

AGENDA BOOK

May 12-13, 2008

Location:

Hollins University
Roanoke, VA



State Council of
Higher Education for Virginia

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

Discussion and Meeting Agendas

Hollins University
Moody Building – First Floor
Goodwin Room
Roanoke, Virginia

Monday, May 12, 2008, 12:00 p.m.

Discussion Agenda

1. Call to Order and Announcements 12:00 p.m.
2. Discussion Items: 12:05 p.m.
 - Overview of Virginia Tech/Carilion
Public-Private Partnership To Be Used For
The Creation Of A New Medical School
3. Adjournment 2:00 p.m.

*(Private College Advisory Board
meeting to begin at 2:30 p.m. in
second floor conference room)*

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

Executive Committee Agenda

Hollins University
Moody Building
Ballator Gallery, 2nd floor
Roanoke, Virginia
Tuesday, May 13, 2008, 8:00 a.m.

- | | | | |
|----|---|-----------|---------|
| 1. | Update on SCHEV Budget | 8:00 a.m. | Page E1 |
| 2. | Report on the Results of External Reviews
of SCHEV's Administrative and
Financial Performance | 8:15 a.m. | Page E2 |
| 3. | Discussion of Council Self-Evaluation | 8:30 a.m. | |
| 4. | Discussion of Council Meeting Schedule
For 2009 Calendar Year | 8:45 a.m. | Page E6 |

State Council of Higher Education for Virginia Agenda Item

Item: Executive Committee Item #1 – Update on SCHEV Budget

Date of Meeting: May 13, 2008

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements: An update of SCHEV's FY 2008 budget will be presented.

Materials Provided:

- “FY2008 Appropriation and Actual Expenditures” through 03/31/08 will be provided as a handout.

Financial Impact:

Timetable for Further Review/Action: Review only.

Resolution: N/A

Report on the Results of External Reviews of SCHEV's Administrative and Financial Performance

Introduction

This report is an update for the Executive Committee of the State Council of Higher Education on recent events related to the Agency's performance in the areas of administration and finance. Cited below are the results of the most recent audits conducted by the Auditor of Public Accounts and the Department of Accounts and of the analysis and testing of SCHEV's internal control systems by our external consultants. The analysis and testing of SCHEV's internal control systems was conducted in order to comply with Comptroller's Directive 1-07 described below.

Traditional Audit Results

On March 28, 2007, the Auditor of Public Accounts for the Commonwealth of Virginia (APA) issued the results of his audit of the State Council of Higher Education for Virginia. Below are excerpts from that report.

“Audit Objectives... Our audit's primary objectives were to evaluate the accuracy of recorded financial transactions on the Commonwealth Accounting and Reporting System, review the adequacy of SCHEV's internal controls, and test compliance with applicable laws and regulations...”

“Conclusions...We found that SCHEV properly stated, in all material respects, the amounts recorded and reported in the Commonwealth Accounting and Reporting System... We noted no matters involving internal control and its operation that we consider necessary to be reported to management. The results of our tests of compliance with applicable laws and regulations disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards...”

The issuance of a “clean” audit finding for SCHEV by the APA is a testament to the diligence, hard work, and attention to detail of the staff responsible for the day-to-day conduct of the business of the agency. This is especially true in light of the increased administrative requirements associated with the recent growth in the size and complexity of the agency.

In the preceding two and one-half years, the agency's staffing level has increased by 31% and the agency's operating budget, excluding pass-through and special programs, has increased by 39%. As the size and complexity of the agency increases so too does the investment in time and energy required to insure compliance with all applicable state and federal policies and procedures. Execution of financial transactions increases proportionately with the size of the budget; issues of reporting and control become more complex and scrutiny from executive and legislative branch stakeholders increases.

Despite the challenges presented by this growth, the results of external evaluations of SCHEV's performance are now consistently high. For a small agency, as state agencies go, SCHEV is charged with an extremely broad scope of administrative responsibilities. For example, during the preceding fiscal year (FY 2007):

- SCHEV administered the distribution of nearly \$55 million in student financial aid, including the College Scholarship Assistance Program, the Tuition Assistance Grant Program, the Virginia Space Grant Consortium Scholarships and the SREB Minority Doctoral Scholarships.
- Additionally, SCHEV oversaw the distribution of over \$12 million to the Virtual Library of Virginia and the Eminent Scholars Program.
- Further, SCHEV is responsible for the administration of \$5.7 million dollars in Federal Grants associated with the No Child Left Behind Program and the Gaining Early Awareness and Readiness for Undergraduates Program.
- The agency is also responsible for the administration of over \$4 million for agency operations and
- the Proprietary and Out-of-State Postsecondary Education (POPE) certification activities have increased to nearly \$400,000 annually.
- In Fiscal Year 2007 SCHEV processed transactions totaling over \$70 million dollars in over 4,400 financial transactions.

Nevertheless, in addition to the "clean" APA audit discussed above, the Department of Accounts' most recent audit of SCHEV's financial transactions revealed an "exception rate" (transaction errors expressed as a percent of total transactions) of 1.8%, well within the "Good" range and missing the "Exceptional" rating by eight tenths of one percent. In fact, SCHEV's rating was better than or equal to the exception rate of the Department of Planning and Budget, the Department of the Treasury, and of the Department of Accounts, itself.

ARMICS

Although these findings, the APA and DOA audit results, have previously been reported to Council, it is important to revisit them here in order to provide context for the results of the most recent external review of SCHEV's business operations.

On November 15, 2006, the Office of the Comptroller issued Directive 1-07 entitled, Required Implementation of Agency Risk Management and Internal Control Standards (ARMICS). This directive mandates the implementation and annual assessment of internal control systems in order to provide reasonable assurance of the integrity of all fiscal processes related to the submission of transactions, preparation of financial statements, compliance with laws and regulations, and stewardship over the

Commonwealth's assets. This directive is applicable to all state offices, departments, boards, commissions and agencies maintained in whole or in part by the Commonwealth.

The genesis of this directive can be found in the Sarbanes-Oxley Act (SOX) of 2002. This legislation was enacted to restore confidence in publicly traded companies after a series of major private sector scandals. One of the distinguishing characteristics of this legislation is the mandate that senior executives take individual responsibility for the accuracy and completeness of corporate financial reports.

Subsequently, the Office of Management and Budget adopted SOX-like risk management and internal control requirements for Federal agencies. ARMICS is the logical extension of these management principles to state government.

Consistent with the SOX model, under the Commonwealth's ARMICS,

“Each agency head personally holds the leadership responsibility for helping to design, implement, maintain, and champion an internal control program that encompasses all agency fiscal programs and related activities. Each agency's chief financial officer shares this leadership role, yet ultimate accountability remains with the agency head... These standards prohibit “delegation” or assignment of internal auditors to fulfill management's role for the design, implementation, monitoring, and periodic evaluation of internal control. “

Under ARMICS, the assessment of agency internal control is to be completed and certified to the Department of Accounts in three stages:

- Stage 1 – Agency-level internal control assessment to include complete documentation for the evaluation of the design of controls across the five components of internal control:
 - Control environment
 - Risk assessment
 - Control activities
 - Information and communication
 - Monitoring
- Stage 2 – Process and transaction-level internal control assessment to include:
 - A complete description of each significant fiscal process
 - A risk assessment of each significant fiscal process
 - An internal control evaluation and test
- Stage 3 – Corrective action plan to include:
 - Summary description of the deficiency in internal control
 - When the deficiency was identified

- A target date for the completion of corrective action
- Agency personnel responsible for monitoring progress
- Indicators or statistics used to gauge resolution progress
- A quantifiable target indicating the deficiency has been corrected

Consistent with state procurement policies, SCHEV engaged the services of the consulting firm Cherry, Bekaert and Holland, L.L.P. to assist in fulfilling agency requirements under ARMICS.

During the course of the project, over thirty significant business processes were identified by SCHEV staff. A detailed description of each process was developed as was a description of the applicable internal control(s). The consultants then conducted an exhaustive risk assessment of each process.

The risk assessment phase included identifying potential risk factors and assigning a risk event likelihood for each process. The consultants then evaluated the effectiveness of the existing internal controls by thoroughly testing the controls related to each process. The tests included physical inspection of transaction documentation, detailed interviews and transaction processing observation.

Findings

The results of the consultant's analysis and testing of SCHEV's internal control systems revealed no material weaknesses. In fact, the Stage 3 requirement, submission of a Corrective Action Plan, will consist of describing procedural changes already implemented to address three non-material process recommendations.

As noted in the Comptroller's November 15, 2006 memo to heads of all state agencies, "Public sector focus on internal control continues to grow as governments become more complex, as citizens demand more accountability and as audit standards become more stringent. As we collaborate to institutionalize these Standards across state government, we will enhance Virginia's reputation for leadership and excellence in governmental financial management."

As evidenced by the results of the most recent APA and DOA audits and by the ARMICS findings described above, SCHEV staff is committed to maintaining the highest level of compliance with state policies and procedures and with doing its part to contribute to "Virginia's reputation for leadership and excellence in governmental financial management."

State Council of Higher Education for Virginia Agenda Item

Item: Executive Committee Item #4 – Discussion of Council Meeting Schedule for 2009

Date of Meeting: May 13, 2008

Committee:

Academic Affairs Planning Resources Outreach Executive Committee Full Council

Committee Liaison: Dan LaVista

Telephone: 804-225-2611 **E-mail:** DanielLaVista@schev.edu

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:** July 8, 2008

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information: If Council decides to follow current practice, the Council would formally meet as a whole in January, March, May, July, September, and October. Committees may meet with reasonable public notice for ad hoc Committee meetings and/or retreats at the call of the Chairman of the Council.

Staff is requesting that Council review the list of meeting locations from 1998 to present in order to determine which institutions should be contacted about hosting meetings in 2009.

Materials Provided:

- Meeting dates and locations of meetings from 1998 to present will be distributed at the meeting.

Summary of Major Elements: N/A

Financial Impact: None.

Timetable for Further Review/Action: N/A

Staff Recommendation: N/A

Resolution: N/A

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

Meeting Agenda

Some items may be addressed upon adjournment of the May 12, 2008, meeting

Hollins University
Moody Building
Ballator Gallery, 2nd floor
Roanoke, Virginia

Tuesday, May 13, 2008, 9:00 a.m.

1. Call to Order and Announcements 9:00 a.m.
2. Public Comment Period
3. Approval of Minutes (March 10, 2008) Page 1
(March 11, 2008) Page 4
4. Remarks by President Gray 9:05 a.m.
5. Executive Director's Report 9:25 a.m.
6. Briefings and Discussion: 9:45 a.m.
 - a. Academic Affairs Update
 - b. Two-Year Transfer Grant
 - c. Report on Ad Hoc Committee on Affordability
7. Action Items: 10:45 a.m.
 - a. Programs at Public Institutions Page 13
 - b. Program Viability Review Process Page 21
 - c. Revised Assessment Implementation Page 35
 - d. Certification of Institutions Under Restructuring Page 38
 - e. 2008-09 Commonwealth Graduate Engineering (CGEP) Operating Plan Page 84
 - f. Selection of Nominating Committee for Council Elections
 - g. Institutional Performance Standards (IPS) Measures Page 86

- | | | |
|--|------------|----------|
| 8. CONSENT AGENDA: | 11:45 a.m. | |
| a. Action on Programs at Public Institutions | | Page 92 |
| b. Action on Private and Out-of-state Postsecondary Education Institutions | | Page 114 |
| 9. Items Delegated to Staff | 12:00 p.m. | Page 119 |
| 10. New Business | 12:15 p.m. | |
| 11. 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
MARCH 10, 2008
MINUTES NO. 519**

Mr. Clement called the meeting of the Council to order at 3:00 p.m. in the Meeting Room, Hampton Inn, Farmville, Virginia. Council members present: Bob Ashby, Gilbert Bland, Whittington Clement, Helen Dragas, Mimi Elrod, Eva Hardy, Susan Magill, Christine Milliken, and Alan Wurtzel. Staff members present: Jim Alessio, Tom Daley, Joe DeFilippo, Alan Edwards, Dan Hix, Daniel LaVista, Tod Massa, Kirsten Nelson, and Lee Ann Rung.

DISCUSSION AGENDA

Dr. LaVista discussed the purpose of the meeting and introduced the SCHEV staff speakers, Alan Edwards and Lee Andes. Dr. Edwards reviewed the key findings of the three panelists who addressed the Council in January (Hans L'Orange, Cheryl Blanco, Barry Simmons), and Mr. Andes reviewed the related goals and strategies from the statewide strategic plan. Dr. LaVista then discussed six recommendations produced from staff's review since the January meeting. Council discussion of potential next steps followed.

The recent College Access Challenge Grant proposal and the potential impacts of the grant were discussed. If received, the \$1M grant will provide two years of funding and will require a state match. The funds would be available in September.

Mr. Wurtzel expressed concern that state funding for the past few years has not matched the Council recommendations.

Dr. LaVista reminded the Council that Virginia ranked in the top two states in the U.S. between 2002-2006 in higher education increases received and ranked 33rd in the amount of General Fund allocation per student. Mr. Hix also informed the Council that Virginia has never been ranked higher than about middle of all U.S. states in total funding.

Mr. Wurtzel discussed the areas in which he felt SCHEV could have an impact. Ms. Hardy felt that the Council has made a positive impact with the Tuition Assistance Grant (TAG). In terms of the role of SCHEV, she felt that in deciding what it can do to have a positive impact, the Council should be careful not to attempt to address initiatives that are beyond its purview.

Mr. Clement indicated that the Council could use its position to educate families in Virginia about higher education and to encourage them to begin thinking about college earlier in their children's lives. Ms. Hardy suggested that perhaps the Council should focus on an early awareness financial aid campaign in the areas of the state in which the most disparity exists. Such could be done by training counselors or partnering with private industries focused in these counties.

Ms. Magill indicated that in her experience serving on the William and Mary Board of Visitors, board members are aware of the impact of tuition increases and make every

effort to use a portion of the increase for financial aid. She felt the boards would be receptive to ideas that would keep tuition rates from rising.

Mr. Bland indicated that the dropout rates for Norfolk schools are alarmingly high. Dr. Elrod thought a program like the Wisconsin Covenant program would work well in Virginia. She felt the appeal of this program is that it has an expectation from the students.

Mr. Wurtzel suggested a requirement that all high school students take a course over four years to prepare for life after graduation. He suggested that community colleges rather than guidance counselors should take on this role. It was mentioned that Northern Virginia Community College offers a weekend course with counselors to learn how to write the essay portion of a college application and to expose students to the various financial aid options that are available.

Mr. Andes mentioned that SCHEV is working with the Department of Education on developing a web portal for high school students to develop a portfolio of career assessment. While the initiative is in the very early stages, discussions are underway and once developed, the web portal will be open to every high school student.

Ms. Dragas mentioned a program in the Hampton Roads area that is privately funded and geared to students having problems finding financial aid. The program also provides assistance with the college application process. It was suggested that a presentation be made by staff at the next meeting with additional information about the Hampton Roads program. Information about other initiatives currently available in the Commonwealth and additional information about the Wisconsin Covenant will also be brought to the next meeting.

Ms. Milliken suggested that affordability be tied to graduation rates and asked if any policy issues should be addressed in this regard. Mr. Wurtzel indicated that some states tie state subsidies to graduation rates.

Mr. Clement asked that a committee be formed to begin to explore these issues more deeply and to bring concrete recommendations to Council. Mr. Clement will work with the Executive Director in establishing the purpose of the committee, including the suggestions that were mentioned at this meeting. It was mentioned that the first meeting of the committee could perhaps also review the current budget as it relates to affordability.

The meeting was adjourned at 4:45 p.m.

Whittington Clement
Chairman

Lee Ann Rung
Council Secretary

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
MARCH 11, 2008
MINUTES NO. 520**

Mr. Clement called the Council meeting to order at 8:35 a.m. in Lancaster Hall, Room 102, Longwood University, Farmville, Virginia. Council members present: Bob Ashby, Gilbert Bland, Whittington Clement, Helen Dragas, Mimi Elrod, Eva Hardy, Susan Magill, Christine Milliken, and Alan Wurtzel. Staff members present: Lee Andes, Jim Alessio, Tom Daley, Joe DeFilippo, Alan Edwards, Dan Hix, Daniel LaVista, Tod Massa, Kirsten Nelson, and Lee Ann Rung.

PUBLIC COMMENT PERIOD

No requests for public comment were received.

APPROVAL OF MINUTES

On motion by Ms. Hardy and seconded by Dr. Ashby, the minutes from the January 7 and January 8, 2008 meetings were unanimously approved as submitted.

REMARKS BY DR. CORMIER

Dr. Cormier welcomed the Council and staff and provided information about Longwood University. Mr. Clement thanked Ms. Atkins for providing a campus tour and thanked Dr. Cormier for hosting the Council dinner on March 10. Dr. LaVista gave a personal tribute to Dr. Cormier and thanked her for assisting him when he first came to Virginia.

Dr. Cormier recognized Dr. Thomas Morris and thanked him for attending the meeting.

Longwood University is the third oldest public university in Virginia. It was one of the first institutions to offer teaching programs. The Physics program at Longwood ranked as one of the top 25 in the nation. Dr. Cormier informed the Council that the university is working with the Institute for Advanced Learning and Research in Danville to provide Longwood students with nanotechnology research opportunities during their senior year.

The University offers 22 majors and 120 concentrations, with a total student enrollment of 4,727 this fall. It averages approximately 740 undergraduates each year.

As a result of a \$3.7 million scholarship fund established by a donor who is a school band director in Roanoke, selected students in the teaching program have their tuition costs paid and maintain an average 4.0 GPA. The university's endowment reached

\$56 million last year. When Dr. Cormier first joined the institution, its endowments totaled \$11 million. A new campaign is underway with a goal of \$60 million. For every increase in tuition, the institution increases financial aid. The average debt of a Longwood University student is \$15,000, with one of the lowest default rates at .8%.

The core mission of Longwood University is citizen leadership. Volunteerism is stressed and 96% of students are placed in jobs after graduation. The “Call Me Mister” program recruits African American males to the teaching profession. Partnership activities are ongoing and education majors get valuable experience in the classroom before graduating. After the first five years of teaching, 92% of graduates remain in the teaching profession.

Dr. Cormier explained that the university’s contribution to art in the region has been well received and has a tremendous impact on the community.

A feasibility study has been done to establish a BSN (Bachelor of Science in Nursing) program at Longwood. The proposal will be sent to the Council very soon.

EXECUTIVE DIRECTOR’S REPORT

Dr. LaVista talked about institutional pre-college admission intervention efforts and provided information on programs supporting student success throughout the Commonwealth. He also provided information about some of the programs that are underway at various institutions that support students once they are admitted and enrolled.

BRIEFINGS AND DISCUSSION

Update on General Assembly Budget Actions

Mr. Hix provided information on the comparison of proposed General Fund (GF) appropriations for higher education operations in 2008-10 and answered questions from members. He added that, as soon as the final budget information became available from the General Assembly, staff would send it to the Council.

Mr. Daley distributed a handout on capital outlay proposals and discussed the differences between the House and Senate packages, explaining that both chambers are far apart in their proposals. He answered questions from members. It was noted that nearly 70% of the Governor’s introduced budget represented or matched the SCHEV priority recommendations, and 77% in the House and about 76% in Senate matched the SCHEV recommendations.

Update on 2008 Legislation

Ms. Nelson provided an update of the 2008 General Assembly session, and provided information about bills relevant to higher education. She thanked Ms. Hardy, Mr. Clement, and Ms. Magill for serving as “filters” in dealing with SCHEV-related issues during the session. Ms. Hardy suggested that when developing outreach activities related to the fraudulent academic credentials legislation, the Chamber of Commerce should be included. Ms. Dragas inquired about the Eastern Virginia Medical School (EVMS) legislation, and Dr. LaVista noted several meetings with EVMS. He informed the Council that the statement from the Office of the Attorney General (OAG) indicated that EVMS is a public state agency. SCHEV staff was called to testify as a result of Mr. Daley’s study, which was very productive. EVMS is educating students at a fraction of the cost of other institutions and made a case for continued growth. Dr. LaVista indicated that he did not know the final outcome of the legislation in the capital discussions, but both Mr. Lester from EVMS and Dr. LaVista met with legislators to keep them informed. Ms. Milliken suggested that consumer-friendly language be used when advertising the information about this legislation to students.

Dr. LaVista thanked Ms. Nelson for her work during the session. The session did result in important advances in campus safety, and good progress is being made on emergency management programs. As a result of a suggestion by Secretary Morris, Dr. LaVista is working to involve student life professionals and counselors in the hopes of developing ideas that could complement the legislation related to campus safety.

Update on Restructuring

Mr. Alessio provided information about recent developments related to the Restructuring Act. At the next meeting, Council action will be sought on institutional certifications. Mr. Alessio reviewed the timeline of the items related to Restructuring from 2005 to present. He informed the Council that Virginia Commonwealth University (VCU) will be advancing to Level 3 as a result of legislation introduced this session. VCU’s management agreement with the state is tailored to the institution and is not the same as other institutions. Mr. Alessio answered questions about procurement as it relates to Restructuring.

Also approved this session was language for institutions that wish to advance to Level 2. Discussion ensued regarding the monitoring of institutions’ MOUs (Memoranda of Understanding). Dr. LaVista indicated that any institutional evaluation responsibilities above and beyond the language in the Restructuring Act involving institutional certification are the responsibility of the Administration rather than SCHEV. Secretary Morris indicated that extensive reports are being submitted by the Level 3 institutions to the Administration.

Mr. Clement asked if the Council is doing enough to keep important commitments in front of the legislature. Dr. LaVista indicated that regular communication is occurring at all levels, including with the boards of visitors, university presidents, and legislative liaisons that interact with legislators. Secretary Morris indicated that he has heard from many of the presidents and stressed that the Administration is committed to the

success of the Restructuring Act. He has arranged to discuss some of these concerns with the Governor, and he said he hopes to work closely with SCHEV on the areas that are falling short.

A bill that passed this session removed the sunset provision on the commission for board appointments, which will continue to strengthen the process for Boards of Visitors appointments.

Report on Outstanding Faculty Awards

Dr. Elrod gave an overview of the 2008 Outstanding Faculty Awards (OFA) program and thanked the Council members who participated in the event. This year's event was very successful and the Council remains grateful to Dominion for its continued commitment to funding the program. Dr. Elrod thanked Ms. Milliken and Mr. Bland for their assistance in reviewing the finalists' nomination packages. Dr. Ashby, Mr. Bland, Mr. Clement, Ms. Hardy, and Ms. Milliken were thanked for attending the ceremony. The OFA ceremony was held at the Jefferson Hotel. Dr. Elrod expressed her gratitude to the Governor and Dr. Morris for participating in such a happy event, saying that it is a good reminder of the outstanding faculty in Virginia. This year, 30 finalists were chosen from almost 100 applicants. The Communications staff assisted in making the announcements prior to the event in order to allow recipients and the institutions to bring more attention to the event. Dominion also purchased congratulatory ads in the newspapers covering the areas represented by each recipient. The recipients were introduced by Delegate Tata on floor of the House of Delegates prior to the ceremony. Dr. Elrod indicated that Dr. LaVista, Ms. Nelson, Ms. Kincheloe, and other SCHEV staff, including Ms. Quintana-Baker, did an exceptional job in making the event such an overwhelming success.

Academic Affairs Update

Dr. DeFilippo provided an update related to the ongoing transfer study and the assessment guidelines. Staff will present a final report to the Council in the fall. Staff is also making progress on developing a process to capture and quantify public institutions' space needs for electronic learning so that these needs may be worked into the capital outlay guidelines. A final meeting will be held in April, with recommendations expected in June regarding new enrollment reporting protocols that will be used to refine the capital outlay guidelines.

The program productivity review for 2008-09 will be the next review undertaken by staff. This review will involve qualitative and quantitative metrics. He indicated that the official SCHEV policy is outdated for technical reasons and will need to be revised. An internal process has been set up and the item will be discussed further at the May Council meeting.

The chairman called for a recess from 11:00-11:10 a.m.

ACTION ITEMS

Action on Programs at Public Institutions

Dr. DeFilippo provided information about Old Dominion University's request for a Doctor of Engineering degree program. The program would award an applied doctorate degree, which is structured toward business to expand the needs of the engineering and science workforce. He answered questions about the difference between a Ph.D. and an applied doctorate degree and indicated the main difference is that the applied degree does not involve research. Ms. Milliken said it may be advantageous to have a list of types/forms of degrees, especially applied degrees, which might also prove useful to the business community in reviewing the credentials of prospective employees. Ms. Dragas asked for clarification on how an institution can create and/or expand a program without incurring a financial impact. It was explained that in such cases resources are reallocated, and/or the program is supported through tuition revenue. On motion by Dr. Ashby and seconded by Mr. Wurtzel, the following resolution was unanimously approved by the Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Old Dominion University to initiate a Doctor of Engineering (D. Eng.) degree program (CIP: 14.0101), effective fall 2008.

Doctoral Degree Request

Dr. DeFilippo provided information about the review team's findings regarding Virginia State University's (VSU) request for a Doctor of Philosophy (Ph.D.) degree program in Health Psychology. He noted that, upon approval, VSU would join Radford University and James Madison University in having limited authority within their missions and areas of demonstrated competence to offer doctoral programs. On motion by Ms. Hardy and seconded by Dr. Ashby, the following resolution was unanimously approved by the Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia State University to initiate a Doctor of Philosophy (Ph.D.) degree program in Health Psychology (CIP: 42.2301), effective fall 2008.

CONSENT AGENDA

Mr. Clement queried whether any items required discussion or removal from the consent agenda. No requests were made and on motion by Ms. Dragas and seconded by Dr. Elrod, the following items were moved for approval by consent:

Action on Programs at Public Institutions

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Virginia to initiate a Master of Science (M.S.) degree program in Commerce (CIP: 52.0101), effective fall 2008.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Danville Community College to initiate an Associate of Science (A.S.) degree program in Engineering (CIP 14.0101), effective fall 2008.

Action on Private and Out-of-state Postsecondary Education Institutions

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Alternative Therapy School of Massage to operate a postsecondary institution in the Commonwealth of Virginia, effective March 11, 2008.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Le Arai Beauty Academy to operate a postsecondary institution in the Commonwealth of Virginia, effective March 11, 2008.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Metropolitan Institute of Health and Technology to operate a postsecondary institution in the Commonwealth of Virginia, effective March 11, 2008.

NEW BUSINESS

Mr. Clement informed the Council that he would work with Dr. LaVista to establish a working group on affordability and define more clearly the mission, scope of responsibilities, and timeline/schedule for the group. He noted that perhaps ideas for some type of pilot project could be developed, with an eye toward inclusion of established benchmarks for tangible results that could be shared with the legislature.

Mr. Clement also mentioned that the OAG had rendered a decision to require the presence of legal counsel at all search committee meetings when public institutions are seeking new leadership. He expressed concern about the decision's appropriateness and questioned the purpose that would be served by having the OAG participate in this process. He asked that the Council permit the Chairman and Executive Director to talk with several Rectors on the Boards of Visitors in order to get their point of view on this issue. Based on feedback from the sample group of institutions, the Chairman and Executive Director will have a conversation with the OAG. It was decided that it would be appropriate for the Council to weigh in on this decision and members felt it could demonstrate to institutions that this is an area in which it shares their concerns.

Mr. Clement reviewed the May meeting schedule, including the Private College Advisory Board (PCAB) meeting at Hollins University in Roanoke. He offered that this meeting would also be a good opportunity for the Council to receive a briefing from Virginia Tech and Carilion about the public-private partnership that they are proposing to use for the creation of a new medical school. The law under which this proposal is being made – the Public Private Education Facilities and Infrastructure Act (PPEA) –

could be used for future expansion projects, and it would be helpful to the Council if members could understand how this unique process would work. It is also not clear how this arrangement would fit into the capital outlay model. Ms. Hardy asked that staff also provide a list of possible changes to the *Code of Virginia* that perhaps should be proposed with respect to SCHEV duties, in order to avoid possible conflicts in the future. Mr. Clement mentioned that this could be a new way of doing business and if this law is to be used in Virginia as it is in other states, it may require new procedures for the Council. It was decided that Dr. LaVista would contact Dr. Steger to make arrangements for the Council to receive this briefing on Monday, May 12, prior to the PCAB 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:

- Program Title and Degree Change – University of Virginia
- Program Approvals – Virginia Community College System (VCCS) Associate of Applied Science (A.A.S.) Degree Program
- Organizational Change – University of Virginia
- Institution State License Plate Scholarship Plans for:
 - Christopher Newport University
 - Norfolk State University
 - Randolph-Macon College

NEW BUSINESS

Mr. Wurtzel asked that at the next available opportunity, staff provide the Council with the information from the study done by William Bowen of the Mellon Foundation on some Virginia public institutions' graduation rates.

The meeting was adjourned at 11:45 p.m.

Whittington Clement
Chairman

Lee Ann Rung
Council Secretary

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:

Programs Title and Degree Changes

Institution	Action	Effective Date
University of Virginia	Change the title of the Doctor of Philosophy degree program in Molecular Medicine and Systems Biology (CIP: 26.0910) to the Doctor of Philosophy degree program in Experimental Pathology (CIP: 26.0910).	Spring 2008

Program Approvals Virginia Community College System (VCCS) Associate of Applied Science (A.A.S.) Degree program

Institution	Degree/Program/CIP	Effective Date
Eastern Shore Community College	A.A.S. in Radiologic Technology (CIP: 51.0911)	Fall 2008
Virginia Highlands Community College	A.A.S. in Computer Numerical Control Machine Operations (CIP: 48.0599)	Spring 2008
Virginia Highlands Community College	A.A.S. in Electrical Technology (CIP: 46.0302)	Spring 2008
Virginia Highlands Community College	A.A.S. in Air Conditioning, Heating and Refrigeration (CIP: 47.0201)	Spring 2008

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 organizational change was approved as delegated to staff:

Organizational Change

Institution	Change / Site	Effective Date
University of Virginia	The Frank Batten School of Leadership and Public Policy has been created to provide innovative programs in leadership and policy analysis, to foster research on critical public programs, and to apply research in service to the public through public action. The Bachelor of Arts/Master of Public Policy has been moved to the Batten School from the College and Graduate School of Arts and Sciences. Academic programs suited for the school's focus will be included in the future.	Fall 2008

Approval of Institution State License Plate Scholarship Plan

As authorized by the Code of Virginia, § 46.2-749, state license plates may bear the seal, symbol, emblem, or logotype of an institution. Proceeds from sales of these license plates are then used by the institution for scholarships under a plan approved by SCHEV. The License Plate Scholarship Plans for the following institutions have been reviewed and found to be in compliance with state requirements:

- Christopher Newport University
- Norfolk State University
- Randolph-Macon College

State Council of Higher Education for Virginia Agenda Item

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

Date of Meeting: May 13, 2008

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:

Action:

Background Information/Summary of Major Elements:

Two public four-year institutions (George Mason University and Virginia Commonwealth University) are requesting Council action on new degree programs; each program would be implemented in fall 2008. The proposed programs would not require new state resources. Staff's review of the proposals finds that each meets the criteria established by Council for program approval.

Materials Provided:

Public Four-year Institution

- George Mason University
Doctor of Philosophy in Physics Page 15
- Virginia Commonwealth University
Doctor of Philosophy in Health Psychology Page 18

Financial Impact: The proposed programs would not require new state resources; each would be funded by existing and/or reallocated resources and tuition revenue.

Timetable for Further Review/Action: None

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 Physics (CIP: 40.0801), effective fall 2008.

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 program in Health Psychology (CIP: 42.2301), effective fall 2008.

George Mason University
Doctor of Philosophy (Ph.D.) in Physics (CIP: 40.0801)

Program Description

George Mason University (GMU) is proposing the creation of a Doctor of Philosophy (PhD) degree program in Physics to be initiated fall 2008. This proposed program would build on GMU's existing strengths and expertise in the physical sciences and would further enhance productive interdisciplinary collaborations within the College of Science between the Department of Physics and Astronomy and the departments of Computational and Data Sciences, and Chemistry and BioChemistry. Collaborations between the College of Science and the Volgenau School of Information Technology and Engineering would also be enhanced.

The proposed program is intended to prepare students to perform independent, original scientific research. GMU anticipates that graduates will provide leadership in directing problem-solving applied research and development in corporate labs, private industry, and governmental and educational institutions. The program would target potential students who possess a bachelor's degree in physics and would offer four concentrations: Physics, Astronomy, Biophysics and Materials Physics. At a minimum, GMU's proposed doctoral program in Physics would require 72 graduate credit hours: 18 credit hours of core coursework; 12 credit hours in a concentration; 18 credit hours of elective coursework; and 24 credit hours of dissertation research.

Justification for the Proposed Program

GMU contends that with its existing resources and proximity to Washington D.C., it is well positioned to offer a PhD program in Physics. The Physics and Astronomy department employs 27 full-time faculty members and faculty research (much of which is funded by external grants) spans a wide range of areas including astrobiology, astrophysics, biophysics, nanoscience, nuclear physics, planetary science, space weather, physics and astronomy education, optics, and quantum computing. GMU indicates that it has the highest percentage of female tenured and tenure track physicists and astronomers in the nation. Recruiting and retaining female students and faculty should contribute positively to its production of female Physics PhD holders (seven of the department's 18 research-active faculty members are women, and approximately 44% of the students currently enrolled in the Physical Sciences program are female). Further, Northern Virginia and the Washington DC metropolitan area provide a large and expanding research and employment market for graduates with a PhD in Physics. Employees of the federal government and private industry are encouraged to obtain a terminal degree in physics. GMU believes that the proposed program would benefit residents in Northern Virginia and position the university to be a major provider of academically-trained, doctoral level physics researchers.

The summation of the SCHEV-required external reviewers' report concludes that the proposed program "is built on a solid foundation and a full-fledged PhD program in Physics will allow GMU to recruit its share of students, specifically scientists working in the region. There is breadth and depth of the faculty ... This Review concludes

with a very positive impression of the human, financial, and physical resources that exist for the initiation and implementation of the proposed degree program.”

Student Demand

GMU currently offers a PhD degree program in Physical Sciences and BS degree programs in Physics and Astronomy; graduates of these programs would be natural candidates for the proposed PhD program in Physics. GMU reports that 20 students are currently enrolled in the PhD program in Physical Sciences with 12 students enrolled in the physics/astronomy concentration. In spring 2007, GMU surveyed the 12 students and 11 students preferred the title ‘physics’ over “physical sciences.” GMU anticipates that potentially 16 students (80%) would transfer to the proposed PhD program in Physics.

In January 2008, GMU surveyed senior-level undergraduate students and beginning graduate students enrolled in physics and astronomy courses. Of the seven undergraduate respondents, five indicated they planned to attend graduate school and two indicated they would ‘very likely’ enroll in the proposed program; of the eight master-level respondents, four indicated they would ‘very likely’ enroll in the proposed program.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 8.0 in the program’s first year (2008-9). The projections continue as follows: FTES 2009-10, 12.0; 2010-11, 16.0; and 2011-12, 22.0. GMU anticipates producing six graduates per year beginning in 2012-13. If these enrollment and graduation projections are met, this program will meet Council’s productivity/viability standards within five years, as required.

Market/Employer Demand

GMU noted that about 35,000 physics PhDs are employed in the workforce. Approximately 40% of physics PhDs are employed in academia (primarily as professors and research faculty), 30% are employed in the private sector and, 25% are employed in federally funded research and development centers, government labs, and federal agencies with a scientific mission (www.careercornerstone.org/physics/physdaylife.htm). In Northern Virginia and the Washington DC metropolitan area, federal government agencies and private enterprises such as Lockheed Martin, Computer Sciences Corporation, Science Applications International (SAIC), and Northrop Grumman companies continuously seek to hire doctorate-level physicists to engage in long range research. The Washington-area branch of Lockheed Martin is the second largest private employer of physicists in the nation (employing 124 physicists) and the Computer Sciences Corporation is the third largest private employer (employing 95 physicists). Further the US Naval Research Lab currently employs 275 physicists and the National Institute of Standard and Technology employs 221 physicists (American Institute of Physics Directory, 2006).

Letters of support indicate need for doctoral-level physicists. Employment announcements indicate a need for qualified and trained research physicists, locally and nationally. For Virginia, the Virginia Employment Commission (VEC) projects

between 2004 and 2014 an 11% increase for physicists, a 43% increase for biophysicists, and a 30% increase for atmospheric and space scientists (www.vawc.virginia.gov/analyzer). Projections from the Bureau of Labor Statistics (BLS) indicate between 2006 and 2016, employment of physicists is expected to grow 7%; employment of biophysicists is expected to grow 16%; employment of astronomers is expected to grow 6%; and employment of atmospheric and space scientists is expected to grow 11% (www.bls.gov). Although increases at the national level are low compared to Virginia's forecast, it is expected that physicists will continue to be in demand in the areas of information technology, semiconductor technology, and other applied sciences.

Issues of Duplication

Currently, four public institutions (CWM, ODU, UVA, and VA Tech) offer PhD programs in Physics. No institution – public or private – offers such a program in the Northern Virginia area. Two institutions (VA Tech and UVA) offered letters of support and indicated the need for the research areas that would be offered by the proposed program. One letter noted that GMU is “situated in a region that generates considerable demand for science Ph.D.s including those in physics.” GMU believes that the proposed program’s concentrations entail unique components and are areas currently not offered in other programs in the Commonwealth.

Resource Needs

GMU would not require additional state resources to initiate and operate this PhD program. The program would be supported by university reallocations; sponsored research grants would fund five student assistantships.

Board Approval

The GMU 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 Physics (CIP: 40.0801), effective fall 2008.

Virginia Commonwealth University
Doctor of Philosophy (Ph.D.) in Health Psychology (CIP: 42.2301)

Program Description

Virginia Commonwealth University (VCU) proposes the creation of a Doctor of Philosophy (PhD) degree program in Health Psychology to be initiated fall 2008. Located in the College of Humanities and Sciences, Psychology Department, the proposed program would complement the existing clinical, counseling, and general psychology PhD programs. The program combines theoretical and empirical coursework in health psychology, with an emphasis on basic and clinically-oriented research. The program would expose students to education in sociocultural influences on health behavior, research methods in health psychology, evaluation research, and statistics in psychological research. Prepared to serve as health psychologists or research scientists in public health settings, government agencies, research or government institutes, and education and human service organizations, graduates of the proposed program would possess the knowledge and skills to: (a) effectively examine and evaluate psychological contributions to health, illness, and unhealthy behaviors; and (b) independently design, conduct, and analyze empirical research.

The program would require a minimum of 80 credit hours beyond the Bachelor's degree: 13-15 credit hours in core courses; six credit hours of thesis; 17 credit hours of core coursework in health psychology; three credit hours of coursework in an applied course; six credit hours of elective coursework; three credit hours for coursework in independent readings and research; three credit hours of research practicum; 15 credit hours of post-master's electives; and 12 credit hours in dissertation coursework.

Justification for the Proposed Program

VCU and the external reviewers concur that a growing need exists for doctoral programs that focus on research to understand the causes of and remedies for unhealthy lifestyles and unhealthy behaviors. Such behaviors are complex and related to a majority of chronic diseases such as, heart disease, diabetes, and hypertension. The program's focus on applied psychological research is timely given the increasing number of obese children and adults, stress related health issues, the use of alcohol, tobacco, illicit drugs, and unhealthy behaviors such as poor nutrition, high-fat diets, and lack of exercise. VCU notes that increases in health care costs associated with unhealthy lifestyles have made prevention and treatment more critical. Research in health psychology will examine the causes and development of illness, provide methods to help individuals develop healthy lifestyles and prevent illness, and produce new knowledge that will contribute to the collective understanding of prevention and treatment of chronic diseases.

The external reviewer's report notes, "The proposed program's emphasis on research rather than clinical practice makes it unique and responsive to industry demand. The field needs a program like VCU's proposed program because training research scientists in health psychology is especially important for advancing theory, providing empirical evidence, and translating that research into behavioral medicine

interventions and programs. Moreover, VCU is an outstanding environment for supporting research and training in that, numerous centers and institutes within the university are available to provide opportunities for faculty and students in the proposed program to collaborate with health care providers and work with patients in medical settings.”

Student Demand

In fall 2007, VCU surveyed 57 graduate students enrolled in a PhD program in the Psychology department. 52 (approximately 92%) indicated they were ‘definitely’ or ‘somewhat’ interested in the proposed program. In February 2008, VCU surveyed 26 undergraduate students enrolled in the Psychology program. 19 (approximately 73%) indicated that they would ‘likely’ or ‘highly likely’ enroll in the proposed program.

Enrollment projections show a full-time equated student enrollment (FTES) of 4.0 in the program’s first year (2008-9). The projections continue as follows: FTES 2009-10, 8.0; 2010-11, 12.0; and 2011-12, 16.0. 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

VCU affirms that the proposed PhD program in Health Psychology responds to important needs nationally and in the Commonwealth. Health psychologists employed in medical centers serve vital roles in determining and evaluating prevention methodologies. Demand exists for skilled psychologists who can work effectively on multidisciplinary clinical and research teams and make certain that health care is helpful and cost-effective. Moreover, health psychologists are on the leading edge of research in health promotion, compliance with medical regimens, and the effect of psychological, social, and cultural factors on specific disease processes. The Bureau of Labor Statistics (BLS) projects that between 2006 and 2016 demand for psychologists is expected to grow “faster than average” (15%). Employment opportunities will increase due to increased demand for psychological services in schools, hospitals, social service agencies, substance abuse clinics, consulting firms, and private industry. Further, opportunities should be best for people who have a doctoral degree in an applied specialty, such as counseling or health...” (www.bls.gov.oco/ocos056.htm). Data from the Virginia Employment Commission (VEC) shows that by 2014, employment of psychologists is expected to increase 12.7% (www.vawc.virginia.gov/analyzer). Employment announcements for faculty, fellows, applied psychology practitioners, and project directors indicate a need for doctorate-level personnel.

Issues of Duplication

Currently in Virginia, no public institution offers a doctoral program in Health Psychology. Virginia State University (VSU) was approved by Council to initiate a PhD program in Health Psychology in fall 2008. Although the two programs will have similarity, VCU believes VSU’s program will serve a different population of students. Indeed the design and marketing of the VSU program are closely tied to it

mission and identify as a land grants HBCU institution. The External Reviewers for the proposed program noted that the field of Health Psychology is “solid, large and growing” and the growing demand for specialists and more PhD-trained faculty in Health Psychology requires the establishment of more doctoral-level programs.

Resource Needs

No additional state resources would be required. VCU would fund the proposed program primarily through departmental reallocations, with additional resources from enrollment growth tuition funds and increased Facilities and Administrative (F&A) funds.

Board Approval

VCU Board of Visitors approved the proposed program on May 18, 2007.

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 Virginia Commonwealth University to initiate a Doctor of Philosophy (Ph.D.) degree program in Health Psychology (CIP: 42.2301), effective fall 2008.

State Council of Higher Education for Virginia Agenda Item

Item: Item #7.b. – Action on Program Viability Review Process

Date of Meeting: May 13, 2008

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 19, 2003

Action: Council approved Policies and Procedures for Review of Academic Program Viability, effective April 1, 2003.

Background Information/Summary of Major Elements:

- The Code of Virginia, §23-9.6:1, charges the State Council of Higher (SCHEV) with the following duties:
 - Review and require the discontinuance of any academic program (undergraduate or graduate), which is presently offered by any public institution of higher education when the Council determines that such academic program is (i) nonproductive in terms of the number of degrees granted, the number of students served by the program, evidence of program effectiveness, or budgetary considerations, or (ii) supported by state funds and is unnecessarily duplicative of academic programs offered at other public institutions of higher education in the Commonwealth.
 - Report to the Governor and the General Assembly the discontinuance of any academic program. No such discontinuance shall become effective until thirty days after the adjournment of the session of the General Assembly next following the filing of such report (§23-9:6.1.6).

- In July 2004, Council approved the “Summary Report of 2003-2004 Academic-Program Productivity Review,” and the report was submitted to the Governor and General Assembly on July 26, 2004. The report identified 59

degree programs from the quantitative portion of the evaluation process for closure, exemption or continuance. Of these 59, 26 were closed, 25 were exempted from further review on mission-related grounds, and eight were subjected to a full qualitative review and allowed to continue (with or without stipulations). Institutions that have insufficient five-year averages for full time equivalent (FTE) majors or FTE students served or graduates are targeted for full qualitative review.

- April 2008 – staff made several technical changes to the existing 2003 policy and procedures for program viability and shared a draft with the Instructional Programs Advisory Committee (IPAC). Staff recommend continuing the program viability review at least once every five years, which is the cycle SCHEV has reported to JLARC that it would follow.

Materials Provided:

- Program Productivity/Viability at Public Institutions: Page 23
Policies and Procedures for Review of Academic Programs

Financial Impact: Some smaller programs may incur costs if faculty and courses are not shared with more productive programs. At the graduate level, programs tied to research grants could result in the loss of grant funding.

Timetable for Further Review/Action: The timetable for the 2008-2009 productivity/viability review is on pages 3-4 of the proposed policy and procedures.

Resolution: Staff recommends that the following proposed policies and procedures are approved by Council:

BE IT RESOLVED THAT the State Council of Higher Education for Virginia adopts the revised Policies and Procedures for Review of Academic Program Productivity/Viability, effective immediately and to be implemented during the 2008-09 academic year.

DRAFT
STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

**PROGRAM PRODUCTIVITY/VIABILITY AT PUBLIC INSTITUTIONS:
POLICIES AND PROCEDURES FOR REVIEW OF ACADEMIC PROGRAMS**

I. Council’s Statutory Duties Related to Program Viability Review at Public Institutions

The Code of Virginia, §23-9.6:1, charges the State Council of Higher Education for Virginia (SCHEV) with various duties and accords Council the authority to carry out those duties. Those obligations related to program review at public institutions are listed below.

[Duty #6]

- To review and require the discontinuance of any academic program which is presently offered by any public institution of higher education when the Council determines that such academic program is (i) nonproductive in terms of the number of degrees granted, the number of students served by the program, evidence of program effectiveness, or budgetary considerations, or (ii) supported by state funds and is unnecessarily duplicative of academic programs offered at other public institutions of higher education in the Commonwealth. As used herein, ‘academic programs’ includes both undergraduate and graduate programs (§23-9:6.1.6).
- The Council shall make a report to the Governor and the General Assembly with respect to the discontinuance of any academic program. No such discontinuance shall become effective until thirty days after the adjournment of the session of the General Assembly next following the filing of such report (§23-9:6.1.6).

[Duty #15]

- To adopt such rules and regulations as the Council believes necessary to implement all of the Council’s duties and responsibilities as set forth in the Code. The various public institutions of higher education shall comply with such rules and regulations (§23-9.6:1.15).

The Council has established the following policy and procedures related to program productivity/viability at public institutions as part of its obligation “to promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in the State of Virginia” (§23-9.3[a]).

II. Principles Guiding Review of Program Viability

A. Overview

In 1974, language was adopted in the Code of Virginia assigning the Council responsibility to review and require discontinuance of any academic degree program that is nonproductive in terms of the number of degrees granted, the number of students served, or budgetary

considerations. The General Assembly amended the Code in 1996 to add program duplication and effectiveness as criteria for productivity review.

B. Principles

The Council undertakes review of program viability recognizing that institutions systematically evaluate programs to meet regional and professional accreditation requirements and their own planning goals. The goal of SCHEV's review is not to duplicate these processes, which are focused on individual programs and institutions, but rather to examine program viability in the broader context of statewide planning to ensure that resources are well utilized and the needs of the Commonwealth are met. The following principles guide the development of policy and procedures for the review of program viability:

- Respect the autonomy and legal authority of the institutional Boards of Visitors and Trustees and the distinct missions of the Commonwealth's colleges and universities.
- Move toward greater decentralization and broader oversight in focusing on efficient use of resources and avoiding unnecessary duplication.
- Reduce the reporting burden on institutions by building on existing reporting processes and measures used to provide evidence of ongoing need and demand.
- Ensure meaningful results by using a systematic, collaborative process involving institutional faculty and administrators, Council and staff.

The Virginia Community College System systematically reviews programs and courses for all twenty-three community colleges to ensure their continued viability. The Council of Higher Education has delegated to the State Board for Community Colleges responsibility for review and discontinuance of any associate degree program that is nonproductive, contingent upon Council approval to ensure that VCCS policies and standards are consistent with SCHEV's system-wide policy. (See attached VCCS "Standards for Reviewing Degree Program Viability.") The Council will review associate degree programs at Richard Bland College based on quantitative standards developed for transfer associate degrees at community colleges.

C. Policy Development

This policy and procedures related to program viability review were prepared by SCHEV staff in consultation with Council members, the Secretary of Education, and the chief academic officers of the state-supported institutions of higher education. Aligned with the Council's Policies and Procedures for Program Approvals and Changes, this policy will help to ensure that Virginia's public colleges and universities continue to make efficient use of state resources, avoid unnecessary duplication, and contribute to the goals identified in The Restructured Higher Education Financial and Administrative Operations Act (2005) and the

III. Program Viability Review Cycle

- Through existing campus-based processes, institutions systematically examine each program approximately once every five years. As part of program viability, institutions will report to SCHEV once every five years any voluntary actions (program closures, mergers, restructuring taken as a result of program review or assessment processes) since the last program viability review.
- Based on CIP code, SCHEV will systematically monitor FTE enrollments and numbers of graduates for all approved degree programs in SCHEV's inventory. SCHEV will examine trends and conduct a full review of all marginal programs once every five years.
- The VCCS will report to SCHEV at least once every five years the results of its program viability review and describe any proposed changes to its policies and procedures to ensure that the VCCS continues to meet the intent of SCHEV's policy for program viability review.
- SCHEV will prepare a summary report of discontinuances for the Governor and General Assembly at the end of each five-year cycle.

IV. Program Viability Review Procedures

- (1) By **October 1**, SCHEV will conduct the preliminary program viability review and provide for all public institutions a list of degree programs (by CIP code) that fail to meet SCHEV's quantitative standards for FTES enrollments or numbers of graduates.
- (2) By **October 15**, institutions will notify SCHEV, on the form provided in this document, whether they will
 - voluntarily close the program(s)
 - request an exemption from viability review
 - provide justification for continuing the program.
- (3) By **November 1**, SCHEV will notify institutions of the status of all requests for exemptions and acknowledge voluntary closures by the institution.
- (4) By **January 15**, institutions must demonstrate the viability of all non-exempt programs in terms of
 - evidence of continued need and demand for the program
 - discussion of relative "health" of the program compared to like programs in the state
 - evidence of systematic use of assessment results to ensure quality and guide program improvement efforts
 - a documented plan to increase program efficiency and effectiveness.

Sources of documentation may include, but are not limited to

- institutional program review and assessment reports

- professional (discipline-based) accreditation reports
- other reports produced by external consultants or review teams
- relevant sections of the latest reaffirmation of accreditation reports of the Southern Association of Colleges and Schools (SACS).

Note: Reports used to demonstrate program viability must be recent, or no more than five years old.

- (5) SCHEV staff will submit to the Council recommendations for action on results of the program viability review process at the **March** meeting. Institutions may appeal Council action by filing a request with staff within 30 days of Council action. Council will consider all appeals at the **May** meeting. Final Council action may be taken at the time or deferred to the **July** Council meeting.
- (6) Following the July Council meeting, and no later than **July 31**, SCHEV will notify institutions of the Council's actions and submit a report on program closures to the Governor and General Assembly as required by the Code of Virginia §23-9.6:1. No program discontinuance shall become effective until thirty days after the adjournment of the session of the General Assembly next following the filing of such report (§23-9:6.1.6).
- (7) After adjournment of the General Assembly session following the filing of SCHEV's report, and no later than **May 1**, SCHEV will request from the institutions a teach-out plan for any program closed by the Council, including a date after which the institution will no longer report graduates from the discontinued program.

V. Operational Definitions of Key Terms

A. Identifying Academic Programs by Classification of Instructional Programs (CIP) Codes

- Quantitative and qualitative standards for program viability will be applied to all associate's, bachelor's, master's, and doctoral degree programs: by CIP code as registered in SCHEV's degree program inventory.
- Educational Specialist (Ed.S.) and Certificate of Advanced Graduate Studies (C.A.G.S.) programs will be considered degree programs for the purposes of program viability review. Other undergraduate and post-baccalaureate certificate programs are exempt from viability review.
- Majors, minors, tracks, concentrations, and specializations are not degree programs for which institutions have degree-granting authority, so they are exempt from viability review.

B. Aggregating CIP Codes for Program Viability Review

- For programs that offer more than one degree option at the same level, SCHEV may consider aggregated data for all options at that level (e.g. BA/BS in Sociology, or MA/MFA in Music) before quantitative standards for productivity are applied.

- For programs that are offered at both the master's and doctoral levels, quantitative standards for master's degrees and corresponding doctoral programs may be combined to meet the appropriate productivity standard. (e.g., the combined total of graduates in the master's and doctoral programs in biology must meet the combined standard of 1+4 or 5 graduates)
- In the case of "double majors," enrollments and graduates may be counted in both programs.

C. Determining Which Programs are Not Viable

A program is not viable if it fails to meet standards for number of degrees granted and/or number of students served, program effectiveness, budgetary considerations, or if it is unnecessarily duplicative of other like programs in the state.

- Number of degrees granted: Standards for the average number of degrees awarded over the most recent five years for which data are available.
- Number of students served: Standards for the average FTE majors OR the average FTE enrollments in upper division courses over the most recent five years for which data are available.
- Program effectiveness: Based on institutional program review or accreditation reports, information on student achievement in terms of knowledge and skills, performance on licensure exams, employer and graduate satisfaction surveys, graduate school acceptance rates, or other evidence that assessment data are used for program improvement.
- Budgetary considerations: Based on institutional program review reports, information on resources required to support the program.
- Unnecessarily duplicative: All marginal programs, or programs that fail to meet quantitative standards for productivity, will be examined in the context of like programs offered by other public institutions in the Commonwealth to determine whether they are unnecessarily duplicative.

VI. Standards Used in Review of Program Viability

A. Quantitative Standards for Graduates and Enrollments

- Quantitative standards for number of degrees granted and number of students served will be used as an initial trigger to target programs for further review. Programs that meet the standard for either number of graduates or number of students served will be exempt. Those programs that fail to meet initial quantitative standards will be required to submit additional information for further review by SCHEV.
- Institutions may request that certain programs be exempt from viability review based on SCHEV criteria for continuing low productivity programs that meet specific needs for the Commonwealth. SCHEV may limit the number of low-productivity programs

that an institution can maintain. In general, no more than 5% of an institution's degree program offerings would be exempt under these criteria.

- Based on recommended funding model ratios, standards for numbers of graduates and FTE enrollments will be tied directly to the resources required to support one FTEF in various disciplines at various levels.
- Five-year averages of graduates and enrollments will be used to account for varying patterns of student enrollment and time-to-degree, and to provide trend-line data. Allowances will be made for new programs -- no degree program will be targeted for closure until five years of data on enrollment and graduates are available.

Formula for Determining Quantitative Standards Number of Graduates

Bachelor's: 4 courses X 20 students X 3 credits = 240 SCH/FTEF; FTES = 15 SCH; 120 credits required

Master's: 3 courses X 10 students X 3 credits = 90 SCH/FTEF; FTES = 9 SCH; 36 credits required

Doctorate: 2 courses X 9 students X 3 credits = 54 SCH/FTEF + 6 credits for dissertation; FTES = 9 SCH; 60 credits required

Professional: 3 courses X 20 students X 3 credits = 180 SCH/FTEF; 90 credits required (Law)

5-year graduation rate = 50 %

Formula: SCH per FTEF X student/FTEF ratio = total SCH ÷ credits required for degree = graduates ÷ 5 years = standard for graduates (five-year average)

Example: Bachelor's degree in Business: $240 \times 24 = 5760 \div 120 = 48 \div 5 = 10$

Quantitative Standards for Program Viability
Based on five-year averages

Discipline	Bachelor's			Master's/Profess.		Doctoral	
	FTE Majors	FTE Service	Grads	FTE	Grads	FTE	Grads
Group 1	24	18	10	11	5	9	2
Area Studies							
Business & Management							
Interdisciplinary Studies							
Library Science							
Military Science							
Public Affairs							
Social Sciences							
Study Abroad							
Group 2	20	14	8	10	5	8	2
Communications							
Education							
Home Economics							
Letters							
Mathematics							
Psychology							
Group 3a	18	11	7	9	4	7	1
Agriculture & Nat Resources							
Architecture & Env Design							
Computer/Information Sys							
Fine & Applied Arts							
Foreign Languages							
Group 3b	18	11	7	8	4	6	1
Biological Sciences							
Engineering							
Physical Sciences							
Group 4	12	10	5	7	3	5	1
Health Professions ¹							
Pharmacy	-	-	-	6	3	-	-
Other	-	-	-	17	7	-	-
Law							

¹ Excludes medicine, dentistry, and veterinary medicine

B. Qualitative Standards for Program Effectiveness

Institutions gather evidence of program effectiveness through campus-based assessment, program review, and regional and professional accreditation processes. Nonproductive programs targeted for further review will submit to SCHEV the executive summaries of findings from the most recent assessment, program review, or accreditation reports. SCHEV will evaluate programs for possible closure based on the following criteria: systematic use of assessment results for improvement, evidence of continued need and viability of the program, strength of the program relative to like programs in the state.

C. Standards Related to Budgetary Considerations

- Budgetary considerations will be built into the standards by using the faculty: student ratios from the base adequacy formula as the basis for establishing quantitative standards for enrollments and graduates.
- Nonproductive programs targeted for further review will submit to SCHEV a description of the resources needed to maintain viability of the program.

D. Standards for Determining Unnecessary Duplication

- The issue of unnecessary program duplication is addressed at the time of initial program approval or subsequent requests for program changes through SCHEV's Policies and Procedures for Program Approvals and Changes.
- For programs targeted as nonproductive, quantitative data will be compared to other like programs in the state to determine the relative "health" of the program and whether trends are evident in the statewide data.
- Unnecessary duplication will be of particular concern in occupational, graduate, and professional programs where staff can determine that they no longer meet specific workforce needs or that they require significant state resources to maintain.

VII. Options for Council Action

Based on results of the program viability reviews, Council may act to:

- Continue the program without stipulations.
- Continue the program with stipulations (e.g. merge with another program, collaborate with another institution) and direct staff to conduct a follow-up evaluation within three years.
- Place the program on inactive status for a period not to exceed five years. No new students would be admitted until the institution developed and implemented a plan for meeting program viability standards.

- Discontinue the program. Program closures would become effective thirty days after the adjournment of the General Assembly session next following submission of SCHEV's report on program discontinuances.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
**INSTITUTIONAL RESPONSE TO PRELIMINARY
PROGRAM VIABILITY REVIEW AND REQUEST FOR EXEMPTIONS**

1. Institution		
2. Program title		
3. CIP Code	4. Degree designation (e.g. AA, BS, MBA, PhD)	5. Date

**PLEASE CHECK ONE OF THE FOLLOWING TO DESCRIBE ACTION THE INSTITUTION WILL TAKE
CONCERNING THIS PROGRAM AND ATTACH REQUIRED DOCUMENTATION:**

_____ Institution voluntarily (*will close*) (*has closed*) the program (*Submit SCHEV program discontinuance form.*)

_____ Institution will submit evidence of program viability and request program continuation

_____ SCHEV data are inaccurate; program meets quantitative standards for productivity (*Document discrepancies in data and identify source.*)

_____ New program approved within the past five years and exempt from viability review process (*Program initiation date _____*)

_____ The institution requests an exemption based on the following. (*Please check all that apply and attach required documentation.*)

- Program is central to the institution's mission (*Provide justification.*)
- Program courses support general education and/or professional programs (*Provide five-year average of FTE enrollments for lower and upper division courses.*)
- Interdisciplinary program (*Provide evidence that no more than 25% of the required courses in the curriculum are unique to this program.*)
- Program shares a substantial number of courses and faculty with other similar programs (*Provide CIP codes for other programs and evidence of shared resources.*)
- Student or employer demand, or demand for intellectual property is high and external funding for research will be jeopardized by program closure (*Provide evidence and cite sources of demand or funding.*)

- Program provides access to an underserved population or geographical area (*Provide justification.*)
- Program meets a unique need in the region, Commonwealth, or nation (*Provide justification.*)
- Joint/consortium program in which combined enrollments or graduates meet standards (*Provide copy of consortium agreement and enrollments in other programs.*)
- Other (*Explain.*)

Virginia Community College System
Standards for Reviewing Degree Program Viability

The Virginia Community College System systematically reviews programs and courses for all twenty-three community colleges to ensure their continued viability. The State Council of Higher Education has delegated to the State Board for Community Colleges responsibility for review and discontinuance of any associate degree program that is nonproductive, based on the following:

- Through existing campus-based processes, each community college will systematically review each degree program at least once every five years;
- Based on CIP code and standards congruent with SCHEV’s minimum standards for productivity, the VCCS will systematically monitor FTE enrollments and numbers of graduates for all approved associate degree programs;
- For any program that does not meet standards, colleges will submit to the VCCS: (1) a plan to phase out the program; (2) justification for continuing the program; or (3) strategies to enhance the program’s viability.
- Consistent with SCHEV’s procedures for productivity review, the VCCS will report to SCHEV at least once every five years the results of its program viability review and describe any proposed changes to its policies and procedures.

SCHEV and the VCCS have agreed to the following standards for associate degree programs:

Quantitative Standards for Associate Degree Programs

Institutional Size	Degree Program							
	Transfer (AA, AS, AA&S)		AAS Agriculture & Natural Resources, Business, Arts & Design, Public Service Technologies		AAS Engineering, Mechanical, and Industrial Technologies		AAS Health Technologies	
FTES ²	FTES	Grads	FTES	Grads	FTES	Grads	FTES	Grads
Under 1800	17	12	13	8	9	6	7	5
1800- 4999	22	15	16	11	12	8	9	6
Over ³ 5000	24	17	18	12	13	9	10	7

² To determine number of FTES and graduates, a factor of .7 was used for institutions under 1800 and .9 was used for institutions with 1800-4999 FTES (VCCS efficiency ratio).

³ SCHEV will continue to review programs at Richard Bland College using standards of 24 FTES and 17 graduates for transfer associate degree programs.

State Council of Higher Education for Virginia Agenda Item

Item: Item #7.c. – Revised Assessment Implementation

Date of Meeting: May, 13, 2008

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: January 8, 2008

Action: Council resolved to accept the assessment implementation plan following recommendations of the 2007 Assessment Task Force.

Background Information/Summary of Major Elements:

At its January 8, 2008 meeting, Council resolved to accept the plan developed by staff for implementing recommendations from the report of the 2007 Assessment Task Force.

One element of that implementation plan was the yearly schedule of core areas to be assessed by public institutions, which called for the entire cycle of initial (“pre”) assessments of the six core areas to be completed in four academic years, beginning in fall 2007 and concluding in 2010-11. However, recent discussions conducted with institutional assessment personnel and IPAC have introduced concerns about the logistics of the four-year cycle and its possible effect on the quality of implementation. The four-year cycle would involve doing two initial assessments per year in 2008-09 and 2009-10. Assessment Directors at institutions without a history of doing value-added have testified that the “doubling up” of assessments in these years has the potential to affect the quality of measures developed as well as the ability of assessment personnel to provide meaningful analyses of assessment results as the initiative proceeds. IPAC has, therefore, requested extending the cycle from four to six years, with one core area to be assessed per year. The requested schedule is set out in the attached table. Staff concurs that the request is a reasonable approach to accommodating challenges faced by institutions in implementing value-added assessment with measures that will both prove reliable and yield meaningful analyses of student learning. (The previous cycle of competency assessment was completed on a five year cycle, with two competencies assessed every other year, i.e., in years 1, 3, and 5.)

Materials Provided:

- Proposed Revised Value-added Assessment Cycle (six year)

Financial Impact: The total cost of the initiative to institutions will remain essentially the same, but will be spread out over six years rather than four as in the original implementation plan.

Timetable for Further Review/Action: None

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia accept and endorse the revised (six year) schedule for the implementation of value added assessment.

**State Council of Higher Education for Virginia (SCHEV)
Proposed Revised Value Added Assessment Cycle (6 year)**

I. Timetable for four-year institutions and Richard Bland College

PRE-ASSESSMENT	CORE AREAS	POST-ASSESSMENT (no later than)
AY 2007-08	Written Communication OR Quantitative Reasoning	AY 2010-11
AY 2008-09	Written Communication OR Quantitative Reasoning	AY 2011-12
AY 2009-10	Scientific Reasoning	AY 2012-13
AY 2010-11	Critical Thinking	AY 2013-14
AY 2011-12	Oral Communication	AY 2014-15
AY 2012-2013	Information Technology Literacy OR Institution-Specific Emerging Issue	AY 2015-16

II. Timetable for Community Colleges

PRE-ASSESSMENT	CORE AREAS	POST-ASSESSMENT (no later than)
AY 2008-09	Written Communication OR Quantitative Reasoning	AY 2011-12
AY 2009-010	Written Communication OR Quantitative Reasoning	AY 2012-13
AY 2010-11	Scientific Reasoning	AY 2013-14
AY 2011-12	Critical Thinking	AY 2014-15
AY 2012-13	Oral Communication	AY 2015-16
AY 2013-2014	Information Technology Literacy OR Institution-Specific Emerging Issue	AY 2016-17

State Council of Higher Education for Virginia Agenda Item

Item: Council Item #7.d. - Action on Certification of Institutions Under Restructuring

Date of Meeting: May 13, 2008

Presenter: Jim Alessio, Director of Higher Education Restructuring
jamesalessio@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: May 8, 2007

Action: Certified institutions for 2007-08

Background Information/Summary of Major Elements:

The 2005 Higher Education Restructuring Act outlines educational, financial, and administrative goals for Virginia's public colleges and universities. The Act further directs the Council to develop performance standards and annually determine the extent to which each institution meets these standards.

§23-9.6:1.01. Assessments of institutional performance.

C. The State Council shall annually assess the degree to which each individual public institution of higher education has met the financial and administrative management and educational-related performance benchmarks set forth in the appropriation act in effect. Such annual assessment shall be based upon the objective measures and institutional performance benchmarks included in the annual appropriation act in effect. The State Council shall request assistance from the Secretaries of Finance and Administration, who shall provide such assistance, for purposes of assessing whether or not public institutions of higher education have met the financial and administrative management performance benchmarks.

Institutions that meet the performance benchmarks are certified by the Council. Certified institutions are entitled to the following financial benefits:

§2.2-5005. Incentive performance benefits to certain public institutions of higher education.

Beginning with the fiscal year that immediately follows the fiscal year of implementation and for all fiscal years thereafter, each public institution

of higher education that (i) has been certified during the fiscal year by the State Council of Higher Education of Virginia pursuant to §23-9.6:1.01 as having met the institutional performance benchmarks for public institutions of higher education and (ii) meets the conditions prescribed in subsection B of §23-38.88, shall receive the following financial benefits:

1. Interest on the tuition and fees and other nongeneral fund Educational and General Revenues deposited into the State Treasury by the public institution of higher education, as provided in the appropriation act;
2. Any unexpended appropriations of the public institution of higher education at the close of the fiscal year, which shall be reappropriated and allotted for expenditure by the institution in the immediately following fiscal year; and
3. A pro rata amount of the rebate due to the Commonwealth on credit card purchases of \$5,000 or less made during the fiscal year.
4. A rebate of any transaction fees for the prior fiscal year paid for sole source procurements made by the institution in accordance with subsection E of §2.2-4303, for using a vendor who is not registered with the Department of General Service's web-based electronic procurement program commonly known as "eVA", as provided in the appropriation act.

The 2008 Appropriation Act outlines the Council's authority in certifying institutions:

§4-9.02 ASSESSMENT OF INSTITUTIONAL PERFORMANCE

Consistent with §23-9.6:1.01., Code of Virginia, the following education-related and financial and administrative management measures shall be the basis on which the State Council of Higher Education shall annually assess and certify institutional performance. Such certification shall be completed and forwarded in writing to the Governor and the General Assembly no later than June 1 of each year. Institutional performance on measures set forth in paragraph K of this section shall be evaluated year-to-date by the Secretaries of Finance, Administration, and Technology as appropriate, and communicated to the State Council of Higher Education before June 1 of each year. Financial benefits provided to each institution in accordance with §2.2-5005 will be evaluated in light of that institution's performance.

In general, institutions are expected to achieve their agreed upon targets and standards on all performance measures in order to be certified by SCHEV. However, the State Council, in working with each institution, shall establish a prescribed range of permitted variance from annual targets for each education-related measure, as appropriate.

Further, the State Council shall have broad authority to certify institutions as having met the standards on education-related measures where they have already achieved high levels of performance in order that they may focus resources toward achieving similar levels of performance on other measures. The State Council shall likewise have the authority to exempt institutions from certification on education-related measures that the State Council deems unrelated to an institution's overall performance.

In November 2006, the Council approved performance measures for each goal. These measures included individual institutional targets to be used in determining whether an institution meets a specific goal. The Institutional Performance Standards were based on an institution's past performance and a set of negotiated targets. Targets were developed for a six year period beginning with the 2006-07 academic year through the 2011-12 academic year. In addition to establishing targets for each measure, the Appropriation Act permits a variance from the target, known as a 'Threshold,' for measuring acceptable institutional performance.

The attached tables summarize institutional performance in meeting the standards. It should be noted that several of the measures do not, as of yet, have performance standards. Performance standards are being developed for these measures.

Besides the educational-related performance standards reviewed by staff, the Secretaries of Finance, Administration, and Technology evaluated the standards for the financial and administrative goals. The Secretaries have documented that "each institution met the financial and administrative measures in the aggregate." (Letter from the Secretary of Finance is attached.)

An institution-by-institution review of the targets and thresholds will take place during summer 2008. **The Council offers its staff to assist institutions in the preparation and analysis of data for this review.**

Based on staff review, the following institutions have met their target or threshold on all measures:

- Christopher Newport University
- College of William and Mary
- George Mason University
- James Madison University
- Norfolk State University
- Old Dominion University
- Richard Bland College
- Radford University
- University of Mary Washington
- University of Virginia
- Virginia Community College System
- Virginia Military Institute
- Virginia Tech

The staff recommends that the Council certify these institutions as meeting the standards outlined in the Higher Education Restructuring Act and the Appropriation Act.

The following four institutions failed to meet one or more of the performance measures:

Longwood University
University of Virginia's College at Wise
Virginia Commonwealth University
Virginia State University

Longwood University

The university failed three measures for the 2006-07 academic year:

3. Institution annually meets at least 95 percent of its State Council-approved estimates of degrees awarded.
10. Institution maintains acceptable progress towards a mutually agreed upon target that maintains or increases the ratio of degrees conferred per FTE faculty member.
12. Within the prescribed range of permitted variance, the institution increases the ratio of total undergraduate degree awards to the number of annual full-time equivalent, degree-seeking undergraduate students except in those years when the institution is pursuing planned enrollment growth as demonstrated by their SCHEV-approved enrollment projections.

The institution, in their attached documentation, has cited the low retention of its 2003-04 entering class as producing a lower than expected 2007 graduating class. Staff understands the impact that retention has on future graduates. The institution was aware of the low retention of the entering class and should have taken this into account when projecting its graduates in the spring of 2007. Staff further acknowledges that missing the mark on the number of graduates contributed to the institution's failure on measures 10 and 13. Based on the fact that there was a clear pattern of lower retention of the 2003-04 entering class over several years, the institution should have adjusted its projection of degree awards for 2007.

Staff recommends that Longwood University not be granted certification for the 2008-09 year.

University of Virginia's College at Wise

The college failed three measures for the 2006-07 academic year:

3. Institution annually meets at least 95 percent of its State Council-approved estimates of degrees awarded.

- 5.2. Institution maintains acceptable progress towards an agreed upon target that decreases the percent of in-state undergraduate student borrowers.
10. Institution maintains acceptable progress towards a mutually agreed upon target that maintains or increases the ratio of degrees conferred per FTE faculty member.

The college has noted in its documentation that the lower than expected number of graduates in 2007 was the direct result of fewer entering students – first-time freshmen and first-year transfers – in 2003 and 2004. The college was aware of this drop in entering students well before their degree projections were submitted in spring 2007 and the college should have taken this into account in the projections. Instead, the college projected their graduates would increase by 12.5% in 2007 over 2006. The staff acknowledges that failure of measure 10 is a result of lower number graduates noted in measure 3.

Although, the college failed measure 5.2 it must be noted that there can be a relationship between this measure and measure 5.1 – ‘Institution maintains acceptable progress towards an agreed upon target that decreases the average debt of in-state undergraduate student borrowers.’ While increasing the percentage of need-based borrowers, the college did so by dramatically reducing the average amount borrowed.

Staff recommends that the University of Virginia’s College at Wise not be granted certification for the 2008-09 year.

Virginia Commonwealth University

The university failed one measure for the 2006-07 academic year:

17. Institution maintains or increases the total expenditures in grants and contracts for research, within the prescribed range of permitted variance, according to targets mutually agreed upon with SCHEV and/or consistent with the institution’s management agreement.

As the university has noted in its documentation, the cutback in NIH funding and the larger than normal awards occurring in late 2007 contributed significantly to the university not meeting its target or threshold. The university has shown consistent progress in increasing its sponsored research awards growing every year from 1998-99 through 2006-06. Total 2006-07 expenditures dipped while the total award amounts increased.

The university has shown that it has achieved a high level of performance in expanding its research commitment.

Staff recommends that the Virginia Commonwealth University be granted certification for the 2008-09 year.

Virginia State University

The university failed three measures for the 2006-07 academic year:

1. Institution meets its State Council-approved biennial projection of total in-state student enrollment within the prescribed range of permitted variance. (Permitted range of variance for this measure is 5%.)
- 5.2. Institution maintains acceptable progress towards an agreed upon target that decreases the percent of in-state undergraduate student borrowers.
11. Institution maintains or improves the average annual retention and progression rates of degree-seeking undergraduate students.

Enrollment of entering students took a large drop in 2006. In-state, first-time freshmen, declined by 232 from a high of 708 in 2005. Staff reviewed the university's admissions data over several years to determine whether the drop in entering students followed a pattern or could be a single year anomaly. Entering student enrollment had been relatively constant between 2002 through 2004. It rose in 2005 as a result of a higher than usual enrollment rate of accepted students. It appears that based on the number of students accepted and previous enrollment rates, it was reasonable to assume that entering student enrollment would meet expectations. In addition, it appears that the institution is back on track with a 2007 entering class at pre-2005 levels.

The staff reviewed measures 5.2 and 11 in light of the drop in the entering class enrollment. The university would have met the thresholds for these measures if the entering class had not dropped so dramatically. Again, the university seems to be on track in meeting their goals based on past performance.

Staff recommends that the Virginia State University be granted certification for the 2008-09 year.

Materials Provided:

- Letter from Secretary of Finance to Executive Director documenting that institutions have met financial and administrative standards.
- List of Goals and Institutional Performance Standards - Measures
- Tables detailing institutional status in meeting each performance standard
- Longwood University response to performance measures
- University of Virginia's College at Wise response to performance measures
- Virginia Commonwealth University response to performance measures
- Virginia State University response to performance measures

Financial Impact:

Certified institutions are eligible for the financial benefits provided in §2.2-5005.

Timetable for Further Review/Action:

Institutional certification based on 2007-08 academic year performance will be completed in May 2009.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies for 2008-09 that the following public institutions have satisfactorily met the performance standards of the Higher Education Restructuring Act and Appropriation Act:

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

BE IT RESOLVED that the State Council of Higher Education for Virginia does not certify for 2008-09 the following public institutions as having satisfactorily met the performance standards of the Higher Education Restructuring Act and Appropriation Act:

**Longwood University
University of Virginia's College at Wise**



COMMONWEALTH of VIRGINIA

Office of the Governor

Jody M. Wagner
Secretary of Finance

P. O. Box 1475
Richmond, Virginia 23218

May 1, 2008

Daniel J. LaVista, Ph.D.
Executive Director
State Council of Higher Education for Virginia
101 North 14th Street
James Monroe Building
Richmond, Virginia 23219

Dear Dr. LaVista:

As you know, the current Appropriation Act (Chapter 847, 2008 Amendments to the 2007 Appropriation Act) includes a requirement in the General Provisions related to the annual assessment of institutional performance. § 4-9.02 requires, in part, that:

Consistent with §23-9.6:1.01., Code of Virginia, the following education-related and financial and administrative management measures shall be the basis on which the State Council of Higher Education shall annually assess and certify institutional performance. Such certification shall be completed and forwarded in writing to the Governor and the General Assembly no later than June 1 of each year. Institutional performance on measures set forth in paragraph K of this section shall be evaluated year-to-date by the Secretaries of Finance, Administration, and Technology as appropriate, and communicated to the State Council of Higher Education before June 1 of each year.

The purpose of this letter is to inform you that Secretary Baskerville, Secretary Chopra and I have completed our required evaluation of the financial and administrative management measures set forth in paragraph K of that section. Consistent with § 4-9.02 K.24f of the Appropriation Act, we also evaluated the University of Virginia, Virginia Tech, and the College of William and Mary on the measures contained in their respective management agreements and the measure listed in § 4-9.02 K.24b.

Daniel J. LaVista, Ph.D.

May 1, 2008

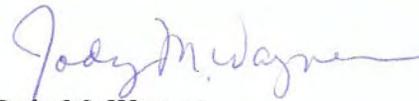
Page 2

I am pleased to announce that each of the institutions met the financial and administrative measures in aggregate. The attached document details the performance of each institution compared to individual measures. Each institution has a green or yellow indicator next to its write up. A green indicator means that the institution met the standards in aggregate. A yellow indicator means that although the institution met the standards in aggregate, it needs to improve its performance in order to obtain certification in 2009. We will be speaking to each institution that falls into this category to clearly explain the areas that need improvement.

The analysis of these measures was a challenge and I would like to thank the staff of the colleges and universities, the Auditor of Public Accounts, the Department of Accounts, the Department of General Services, the Department of Minority Business Enterprise and the Department of Human Resource Management for submitting the information needed to evaluate these requirements.

If you have any questions or need additional information please call me or my Deputy Manju Ganeriwala at (804) 786-1148.

Sincerely,



Jody M. Wagner

cc: The Honorable Viola Baskerville
Secretary of Administration

The Honorable Aneesh Chopra
Secretary of Technology

The Honorable Dr. Thomas Morris
Secretary of Education

Ms. Manju Ganeriwala
Deputy Secretary of Finance

Attachment

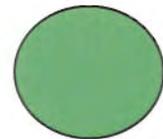
Assessment of Institutional Performance

Summary for each Institution of the Finance and Administrative Measures

Christopher Newport University

Christopher Newport University (CNU) met the financial and administrative standards for higher education institutions. CNU complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and compliance with Commonwealth standards for accounts payable and receivable. The University complied with the debt management policy its Board passed last year. CNU failed to meet the measure of complying with a classified turnover rate below the state average for higher education institutions. The University failed to achieve 85 percent of its overall SWAM goal, but did meet 85 percent of its goals in some underutilized categories. CNU met the goal of 75 percent of purchases using the eVA system by purchasing 78 percent of its purchases from vendors in eVA. CNU did not have any IT or capital projects completed in 2007.

Results

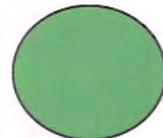


College of William and Mary

The College of William and Mary (CWM) met the financial and administrative standards outlined in its Management Agreement. CWM complied with all the Human Resource's measures.

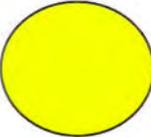
The College met all of the Procurement and Surplus measures. The University increased its use of electronic procurement through eVA by 42 percent from 2006 to 2007. The University achieved 85 percent of its overall SWAM goal, but needs to improve in purchasing from certain underutilized categories.

The College met all of the Information Technology and Finance and Accounting measures. However, CWM failed to meet one Capital Outlay, Leases, and Real Estate measure because it did not provide the data necessary to assess the average number of days for the institution to approve a lease.



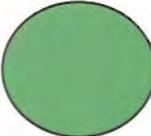
George Mason University

George Mason University (GMU) met the financial and administrative standards for higher education institutions. GMU complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and compliance with Commonwealth standards for accounts payable and receivable. The University complied with the debt management policy established by its Board. GMU failed to meet the measure of complying with a classified turnover rate below the state average for institutions. The University did not achieve 85 percent of the overall goal in its SWAM plan, but met some goals of purchasing from underutilized categories. GMU met the goal of 75 percent of purchases by purchasing 96 percent of its purchases from vendors in eVA. GMU did not have any IT projects completed in 2007. GMU completed two capital projects over budget in 2007 but had justifiable reasons for the cost overruns and attempted to control the costs of those projects according to the Department of General Services (DGS). GMU failed to report the required information for these measures by the required deadlines.



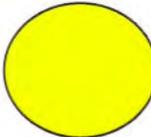
James Madison University

James Madison University (JMU) met the financial and administrative standards for higher education institutions. JMU complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and compliance with Commonwealth standards for accounts payable and receivable. The University complied with the debt management policy established by its Board. JMU met the measure of complying with a classified turnover rate below the goal set by the University. The University met the overall goal in its SWAM plan, but needs to improve its purchasing from some underutilized categories. JMU met the goal of 75 percent of purchases by purchasing 98 percent of its purchases from vendors in eVA. JMU did not have any IT projects completed in 2007 and had one capital project completed in 2007 and that project was under budget.



Longwood University

Longwood University (LU) met the financial and administrative standards for higher education institutions. The University complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and compliance with Commonwealth standards for accounts payable and receivable. The University complied with the debt management policy established by its Board. LU met the measure of complying with a classified turnover rate below the state average for institutions. The University did not achieve 85 percent of any of the goals in its SWAM plan. The University met the



goal of 75 percent of purchases by purchasing 99 percent of its purchases from vendors in eVA. It also completed its one IT project on schedule and under budget. LU had three capital projects completed in 2007 and while they were over budget, DGS determined that the University had valid justification.

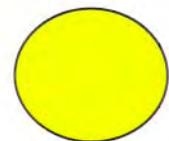
Norfolk State University

Norfolk State University (NSU) met the financial and administrative standards for higher education institutions. NSU complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and compliance with Commonwealth standards for accounts payable and receivable. The University complied with the debt management policy established by its Board. NSU met the measure of complying with a classified turnover rate below the state average for institutions. The University met the overall goal in its SWAM plan, but failed to meet its goals for some of the underutilized categories. NSU met the goal of 75 percent of purchases through eVA by purchasing 94 percent of its purchases from vendors in eVA. NSU did not have any IT projects completed in 2007. NSU had two capital projects completed in 2007 and both were completed under budget.



Old Dominion University

Old Dominion University (ODU) met the financial and administrative standards for higher education institutions. The University complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and compliance with Commonwealth standards for accounts payable and receivable. The University complied with the debt management policy established by its Board. ODU met the measure of complying with a classified turnover rate below the state average for institutions. The University failed to achieve 85 percent of the overall goal in its SWAM plan but did meet some goals in purchasing from underutilized categories. The University met the goal of 75 percent of purchases through eVA by purchasing 77 percent of its purchases from vendors in eVA. ODU did not have any IT projects completed in 2007. ODU completed five capital projects in 2007 and four of them were over budget.



Radford University

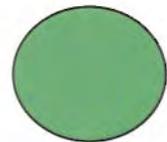
Radford University (RU) met the financial and administrative standards for higher education institutions. RU complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and complying with Commonwealth standards for accounts payable and receivable. The University complied with the debt management policy established by its Board. RU failed to meet the measure of complying with a classified turnover



rate below the state average for higher education institutions. The University achieved 85 percent of the overall goal in its SWAM plan, but needs to improve its purchasing in underutilized categories. RU met the goal of 75 percent of purchases through eVA by purchasing 85 percent of its purchases from vendors in eVA. Radford had one IT project in 2007 and completed that project under budget. Radford had one capital project completed in 2007 and while it was over budget, DGS determined that the const overrun was justified.

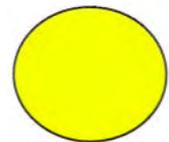
Richard Bland College

Richard Bland College (RBC) met the financial and administrative standards for higher education institutions. RBC complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and compliance with Commonwealth standards for accounts payable and receivable. The College complied with the debt management policy established by its Board. RBC met the measure of complying with a classified turnover rate below the state average for higher education institutions. The College did not achieve 85 percent of the overall goal in its SWAM plan, but did improve its purchasing from underutilized categories. RBC met the goal of 75 percent of purchases using the eVA system by purchasing 99 percent of its purchases from vendors in eVA. Richard Bland did not have an IT project or capital project completed in 2007.



University of Mary Washington

The University of Mary Washington (UMW) met the financial and administrative standards for higher education institutions. The University complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and compliance with Commonwealth standards for accounts payable and receivable. The University complied with the debt management policy established by its Board. The University met the measure of complying with a classified turnover rate goal set by the University. The University did not achieve 85 percent of any of the goals in its SWAM plan. The University met the goal of 75 percent of purchases through eVA by purchasing 97 percent of its purchases from vendors in eVA. UMW did not have an IT project completed in 2007. UMW did have two capital projects completed in 2007, one of which was under the original budget and while the other was over the original budget, DGS found that the cost overrun was justified.



University of Virginia

The University of Virginia (UVA) met the financial and administrative standards outlined in its Management Agreement. UVA complied with four out of the five Human Resource measures. The University only just missed the CUPA-HR benchmark of no more than 7 to 16 days when evaluating the effectiveness of their classification process with an average of 17 days to classify new positions or reclassify a staff position.

The University of Virginia met the Procurement and Surplus measures. The University increased its use of electronic procurement through eVA by 44 percent from 2006 to 2007. UVA showed improvement on its SWAM procurement but did not achieve 85 percent of its overall SWAM goal according to the Department of Minority Business Enterprise (DMBE). In addition, it failed to meet its goals in purchasing from certain underutilized categories.

The University met all of the Information Technology measures. However, its percentage of courses utilizing technically up-to-date course management systems decreased by 1.3 percent from 2006 to 2007 (the benchmark for this measure did not specify that an increased percentage was necessary to achieve compliance). UVA also met all Finance and Accounting and Capital Outlay, Leases, and Real Estate measures.

University of Virginia's College at Wise

The University of Virginia's College at Wise (UVA-Wise) met the financial and administrative standards for higher education institutions. UVA-Wise complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and compliance with Commonwealth standards for accounts payable and receivable. UVA-Wise complied with the debt management policy established by its Board. UVA-Wise failed to meet the measure of complying with a classified turnover rate below the state average for higher education institutions. UVA-Wise did not achieve 85 percent of its overall SWAM goal, but did improve in purchasing from some underutilized categories. The College met the goal of 75 percent of purchases in eVA. The College did not have an IT project or capital project completed in 2007.

Virginia Commonwealth University

Virginia Commonwealth University (VCU) met the financial and administrative standards for higher education institutions. VCU complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and compliance with Commonwealth standards for accounts payable and receivable. The University complied with the debt management policy established by its Board. VCU failed to meet the measure of complying with a classified turnover rate below the state average for higher education institutions. The University met the overall goal in its SWAM plan, but needs to improve in purchasing from some underutilized categories. The University met the goal of 75 percent of purchases through eVA by purchasing 86 percent of its purchases from vendors in eVA. VCU had one IT project completed in 2007 and that project was under budget. VCU also had five capital projects completed in 2007. Two of which were under budget and three of which, were over budget, however, DGS determined that the cost overrun was justified.



Virginia Community College System

The Virginia Community College System (VCCS) met the financial and administrative standards for higher education institutions. The VCCS complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and compliance with Commonwealth standards for accounts payable and receivable. The VCCS complied with the debt management policy established by its Board. The VCCS met the measure of complying with a classified turnover rate below the state average for higher education institutions. Twenty of the twenty-three community colleges achieved 85 percent of the overall goal in their SWAM plans. The VCCS met the goal of 75 percent of purchases through eVA by purchasing 94 percent of its purchases from vendors in eVA. The VCCS had one IT project completed in 2007 and completed the project under budget. The VCCS did not complete any of its seven capital projects under budget in 2007. According to DGS, there was a valid justification for five of the seven projects going over budget. Two of the twenty-three community colleges had projects that failed to meet this capital standard.



Virginia Military Institute

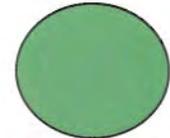
Virginia Military Institute (VMI) met the financial and administrative standards for higher education institutions. VMI complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and compliance with Commonwealth standards for accounts payable and receivable. VMI complied with the debt management policy established by its Board. VMI met the measure of complying with a classified turnover rate below



the state average for higher education institutions. VMI met the overall goal in its SWAM plan, but did not meet some goals in purchasing in underutilized categories. VMI met the goal of 75 percent of purchases through eVA by purchasing 99 percent of its purchases from vendors in eVA. VMI did not have an IT project completed in 2007. VMI had two capital projects completed in 2007 – both of which were over budget but while they were over budget; however, DGS determined that the cost overruns were justified.

Virginia State University

Virginia State University (VSU) met the financial and administrative standards for higher education institutions. VSU complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and compliance with Commonwealth standards for accounts payable and receivable. The University complied with the debt management policy established by its Board. VSU met the measure of complying with a classified turnover rate below the state average for higher education institutions. The University did not achieve 85 percent of any of the goals in its SWAM plan. VSU met the goal of 75 percent of purchases through eVA by purchasing 93 percent of its purchases from vendors in eVA. VSU had one IT project completed in 2007 and it was under budget. VSU had one capital project completed in 2007 and while it was over budget, DGS determined that the cost overrun was justified.



The Virginia Polytechnic Institute and State University

The Virginia Polytechnic Institute (VPI) met the financial and administrative standards as outlined in its Management Agreement. VPI complied with all of the five Human Resource measures.

Overall, VPI met all of the Procurement and Surplus measures. The University increased its use of electronic procurement through eVA by 12 percent from 2006 to 2007. VPI showed improvement on its SWAM procurement. The University achieved 85 percent of its overall SWAM goal, but needs to improve in purchasing from certain underutilized categories.

The University met all of the Information Technology and Finance and Accounting measures. VPI met all of the Capital Outlay, Leases, and Real Estate measures.



Institutional Performance Measures

Goal 1: Access

Consistent with its institutional mission, provide access to higher education for all citizens throughout the Commonwealth, including underrepresented populations, and in accordance with anticipated demand analysis, meet enrollment projections and degree estimates as agreed upon with the State Council of Higher Education for Virginia. Each such institution shall bear a measure of responsibility for ensuring that the statewide demand for enrollment is met;

1. Institution meets its State Council-approved biennial projection of total in-state student enrollment within the prescribed range of permitted variance. (Permitted range of variance for this measure is 5%.)
2. Institution increases the percentage of in-state undergraduate enrollment of from under-represented populations. (Such populations should include low income, first-generation college status, geographic origin within Virginia, race, and ethnicity, or other populations as may be identified by the State Council.)
3. Institution annually meets at least 95 percent of its State Council-approved estimates of degrees awarded.

Goal 2: Affordability

Ensure that higher education remains affordable, regardless of individual or family income, and through a periodic assessment, determine the impact of tuition and fee levels net of financial aid on applications, enrollment, and student indebtedness incurred for the payment of tuition and fees;

4. With the intent of developing a clearly understandable measure of affordability no later than July 1, 2008, SCHEV shall report annually an institution's in-state undergraduate tuition and fees, both gross and net of need-based gift aid, as a percentage of the institution's median student family income. By October 1, 2008, each institution shall identify a "maintenance of effort" target for ensuring that the institution's financial commitment to need-based student aid shall increase commensurately with planned increases in in-state, undergraduate tuition and fees. The financial plan for these goals should be incorporated into the institution's 2009-2014 six-year plan as required under § 23-9.2:3.02., Code of Virginia.

5.1. Institution maintains acceptable progress towards an agreed upon target that decreases the average debt of in-state undergraduate student borrowers.

5.2. Institution maintains acceptable progress towards an agreed upon target that decreases the percent of in-state undergraduate student borrowers.

6. Institution conducts a biennial assessment of the impact of tuition and fee levels net of financial aid on applications, enrollment, and student indebtedness incurred for the payment of tuition and fees and provides the State Council with a copy of this study upon its completion and makes appropriate reference to its use within the required six-year plans. The institution shall also make a parent- and student-friendly version of this assessment widely available on the institution's website.

Institution reports to SCHEV annually on the ratio of in-state undergraduate tuition and fees net of student gift-aid to the Virginia resident median household income.

Goal 3: Academic Offerings

Offer a broad range of undergraduate and, where appropriate, graduate programs consistent with its mission and assess regularly the extent to which the institution's curricula and degree programs address the Commonwealth's need for sufficient graduates in particular shortage areas, including specific academic disciplines, professions, and geographic regions;

7. Institution maintains acceptable progress towards an agreed upon target for the total number and percentage of graduates in high-need areas, as identified by the State Council of Higher Education.

Goal 4: Academic Standards

Ensure that the institution's academic programs and course offerings maintain high academic standards, by undertaking a continuous review and improvement of academic programs, course availability, faculty productivity, and other relevant factors;

8. Institution reports on total programs reviewed under Southern Association of Colleges and Schools assessment of student learning outcomes criteria within the institution's established assessment cycle in which continuous improvement plans addressing recommended policy and program changes were implemented.

Goal 5: Student Progress and Success

Improve student retention such that students progress from initial enrollment to a timely graduation, and that the number of degrees conferred increases as enrollment increases;

9. Institution demonstrates a commitment to ensuring that lower division undergraduates have access to required courses at the 100- and 200-level sufficient to ensure timely graduation by reporting annually to the State Council of Higher Education on the number of students denied enrollment in such courses for each fall and spring semesters. No later than July 1, 2008, to the extent the institution does not currently track student access and registration attempts at the course level, the institution shall, in consultation with the State Council of Higher Education, establish an appropriate quantitative method to identify the extent to which limited access to 100- and 200-level courses reduce progression, retention, and graduation rates. After July 1, 2008, each institution shall include in its annual report to the State Council its plan of action to increase such access and remediate the identified problems.

10. Institution maintains acceptable progress towards a mutually agreed upon target that maintains or increases the ratio of degrees conferred per FTE faculty member.

11. Institution maintains or improves the average annual retention and progression rates of degree-seeking undergraduate students.

12. Within the prescribed range of permitted variance, the institution increases the ratio of total undergraduate degree awards to the number of annual full-time equivalent, degree-seeking undergraduate students except in those years when the institution is pursuing planned enrollment growth as demonstrated by their SCHEV-approved enrollment projections.

Goal 6: Enhanced Access and Affordability

Consistent with its institutional mission, develop articulation agreements that have uniform application to all Virginia community colleges and meet appropriate general education and program requirements at the four-year institution, provide additional opportunities for associate degree graduates to be admitted and enrolled, and offer dual enrollment programs in cooperation with high schools;

13. Institution increases the number of undergraduate programs or schools for which it has established a uniform articulation agreement by program or school for associate degree graduates transferring from all colleges of the Virginia Community College System and Richard Bland College consistent with a target agreed to by the institution, the Virginia Community College System, and the State Council of Higher Education for Virginia.

14. Institution increases the total number of associate degree graduates enrolled as transfer students from Virginia's public two-year colleges with the expectation that the general education credits from those institutions apply toward general education baccalaureate degree requirements, as a percent of all

undergraduate students enrolled, within the prescribed range of permitted variance.

15. Institution increases the number of students involved in dual enrollment programs consistent with a target agreed upon by the institution, the Department of Education and the State Council of Higher Education for Virginia.

Goal 7: Economic Development

Actively contribute to efforts to stimulate the economic development of the Commonwealth and the area in which the institution is located, and for those institutions subject to a management agreement, in areas that lag the Commonwealth in terms of income, employment, and other factors;

16. In cooperation with the State Council, institution develops a specific set of actions to help address local and/or regional economic development needs consisting of specific partners, activities, fiscal support, and desired outcomes. Institution will receive positive feedback on an annual standardized survey developed by the State Council, in consultation with the institutions, of local and regional leaders, and the economic development partners identified in its plans, regarding the success of its local and regional economic development plans.

Goal 8: Research

Consistent with its institutional mission, increase the level of externally funded research conducted at the institution and facilitate the transfer of technology from university research centers to private sector companies;

17. Institution maintains or increases the total expenditures in grants and contracts for research, within the prescribed range of permitted variance, according to targets mutually agreed upon with SCHEV and/or consistent with the institution's management agreement.

18. Institution maintains or increases the annual number of new patent awards and licenses, within the prescribed range of permitted variance, according to targets mutually agreed upon with SCHEV and/or consistent with the institution's management agreement.

Goal 9: Enhancing K12

Work actively and cooperatively with elementary and secondary school administrators, teachers, and students in public schools and school divisions to improve student achievement, upgrade the knowledge and skills of teachers, and strengthen leadership skills of school administrators;

19. In cooperation with the State Council, institution develops a specific set of actions with schools or school district administrations with specific goals to improve student achievement, upgrade the knowledge and skills of teachers, or strengthen the leadership skills of school administrators. Institution will receive positive feedback on an annual standardized survey developed by the State Council, in consultation with the institutions, of the superintendents, principals, and appropriate other parties.

Goal 10: Six-Year Plans

Prepare a six-year financial plan consistent with § [23-9.2:3.03](#);

Goal 11: Finance and Administrative

Conduct the institution's business affairs in a manner that maximizes operational efficiencies and economies for the institution, contributes to maximum efficiencies and economies of state government as a whole, and meets the financial and administrative management standards as specified by the Governor pursuant to § [2.2-5004](#) and included in the appropriation act that is in effect, which shall include best practices for electronic procurement and leveraged purchasing, information technology, real estate portfolio management, and diversity of suppliers through fair and reasonable consideration of small, women-, and minority-owned business enterprises;

21. As specified in § 2.2-5004, Code of Virginia, institution takes all appropriate actions to meet the following financial and administrative standards:

- a. An unqualified opinion from the Auditor of Public Accounts upon the audit of the public institution's financial statements;
- b. No significant audit deficiencies attested to by the Auditor of Public Accounts;
- c. Substantial compliance with all financial reporting standards approved by the State Comptroller;
- d. Substantial attainment of accounts receivable standards approved by the State Comptroller, including but not limited to, any standards for outstanding receivables and bad debts; and
- e. Substantial attainment of accounts payable standards approved by the State Comptroller including, but not limited to, any standards for accounts payable past due.

22. Institution complies with a debt management policy approved by its governing board that defines the maximum percent of institutional resources that can be

used to pay debt service in a fiscal year, and the maximum amount of debt that can be prudently issued within a specified period.

23. The following standards shall be effective until June 30, 2007:

a. Institution completes no less than 75 percent of all non-exempt purchase transactions through the Commonwealth's enterprise-wide Internet procurement system (eVa) and makes no less than 75 percent of dollar purchases from vendors and suppliers who are registered in eVa; and

b. Institution completes no less than 75 percent of dollar purchases from leveraged cooperative contracts, when such a contract is available for a particular commodity, except when the institution can demonstrate that the cost of the purchase was less than the cost under all available leveraged cooperative contracts.

24. The following administrative standards shall become effective July 1, 2007 and replace standards enumerated in § 4-9.02, paragraph 23 of this act:

a. The institution will achieve the classified staff turnover rate goal established by the institution; however, a variance of 15 percent from the established goal will be acceptable;

b. The institution will substantially comply with its annual approved Small, Women and Minority (SWAM) plan as submitted to the Department of Minority Business Enterprise; however, a variance of 15 percent from its SWAM purchase goal, as stated in the plan, will be acceptable;

c. The institution will make no less than 75 percent of dollar purchases from vendor locations registered in the Commonwealth's enterprise-wide internet procurement system (eVA);

d. The institution will complete capital projects (with an individual cost of over \$1,000,000) within 1) the budget originally approved by the institution's governing board for projects initiated under delegated authority, or 2) the budget set out in the Appropriation Act or other Acts of Assembly. If the institution exceeds the budget for any such project, the Secretaries of Administration and Finance shall review the circumstances causing the cost overrun and the manner in which the institution responded and determine whether the institution shall be considered in compliance with the measure despite the cost overrun; and

e. The institution will complete major information technology projects (with an individual cost of over \$1,000,000) within the budgets and schedules originally approved by the institution's governing board. If the institution exceeds the budget and/or time schedule for any such project, the Secretary of Technology shall review the circumstances causing the cost overrun and/or delay and the

manner in which the institution responded and determine whether the institution appropriately adhered to Project Management Institute's best management practices and, therefore, shall be considered in compliance with the measure despite the cost overrun and/or delay.

f. Institutions governed under Chapters 933 and 943 of the 2006 Acts of Assembly, shall be measured by the administrative standards outlined in the Management Agreements. However, the Governor may supplement or replace those administrative performance measures with the administrative performance measures listed in this paragraph upon notification to the Chairmen of the House Appropriations and Senate Finance Committees and the institutions 45 days prior to the start of a fiscal year.

Goal 12: Campus Safety

Seek to ensure the safety and security of the Commonwealth's students on college and university campuses.

25. The Institution shall work to adopt an acceptable number of the 27 Best Practice Recommendations for Campus Safety adopted by the Virginia Crime Commission on January 10, 2006. Each practice should be considered by the institution as to how it fits in with current practices and the needs of the institution. Following each year of reporting and certification, the institution shall enumerate those practices adopted by the institution.

Christopher Newport University

Measure	Description	Actual 0607	Target 0607	Threshold	Result
1	In-State Enrollment	4,626	4,434	4,434	 Achieved
2	Under-represented Enrollment	1,039	1,065	896	 Passed
3	Degree Awards	959	836	836	 Achieved
4	Affordability	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>			
5.1	Need-based borrowing \$	\$2,678	\$3,150	\$3,420	 Achieved
5.2	Need-based borrowing %	82.5%	81.7%	87.1%	 Passed
6	Tuition Assessment	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>			
7	High-need Degrees	66	55	43	 Achieved
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>			 Achieved
9	100-200 Courses	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>			
10	Degrees per FTE Faculty	3.5	3.8	3.4	 Passed
11	Retention Rate	83.5%	83.5%	79.4%	 Achieved
12	Degrees per FTE Students	20.5%	18.8%	17.3%	 Achieved
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>			 Achieved
14	Degree Transfers	29	25	15	 Achieved
15	Dual Enrollments	<i>Does not apply to four-year institutions.</i>			
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
17	Research Expenditures	<i>Does not apply to CNU .</i>			
18	Patents & Licenses	<i>Does not apply to CNU .</i>			
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					 Achieved
Institution has passed or demonstrated commitment on all educational-related measures and IS recommended for certification in 2007.					PENDING

College of William and Mary

Measure	Description	Actual 0607	Target 0607	Threshold	Result	
1	In-State Enrollment	4,907	4,563	4,563	 Achieved	
2	Under-represented Enrollment	1,231	1,180	1,132	 Achieved	
3	Degree Awards	2,104	2,019	2,019	 Achieved	
4	Affordability	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
5.1	Need-based borrowing \$	\$2,006	\$3,220	\$3,394	 Achieved	
5.2	Need-based borrowing %	58.6%	65.0%	70.5%	 Achieved	
6	Tuition Assessment	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>				
7	High-need Degrees	192	195	147	 Passed	
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>				 Achieved
9	100-200 Courses	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
10	Degrees per FTE Faculty	3.2	3.2	3.1	 Achieved	
11	Retention Rate	93.0%	94.0%	92.0%	 Passed	
12	Degrees per FTE Students	24.0%	22.7%	21.6%	 Achieved	
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>				 Achieved
14	Degree Transfers	51	44	36	 Achieved	
15	Dual Enrollments	<i>Does not apply to four-year institutions.</i>				
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>				 Achieved
17	Research Expenditures	\$48,833,775	\$48,060,000	\$42,378,000	 Achieved	
18	Patents & Licenses	2	3	2	 Passed	
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>				 Achieved
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					 Achieved	
Institution has passed or demonstrated commitment on all educational-related measures and IS recommended for certification in 2007.					PENDING	

George Mason University

Measure	Description	Actual 0607	Target 0607	Threshold	Result
1	In-State Enrollment	24,902	23,844	23,844	 Achieved
2	Under-represented Enrollment	7,697	7,256	6,871	 Achieved
3	Degree Awards	6,971	6,774	6,774	 Achieved
4	Affordability	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>			
5.1	Need-based borrowing \$	\$2,808	\$4,021	\$4,171	 Achieved
5.2	Need-based borrowing %	71.8%	74.1%	76.7%	 Achieved
6	Tuition Assessment	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>			
7	High-need Degrees	1,931	1,491	1,371	 Achieved
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>			 Achieved
9	100-200 Courses	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>			
10	Degrees per FTE Faculty	5.0	4.9	4.8	 Achieved
11	Retention Rate	82.0%	78.2%	77.2%	 Achieved
12	Degrees per FTE Students	23.0%	22.3%	22.0%	 Achieved
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>			 Achieved
14	Degree Transfers	785	328	0	 Achieved
15	Dual Enrollments	<i>Does not apply to four-year institutions.</i>			
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
17	Research Expenditures	\$45,517,000	\$43,672,705	\$43,663,668	 Achieved
18	Patents & Licenses	10	5	0	 Achieved
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					 Passed
Institution has passed or demonstrated commitment on all educational-related measures and IS recommended for certification in 2007.					PENDING

James Madison University

Measure	Description	Actual 0607	Target 0607	Threshold	Result
1	In-State Enrollment	12,317	11,201	11,201	 Achieved
2	Under-represented Enrollment	3,075	3,034	2,827	 Achieved
3	Degree Awards	4,034	3,769	3,769	 Achieved
4	Affordability	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>			
5.1	Need-based borrowing \$	\$2,600	\$4,074	\$4,210	 Achieved
5.2	Need-based borrowing %	70.5%	74.0%	76.0%	 Achieved
6	Tuition Assessment	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>			
7	High-need Degrees	675	705	575	 Passed
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>			 Achieved
9	100-200 Courses	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>			
10	Degrees per FTE Faculty	3.7	3.9	3.7	 Passed
11	Retention Rate	89.3%	88.0%	87.4%	 Achieved
12	Degrees per FTE Students	22.0%	21.8%	20.0%	 Achieved
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>			 Achieved
14	Degree Transfers	254	175	160	 Achieved
15	Dual Enrollments	<i>Does not apply to four-year institutions.</i>			
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
17	Research Expenditures	<i>Does not apply to JMU .</i>			
18	Patents & Licenses	<i>Does not apply to JMU .</i>			
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					 Achieved
Institution has passed or demonstrated commitment on all educational-related measures and IS recommended for certification in 2007.					PENDING

Longwood University

Measure	Description	Actual 0607	Target 0607	Threshold	Result
1	In-State Enrollment	4,228	4,109	4,109	 Achieved
2	Under-represented Enrollment	1,053	985	936	 Achieved
3	Degree Awards	770	916	916	 FAILED
4	Affordability	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>			
5.1	Need-based borrowing \$	\$2,532	\$3,422	\$3,594	 Achieved
5.2	Need-based borrowing %	73.8%	74.0%	78.0%	 Achieved
6	Tuition Assessment	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>			
7	High-need Degrees	373	285	214	 Achieved
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>			
9	100-200 Courses	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>			
10	Degrees per FTE Faculty	3.5	4.0	3.7	 FAILED
11	Retention Rate	83.6%	76.0%	72.0%	 Achieved
12	Degrees per FTE Students	18.0%	20.0%	18.8%	 FAILED
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>			
14	Degree Transfers	94	76	65	 Achieved
15	Dual Enrollments	<i>Does not apply to four-year institutions.</i>			
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>			
17	Research Expenditures	<i>Does not apply to LU .</i>			
18	Patents & Licenses	<i>Does not apply to LU .</i>			
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>			
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					 Passed
Institution has FAILED 3 educational-related measures and is NOT recommended for certification in 2007.					PENDING

Norfolk State University

Measure	Description	Actual 0607	Target 0607	Threshold	Result
1	In-State Enrollment	4,806	4,584	4,584	 Achieved
2	Under-represented Enrollment	4,047	4,150	3,851	 Passed
3	Degree Awards	1,003	966	966	 Achieved
4	Affordability	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>			
5.1	Need-based borrowing \$	\$2,812	\$3,614	\$3,726	 Achieved
5.2	Need-based borrowing %	85.0%	87.0%	89.0%	 Achieved
6	Tuition Assessment	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>			
7	High-need Degrees	285	220	176	 Achieved
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>			
9	100-200 Courses	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>			
10	Degrees per FTE Faculty	3.6	2.5	2.5	 Achieved
11	Retention Rate	74.4%	72.0%	70.0%	 Achieved
12	Degrees per FTE Students	17.3%	16.8%	15.5%	 Achieved
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>			
14	Degree Transfers	56	53	38	 Achieved
15	Dual Enrollments	<i>Does not apply to four-year institutions.</i>			
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>			
17	Research Expenditures	<i>Does not apply to NSU .</i>			
18	Patents & Licenses	<i>Does not apply to NSU .</i>			
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>			
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					 Achieved
Institution has passed or demonstrated commitment on all educational-related measures and IS recommended for certification in 2007.					PENDING

Old Dominion University

Measure	Description	Actual 0607	Target 0607	Threshold	Result	
1	In-State Enrollment	18,596	18,100	18,100	 Achieved	
2	Under-represented Enrollment	7,221	7,235	6,656	 Passed	
3	Degree Awards	4,169	3,757	3,757	 Achieved	
4	Affordability	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
5.1	Need-based borrowing \$	\$2,265	\$3,700	\$3,851	 Achieved	
5.2	Need-based borrowing %	60.7%	63.5%	71.2%	 Achieved	
6	Tuition Assessment	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>				
7	High-need Degrees	1,601	1,567	1,510	 Achieved	
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>				 Achieved
9	100-200 Courses	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
10	Degrees per FTE Faculty	4.8	4.6	4.3	 Achieved	
11	Retention Rate	75.0%	77.4%	74.9%	 Passed	
12	Degrees per FTE Students	22.0%	20.3%	19.3%	 Achieved	
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>				 Achieved
14	Degree Transfers	855	752	222	 Achieved	
15	Dual Enrollments	<i>Does not apply to four-year institutions.</i>				
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>				 Achieved
17	Research Expenditures	\$50,016,097	\$50,000,000	\$41,300,000	 Achieved	
18	Patents & Licenses	13	14	13	 Passed	
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>				 Achieved
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					 Passed	
Institution has passed or demonstrated commitment on all educational-related measures and IS recommended for certification in 2007.					PENDING	

Radford University

Measure	Description	Actual 0607	Target 0607	Threshold	Result
1	In-State Enrollment	8,500	8,075	8,075	 Achieved
2	Under-represented Enrollment	3,943	2,660	2,485	 Achieved
3	Degree Awards	2,288	2,107	2,107	 Achieved
4	Affordability	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>			
5.1	Need-based borrowing \$	\$3,046	\$3,547	\$3,636	 Achieved
5.2	Need-based borrowing %	83.1%	83.4%	88.3%	 Achieved
6	Tuition Assessment	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>			
7	High-need Degrees	537	525	437	 Achieved
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>			
9	100-200 Courses	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>			
10	Degrees per FTE Faculty	5.3	5.1	5.0	 Achieved
11	Retention Rate	81.1%	77.0%	75.5%	 Achieved
12	Degrees per FTE Students	23.8%	21.0%	19.3%	 Achieved
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>			
14	Degree Transfers	234	105	86	 Achieved
15	Dual Enrollments	<i>Does not apply to four-year institutions.</i>			
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>			
17	Research Expenditures	<i>Does not apply to RU .</i>			
18	Patents & Licenses	<i>Does not apply to RU .</i>			
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>			
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					 Achieved
Institution has passed or demonstrated commitment on all educational-related measures and IS recommended for certification in 2007.					PENDING

University of Mary Washington

Measure	Description	Actual 0607	Target 0607	Threshold	Result
1	In-State Enrollment	3,819	3,665	3,665	 Achieved
2	Under-represented Enrollment	898	792	736	 Achieved
3	Degree Awards	1,168	1,116	1,116	 Achieved
4	Affordability	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>			
5.1	Need-based borrowing \$	\$2,858	\$3,465	\$3,547	 Achieved
5.2	Need-based borrowing %	78.7%	81.3%	85.6%	 Achieved
6	Tuition Assessment	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>			
7	High-need Degrees	243	245	210	 Passed
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>			
9	100-200 Courses	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>			
10	Degrees per FTE Faculty	4.6	4.3	4.0	 Achieved
11	Retention Rate	84.3%	85.0%	82.9%	 Passed
12	Degrees per FTE Students	23.8%	24.3%	23.3%	 Passed
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>			
14	Degree Transfers	119	81	69	 Achieved
15	Dual Enrollments	<i>Does not apply to four-year institutions.</i>			
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>			
17	Research Expenditures	<i>Does not apply to UMW .</i>			
18	Patents & Licenses	<i>Does not apply to UMW .</i>			
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>			
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					 Passed
Institution has passed or demonstrated commitment on all educational-related measures and IS recommended for certification in 2007.					PENDING

University of Virginia

Measure	Description	Actual 0607	Target 0607	Threshold	Result	
1	In-State Enrollment	15,360	14,724	14,724	 Achieved	
2	Under-represented Enrollment	3,500	3,469	3,318	 Achieved	
3	Degree Awards	5,898	5,775	5,775	 Achieved	
4	Affordability	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
5.1	Need-based borrowing \$	\$2,356	\$3,032	\$3,289	 Achieved	
5.2	Need-based borrowing %	55.6%	63.5%	67.5%	 Achieved	
6	Tuition Assessment	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>				
7	High-need Degrees	1,475	1,567	1,458	 Passed	
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>				 Achieved
9	100-200 Courses	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
10	Degrees per FTE Faculty	5.3	5.2	5.0	 Achieved	
11	Retention Rate	93.4%	92.0%	90.0%	 Achieved	
12	Degrees per FTE Students	24.5%	24.5%	23.8%	 Achieved	
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>				 Achieved
14	Degree Transfers	89	98	78	 Passed	
15	Dual Enrollments	<i>Does not apply to four-year institutions.</i>				
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>				 Achieved
17	Research Expenditures	\$235,670,666	\$264,100,000	\$201,900,000	 Passed	
18	Patents & Licenses	56	55	53	 Achieved	
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>				 Achieved
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					 Achieved	
Institution has passed or demonstrated commitment on all educational-related measures and IS recommended for certification in 2007.					PENDING	

University of Virginia's College at Wise

Measure	Description	Actual 0607	Target 0607	Threshold	Result
1	In-State Enrollment	1,818	1,752	1,752	 Achieved
2	Under-represented Enrollment	908	969	848	 Passed
3	Degree Awards	274	290	290	 FAILED
4	Affordability	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>			
5.1	Need-based borrowing \$	\$1,860	\$4,068	\$3,720	 Achieved
5.2	Need-based borrowing %	59.8%	48.9%	45.8%	 FAILED
6	Tuition Assessment	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>			
7	High-need Degrees	55	42	38	 Achieved
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>			
9	100-200 Courses	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>			
10	Degrees per FTE Faculty	3.0	3.9	3.5	 FAILED
11	Retention Rate	74.8%	75.4%	72.8%	 Passed
12	Degrees per FTE Students	17.5%	19.0%	17.5%	 Passed
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>			
14	Degree Transfers	54	55	42	 Passed
15	Dual Enrollments	<i>Does not apply to four-year institutions.</i>			
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>			
17	Research Expenditures	<i>Does not apply to UVA-W .</i>			
18	Patents & Licenses	<i>Does not apply to UVA-W .</i>			
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>			
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					 Achieved
Institution has FAILED 3 educational-related measures and is NOT recommended for certification in 2007.					PENDING

Virginia Commonwealth University

Measure	Description	Actual 0607	Target 0607	Threshold	Result
1	In-State Enrollment	26,446	25,477	25,477	 Achieved
2	Under-represented Enrollment	8,491	8,000	7,736	 Achieved
3	Degree Awards	5,600	5,132	5,132	 Achieved
4	Affordability	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>			
5.1	Need-based borrowing \$	\$3,046	\$3,806	\$4,500	 Achieved
5.2	Need-based borrowing %	80.7%	84.0%	89.0%	 Achieved
6	Tuition Assessment	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>			
7	High-need Degrees	1,252	1,175	1,146	 Achieved
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>			 Achieved
9	100-200 Courses	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>			
10	Degrees per FTE Faculty	2.6	2.4	2.4	 Achieved
11	Retention Rate	81.2%	81.0%	80.5%	 Achieved
12	Degrees per FTE Students	18.3%	17.3%	16.5%	 Achieved
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>			 Achieved
14	Degree Transfers	369	185	135	 Achieved
15	Dual Enrollments	<i>Does not apply to four-year institutions.</i>			
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
17	Research Expenditures	\$115,688,603	\$128,300,000	\$121,300,000	 FAILED
18	Patents & Licenses	32	31	21	 Achieved
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					 Achieved
Institution has FAILED 1 educational-related measures and is NOT recommended for certification in 2007.					PENDING

Virginia Military Institute

Measure	Description	Actual 0607	Target 0607	Threshold	Result
1	In-State Enrollment	760	680	680	 Achieved
2	Under-represented Enrollment	211	181	148	 Achieved
3	Degree Awards	325	281	281	 Achieved
4	Affordability	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>			
5.1	Need-based borrowing \$	\$1,263	\$2,350	\$2,550	 Achieved
5.2	Need-based borrowing %	51.5%	49.0%	58.0%	 Passed
6	Tuition Assessment	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>			
7	High-need Degrees	69	68	57	 Achieved
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>			 Achieved
9	100-200 Courses	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>			
10	Degrees per FTE Faculty	2.4	2.3	2.2	 Achieved
11	Retention Rate	86.4%	83.0%	81.5%	 Achieved
12	Degrees per FTE Students	21.0%	18.0%	16.8%	 Achieved
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>			 Achieved
15	Dual Enrollments	<i>Does not apply to four-year institutions.</i>			
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
17	Research Expenditures	<i>Does not apply to VMI .</i>			
18	Patents & Licenses	<i>Does not apply to VMI .</i>			
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					 Achieved
Institution has passed or demonstrated commitment on all educational-related measures and IS recommended for certification in 2007.					PENDING

Virginia State University

Measure	Description	Actual 0607	Target 0607	Threshold	Result
1	In-State Enrollment	3,343	3,608	3,608	FAILED
2	Under-represented Enrollment	2,779	2,730	2,454	Achieved
3	Degree Awards	862	700	700	Achieved
4	Affordability	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>			
5.1	Need-based borrowing \$	\$3,026	\$4,389	\$4,439	Achieved
5.2	Need-based borrowing %	88.1%	82.0%	83.2%	FAILED
6	Tuition Assessment	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>			
7	High-need Degrees	218	38	14	Achieved
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>			
9	100-200 Courses	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>			
10	Degrees per FTE Faculty	3.7	1.5	1.2	Achieved
11	Retention Rate	74.4%	76.1%	74.9%	FAILED
12	Degrees per FTE Students	17.0%	17.8%	16.5%	Passed
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>			
14	Degree Transfers	21	48	19	Passed
15	Dual Enrollments	<i>Does not apply to four-year institutions.</i>			
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>			
17	Research Expenditures	<i>Does not apply to VSU .</i>			
18	Patents & Licenses	<i>Does not apply to VSU .</i>			
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>			
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					Achieved
Institution has FAILED 3 educational-related measures and is NOT recommended for certification in 2007.					PENDING

Virginia Tech

Measure	Description	Actual 0607	Target 0607	Threshold	Result
1	In-State Enrollment	19,817	18,091	18,091	 Achieved
2	Under-represented Enrollment	5,036	5,100	5,004	 Passed
3	Degree Awards	6,758	6,567	6,567	 Achieved
4	Affordability	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>			
5.1	Need-based borrowing \$	\$2,806	\$3,593	\$3,738	 Achieved
5.2	Need-based borrowing %	77.2%	81.0%	83.9%	 Achieved
6	Tuition Assessment	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>			
7	High-need Degrees	1,851	1,741	1,659	 Achieved
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>			 Achieved
9	100-200 Courses	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>			
10	Degrees per FTE Faculty	5.4	5.3	5.0	 Achieved
11	Retention Rate	91.1%	88.2%	86.2%	 Achieved
12	Degrees per FTE Students	21.8%	21.8%	20.3%	 Achieved
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>			 Achieved
14	Degree Transfers	159	96	83	 Achieved
15	Dual Enrollments	<i>Does not apply to four-year institutions.</i>			
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
17	Research Expenditures	\$326,225,333	\$294,699,166	\$257,688,945	 Achieved
18	Patents & Licenses	20	24	13	 Passed
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					 Achieved
Institution has passed or demonstrated commitment on all educational-related measures and IS recommended for certification in 2007.					PENDING

Virginia Community College System

Measure	Description	Actual 0607	Target 0607	Threshold	Result
1	In-State Enrollment	<i>VCCS will not be evaluated on this measure until the 2009 certification.</i>			
2	Under-represented Enrollment	74,291	73,150	72,440	 Achieved
3	Degree Awards	15,572	14,710	14,710	 Achieved
4	Affordability	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>			
5.1	Need-based borrowing \$	\$388	\$2,436	\$2,481	 Achieved
5.2	Need-based borrowing %	18.0%	19.0%	20.0%	 Achieved
6	Tuition Assessment	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>			
7	High-need Degrees	2,212	1,984	1,964	 Achieved
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>			
9	100-200 Courses	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>			
10	Degrees per FTE Faculty	3.5	3.6	3.5	 Passed
11	Retention Rate	49.1%	42.0%	39.0%	 Achieved
12	Degrees per FTE Students	17.5%	0.0%	0.0%	 Achieved
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>			
14	Degree Transfers	<i>Does not apply to two-year institutions.</i>			
15	Dual Enrollments	29,086	22,661	22,331	 Achieved
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>			
17	Research Expenditures	<i>Does not apply to VCCS.</i>			
18	Patents & Licenses	<i>Does not apply to VCCS.</i>			
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>			
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					 Achieved
Institution has passed or demonstrated commitment on all educational-related measures and IS recommended for certification in 2007.					PENDING

Richard Bland College

Measure	Description	Actual 0607	Target 0607	Threshold	Result
1	In-State Enrollment	1,350	1,333	1,333	 Achieved
2	Under-represented Enrollment	459	380	347	 Achieved
3	Degree Awards	210	204	204	 Achieved
4	Affordability	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>			
5.1	Need-based borrowing \$	<i>Richard Bland College does not participate in student lending programs.</i>			
5.2	Need-based borrowing %	<i>Richard Bland College does not participate in student lending programs.</i>			
6	Tuition Assessment	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>			
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>			 Achieved
9	100-200 Courses	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>			
10	Degrees per FTE Faculty	5.0	5.2	4.7	 Passed
11	Retention Rate	60.6%	58.0%	55.5%	 Achieved
12	Degrees per FTE Students	24.0%	17.0%	7.8%	 Achieved
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>			 Achieved
14	Degree Transfers	<i>Does not apply to two-year institutions.</i>			
15	Dual Enrollments	277	300	197	 Passed
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
17	Research Expenditures	<i>Does not apply to RBC.</i>			
18	Patents & Licenses	<i>Does not apply to RBC.</i>			
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					 Achieved
Institution has passed or demonstrated commitment on all educational-related measures and IS recommended for certification in 2007.					PENDING

Longwood University Response to SCHEV IPS Report

Longwood University realizes that it has failed to meet the standards for measures 3, 10, and 12. However, we offer the following additional information to SCHEV for its consideration during the restructuring certification process. It is our contention that the failing scores on these three measures were a direct result of an anomalous drop in total degrees granted. It is also our contention that one factor, the number of degrees awarded, was the basis for failing not only measure 3 but also measures 10 and 12.

We offer the following information for your consideration concerning each measure.

Measure 3

As can be seen in the information in Table 1, the total number of degrees rose from 862 in 2003-04 to 880 in 2005-06. However, the total degrees in 2006-07 declined to 770. This is a direct result of two anomalies happening in the same year. First, the number of graduate degrees declined to 101 after having grown from 116 to 149 during the previous three years. Second, the number of undergraduate degrees declined significantly from the preceding years to 669 after ranging from 731 to 802 degrees during the preceding years.

	Bachelor Degrees Actual	Masters Degrees Actual	Total Degrees Actual
2003-04	746	116	862
2004-05	802	128	930
2005-06	731	149	880
2006-07	669	101	770
2007-08*	772	145	917

* projected

We offer the following explanation for why the graduate degrees have fluctuated. First, Longwood's graduate programs are primarily in the fields of education with the vast majority of our graduate students being full-time teachers. In order to effectively serve this population, we must organize the students into cohort groups. By the very nature of the creation of this structure degree completions will experience highs and lows. With limited resources we must complete one cohort before beginning another group, thus causing a rise and fall in the number of degrees awarded. Since we are talking about cohorts instead of individual students, the effect will be a larger one, and even larger still when you have the same scenario in more than one cohort-structured program occurring at the same time.

Second, as public school budgets experience fluctuation, many districts restrict reimbursement for graduate education. Therefore, a number of cohort members may not complete their programs when the cohort completes. This makes it difficult to predict the number of degrees which were likely to be awarded from within a cohort because not all cohort members complete with their cohort.

The number of undergraduate degrees has fluctuated during the 2006-07 academic year due to several factors. Longwood's classrooms are located primarily in the central part of the campus. This area of campus was just recovering from a devastating fire which resulted in the loss of our signature building, Ruffner Hall, as well as Grainger Hall. The construction of Brock Commons down the middle of campus was also in progress at this time. These major construction projects highly impacted this central area, leading to disruption of classes, less mobility within the campus, and affected the overall attractiveness of the campus. We believe these factors contributed to a higher than usual attrition rate.

In order to meet our enrollment projections given the condition of the campus, the University enrolled students in the 2003-04 class who were marginal admits under our normal admissions criteria. The result of these extended admissions was a higher than normal academic attrition rate for the class from the time of admission until the time of graduation.

Lastly, the University experienced personnel issues within the Institutional Research Office. One member of the office resigned and returned to Utah and the other member of the office experienced a serious personal tragedy during the IPS submission period. While this is not an excuse for failing to accurately predict the number of degrees awarded, it did complicate the process.

These events caused Longwood University to inaccurately predict the total number of degrees which would be awarded. If one uses a five year moving average to calculate the total number of degrees, one anomalous year of data does not have as great an impact on the institutional measure of performance. As can be seen in the data in Table 2, since 1986 Longwood has experienced fairly steady growth in the number of degrees awarded when measured by the five-year average process.

Table 2

Longwood University Degrees								
Completions Summary SCHEV Research Report C1					5-Year Moving Averages			
Abbrev	Year	Bachelors	Masters	Total	Bachelors	Masters	Total	
LU	1998-99	654	96	750	609.8	100.6	710.4	
LU	1999-00	611	107	718	624.8	97	721.8	
LU	2000-01	619	91	710	624.8	97.8	722.6	
LU	2001-02	690	75	765	632.2	95	727.2	
LU	2002-03	706	105	811	656	94.8	750.8	
LU	2003-04	746	116	862	674.4	98.8	773.2	
LU	2004-05	802	128	930	712.6	103	815.6	
LU	2005-06	731	149	880	735	114.6	849.6	
LU	2006-07	669	101	770	730.8	119.8	850.6	
Estimate	2007-08	772	145	917	744	127.8	871.8	

Measure 10

It can be argued that two factors caused an anomalous drop in this measure. The first factor was the drop in actual degrees awarded for the class of 2006-07. The second factor was an increase in the number of FTE faculty. Longwood has a long history of providing a quality education in a small class room setting. To this end, Longwood increased the number of FTE faculty being utilized to deliver instruction during the 2006-07 academic year.

The combination of a lower than expected numerator, degrees awarded, and the increasing size of the denominator, FTE faculty, has caused Longwood to miss measure 10. It would seem that the unintended consequence of hiring more faculty to provide a quality education has been a reduction in the value for this measure.

It can also be demonstrated that if Longwood had not experienced a 12.5% decline in the total number of degrees awarded but had instead remained at the 2005-06 level, the final value on the measure would have been $3.5 \times 1.125 = 3.9375$. This would have exceeded the 3.7 target and the measure would have been passed.

Measure 12

Again it can be argued that the anomalous issue of low degrees awarded, which is the numerator in calculating this factor, caused measure 12 to be in the failure range. Had Longwood not experienced this unusual decline in the number of degrees being awarded the numerator would have been 8.5% higher with a resulting value above the target value of 18.8%.

$$18.0\% \times 1.085 = 19.53\% > 18.8$$

As the calculation above demonstrates, without the anomalous decline in the number degrees awards Longwood University would have exceeded the target factor of 18.8.

Conclusion

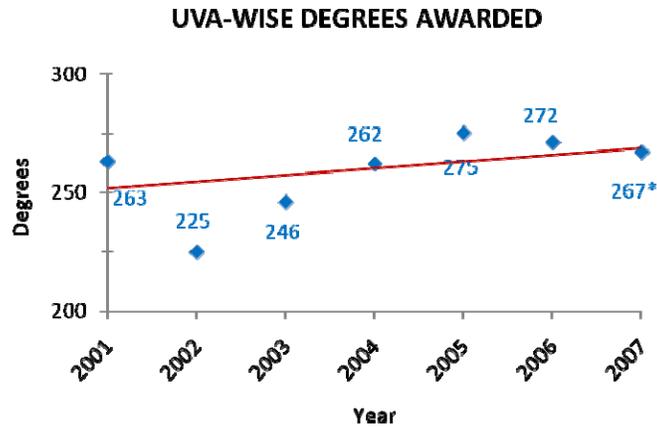
Longwood University remains committed to achieving complete certification under the restructuring process. While we failed to accurately predict the number of degrees awarded, the University continues to provide a high quality education for its students. It is interesting to note that the lower than expected awarded degrees along with the hiring of additional FTE faculty in order to provide a higher quality education to our students, had the unintended consequence of helping to lower the numeric outcome in measure 10.

The University accepts responsibility for failing to meet all IPS expectations. We understand that this may result in the loss of our ability to retain the interest earned on our tuition funds which is approximately \$250,000. For Longwood University this represents an approximate cost equal to a 2% loss of tuition revenue. This is a serious matter for us, and we will work with SCHEV to report our numbers more accurately.

THE UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE
Institutional Performance Standards
April 2008

<p>Measure</p> <p># 3</p> <p>Conferred at least 95% of projected degrees target</p>	<p>SCHEV 2006-07 Target (± 1 std dev) = 305 degrees awarded (290 to 320)</p> <p><u>UVA-Wise 2006-07 Actual</u> = 274</p> <p><u>Regression 2006-07 Target</u> = 267</p> <p>Anomaly: transfer enrollment drops precipitously:</p> <p>Transfer students from the three primary feeder community colleges dropped after four stable years, mirroring a drop in enrollment at those institutions. Enrollment projections for fall 2003 and fall 2004 were completed in spring 2003, after four years of transfer enrollment of between 157 and 165. Enrollment projections for SCHEV were not completed again until spring 2005, which means UVA-Wise was not able to make adjustments. Note the rebound in 2005, and then another drop, which will affect future targets unless targets are renegotiated.</p> <div style="text-align: center;"> <p>FIRST-TIME, FIRST-YEAR TRANSFERS</p> <table border="1"> <caption>First-time, First-year Transfers Data</caption> <thead> <tr> <th>Year</th> <th>MECC, SVCC, & VHCC</th> <th>Total Transfers</th> </tr> </thead> <tbody> <tr><td>1999</td><td>110</td><td>165</td></tr> <tr><td>2000</td><td>106</td><td>158</td></tr> <tr><td>2001</td><td>114</td><td>157</td></tr> <tr><td>2002</td><td>106</td><td>162</td></tr> <tr><td>2003</td><td>80</td><td>135</td></tr> <tr><td>2004</td><td>81</td><td>134</td></tr> <tr><td>2005</td><td>95</td><td>160</td></tr> <tr><td>2006</td><td>85</td><td>134</td></tr> <tr><td>2007</td><td>77</td><td>135</td></tr> </tbody> </table> </div>	Year	MECC, SVCC, & VHCC	Total Transfers	1999	110	165	2000	106	158	2001	114	157	2002	106	162	2003	80	135	2004	81	134	2005	95	160	2006	85	134	2007	77	135
Year	MECC, SVCC, & VHCC	Total Transfers																													
1999	110	165																													
2000	106	158																													
2001	114	157																													
2002	106	162																													
2003	80	135																													
2004	81	134																													
2005	95	160																													
2006	85	134																													
2007	77	135																													

Regression analysis indicates 267 degrees appropriate target for 2006-07:
Even using the drop in transfers, a regression analysis indicates that the target level should have been considerably lower, 267 vs. 305.



**Regression graduates (target) for 2006-07*

Unrealistic 12.5% increase required in one year to reach target:
Actual 2005-06 was 271; reaching target of 305 degrees would have required an increase in degrees awarded of 12.5%.

<p># 10 Degrees per Faculty FTE</p>	<p>SCHEV 2006-07 Target (± 1 std dev) = 3.9 degrees per faculty FTE (3.5 to 4.3) <u>UVA-Wise 2006-07 Actual</u> = 3.0 degrees per faculty FTE <u>Regression 2006-07 Target</u> = 3.09</p> <p>Anomaly: transfer numbers drop precipitously (SEE MEASURE #3 above)</p> <p>Failure of Measure #3 linked to failure of Measure #10: “Degrees conferred” in Measure #3 is one of the two data points for Measure #10.</p> <p>Regression analysis indicates 3.09 is appropriate target for 2006-07: Using regression analysis, the target is 3.09 degrees per faculty FTE (267 degrees /86.4 faculty FTE).</p> <div data-bbox="487 945 1185 1365"> <p style="text-align: center;">UVA-WISE DEGREES PER FACULTY FTE</p> <table border="1"> <caption>UVA-Wise Degrees per Faculty FTE Data</caption> <thead> <tr> <th>Year</th> <th>Degrees per Faculty FTE</th> </tr> </thead> <tbody> <tr> <td>2000</td> <td>2.99</td> </tr> <tr> <td>2001</td> <td>3.12</td> </tr> <tr> <td>2002</td> <td>3.06</td> </tr> <tr> <td>2003</td> <td>3.26</td> </tr> <tr> <td>2004</td> <td>3.08</td> </tr> <tr> <td>2005</td> <td>2.99</td> </tr> <tr> <td>2006</td> <td>3.09*</td> </tr> </tbody> </table> </div> <p>*Regression graduates (target) for 2006-07</p> <p>Unrealistic 11.4% increase required in one year to reach target: Degrees conferred per faculty FTE for 2005-06 was 3.5 according to the SCHEV Display. Reaching the target of 3.9 would have required an increase in degrees per faculty FTE of 11.4%.</p> <p>Special note: According to the College’s calculations, the actual value for degrees per faculty FTE for the 2005-06 benchmark is 3.1 (271/88), as opposed to 3.5. With the corrected benchmark, the 5% acceptable range would have been 2.99 to 3.26 for 2006-07. With the College’s actual</p>	Year	Degrees per Faculty FTE	2000	2.99	2001	3.12	2002	3.06	2003	3.26	2004	3.08	2005	2.99	2006	3.09*
Year	Degrees per Faculty FTE																
2000	2.99																
2001	3.12																
2002	3.06																
2003	3.26																
2004	3.08																
2005	2.99																
2006	3.09*																

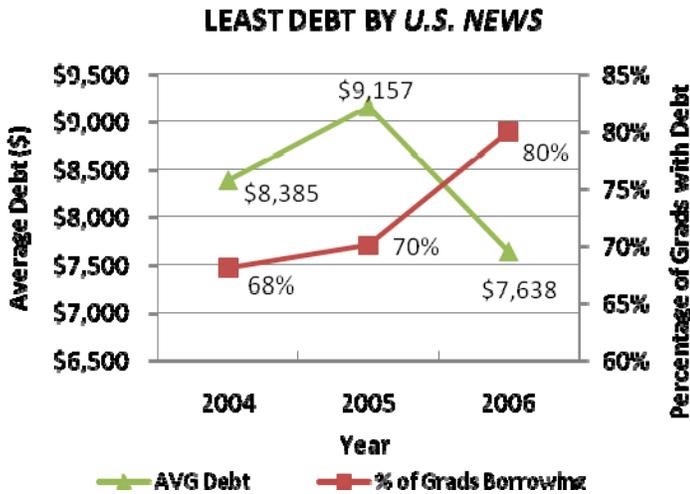
degrees per faculty FTE of 3.0 for 2006-07, UVa-Wise would have met the 5% range allowance (2.99 to 3.26), thus passing this measure.

5.2
Percentage of in-state “need-based” borrowers

SCHEV 2006-07 Target (± 1 std dev) = 48.9% of the in-state need-based students borrowed (45.8% to 52.0%).
UVA-Wise 2006-07 Actual = 59.8%
Proposed 2006-07 Target = 64%

Anomaly: unexpected increase in need based borrowers:
Actual percentage of in-state “need-based” borrowers for 2005-06 was 46.6%; reaching the target of 48.9% would have required an increase in the number of in-state need-based borrowers of 4.9%. The increase to 59.8% was unexpected (see chart below of change in % of graduates borrowing).

UVA-Wise consistently ranks lowest in student debt in the nation:
UVA-Wise consistently ranks #1 or #2 in the nation of students graduating with the least debt of 266 public and private liberal arts colleges, as ranked by *U.S. News & World Report*.



UVA-Wise student population one of VA’s most in need:
The College has achieved the *U.S. News & World Report* ranking above even with its high-need student population. Of students who applied for financial aid, 82% qualify (1,156 need-based/1,410 students who applied for financial aid). Sixty-four percent of the students’ families were in the

\$0 to \$49,999 income range. Fifty-one percent of those applying for financial aid had expected family contributions of \$0 to \$7,499 and 11.7% of those applying for financial aid had expected family contributions of \$0.

UVa-Wise is keeping total educational costs low:

For FY2007, UVa-Wise ranked 2nd lowest in VA in total education cost (tuition, fees, room and board).

UVa-Wise will raise tuition and mandatory E & G fees by 4% for FY2008

In accordance with the request of the General Assembly in the Appropriations Act, UVa-Wise will increase Tuition and Mandatory E & G fees by just 4% for FY2007, much lower than projected in the College's Six-Year Restructuring Plan.

UVa-Wise is committed to assisting students in need:

Throughout its history, serving the region's citizens in this distressed region of the Commonwealth has been the College's primary mission. The College and its donors have worked diligently to build an endowment of \$49.5M (as of 12/31/07), with approximately 75% restricted for scholarships. In addition, the financial aid staff has built an exceptional marketing and educational program for students. Ultimately, however, no College can prevent a student or his/her family from borrowing.

Virginia Commonwealth University Statement Regarding Measure 17: Research Expenditures

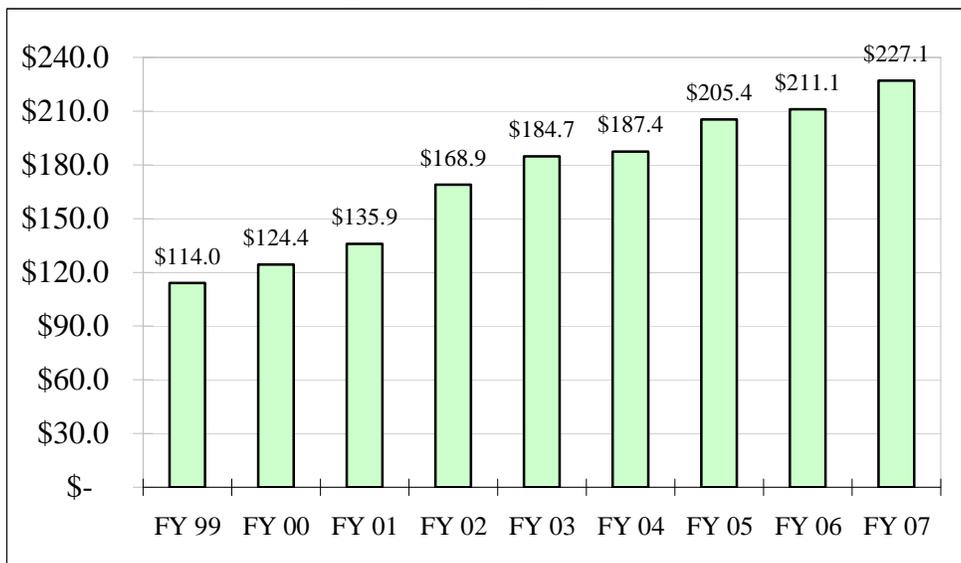
The FY 2007 performance measure for research expenditures for VCU sets a target of \$128.3 million for the three-year average for research expenditures, and a minimum threshold for the three-year average at \$121.3 million – five percent below the target. VCU’s actual three-year average for research expenditures through FY 2007 totaled \$115.7 million – 4.6 percent below the minimum threshold – as the result of several factors largely beyond VCU’s control which suppressed research spending for FY 2007.

There is clear evidence that the research expenditure total for FY 2007 was an anomaly. VCU requests that the State Council of Higher Education examine the information presented below, consider VCU’s performance on all 19 measures, and judge that Virginia Commonwealth University should be certified as meeting the state’s expectations for FY 2007.

Background

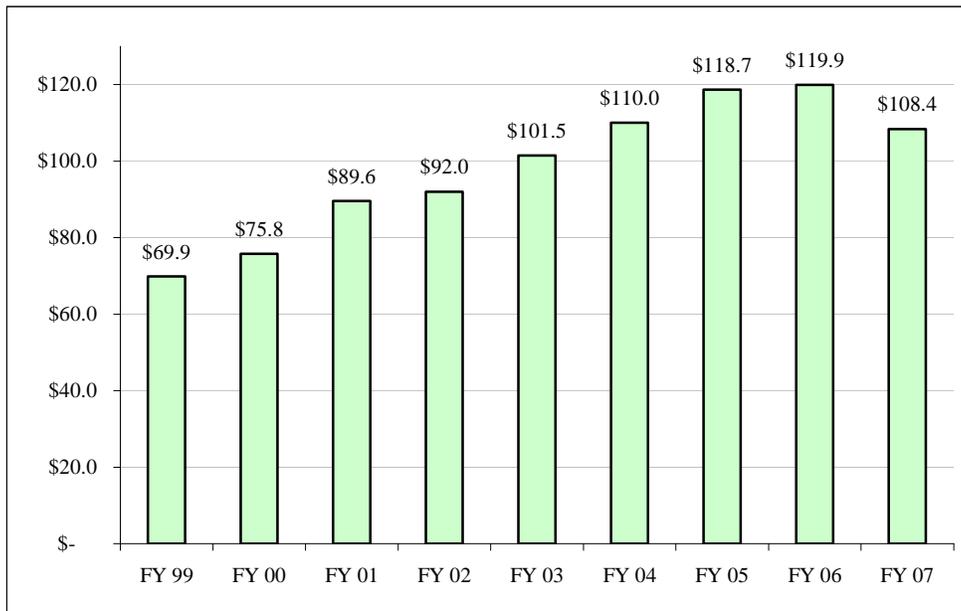
Virginia Commonwealth University’s sponsored program awards have grown steadily over the past decade. Between FY 1999 and FY 2007, sponsored program awards increased 99 percent – from \$114.0 million to \$227.1 million. During the same period the number of sponsored awards increased from 895 to 1,397 awards.

Awards for Sponsored Programs, FY 1999-2007



Although awards received in one year may be spent over more than a single year, research expenditures grew roughly in line with awards, steadily increasing over the period – until FY 2007. Research expenditures grew from \$69.9 million in FY 1999 to \$119.9 million in FY 2006 (up 72%), but unexpectedly declined to \$108.4 million in FY 2007.

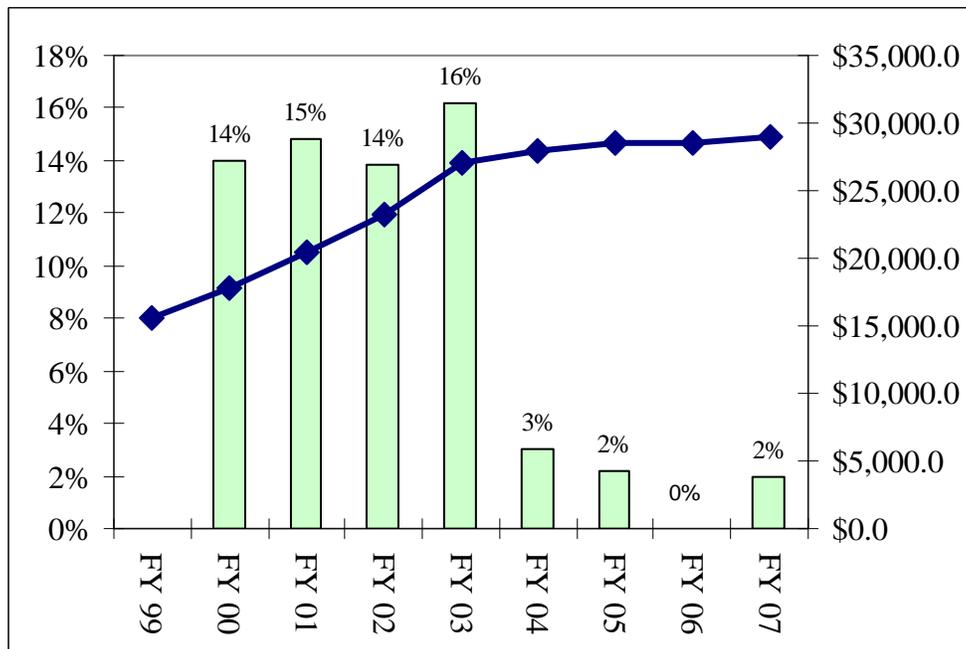
Research Expenditures, FY 1999-2007



After careful examination of all available data, VCU can attribute the FY 2007 anomaly to four factors:

1. Federal constraints in NIH funding severely constrained award activity in FY 2007. Between FYs 1999 and 2003, NIH budgets grew 73 percent. Since that time, NIH budgets have been almost flat – and have declined on an inflation-adjusted basis.

Dollar and Percent Growth in NIH Budgets, FY 1999-2007 (% increase over prior year)

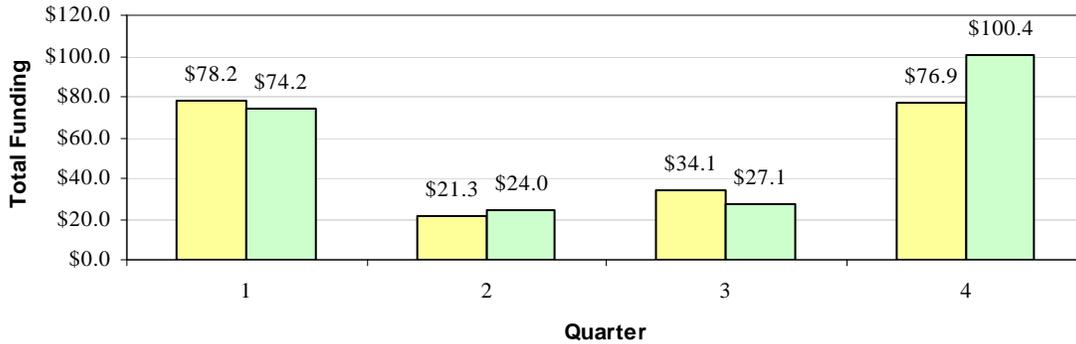


VCU's research portfolio is heavily dependent on NIH awards. About 37 percent of all awards and 68 percent of federal awards each year come from NIH. Severely constrained NIH funding has significantly increased award competition, but in FY 2007 also altered the pace at which NIH awards were made.

2. A disproportionately large number of awards occurred late in the 2007 fiscal year -- delaying spending until FY 2008 and beyond.

As the tables below demonstrate, VCU received \$100.4 million in sponsored program awards in the 4th quarter of FY 2007, compared to \$76.9 million in the 4th quarter of FY 2006. This \$23.5 million increase in 4th quarter awards meant that an unusual proportion of award spending was delayed until FY 2008 and beyond – artificially reducing FY 2007 spending.

Quarterly Sponsored Awards, FY 07



Shift in Awards Pattern Impact on FY 2007



3. Because the NIH budget constraints were well publicized, principal investigators began acting to conserve funds in order to keep their research activity going -- albeit at a slower pace. Although keeping research associates, laboratory technicians and

other staff in place and on the payroll was understandable from the investigator’s perspective, this also had the effect of suppressing research spending for the year. An examination of automatic and “no cost” carryforwards indicates that at least \$8 million in research spending was shifted in this fashion from FY 2007 to a later date.

4. Increasing competition for top researchers slowed recruitment of researchers in the School of Medicine. A significant part of planned research growth was predicated on recruiting additional research faculty in the School of Medicine. Constrained NIH budgets also had the effect of increasing competition for productive research faculty – effectively slowing planned recruitment. Hiring of fourteen new research faculty each year was planned. Actual hires fell short of the planned total.

Planned and Actual Hires in the School of Medicine, FY 2006-2007



These four factors constrained research expenditures in FY 2007 to a point where VCU’s three-year average fell 4.6 percent below the threshold established for the year.

Current Situation

Information available through mid-April, 2008 confirms that FY 2007 was an anomaly. Through April 14, sponsored program awards are up \$6.3 million (4.8 percent) – including \$2.2 million in increased NIH awards. Research expenditures through March are up over 12 percent. And, the number of researchers recruited within the School of Medicine now totals 53 research faculty – more than the number of new hires VCU assumed would be in place at the end of FY 2008.

For all of these reasons, VCU requests that the State Council of Higher Education

consider VCU's performance on all 19 measures, and judge that VCU's research expenditures for FY 2007 were affected largely by factors beyond its control, and conclude that Virginia Commonwealth University should be certified as meeting the state's expectations for FY 2007.

One additional factor merits consideration.

There is considerable variation among the six research institutions in the margin of error allowed between the research target and the minimum threshold. VCU's minimum threshold is five percent below its target. The average margin of error allowed for the six institutions is 12 percent, and the individual margins of error range from 0 to 24 percent. If VCU's margin of error were 10 percent, which is below the average margin for the group, VCU would have been judged to meet the performance measure for research expenditures. Although there may well be reasons why margins of error might be allowed to vary, the wide range of allowable margins is problematic.

	Target (\$ in 000s)	Threshold (\$ in 000s)	Permitted Margin of Error
George Mason	\$ 43,673	\$ 43,664	0%
VCU	\$ 128,300	\$ 121,300	5%
VCU (actual exp.)	\$ 128,300	\$ 115,700	10%
William and Mary	\$ 48,060	\$ 42,378	12%
Virginia Tech	\$ 294,699	\$ 257,689	13%
Old Dominion	\$ 50,000	\$ 41,300	17%
Univ. of Virginia	\$ 264,100	\$ 201,900	24%

Virginia State University
Response to 2006-07 Performance Measures

1. In-state Enrollment: VSU experienced a loss of over 200 in-state students for fall 2006. We are still analyzing this occurrence and do not have a clear reason for the loss, but we believe it was financial in nature.

5.2 Need-based borrowing percentage: We still feel that this measure is inconsistent with our historical mission. We have always admitted students based on meeting our desire to give an opportunity to all who meet our standards regardless of their economic status or parents willingness to support their child's educational goals. We believe that we should be commended for the high rate of needy students admitted and the lower than predicted average loan amount. Measure 5.1 (total loans were \$17.5 million in 05-06 and \$15.0 in 06-07.

11. Retention Rate: As stated in measure 1, VSU had an unexpected decline in enrollment. This affected our retention rate causing us to miss the threshold of this measure by 6 students, and the target by 22 students. The good news is that our spring 2008 enrollment exceeded our spring 2007 enrollment and we believe that several of last year's freshmen delayed their return by one semester.

State Council of Higher Education for Virginia Agenda Item

Item: Item # 7.e. – Action on 2008-09 Commonwealth Graduate Engineering Program (CGEP) Operating Plan

Date of Meeting: May 13, 2008

Presenters: Diane Vermaaten, Associate for Finance Policy
James Groves, CGEP Chair

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: May 8, 2007

Action: Approved the 2007-08 CGEP operating plans and recommended to the Governor that appropriated funds be released to operate the program.

Background Information/Summary of Major Elements:

The Commonwealth Graduate Engineering Program (CGEP) is a consortium of Virginia universities established in 1983 to deliver graduate engineering courses via distance education. CGEP is the longest running distance education cooperative in the Commonwealth. The participating institutions are Virginia Tech, the University of Virginia, Virginia Commonwealth University, Old Dominion University, and George Mason University. Longwood University and the University of Mary Washington serve as receiver sites and marketing partners. The program is designed to provide engineers, and other qualified individuals with strong backgrounds in the sciences, an opportunity to conveniently pursue up to 50% of their engineering Master's degree program coursework. Degrees are not conferred by CGEP, but rather are awarded by the five principal institutions (VT, UVA, VCU, ODU, and GMU), each of which is responsible for reporting candidates for purposes of full-time equivalent student enrollment and viability benchmarks.

Materials Provided:

The individual operating plans are contained in the attached document entitled, "Commonwealth Graduate Engineering Program, Annual Report Academic Year 2007-08, Operating Plan Academic Year 2008-09." Dr. James Groves, CGEP Chair, compiled the document, with the help of the other CGEP Directors.

Financial Impact:

The information included in this item relates to the planned expenditures totaling \$6.3 million for 2008-09. A summary of these planned expenditures, as well as appropriations, is provided in Table 1 of the report. Further details of both actual and planned expenditures are provided in Tables 2 and 3.

Planned expenditures that are greater than an institution's total appropriations must be funded through tuition increases, tuition from additional students, or reallocations from other institutional sources. For fiscal year 2007-08, CGEP institutions contributed \$2.2 million to the program, representing an additional investment of 46% over the total amount appropriated.

Highlights:

Dr. James Groves of the University of Virginia will end his 4-year tenure as CGEP State Chair on June 30, 2008. A major accomplishment for the CGEP program during his tenure was the introduction of a Nanotechnology Initiative and the securing of National Science Foundation funds as well as Commonwealth appropriations to support that initiative. Dr. Groves will be succeeded by Dr. Sharon Caraballo of George Mason University.

CGEP continues to seek innovative methods for addressing course accessibility and delivery challenges. In 2008, the CGEP Directors will undertake an exploration into the potential of on-line course platforms that maintain the integrity of CGEP's mission while providing greater course access and convenience to working engineers. Currently, 18% of enrollments are internet based.

CGEP's 2007-08 enrollment increased 7.3% over 2006-07.

Timetable for Further Review/Action:

The 2009-10 CGEP operating plans will be considered for approval at the May 2009 Council meeting.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the 2008-09 Commonwealth Graduate Engineering program operating plans and recommends to the Governor that the appropriated funds be released to operate the program.

Commonwealth Graduate Engineering Program



**Annual Report
Academic Year 2007-2008**

**Operating Plan
Academic Year 2008-2009**

Presented to
State Council of Higher Education for Virginia
May 13, 2008

Presented by
James F. Groves, CGEP State Chair and UVa Director
Sharon Caraballo, GMU CGEP Director
Linda Vahala, ODU CGEP Director
Rosalyn Hobson, VCU CGEP Director
Glenda R. Scales, VT CGEP Director

Table of Contents

Message from the State Director2

Expenditures.....5

Enrollments.....7

University Reports8

 George Mason University8

 Old Dominion University10

 University of Virginia12

 Virginia Commonwealth University14

 Virginia Tech.....17

Funded Site Reports.....20

 Center for Advanced Engineering and Research.....20

 Southern Virginia Higher Education Center21

 University of Mary Washington23

Message from the State Director
James F. Groves



It is with mixed feelings that I write this final CGEP Annual Report introduction as state chair of the program. June 30, 2008, will mark the end of my four years as state chair. These four years have been a good time of new developments for the program and for me professionally. Over these four years, the program has served the engineering education needs of the Commonwealth in a unique manner, bringing together five public institutions for the dissemination of a broad array of courses in a host of engineering subdisciplines. During my four years as state chair the program has sought to extend upon its standard model of operation by not only continuing to send out courses to working engineers in the field but also by using the installed CGEP infrastructure to more vigorously support learning by graduate students at the five participating institutions, through CGEP's nanotechnology course sharing initiative.

On July 1, Dr. Sharon Caraballo, CGEP Director at George Mason University, will take over as state chair and begin a three year term as program leader. Some years ago, the CGEP Directors confirmed a standard rotation of the state chair position, on a three year term. The position moves in order from VCU, to ODU, VT, UVA, and GMU. Since Sharon began as GMU's CGEP Director just one year ago, the program decided to delay the transition of the leadership role to GMU by one year, to give Sharon time to learn about the program. However, the time has come for me to step aside.

My time as state chair has been a great opportunity for me. It has afforded me numerous opportunities to learn about professional collaboration across institutions. I have enjoyed the opportunity to represent CGEP at a host of state activities. The time as state

chair has also given me the opportunity to guide our five schools through the processes of securing National Science Foundation and Commonwealth of Virginia funds to support our ideas. For each of these opportunities I am grateful. Each has proven to be a tremendous professional growth opportunity.

This year CGEP has continued to focus upon its budding nanotechnology course sharing initiative which began in winter 2007 with the sharing of seven courses. During that initial semester, a total of 116 students enrolled in the shared courses, with 67 of those enrollments being enabled as the result of the course sharing initiative. That means that 49 students took the class in the normal "face-to-face" format where the instructor was physically in the room with them. The remaining 67 students were all "at a distance." Of the 67 distance students, 21 were working engineers. The remainder were graduate students at the other institutions who enrolled in the distance courses. During the fall of 2007, the five schools offered their second semester of shared courses in the program. A total of 52 students took the six available courses, with 17 of those students "at a distance". Five of the 17 distance students were working engineers. In the spring of 2008, CGEP offered their third semester. A total of 87 students enrolled in the available courses, with 49 of those students "at a distance". Of the distance students, eight were working engineers. This fall, the fourth and final semester of initial course sharing will begin.

To date, this course sharing has been supported by monies from both the National Science Foundation and the Commonwealth of Virginia. By the end of January 2009, the National Science Foundation dollars will have been fully spent, and the program will continue forward on the \$145,000 per year allocated by the Commonwealth to CGEP. This upcoming transition to Commonwealth-only support will challenge the course sharing program. As originally envisioned, the full nanotechnology

course sharing initiative would have required \$300,000 per year to function. The General Assembly decided to fund the initiative at half that level. Since then, a small cut has been applied to the program as part of overall belt-tightening within the state system. As a result, the nanotechnology initiative now has \$145,000 available for operation. Thus, in January 2009, the CGEP schools will initiate a scaled-down version of the originally-envisioned program, supported only on Commonwealth of Virginia dollars. Whereas the original vision articulated a plan for the sharing of six courses per semester across the Commonwealth, the available state funds will allow about half that number of courses to be shared, six per academic year.

The sharing of courses through this program has been very beneficial to the CGEP schools and the students served by the program. In several instances, at ODU and UVA, course sharing dollars have been used to create on-line or asynchronous course offerings. This has resulted in the ability of the program to offer such courses as Biomedical Nanotechnology to students sitting at their computers wherever they have high-speed internet service. This year within the initiative, Virginia Tech and UVA have also teamed up to co-teach a course on Nanocarbon Materials. The first half of the course is taught by Professor Harry Dorn at Virginia Tech (an expert in the making of nanoscale carbon) while the second half of the course is taught by Professor Mool Gupta at UVA (an expert in the use of nanoscale carbon for new engineering devices). Finally, the Nanoscale Carbon course has involved students in hands-on learning through laboratory activities hosted at both Virginia Tech and UVA. Early feedback suggests that the enrolled students have embraced this team taught course with gusto!

The nanotechnology program has also highlighted one of the next challenges facing CGEP - the course delivery platform used by the program for the vast majority of its instructional offerings. Nearly all of CGEP's nanotechnology course offerings have been made available using interactive video conferencing (IVC). IVC is the most common mode of course transmission currently employed throughout CGEP. While this technology has made great strides forward in recent years, it does not have all the flexibility desired by students (or administrators) associated with the program.

First, the technology requires students to come to specific receive sites to participate in class. Increasingly CGEP students want to access their course content from anywhere. Many of CGEP's working engineer students travel extensively and are simply unable to return to their local CGEP receive site once or twice each week throughout the semester. Second, the IVC technology requires rooms at both broadcast and receive locations that are equipped to transmit / receive the course broadcasts. In the case of the nanotechnology course sharing program, this has caused several bottlenecks. Most importantly, working engineers want to tap into their education after work. However, CGEP's core course sharing program (outside nanotechnology) already uses all available IVC classrooms at the broadcast universities and the receive sites during that timeframe. Thus, the CGEP schools have made their nanotechnology courses available during the mid-day when classrooms are available. However, delivery of the courses at this time has made them widely inaccessible to working engineers. This disconnect is reflected in the lower than hoped for enrollment of working engineers in the program. In sum, CGEP's technology platform has not allowed it to connect its latest emerging technology course offerings with its students. This has been an important but difficult lesson of the nanotechnology initiative. It underscores CGEP's on-going need to adapt to changing technology and work flows. A more in-depth discussion of the successes and challenges of CGEP's nanotechnology initiative can be found in a paper that I have recently had accepted for this fall's Frontiers in Education conference sponsored by the American Society for Engineering Education (ASEE) and the Institute of Electrical and Electronic Engineers (IEEE).

Increasingly, the ability to deliver courses to the computer desktop will be important to CGEP. At its spring advisory board meeting, CGEP discussed this challenge with its board. The board understood the challenge and recommended that the program begin by identifying a pilot program that would allow CGEP to begin definition of on-line course platforms. Specifically, the board challenged the CGEP Directors to articulate what resources would be necessary at each institution for the development of a robust on-line course delivery solution for CGEP. As discussed at that meeting, there are many different "flavors" of on-

line learning. There are many different hardware and software tools available. There are many different thoughts about how to deliver effective learning on-line in synchronous, blended (synchronous + asynchronous), and fully asynchronous manners. The CGEP Directors will need to meet in the months ahead to discuss how best to coordinate their efforts to take CGEP to its next platform for course delivery.

Finally, as I bring my term as state chair to a close, I have been working with Sharon Caraballo at GMU and Rosalyn Hobson at VCU to update the 1992 CGEP Policies and Procedures manual. Both Sharon and Rosalyn have recently come on-board as CGEP Directors at their respective schools. During their initial start-up, Linda Vahala, Glenda

Scales, and others have spent important amounts of time verbally describing to them how CGEP works. Those discussions have underscored the need of the program to update its out-of-date Policies and Procedures manual. Our goal is to have a complete draft of that manual updated and ready for review in June, by those that attend the CGEP annual conference in Charlottesville.

In closing, let me say that I feel good about turning over the state chair to Sharon Caraballo at GMU. I feel comfortable speaking for all of the other CGEP Directors and saying that we have been impressed with the work ethic and professionalism that Sharon has exhibited over the past year since joining CGEP. Under Sharon's guidance I am confident that CGEP has an exciting future just around the corner.

Expenditures

A comparison of appropriations to expenditures is found in Table 1. The detailed expenditure reports are found in Tables 2 and 3.

Commonwealth Graduate Engineering Program Comparison of Appropriations to Expenditures

Table 1

CGEP Institutions	2007-08				2008-09						Total Planned Expenditures	% Incr Over fy08 Exp.
	Appropriations (1)			Total Expenditures	General Fund	% Incr	Appropriations (1)		Total	% Incr		
	General Fund	Nongeneral Fund	Total				Nongeneral Fund	% Incr				
George Mason University	\$289,614	\$124,120	\$413,734	\$688,568	\$289,614	0%	\$124,120	0%	\$413,734	0%	\$709,400	3.0%
Old Dominion University	\$431,013	\$198,244	\$629,257	\$762,795	\$431,013	0%	\$198,244	0%	\$629,257	0%	\$762,795	0.0%
University of Virginia	\$775,197	\$468,850	\$1,244,047	\$1,960,808	\$770,197	-1%	\$463,850	-1%	\$1,234,047	-1%	\$1,918,960	-2.1%
VA Commonwealth University	\$388,468	\$168,533	\$557,001	\$614,912	\$388,468	0%	\$168,533	0%	\$557,001	0%	\$614,912	0.0%
Virginia Tech	\$869,882	\$436,357	\$1,306,239	\$2,097,718	\$869,882	0%	\$436,357	0%	\$1,306,239	0%	\$2,135,320	1.79%
Southern Virginia Higher Education Center	\$29,050	\$12,450	\$41,500	\$29,050	\$29,050	0%	\$12,450	0%	\$41,500	0%	\$29,050	0.0%
University of Mary Washington	\$80,483	\$36,130	\$116,613	\$119,118	\$80,483	0%	\$36,130	0%	\$116,613	0%	\$128,598	8.0%
Total	\$2,863,707	\$1,444,684	\$4,308,391	\$6,272,967	\$2,858,707	0%	\$1,439,684	0%	\$4,298,391	0%	\$6,299,035	0.4%

NOTES:

1. Based on information item amounts included in Chapter 847.
2. UVA's appropriations include \$150,000 in general funds and \$150,000 in nongeneral funds which were designated for the Nanotechnology Initiative and subsequently distributed to the participating institutions. These appropriations were reduced to \$145,000 for both the general and nongeneral fund as a result of budget cuts in Fall 2007.
3. The National Science Foundation award for the Nanotechnology Initiative was \$600,000. The grant runs from February 1, 2006 – January 31, 2009.

**Commonwealth Graduate Engineering Program
Expenditures 2007-2008**

Table 2

CGEP Expenditures 2007 - 2008

	GMU		ODU		UVA		VCU		VT		SVHEC		UMW	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Personnel Services														
1121 Admin Faculty Salaries	0.3	\$42,432	2.0	\$156,669	7.2	\$767,437	1.5	\$116,687	0.5	\$70,882			0.1	\$12,769
1123 Classified Salaries	0.9	\$34,200	4.0	\$233,147	6.3	\$245,832	1.0	\$55,251	5.0	\$192,619	1.0	\$23,600	0.6	\$33,798
1126 Teaching and Research faculty	3.0	\$376,142			0.7	\$71,292	4.0	\$41,000	9.0	\$816,710				
1142 GTA Wages	1.5	\$60,000	2.0	\$60,133	2.0	\$115,282	5.0	\$90,000	2.0	\$48,162				
Other Personnel Services		\$12,500	3.0	\$61,962		\$26,317		\$27,000		\$42,141				\$1,786
Fringe Benefits		\$139,252		\$134,348		\$327,825		\$82,604		\$356,385				\$3,390
Total Personnel Services	5.7	\$664,526	11.0	\$646,259	16.2	\$1,553,985	11.5	\$412,542	16.5	\$1,526,899	1.0	\$23,600	0.7	\$51,743
Non Personnel Services														
1200 Contractual Services		\$700		\$4,738		\$355,837		\$33,513		\$447,129		\$2,750		\$66,575
1300 Supplies and Materials		\$342		\$76,895		\$20,986		\$450		\$6,500		\$2,700		\$800
1400 Transfer payments		\$23,000						\$116,565		\$58,888				
2200 Equipment		\$0		\$34,903		\$30,000		\$51,842		\$58,300				
Total Non Personnel Services		\$24,042		\$116,536		\$406,823		\$202,370		\$570,817		\$5,450		\$67,375
TOTAL		\$688,568		\$762,795		\$1,960,808		\$614,912		\$2,097,716		\$29,050		\$119,118

**Commonwealth Graduate Engineering Program
Expenditure Plan 2008-2009**

Table 3

CGEP Expenditure Plan 2008 - 2009

	GMU		ODU		UVA		VCU		VT		SVHEC		UMW	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Personnel Services														
1121 Admin Faculty Salaries	0.3	\$43,000	2.0	\$156,669	6.8	\$772,782	1.5	\$116,687	0.5	\$72,964			0.1	\$10,769
1123 Classified Salaries	1.0	\$40,000	4.0	\$233,147	6.3	\$257,278	1.0	\$55,251	5.0	\$198,275	1.0	\$24,500	0.6	\$29,798
1126 Teaching and Research faculty	3.0	\$380,000			0.6	\$72,713	4.0	\$41,000	9.0	\$840,693				
1142 GTA Wages	1.5	\$60,000	2.0	\$60,133	2.0	\$119,535	5.0	\$90,000	2.0	\$49,353				
Other Personnel Services		\$12,500	3.0	\$61,962		\$25,184		\$27,000		\$42,141				\$1,786
Fringe Benefits		\$142,900		\$134,348		\$335,715		\$82,604		\$361,077				\$3,390
Total Personnel Services	5.8	\$678,400	11.0	\$646,259	15.7	\$1,583,207	11.5	\$412,542	16.5	\$1,564,503	1.0	\$24,500	0.7	\$45,743
Non Personnel Services														
1200 Contractual Services		\$2,000		\$4,738		\$204,851		\$33,513		\$447,129		\$2,500		\$66,575
1300 Supplies and Materials		\$3,000		\$76,895		\$100,902		\$450		\$6,500		\$2,050		\$600
1400 Transfer payments		\$26,000						\$116,565		\$58,888				\$15,680
2200 Equipment		\$0		\$34,903		\$30,000		\$51,842		\$58,300				
Total Non Personnel Services		\$31,000		\$116,536		\$335,753		\$202,370		\$570,817		\$4,550		\$82,855
TOTAL		\$709,400		\$762,795		\$1,918,960		\$614,912		\$2,135,320		\$29,050		\$128,598

Enrollments

Enrollment trends for the past five years are depicted in Table 4 below. CGEP Universities are using a variety of delivery methods to meet the needs of our distance learners. CGEP has seen general stability in its course enrollments, with an increase in overall student enrollment numbers.

The primary marketing efforts for CGEP continue to be carried out through our receive site coordinators and human resource directors of corporate and government entities, along with the individual university directors and administrative and technical staff. This is accomplished through open houses, industry college day presentations, videoconference open houses, and the state-wide web site: <http://cgep.virginia.gov>.

Enrollment Trends – Five Years

Table 4

	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
GMU	429	411	600	545	461
ODU	3,220	2,508	2,366	2,580	2,765
UVA	617	631	554	585	566
VT	2,345	2,105	2,190	2,387	2,776
VCU	<u>138</u>	<u>126</u>	<u>106</u>	<u>107</u>	<u>128</u>
TOTALS	6,749	5,781	5,816	6,204	6,696

2007-2008 Enrollments by Delivery Method

Table 5

	<u>IVC</u>	<u>CD-Rom</u>	<u>Internet-Based</u>	<u>Total Enrollments</u>
George Mason University	96	0	365	461
Old Dominion University	1,315	1,363	87	2,765
University of Virginia	552	0	14	566
Virginia Tech	2,013	0	763	2,776
Virginia Commonwealth University	128	0	0	128

University Reports

Each director provided a summary annual report and operating plan for their respective institution based upon the mission of each university. These reports will provide a detailed description of CGEP activities at the respective institution.



George Mason University

Sharon Caraballo - Director

Review of Academic Year 2007-2008

George Mason University (Mason) serves as a host institution for the Virginia Commonwealth Graduate Engineering Program (CGEP) at our Fairfax and Prince William campuses. Mason's Volgenau School of Information Technology and Engineering (IT&E) coordinates the regional Northern Virginia program. In addition, Mason offers Masters degree programs in the following disciplines: Civil and Infrastructure Engineering, Computer Engineering, Computer Science, E-Commerce, Electrical Engineering, Information Security and Assurance, Information Systems, Operations Research, Software Engineering, Statistical Science, Systems Engineering, and Telecommunications. Mason also offers Ph.D. degrees in Computer Science, Electrical and Computer Engineering, Information Technology, and, new for 2007-08, Statistical Science, as well as a post-Masters Engineer degree in Information Technology. Engineering courses broadcast by the University of Virginia (UVa), Virginia Tech (VT), and Old Dominion University (ODU), along with support courses broadcast by Virginia Commonwealth University (VCU), provides courses and degree programs not otherwise available in the region, and complement the existing programs at Mason. These offerings provide students a choice among several dozen graduate engineering degree programs. Students have the option of selecting a degree program from Mason, ODU, UVa, or VT, and may enroll in any of the graduate courses offered by these four universities. As reported in the 2006-07 Annual Report, we continue to broadcast classes, and the bulk of the budget is used for teaching staff and technical support. The teaching staff

(professors and graduate teaching assistants) are from The Volgenau School of Information Technology & Engineering.

CGEP Offerings

In 2007-08, Mason continued to offer engineering courses in a distance-learning format. There are three separate activities: one VTEL-based course per semester offered by our Electrical and Computer Engineering department as part of the CGEP-wide nanotechnology initiative, web-based distribution of courses from our M.S. program in Computer Science (the courses fulfill the requirements for a graduate certificate in Computer Networking, as well as the requirements for a M.S. degree in Computer Science), and VTEL-based distribution of courses from our M.S. program in Systems Engineering. We are gradually adding courses that could be applied toward a Ph.D. in Information Technology (specializing in Systems Engineering). In 2007-08, two Electrical and Computer Engineering/Nanotechnology courses, nineteen Computer Science courses, and nine Systems Engineering courses were broadcast. (Additional Computer Science courses were distributed via distance learning, but only graduate courses are included in this report.) We have also begun experimenting with offering courses in an asynchronous Web-based format; one Systems Engineering course was taught in this format.

Enrollments

There are three categories of students taking the web-based courses. One group is enrolled in a "net" section of the courses; these students use distance learning as their primary access. A

second group only attends the class (just like any regular class), but may use the distance learning resources for studying and review (this is a popular choice). The third group uses both forms of access during the semester, attending some classes in person, and using the distance-learning format for other classes. The enrollment figures include the students in all three groups. The figures also include students who enrolled in a computer science course in an asynchronous format during a semester the course was not being offered synchronously, using Web-based recordings of an earlier semester's lectures. Similarly, students enrolled in the nanotechnology courses are included in the enrollment figures regardless of delivery method.

Continuous Process Improvement Projects

Mason conducts ongoing reviews of its webcasting technology aimed at enhancing its capabilities. The students who use this equipment are surveyed to determine the usefulness and appropriateness of this medium for instruction. In addition, there are ongoing discussions with the support staff and faculty, to discuss their satisfaction with the technology. Mason continues to increase central support to assist with graduate admissions and marketing. The Volgenau School has put into place several new initiatives aimed at improving the graduate admissions process. The CGEP programs are benefiting from these activities.

Facilities and Support Structure

As reported previously, many of the courses from our M.S. program in Systems Engineering are transmitted using existing facilities from the CGEP program. The technology is based on the VTEL system, the standard system currently used by the CGEP program. Students are able to complete the M.S. program via distance learning. The courses from our M.S. program in Computer Science were transmitted using a specially established distance-learning classroom. Funds from the CGEP program were used to purchase, install, and test equipment and software for this project, which is now in full operation. A student can receive a transmission on a standard Windows-based computer

equipped with Internet Explorer and some freely available browser plug-ins (e.g., Real Player). The student obtains audio transmission and liveboard displays in real time; video is subject to a delay of about 10 seconds. There is also a realtime chat room for asking questions. Students with slow (e.g., dial up) internet connections can eliminate the video transmission. As reported, technical support continues to be provided by Mason's central Electronic Classrooms office. The University's VTEL equipment has been reliable, and student satisfaction with the equipment is good.

Asynchronous Delivery

The Volgenau School has begun experimenting with asynchronous online delivery of engineering courses. In Spring 2008, one graduate Systems Engineering course discussed above and one undergraduate Information Technology course were offered in this format. It is expected that these offerings will gradually increase as the school gets experience with the technology. Both courses include narrated video recordings created using the Camtasia screen recording software. CGEP funds were used to purchase the recording software and hardware. The undergraduate course used WebCT Campus Edition and other collaborative tools as well to create an online learning community. It is expected that these offerings will gradually increase as the school gets experience with the technology and best practices. The CGEP Advisory Board and receive sites have both emphasized the need for flexible course access, as is made possible by asynchronous Web-based classes.

CGEP Perspectives for AY 2007-08

George Mason moved into offering more courses to the CGEP community this year. Prior to this year, our online Computer Science courses, with one exception, were restricted to local Northern Virginia students; this year, we expanded all of our online Computer Science offerings to be available to the entire CGEP community. Next year, we will offer our online MS in Computer Science to any interested receive sites.



Old Dominion University

Linda Vahala – Director

Old Dominion University (ODU) is the host institution in the Hampton Roads eastern Virginia region for the Commonwealth Graduate Engineering Program (CGEP). CGEP regional offices and program staff are located in Old Dominion University's Frank Batten College of Engineering and Technology. The College offers doctoral and masters degrees in Aerospace Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, Mechanical Engineering, System Engineering, Engineering Management and Modeling and Simulation. Engineering courses televised by the University of Virginia (UVA), Virginia Tech (VT), George Mason University (GMU) and Virginia Commonwealth University (VCU) either complement existing programs offered by ODU or provide additional masters programs in Chemical Engineering, Industrial Engineering/Operations Research, and Materials Science. Students have the option of selecting a degree program from one of the CGEP Universities while enrolling in any graduate course offered by CGEP.

Old Dominion University distributes Masters level courses in Engineering Management, Modeling and Simulation, Civil Engineering and a number of other undergraduate and graduate distance learning programs (TELETECHNET) using a variety of technologies, including interactive standard and high definition video conferencing (H.320, H.321, & H.323), digital satellite and Internet video streaming (MPEG-4/H.264), desktop web/video conferencing, and podcasting. Many archived classes are available via video streaming, DVD, and podcasting, with plans to expand all courses to online archive video streaming. Students taking synchronous video streaming courses use a newly designed interface that features chat capability between students, on-screen note taking that the student can then be e-mailed, and the capability of sending

questions/comments to the instructor during class-time.

The Old Dominion University CGEP program began receiving and broadcasting telecourses statewide in 1984. ODU currently receives courses on campus, The Tri-cities Center in Portsmouth, and at the ODU Peninsula Higher Education Center as part of the TELETECHNET program distributed to University sites across the country. ODU offers a Masters of Engineering Program with an emphasis in Manufacturing and Design and a Master of Engineering with an emphasis in Experimental Methods. Both programs have grown and increased the offerings of Old Dominion University's Commonwealth Graduate Engineering Program.

Old Dominion University has contracted with the U. S. Navy to provide a Master's in Engineering Management (ENMA) degree by way of CD ROMs, to officer graduates of the Navy's Nuclear Power School. The program has proven to be a success. Between both semesters of the current academic year ODU catered to 1012 Navy officer enrollments in the program. A significant number of students living in Hampton Roads have completed their coursework by attending televised courses at local receive sites. In 2004-2005, the ENMA program graduated 445 asynchronous course students as well as 207 synchronous course students from outside Hampton Roads, via televised courses. In 2005-2006 there were 163 graduates; in 2006-2007, 139 graduates; and projections for 2007-2008 are for approximately 150 ENMA students to graduate. Commonwealth funds were not used in the program but it has given us the opportunity to broaden our enrollment and to provide some income for new partnerships and opportunities.

CGEP Offerings

Overall Old Dominion University enrollments increased this academic year, including the first year trial with Internet-based delivery.

Old Dominion University, with support from NSF and the Commonwealth of Virginia, developed 4 nanotechnology courses to be taught in the CGEP cluster over the next two years. In Spring 2007, Dr. Helmut Baumgart taught a course in Microelectronics Fabrication at the Nano Node which was delivered to distance learning students using two-way digital video conferencing technology. This technology permits distance students to be video and audio linked into the class as it is given on the ODU campus. Dr. Hani Elsayed-Ali taught a course in Fall 2007 on Plasma Discharge and Material Processing, focusing on processing of nanoscale devices and fabrication of nanoparticles. Dr. Albin is currently teaching an Introduction to Nano Materials course. In Spring 2008, the University is planning asynchronous broadcasting (including podcasting) so that employees in the work force can take these classes at a rate and time that best fits into their schedules.

Degree Programs

- Broadcast: Engineering Management, Modeling and Simulation, Manufacturing and Design, Experimental Methods.
- CD ROM: Engineering Management
- Certificate Programs: Engineering Management, Project Management and Coastal Engineering.

Enrollments

Over the past several years ODU's CGEP enrollments have increased significantly due to expanded delivery methods. Enrollments increased significantly in the Master's program for the U.S. Navy using the CD ROM as the primary delivery method. The program has proven to be a great success by adding an additional 1363 course enrollments to our overall CGEP course enrollments. In addition to the

success of the CD ROM method, Old Dominion is initiating its asynchronous delivery method of pod casting for Modeling and Simulation and Nano Technology courses.

Facilities and Support Structure

ODU operates numerous broadcast and receive classrooms at the main Norfolk campus. In addition, the University operates off-campus centers including the Peninsula Higher Education Center in Hampton Virginia, the Old Dominion University/Norfolk State University Higher Education Center in Virginia Beach, the Norfolk State University/Old Dominion University Tri-Cities center in Portsmouth, the Northern Virginia Higher Education Center as well as sites at Dahlgren and the Quantico Marine Base in addition to our TELETECHNET sites in and outside of Virginia. The University of Virginia and Virginia Tech also operate a combined graduate center in Virginia Beach. Industry receive sites include NASA/Wallops Island and Fort Eustis.

Expenditures

The attached appendixes outline the flow of funds through the Old Dominion University, Commonwealth Graduate Engineering Program over the last several years as well as our plans for next year's expenditures.

CGEP Perspectives for AY 2008 - 2009

The Old Dominion University Commonwealth Graduate Engineering Program continues to be a vehicle for providing high quality distance learning engineering education to the Hampton Roads region and beyond. Old Dominion University will continue to emphasize Master's Degree offerings in the area of Design and Manufacturing and Experimental Methods, Engineering Management, Modeling and Simulation and Nano Technology. All are proven areas of interest for professional engineers needing to continue their education. The ability to provide such education has been of benefit to the Eastern Virginia region as well as the Commonwealth of Virginia as a whole.



University of Virginia

James Groves - Director

Review of Academic Year 2007 - 2008

The University of Virginia continues to serve as a broadcast university within the CGEP network. As in recent years, UVA has offered courses in its traditional CGEP disciplines: Mechanical Engineering, Materials Science & Engineering, Chemical Engineering, Civil Engineering (Structural), Systems Engineering, and Electrical Engineering. State budgeted monies for CGEP supported the staff and infrastructure necessary to implement the various facets of the UVA program offerings. For several years, UVA has also offered working engineers with access to Engineering Physics. That degree offering was originally motivated by the needs of the Naval Surface Warfare Center at Dahlgren, VA. As the need for the degree has waned at Dahlgren, student enrollments have also decreased. The mutual decision was made this year by NSWC Dahlgren and UVA to completely discontinue the program. Thus, this fall was the final time that UVA offered a special course specifically to support the needs of that program. All students in the program will have the opportunity to finish their degree. As in past years, the university continued forward with technology transitions, and involved itself heavily in the offering and development of new CGEP course sharing for nanotechnology. In addition to courses broadcast by UVA, the university received a set of cross-listed courses from Virginia Tech and Virginia Commonwealth University. These courses were made available to on-grounds students, providing them a broader portfolio of course offerings.

CGEP Offerings

To provide students in the distance environment with important educational opportunities, UVA has continued to pursue various strategies that allow additional courses to be offered in the distance environment. This past academic year, one additional offering was made in support of the Engineering Physics program (Theoretical Mechanics), two additional math course offerings were made (Engineering Math I and II), and one additional course was brought in from

Virginia Tech as part of UVA's participation in the nanotechnology course sharing program (MEMS from Fabrication to Application). These courses complemented the standard set of sixteen courses broadcast out by UVA over the academic year.

This year, UVA used a portion of its funds for the nanotechnology course sharing program to support the broadcast of a fully on-line nanotechnology course - Biomedical Nanotechnology. The course was offered for the first time in the fall of 2007 by Prof. Lakshmi Nair. This was the first fully on-line course offered by UVA engineering, as part of any program. It also represented the first on-line course of CGEP's nanotechnology course sharing initiative. UVA's nanotechnology resources also were used to support the development of a team taught Nanocarbon Materials course, co-led by Professor Harry Dorn at Virginia Tech and Professor Mool Gupta at the University of Virginia.

Enrollments

UVA's CGEP activity was approximately the same as last year. The enrollments reported here include both on-grounds and off-grounds students participating in UVA CGEP course offerings, both courses broadcast by UVA and cross-listed courses received by the university. From the perspective of UVA, off-grounds enrollments will not increase substantially until the program successfully makes the transition to offering of courses in an on-line format. Such a format will greatly enhance course accessibility for working engineers.

Continuous Process Improvement Projects

As noted above, CGEP developed its first on-line course offering. The program at UVA believes that this format is the future of distance learning. The course development allowed the program to demonstrate that students at UVA will take an on-line course from a UVA-based instructor. It also afforded the program with an opportunity to look at how course support

procedures change when a course is offered on-line instead of via interactive video conferencing.

This year CGEP supported a part-time staff member for classroom operations. This individual made it possible for CGEP to bring in classes from other institutions, making those courses available to full-time UVA graduate students. The part-time staff member was responsible for setting up and putting away the mobile interactive video conferencing equipment purchased by UVA's CGEP during 2007-2008. This was necessary whenever UVA brought in a distance course in both the fall and spring semesters.

This year CGEP further upgraded its mobile classroom system, initially acquired during 2007-2008. The unit, as originally purchased, did not have the ability to transmit dual stream course materials. This was a problem when UVA students participated in a Virginia Tech course that required the students to make presentations. The instructor in Blacksburg wanted to be able to see the students while also viewing their electronic content. As originally configured, the system could not handle such a dual transmission.

Facilities and Support Structure

UVA's CGEP continued to upgrade its technology for course support. This year, the program upgraded its class session recording capability by expanding the storage capacity of its digital VCR system. In contrast to previous years, UVA was able this year to record and serve up to students the full dual screen course broadcast. In past years this was either not available or only available in a limited set of course settings.

In addition to the digital VCR upgrade, UVA has invested this year in the development of an electronic test grading system which allows a standard paper-based exam to be graded via

tablet computers. The paper exam is given normally in a course, with a specialized footer that allows for automated recognition of each exam page. The exam pages are then scanned in via a high-speed scanner, graded by one or more people using tablet computers, and returned electronically to the students. The system provides many advantages over regular paper-based exam grading, and boasts a faster grading experience than traditional grading methods.

In CGEP's distance learning courses, management of the grading of a paper-based exam has long been a time-consuming task. There can be many exams submitted in multiple physical locations that have to be mailed back to Charlottesville. This physical mailing process is time consuming and prone to human error. Once the exams are graded, the grade total must be calculated, the exams sorted, distributed to student locations, and then returned during class time. This uses a significant amount of instructor, teaching assistant, and administrator time during the grading process, as well as wasted lecture time to return the exam that could be better spent on other pedagogical tasks. This year, the system is in a beta test mode. It is hoped that within two years, the system will be widely deployed within UVA's CGEP.

CGEP Perspectives for AY 2008-09

UVA continues to take strides forward with its CGEP offerings. The program is now looking carefully at how to bring courses into the on-line environment. It is anticipated that that transition will take several years. However, once complete, it could signal a significant, almost revolutionary change in the way UVA participates in CGEP. In particular, the shift to on-line course delivery will make it easier for UVA to market its CGEP offerings to students that are not located near existing CGEP receive sites.



Virginia Commonwealth University

Rosalyn Hobson – Director

Review Academic Year 2007-2008

The Virginia Commonwealth University (VCU) Commonwealth Graduate Engineering Program (CGEP) experienced a very good 2007-2008 academic year. A number of VCU School of Engineering (SoE) faculty participated in the successful National Science Foundation (NSF) Partners for Innovation (PFI) grant proposal. This experience led to greater participation of the SoE faculty in other CGEP activities. A mobile distance technology unit was placed in service in the SoE building and room 105 was upgraded to dual-channel and the Anystream streaming media encoding software was installed. This equipment and classroom upgrade was available fall semester 2007 and greatly facilitated VCU participation in CGEP activities.

The VCU CGEP Master of Science degree in Computer Science at the Naval Surface Warfare Center (NSWC) at Dahlgren Virginia continued as a strong distance learning program. NSWC is one of the largest employers of engineers and scientists in the Commonwealth of Virginia. The CGEP Computer Science program served 28 different NSWC individuals in 2007-08 (down from 52 last year). A number of National Aeronautics and Space Administration (NASA) at Langley Virginia engineers continued enrollment in the VCU Master of Science in Engineering program. These students enrolled in graduate engineering courses transmitted to NASA Langley by VCU and other CGEP Universities.

In partnership with Dominion Virginia Power, VCU initiated a MS in Mechanical and Nuclear Engineering. The VCU SoE received financial support from Dominion Virginia Power to establish this program. Courses are delivered on-campus as well as to the Dominion Virginia Power's Surry Power Station via distance technology. First year Enrollment in these courses has been excellent (22-24 students enrolled).

Virginia Commonwealth University received \$557,001 for FY 2007 in support of CGEP activities. The University, SoE, and NSWC Dahlgren continued an agreement whereby NSWC Dahlgren paid increased tuition for delivery of the Computer Science Program to their site at Dahlgren. This agreement, Entrepreneurial Program Tuition Agreement, (EPT) generated \$59,412 that was allocated by SoE to assist in funding the CGEP NSWC Dahlgren Computer Science Program.

State budgeted CGEP funds were utilized for both transmission and reception of CGEP courses. The transmission portion of the funds has been used in support of statistics, engineering, computer science, and nuclear engineering courses. These funds have been used to support the course instructor in the preparation and presentation of CGEP courses. In addition, CGEP funds were used to support five teaching assistants to provide instructional support and aid with the courses, to provide course materials, and to videotape the courses for those enrollees who, because of circumstances beyond their control, could not attend a particular class session.

The remainder of these funds has been used in support of the received CGEP courses and to equip and/or upgrade CGEP classrooms. Classroom support included a VCU CGEP staff coordinator and graduate student assistants who monitor and supervise enrollments, room usage, and videotaping of courses for attendees who miss classes on various occasions. The actual disposition of funds between transmission and reception of courses may vary from year to year depending on the number of enrollees in the transmitted and received courses.

VCU CGEP participation in the NSF PFI Nanotechnology Initiative has been very successful. Seven courses with a total local (VCU) enrollment of 20 students were received and cross-listed by VCU. The students were very pleased with the courses and the dual-

channel capability in rooms 105 and 106. The opportunity to choose from a wide variety of nanotechnology courses in a single semester continues to be especially appealing to VCU engineering students. The VCU Spintronics course was offered spring semester with a local (VCU) enrollment of two students. A more extensive marketing effort with area nanotechnology industry will increase local enrollment.

CGEP Offerings

VCU CGEP transmitted a total of eighteen courses in 2007-2008. This slightly exceeds the number of courses transmitted the previous year by VCU CGEP. The Computer Science program continues to be the major contributor of CGEP courses at VCU. A total of fifteen courses were transmitted to NSWC Dahlgren during 2007-2008. These courses were transmitted via Interactive Video Conferencing (IVC).

VCU CGEP broadcast STAT 541 Applied Statistics for Engineers and Scientists to other CGEP institutions. Those institutions usually cross-listed this course as their course with a local course prefixes and number. The need for this course is indicated by a typical enrollment of 20 to 30 students each fall.

Enrollments

The VCU NSWC Dahlgren Computer Science Program is completing its sixth full year of operation. This program continues to serve the NSWC need for graduate degree computer scientist. The program experienced decline in enrollment growth with 54 enrolled as compared to 2006-2007 with 95 enrolled. The decrease in enrollment is attributed to diminished demand as the number of NSWC employees completing the M.S. in Computer Science reduces the pool of potential NSWC employee applicants. Of course, staff turnover and growth will increase the applicant pool. Further, the cooperative effort of the NSWC Dahlgren staff and the Computer Science faculty to increase Dahlgren employee awareness of the program will also increase the applicant pool. VCU CGEP expects its Computer Science program and its total enrollment to increase as the VCU CGEP based thesis and non-thesis M.S. degree in Engineering program expands into the business/industry sector.

Enrollment in VCU CGEP originated courses was 74 for 2007-2008. The total received and transmitted course enrollment experienced a decline, 94 enrolled as compared to 127 enrolled last year. This decrease is attributable to the CGEP Computer Science program enrollment decrease. VCU SoE expects enrollment in VCU SoE originated courses to increase as a result of the new M.S. in Mechanical and Nuclear Engineering Program. This program was initiated in partnership with Dominion Virginia Power. Their Surry Power Station nuclear facility employees participate in this program via IVC.

VCU SoE participated in cross-listing courses with other CGEP schools. Five courses were cross-listed as VCU courses with a total VCU enrollment of ten students. VCU SoE transmitted one course that was cross-listed by UVA.

Continuous Process Improvement Projects

VCU CGEP continues to review its procedures, equipment, and support structure for areas that can be improved. A number of equipment upgrades have been made based on input from faculty and support staff. Feedback from students has resulted in changes to improve instruction.

As noted above, a mobile distance technology unit was activated fall 2007. This addition provides SoE with a fourth receive site in the SoE building. Room 105 equipment was also upgraded to dual channel capability. That is, the students can see the instructor on one large display while viewing the presentation, e.g. spreadsheet, on a second large display. This was not possible with the older equipment. The video signal quality is also much enhanced. Multi-point capability is now available to the three distance technology equipped classroom via the bridge located in the Cabell Library. This will greatly enhance the scope of VCU CGEP transmission capabilities. Internet Protocol (IP) capability will be tested in the 2008-09 academic year. In addition the Anystream software system was installed to enable video streaming of the courses so that students can access lecture material at a later time. With the opening of the second phase of the engineering building plan this semester, significant opportunities exist to add distance technology equipped classrooms.

VCU CGEP anticipates significant opportunities for expanded distance learning activity and SoE faculty involvement as a participant in the Nanotechnology Initiative. First year enrollment in the nuclear engineering concentration exceeded 20 students. At least one-third of these students are receiving instruction via distance technology. Further, VCU SoE sees a growing need for MS level graduate coursework in the Richmond area business, industry, and government community. Typically these employers and employees prefer access to this coursework at their work site. This need can best be met through courses delivered via distance learning.

Facilities and Support Structure

Virginia Commonwealth University maintains numerous facilities in support of the Commonwealth Graduate Engineering Program for both transmission and reception of CGEP courses. A modern and complete distance learning room is available in the VCU School of Business. In addition, a distance learning room is available on the VCU Medical Campus in the Thompkins McCaw Library. A large conference room (15 students) in the SoE building is equipped with a Polycom two-way audio/two-way video multi media system. Internet or ISDN connections are available with this system. Two much larger SoE building rooms (40 students) are also equipped with a dual-channel system. A third room is being prepared to accommodate the mobile unit on an as needed basis.

VCU CGEP has moved most distance classes to the distance technology equipped classrooms in the SoE building. It is still necessary to utilize one of the Cabell distance classrooms at high traffic times. With the installation of dual-channel equipment in room 105, the new mobile unit, and the addition of multi-point capability, VCU CGEP has significantly increased its transmission and reception capabilities. This enhanced capability will support increased faculty and student involvement in CGEP activities in the coming years, for example greater participation in the NSF-PFI Nanotechnology Initiative, and the Nuclear Engineering Track.

It is also possible to port the received and transmitted courses at the above noted sites to dozens of other VCU sites (on both the Monroe Park and Medical Campuses) via a closed circuit network. Over 50 classrooms and auditoriums

have such capabilities at VCU. In addition, the Virginia Biotechnology Research Park operates a classroom, which can be outfitted for distance learning. Given our strong relationship with the Biotech Park (VCU is one of its three supporting elements); this added facility might serve the addition of biotechnology related courses to the CGEP mix in the coming years.

CGEP Perspectives for Academic Year 2008-09
With the addition of the new distance learning facilities, Virginia Commonwealth University sees potential for growth. The computer science courses will be offered to NSWC Dahlgren in the fall, spring, and summer semesters. VCU's CGEP plans include several new CGEP courses and an expansion of the M.S. in Engineering degree program. This program now has a non-thesis option, which will be attractive to engineers in the business, industry, and government sectors. The new MS in Mechanical and Nuclear Engineering shows great promise and should grow as the workforce demands in the energy sector increase.

VCU is a significant participant in course cross listing within CGEP. We expect to expand this effort through the NSF-PFI Nanotechnology Initiative. The transmission and reception of graduate engineering courses as a member institution of CGEP is a high priority for VCU CGEP.

The VCU Engineering faculty interact with business/industry/government partners on a continual basis in collaborative research, collaborative teaching, and through professional organizations. Business/industry/government leaders provide additional input on our degree granting programs through their service on our Industrial Advisory Boards (IAB's) for each of our degree granting programs: Biomedical Engineering, Chemical and Life Science Engineering, Electrical and Computer Engineering, Mechanical Engineering, and Computer Science. Through our business/industry/government partners and increased marketing efforts, we see a potentially significant market for the thesis and non-thesis M.S. in Engineering degree via IVC in the Richmond and surrounding areas. The nuclear engineering program developed and offered in partnership with Dominion Virginia Power is an example. Our plan for course offerings to be transmitted from VCU for the coming two years will include 2 to 4 graduate engineering courses.

VCU CGEP invested \$59,412 SoE funds in support of the 2007-2008 CGEP programs. It is anticipated that a similar amount would be

invested in 2008-2009. This is based on the assumption that the NSWC Dahlgren program and the EPT continue at or above the current level of enrollment.



Virginia Tech

Glenda Scales – Director

Virginia Tech continues to provide leadership for CGEP as a host institution. Our major achievements continue to reside in the areas of increasing faculty recognition, improving our distance learning student community and upgrading our instructional technology.

Increasing Faculty Recognition & Support

Having outstanding faculty teach CGEP students contributes to the success of our programs. Each year it is important to highlight a faculty member who made major contributions to Virginia Tech's distance learning initiatives and particularly the Commonwealth Graduate Engineering Program.

Dr. Kathleen Meehan, Assistant Professor, Electrical and Computer Engineering, has been teaching at a distance for



the past two years with her courses in nanophotonics and nanoscale biosensors. She became involved with CGEP with the launch of the NSF grant, [Virginia Partnership for Nanotechnology Education and Workforce Development](#), a nanotechnology course-sharing program with approximately six courses per semester offered across the CGEP network. Dr. Meehan has played an important part in coordinating Virginia Tech's role in the program. Through this partnership, graduate-level nanotechnology courses are available to students in the following areas: Nanotechnology Fundamentals, Nanobiotechnology, Nanomodeling and Simulation, Nanomaterials and Characterization, Nanomanufacturing, and Nanoelectronics. Students interested in the

program will have the ability to work towards a certificate in any one the listed areas (except for Nanotechnology Fundamentals).

When asked if nanotechnology is a valuable field for Virginia Tech and CGEP to pursue, Dr. Meehan responded in the affirmative. "Definitely. Nanotechnology covers a whole breadth of technologies and touches nearly everything in engineering and the sciences." She added that nanotechnology is particularly important in the state of Virginia. "There is a strong economy of nanotechnology in Virginia that continues to grow. Nanotechnology is at the foundation of many industries in the state." This is where CGEP comes in as no single university in Virginia covers all areas of nanotechnology. CGEP leverages each university's strengths through its course-sharing model.

Nanotechnology has not only increased interaction between universities but between disciplines as well. Dr. Meehan regularly works with people in materials science and engineering, chemical engineering, osteopathic medicine, and others outside of her home department of electrical and computer engineering. Although nanotechnology seems to be a new field, Dr. Meehan says the name is really the only thing new about it. "I've been working with nanotechnology since my graduate school days."

Dr. Meehan has been teaching for several years, but she has made some adjustments to accommodate distance learning since she began teaching at a distance in the fall. She makes sure she has slides and other information posted in plenty of time before class for students to reference and has become more flexible with office hours for her distance learning students.

These communications are usually conducted over the phone. Because many CGEP students are engineers already working in industry, they bring additional knowledge and experience to the table in class discussions. "I enjoy getting to hear about the research that is happening at other universities and in industry throughout the state," says Dr. Meehan.

Dr. Meehan's teaching and research interests include optoelectronics, biomedical optics, semiconductor processing, semiconductor device theory, biosensors, optoelectronic device, optical sensor design and fabrication, silicide-semiconductor devices and sensors, process development, process and device modeling, and optical spectroscopy of biological and biochemical substances.

Continuous Process Improvement

The College of Engineering updated its computer requirement to a Tablet PC in the Fall of 2006 for incoming freshmen. The Tablet PC initiative has developed in multiple dimensions including: institutional commitment and corporate partnerships, faculty support and development, teaching practices and student products incorporating the new technology, and an assessment plan to measure teaching and learning. More faculty are using the Tablet PC to teach distance learning classes. Preparing to implement this mobile and wireless solution required faculty not only to learn the new technology, but also devote extra time to transform their teaching styles to support the evolution of the traditional classroom into a dynamic and engaging learning environment.

The College of Engineering uses the Tablet PCs in departments to support electronic grading as well as international presentations with Skype supplying audio or on-demand video conferencing. We plan to engage more faculty and students learning from a distance with software tools that enable digital inking.

Enrollments

Virginia Tech continues to provide consistent enrollments for the distance learning courses. This year there is a major increase in enrollments from the previous academic year. Notably, enrollments in the internet based classes grew. Faculty are including our distance students in weekly seminar classes as well as giving them the flexibility to enroll in an asynchronous version of the class. This is a

clear sign that more of our classes can be offered with more flexible delivery methods providing more access anywhere and at anytime.

Enrollment Review

Academic Years	Enrollment Trend
2002-2003	1497
2003-2004	2345
2004-2005	2105
2005-2006	2190
2007-2008	2776

Facilities and Support Structure

Virginia Tech continues to invest in a state-wide infrastructure to support interactive video conferencing. The Video Broadcast Services (VBS) organization at Virginia Tech provides leadership for this project and contributes the following overview of the network transition to H.323.

The conversion to H.323 systems provides enhanced instructional delivery by adding a data channel for presenting high quality computer screens while showing the presenter as well. Additionally, students at the receive sites will also be able to make computer presentations. Improved integration of the systems provides simpler and more uniform controls for the faculty as well as the incorporation of the latest technologies such as improvements in camera control and audio input.

VBS has been working during the past year and continues to work closely with key stakeholders including the CGEP and selected faculty to identify instructional enhancements and additional features and functions needed in the system. VBS is also working collaboratively with a Communication Network Services (CNS) partner department, Research and Development, to identify and address infrastructure and Quality of Service (QoS) issues.

VBS maintains and operates Virginia Tech's thirty-two Interactive Video Conference (IVC) classrooms throughout the Commonwealth and the Video Network Operation Center in Research Building XIV located in Blacksburg, Virginia.

The change to H.323 or video over Internet Protocol was necessary because of the age and limited capabilities of the older ATM system. It

also supports the university's plan to provide more robust and integrated information technology strategies.

The upgrade is an opportunity to provide improvements to benefit instruction and learning. It includes new video encoding equipment (codecs), upgraded media players for both tape and DVD presentations, and the installation of high-resolution computer displays in all rooms. Internet delivery now makes Virginia Tech courseware available worldwide at high speed. These upgrades enhance the university's position in the increasingly competitive market surrounding distance learning.

The instructional advantages of H.323 are impressive. They include the following:

- Enhanced display of computer graphics and data. Having twin video channels available means instructors and students have the benefit of high-quality graphics including diagrams, photographs, and equations. Everything is clearer and easier to read.
- Instructors have the option to view several remote classrooms at once.
- On-screen display is enhanced. Previously the choices were either to see the instructor or the graphic material. Now, instructors can share the screen with graphics allowing for a more personal and nuanced connection with students.
- VBS installed remote monitoring capability through Crestron controllers in each on-campus and remotely located conference/classroom allowing a technician in the Virginia Tech Network

Operations Center (VNOC) to monitor distant sites and remotely troubleshoot problems.

- A streaming archive of class material allows students to review a class at any time.

VBS is upgrading its streaming media server capacity from seven terabytes to 16 terabytes. In the coming year, it is anticipated that VBS will develop automatic, real-time archiving of class files. This initiative is in support of a university strategic initiative to provide the necessary infrastructure, expertise and digital repositories to allow course management integration.

The H.323 conversion has helped solidify the university's educational partnerships and joint degree programs both in the United States and abroad. It also enhances graduate and professional degree value. These partnerships allow Virginia Tech to support a more diverse student body and expand educational offerings.

CGEP Perspectives for AY 2008-2009

Virginia Tech will continue to work closely with the partner institutions awarded the NSF Partnership for Innovation grant to place courses related to nanotechnology online. It is also clear that our delivery method will need to transition to provide more flexibility with access from anyplace at anytime.

Additionally, we will focus on marketing our existing programs as well as restructuring our delivery methods. We look forward to an exciting year as we work toward providing new and flexible delivery options for our learners.



Center for Advanced Engineering & Research

Nick Soukhanov – Program Director

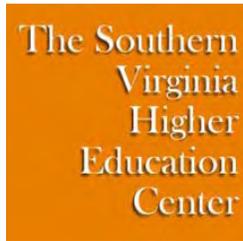
The Center for Advanced Engineering (CAE), operating at Central Virginia Community College in Lynchburg since 1986, has merged with the Center for Advanced Engineering and Research (CAER) to continue offering local students graduate-level engineering and technical courses through the Commonwealth Graduate Engineering Program (CGEP) from Virginia Tech, the University of Virginia, Old Dominion University, George Mason University and Virginia Commonwealth University.

“This merger benefits the region in that it centralizes the local access to university and federal research programs,” said Bob Bailey, CAER Executive Director. “By graduating more engineering students at a local level, our existing businesses can grow their knowledge base and remain competitive into the future.”

The Center for Advanced Engineering and Research is a Region 2000 Partnership initiative to develop an industry-focused research and development center that drives innovative products and processes by providing local access to university and federal research and inventions.

- Interest in the Commonwealth Graduate Engineering Program is growing at the Lynchburg receiving site on the CVCC campus.

- Forty six (46) registrations in twenty nine (courses) for the Fall 2007 and Spring 2008 semesters occurred.
- Two degrees were awarded in the spring of 2007.
- One degree was awarded in the fall of 2007
- Two more degrees are expected to be awarded in the spring of 2008
- Total number of Masters Degrees awarded to Lynchburg students since the beginning of CGEP will be 128 in May 2008.
- Mechanical engineering courses from VT were expanded with two nuclear engineering stem courses.
- The Lynchburg receiving site is also serving as a transmitting site on selected occasions.
- Center for Advanced Engineering and Research in partnership with the Region 2000 Economic Development Council has launched a major initiative extending professional development opportunities to the region’s expanding diverse technical community. Levels of corporate interest and commitment to educational programs are on the increase.
- Engineering employment continues to grow at an impressive rate with heavy emphasis in nuclear power design and wireless technology development.



The Southern Virginia Higher Education Center

Hope Harris Gayles – Career Counselor & Program Coordinator

The Southern Virginia Higher Education Center (HEC) has been an active participant in the Commonwealth Graduate Engineering Program (CGEP) since March 1986. At that time, the Center was known as the Halifax County-South Boston Continuing Education Center. In 1989, Longwood University became the parent fiscal agency of the Center. Under Longwood's guidance the Center grew and in 2001 moved into a newly renovated facility with state-of-the-art technology and greatly expanded office and classroom space. With the move came the name change to The Southern Virginia Higher Education Center (HEC)—a change designed to be more inclusive of the many Virginia colleges and universities that provide programs through the Center.

The 2005 Virginia General Assembly passed legislation making the HEC an independent state agency. This bill was signed into law by Governor Mark Warner in April and the change went into effect July 1, 2005. The mission of the HEC continues to be providing high quality, accessible, affordable educational programs, of all levels, to the citizens of Southern Virginia. Were it not for the HEC, many doors of higher learning, especially the CGEP, would be closed to those in the region.

The HEC provides six classrooms for use by the CGEP. Classrooms are equipped with color monitors, VCR, and interactive video equipment. In addition its use by the CGEP, the interactive video equipment helps support the Virginia Tech Water Quality professional development videoconferences. The Center has steady enrollment in these professional development videoconferences. Without their availability at the HEC, access would be severely limited to professionals in Southern Virginia.

Other classroom technologies include DVD players, internet access, personal computers, document cameras, scanners and fax machines are available to CGEP students upon request.

The HEC continues to use a variety of techniques to market the CGEP to prospective students. There is a general information bulletin describing all HEC programs that is available to business and industry. Each summer, the Center provides an insert in the Halifax County newspapers' mass mailing subscription drive. This insert is a comprehensive overview of all Center programs, and CGEP is featured in it. Because this insert is included in the newspapers' subscription drive, it is delivered to every household in Halifax County. Another example of the Center's marketing techniques is the annual ad placed Halifax County Chamber of Commerce's Directory. This directory is widely distributed to business, industry, and those new to the county.

The HEC continues to use a combination of telemarketing, direct mailings, industry visits, paid advertising, and open houses to promote the program.

The Center participated in the August 2007 University of Virginia CGEP Video Open House, and we had one student attend. This student has expressed strong interest in enrolling in the program, possibly for the Fall 2008 semester. The HEC's marketing director and career counselor continue to make CGEP a priority. Both attended the June 2007 CGEP annual conference at Virginia Tech and the HEC anticipates having a presence at this year's conference at the University of Virginia.

The Center believes the low enrollment numbers in the CGEP program reflects the low number of bachelor degree holders in Southern Virginia. According to the 2000 U.S. Census fewer than 10 percent of residents held a bachelor's degree. Compounding this problem is the lack of opportunities in the region for residents to complete a science, math, engineering, or technology (STEM) bachelor's degree program. Currently, no bachelor degree completion programs exist at the HEC or its coalition partners, the Institute for Advanced Learning and Research and New College Institute, in the STEM areas. This problem has been recognized, and steps are being taken to improve the situation. The University of Virginia, the Institute for Advanced Learning and Research, and Danville Community College are working together to create engineering pathways from the associate's and bachelor's level through the master's degree program. The *PRODUCED in Virginia* program promises to increase the qualified pool of engineers coming from and working in Southern Virginia. The Southern Virginia Higher Education Center is a strong supporter and advocate of this program, and we believe that its success will translate into eventual stronger numbers in our CGEP program.

The HEC believes that new initiatives driven by business and industry will also increase the number of prospective CGEP students. In the past few weeks, approval and funding have been secured for the creation of a Modeling and

Simulation Center of Excellence at Riverstone Technology Park. In addition, the Gazette-Virginian reported on April 2, 2008, that the aircraft design consulting and software design company, AVID, LLC, would be locating to Riverstone. The Modeling and Simulation Lab, new industry, and future industries that will locate to Halifax County because of the lab should increase the number of prospective graduate engineering students in the region.

The HEC continues to be a solid partner with the Halifax County Public School System in its STEM (Science Technology Engineering and Math) Academy. This program prepares students for the future by offering challenging, intense courses in Science Math and Technology. The STEM Academy is attracting nationwide attention as a method of establishing a base of qualified scientist and engineers for the future. The collaboration between the HEC and the Halifax County Public School System has only grown stronger in the past year, and promises to provide a solid base of CGEP students well into the future.

The innovative educational programs at the Center and, indeed, throughout the region, coupled with the economic development budding in Southern Virginia promises innumerable benefits for its citizens. The HEC continues to lead the charge in transforming the region through education, and in laying the foundation that will provide the region with a large, qualified pool of future CGEP students.



University of Mary Washington

Lynn Hamilton – Technology Academy Director

The Commonwealth Graduate Engineering Program (CGEP) at the University of Mary Washington, College of Graduate and Professional Studies (CGPS) provides three distance education classrooms seating between two and twelve students. Classrooms are equipped with a color monitor, VCR, and interactive video equipment.

If a student formally requests, the evening technical staff will videotape classes. These tapes are available for viewing in the CGPS library. Most students view missed classes via streaming at home, work or in a CGPS computer lab. CGPS also provides library and computer support as required.

Most CGEP coursework is sent directly to the student via the Internet but the evening support staff assists in the delivery and collection of course materials and homework assignments. The evening technicians also provide technical troubleshooting services when needed.

CGEP registration total for AY 2007-2008 was 8. This is a **decrease** of the AY 2006-2007 which registered 19 students. This represents a decrease in enrollment in graduate engineering degrees by Fredericksburg area residents over the past three years.

<u>Academic Year</u>	<u>Students Enrolled</u>
2005-2006	16
2004-2005	30
2003-2004	19
2002-2003	9
2001-2002	20
2000-2001	21
1999-2000	31
1998-1999	34
1997-1998	96
1996-1997	88
1995-1996	131

State Council of Higher Education for Virginia Agenda Item

Item: Item #7.g. – Institutional Performance Standards (IPS) Measures

Date of Meeting: May 13, 2008

Presenter:

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

The General Provisions of Acts of Assembly §4-9.02 Assessment of Institutional Performance, require the State Council to develop measures and reporting guidelines relating to the Affordability goal of the Restructuring Act, and a measure for the goals relating to Student Retention and Timely Graduation, specifically access to 100- and 200-level courses. The Act requires these measures to be adopted by Council prior to July, 2008.

At the October 2007 meeting, Messrs. Bland and Wurtzel were appointed to serve as the ad hoc committee to work with staff on the development of these measures. Staff worked with institutional research staff from the various public institutions to ensure that the measures were technically possible, meaningful, and fair.

Measure for Affordability

4. With the intent of developing a clearly understandable measure of affordability no later than July 1, 2008, SCHEV shall report annually an institution's in-state undergraduate tuition and fees, both gross and net of need-based gift aid, as a percentage of the institution's median student family income.

SCHEV will publish this information annually on its website using existing data sources – primarily the financial aid file. The draft version of this report is found at http://research.schev.edu/ips/affordability_1.asp.

The following measure is proposed to address affordability as part of the IPS:

Institution establishes annual targets of graduation rates according to financial aid status with the intent of achieving a similar graduation rate for each cohort of students. Three cohorts of students shall be used for this measure, as they are identified in their first year of enrollment at the institution:

- 1. Students receiving Pell grants in amounts greater \$200.*
- 2. Students receiving other forms of need-based financial assistance with up to \$200 in Pell grants.*
- 3. Students receiving no need-based financial assistance.*

Four-year institutions shall set targets based on a four-year graduation rate. VCCS and RBC shall use a two-year graduation rate.

By October 1, 2008, each institution shall identify a “maintenance of effort” target for ensuring that the institution’s financial commitment to need-based student aid shall increase commensurately with planned increases in in-state undergraduate tuition and fees. The financial plan for these goals should be incorporated into the institution’s 2009-2014 six-year plan as required under § 23-9.2:3.02., Code of Virginia.

Institution will provide an addendum to the six-year plan demonstrating whether in fact over the prior four years the institution’s financial commitment to need-based student aid increased proportionately with increases in in-state undergraduate tuition and fees and financial need of enrolled students.

Guidelines for Measure 6 Compliance

6. Institution conducts a biennial assessment of the impact of tuition and fee levels net of financial aid on applications, enrollment, and student indebtedness incurred for the payment of tuition and fees and provides the State Council with a copy of this study upon its completion and makes appropriate reference to its use within the required six-year plans. The institution shall also make a parent- and student-friendly version of this assessment widely available on the institution’s website.

The following is proposed to address Measure 6

The study required in Measure 6 shall consist of five parts:

1) A ten-year historical overview by student level and type (new freshmen, new undergraduate transfers, new graduate students, and new first professional students) comparing applications for admission to average tuition and fees;

2) A ten-year historical overview by student level and type (new freshmen, new undergraduate transfers, new graduate students, and new first professional students) comparing student enrollments to average tuition and fees; undergraduate students in both categories shall be further disaggregated by Pell status (Pell awards greater than \$200), need-based aid

except Pell (or Pell awards of \$200 or less), and students without need-based aid;

3) A ten-year historical overview by student level and type (undergraduate, graduate and first professional students) of average debt of graduates compared to average time-to-degree of those graduates, including a comparison of the average time-to-degree of graduates who borrow to those graduates who do not borrow;

4) A five-year historical overview by student level and type (undergraduate, graduate and first professional students) of average debt of non-completers, those students being defined as having been enrolled at the institution, receiving student loans, and having ceased enrollment for a period of at least four consecutive regular-session terms;

5) A brief synopsis of any lessons learned by the institutions from the foregoing analyses and institutional plans to remediate self-identified problems or challenges.

This report, along with institutional tuition and fee information shall be located on the institution's web site at www.institution.edu/collegcosts/index.html.

Measure for Course Availability

9. Institution demonstrates a commitment to ensuring that lower division undergraduates have access to required courses at the 100- and 200-level sufficient to ensure timely graduation by reporting annually to the State Council of Higher Education on the number of students denied enrollment in such courses for each fall and spring semesters. No later than July 1, 2008, to the extent the institution does not currently track student access and registration attempts at the course level, the institution shall, in consultation with the State Council of Higher Education, establish an appropriate quantitative method to identify the extent to which limited access to 100- and 200-level courses reduces progression, retention, and graduation rates. After July 1, 2008, each institution shall include in its annual report to the State Council its plan of action to increase such access and remediate the identified problems.

The following measure is proposed to address course availability as part of the IPS:

Institution establishes annual targets (based on a benchmark of 2004-05 cohort of entering students) of the percentage of full-time students ceasing enrollment in required lower-division courses by the end of fifth regular-session term of enrollment (third regular-session term of enrollment for VCCS and RBC). In order to meet this requirement, each institution shall provide to SCHEV, for each of the institution's undergraduate majors that lead to a degree or certificate awarded by the institution, a listing of graduation requirements that result from individual 100 and 200-level courses. This list will be specific to the entering class of 2004 for 4-year institutions, and will include the course number, title, and catalog description of each course. It

should include both general education requirements as well as requirements in the major.

All institutions shall report on the raw number and percentage of total courses that are a prerequisite for graduation in any program at or above capacity three days prior to the start of each term to determine what, if any, capacity and service problems exist.

The data reported for the VCCS shall be disaggregated by:

*Courses for the associate degree in arts and sciences
Courses for the associate degree in applied sciences*

Time of day:

8:00 am to 11:59 am

12:00 pm to 3:59 pm

4:00 pm to 10:00 pm

Materials Provided: N/A

Financial Impact: N/A

Timetable for Further Review/Action: None

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia adopts the following measures and reporting guidelines and requirements:

Measure 4: Institution establishes annual targets of graduation rates according to financial aid status with the intent of achieving a similar graduation rate for each cohort of students. Three cohorts of students shall be used for this measure, as they are identified in their first year of enrollment at the institution:

- 4. Students receiving Pell grants in amounts greater \$200.**
- 5. Students receiving other forms of need-based financial assistance with up to \$200 in Pell grants.**
- 6. Students receiving no need-based financial assistance.**

Four-year institutions shall set targets based on a four-year graduation rate. VCCS and RBC shall use a two-year graduation rate.

Institution will provide an addendum to the six-year plan demonstrating whether in fact over the prior four years the institution's financial

commitment to need-based student aid increased proportionately with increases in in-state undergraduate tuition and fees and financial need of enrolled students.

Measure 6:

1) A ten-year historical overview by student level and type (new freshmen, new undergraduate transfers, new graduate students, and new first professional students) comparing applications for admission to average tuition and fees;

2) A ten-year historical overview by student level and type (new freshmen, new undergraduate transfers, new graduate students, and new first professional students) comparing student enrollments to average tuition and fees; undergraduate students in both categories shall be further disaggregated by Pell status (Pell awards greater than \$200), need-based aid except Pell (or Pell awards of \$200 or less), and students without need-based aid;

3) A ten-year historical overview by student level and type (undergraduate, graduate and first professional students) of average debt of graduates compared to average time-to-degree of those graduates, including a comparison of the average time-to-degree of graduates who borrow to those graduates who do not borrow;

4) A five-year historical overview by student level and type (undergraduate, graduate and first professional students) of average debt of non-completers, those students being defined as having been enrolled at the institution, receiving student loans, and having ceased enrollment for a period of at least four consecutive regular-session terms;

5) A brief synopsis of any lessons learned by the institutions from the foregoing analyses and institutional plans to remediate self-identified problems or challenges.

**This report, along with institutional tuition and fee information shall be located on the institution's web site at:
www.{institution}.edu/collegecosts/index.html.**

Measure 9: Institution establishes annual targets (based on a benchmark of 2004-05 cohort of entering students) of the percentage of full-time students ceasing enrollment in required lower-division courses by the end of fifth regular-session term of enrollment (third regular-session term of enrollment for VCCS and RBC). In order to meet this requirement, each institution shall provide to SCHEV, for each of the institution's undergraduate majors that lead to a degree or certificate awarded by the institution, a listing of graduation requirements that result from individual 100 and 200-level courses. This list will be specific to the entering class of 2004 for 4-year institutions, and will include the course number, title, and catalog description of each course. It should include both general education requirements as well as requirements in the major.

All institutions shall report on the raw number and percentage of total courses that are a prerequisite for graduation in any program at or above capacity three days prior to the start of each term to determine what, if any, capacity and service problems exist.

The data reported for the VCCS shall be disaggregated by:

**Courses for the associate degree in arts and sciences
Courses for the associate degree in applied sciences**

Time of day:

8:00 am to 11:59 am

12:00 pm to 3:59 pm

4:00 pm to 10:00 pm

State Council of Higher Education for Virginia Agenda Item

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

Date of Meeting: May13, 2008

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:

Action:

Background Information/Summary of Major Elements:

Three public four-year institutions (George Mason University, Virginia Commonwealth University, and Virginia State University) are requesting Council action on a total of seven proposals for new degree programs; each would be effective fall 2008. None of the proposed programs would require new state resources. 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
 - Bachelor of Science in Community Health Page 94
 - Bachelor of Science in Tourism and Events Management Page 97
 - Master of Science in Applied Information Technology Page 100
 - Master of Science in Educational Psychology Page 102
 - Master of Science in Global Health Page 105

- Virginia Commonwealth University
 - Master of Science in Addiction Studies Page 108

- Virginia State University
 - Bachelor of Science in Industrial and Logistics Technology Page 111

Financial Impact: None of the proposed programs would require new state resources; they would all be funded by existing and/or reallocated resources and tuition revenue.

Timetable for Further Review/Action: None

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Bachelor of Science (B.S.) degree program in Community Health (CIP: 51.2208), effective fall 2008.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Bachelor of Arts (B.S.) degree program in Tourism and Events Management (CIP: 36.0199), effective fall 2008.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Master of Science (M.S.) degree program in Applied Information Technology (CIP: 11.0103), effective fall 2008.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Master of Science (M.S.) degree in Educational Psychology (CIP: 42.1801), effective fall 2008.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Master of Science (M.S.) degree in Global Health (CIP: 51.2210), effective fall 2008.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Master of Science (M.S.) degree program in Addiction Studies (CIP: 34.0104), effective fall 2008.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia State University to initiate a Bachelor of Science (B.S.) degree program in Industrial and Logistics Technology (CIP: 15.0612), effective fall 2008.

George Mason University
Bachelor of Science (B.S.) in Community Health (CIP: 51.2208)

Program Description

George Mason University (GMU) is proposing the creation of a Bachelor of Science (BS) in Community Health degree program to be initiated fall 2008. The proposed program would provide a comprehensive and integrated approach to the study and understanding of public health practices, the health care system, and issues and policies related to health promotion, prevention, and education. Coursework in community and public health, psychology, and leadership and management would provide an intellectual forum for students to critically examine and analyze public health issues and the impact of tangible and intangible characteristics of the community on effective public health practice. Students would gain practical experience by participating in a capstone experiential learning internship. Graduates would be prepared to apply concepts of community health to public health policy, critically evaluate community health programs, and address the challenges of designing and implementing community health programs.

The BS in Community Health would require 120 credit hours for graduation: 61 credit hours of major coursework; 38 credit hours of general education coursework; and 21 credit hours of elective coursework.

Justification for the Proposed Program

GMU contends that the proposed program is cutting edge and timely in that it would offer a curriculum aimed specifically at undergraduates and address community health priorities and needs of the industry. The current major causes of morbidity and mortality in the US and the Commonwealth include chronic and preventable diseases (www.vahealth.org/chronic/). Because health issues directly affect the quality of life, community health programs have become increasingly critical to providing education, monitoring, evaluation, and interventions within a community setting. In 2002, the Institute of Medicine indicated that “all undergraduates should have access to education in public health.” In 2007, the Association of American Colleges and Universities (AACU) announced that education in public health is an essential component of liberal education. Further, in 2007, the Council of Colleges of Arts and Sciences, in cooperation with four national organizations, developed a curriculum guide to create undergraduate courses that engage students with the world’s major questions through the lens of public health.

Public health and community health professionals work in partnerships with other professionals in private and public industry to confront complex behavioral, cultural, and social health issues within communities. GMU states that the proposed program includes coursework and experiential learning programs that would provide graduates with the knowledge and skills needed to address and improve community health trends, programs, systems, and policies.

Student Demand

Student enrollment in the current Community Health concentration indicates student demand. Since January 2007, approximately 50 students have enrolled in the concentration.

In January 2008, GMU surveyed pre-nursing students, undeclared majors, health science majors, and pre-med majors. Of the 157 respondents, 137 (approximately 87%) indicated there was a need for the proposed program and 143 (91%) found the degree appealing because they want to “help people in the community.”

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 35.0 in the program’s first year (2008-9). The projections continue as follows: FTES 2009-10, 63.0; 2010-11, 92.0; and 2011-12, 120.0. GMU anticipates having 26 graduates each year beginning in 2012-13. If these projections are met, this program will meet Council’s productivity/viability standards within five years, as required.

Market/Employer Demand

GMU notes that the idea of undergraduate education in public health including community health is a relatively new idea. Employment information specific to the skills and knowledge graduates will possess is not readily available. GMU examined local, regional, and national community health agencies to determine the need for entry level positions and required educational background. Letters from a local health department and an international health foundation indicate a need for graduates with “the training in health care delivery, health promotion, disease prevention, health education and behaviors, and health policy to fill public health positions.” Employment announcements for positions in health departments in Virginia indicate a need for bachelor-level personnel for entry level positions. GMU noted that no specific data for “community health” or “public health” was available to determine future demand for graduates of the proposed program. The Bureau of Labor Statistics and the Virginia Employment Commission provided employment projections for health educators, medical and health services managers, and medical scientists. However, most employment opportunities for those positions would require an advanced degree in a public health related discipline.

Issues of Duplication

GMU would be the first public institution to offer a bachelor’s degree in Community Health. Although no identical program exists in Virginia, two institutions (JMU and Longwood) offer closely related programs. However, the focus of the programs at JMU and Longwood is community health education. GMU noted that although its program includes health education, the program offers a broader curriculum to

include public health in community settings. In the Northern Virginia, area two private institutions offer a similar program; GMU's proposed program would provide a more affordable alternative for Virginia residents.

Resource Needs

No additional state resources would be required. A reallocation of resources within the Department of Global and Community Health and institution would support the program.

Board Approval

The GMU Board of Visitors approved the proposed program on October 3, 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 Bachelor of Science (B.S.) degree program in Community Health (CIP: 51.2208), effective fall 2008.

George Mason University
Bachelor of Science (B.S.) in Tourism and Events Management (CIP: 36.0199)

Program Description

George Mason University (GMU) is proposing the creation of a Bachelor of Science (BS) degree program in Tourism and Events Management to be initiated fall 2008. The program would be located in the College of Education and Human Development and would be offered in Virginia and the Ras Al Khaimah (RAK) campus in the United Arab Emirates. The multi-disciplinary program would provide a coherent and comprehensive curriculum focusing on events management, cultural and heritage tourism management, resort management, and environmental tourism. Emphasis would be placed on the skills needed to enter the tourism and events management industry such as: (a) planning small and mega-events; (b) presentation and interpretation of historical and cultural sites; (c) preservation, and presentation of natural environments; and (d) administration, marketing, finance, ethics, and presentation of materials. Opportunities for independent study and internship would exist.

The program would require a total of 120 credit hours: 37 credit hours of general education coursework; 45 credit hours of coursework in the major; three credit hours in research methodology; three credit hours of practicum; a one credit hour senior seminar; 12 credit hours of internship; six credit hours in Tourism and Events Management elective coursework; and 13 credit hours of coursework in general electives.

Justification for the Proposed Program

GMU states that the travel and tourism industry is a major contributor to the economy of the Commonwealth. The diversity of tourism attractions in Virginia (mountains, beaches, historic sites, and proximity to Washington DC) make the Commonwealth uniquely situated to capitalize on tourism and public and private events. Worldwide trends indicate travel to experience cultural heritage has increased and is economically beneficial (McKercher and du Cros, 2002). Further, travelers who intend to experience cultural and heritage sites are likely to be highly educated and generally spend more money when traveling (Travel Industry Association, 2003). Virginia has over 500 cultural sites, with 388 dedicated to Civil War interpretation (Virginia Tourism Corporation, 2007). Graduates will possess knowledge of and skills in managing the tourism experience for the benefit of the traveler, host, and supporting industry.

Student Demand

In December 2007, GMU surveyed 64 students enrolled in the Tourism and Events Management concentration. 63 indicated the degree status of the proposed program would help market the program and all of the students indicated that they would prefer to earn a degree in Tourism and Events Management.

Student enrollment in the Tourism and Events Management concentration has increased since the concentration's inception. In fall 2004, 29 students were enrolled in the program and in fall 2006, 76 students were enrolled. In fall 2007, an unofficial estimate showed 106 students enrolled in the concentration.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 120.0 in the program's first year (2008-09). The projections continue as follows: FTES 2009-10, 128.0; 2010-2011, 143.0; and 2011-12, 158.0. GMU anticipates 94 graduates per year beginning in 2012-13. If these enrollment and graduation projections are met, this program will meet Council's productivity/viability standards within five years, as required.

Market/Employer Demand

GMU noted that over 30 associations and networks exist in the Washington DC metropolitan area. Academically-trained professionals are needed to plan and manage meetings, conventions, and trade shows. The Virginia Employment Commission (VEC) predicts that between 2004 and 2014, employment of Meeting and Convention Planners is expected to increase 24.7%; employment for first-line supervisors employed in hotels will increase by 20% (Available at: <http://vawc.virginia.gov/analyzer>). The Bureau of Labor Statistics (BLS) predicts between 2006 and 2016, employment of Meeting and Convention Planners is expected to "grow faster than average" (20%) (Available at: <http://www.bls.gov/oco/ocos298.htm>). Moreover, opportunities will be best for individuals with a bachelor's degree and some meeting and planning experience. Employment of Lodging Managers is expected to grow "about as fast as the average" (12%, <http://www.bls.gov/oco/ocos015.htm>). Employment opportunities are expected to be best for college graduates. Employment listings indicate that undergraduate-level education is needed for careers in areas such as event coordination, convention center and visitor bureau management, tourism programming, and event and meeting planning.

Issues of Duplication

GMU would be the first public institution in Virginia to offer a bachelor degree program in Tourism and Events Management. Three public institutions (JMU, VSU, and VA Tech) offer programs with some similarity to the proposed program. JMU, VSU, and VA Tech offer programs in hotel-restaurant management. JMU's program focuses on restaurant, catering, and culinary arts management and only two of the courses in the program are similar to the courses that would be offered in GMU's program. VSU's program focuses on food and hotel service and only two of the courses in the program are similar to the courses that would be offered in GMU's program. VA Tech's program focuses on hospitality and only five courses are similar to the courses that would be offered in GMU's program. GMU's program would differ from other programs at Virginia public institutions in its focus on tourism and events management.

Resource Needs

No additional state resources would be required. A reallocation of resources within the department and institution would support the program.

Board Approval

The GMU 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 Bachelor of Arts (B.S.) degree program in Tourism and Events Management (CIP: 36.0199), effective fall 2008.

George Mason University
Master of Science (M.S.) in Applied Information Technology (CIP: 11.0103)

Program Description

George Mason University (GMU) is proposing the creation of a Master of Science (MS) degree program in Applied Information Technology to be initiated fall 2008. The program would provide a unique focus on information technology through inclusion of coursework in Analysis and Management, Management in the Federal Sector, and Leadership and Ethics. Emphasis would be placed on the skills needed for leading multi-disciplinary teams in the design, justification, development, and management of extremely large and complex projects in the private and federal sectors. The program would expose students to education in information systems design, cost modeling, system integration, and management science.

The program would require 30 credit hours of coursework: 12 credit hours of core coursework; nine credit hours of elective coursework; three credit hours of coursework in analysis and management; three credit hours of coursework in leadership and ethics; and a three credit hour capstone seminar.

Justification for the Proposed Program

The ability of the public and private sector to manage large information technology projects has become a crucial issue. Efficiency and effectiveness of organizations is increasingly challenged as they seek to create solutions, and design, manage, and produce appropriate outcomes for information technology-based projects. Further, political, organizational, and various economic dimensions of the global supply chain affect decisions and the ability of organizations to process data and information across multiple platforms. Technical professionals skilled in information technology, analysis and management, and leadership and ethics are needed to manage new systems from conception through implementation. GMU contends that graduates of the proposed program would meet the need for professional managers and leaders who can address problems and provide information-technology based solutions for cross-functional, enterprise-wide, industry-wide, or global enterprises.

Student Demand

In August 2007, GMU surveyed 47 students who graduated from the Bachelor's program in Information Technology. 29 (approximately 61%) indicated they would be interested in applying to the proposed program. In February 2008, GMU surveyed 83 bachelor-level students enrolled in Information Technology courses. 66 (approximately 80%) indicated they would enroll in the proposed program. Emails from prospective students note interest in applying and one student indicated he would "strongly consider switching majors" if the program is offered.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 19.0 in the program's first year (2008-9). The projections continue as follows: FTES 2009-10, 37.0; 2010-11, 50.0; and 2011-12, 50.0. GMU anticipates having 32 graduates each year beginning in 2012-13. If these projections

are met, this program will meet Council's productivity/viability standards within five years, as required.

Market/Employer Demand

Letters of support from employers cite the need for personnel with graduate level training to manage very large, complex organizations and apply information technology to implement cost-effective solutions. Employment listings indicate that graduate-level education is needed for careers in program management. Data from the Bureau of Labor Statistics (BLS) show that between 2006 and 2016, employment for Database Administrators and Systems Administrators is expected to increase 29% and 18%, respectively (<http://www.bls.gov/oco/ocos042.htm> and <http://www.bls.gov/oco/ocos268.htm>). Employment of Computer and Information Systems Managers is expected to increase 16% (<http://www.bls.gov/oco/ocos258.htm>). The Virginia Employment Commission (VEC) projects an increase of 51% for database administrators and computer systems administrators; a 37.7% increase is expected for computer and information systems managers (<http://www.vawc.virginia.gov/analyzer>).

Issues of Duplication

One public institution (VA Tech) offers a graduate program in Information Technology. VA Tech's program focuses on systems engineering. GMU's program would differ in that it is intended to have immediate applications to professional work and includes courses in analysis, leadership and ethics.

Resource Needs

No additional state resources would be required. A reallocation of existing departmental and institutional resources would support the program.

Board Approval

The GMU 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 Master of Science (M.S.) degree program in Applied Information Technology (CIP: 11.0103), effective fall 2008.

George Mason University
Master of Science (M.S.) in Educational Psychology (CIP: 42.1801)

Program Description

George Mason University (GMU) is proposing the creation of a Master of Science (MS) degree program in Educational Psychology to be initiated fall 2008. The proposed program is designed to prepare graduate-level professionals to: (a) apply knowledge of testing, assessment, and program evaluation to education, government, and private business enterprises; (b) apply principles of learning, cognition, and motivation to vital problems in school settings; and (c) assess theoretical perspectives, research, and practice across content domains. The program would expose students to content-specific coursework and classroom theory to ensure students possess skills and knowledge needed to conduct basic and applied research and program evaluation in academic and non-academic settings.

The program would offer three concentrations (Learning Cognition and Motivation; Assessment, Evaluation, and Testing; and Teacher Preparation) and would require 30 credit hours of coursework: nine credit hours in Educational Psychology courses; nine credit hours in Research Methodology courses; nine content-area credit hours in one of the concentrations; and three credit hours of coursework for research project or thesis.

Justification for the Proposed Program

GMU believes that the proposed program responds to a critical need for personnel who possess an understanding of both the psychological aspects of human learning and educational research and assessment practices. Education reform and demand for accountability and research-based practices require local and state educational agencies to develop and manage assessment measures for education programs. Private industry and government agencies also need qualified staff to provide services such as testing, assessment, and evaluation.

Student Demand

GMU surveyed 30 students enrolled in the Masters program in Curriculum and Instruction. 22 students (approx. 73%) indicated interest in enrolling in the proposed program and 23 (approx. 76%) indicated the proposed program would be beneficial for current or future employment.

Student enrollment in the Educational Psychology concentration has increased since the program's inception. In 2002-3, 10 students were enrolled in the program and in 2007-8, 29 students were enrolled in the program. GMU contends that the increased enrollment in the concentration indicates student demand.

GMU enrollment projections show a full-time equated student enrollment (FTES) of 22.0 in the program's first year (2008-9). The projections continue as follows: FTES 2009-10, 29.0; 2010-11, 31.0; and 2011-12, 41.0. GMU anticipates 24 graduates

per year beginning in 2012-13. If these projections are met, this program will meet Council's viability/productivity standards within five years, as required.

Market/Employer Demand

There is an acknowledged shortage of professionals with knowledge and skills of testing and evaluation. Academically-trained professionals are needed to assist schools and administrators in aligning curriculum and assessment. Increased emphasis on accountability is a primary factor driving assessment and evaluation of students (particularly in the K-12 sector) and education programs and services. Currently, in the Washington DC metropolitan area, over 30 private firms offer testing, assessment, and evaluation services. Employment advertisements indicate that master-level graduates are needed in areas such as academia (community colleges) and private industry, locally and nationally. Data from the Bureau of Labor Statistics (BLS) show the top occupations projected to have the fastest growth between 2006 and 2016 are: instructional coordinators, 21% or more; market and survey researchers, 14 to 20%; and social scientists, 7 to 13% (<http://www.bls.gov>). Employment in the management, scientific, and technical consulting services industry is expected to grow by 78 percent, much faster than the 11 percent growth projected for all industries, ranking this sector as the fastest growing industry in the economy (<http://www.bls.gov/oco/cg/cgs037.htm>). According to Virginia Employment Commission (VEC projections), between 2004 and 2014 employment of instructional coordinators is expected to increase 27.5%; survey researchers, 25.9%; and social scientists, 12.3 (<http://vawc.virginia.gov/analyzer>).

Issues of Duplication

Two public institutions (UVA and William Mary) offer graduate programs similar to the proposed program. VA Tech does not offer a degree program in Educational Psychology but offers a concentration track in its Curriculum and Instruction degree program. GMU contends that the proposed program differs from the other program in that it offers a concentration in assessment, testing, and evaluation. Further, no similar program is offered in the Northern Virginia region.

Resource Needs

No additional state resources would be required. GMU will fund the proposed program primarily through institutional and departmental reallocations.

Board Approval

The GMU Board of Visitors approved the proposed program on December 5, 2007.

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 George Mason University to initiate a Master of Science (M.S.) degree in Educational Psychology (CIP: 42.1801), effective fall 2008.

George Mason University
Master of Science (M.S.) in Global Health (CIP: 51.2210)

Program Description

George Mason University (GMU) is proposing the creation of a Master of Science (MS) degree program in Global Health to be initiated fall 2008. Designed to prepare graduate-level professionals to address expanding global health-related needs, the proposed program would require students to master coursework in epidemiology, nutrition, community health, international health systems and organizations, and international health research. The program would provide students with a comprehensive understanding of global health policies, coordination of inter-agency programs, management of chronic emergency health situations, and sociocultural influences on health and behavior. Graduates would possess knowledge and skills to conduct research within the global health environment, propose prevention strategies to reducing diseases and, examine and propose evaluation protocols for local, regional, national and international health programs.

Students would be required to complete 42 credit hours of coursework. A thesis and a non-thesis option would be offered. To complete the thesis option, students would be required to complete: 27 credits hours in core coursework; six credit hours of thesis coursework; and nine credit hours of elective coursework. To complete the non-thesis option, students would be required to complete: 27 credits hours in core coursework; six credit hours for a learning project/practicum; and nine credit hours of elective coursework

Justification for the Proposed Program

The proposed program is the university's response to a strong and growing demand to address global health issues and initiatives. In 1997, it was noted that health trends would be affected by an aging population, increases in the spread of HIV and tobacco related illnesses, increase in chronic illnesses in poverty stricken regions, and a decline in communicable diseases (Lopez, 1997). In 2003, the Virginia Department of Health identified major community health priorities in its strategic plan and highlighted the importance of culturally appropriate prevention and self-management strategies to address chronic diseases such as heart disease, cancer, diabetes, arthritis, and asthma (<http://www.vdh.state.va.us/Administration/StrategicPlan/>). Personnel trained to provide culturally appropriate health care and, promote health and prevention is needed.

In 2006, the World Health Organization stated that the shortage of health workers is a global issue and estimated that over two million health service providers and over a million management support workers are needed immediately (www.who.int/mediacentre/factsheets/fs302/en/index.html). Resources targeting global health programs and projects have increased. Since its inception in 2000, the Bill and Melinda Gates Foundation has spent approximately thirteen billion dollars on global-health programs (Gewin, 2007).

Student Demand

Data for student enrollment in an existing concentration indicates student demand. Between fall 2004 and fall 2007, enrollment in the concentration in Global Health increased from three students to 60 students.

In December 2007, GMU surveyed graduate students enrolled in health science and nursing courses. Of the 64 students, 38 (approximately 59%) indicated that “there was a need for a MS degree Global Health”. 44 (approximately 68%) indicated that a graduate degree in the proposed field would help with career advancement.

GMU enrollment projections show a full-time equated student enrollment (FTES) of 39.0 in the program’s first year (2008-9). The projections continue as follows: FTES 2009-10, 30.0; 2010-11, 35.0; and 2011-12, 36.0. GMU anticipates 34 graduates per year beginning in 2012-13. If these projections are met, this program will meet Council’s viability/productivity standards within five years, as required.

Market/Employer Demand

Letters of support note an “urgent need” to develop a new cadre of academically trained personnel with knowledge and skills to work within national and international health organizations, including non-governmental and governmental organizations and private-industry. Employment announcements indicate need for qualified personnel in Virginia and the Washington DC area and internationally. 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 global health, international health, or public health. However, data from the BLS for related fields such as: 1) health educators and 2) medical and health services managers indicate strong demand is anticipated for professional occupations in emerging fields such as global health. The BLS projected that between 2006 and 2016 employment of health educators is expected “to grow much faster than the average” (an increase of 21% or more) and employment of medical and health services managers is expected to grow faster than average (an increase of 16%) (<http://www.bls.gov/oco/ocos063.htm> and <http://www.bls.gov/oco/ocos014.htm>, respectively).

Issues of Duplication

GMU would be the first institution in the Commonwealth to offer a MS degree program in Global Health. Although no identical program exists in Virginia, four institutions (UVA, VCU, ODU, and EVMS) offer programs in Public Health. UVA’s program offers courses in global health but does not offer a formal concentration. VCU’s program focuses on community health, epidemiology, and environmental health. ODU and EVMS’s program offer tracks in epidemiology and public safety. GMU contends that none of the programs offer the depth and breadth in global health as the proposed program.

Resource Needs

No additional state resources would be required. GMU will fund the proposed program primarily through institutional and departmental reallocations.

Board Approval

The GMU Board of Visitors approved the proposed program on December 5, 2007.

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 George Mason University to initiate a Master of Science (M.S.) degree in Global Health (CIP: 51.2210), effective fall 2008.

Virginia Commonwealth University
Master of Science (M.S.) in Addiction Studies (CIP: 34.0104)

Program Description

Virginia Commonwealth University (VCU) is proposing the creation of a Master of Science (MS) degree program in Addiction Studies to be initiated fall 2008. Located in the Department of Epidemiology and Community Health, the proposed unique, international program would be a joint degree between VCU, King's College London (United Kingdom), and the University of Adelaide (Australia). The proposed interdisciplinary program would use asynchronous distance education to offer the most advanced and up-to-date information related to the study of addictions. The program would expose students to coursework in pharmacology, epidemiology and community health, psychology, medicine, and public policy. Emphasis would be placed on the translation of research into practice, program development and evaluation, and prevention and substance policy. VCU believes that the proposed approach will allow program graduates to develop content knowledge as well as analytical and research skills, which will enable them to: a) identify and prioritize public health issues of addiction; b) integrate the biological, psychological, social, and political issues that affect patterns of substance abuse; and c) become specialists and leaders in the field of addiction studies.

The proposed program is designed to be completed in one year and would require 36 credit hours of coursework: 12 credit hours of core coursework; 12 credit hours of coursework in treatment; six credit hours in research methodology; and a six-credit hour research project.

Justification for the Proposed Program

The proposed MS program in Addiction Studies reflects VCU's (and King's College London and the University of Adelaide) efforts to create acclaimed programs that expand involvement with international universities. The program draws on the considerable strengths and resources of three institutions. VCU has specialized expertise in addictions policy and public health issues related to addiction; the University of Adelaide has expertise in clinical pharmacology of addictions and medications development; and, King's College London specializes in research related to substance abuse treatment and currently offers a world renowned Master's degree in Addiction. VCU notes that the ability to offer a program that provides cross-cultural exposure from renowned experts is critical to the emerging study and dissemination of information on the prevention, treatment, research and policy issues in addiction studies. Further, graduate level programs are needed to "further develop the scientific knowledge base among addictions practitioners both in the United States and internationally."

Student Demand

In spring 2008, VCU conducted a survey of undergraduate students majoring in psychology. Of the 22 students who responded, nine students (approximately 41%)

indicated “highly likely” to enroll and 10 (approximately 45%) students indicated “likely” to enroll in the proposed program.

Over 20 email inquires from students in Virginia and around the globe indicate student interest in the proposed program. Although most students sought information concerning the cost of the program, several students noted the flexibility and convenience of an online program and one student stressed how the proposed program would “fit” with her work schedule. A few students indicated that the proposed program would “expand [their] knowledge” and the effectiveness with which they do their work.

Enrollment projections show a full-time equated student enrollment (FTES) of 13.0 in the program’s first year (2008-9). The projections continue as follows: FTES 2009-10, 18.0; 2010-11; 25.0, and 2011-12, 35.0. VCU anticipates 38 graduates per year beginning in 2012-13. If these enrollment and graduation projections are met, then this program will meet Council’s productivity/viability standards within five years, as required.

Market/Employer Demand

In February 2007, the Virginia Consortium of Substance Abuse Organizations (CSAO) targeted workforce development as a critical issue and raised the concern that not enough individuals are currently trained to fill senior management positions, particularly positions that will be available as personnel in the addictions field retire. Employment announcements indicate that master-level graduates are needed nationally to fill management positions in residential and outpatient community corrections programs, community mental health programs, adult psychiatric day treatment programs, and medicated assisted treatment facilities. Letters from the National Institute on Drug Abuse (NIDA) and the World Health Organization (WHO) note that “a need for an addictions-specific graduate program to train future leaders in addictions policy and program development” exists. The Bureau of Labor Statistics projects that between 2006 and 2016, employment of medical and health service managers will increase 16% (www.bls.gov/oco/ocos014.htm). The Virginia Employment Commission (VEC) projects between 2004 and 2014, employment of social and community service managers will increase 25.5% and employment of medical and health services managers will increase 22.8% (www.vawc.virginia.gov/analyzer).

Issues of Duplication

VCU would be the first public institution in the Commonwealth to offer a MS degree Addiction Studies. Nationally, only two programs similar to the proposed program exist. VCU noted that no other programs have the goals or offer the curriculum of the proposed program.

Resource Needs

No additional state resources would be required. A reallocation of resources within the institution, with additional resources from an approved special tuition rate to

match that of the partner institutions (University of Adelaide and King's College London) would support the program.

Board Approval

The VCU Board of Visitors approved the proposed program on November 7, 2007.

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 Virginia Commonwealth University to initiate a Master of Science (M.S.) degree program in Addiction Studies (CIP: 34.0104), effective fall 2008.

Virginia State University
Bachelor of Science (B.S.) in Industrial and Logistics Technology
(CIP: 15.0612)

Program Description

Virginia State University (VSU) is proposing the creation of a Bachelor of Science (BS) degree program in Industrial and Logistics Technology to be initiated fall 2008. Designed to encourage the understanding of industrial technology and logistics through a balance between science, technology, and mathematics, the program would prepare students to design, plan, and manage logistics activities, develop products and services, and solve technical problems. The curriculum would prepare students to: 1) identify and apply the principles of distribution systems to logistics; 2) provide analysis and complete cost estimations for construction and industrial product development; and, 3) manage inventory systems, vehicle routing for transportation systems, and supply chain activities.

Graduates would possess the skills needed to evaluate complex data, effectively use data to solve logistics technical problems in national, international, or business settings, and develop services and allocate resources for global markets.

The BS in Industrial Technology would require 120 credit hours of coursework: 48 credit hours of major coursework including a senior project; 45 credit hours of general education coursework; 21 credit hours of technical elective coursework; and six credit hours of elective coursework.

Justification for the Proposed Program

Government and private industry have noted that the need for a technically educated workforce is critical to the future of the U.S. economy. In 2004, the Manufacturing Council, Subcommittee on the U.S. Workforce reported that the “nation’s ability to commercialize innovation and increase productivity rests on the skills of its workers.” Military agencies need educated personnel who possess skills to manage the process and operations of supplying, maintaining, and moving military forces. (Moreover, changes in the volume, complexity, and use of data for warehouse management systems are propelling the need for personnel qualified to implement technological solutions for warehousing and transportation at the local, regional, national, and global level.) VSU contends that the proposed program is timely to support increasing demands of third-party logistics providers, the expansion of logistics efforts at the neighboring Fort Lee Army Base, and the growing needs of the global market’s inventory and supply chain management.

Student Demand

In spring 2008, VSU surveyed 61 undergraduate students enrolled in introductory courses in the School of Engineering, Science, and Technology. 46 (approximately 75%) indicated that they would be interested in majoring in the proposed program, and 38 students (approximately 62%) were interested in pursuing the degree online.

Student enrollment in two existing courses (Introduction to Logistics and Principles of Technology) indicates student demand. In spring and fall 2007 and, spring 2008, enrollment met or exceeded the cap each time the courses were offered.

The summary of projected enrollments for the proposed program shows a headcount (HDCT) of 40 in the program's first year, rising to a HDCT of 140 by the target year. Enrollment projections show a full-time equated student enrollment (FTES) of 30.0 in the program's first year (2008-9). The projections continue as follows: FTES 2009-10, 40.0; 2010-11, 60.0; and 2010-11, 80.0. VSU anticipates 25 graduates per year beginning in 2012-13. If these enrollment and graduation projections are met, then this program will meet Council's productivity/viability standards within five years, as required.

Market/Employer Demand

Letters of support indicate that the proposed program's "focus on logistics is timely and meets the industry's demand for new professionals." The need for educated, technically qualified personnel "to apply new standards-based technologies" and "to help clients create an organized process of controls and improvements" was expressed. Employment advertisements indicate need for bachelor-level graduates to develop and administer integrated logistics strategies, research and develop logistics deliverables, and analyze problem areas and postulate feasible solutions. Graduates of the proposed program would possess the skills and knowledge needed to fill positions in a variety of agencies including government, private industry, and international businesses. Data specific to future employment demand nationally were not available as the Bureau of Labor Statistics (BLS) does not have a job category for logisticians. However, data from the Virginia Employment Commission (VEC) shows that by 2014, employment of logisticians is expected to increase 23.9% and employment of engineering technicians is expected to increase 15.6% (Available at: www.vawc.virginia.gov/analyzer).

Issues of Duplication

VSU would be the first institution in the Commonwealth to offer a BS degree in Industrial Technology and Logistics. Although no identical or related program exists in Virginia, approved industrial technology-related programs are offered at the community college level. However, the mathematics and science content is less rigorous and the programs generally focus on computer-aided drafting. Further, graduates of a bachelor-level degree program will possess additional knowledge and skills which broadens and increases employment opportunities and pursuit of graduate level education.

Resource Needs

No additional state resources would be required. A reallocation of existing resources within the university would support the program.

Board Approval

The VSU Board of Visitors approved the proposed program on April 11, 2008.

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 Virginia State University to initiate a Bachelor of Science (B.S.) degree program in Industrial and Logistics Technology (CIP: 15.0612), effective fall 2008.

State Council of Higher Education for Virginia Agenda Item

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

Date of Meeting: May 13, 2008

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:

Action:

Background Information/Summary of Major Elements:

Two private, postsecondary institutions, HVAC Mechanical Training, LLC and Nichols College are seeking certification to operate in Virginia.

Materials Provided:

- HVAC Mechanical Training, LLC application summary
- Nichols College application summary

Financial Impact:

HVAC Mechanical Training, LLC has submitted the required \$2,500 certification fee to operate career/technical institutions. Nichols College has submitted the required \$6,000 to operate an institution of higher education.

Timetable for Further Review/Action: N/A

Resolutions:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies HVAC Mechanical Training, LLC to operate a postsecondary institution in the Commonwealth of Virginia, effective May, 13, 2008.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Nichols College to operate a postsecondary institution in the Commonwealth of Virginia, effective May 13, 2008.

HVAC Mechanical Training, LLC
AKA Instituto Tecnico Vocacional de Virginia
Application Summary

School Overview

HVAC Mechanical Training, LLC was established in 1987 as an adult education/vocational training program servicing the Hispanic community, in partnership with and governed by Fairfax County. From the program's inception until 1999, the program primarily delivered basic HVAC mechanical maintenance training necessary for Spanish speaking students to perform well in entry level employment or apprenticeship opportunities. In 1999, the curriculum consisted of the introduction to HVAC class. The school functioned as an authorized testing center for CFC certification through Ferris State University. By the 2005 academic year, the school expanded its course offerings to include heat pumps and gas furnaces and hands-on workshops. In the 2007 academic year, HVAC Mechanical Training was a bilingual vocational training center that offered a full range of HVAC training to 564 students.

School Officer

Director - Marco A. Reguerin

School Mission Statement

The school's mission statement is as follows:

HVAC Training, LLC is committed to provide a technical education of lasting value, and an education that empowers students to become proactive learners dedicated to keeping abreast of changes in technology and legislation related to HVAC/R subjects. We work to help our students develop:

- *Intellectual and practical skills, critical and creative thinking skills, teamwork, and problem-solving skills.*
- *A foundation in the study of mathematics, sciences and the application of emerging technologies.*
- *An understanding of individual and social responsibilities, and related ethical actions.*
- *Skills necessary to acquire new knowledge and skills and to adapt to changing work settings, problems, and increased responsibilities.*

Proposed Educational Programs and Credentials Conferred

Certificate – HVAC I, Introduction to HVAC/R

Certificate – Refrigerant Transition and Recovery Certification

Certificate – Heating – Heat Pump and Gas Furnace

Certificate – Refrigerant R-410A Training and Certification

Certificate – HVAC Hands-On Workshop Training

Certificate – Mechanical, Electrical and Pneumatic Troubleshooting

Certificate – Introduction to Chillers

Certificate – Introduction to Commercial Refrigeration

Proposed Location

HVAC Mechanical Training, LLC operates from the following address:

124 Park Street, SE, Suite A
Vienna, VA 22180

Financial Stability Indicator

HVAC Mechanical Training, LLC completed 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 3.0 out of a possible 3.0, which indicates the school fully meets the stability requirement, as defined by the U.S. Department of Education.

Guaranty Instrument

HVAC Mechanical Training, LLC has submitted a \$14,700 surety bond, 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

HVAC Mechanical Training, LLC provided the appropriate evidence to demonstrate compliance with each of the following requirements of the *Virginia Administrative Code*.

Virginia Administrative Code Citation	Area of Compliance
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

HVAC Mechanical Training, LLC 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 HVAC Mechanical Training, LLC to operate a postsecondary institution in the Commonwealth of Virginia, effective May 13, 2008.

Nichols College **Application Summary**

School Overview

Nichols College, located in Dudley, Massachusetts, is a private, non profit college authorized to grant degrees by the Massachusetts Board of Higher Education and accredited by the New England Association of Schools and Colleges (NEASC). The school is governed by a local Board of Trustees. Nichols College has entered into an agreement with Germanna Community College to offer instruction from its Locust Grove Campus.

School Officer

President/CEO – Dr. Deborah M. Townsley

School Mission Statement

The school's stated mission statement is as follows:

Nichols College strives to develop tomorrow's leaders through a dynamic, career-focused business education. Our students are transformed into successful graduates who respond to challenges, are eager for responsibility, and assume significant roles in the global economy.

The Nichols experience happens in a welcoming environment where students are encouraged to learn and grow under the guidance of mentoring faculty and staff committed to student success.

Proposed Educational Programs and Credentials Conferred

Certificate – Business Administration
Associate – Business Administration
Bachelor of Science – Business Administration
Master of Business Administration
Master of Organizational Leadership

Proposed Location

Nichols College will operate from the following address:

2130 Germanna Highway
Locust Grove, VA 22508

Financial Stability Indicator

Nichols College submitted an audited financial statement for the year ending June 30, 2007 prepared by Bollus Lynch LLP., a certified public accountant firm in Worcester, Massachusetts. Using the information provided by the school, SCHEV staff calculated the school's financial composite score as 3.0 out of a possible 3.0, which indicates the school fully meets the stability requirement, as defined by the U.S. Department of Education.

Guaranty Instrument

Nichols College has submitted a \$83,495 surety bond, 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

Nichols College provided the appropriate evidence to demonstrate compliance with each of the following requirements of the *Virginia Administrative Code*.

Virginia Administrative Code Citation	Area of Compliance
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

Nichols College 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 Nichols College to operate a postsecondary institution in the Commonwealth of Virginia, effective May 13, 2008.

State Council of Higher Education for Virginia Agenda Item

Item: Item #9 – Items Delegated to Staff

Date of Meeting: May 13, 2008

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:

- Degree Program Title Changes (Virginia State University)
- Program Approvals Virginia Community College System (VCCS)
Associate of Applied Science (A.A.S.) Degree program
- Governor's Career and Technical Academies
- Eminent Scholars

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:

Degree Program Title Changes

Institution	Action	Effective Date
Virginia State University	Change the title of the Master of Interdisciplinary Studies degree program (with Virginia Commonwealth University) (CIP: 30.9999) to the Master of Interdisciplinary Studies (CIP: 30.9999).	Spring 2008

Program Approvals Virginia Community College System (VCCS) Associate of Applied Science (A.A.S.) Degree program

Institution	Degree/Program/CIP	Effective Date
Danville Community College	A.A.S. in Nursing (CIP: 51.1601)	Fall 2008
Northern Virginia Community College	A.A.S. in Biotechnology (CIP: 41.0101)	Fall 2008
Northern Virginia Community College	A.A.S. in Diagnostic Medical Sonography (CIP: 51.0910)	Fall 2008

Governor's Career and Technical Academies

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

Title of Academy: Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences

Location: Halifax, Virginia

Name of Lead Entity: Halifax County Public Schools

Collaborating Partners:

Woodlinks, Inc.
Southern Virginia Higher Education Center
Virginia Polytechnic Institute and State University
Morgan Lumber
Ontario Hardwood
J.M. Huber Corporation
Virginia Cooperative Extension
Danville Community College
Southside Virginia Community College
Halifax County Board of Supervisors
H&M Logging
Virginia Department of Forestry

Date of Approval: March 24, 2008**Inception of Academy Operation:** 2008-09 Academic Year

Title of Academy: GOVERNOR'S ACADEMY: Innovation, Technology and Engineering (GAITE)**Location:** Hampton, Virginia**Name of Lead Entity:** New Horizons Educational Center**Collaborating Partners:**

Gloucester County Schools
Williamsburg James City County Schools
Poquoson City Schools
York County Schools
Newport News City Schools
Hampton City Schools
Virginia Space Grant Consortium
Thomas Nelson Community College
Old Dominion University
NASA Langley Research Center
Northrop Grumman Corporation
Northrop Grumman Apprentice School
Peninsula Council for Workforce Development
Greater Peninsula Workforce Investment Board
New Horizons Career and Technical Advisory Committee
Cooperating Hampton Roads Organization for Minorities in Engineering (CHROME)

Date of Approval: April 17, 2008**Inception of Academy Operation:** 2009-10 Academic Year

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.

In the 2008 legislative session, the Eminent Scholars program was reduced by 4 percent in each year of the 2008-10 biennium. The proposed allocation for 2008-09 reflects a 4 percent reduction to each institution's appropriation. The total allocation will be \$6,026,466.

State Council of Higher Education for Virginia Eminent Scholars Program						
Institutions	2007-08 Allocation			2008-09 Allocation		
	2007-08 Request	2007-08 Allocation	2007-08 Allocation As Percent Of Request	2008-09 Request	2008-09 Allocation	2008-09 Allocation As Percent Of Request
Christopher Newport University	\$20,000	\$3,480	17%	\$23,215	\$3,341	14%
College of William and Mary	\$3,048,572	\$1,324,930	43%	\$3,205,000	\$1,271,933	40%
George Mason University	\$1,387,980	\$539,806	39%	\$1,352,180	\$518,214	38%
James Madison University	\$77,350	\$30,864	40%	\$98,800	\$29,629	30%
Longwood University	\$43,830	\$8,295	19%	\$46,462	\$7,963	17%
Norfolk State University	\$31,189	\$29,989	96%	\$31,189	\$28,789	92%
Old Dominion University	\$424,244	\$285,474	67%	\$385,789	\$274,055	71%
Radford University	\$44,585	\$44,565	100%	\$44,585	\$42,782	96%
University of Mary Washington	\$56,333	\$56,333	100%	\$52,988	\$52,953	100%
University of Virginia	\$17,928,017	\$2,933,590	16%	\$23,031,106	\$2,816,247	12%
University of Virginia at Wise	\$2,282	\$2,282	100%	\$2,282	\$2,191	96%
VA Commonwealth University	\$1,393,057	\$361,243	26%	\$1,324,000	\$346,793	26%
Virginia Military Institute	\$100,000	\$19,118	19%	\$100,000	\$18,353	18%
Virginia State University	\$52,598	\$31,847	61%	\$38,030	\$30,573	80%
Virginia Tech	\$2,178,551	\$601,854	28%	\$2,247,305	\$577,780	26%
VCCS	\$52,875	\$3,898	7%	\$104,571	\$4,869	5%
Total	\$26,841,463	\$6,277,568	23%	\$32,087,502	\$6,026,466	19%