwealth's efforts to achieve the ten essential elements of a state longitudinal data system identified by the national Data Quality Campaign. Through Spring 2008, SCHEV has continued to work with the Virginia Department of Education to develop a memorandum of agreement (MOA) and a protocol for the sharing and exchange of student-level data.</p> <p>B. Virginia Public High School Feedback Report SCHEV staff will continue work on the <i>Virginia Public High School Feedback Report</i>. Every public high school district and high school in the Commonwealth will be given an online account.</p>	<p>A. Once the Commonwealth has achieved the ten essential elements of a state longitudinal data system, Virginia will be able to track a student through its P-16 educational system. This data will enable the Commonwealth to examine patterns of attendance and participation and develop policies to monitor key educational transition points and increase the educational attainment of all citizens.</p> <p>B. The <i>Virginia Public High School Feedback Report</i> will enable high schools to analyze the post-secondary path of their graduates and if necessary, adjust their curriculum to strengthen the preparation of their students for post-secondary education.</p>	<p>A. SCHEV and VADOE have been working together to develop a shared understanding of the recent changes to the Family Educational Rights and Privacy Act (FERPA). A joint letter requesting advice from the Office of the Attorney General went forward and a response was received regarding Virginia FERPA practice.</p> <p>B. Development of the <i>Virginia Public High School Feedback Report</i> is on hold because of changes in FERPA that seem to prohibit the return of confidential information to previous institutions of attendance. This is of concern in that small cells of data that could be used to identify students violate FERPA guidelines, as currently interpreted. SCHEV is working actively with the USDOE to make further adjustments to FERPA.</p> <p>This effort has also been hampered by the lack of consistent availability of the Student Testing Identifier, necessary to identify a student's high school of origin (see <i>Additional Information</i> section below).</p>

<u>Additional Information:</u>		

New regulations adopted by the State Board of Education requiring the Student Testing Identifier (STI) to be a formal part of student transcripts will become effective in Fall 2009. This will enhance SCHEV's ability to work with K-12 data when combined with SCHEV's required submission of the STI from colleges and universities. Only about one-quarter of high schools have complied with the new regulations as they are in process of converting to new student information systems.

A SCHEV/VADOE demonstration project on student success is underway.

THEME II – ALIGNMENT

Goal 7: Support State Workforce Needs through Strengthened Participation in Post-Secondary Education

<u>Support Activities</u>	<u>Expected Accomplishment</u>	<u>Results</u>
<p>A. Statewide Career Pathways Plan The Governor’s Strategic plan for Workforce Development includes designing and implementing a statewide career pathways plan. A multi-agency taskforce consisting of staff from the VCCS, VADOE, Office of the Secretary of Education, SCHEV, Department of Labor and Industry, and the Governor’s Office for Workforce Development was charged with developing a career pathways plan.</p>	<p>A. The Taskforce will collaborate with the Workforce Strategy Center to design and implement a statewide career pathways plan. The plan will address such issues as the Virginia economy, the educational infrastructure of Virginia, and the policy framework for workforce development in the Commonwealth.</p>	<p>A. The Taskforce generated a statewide career pathways plan entitled <i>Bridging Business and Education for the 21st Century Workforce</i>. Work is in progress to craft an operational plan with specific goals and timelines.</p>

THEME II – ALIGNMENT

Goal 8: Conduct a Comprehensive Economic Impact Study of Higher Education

<u>Support Activities</u>	<u>Expected Accomplishment</u>	<u>Results</u>
The Virginia Business and Higher Education Council (VBHEC) has engaged the Weldon Cooper Center at the University of Virginia to do an economic impact study on higher education and produce a report on the findings.	A first draft of the report is planned for September 1 st , and the finished report is expected in October 2009.	SCHEV will provide support as requested to the Weldon Cooper Center on this project, and allow access to our information and data.

THEME II – ALIGNMENT

Goal 9: Improve Alignment between Higher Education & the Commonwealth’s Workforce Needs

<u>Support Activities</u>	<u>Expected Accomplishment</u>	<u>Results</u>
<p>A. Establishment of an Advisory Council to identify statewide needs for both applied and research-oriented academic programming and to ensure alignment of institutional competencies and industry needs. This group will feature representatives from higher education, business, regional and state-wide organizations, legislators, other government entities and relevant non-profit entities.</p> <p>B. National Governor’s Association Policy Academy Through a competitive process, Virginia was chosen to participate in NGA Academy <i>State Strategies to Meet Emerging Workforce Needs Through the Professional Science Masters (PSM) Program</i>. With support from the Governor’s Office, SCHEV assembled a team of individuals to work on this initiative.</p>	<p>A. Staff is finalizing plan for assembling a Workforce Alignment Advisory Committee and expects the first meeting to occur in the Fall 2009.</p> <p>B. Virginia’s team (three graduate deans, a representative from the Governor’s Workforce Office, and SCHEV staff) developed a process to assess the need for a statewide PSM program, and then to implement it.</p>	<p>A. The Advisory Council may make recommendations to facilitate meeting state workforce needs and to assist in alignment of institutional competencies and industry needs.</p> <p>B. SCHEV is working with the Virginia Economic Development Partnership to bring together a group of industry and higher education representatives. Pending outcomes of this meeting, a specific plan for a statewide PSM may be developed.</p>

Additional Information:

HJR678—Requests that SCHEV and the VCCS study the shortage of classroom teachers in the Commonwealth. The Teacher Education Shortage/Community College Pathways Study will explore “methods to attract students to the Virginia Community College System for the first two years of a teacher preparation program.” SCHEV and VCCS shall complete the study and submit a report and their recommendations by November 30, 2009.

THEME II – ALIGNMENT

Goal 10: Strengthen Academic Program Quality and Accountability through Assessment

<u>Support Activities</u>	<u>Expected Accomplishment</u>	<u>Results</u>
<p>The current cycle of value-added assessment began during the 2007-2008 academic year. In 2008, Council approved a schedule adjustment to allow the assessment of one competency per year. Four-year institutions and Richard Blanc College will finish in 2012-2013, and community colleges in 2013-2014.</p>	<p>Success of the institutional assessment process will be gauged by 100% submission of institutional assessment plans. An Assessment Plan Reporting Template (APRT) has been created to assist institutions with this activity. Assessment plans from all public institutions will be subject to peer review and review by SCHEV.</p>	<p>Data reported by institutions will demonstrate value-added in student learning outcomes according to the six areas to be assessed. Institutional results will accord with specific institutional approaches as per the guidelines approved by Council in October 2007. SCHEV will work with institutions to develop an appropriate manner of making results publicly available.</p>

THEME III – INVESTMENT

Goal 11: Enhance Research through Investment in Targeted Consortia

<u>Support Activities</u>	<u>Expected Accomplishment</u>	<u>Results</u>
<p>Appropriations In October 2007, SCHEV recommended an appropriation of \$90 million (\$45 million per year) from the general fund and \$30 million (\$15 million per year) from non-general funds for a total of \$120 million in the 2008-10 biennium to continue the Commonwealth Research Initiative (CRI) as described in the consortium proposal advanced by the Virginia Research & Technology Advisory Commission (VRTAC) and endorsed in the 2007-13 Strategic Plan for Higher Education in Virginia.</p>	<p>The proposed consortium, the Commonwealth Research Initiative (CRI), would develop and manage projects in research areas where, with targeted investment and alignment of currently distributed resources, Virginia could achieve national leadership resulting in increased federal funding and economic benefits.</p> <p>The three thematic research areas of mutual priority include 1) energy, conservation, and the environment; 2) future microelectronics in Virginia; and, 3) lifespan biology and medicine, including public health and safety.</p>	<p>For the 08-10 biennium, the Governor's budget for the Commonwealth Research Initiative (CRI) was \$33.9 million. Due to the economy, funding to higher education was reduced by 15%, including research funding. Although Federal funds from the American Recovery and Reinvestment Act partially restored general fund reduction to institutions for the Educational and General programs (E&G), the specific portion for research funding is not available.</p> <p>Institutions are required to report on the use of the funds and progress made under the initiative. The following are some of the results:</p> <ul style="list-style-type: none"> ▪ <i>Leveraging external funding-</i> <ul style="list-style-type: none"> - About \$80 million at UVA - \$8 million at ODU/EVMS over \$3 million state funding. ▪ <i>Recruiting faculty-</i> <ul style="list-style-type: none"> - 40 new research faculty at UVA, of which 6 are nationally renowned researchers. - 70 new research faculty at VCU. Many of them brought their own research funding with them. - 8 new research faculty at ODU.

		<ul style="list-style-type: none"> ▪ <i>Advancing research activities-</i> <ul style="list-style-type: none"> - morphogenesis and regenerative medicine, and cancer research at UVA. - traumatic brain injuries, cancer, infectious disease, and aging etc research at VCU. ▪ <i>Expanding graduate education-</i> <ul style="list-style-type: none"> - VCU graduate enrollment in basic health sciences increased by 26%. - UVA allocated \$1.6 million research funding for graduate aid. ▪ <i>Collaborating with private industry-</i> <ul style="list-style-type: none"> - ODU/EVMS, CWM, Hampton Roads Research Partnership, and others jointly develop projects that further the medical modeling and simulation industry in Hampton Roads. - UVA faculty participate in the Healthy Appalachia Works project to assist in developing an electronic medical record system in southwestern Virginia.
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THEME III – INVESTMENT

Goal 12: Enhance Research through Investment in Infrastructure

<u>Support Activities</u>	<u>Expected Accomplishment</u>	<u>Results</u>
<p>A. In October 2007, SCHEV recommended an appropriation of \$241 million from the general fund and \$177 million from non-general funds for a total of \$418 million for new facilities that include space for research.</p> <p>The current guidelines will be modified by calculating research space needs prospectively rather than retrospectively, thus allowing the institutions to be more competitive in securing research sponsorship.</p> <p>B. In October 2007, SCHEV recommended an additional \$13 million for debt service on VCBA revenue bonds necessary to finance \$115.8 million in instruction and research equipment for the 2008-10 biennium through the Higher Education Equipment Trust Fund.</p>	<p>A. The new research facilities that the Council recommended for 2008-10, along with the new way of assessing need for research space, would put Virginia's institutions in a more competitive position vis à vis other institutions/systems in securing major grants and contracts. Standard indicators of success include federal research programs awarded and increased research spending, patent filings/licenses, and jobs created.</p> <p>B. The Higher Education Equipment Trust Fund (HEETP) allows Virginia to leverage a higher volume of both research and instructional equipment purchases by using bond proceeds for institutional equipment allocations. The General Assembly appropriates general fund to cover the debt service on the equipment.</p>	<p>A. In 2008, a General Obligation Bond totaling \$1.5 billion was issued for new higher education construction and renovation projects focusing on research, workforce development, enhancing educational capacity. Because of the long-term nature of construction, an update on the status of research facility construction is not available.</p> <p>In 2008, institutions had a total of 779,000 square feet of research space, representing 23.8% of the total facility space in public higher education. Data from future inventory surveys will be used to update this calculation.</p> <p>B. 1) VCU spent \$869,000 for research equipment in FY08; 2) UVA used the ETF funds to purchase equipment for the new research facilities, to leverage the external funding from NSF and NIH; and to help research faculty start up in FY07 and FY08; and, 3) ODU and EVMS spent \$180,000 for equipment in FY07.</p> <p><u>Note:</u> Not all institutions provide actual reports.</p>

State Council of Higher Education for Virginia Agenda Item

Item: # 7.a - Action on Enrollment Targets and Estimates of Degree Awards at Public Institutions

Date of Meeting: July 14, 2009

Presenter: Tod R. Massa
Director of Policy Research and Data Warehousing
TodMassa@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: July 10, 2007/September 11, 2007

Action: Approval Institutional Enrollment Targets and Degree Estimates

Background Information/Summary of Major Elements:

The Code of Virginia, through Section 23-9.6:1.4, requires SCHEV to review and approve or disapprove the enrollment projections (technically these are “enrollment targets”) proposed by each public institution of higher education. The Council undertakes this activity each biennium, in odd-numbered years, prior to the “long” session of the General Assembly.

As specified in the Code of Virginia, the enrollment targets provided for Council action are for budgetary and fiscal planning purposes only. Actual institutional enrollments may vary from these targets based on many factors outside of institutional control.

Materials Provided:

- A summary of the enrollment targets for the public institutions follow. The complete details of the institutional enrollment targets, with projections of degree awards, will be made available on the Web at <http://research.schev.edu/enrollment/projections/2009>.

Financial Impact: The fiscal impact associated with the projected enrollment growth is a function of the Commonwealth’s funding methodology for base adequacy

funding, thus these data will be used for the Council's budget recommendations for the next biennium.

Timetable for Further Review/Action: N/A

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the FY 2009-2015 institutional enrollment targets and degree estimates as provided in Tables 1-6 of Item 7.a and authorizes staff to make the detailed enrollment targets and degree estimates available to the public via the SCHEV website.

BE IT FURTHER RESOLVED that approval of these institutional enrollment targets does not constitute either implicit or explicit approval of any new program, site, higher education center, or campus determined by an institution as necessary to achieve these targets. Further, as a condition of certification under the Restructuring Act, institutions are expected to achieve 95% of the in-state enrollments expressed herein, without regard for new facilities or programs not already approved by Council, for the period 2009-10 through 2010-11.

Table 1: Actual, Estimated and Projected Enrollment - Fall Headcount and FTE Enrollment

	2008-09		2009-10		2010-11		2011-12		2012-13		2013-14		2014-15		2015-16	
	Actual/Estimated		Projected													
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
CNU	4,904	4,711	4,920	4,724	4,983	4,783	5,038	4,837	5,073	4,894	5,102	4,921	5,125	4,944	5,132	4,951
CWM	7,892	7,930	7,930	7,940	7,987	7,978	8,018	8,006	8,049	8,037	8,065	8,053	8,065	8,053	8,065	8,053
GMU	30,714	23,505	30,907	23,480	31,098	23,543	31,719	24,052	32,397	24,552	32,845	24,879	33,384	25,247	34,000	25,663
JMU	18,705	18,336	18,771	18,655	19,045	18,940	19,390	19,290	19,730	19,640	19,995	19,914	20,156	20,078	20,273	20,177
LU	4,727	4,947	4,775	4,435	4,823	4,471	4,870	4,521	4,919	4,566	4,968	4,608	5,018	4,656	5,068	4,700
NSU	6,325	5,429	6,486	0	6,550	0	6,626	5,624	6,709	5,690	6,798	5,761	6,894	5,837	6,990	5,910
ODU	23,086	18,205	23,439	18,555	23,740	18,841	23,947	19,039	24,079	19,181	24,210	19,315	24,324	19,437	24,434	19,558
RU	9,157	8,808	9,093	8,610	9,120	8,632	9,125	8,623	9,119	8,593	9,218	8,674	9,276	8,733	9,313	8,769
UMW	5084	4531	5044	0	5113	0	5162	4596	5216	4663	5216	4675	5212	4672	5198	4651
UVa	24,541	24,279	24,641	24,502	24,838	24,688	25,025	24,841	25,203	24,997	25,401	25,178	25,603	25,362	25,634	25,395
UVa-W	1,964	1,757	1,973	1,660	1,982	1,665	1,994	1,675	2,003	1,684	2,014	1,693	2,023	1,700	2,034	1,709
VCU	32,284	27,649	32,602	28,076	32,853	28,454	33,190	28,825	33,472	29,070	33,723	29,281	33,795	29,349	33,850	29,400
VMI	1,428	1,662	1,459	1,698	1,497	1,742	1,483	1,726	1,496	1,741	1,503	1,749	1,502	1,748	1,502	1,748
VSU	5,042	4,905	5,265	5,029	5,311	5,072	5,358	5,115	5,403	5,156	5,451	5,202	5,513	5,255	5,575	5,308
VT	30,739	30,928	30,519	30,503	30,272	30,241	30,250	30,183	30,230	30,125	30,297	30,206	30,354	30,265	30,365	30,295
Subtotal	206,592	187,582	207,949	182,450	209,419	183,787	211,379	191,120	213,229	192,701	214,939	194,221	216,375	195,447	217,565	196,395
RBC	1,634	1,452	1,634	1,452	1,634	1,452	1,634	1,452	1,321	1,452	1,634	1,452	1,634	1,452	1,634	1,452
VCCS	175,487	102,683	171,788	104,037	175,260	106,137	176,977	107,193	178,729	108,248	180,550	109,347	181,433	109,868	182,372	110,438
Total	383,713	291,717	381,371	287,939	386,313	291,376	389,990	299,765	393,279	302,401	397,123	305,020	399,442	306,767	401,571	308,285

Table 2: On-Campus Fall Headcount and Regular Session FTE

	2008-09		2009-10		2010-11		2011-12		2012-13		2013-14		2014-15		2015-16	
	Actual/Estimated		Projected													
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
CNU	4,904	4,554	4,920	4,575	4,983	4,635	5,038	4,689	5,073	4,746	5,102	4,773	5,125	4,796	5,132	4,803
CWM	7,705	7,367	7,743	7,377	7,800	7,415	7,831	7,443	7,862	7,474	7,878	7,490	7,878	7,490	7,878	7,490
GMU	28,417	20,376	28,756	20,434	28,852	20,468	29,613	20,969	30,351	21,484	30,833	21,803	31,337	22,172	31,875	22,590
JMU	17,964	16,624	18,250	16,897	18,483	17,115	18,784	17,394	19,074	17,657	19,286	17,851	19,447	18,009	19,564	18,114
LU	4,221	4,478	4,249	4,000	4,293	4,021	4,333	4,066	4,378	4,109	4,422	4,149	4,466	4,192	4,510	4,230
NSU	6,292	5,078	6,345	5,129	6,409	5,172	6,484	5,227	6,563	5,285	6,650	5,352	6,744	5,428	6,838	5,499
ODU	19,916	14,216	20,265	14,485	20,558	14,701	20,756	14,832	20,879	14,912	21,002	14,983	21,107	15,042	21,209	15,098
RU	8,790	8,084	8,581	7,720	8,553	7,653	8,564	7,680	8,554	7,642	8,653	7,715	8,710	7,772	8,745	7,806
UMW	4988	4171	4998	4149	5064	4194	5110	4236	5158	4303	5166	4312	5161	4313	5146	4293
UVa	21,057	20,177	20,981	20,317	21,148	20,478	21,295	20,611	21,443	20,750	21,611	20,916	21,773	21,078	21,804	21,111
UVa-W	1,635	1,488	1,642	1,396	1,649	1,402	1,659	1,412	1,667	1,419	1,676	1,426	1,684	1,432	1,692	1,439
VCU	29,170	24,646	29,601	25,098	29,950	25,494	30,262	25,847	30,529	26,080	30,775	26,287	30,847	26,355	30,902	26,406
VMI	1,428	1,549	1,459	1,583	1,497	1,624	1,483	1,609	1,496	1,623	1,503	1,631	1,502	1,630	1,502	1,630
VSU	4,893	4,563	5,113	4,680	5,159	4,723	5,207	4,766	5,252	4,808	5,300	4,853	5,362	4,907	5,424	4,960
VT	28,259	28,072	27,998	27,743	27,713	27,465	27,664	27,404	27,596	27,325	27,681	27,429	27,706	27,467	27,736	27,506
Subtotal	189,639	165,443	191,025	165,682	192,315	166,727	194,264	168,333	196,004	169,722	197,668	171,076	198,977	172,185	200,084	173,076
RBC	1,351	1,094	1,351	1,094	1,351	1,094	1,351	1,094	1,038	1,094	1,351	1,094	1,351	1,094	1,351	1,094
VCCS	126,291	67,031	140,782	68,486	141,946	70,031	143,366	71,669	144,799	72,977	146,248	74,339	146,978	74,809	147,714	75,281
Total	317,281	233,568	333,158	235,262	335,612	237,852	338,981	241,096	341,841	243,793	345,267	246,509	347,306	248,088	349,149	249,451

Table 3: On-Campus Summer Headcount and Summer FTE

	2008-09		2009-10		2010-11		2011-12		2012-13		2013-14		2014-15		2015-16	
	Actual/Estimated		Projected													
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
CNU	845	141	831	139	831	138	831	138	831	138	831	138	831	138	831	138
CWM	1,657	409	1,657	409	1,657	409	1,657	409	1,657	409	1,657	409	1,657	409	1,657	409
GMU	11,068	1,963	11,130	1,987	11,142	1,990	11,125	1,980	11,133	1,986	11,132	1,985	11,130	1,984	11,131	1,985
JMU	5,037	968	5,063	968	5,089	972	5,115	977	5,141	982	5,167	987	5,193	992	5,219	987
LU	1,331	265	1,305	236	1,369	248	1,383	251	1,397	253	1,411	255	1,424	256	1,439	260
NSU	1,493	273	1,528	284	1,532	285	1,549	287	1,557	289	1,573	291	1,573	291	1,573	291
ODU	8,937	1,786	9,319	1,864	9,637	1,928	9,936	1,989	10,205	2,045	10,491	2,102	10,776	2,159	11,065	2,218
RU	2,539	500	2,597	541	2,622	588	2,648	553	2,687	562	2,711	568	2,711	568	2,711	568
UMW	1594	297	1466	271	1509	280	1589	295	1603	296	1614	299	1612	296	1604	295
UVa	4,585	1,041	4,535	1,027	4,535	1,027	4,535	1,027	4,535	1,027	4,535	1,027	4,535	1,027	4,535	1,027
UVa-W	588	170	590	170	594	171	596	171	600	173	603	174	605	174	609	176
VCU	9,929	1,927	9,929	1,927	9,929	1,927	9,929	1,927	9,929	1,927	9,929	1,927	9,929	1,927	9,929	1,927
VMI	847	113	865	115	888	118	879	117	887	118	891	119	891	118	891	118
VSU	886	295	886	295	886	295	886	295	886	295	886	295	886	295	886	295
VT	5,144	1,210	5,199	1,231	5,165	1,225	5,101	1,209	5,074	1,203	5,011	1,187	5,026	1,189	5,027	1,190
Subtotal	56,480	11,358	56,919	11,468	57,512	11,625	57,856	11,642	58,142	11,708	58,461	11,767	58,799	11,827	59,125	11,888
RBC	650	244	650	244	650	244	650	244	650	244	650	244	650	244	650	244
VCCS	57,896	7,968	62,946	9,418	63,469	9,594	64,504	9,496	64,745	9,633	65,394	10,037	65,720	9,950	66,049	10,012
Total	115,026	19,570	120,515	21,130	121,631	21,463	123,010	21,382	123,537	21,585	124,505	22,048	125,169	22,021	125,824	22,144

Table 4: Off-Campus Fall Headcount and Annual Off-Campus FTE

	2008-09		2009-10		2010-11		2011-12		2012-13		2013-14		2014-15		2015-16	
	Actual/Estimated		Projected													
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
CNU	0	16	0	10	0	10	0	10	0	10	0	10	0	10	0	10
CWM	187	154	187	154	187	154	187	154	187	154	187	154	187	154	187	154
GMU	2,297	1,165	2,151	1,059	2,246	1,085	2,106	1,103	2,046	1,082	2,012	1,090	2,047	1,092	2,125	1,088
JMU	741	744	521	790	562	853	606	919	656	1,001	709	1,076	709	1,077	709	1,076
LU	506	204	526	199	530	202	537	204	541	204	546	204	552	208	558	210
NSU	33	78	141	109	141	109	142	110	146	116	148	118	150	118	152	120
ODU	3,170	2,203	3,174	2,206	3,182	2,212	3,191	2,218	3,199	2,224	3,208	2,230	3,217	2,236	3,226	2,242
RU	367	224	512	349	567	391	561	390	565	389	565	391	566	393	568	395
UMW	96	63	46	59	49	69	52	65	58	64	50	64	51	63	52	63
UVa	3,484	3,061	3,660	3,158	3,690	3,183	3,730	3,203	3,760	3,220	3,790	3,235	3,830	3,257	3,830	3,257
UVa-W	329	99	331	94	333	92	335	92	336	92	338	93	339	94	342	94
VCU	3,114	1,076	3,001	1,051	2,903	1,033	2,928	1,051	2,943	1,063	2,948	1,067	2,948	1,067	2,948	1,067
VMI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VSU	149	47	152	53	152	53	151	53	151	53	151	53	151	53	151	53
VT	2,480	1,646	2,521	1,529	2,559	1,551	2,586	1,570	2,634	1,597	2,616	1,590	2,648	1,609	2,629	1,599
Subtotal	16,953	10,781	16,924	10,822	17,104	11,000	17,115	11,145	17,224	11,272	17,271	11,379	17,398	11,434	17,481	11,432
RBC	283	114	283	114	283	114	283	114	283	114	283	114	283	114	283	114
VCCS	49,196	27,684	31,006	26,133	33,314	26,512	33,611	26,028	33,930	25,638	34,302	24,971	34,455	25,109	34,658	25,145
Total	66,432	38,579	48,213	37,069	50,701	37,626	51,009	37,287	51,437	37,024	51,856	36,464	52,136	36,657	52,422	36,691

Table 5: Total Fall Headcount by Domicile

	2008-09		2009-10		2010-11		2011-12		2012-13		2013-14		2014-15		2015-16	
	Actual		Projected													
	In-State	Out-of-State														
CNU	4,672	232	4,579	341	4,637	346	4,688	350	4,724	349	4,748	354	4,780	345	4,777	355
	95.3%	4.7%	93.1%	6.9%	93.1%	6.9%	93.1%	6.9%	93.1%	6.9%	93.1%	6.9%	94.2%	6.8%	93.6%	7.0%
	4,904		4,920		4,983		5,038		5,073		5,102		5,125		5,132	
CWM	4,963	2,929	4,987	2,943	5,021	2,966	5,040	2,978	5,059	2,990	5,069	2,996	5,069	2,996	5,069	2,996
	62.9%	37.1%	62.9%	37.1%	62.9%	37.1%	62.9%	37.1%	62.9%	37.1%	62.9%	37.1%	63.0%	37.2%	62.9%	37.1%
	7,892		7,930		7,987		8,018		8,049		8,065		8,065		8,065	
GMU	25,312	5,402	25,575	5,332	25,491	5,607	25,844	5,875	26,356	6,041	26,589	6,256	26,913	6,471	27,331	6,669
	82.4%	17.6%	82.7%	17.3%	82.0%	18.0%	81.5%	18.5%	81.4%	18.6%	81.0%	19.0%	83.1%	20.0%	83.2%	20.3%
	30,714		30,907		31,098		31,719		32,397		32,845		33,384		34,000	
JMU	13,355	5,350	13,510	5,261	13,744	5,301	14,114	5,277	14,449	5,281	14,711	5,285	14,871	5,285	14,989	5,285
	71.4%	28.6%	72.0%	28.0%	72.2%	27.8%	72.8%	27.2%	73.2%	26.8%	73.6%	26.4%	75.4%	26.8%	75.0%	26.4%
	18,705		18,771		19,045		19,390		19,730		19,995		20,156		20,273	
LU	4,429	298	4,440	335	4,484	339	4,529	341	4,574	345	4,620	348	4,667	351	4,713	355
	93.7%	6.3%	93.0%	7.0%	93.0%	7.0%	93.0%	7.0%	93.0%	7.0%	93.0%	7.0%	94.9%	7.1%	94.9%	7.1%
	4,727		4,775		4,823		4,870		4,919		4,968		5,018		5,068	
UMW	4,099	985	4,110	934	4,218	895	4,280	882	4,336	880	4,340	876	4,337	875	4,324	874
	80.6%	19.4%	81.5%	18.5%	82.5%	17.5%	82.9%	17.1%	83.1%	16.9%	83.2%	16.8%	83.1%	16.8%	82.9%	16.8%
	5,084		5,044		5,113		5,162		5,216		5,216		5,212		5,198	
NSU	5,149	1,176	5,234	1,252	5,281	1,269	5,354	1,272	5,410	1,299	5,468	1,330	5,576	1,318	5,624	1,366
	81.4%	18.6%	80.7%	19.3%	80.6%	19.4%	80.8%	19.2%	80.6%	19.4%	80.4%	19.6%	83.1%	19.6%	82.7%	20.1%
	6,325		6,486		6,550		6,626		6,709		6,798		6,894		6,990	
ODU	19,978	3,108	20,250	3,189	20,483	3,257	20,651	3,296	20,755	3,323	20,856	3,354	20,942	3,382	21,024	3,411
	86.5%	13.5%	86.4%	13.6%	86.3%	13.7%	86.2%	13.8%	86.2%	13.8%	86.1%	13.9%	87.0%	14.0%	86.8%	14.1%
	23,086		23,439		23,740		23,947		24,079		24,210		24,324		24,434	
RU	8,428	729	8,342	751	8,364	756	8,373	752	8,360	759	8,451	767	8,505	771	8,539	774
	92.0%	8.0%	91.7%	8.3%	91.7%	8.3%	91.8%	8.2%	91.7%	8.3%	91.7%	8.3%	93.3%	8.5%	92.6%	8.4%
	9,157		9,093		9,120		9,125		9,119		9,218		9,276		9,313	
UVA	15,482	9,059	15,596	9,045	15,727	9,111	15,850	9,175	15,963	9,240	16,090	9,311	16,223	9,380	16,244	9,390
	63.1%	36.9%	63.3%	36.7%	63.3%	36.7%	63.3%	36.7%	63.3%	36.7%	63.3%	36.7%	64.4%	37.2%	64.0%	37.0%
	24,541		24,641		24,838		25,025		25,203		25,401		25,603		25,634	
UVAW	1,873	91	1,882	91	1,891	91	1,902	92	1,911	92	1,921	93	1,930	93	1,940	94
	95.4%	4.6%	95.4%	4.6%	95.4%	4.6%	95.4%	4.6%	95.4%	4.6%	95.4%	4.6%	96.4%	4.6%	96.3%	4.7%
	1,964		1,973		1,982		1,994		2,003		2,014		2,023		2,034	
VCU	27,714	4,570	27,811	4,791	27,904	4,949	28,102	5,088	28,251	5,221	28,384	5,339	28,397	5,398	28,408	5,442
	85.8%	14.2%	85.3%	14.7%	84.9%	15.1%	84.7%	15.3%	84.4%	15.6%	84.2%	15.8%	84.8%	16.1%	84.2%	16.1%
	32,284		32,602		32,853		33,190		33,472		33,723		33,795		33,850	
VMI	858	570	865	594	872	625	842	641	837	659	832	671	828	674	828	674
	60.1%	39.9%	59.3%	40.7%	58.2%	41.8%	56.8%	43.2%	55.9%	44.1%	55.4%	44.6%	55.3%	45.1%	55.1%	44.8%
	1,428		1,459		1,497		1,483		1,496		1,503		1,502		1,502	
VSU	3,463	1,579	3,812	1,453	3,834	1,477	3,859	1,499	3,881	1,522	3,905	1,546	3,943	1,570	3,980	1,595
	68.7%	31.3%	72.4%	27.6%	72.2%	27.8%	72.0%	28.0%	71.8%	28.2%	71.6%	28.4%	73.0%	29.1%	73.0%	29.3%
	5,042		5,265		5,311		5,358		5,403		5,451		5,513		5,575	

	2008-09		2009-10		2010-11		2011-12		2012-13		2013-14		2014-15		2015-16	
	Actual		Projected													
	In-State	Out-of-State														
VT	21,337	9,402	21,306	9,213	21,100	9,172	21,126	9,124	21,279	8,951	21,297	9,000	21,315	9,039	21,290	9,075
	69.4%	30.6%	69.8%	30.2%	69.7%	30.3%	69.8%	30.2%	70.4%	29.6%	70.3%	29.7%	70.5%	29.9%	70.3%	30.0%
	30,739		30,519		30,272		30,250		30,230		30,297		30,354		30,365	
RBC	1,612	22	1,612	22	1,612	22	1,612	22	1,302	19	1,612	22	1,612	22	1,612	22
	98.7%	1.3%	98.7%	1.3%	98.7%	1.3%	98.7%	1.3%	98.6%	1.4%	98.7%	1.3%	122.0%	1.7%	98.7%	1.3%
	1,634		1,634		1,634		1,634		1,321		1,634		1,634		1,634	
VCCS	167,022	8,465	162,296	9,492	165,566	9,694	167,191	9,786	168,853	9,876	170,577	9,973	171,413	10,020	172,303	10,069
	95.2%	4.8%	94.5%	5.5%	94.5%	5.5%	94.5%	5.5%	94.5%	5.5%	94.5%	5.5%	95.9%	5.6%	95.4%	5.6%
	175,487		171,788		175,260		176,977		178,729		180,550		181,433		182,372	

Table 6: Total Degree Estimates

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Christopher Newport University	966	931	951	915	912	921	941	945
College of William and Mary	2,245	2,208	2,208	2,257	2,288	2,304	2,309	2,309
George Mason University	7,030	7,155	6,828	7,063	7,387	7,559	7,728	7,941
James Madison University	4,408	4,369	4,489	4,583	4,615	4,631	4,738	4,806
Longwood University	905	895	913	945	945	963	972	983
Norfolk State University	1,045	1,072	1,098	1,126	1,153	1,182	1,212	1,242
Old Dominion University	4,278	4,391	4,453	4,505	4,541	4,580	4,615	4,651
Radford University	2,250	2,264	2,260	2,252	2,298	2,300	2,362	2,375
University of Mary Washington	1,191	1,201	1,257	1,276	1,250	1,252	1,251	1,249
University of Virginia	6,196	6,272	6,402	6,477	6,498	6,529	6,615	6,650
University of Virginia's College at Wise	285	286	288	289	291	292	294	295
Virginia Commonwealth University	6,211	6,304	6,399	6,494	6,556	6,619	6,632	6,641
Virginia Military Institute	286	292	311	299	306	315	316	316
Virginia State University	747	733	748	764	764	762	764	764
Virginia Tech	7,202	7,383	7,412	7,547	7,449	7,470	7,466	7,470
SUBTOTAL	45,245	45,756	46,017	46,792	47,253	47,679	48,215	48,637
Richard Bland College	200	200	225	225	230	230	230	230
Virginia Community College System	16,990	17,411	17,846	18,292	18,658	19,031	19,412	19,799
TOTAL	62,435	63,367	64,088	65,309	66,141	66,940	67,857	68,666

State Council of Higher Education for Virginia Agenda Item

Item: #7.b - Action on the 2009-10 Full Cost Report

Date of Meeting: July 14, 2009

Presenter: Dan Hix, Finance Policy Director, DanHix@schev.edu

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date: 7/8/2008

Action: Approval of the 2008-09 Full Cost Report

Background Information/Summary of Major Elements:

- General Provisions language contained in the 1990 Appropriation Act made institutions aware that the objective of the Commonwealth was that nonresident students should pay no less than the full cost of their education by 1992-93.
- During the 1996 General Assembly session, the Council staff noted that substantial state general fund increases for the 1996-98 biennium would increase average educational costs and would result in large increases in nonresident tuition at some institutions if they were to continue to meet the 100 percent requirement.
- To address this concern, the General Assembly added language to the Appropriation Act that gave the Council the ability to approve exemptions, thus authorizing a phased approach to meeting the 100 percent requirement.
- In 2003, the Joint Subcommittee on Higher Education Funding Policies revised the 2001 funding guidelines and developed a fund-split model to be used in conjunction with the base adequacy guidelines for higher education institutions. This model identifies the cost of an institution's base operation and calculates the fund share of the cost by student level, domicile and program.
- As a result, the 2004 Appropriation Act includes the following revised tuition policy in Item 4-2.01.b.2:
 - *b) "The Boards of Visitors or other governing bodies of institutions of higher education may set tuition and fee charges*

at levels they deem to be appropriate for all nonresident student groups based on, but not limited to, competitive market rates, provided that: 1) the tuition and mandatory educational and general fee rates for nonresident undergraduate and graduate students cover at least 100 percent of the average cost of their education, as calculated through base adequacy guidelines adopted, and periodically amended, by the Joint Subcommittee Studying Higher Education Funding Policies.”

- *c) “For institutions charging nonresident students less than 100 percent of the cost of education, the State Council of Higher Education for Virginia may authorize a phased approach to meeting this requirement, when in its judgment, it would result in annual tuition and fee increases for nonresident students that would discourage their enrollment.”*

- Thus 2004-05 became the first year that the full cost study was based on the base adequacy guidelines. That is, the study examines the nonresident tuition and mandatory educational and general (E&G) fee rates as a percent of the guideline calculated cost per-FTE student rather than the E&G appropriations at an institution.
- Based on institutions’ 2009-10 tuition charges, it is estimated that all institutions will have met the requirement that nonresident tuition and mandatory E&G fee rates cover at least 100 percent of the average cost of their education in 2009-10.
- Staff recommends that the Council of Higher Education approve the 2009-10 Full Cost Report and forward it to the Governor and the Chairmen of the House Appropriations and Senate Finance Committees.

Materials Provided: The 2009-10 Full Cost Report

Financial Impact: None.

Timetable for Further Review/Action:

Data for 2010-11 will be reviewed and presented for Council action at the July 2010 meeting.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the 2009-10 Full Cost Report.

2009-10 Full Cost Report

The 1990 Appropriation Act states, “the objective of the Commonwealth is to ultimately charge nonresident students the full cost of their education.” By 1992, every Virginia state-supported college and university had come into compliance with the requirement that nonresident tuition equal or exceed 100 percent of average educational cost.

During the first half of the 1990’s, many institutions also relied heavily on double-digit increases in tuition and fees to pay for operations. These tuition increases, combined with meeting the requirement that nonresident students pay the full cost of their education, made a number of institutions less financially attractive to non-Virginians.

During the 1996 Session, the Council staff and the affected institutions noted that substantial state general fund increases for 1996-98 would increase average educational costs and result in large increases in nonresident tuition at some institutions if they were to continue to meet the 100 percent requirement. To address this, the General Assembly included the following language in the Appropriation Act:

“The determination of proper tuition, fees and charges shall be made by the Board of Visitors or other governing bodies of institutions of higher education provided, however, that the tuition and fee charges to nonresident students shall be not less than 100 percent of the average cost of education as calculated by the State Council of Higher Education in consultation with the Department of Planning and Budget. The State Council of Higher Education may authorize a phased approach to meeting this requirement when, in its judgment, it would result in annual tuition and fee increases for nonresident students that would discourage their enrollment.”

To examine institutions’ compliance with the policy, Council staff compared each institution’s nonresident tuition and mandatory educational and general (E&G) fee charges as a percent of its E&G appropriations per student.

In 2003, the Joint Subcommittee on Higher Education Funding Policies revised the 2001 funding guidelines and developed a fund-split model to be used in conjunction with the base adequacy guidelines for higher education institutions. This model identifies the cost of an institution’s base operation and calculates the fund share of the cost by student level, domicile and program.

As a result, the 2004 Appropriation Act includes the following revised tuition policy, *Item 4-2.01.b.2*:

b) “The Boards of Visitors or other governing bodies of institutions of higher education may set tuition and fee charges at levels they deem to be appropriate for all nonresident student groups based on, but not limited to, competitive market rates, provided that: 1) the tuition and mandatory educational and general fee rates for nonresident undergraduate and graduate students cover at least 100 percent of the

average cost of their education, as calculated through base adequacy guidelines adopted, and periodically amended, by the Joint Subcommittee Studying Higher Education Funding Policies.”

c) “For institutions charging nonresident students less than 100 percent of the cost of education, the State Council of Higher Education for Virginia may authorize a phased approach to meeting this requirement, when in its judgment, it would result in annual tuition and fee increases for nonresident students that would discourage their encouragement.”

Based on institutions’ 2009-10 tuition charges, it is estimated that all institutions will have met the requirement that nonresident tuition and mandatory E&G fee rates cover at least 100 percent of the average cost of their education in 2008-09 (Table 1).

Table 1

**2009-10 Average Nonresident Tuition
As a Percent of Average Cost of Education**

Institutions	Average Guideline Calc. Cost Per Student ⁽¹⁾	Average Nonresident Tuition ⁽²⁾	% of Cost
GMU	\$13,945	\$21,278	153%
ODU	\$13,093	\$17,351	133%
UVA	\$16,324	\$26,126	160%
VCU	\$13,848	\$18,241	132%
VT	\$15,429	\$19,192	124%
CWM	\$16,726	\$24,488	146%
CNU	\$11,767	\$12,356	105%
UVA-W	\$12,327	\$16,224	132%
JMU	\$12,122	\$16,171	133%
LU	\$12,373	\$14,067	114%
UMW	\$12,727	\$16,563	130%
NSU	\$12,824	\$15,395	120%
RU	\$11,550	\$13,855	120%
VMI	\$18,722	\$23,048	123%
VSU	\$10,958	\$11,942	109%
RBC	\$8,162	\$11,394	140%
VCCS	\$7,435	\$8,230	111%
TOTAL ⁽³⁾	\$11,646	\$18,764	141%

⁽¹⁾ Derived by dividing 2007-08 guideline calculated cost by 2009-10 enrollment projections.

⁽²⁾ Enrollment-weighted tuition averages of both undergraduate and graduate students.

⁽³⁾ Total percent of cost calculation has been weighted by level-specific (doctoral, comprehensive, and two-year) enrollments.

State Council of Higher Education for Virginia Agenda Item

Item: # 7.c - Action on Final Report of the 2008-09 Program Viability Process

Date of Meeting: July 14, 2009

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs & Planning
JoeDeFilippo@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: March 10, 2009

Action: Council received a report on public institution academic programs reviewed under the program viability process in 2008-09. Of 14 programs subject to full quantitative and qualitative review, Council approved six to be continued without stipulation, one to be continued with stipulation, and one to be discontinued. Six programs were granted an extension until the July 2009 meeting.

Background Information/Summary of Major Elements:

At the March 10, 2009 meeting, staff reported results thus far of the 2008-09 program viability process. Council was presented a summary of program actions including exemptions, voluntary closures, and programs subject to full quantitative and qualitative review. Of eleven targeted VCCS programs, it was reported that four will be phased out, three will be revitalized, and four will be continued. Of the initial 130 four-year institution programs targeted by SCHEV, 66 were exempted on the grounds that they were five or fewer years old, an additional eight were exempted on technical grounds (i.e., SCHEV data needed to be revised), and institutions elected to review an additional seven programs. Thus, a total of 63 programs were subjected to substantial review on grounds of mission centrality, program health, institutional commitment, etc. Of the 63 programs subject to substantial review, 26 were identified for closure by institutions, 23 were exempted on mission-related grounds, and 14 were identified for "full quantitative and qualitative review." Of the 14 programs subject to full review, Council approved the continuance of six programs without stipulation, the continuance of one program with stipulation and the closure of one program. At that time, five programs at the University of Virginia (UVA) and one program at Virginia Commonwealth University's (VCU) were granted

extensions to allow for more in-depth institutional review. Of these six remaining programs, VCU has since decided to close its Ph. D. in Pathology; UVA is closing four programs and requesting the continuance of its Ed.D. in Counselor Education.

Staff concurs with UVA's request to continue the Ed.D. in Counselor Education; a resolution to that effect is proposed here. An updated report listing all programs identified for closure is also provided. According to the *Code of Virginia*, §23-9.6:1, the Council shall report to the Governor and General Assembly any program discontinuances resulting from the program viability process.

Materials Provided:

- “Programs Identified for Closure: Results of the 2008-09 Academic Program Productivity/Viability Review.”

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: Based on the 2008-09 program viability results and institutions' qualitative documentation, staff recommends that the following resolutions be approved by Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following degree program action:

Continue without stipulation:

University of Virginia

**Doctor of Education in Counselor Education - CIP Code:
13.1101**

BE IT FURTHER RESOLVED that the State Council of Higher Education for Virginia authorizes the Executive Director to convey to the Governor and General Assembly the attached report: “Programs Identified for Closure: Results of the 2008-09 Academic Program Productivity/Viability Review.”

Programs Identified for Closure: Results of the 2008-09 Academic Program Productivity/Viability Review

Institution	Program Title	CIP	Degree Level	Award	Termination Year
George Mason University	Area Studies	050199	Baccalaureate	B.A.	2015
	Bioscience Management	529999	Masters	M.S.	2015
	Conducting	500906	Masters	M.M.	2009
	Electronic Commerce	301501	Masters	M.S.	2015
	Music	500999	Masters	M.A.	2008
	Operations Research and Engineering	149999	Masters	M.S.	2009
	Pedagogy and Performance	500903	Masters	M.M.	2009
	Urban Systems Engineering	142798	Masters	M.S.	2009
<i>Total 8</i>					
James Madison University	Business and Marketing Education	131303	Baccalaureate	B.S.	2007
	Hearing Disorders	510202	Masters	M.Ed.	2005
	<i>Total 2</i>				
Longwood University	Environmental Science	030103	Masters	M.S.	2005
	<i>Total 1</i>				
Norfolk State University	Design Technology	150899	Baccalaureate	B.S.	2013
	Vocational/Industrial Education	131320	Baccalaureate	B.S.	2013
	<i>Total 2</i>				
Old Dominion University	E-Commerce	529999	Baccalaureate	B.S.	2009*
	E-Commerce	529999	Masters	M.S.	2010*
	Environmental Engineering	141401	Baccalaureate	B.S.	2012*
	Taxation	521601	Masters	M.TX.	2006*
	Urban Studies	451201	Masters	M.U.S.	2013*
	Visual Studies (Joint w/NSU)	500101	Masters	M.F.A./M.A.	2013
	<i>Total 6</i>				
University of Virginia	Applied Mechanics	141101	Masters	M.A.M./M.S.	2004
	Bioethics	301501	Masters	M.A.	Pending*
	Educational Policy Studies	130701	Masters	M.Ed.	Pending*
	Educational Policy Studies	130701	Doctoral	Ed.D.	Pending*
	Educational Psychology	42.1801	Doctoral	Ed.D.	Pending*
	Health and Physical Education	131314	Doctoral	Ed.D.	Pending*
	Special Education	131001	Doctoral	Ed.D.	Pending*

Institution	Program Title	CIP	Degree Level	Award	Termination Year
	Surgery	511401	Masters	M.S.	2004
	<i>Total 8</i>				
Virginia Commonwealth University	Pathology	260910	Doctoral	Ph.D.	2014*
	<i>Total 1</i>				
Virginia Polytechnic Institute and State University	Apparel, Housing and Resource Management	190201	Masters	M.S.	Pending*
	Apparel, Housing and Resource Management	190201	Doctoral	Ph.D.	Pending*
	Information Systems	110401	Masters	M.I.S.	Pending*
	<i>Total 3</i>				
Four-Year Institution Total: 31					

<i>The following Virginia Community College System programs have been identified for phasing out:</i>					
New River Community College	American Sign Language & Interpreter Education	16.1603	Associate	AAS	2010
Piedmont Virginia Community College	Biotechnology	41.0101	Associate	AAS	2010
Rappahannock Community College	Technical Studies	15.0612	Associate	AAS	2010
Thomas Nelson Community College	Opticianry	51.1801	Associate	AAS	Under Review
VCCS Total: 4					

Overall Public Institution Total: 35

**Final notice of program closure will be submitted by the institution following the completion of pending governance processes.*

State Council of Higher Education for Virginia Agenda Item

Item: #7.d – Action on Programs at Public Institutions

Date of Meeting: July 14, 2009

Presenter:

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

Two public four-year institutions (George Mason University and Virginia Commonwealth University) are requesting Council action on a total of five proposals for new degree programs. The programs would be implemented fall 2009. Staff's review of these proposals finds that each meets the criteria established by Council for program approval.

Materials Provided:

Public Four-year Institutions

- George Mason University
 - Doctor of Philosophy in Chemistry and Biochemistry
 - Doctor of Philosophy in Civil and Infrastructure Engineering
 - Doctor of Philosophy in Music Education
 - Doctor of Musical Arts

- Virginia Commonwealth University
 - Doctor of Philosophy in Nanoscience and Nanotechnology

Financial Impact: The proposed programs would be funded by existing and/or reallocated resources.

Timetable for Further Review/Action: N/A

Resolutions:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Doctor of Philosophy (Ph.D.) degree program in Chemistry and Biochemistry (CIP: 26.0202), effective fall 2009.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Doctor of Philosophy (Ph.D.) degree program in Civil and Infrastructure Engineering (CIP: 14.0899), effective fall 2009.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Doctor of Philosophy (Ph.D.) degree program in Music Education (CIP: 13.1312), effective fall 2009.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Doctor of Musical Arts (D.M.A.) degree program (CIP: 13.1312), effective fall 2009.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Doctor of Philosophy (Ph.D.) degree in Nanoscience and Nanotechnology (CIP: 41.9999), effective fall 2009.

George Mason University
Doctor of Philosophy (Ph.D.) in Chemistry and Biochemistry
(CIP: 26.0202)

Program Description

George Mason University (Mason) is proposing the creation of a Doctor of Philosophy (PhD) degree program in Chemistry and Biochemistry, to begin fall 2009. This proposed program would build on Mason's existing strengths and expertise in the chemical sciences and would further enhance productive collaborations between the Department of Chemistry and Biochemistry and other departments in the university. The program will facilitate more research interaction between faculty in the sciences and support the research collaborations that exist with external faculty and programs.

The proposed program is intended to prepare students to perform independent research and pursue careers in the fields of chemistry and biochemistry. Mason anticipates that graduates will utilize knowledge of chemistry to design, analyze and interpret scientific investigation. Graduates will provide leadership in directing problem-solving applied research and development in government research laboratories and educational institutions. The program would target potential students who possess a strong background in chemistry, biochemistry, or a related field and would offer emphases in three areas: Analytical and Environmental Chemistry, Protein Biochemistry, and Physical Chemistry and Spectroscopy. At a minimum, the program would require 72 credit hours beyond the Bachelor's degree: 12 credit hours of core coursework; nine credit hours of coursework in a concentration; 24 credit hours of elective coursework; three credit hours of coursework in graduate seminar; and 24 credit hours in dissertation research. The program would require a minimum of 42 credit hours beyond the Master's level including 12 credit hours of core coursework, six credit hours of new coursework, and at least 24 hours in dissertation research.

Justification for the Proposed Program

The proposed program reflects the institution's strategic decision to discontinue the existing PhD degree program in Physical Sciences and create a discipline-based doctoral program in Chemistry and Biochemistry to address the needs of the institution, students in the Northern Virginia area, and the scientific community at large. Mason asserts that as an "up-and-coming" institution seeking to advance in national rankings, it is essential for the institution to offer doctoral-level education and training in the field of chemistry and biochemistry. Moreover, the institution possesses the resources (faculty, equipment, and education centers) to offer a "high quality" degree program. In Virginia and globally, a need exists for doctoral-level programs to train chemists and biochemists to perform research in areas such as environmental chemistry, fuels chemistry, water purification, and biochemistry. Mason notes that through research and investigation, graduates of the proposed program would possess the skills and the knowledge to discover solutions to address environmental issues. Further, experts are needed to meet future challenges in the areas of medicine, biodefense, biotechnology, and other life-science related fields.

The summation of the SCHEV-required external reviewers' report concludes that the proposed program "is unique and makes good sense for GMU as a comprehensive research university." A major strength of the program is the focus on the "clientele of students employed in the research enterprise" who will be able to pursue a doctoral degree on a part-time basis in the Northern Virginia and Washington DC area. The program's focus includes "specific areas of chemistry and biochemistry that are strengths of the department;" additionally, "appropriate connections with other science departments at GMU will allow forefront interdisciplinary work to be carried out..." There is institutional support. However, "work needs to continue to raise the student financial support for full-time students." This Review concludes with a strong endorsement of support and notes that the conversion of the existing PhD degree program in Physical Science to a PhD degree program in Chemistry and Biochemistry "will result in an academic program that is needed by the affected students, area employers, George Mason University, and the Commonwealth of Virginia."

Student Demand

In March 2008, Mason conducted a survey of graduate students enrolled in the MS in Chemistry degree program. Of the 17 respondents, 14 (approximately 82%) indicated they were interested in enrolling in the proposed program.

A survey of and letters from students enrolled in the current Physical Sciences program indicate student demand. Of the 12 survey respondents, seven (approximately 58%) indicated that they preferred the degree title of "Chemistry" or "Biochemistry" and were interested in transferring to the proposed program. In letters, students enrolled in the Physical Sciences degree program and one who works full-time in the area indicated that the proposed program "would be more beneficial" and "best suit" future career interests and targeted employment opportunities.

The summary of projected enrollments for the proposed program shows a headcount (HDCT) of 9 in the program's first year, rising to a HDCT of 16 by the target year. Enrollment projections show a full-time equated student enrollment (FTES) of 9.0 in the program's first year (2009-10). The projections continue as follows: FTES 2010-11, 12.0; 2011-12, 13.0; and 2012-13, 14.0. Mason anticipates five graduates per year beginning in 2013-14. If projections are met, then this program will meet Council's productivity/viability standards within five years, as required.

Market/Employer Demand

National and government research laboratories provide an expanding market for educated and highly trained chemists and biochemists. In 2006, approximately 84,000 chemists were employed nationally (<http://www.bls.gov/oco/ocos049.htm#employ>). Employment data for the Federal government showed that approximately 6,000 chemists worked in the Federal government (<http://www.bls.gov/oco/cg/cgs041.htm>). Mason notes that a number of the government institutions to include the National Institutes of Health, National Institute of Standards and Technology, and National Research Laboratory are located in the Washington, DC metropolitan area. Letters of support indicate a need for "highly trained individuals to work at the cutting edge of

research” and offer “strong endorsement” for the proposed program. Employment announcements show demand for doctoral-level Research and Development Chemists, Research Scientists, and faculty. The Bureau of Labor Statistics (BLS) projects that between 2006 and 2016 demand for chemists and materials scientists is expected to increase “about as fast as average” or 9% for all occupations (www.bls.gov/oco/ocos049.htm). It is noted that graduates with an advanced degree, and particularly those with a PhD will enjoy better opportunities. “Furthermore, chemists with an advanced degree will continue to fill most senior research and upper management positions.” Employment of biochemists is projected to increase 16% (www.bls.gov/oco/ocos047.htm); and, employment of postsecondary teachers is expected to increase “much faster than the average” or 23% for all occupations (www.bls.gov/oco/ocos066.htm). Data from the Virginia Employment Commission (VEC) show that between 2006 and 2016 employment of Chemists is expected to grow 11.1% or 1.1% annually; employment of Biochemists and Biophysicists is expected to grow 14.5% or 1.4%; employment of Chemistry, Postsecondary Teachers is expected to grow 32.9% or 2.9% annually (available at: www.vawc.virginia.gov/analyzer).

Issues of Duplication

In Virginia, no public institution offers a doctoral program in Chemistry and Biochemistry. Although no identical degree program exists, four public institutions (VA Tech, ODU, VCU, and UVA) offer related programs in Chemistry and two public institutions (VCU and VA Tech) offer degree programs in Biochemistry. Mason contends that the proposed program is different from existing programs in that courses in physical chemistry and biochemistry are required core courses. Further, the proposed program would serve students in the Northern Virginia area specifically students employed fulltime in local businesses and government agencies and are residents in the area.

Resource Needs

No additional state resources are required to initiate and sustain this program. A reallocation of existing resources within the university would support the program.

Board Approval

The George Mason University Board of Visitors approved the proposed program on December 3, 2008.

Staff Recommendation

Based on a thorough review of the application, staff recommends that the Council adopt the following resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Doctor of Philosophy (Ph.D.) degree program in Chemistry and Biochemistry (CIP: 26.0202), effective fall 2009.

George Mason University
Doctor of Philosophy (Ph.D.) in Civil and Infrastructure Engineering
(CIP: 14.0899)

Program Description

George Mason University (Mason) proposes the creation of a Doctor of Philosophy (PhD) degree program in Civil and Infrastructure Engineering to be initiated fall 2009. Located in the Civil, Environmental and Infrastructure Engineering Department, the proposed program will provide education and training in the relationships between structures, networked systems, and the environment and how such relationships affect people. The program combines theoretical and empirical coursework in civil and environmental engineering, with emphasis in three areas: transportation engineering, environmental and water resources, and construction management. Prepared to serve as civil engineers, faculty, or researchers and program developers in government agencies and laboratories, private industry, and education organizations, graduates of the proposed program would possess the knowledge and skills to: 1) model, simulate, and analyze complex civil engineering systems and concepts; 2) work on multidisciplinary projects and lead teams of investigators in conducting research projects; 3) teach theories and concepts of civil engineering; 4) utilize and apply concepts from other disciplines to the civil and infrastructure domain; and 5) provide innovative solutions to complex civil engineering systems.

The program would require a minimum of 72 graduate credit hours beyond the Bachelor's degree: 24 credit hours of core coursework; 21 credit hours of coursework in civil, engineering, and infrastructure engineering; three credit hours of coursework in statistics; and 24 credit hours in dissertation research coursework.

Justification for the Proposed Program

The program proposal was reviewed by two experts external to Mason, who, along with a SCHEV staff member, met with faculty and administrators during a site visit. The External Reviewers endorsed the program proposal. The proposal is timely in that the "need for [these] programs has been well documented for several years." The institution notes that civil engineers with advanced education and knowledge are needed to continue to improve techniques, models, and understanding of emerging challenges of an evolving society. A cadre of doctoral-educated professionals is needed to plan, design, construct, manage, and maintain essential structures in the environment and the required community infrastructures. Mason and the External Reviewers concur that the proposed program supports the need for civil engineers in Virginia and the Washington DC area. As noted by one reviewer, "Given the population density in the Northern Virginia area and the concentration of engineering professionals, in particular, in the Washington metropolitan area, it seems to me that this particular manifestation of a doctoral program is well advised."

There is demand for scholars to train people entering the engineering workforce, researchers to investigate strategies that address environmental resources and limitations, and engineers that seek methods to improve design standards of public

structures and facilities. The External Reviewer's indicated that the proposed program "should do an excellent job of preparing students for future careers in both research and teaching." Mason contends that civil engineers understand society's evolving needs and challenges and as the population increases, trained and educated civil engineers will provide the infrastructure needed at the right time, on the right scale, and at the right cost. Graduates of the proposed will be prepared to address and solve the challenges.

Student Demand

In fall 2007, Mason conducted a survey of undergraduates and graduate students enrolled in the Civil, Environmental, and Infrastructure Engineering program and the Information Technology program. Of the 91 respondents, 56 (approximately 62%) indicated they would be interested in applying to or enrolling in the proposed program; 30 students (approximately 33%) indicated they would prefer to attend the program on a part-time basis.

Letters from students indicate student demand exists. One prospective student wrote, "[I] am really excited to pursue such a program at GMU for three reasons... I will be close to where I will be working and living... the program suits my future plans and career goals... it would give me the opportunity to explore modern research..." Another student indicated that "such a terminal degree is greatly needed" and he would "welcome the opportunity to transfer into such a program."

The summary of projected enrollments for the proposed program shows a headcount (HDCT) of 26 in the program's first year, rising to a HDCT of 31 by the target year. Enrollment projections show a full-time equated student enrollment (FTES) of 15.0 in the program's first year (2009-10). The projections continue as follows: FTES 2010-11, 17.0; 2011-12, 18.0; and 2012-13, 19.0. Mason anticipates six graduates per year beginning in 2013-14. If projections are met, then this program will meet Council's productivity/viability standards within five years, as required.

Market/Employer Demand

Two letters of support indicate need for doctoral-level civil engineers. Both letters note that involvement in "advanced projects offering high technical challenges" has increase and the need exists for "highly skilled individuals at the doctoral level to meet those challenges." Employment announcements indicate a need for qualified and trained research civil engineers nationally. The Virginia Employment Commission (VEC) projects that between 2006 and 2016, employment of civil engineers is expected to grow 22.1% or 2.0% annually; employment of environmental engineers is expected to grow 20.7% or 1.9% annually; and employment of Engineering postsecondary teachers is expected to grow 32.8% or 2.9% annually (available at: www.vawc.virginia.gov/analyzer). Data from the Bureau of Labor Statistics (BLS) indicate between 2006 and 2016, employment of civil engineers is expected to increase 18%; employment of environmental engineers is expected to increase 25%; and employment of postsecondary teachers is expected to increase 23% (<http://www.bls.gov/oco/ocos066.htm>). The BLS notes that "spurred by general

population growth and the related need to improve the Nation's infrastructure, more civil engineers will be needed to design and construct or expand transportation, water supply, and pollution control systems and buildings and building complexes. They also will be needed to repair or replace existing roads, bridges, and other public structures" (www.bls.gov/oco/ocos027.htm).

Issues of Duplication

Currently in Virginia, two public institutions (VA Tech and UVA) offer doctoral programs in Civil Engineering. Mason notes that the curriculum offered at VA Tech and UVA is similar to the proposed program. However, the proposed program will have a unique emphasis on sustainable design and engineering as well as the application of information technology to advance civil infrastructure systems. Further, the program would serve students employed full-time in the Northern Virginia area and who wish to pursue doctoral study on a part-time basis.

Resource Needs

No additional state resources are required to initiate and sustain this program. Mason would fund the proposed program primarily through institutional reallocations, with additional resources from anticipated research grant funds.

Board Approval

The George Mason University Board of Visitors approved the proposed program on December 5, 2007.

Staff Recommendation

Based on a thorough review of the application, staff recommends that the Council adopt the following resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Doctor of Philosophy (Ph.D.) degree program in Civil and Infrastructure Engineering (CIP: 14.0899), effective fall 2009.

George Mason University
Doctor of Philosophy (Ph.D.) in Music Education
(CIP: 13.1312)

Program Description

George Mason University (Mason) proposes the creation of a Doctor of Philosophy (PhD) degree program in Music Education to be initiated fall 2009. This program is being proposed in conjunction with a new Doctor of Musical Arts (DMA), which is being presented under a separate agenda item. The two programs share certain faculty and a common core of coursework in music history and theory; both require a dissertation and qualify graduates to teach at the postsecondary level. The PhD in Music Education is a research-based degree program, and is therefore distinct from—and complementary to—the proposed DMA, which is a practice-oriented program emphasizing the creation or performance of musical works.

Mason's proposal for a PhD in Music Education calls for 60 credits beyond the master's degree in music. The requirements for this degree program include three categories of courses: foundation studies in music (18 credits), studies in the major (Music Education – 30 credits), and the proposal/dissertation (12 credits). With permission of the Director of Graduate Studies a PhD student can select an area of Performance, Conducting, or Composition as a Secondary (Minor) area. This will require a minimum of twelve credits (at the 700-level or above) and may require courses beyond the normal 60-credit structure of the PhD degree.

The doctoral degree enables the recipient to be competitive for teaching and administration positions at two and four year colleges, and maximizes earning potential and professional status for K-12 teachers. Active participation in quantitative research in music education is a primary expectation for PhD students in Music Education, and the urban location of George Mason University is an important advantage for these students. The school-age population in Northern Virginia is among the largest in the nation and is significantly diverse. The institution attests that the proposed program would adhere to the professional and academic requirements of the National Association of Schools of Music (NASM), the field's accrediting agency, which articulates the learning outcomes for doctoral graduates in music. The proposed program, together with the proposed DMA, was subject to a site review by two external reviewers and a SCHEV staff reviewer. The external reviewers' report attests to the quality of both programs' design, and the institution has incorporated their suggestions into its implementation plans.

Justification for the Proposed Program

The Northern Virginia region is a leading area for music education. The public schools of Northern Virginia include some of the nation's largest and most highly-recognized music programs. Many of those who have expressed interest in a doctoral program in music at Mason are currently teaching in the area. Northern Virginia is distinct from other metropolitan areas in that as part of the nation's capital region it is home to the leadership military musical institutions. These include the Marine Band (the nation's

oldest professional ensemble), the Navy Band, the Air Force Band, and the Army Band. With over 400 individuals in the most elite military bands, the D.C. area has the largest concentration of outstanding woodwind, brass, and percussion professionals in the world. Virginia residents in the area do not currently have access to a public institution with doctoral music programs. Private institutions are often financially out of reach for this group of potential students. Doctoral study is also necessary to those aspiring to positions in research and teaching institutions. Having doctoral programs in music at a public university in Northern Virginia will afford opportunities for advanced study that are currently not accessible to qualified Virginia residents.

Student Demand

In January 2007, the Music Department conducted a survey among regional Mason Music alumni. Seventy-three alumni responded (a 15% response rate); nine indicated a specific interest in a music education doctoral program at George Mason University. In September 2008, the Music Department surveyed all students currently registered in graduate level music courses. Forty-eight students responded to the survey; 12.5% (6) of the respondents indicated their interest in applying for the PhD in Music Education.

The summary of projected enrollments for the proposed program shows a headcount (HDCT) of 6 in the program's first year, rising to a HDCT of 15 by the target year. Enrollment projections show a full-time equated student enrollment (FTES) of 4.0 in the program's first year (2009-10). The projections continue as follows: FTES 2010-11, 6.0; 2011-12, 8.0; and 2012-13, 9.0. Mason anticipates five graduates per year beginning in 2013-14. If projections are met, then this program will meet Council's productivity/viability standards within five years, as required.

Market/Employer Demand

While there are no BLS categories that correspond precisely to recipients of PhD's in music education, the Department of Labor's Occupational Outlook Handbook reports that overall employment of postsecondary teachers is expected to grow faster than the average for all occupations through 2016.

The Virginia Workforce Connection also projects substantial growth in employment demand in the category "Art, Drama, and Music Teachers, Postsecondary." The projected growth rate through 2016 is 3.0% annually, compared with a 1.5% annual growth rate for all occupations.

Issues of Duplication

Among private institutions in Virginia, only Shenandoah University has a doctoral program in music. They offer degree programs in Music Education and in Performance. The size of the program (doctoral headcount of 29 in the Fall 2004 SCHEV report) and geographic location limits the ability of this existing program to serve the target population of the proposed program.

Of the public universities in the Commonwealth, the University of Virginia (UVA) and James Madison University (JMU) have existing doctoral programs in music. The UVA program is a PhD in Music with two program specialization areas: Music Criticism and Composition/Music-Technology. The DMA program at JMU has more content overlap with the proposed Mason DMA. However, the combination of Mason's two proposed doctoral programs (research and practice) will give it a capacity that is not provided at any other public institution. Moreover, for geographical reasons the other public institution programs have limited ability to serve the target population of students in Northern Virginia.

Resource Needs

No additional state resources would be required to initiate and sustain this program. Mason would fund the proposed program through departmental and institutional reallocations.

Board Approval

The George Mason University Board of Visitors approved the proposed program on December 5, 2007.

Staff Recommendation

Based on a thorough review of the application, staff recommends that the Council adopt the following resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Doctor of Philosophy (Ph.D.) degree program in Music Education (CIP: 13.1312), effective fall 2009.

**George Mason University
Doctor of Musical Arts
(CIP: 13.1312)**

Program Description

George Mason University (Mason) proposes the creation of a Doctor of Musical Arts (DMA) to be initiated fall 2009. This program is being proposed in conjunction with a new PhD in Music Education, which is presented under a separate agenda item. The two programs share certain faculty and a common core of coursework in music history and theory; both require a dissertation and qualify graduates to teach at the postsecondary level. The PhD in Music Education is a research-based degree program, and is therefore distinct from—and complementary to—the proposed DMA, which is a practice-oriented program emphasizing the creation or performance of musical works.

Mason's proposal for a DMA calls for 60 credits beyond the master's degree in music. The requirements for this degree program include three categories of courses: foundation studies in music (18 credits), studies in the concentration (Performance, Conducting, or Composition—29 credits), and the proposal/dissertation (13 credits). As students complete foundation courses and electives, they may focus on either history or theory, which affords grounding in a secondary (minor) area of at least 12 credits.

The doctoral degree enables the recipient to be competitive for teaching and administration positions at two and four year colleges, and maximizes earning potential and professional status for K-12 teachers. The school-age population in Northern Virginia is among the largest in the nation and is significantly diverse. The institution attests that the proposed program would adhere to the professional and academic requirements of the National Association of Schools of Music (NASM), the field's accrediting agency, which articulates the learning outcomes for doctoral graduates in music. The proposed program, together with the proposed PhD in Music Education, was subject to a site review by two external reviewers and a SCHEV staff reviewer. The external reviewers' report attests to the quality of both programs' design, and the institution has incorporated their suggestions into its implementation plans.

Justification for the Proposed Program

The Northern Virginia region is a leading area for music education. The public schools of Northern Virginia include some of the nation's largest and most highly-recognized music programs. Many of those who have expressed interest in a doctoral program in music at Mason are currently teaching in the area. Northern Virginia is distinct from other metropolitan areas in that as part of the nation's capital region it is home to the leadership military musical institutions. These include the Marine Band (the nation's oldest professional ensemble), the Navy Band, the Air Force Band, and the Army Band. With over 400 individuals in the most elite military bands, the D.C. area has the largest concentration of outstanding woodwind, brass, and percussion professionals

in the world. Virginia residents in the area do not currently have access to a public institution with doctoral music programs. Private institutions are often financially out of reach for this group of potential students. Doctoral study is also necessary to those aspiring to positions in research and teaching institutions. Having doctoral programs in music at a public university in Northern Virginia will afford opportunities for advanced study that are currently not accessible to qualified Virginia residents.

Student Demand

In January 2007, the Music Department conducted a survey among regional Mason Music alumni. Seventy-three alumni responded (a 15% response rate); twenty-three indicated a specific interest in a DMA program at George Mason University. In September 2008, the Music Department surveyed all students currently registered in graduate level music courses. Forty-eight students responded to the survey; 56% (27) of the respondents indicated their interest in applying for the DMA.

The summary of projected enrollments for the proposed program shows a headcount (HDCT) of 10 in the program's first year, rising to a HDCT of 21 by the target year. Enrollment projections show a full-time equated student enrollment (FTES) of 6.0 in the program's first year (2009-10). The projections continue as follows: FTES 2010-11, 10.0; 2011-12, 13.0; and 2012-13, 13.0. Mason anticipates five graduates per year beginning in 2013-14. If projections are met, then this program will meet Council's productivity/viability standards within five years, as required.

Market/Employer Demand

While there are no BLS categories that correspond precisely to DMA recipients, the Department of Labor's Occupational Outlook Handbook reports that overall employment of postsecondary teachers is expected to grow faster than the average for all occupations through 2016.

The Virginia Workforce Connection also projects substantial growth in employment demand in the category "Art, Drama, and Music Teachers, Postsecondary" of 3.0% annually through 2016. Growth for "Music Directors and Conductors" is projected to be 1.5% annually. The projected annual growth rate for all occupations is 1.5%.

Issues of Duplication

Among private institutions in Virginia, only Shenandoah University has a doctoral program in music. They offer degree programs in Music Education and in Performance. The size of the program (doctoral headcount of 29 in the Fall 2004 SCHEV report) and geographic location limits the ability of this existing program to serve the target population of the proposed program.

Of the public universities in the Commonwealth, the University of Virginia (UVA) and James Madison University (JMU) have existing doctoral programs in music. The UVA program is a PhD in Music with two program specialization areas: Music Criticism and Composition/Music-Technology. The DMA program at JMU has more content overlap

with the proposed Mason DMA. However, the combination of Mason's two proposed doctoral programs (research and practice) will give it a capacity that is not provided at any other public institution. Moreover, for geographical reasons the other public institution programs have limited ability to serve the target population of students in Northern Virginia.

Resource Needs

No additional state resources would be required to initiate and sustain this program. Mason would fund the proposed program through departmental and institutional reallocations.

Board Approval

The George Mason University Board of Visitors approved the proposed program on December 5, 2007.

Staff Recommendation

Based on a thorough review of the application, staff recommends that the Council adopt the following resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Doctor of Musical Arts (D.M.A.) degree program (CIP: 13.1312), effective fall 2009.

Virginia Commonwealth University
Doctor of Philosophy (Ph.D.) in Nanoscience and Nanotechnology
(CIP 41.9999)

Program Description

Virginia Commonwealth University (VCU) is proposing the creation of a Doctor of Philosophy (PhD) degree program in Nanoscience and Nanotechnology to be initiated fall 2009. The proposed program would be located in the College of Humanities and Sciences through a joint effort between the Departments of Physics and Chemistry. Designed to provide advanced graduate training in the area of nano-scale materials and research, the proposed interdisciplinary program would emphasize the application of nanoscience theory in the development of nanotechnology devices and systems. Students would be engaged in the direct observation of materials at the atomic, molecular, and supramolecular levels, gain understanding in the cross-sections of the traditional areas of chemistry, physics, and materials science, and design and synthesize nanomaterials. Graduates will possess the skills and ability to design and lead multidisciplinary research projects, create predictive models to accelerate new material discovery, and utilize nanomaterials in targeted systems.

The program would target potential students who possess a Bachelor's degree in chemistry, physics, or engineering and students who possess graduate-level coursework with a minimum of 30 undergraduate credits in chemistry, physics, or engineering. At a minimum, VCU's proposed doctoral program in Nanoscience and Nanotechnology would require 72 credit hours beyond the bachelor's degree and 66 credit hours beyond the master's degree: 17 credit hours in core coursework; a minimum of three credit hours in elective coursework, and 46 credit hours of dissertation research.

Justification for the Proposed Program

The proposed cutting-edge program addresses a need for a doctoral-level degree program in an emerging scientific field. In 2007, the Commonwealth's Joint Commission on Technology and Science (JCOTS) released a report indicating the impact of nanotechnology on Virginia's economy. In 2006, it was expected that one billion dollars would be spent on manufactured goods incorporating nanotechnology. The report noted that strong research, education, and workforce development programs across the Commonwealth were needed to support industry activities. Moreover, colleges and universities need to continue to expand their nanotechnology offerings in related science and engineering disciplines.

The report provided by the SCHEV-required external review team noted that the proposed program is worthy of support and approval because "it is hard to find any school that offers such a degree anywhere in the United States." A need exists to train students in a field that transcends the traditional areas of chemistry, physics, and materials science. The institution's existing resources - faculty involved in leading edge research and noted as leaders in the field and the curriculum offerings on the

Medical campus will afford VCU the opportunity to “[specialize] the program and draw upon a larger student base.”

The External Reviewers concluded that although VCU needed to broaden the program to include courses in the School of Engineering and the Medical School, the program in its entirety is strongly supported.

Student Demand

In fall 2007, VCU surveyed upper-level undergraduate students in a chemistry seminar and upper-level undergraduate students enrolled in physics courses. Of the 56 undergraduate students enrolled in the chemistry seminar, six (approximately 11%) expressed interest in the proposed program. Of the 28 undergraduate students enrolled in the physics courses, 19 (approximately 68%) expressed interest in the proposed program.

VCU surveyed graduate students enrolled in the Chemistry Research seminar. Of the 12 respondents, six (50%) expressed interest in the proposed program.

The summary of projected enrollments for the proposed program shows a headcount (HDCT) of 6 in the program’s first year, rising to a HDCT of 24 by the target year. Enrollment projections show a full-time equated student enrollment (FTES) of 5.0 in the program’s first year (2009-10). The projections continue as follows: FTES 2010-11, 9.0; 2011-12, 14.0; and 2012-13, 18.0. VCU anticipates five graduates per year beginning in 2012-13. If projections are met, then this program will meet Council’s productivity/viability standards within five years, as required.

Market/Employer Demand

Letters of support from businesses throughout the Commonwealth and one in the midwest cite the need for “PhD level specialists” with interdisciplinary training in chemistry, physics, and engineering to help “develop and explore an important new area of science.” Employment announcements in private industry in Virginia and nationally indicate demand for doctoral-level trained personnel. Data specific to future employment demand was not available as the Bureau of Labor Statistics (BLS) and the Virginia Employment Commission (VEC) do not have a job category for nanoscience or nanotechnology. Nanotechnology is noted as an emerging field in the scientific research and development services industry. The BLS projected that between 2006 and 2016 employment in scientific research and development services industry is expected to increase 9% compared with 11 percent employment growth for the economy as a whole. However, biotechnology and nanotechnology will continue to attract research funding and generate employment growth (<http://www.bls.gov/oco/cg/cgs053.htm>). The Virginia Employment Commission (VEC) projects that between 2006 and 2016, the number of new positions in the scientific research and development services industry will grow 9.4% (available at: <http://www.vawc.virginia.gov/analyzer/>). VCU notes that Virginia is the leading recipient of federal grants for small business with innovative research grants in nanotechnology. Further, most nanoscience and nanotechnology research is conducted under the auspices of federal funding; thus, it is expected that there will be

demand for highly trained nanoscientists and that Virginia will grow as a regional leader in the field.

Issues of Duplication

VCU would be the first institution in Virginia to offer a doctoral degree program in Nanoscience and Nanotechnology. One public institution (NSU) offers a PhD in Materials Science. NSU's program focuses on the electronic and optical properties of materials, including nanomaterials. VCU contends that the proposed program would differ in that it offers a "much broader foundation in nanosynthesis and characterization."

Resource Needs

No additional state resources would be required to initiate and sustain the program. A reallocation of existing resources within the College of Humanities and Sciences would support the program with supplemental resources from reallocated Education and General (E&G) funds and anticipated research grant funds.

Board Approval

The VCU Board of Visitors approved the proposed program on February 14, 2008.

Staff Recommendation

Based on a thorough review of the application, staff recommends that the Council adopt the following resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Doctor of Philosophy (Ph.D.) degree in Nanoscience and Nanotechnology (CIP: 41.9999), effective fall 2009.

State Council of Higher Education for Virginia Agenda Item

Item: #7.e - Action on 2009-10 Virginia Guaranteed Assistance Program

Date of Meeting: July 14, 2009

Presenter: Lee Andes, Assistant Director for Finance Aid

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Background Information:

The Virginia Guaranteed Assistance Program (VGAP) was established in 1992 to provide an incentive to financially needy students now attending elementary and secondary school in Virginia to raise their expectations and their academic performance and to consider higher education an achievable objective in their future.

This program is funded by direct appropriation to Virginia's public institutions through the Virginia Student Financial Assistance Program. Institutions use these funds to provide awards under the Virginia Commonwealth Award and VGAP. Students meeting basic eligibility criteria of Virginia residency and financial need can receive the Commonwealth Award while students meeting additional criteria can be considered for VGAP.

The maximum award for the Commonwealth Award is tuition and fees while the maximum award for VGAP is tuition/fees and a book allowance. In addition, VGAP students must receive a larger award than Commonwealth Award recipients having equivalent financial need. In 2007-08, the average Commonwealth Award for a full-time student was \$2,161 while the average VGAP award was \$3,671.

The Issue:

The initial VGAP eligibility criteria include the following:

Recipients must be "...graduates of a high school in the Commonwealth with a cumulative secondary school grade point average of at least 2.5 on a scale of 4.0 or its equivalent,..."

Virginia state law makes no provision to recognize home school completion as the same thing as graduating from a recognized high school or for recognizing a home school produced grade point average. Instead, exceptions are created where needed to accommodate home school completers. No exception has been in place for meeting the VGAP financial aid eligibility requirements; therefore, home school completers have been barred from consideration for VGAP since the program's inception.

The Solution:

SB1547 was introduced in the 2009 session of the General Assembly and subsequently signed into law. The language specifically states as follows:

§ [23-7.1:02](#).

B. Persons who have completed a program of home school instruction in accordance with § [22.1-254.1](#) and persons who have been excused from school attendance pursuant to subsection B of § [22.1-254](#) shall be deemed to have met the high school graduation requirements for purposes of eligibility for any state-supported financial aid or other higher education programs. When a high school grade point average, class rank, or other academic criteria is specified as a condition of participating in a program, the State Council of Higher Education for Virginia shall develop empirical alternative equivalent measures that may be required for such programs.

The provision provides the necessary exception for home school completers to be considered for higher education programs requiring “high school graduation.” The language goes on to authorize SCHEV to create alternative measures whenever a high school academic achievement is specified as an eligibility criterion.

To satisfy VGAP’s requirement that recipients have a 2.5 high school grade point average, SCHEV staff reviewed the SAT scores of college entrants who had high school grade point averages between 2.4 and 2.6. It was found that the average SAT score for these students was approximately 900. Existing reports indicate that the correlating ACT score is 19.

Materials Provided:

None

Financial Impact:

None

Timetable for Further Review/Action:

A final recommendation is needed by this meeting in order to make the provision available for 2009-10.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia recommends adoption of SAT scores of 900 and above and ACT scores of 19 and above as “empirical alternative equivalent measures” to satisfy the high school achievement measures for VGAP eligibility as authorized under § 23-7.1:02 B.

State Council of Higher Education for Virginia Agenda Item

Item: # 8.a – **(Consent Agenda)** - Action on Programs at Public Institutions

Date of Meeting: July 14, 2009

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs and Planning
JoeDeFilippo@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: January 6, 2009

Action: Council approved Longwood University's B.S. in Nursing conditionally, pending appropriation of funds by the General Assembly.

Background Information/Summary of Major Elements:

Two public four-year institutions (Longwood University and Old Dominion University) and four community colleges (Blue Ridge, Eastern Shore, Germanna, and John Tyler) are requesting Council action on a total of six degree programs.

In January 2009 Council approved Longwood's B.S. in Nursing on condition that funding needed to support the program be secured from the General Assembly. This funding has been secured and the institution has therefore fulfilled obligations articulated in Council's conditional approval; the resolution included here confers final, unconditional, approval of the program.

None of the other programs presented here requires new state funds; they will be supported through internal reallocation and standard enrollment driven funding streams.

Materials Provided:

Public Four-year Institution

- Old Dominion University
 - Bachelor of Science in Modeling and Simulation Engineering

Public Two-Year Institutions

- Blue Ridge Community College
 - Associate of Science in General Science

- Eastern Shore Community College
 - Associate of Arts and Science in Liberal Arts and Science
- Germanna Community College
 - Associate of Science in Engineering
- John Tyler Community College
 - Associate of Science in Business Administration

Financial Impact: The Longwood B.S. in Nursing is being supported by a specific appropriation passed by the General Assembly. The remaining programs will be supported through internal reallocation and standard enrollment driven funding streams.

Timetable for Further Review/Action: N/A

Resolutions:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants final, unconditional, approval to Longwood University to initiate a Bachelor of Science (B.S.) degree program in Nursing (CIP: 51.1601), effective fall 2009.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Old Dominion University to initiate a Bachelor of Science (B.S.) degree program in Modeling and Simulation Engineering (CIP: 14.0101), effective spring 2010.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Blue Ridge Community College to initiate an Associate of Science (A.S.) in General Science degree (CIP: 30.0101) effective Fall, 2009.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Eastern Shore Community College to initiate an Associate of Arts and Science (A.A.&S.) in Liberal Arts and Science degree (CIP:240101), effective Fall, 2009.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Germanna Community College to initiate an Associate of Science (A.S.) in Engineering degree (CIP:14.0101) effective Fall, 2009.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to John Tyler Community College to initiate an Associate of Science (A.S.) in Business Administration degree (CIP: 52.0201) effective Fall, 2009.

Old Dominion University
Bachelor of Science (B.S.) in Modeling and Simulation Engineering
(CIP: 14.0101)

Program Description

Old Dominion University (ODU) is proposing the creation of a Bachelor of Science (BS) degree program in Modeling and Simulation Engineering to be initiated spring 2010. Designed to educate and train students to conduct and apply modeling and simulation to various domains, the proposed program would include coursework in mathematics, statistics, computer science, computer engineering, systems engineering, and operations research. Students will be prepared to design and conduct experiments, analyze and interpret data, and identify, formulate, and solve modeling and simulation engineering problems. The program would expose students to content-specific coursework and classroom theory as well as ensure students gain practical experience through experiential learning. To meet the curriculum requirements, ODU intends to develop eight new lecture courses, two lecture/laboratory courses, and three laboratory courses. Students will be required to complete a minor in an academic discipline in which modeling and simulation is utilized as a support tool.

The proposed program is designed to be an undergraduate engineering program accredited by the Accreditation Board for Engineering and Technology, Incorporated (ABET). The program includes the required coursework to meet accrediting standards and coursework determined necessary to ensure a reasonably broad exposure to modeling and simulation theories, methodologies and related areas of study. ODU anticipates the program will seek accreditation with ABET in fall 2012.

A total of 128 credit hours would be required for graduation, which is in line with undergraduate engineering programs nationally. The program would require: 41 credit hours of coursework in modeling and simulation engineering core; 32 credit hours of coursework in mathematics and science; 37 credit hours of general education coursework; 11 credit hours in additional requirements and elective coursework; and a seven credit hour capstone experience. ODU does not expect the required number of credit hours to impede students' progress to timely graduation.

Justification for the Proposed Program

In 2004, a regional study of the Hampton Roads area identified a need "to expand computational modeling, simulation, and visualization (MS&V) educational opportunities at the undergraduate, community college and high school level" (Modeling, Simulation, and Visualization Economic Impact and Cluster Analysis Study for Hampton Roads Virginia: Hampton Roads Planning District Commission). Modeling and Simulation is a significant component of the region's and the Commonwealth's economy. Further, modeling and simulation activities and services are increasing as military and commercial sectors utilize advanced technology, integrate models, enhance software applications, and apply modeling and simulation to domains such as medical modeling, emergency management, games for

education, and security and defense. The proposed program is timely to support increasing demands for qualified personnel, at the appropriate level of education and training, to fill emerging positions and industry needs.

ODU is well positioned to offer the proposed program. Faculty are engaged in research and ODU has become one of the international leaders in modeling and simulation research. In 1996, ODU established a Cooperative Research and Development Agreement (CRADA) with the US Joint Forces Command. One result of CRADA was the establishment of the Virginia Modeling, Analysis and Simulation Center (VMASC). The Center is located within the Office of Research at ODU. The Center seeks collaboration and partnership with academic organizations, government agencies, and private industry to conduct research and develop new knowledge and technologies for modeling, simulation, and visualization. ODU in partnership with 16 local companies formed the Emergency Management Training, Analysis and Simulation Center (EMTASC). The Center utilizes modeling and simulation to test and evaluate regional and state emergency preparedness plans and to train command and management staff who operate emergency operations centers.

Student Demand

In January 2008, ODU surveyed high school students enrolled in a Modeling and Simulation program at the Advanced Technology Center in Virginia Beach. Of the 36 students surveyed, 25 (approximately 70%) indicated interest in pursuing a career in Modeling and Simulation and 18 (50%) indicated interest in the proposed program.

ODU surveyed first- and second-year students enrolled in pre-engineering mathematics courses at Thomas Nelson Community College. Of the 235 students surveyed, 45 (approximately 19%) indicated an interest in pursuing a career in Modeling and Simulation and 33 (approximately 14%) indicated interest in the proposed program.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 13.0 in the program's first year (2009-10). The projections continue as follows: FTES 2010-11, 40.0; 2011-12, 68.0; and 2012-13, 79.0. ODU anticipates having 28 graduates each year beginning in 2013-14. If these projections are met, this program will meet Council's productivity/viability standards within five years, as required.

Market/Employer Demand

Graduates of the proposed program will be prepared to enter the workforce as entry-level modeling and simulation engineers or scientists and possess the skills and knowledge needed to fill positions in government agencies and private industry. Letters of support indicate that the proposed program is timely and would meet the industry's demand for new professionals. Letters note a "definite need" exists for educated and skilled bachelor-level graduates to fill positions and "to support a growing customer base in commercial and governmental businesses." Employment advertisements indicate a need for modeling and simulation engineers and analysts

and all positions require at least a bachelor's degree. Data specific to future employment demand in Virginia and nationally were not available as the Bureau of Labor Statistics (BLS) and the Virginia Employment Commission (VEC) do not have a job category for engineers in modeling and simulation. However, data for closely related categories show employment need. The BLS projects that between 2006 and 2016 employment of computer software engineers (applications) is projected to increase 45%; employment of industrial engineers is projected to increase 20%; and employment of operations research analysts is projected to increase 11% (www.bls.gov/oco/ocos027.htm). The VEC projects that between 2006 and 2016 employment of computer software engineers (applications) is projected to grow 56.2%; employment of industrial engineers is projected to grow 50.9%; and employment of operations research analysts is projected to grow 27.1% (Available at: www.vawc.virginia.gov/analyzer).

Issues of Duplication

ODU would be the first institution in the Commonwealth to offer a BS degree in Modeling and Simulation Engineering. ODU notes that computer science programs and computer engineering programs are similar. However, those programs only allow students to take two or three courses related to modeling and simulation. The curriculum for the proposed program does not duplicate any existing program.

Resource Needs

No additional state resources would be required to initiate and sustain this program. A reallocation of existing resources within the university and anticipated funding from the Equipment and Trust Fund would support the program.

Board Approval

The ODU Board of Visitors approved the proposed program on April 2, 2009.

Staff Recommendation

Based on a thorough review of the proposal, staff recommends that the Council adopt the following resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Old Dominion University to initiate a Bachelor of Science (B.S.) degree program in Modeling and Simulation Engineering (CIP: 14.0101), effective spring 2010.

Blue Ridge Community College
Associate of Science (A.S.) General Science
(CIP: 30.0101)

Program Description

Blue Ridge Community College (BRCC) proposes a new Associate of Science (A.S.) degree program in General Science to be initiated in Fall 2009. A specialization in engineering would be offered upon approval of the degree program. The proposed Associate of Science in General Science is designed to fulfill requirements for the first two years of a baccalaureate degree in science, mathematics, engineering, and technology at Virginia four-year institutions. The General Science degree program requires 60-63 credit hours while the degree with the engineering specialization requires 72 credit hours. Graduates of the Associate of Science in General Science program will demonstrate both general education and program specific learning outcomes. Mathematics and science are emphasized to ensure success for students in bachelor degree level coursework.

Justification

The proposed degree program was developed by faculty members of the Division of Math, Physical Sciences, and Technology interested in creating new pathways for students to pursue careers in science, technology, engineering and math (STEM). The engineering specialization is a result of a collaborative effort between Blue Ridge Community College and James Madison University. James Madison University began offering an engineering degree in 2008 and will accept transfer students beginning fall 2010.

Student Demand

Student demand for the degree has been documented through survey research conducted with students enrolled in local high schools and Blue Ridge Community College students taking chemistry, engineering, or calculus courses. Six high schools in the BRCC service area offer dual enrollment courses in science, engineering, and other related technical areas. These students are viewed as potential candidates for the proposed engineering transfer program.

Employment Demand

The Blue Ridge Community College service region is included in the Shenandoah Valley Local Workforce Investment Area. Blue Ridge Community College has documented a need for workers who are educated in the STEM fields. Letters of support from local businesses and other appropriate stakeholders have been submitted.

Issues of Duplication

Six community colleges offer an A.S. in Science, while nine offer the A.S. degree in Engineering. For engineering, the number of graduates produced by the current programs is insufficient to meet state needs.

Resource Needs

Blue Ridge Community College will reallocate institutional funds to operate the program. There will not be a significant impact on the budget with the reallocation of funds. Increased enrollment will provide a source of funding.

Board Approval

The State Board for Community Colleges approved the program on November 12, 2008.

Resolution

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Blue Ridge Community College to initiate an Associate of Science (A.S.) in General Science degree (CIP: 30.0101) effective Fall, 2009.

Eastern Shore Community College
Associate of Arts and Science (A.A. & S.) Liberal Arts
(CIP: 24.0101)

Program Description

Eastern Shore Community College (ESCC) proposes a new Associate of Arts and Science (A.A. & S.) degree program in Liberal Arts to be initiated in Fall 2009. The proposed degree is designed to fulfill the first two years of baccalaureate degree program requirements in arts and science, as well as social science. Additionally, the A.A.&S. in Liberal Arts is designed to articulate with the Human Services Program at Old Dominion University. The A.A.&S. requires 62-64 credit hours. The curriculum provides flexibility to enable students to meet the requirements of their anticipated baccalaureate majors. Graduates of the program will demonstrate both general education and program specific learning outcomes.

Justification for the Proposed Program

The proposed degree program was developed to fill a gap in the transfer degree offerings at ESCC to fulfill the needs of students not served by the current transfer degrees of business administration, science, and education. Students interested in preparation for study in the humanities, social sciences, or pre-professional programs find that these targeted programs are not suitable for their needs. The existing A.A.&S. degree in General Studies may be adaptable to their needs, but does not qualify students for participation in guaranteed admission agreements with four-year institutions. The A.A.&S. degree in Liberal Arts will articulate with guaranteed admissions agreements and thus will enable more ESCC students to transfer efficiently.

Student Demand

Student demand for the degree has been documented through survey research conducted with ESCC students enrolled in the General Studies degree program at Eastern Shore Community College. The results of the survey indicated that two out of three General Studies students would consider an A.A.&S. degree in Liberal Arts if it made them eligible for a guaranteed admissions agreement.

Issues of Duplication

The Liberal Arts A.A.&S. degree exists at ten other VCCS colleges. The Liberal Arts A.A. degree exists at an additional six colleges and an A.A.&S. Arts and Science degree, similar in content to the Liberal Arts degrees, exists at three more. Adding the proposed degree at ESCC will provide even more opportunity for students in the Commonwealth to earn a liberal arts degree and transfer to a four-year institution.

Resource Needs

Eastern Shore Community College will reallocate institutional funds to operate the program. There will not be a significant impact on the budget with the reallocation of funds.

Board Approval

The State Board for Community Colleges approved the program on May 20, 2009.

Resolution

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Eastern Shore Community College to initiate an Associate of Arts and Science (A.A.&S.) in Liberal Arts and Science degree (CIP:240101), effective Fall, 2009.

**Germanna Community College
Associate of Science (A.S.) Engineering
(CIP: 14.0101)**

Program Description

Germanna Community College proposes a new Associate of Science (A.S.) degree program in Engineering to be initiated in Fall 2009. The proposed Associate of Science in Engineering is designed to fulfill requirements for the first two years of a baccalaureate degree in engineering science at the University of Virginia. The degree program requires a total of 70 credit hours. The curriculum includes 16 hours of engineering and 54 hours of preparatory and general education coursework. Graduates of the program will demonstrate both general education and program specific learning outcomes.

Justification for the Proposed Program

The proposed degree program is the result of a collaborative effort between Germanna Community College and the School of Engineering and Applied Science at the University of Virginia. Similar degree programs were recently developed and approved for Danville Community College and Central Virginia Community College. The Germanna Community College proposed A.S. in Engineering program also satisfies the requirements of the articulation agreement between the Virginia Community College System and Virginia Tech.

Student Demand

Student demand for the degree program has been documented through survey research conducted with students enrolled at local high schools and at Germanna Community College. Several high schools in the Germanna service area offer engineering and technical courses through the Germanna dual enrollment program. These students are viewed as potential candidates for the proposed engineering transfer program.

Employment Demand

Engineering is a high-need content area as designated by the State Council of Higher Education for Virginia. Germanna Community College has documented local employment demand for engineers and related careers. Local companies have expressed interest in attracting more engineers who would reside in the area. The proposed degree would provide an incentive for high school students to study locally, enhancing the probability of them remaining in the area after graduation.

Issues of Duplication

Nine other Virginia community colleges offer the A.S. degree in Engineering. Central Virginia Community College, Danville Community College and John Tyler community

College offer similar programs, as proposed by Germanna, in conjunction with the University of Virginia. The number of graduates that current programs produce is insufficient to meet state needs.

Resource Needs

Germanna Community College will reallocate departmental funds to operate the program. There will not be a significant impact on the budget with the reallocation of funds. Increased enrollment will provide a source of funding.

Board Approval

The State Board for Community Colleges approved the program on January 15, 2009.

Resolution

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Germanna Community College to initiate an Associate of Science (A.S.) in Engineering degree (CIP:14.0101) effective Fall, 2009.

Virginia Community College System

John Tyler Community College Associate of Science (A.S.) Business Administration (CIP: 52.0201)

Program Description

John Tyler Community College (JTCC) proposes a new Associate of Science (A.S.) degree program in Business Administration to be initiated in Fall 2009. The proposed degree is designed to fulfill requirements for the first two years of a baccalaureate degree in business administration at Virginia four-year institutions. The degree program requires a total of 62 credit hours. The curriculum includes 18 hours of business coursework and 44 credit hours of preparatory and general education. Graduates of the program will demonstrate both general education and program specific learning outcomes.

Justification for the Proposed Program

The proposed degree program was developed by the Division of Engineering, Business, and Public Services to replace the current Associate of Arts and Science Business Administration specialization. The change from an A.A.&S. degree to an A.S. degree is in response to feedback from four-year institutions suggesting that the A.S. degree curriculum would better prepare business students for upper division coursework.

Student Demand

Student demand for the degree has been documented through survey research conducted with students enrolled in business courses at John Tyler Community College in spring 2009. Additionally, twelve high schools in the John Tyler service area offer business courses to their students through the dual enrollment program with JTCC. Currently, the twelve high schools offer 65 sections with a total of 637 enrolled students. Business administration has become one of the most popular disciplines for dual enrollment at high schools in the JTCC service area.

Employment Demand

The establishment of the JTTC Business Administration A.S. degree is, in part, a response to the demand from local employers for business professionals to lead their organizations. The proposed degree would provide an incentive for high school students to earn the associate degree locally, enhancing the probability of them remaining in the area after graduation. Letters of support from local businesses and other appropriate stakeholders have been submitted.

Issues of Duplication

A transfer program in business administration is offered at each of Virginia's twenty-three community colleges. The number of graduates that the current programs produce is insufficient for current state business needs.

Resource Needs

John Tyler Community College will reallocate departmental funds to operate the program. There will not be a significant impact on the budget with the reallocation of funds. Increased enrollment will provide a source of funding.

Board Approval

The State Board for Community Colleges approved the program on March 12, 2009.

Resolution

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to John Tyler Community College to initiate an Associate of Science in Business Administration degree (CIP: 52.0201) effective Fall, 2009.

State Council of Higher Education for Virginia Agenda Item

Item: 8.b – Action on Private and Out-of-State Postsecondary Education Institutions
(Consent Agenda)

Date of Meeting: July 14, 2009

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs & Planning
JoeDeFilippo@schev.edu

Linda H. Woodley
Director, Private and Out-of-State Postsecondary Education
LindaWoodley@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

Virginia Tech Carilion School of Medicine is seeking certification to operate in Virginia.

Materials Provided:

- Virginia Tech Carilion School of Medicine University application summary

Financial Impact:

Virginia Tech Carilion School of Medicine has submitted the required certification fee to operate a postsecondary institution in Virginia.

Timetable for Further Review/Action: N/A

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Virginia Tech Carilion School of Medicine to operate a postsecondary institution in the Commonwealth of Virginia, effective July 14, 2009

Virginia Tech Carilion School of Medicine **Application Summary**

School Overview

Virginia Tech Carilion School of Medicine is a non-profit corporation formed through a partnership between Virginia Tech and Carilion Clinic to develop a jointly-operated private medical school and research institute. The school has received preliminary accreditation from the Liaison Committee on Medical Education (LCME).

School Officer

Dean – Dr. Cynda Ann Johnson

School Mission Statement

The school's mission statement is as follows:

To develop physician thought leaders through inquiry, research and discovery, using an innovation curriculum based upon adult learning methods in a patient-centered context. Our graduates will be physicians with outstanding clinical skills and significantly enhanced research capabilities who will remain life-long learners. They will have an understanding of the importance of interprofessionalism to enable them to more effectively function as part of a modern healthcare team.

Proposed Educational Programs and Credentials Conferred

Doctorate of Medicine

Proposed Location

Virginia Tech Carilion School of Medicine operates from the following address:

1 Riverside Cir # 102
Roanoke, VA 24016-4962

Financial Stability Indicator

Virginia Tech Carilion School of Medicine submitted the Projected Accounting Budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated the school's financial composite score as 1.6 out of a possible 3.0, which indicates that the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument

Virginia Tech Carilion School of Medicine submitted a \$5,000 surety instrument, which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of the school closure, pursuant to 8 VAC 40-31-160 (I).

Evidence of Compliance

Virginia Tech Carilion School of Medicine provided the appropriate evidence to demonstrate compliance with each of the following requirements of the *Virginia Administrative Code*.

<u>Virginia Administrative Code Citation</u>	<u>Area of Compliance</u>
8 VAC 40-31-30	Advertising/Publications
8 VAC 40-31-160 (E) (5)	Maintenance of Student Records
8 VAC 40-31-140 and 150	Faculty Qualifications
8 VAC 40-31-160	Student Services
8 VAC 40-31-160 (M)	Library Resources and Services
8 VAC 40-31-160 (E)	Student Admissions Standards

Staff Recommendation

Virginia Tech Carilion School of Medicine has demonstrated compliance with § 23-276.3 (B) of the *Code of Virginia*, which outlines the minimal standards for operating a postsecondary institution in the Commonwealth of Virginia. As such, staff recommends that Council adopt the following resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Virginia Tech Carilion School of Medicine to operate a postsecondary institution in the Commonwealth of Virginia, effective July 14, 2009.

State Council of Higher Education for Virginia
Agenda Item

Item: #9 – Items Delegated to Staff

Date of Meeting: July 14, 2009

Presenter: Daniel LaVista, Executive Director
DaniellaVista@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: March 20, 2002, July, 2002, September 2006

Action: The Council approved delegation of certain items to staff

Background Information/Summary of Major Elements:

Council delegated certain items to staff for approval and reporting to the Council on a regular basis.

Materials Provided:

- Program Actions
- Organizational Changes / Off-campus Instructional Sites - May-July 2009
- Governor's Career and Technical Academies
- Institutional Student Financial Aid Plans

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A

Items Delegated to Director/Staff

Pursuant to the Code of Virginia, Section 23-9:6:1 and Council's "Policies and Procedures for Program Approval and Changes," the following items were approved as delegated to staff:

Program Actions

Institution	Degree/Program/CIP	Effective Date
George Mason University	Spin-off a Bachelor of Arts degree program in Russian and Eurasian Studies (CIP Code: 05.0110) from the existing Bachelor of Arts in Area Studies (CIP Code: 05.0199)	Fall 2009
John Tyler Community College	Change the title, degree designation and CIP from the Associate of Arts and Sciences in General Studies (CIP Code: 24.0101) to the Associate of Arts in Liberal Arts (CIP Code: 24.0103)	Spring 2010
John Tyler Community College	Change the CIP and degree designation from the Associate of Arts and Sciences (CIP 24.0101) to the Associate of Science in General Studies (CIP Code: 24.0102)	Spring 2010
Virginia Commonwealth University	Spin-off a Bachelor of Science degree program in Real Estate (CIP Code 52.1501) from the existing Bachelor of Science in Business (CIP Code 52.0201)	Fall 2009
Virginia State University	Discontinue the Master of Education degree program in Mathematics (CIP Code: 27.0101)	Fall 2009

Pursuant to the Code of Virginia, Section 23-9:6:1 and Council's "Policies and Procedures for Internal and Off-Campus Organizational Changes," the following items were approved as delegated to staff:

Organizational Changes / Off-campus Instructional Sites May – July 2009

Institution	Change / Site	Effective Date
Christopher Newport U.	Reorganize the Luter College of Business and Leadership and move departments to create the College of Natural and Behavioral Sciences and the College of Social Sciences and rename the College of Liberal Arts and Sciences to become the College of Arts and Humanities.	July 1, 2009

Governor's Career and Technical Academies

The following Governor's Career and Technical Academy proposal has been reviewed and approved as delegated to staff:

Title of Academy: Governor's Career and Technical Academy for Engineering Studies

Location: Chesterfield, Virginia

Name of Lead Entity: Lloyd C. Bird High School

Collaborating Partners:

Northrop Grumman
American Society of Civil Engineers
Austin, Brockenbrough and Associates, L.L.P.
John Tyler Community College
Mazda North American Operations
MBP
Core Consulting
Bon Secours & St. Francis Medical Center

Date of Approval: April 30, 2009

Academy Operational Timeline: 2009-10

Title of Academy: The Governor's Career and Technical Education Academy for STEM in Richmond

Location: Richmond, Virginia

Name of Lead Entity: Richmond Public Schools

Collaborating Partners:

Virginia Commonwealth University/Medical College of VA
Timmons Group
YMCA North Richmond
Science Museum of Virginia
Block Data Processing Associates
Quastar, L.L.C.
Old Dominion University
RAPME
ECPI College of Technology

Date of Approval: June 18, 2009

Academy Operational Timeline: 2009-10

Institutional Student Financial Aid Plans

Review of the Institution's S5 Financial Aid Plans include each individual institution's plan for expenditure of its appropriation for undergraduate student financial assistance and assumptions and calculations for determining the cost of education and student financial need as required by the Appropriation Act. The institutions' reports have been received and reviewed in accordance with the Appropriation Act.

State Council of Higher Education for Virginia Agenda Item

Item: #10.b – Action on Council Meeting Schedule for Calendar Year 2010

Date of Meeting: July 14, 2009

Presenter: Dan LaVista

Origin:

- No Action – Information Only
- Council review required by:
 - State or federal law or regulation
 - SCHEV regulation/guideline
 - Other:
- Action requested at this meeting
- Action requested at future meeting, **Date:**

Most Recent Review/Action:

- No previous Council review/action
- Previous review/action

Date:

Action:

Background Information: Following current practice, the Council will formally meet as a whole in January, March, May, July, September, and October. Additional meetings may be held with reasonable public notice for ad hoc Committee meetings and/or retreats at the call of the Chairman of the Council.

At the May 12, 2009 meeting, staff was asked to poll members about the possibility of changing the dates in 2010 to the third Monday and Tuesday of the month. There were no negative responses received from the poll indicating that the third Monday and Tuesday of the month would pose a problem. In addition, the Council expressed an interest in adding a June meeting with the public college presidents, as was done in 2009. This date will need to be coordinated with the Council of Presidents.

Exceptions were made in the following months:

January 11-12 is the second Monday/Tuesday and is preferred because the General Assembly session begins on January 13 and January 19 is a holiday.

October 25-26 is the fourth Monday/Tuesday and is typically scheduled a week later to allow for staff preparation between the September and October meetings.

Materials Provided: N/A

Summary of Major Elements: N/A

Financial Impact: None.

Timetable for Further Review/Action: N/A

Staff Recommendation: N/A

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approve the following meeting schedule for calendar year 2010 and distribute the information to all Council members:

Briefings on Monday Afternoon - Meetings on Tuesday

- **January 11-12 – SCHEV Offices (Richmond)**
- **March 15-16 – travel to public institution (Virginia Tech)**
- **May 17-18 – travel to private institution (TBD)**
- **June – meet with college and university presidents – (date and location TBD)**
- **July 19-20 – travel to public institution (College of William & Mary)**
- **September 20-21 – SCHEV Offices (Richmond)**
- **October 25-26 – SCHEV Offices (Richmond)**

State Council of Higher Education for Virginia Agenda Item

Item: Item # 11.a - Action on the Disposition of the Amended Domicile Guidelines

Date of Meeting: July 14, 2009

Presenters: Lee Andes, Assistant Director for Financial Aid/Ronald C. Forehand, Senior Assistant Attorney General, Education Section Chief

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Background Information:

Amendments to the Domicile Guidelines were approved by Council at the March 2009 meeting with the promulgation process taking place during the summer. This process requires the Attorney General's Office (AG) to issue a statement certifying that the Guidelines are not subject to the Administrative Process Act. While crafting this statement, the AG's Office discovered that the Code of Virginia does not, in fact, authorize the Domicile Guidelines to be a part of the Virginia Administrative Code (VAC). The Guidelines were apparently placed in the VAC in the mid-1990s at a time when the process was less formal.

The AG's Office is now advising SCHEV staff that the Guidelines should be withdrawn from the VAC and reinstated as a standard guidance document. Further, it is recommended that this process be completed before the beginning of the fall term so as to ensure that there is no lapse in the instructions to the institutions. Such action requires Council approval.

In authorizing the creation of the Domicile Guidelines, the Code of Virginia clearly states that the guidelines are authoritative, and thus the AG's Office has assured staff that this movement is merely a technicality and will in no way diminish the authority of the Guidelines.

Code of Virginia [§ 23-7.4:3](#).

[“To ensure the application of uniform criteria in administering this section and determining eligibility for in-state tuition charges, the State Council of Higher Education shall issue and from time to time revise guidelines...”](#)

Materials Provided:

None

Financial Impact:

None

Timetable for Further Review/Action:

Final action is needed at the July meeting in order to make the provision available for the 2009-10 academic year.

Resolution:

A resolution will be presented for Council consideration at the July meeting.