

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
Monday, May 7, 2007**

**Virginia Union University  
L. Douglas Wilder Library  
Richmond, Virginia**

**AGENDA**

**Strategic Planning Steering Committee  
(Large Conference Room, 2<sup>nd</sup> floor)**

**1:00 p.m. – 2:30 p.m.**

1. Approval of Minutes (March 12, 2007)
2. Discussion of Strategic Plan Advisory  
Committee's Recommended Strategic Plan

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See Council Item #8

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
STRATEGIC PLANNING STEERING COMMITTEE MEETING  
MARCH 12, 2007  
MINUTES**

Dr. LaVista called the meeting to order 4:10 p.m. in the Center for Student Affairs, Richard Bland College, Petersburg, Virginia. Council members present: Whittington Clement, Helen Dragas, Mimi Elrod, and Christine Milliken. Staff members present: Lee Andes, Tom Daley, Joe DeFilippo, Alan Edwards, Dan Hix, Dan LaVista, Tod Massa, Kirsten Nelson and Lee Ann Rung. Others present: Dr. Larry Dotolo, Tidewater Consortium, Dr. Eugene Trani (by phone)

**APPROVAL OF MINUTES**

On motion by Ms. Dragas and seconded by Ms. Milliken, the minutes from the January meeting and were unanimously approved.

**DISCUSSION OF STRATEGIC PLAN ADVISORY COMMITTEE  
RECOMMENDATIONS**

Dr. LaVista provided background information on the goals of the committee and provided information about the Advisory Committee meeting on March 5 which was held at the offices of Hunton and Williams in Richmond. At the March 5 meeting, the subcommittees presented to the Advisory Committee the sixteen recommended goals that resulted from the individual subcommittee meetings. These were presented unedited to the Steering Committee.

The next meeting of the Advisory Committee is scheduled for April 16. At that time, the Committee will review the draft of the completed Strategic Plan prior to SCHEV staff bringing it to the Council for approval in May.

Both Dr. LaVista and Mr. Clement expressed gratitude to the members of the committee for their attendance and willingness to bring additional resources to bear on the work of the group.

Dr. DeFilippo distributed a table which divided the goals into six broad themes. He highlighted which subcommittee goals relate to each broad theme to give a conceptual idea of the common themes, which included:

- Alignment of K-12 to higher education
- Alignment of higher education to industry
- Facilitation
- Information
- Investment
- Participation

Dr. Trani was unable to attend, but he presented the three Research subcommittee findings by phone. Mr. Hix distributed a copy of the Collaborative Research Priorities for the State from the Virginia Research and Technology Advisory Commission (VRTAC) University and Federal Laboratory Subcommittee and answered questions from members.

Dr. Larry Dotolo presented information from the Affordability subcommittee's recommendations. The subcommittee developed three findings and strategies for accomplishing each.

On behalf of Access subcommittee chair, Dr. Cormier, Dr. Edwards presented the two findings that resulted from that subcommittee. Mr. Massa explained some of the statistics from the last strategic plan and staff answered questions from members. Staff agreed to share the chart mentioned by Mr. Massa regarding Virginia's college going rates.

Dr. DeFilippo discussed the two findings from the Accountability and Academic Quality subcommittee goals.

On behalf of the chairman, Heywood Fralin, Dr. LaVista reported on the three Economic Development subcommittee findings. Mr. Daley reported that there was good chemistry among the subcommittee members and a genuine interest from all who participated.

Mr. Massa presented for Secretary Morris on the three P-16 Integration subcommittee goals.

Dr. LaVista thanked the staff who participated in the process.

It was mentioned that the Council Chairman, Mr. Wurtzel, has reviewed the report. It was the suggestion of the Chairman and other members that staff should work toward reducing the total number of goals to fewer than sixteen. Staff will take the comments from the Council and work on reducing the number of goals, while maintaining the spirit of the recommendations made by each subcommittee.

The meeting was adjourned at 6:05 p.m.

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Whittington Clement  
Chairman

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Lee Ann Rung  
Council Secretary

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**  
**Tuesday, May 8, 2007**

**Virginia Union University**  
**L. Douglas Wilder Library**  
**Richmond, Virginia**

**AGENDA**

**Executive Committee**

**(Large Conference Room, 2<sup>nd</sup> floor)**

**8:00 a.m. – 9:30 a.m.**

1. Approval of Agenda
2. Approval of Minutes (March 13, 2007) Page E 1
3. Liaison Report
4. Update on SCHEV Budget Page E 5
5. Discussion of Council Meeting Schedule for 2008 Page E 6
6. Report of Council Self-Survey Results
7. Approval of July 10, 2007 Agenda
8. Executive Session

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
EXECUTIVE COMMITTEE  
MARCH 13, 2007  
MINUTES NO. 75**

Mr. Wurtzel called the Executive Committee to order at 8:35 a.m. in the Center for Student Affairs building, Richard Bland College, Petersburg, Virginia. Council members present: Whittington Clement, Jim Dyke, Mimi Elrod, Christine Milliken, Alan Wurtzel. Staff members present: Ellie Boyd, Tom Daley, Alan Edwards, Daniel LaVista, Tod Massa, and Lee Ann Rung.

**APPROVAL OF AGENDA**

The agenda was approved as amended. A short presentation by Mr. Daley on the state's new risk program was added.

**APPROVAL OF MINUTES**

The minutes of the January 8, 2007 meeting were unanimously approved as distributed.

**LIAISON REPORT**

Dr. LaVista reminded the Committee that today's session will be the first time using the Committee of the Whole concept. Three items are included on that agenda.

He also reminded the Committee that the May meeting will be held at Virginia Union University. The annual Private College Advisory Board (PCAB) meeting will be held the afternoon of May 7<sup>th</sup> at Virginia Union.

**UPDATE ON SCHEV BUDGET**

Ms. Boyd distributed the FY 2007 Total Appropriation and Actual Expenditures report for the quarter ended February 28, 2007 and answered questions. All expenditures for the agency are on target.

**APPROVAL OF MAY 7-8, 2007 AGENDA**

The proposed agenda for the March meeting to be held at Virginia Union University was reviewed and discussed. The following agenda was approved with the understanding that changes could be made by the Executive Director and the Chairman. The Committee was reminded that the Private College Advisory Board

(PCAB) meeting will be held the afternoon of May 7<sup>th</sup>, following the Strategic Planning Steering Committee. All were encouraged to attend:

***Monday, May 7, 2007***

**Strategic Planning Steering Committee**

1. Approval of Minutes (March 12, 2007)
2. Discussion of Strategic Plan Advisory Committee's Recommended Strategic Plan

***Tuesday, May 8, 2007***

**Executive Committee**

1. Approval of Agenda
2. Approval of Minutes (March 13, 2007)
3. Liaison Report
4. Update on SCHEV Budget
5. Discussion of Council Meeting Schedule for 2008
6. Report of Council Self-Survey Results
7. Approval of July 10, 2007 Agenda
8. Executive Session

**Academic Affairs Committee**

1. Approval of Agenda
2. Approval of Minutes (March 13, 2007)
3. Liaison Report
4. Action on Programs at Public Institutions
5. Action on Vienna Academy of Arts and Sciences
6. Discussion of Assessment Task Force Interim Reports
7. Discussion of Committee Priorities

**Resources Committee**

1. Approval of Agenda
2. Approval of Minutes (March 13, 2007)
3. Liaison Report
4. Action on Regent University's Request to Participate in the College Scholarship Assistance Plan (CSAP)
5. Action on 2007-08 Commonwealth Graduate Engineering Program (CGEP) Operating Plan
6. Action on the Proposed Regulations for the Virginia Vocational Incentive Scholarship Program for Shipyard Workers
7. Discussion of Resources Committee Issues/ Agenda for Next Meeting

## **Committee of the Whole**

1. Approval of Minutes (March 13, 2007)
2. Briefing on Restructuring

### ***Academic Affairs Item:***

3. Joint Academic Affairs/Resources Committee  
Briefing on Engineering

### ***Resources Committee Item:***

4. Briefing on Capital Outlay (Construction) Cost Overruns

## **Outreach Committee**

1. Approval of Agenda
2. Approval of Minutes (March 13, 2007)
3. Discussion of Final 50<sup>th</sup> Anniversary Event

## **Lunch Break**

## **Council Meeting**

1. Approval of Agenda
2. Approval of Minutes (March 13, 2007)
3. Remarks by President Anderson
4. Executive Director's Report
5. Delegated Items by Director/Staff
6. Public Comment Period
7. Recognition of Council Member by Delegate Nutter
8. Action on Strategic Plan Advisory Committee's  
Recommended Strategic Plan
9. Action on Certification of Institutions Under Restructuring
10. Selection of Nominating Committee for Council Elections
11. Report from Strategic Planning Steering Committee
12. Report from Executive Committee
13. Report from Resources Committee
14. Report from Academic Affairs Committee
15. Report from Outreach Committee
16. New Business

## **Risk Management**

Mr. Daley reported on the Office of the Comptroller's Directive 1-07, which mandates the "implementation and annual assessment of agency internal control systems in order to provide reasonable assurance of the integrity of all fiscal processes related to the submission of transactions to the Commonwealth's general ledger, submission of financial statement directive materials, compliance with laws and regulations, and stewardship over the Commonwealth's assets."

This directive was established as a result of the Sarbanes-Oxley Act of 2002, which was enacted to establish comprehensive internal control requirements designed to restore trust in publicly traded companies. Staff wanted the Council to be aware of the mandate and assure members that the agency will be complying with this directive.

The Executive Committee meeting was adjourned at 8:50 a.m.

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Alan L. Wurtzel  
Chairman

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Lee Ann Rung  
Council Secretary

# State Council of Higher Education for Virginia Agenda Item

**Item:** Executive Committee Item #4 – SCHEV Agency Budget Update

**Date of Meeting:** May 08, 2007

**Committee:**

Academic Affairs  Planning  Resources  Outreach  Executive  
Committee  Full Council

**Committee Liaison:**

Daniel LaVista, Executive Director  
[DaniellaVista@schev.edu](mailto: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 2007 budget will be presented. In addition, the results of a recent Auditor of Public Accounts financial audit of SCHEV for fiscal years 2005 and 2006 will be presented to Council.

**Materials Provided:** "FY 2007 Appropriation and Actual Expenditures" through 03/31/07 will be provided as a handout.

**Financial Impact:** N/A

**Timetable for Further Review/Action:** Review only.

**Resolution:** N/A

# State Council of Higher Education for Virginia Agenda Item

**Item:** Executive Committee Item #5 – Discussion of Council Meeting Schedule for 2008

**Date of Meeting:** May 8, 2007

**Topic:**

**Committee:**

Academic Affairs  Planning  Resources  Outreach  Executive Committee  Full Council

**Committee Liaison:** Dan LaVista

**Telephone:** 804-225-2611 **E-mail:** [DanielLaVista@schev.edu](mailto: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 10, 2007

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

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

Staff is requesting that Council review the list of meeting locations from 1997 to present in order to determine which institutions should be contacted about hosting meetings in 2008.

**Materials Provided:**

- Meeting dates and locations of meetings from 1997 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**  
**Tuesday, May 8, 2007**

**Virginia Union University**  
**L. Douglas Wilder Library**  
**Richmond, Virginia**

**AGENDA**

**Academic Affairs Committee**  
**(Board Room, 2<sup>nd</sup> floor)**

**9:30 a.m. – 10:30 a.m.**

1. Approval of Agenda
2. Approval of Minutes (March 13, 2007) Page A 1
3. Liaison Report
4. Action on Programs at Public Institutions Page A 5
5. Action on Vienna Academy of Arts and Sciences Page A 23
6. Discussion of Assessment Task Force Interim Reports
7. Discussion of Committee Priorities

**STATE COUNCIL OF HIGHER EDUCATION  
ACADEMIC AFFAIRS COMMITTEE  
MARCH 13, 2007  
MINUTES NO. 36**

Ms. Milliken called the Academic Affairs Committee meeting to order at 9:01 a.m. in the Center for Student Affairs, 2<sup>nd</sup> floor, Richard Bland College, 11301 Johnson Road, in Petersburg, VA.

Council members present: B.R. (Bob) Ashby, Mimi Elrod, Margaret Lewis, Christine Milliken (Chair), and Alan Wurtzel. Staff present: Joseph DeFilippo, Darlene Derricott, Daniel LaVista, Maricel Quintana-Baker, and Stephen Scott.

**APPROVAL OF AGENDA**

Motion made and seconded, the committee unanimously approved the agenda as submitted.

**APPROVAL OF MINUTES**

Motion made and seconded, the committee unanimously approved the minutes of January 9, 2007, as submitted.

**PRESENTATION BY SECRETARY MORRIS**

Thomas Morris, Secretary of Education, made a presentation titled, *P-16 Education Council and College Readiness*, to SCHEV's Academic Affairs Committee. Secretary Morris explained that too many students are graduating from high school unprepared for college and work. His presentation provided information on the Governor's education goals, the advanced studies diploma, the Commonwealth Scholars and Virginia Honor school programs, the P-16 Council recommendations and rigorous course requirements. In addition, he informed the committee about Achieve, Inc. and the American Diploma Project, which helps states to raise academic achievement and align curriculum, standards and assessments with college and work. Secretary Morris noted that a team comprised of public and private colleges will meet later in March to work with the national benchmarks and to identify gaps. He thanked the Council for its support.

**LIAISON REPORT**

Dr. DeFilippo reported the following Academic Affairs activities:

### Assessment

The Assessment Task Force chaired by President Frawley of the University of Mary Washington met on March 14, 2007. After a brief discussion on student learning, Ms. Milliken sought reactions to the possibility of institutions submitting in place of the quantitative reasoning competency another competency of their choice. The committee supported the suggestion.

### Private and Out-of-State Postsecondary Education (POPE)

#### Virginia Association of Student Financial Aid Administrators (VASFAA)

Ms. Linda Woodley, Coordinator and Ms. Tosha Robinson, Certification Specialist, coordinated the Super Saturday events at Meadowbrook High School and Henrico High School, respectively, on Saturday, February 9; more than 200 students and parents came to listen to a financial aid presentation or to receive assistance in completing the Free Application for Federal Student Aid (FAFSA); this event is sponsored annually by the Virginia Association of Student Financial Aid Administrators.

#### Recertification:

POPE staff recently conducted an audit of the University of Northern Virginia and is continuing to work with the Attorney General's Office to seek action against Vienna Electrolysis & Skin, LLC, a vocational postsecondary institution operating without SCHEV certification.

### Career College Advisory Board (CCAB)

The next meeting is scheduled for March 30, 2007 at SCHEV offices.

### Improving Teacher Quality State Grants

The 2007-08 No Child Left Behind Requests for Proposals deadline is March 16, 2007. The application is currently available via SCHEV website and has been disseminated to educational agencies, and to the public and private institutions of higher education. The selection committee is scheduled to meet on April 13, 2007 and will make recommendations to award approximately \$1.3 million in funding to increase student academic achievement and improve teacher quality.

### Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

On March 1, 2007, the Danville Public Schools became part of the GEAR UP grant for the period 2006-2012 and will be participating with 489 middle school students from three middle schools. Their implementation plan has been approved and activities for the official "kick off" are being planned.

## **ACTION ON PROGRAMS AT PUBLIC INSTITUTIONS**

### **George Mason University- Bachelor of Science in Global and Environmental Change**

Ms. Milliken presented the program. Motion made and seconded, the committee unanimously approved the following resolution and forwarded it to the full Council:

**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 Global and Environmental Change (CIP: 40.9999), effective fall 2007.**

### **James Madison University - Master of Arts in Political Science**

Ms. Milliken presented the program. An institutional representative responded to an inquiry that a mix of students pursues employment and continue through the doctoral program. Motion made and seconded, the committee unanimously approved the following resolution and forwarded it to the full Council:

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to James Madison University to initiate a Master of Arts (M.A.) degree program in Political Science (CIP: 45.1001), effective fall 2007.**

### **Virginia Commonwealth University - Bachelor of Arts in Film**

### **Virginia Commonwealth University - Master of Science in Athletic Training**

Ms. Milliken presented the programs. Motion made and seconded, the committee unanimously approved the following resolutions and forwarded to the full Council:

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Bachelor of Arts (B.A.) degree program in Film (CIP: 50.0602), effective fall 2007.**

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Master of Science in Athletic Training degree program (M.S.A.T.) (CIP: 51.0913), effective summer 2007.**

**DISCUSSION OF COMMITTEE PRIORITIES:**

Ms. Milliken informed the committee that staff responded to its January 2007 request for information on high need programs, by providing research briefings on nursing, engineering and teacher education. Ms. Milliken welcomed feedback on the direction of exploration as well as prioritization of each high need area. After further discussion, members reached a consensus that at least one Academic Affairs committee member would work with staff on each of the priority areas and SCHEV's work would be relevant to the governor's budget and amendments. The committee established the following schedule for presentations and identification of needs:

<u>Council Meeting</u>	<u>High Need Priority</u>	<u>Committee Member</u>
May 08, 2007	Engineering	Christine Milliken/Alan Wurtzel
July 10, 2007	Teacher Education	Mimi Elrod
September 11, 2007	Nursing	Margaret Lewis

The meeting adjourned at 9:58 a.m.

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Christine T. Milliken  
Chair

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Darlene Derricott  
Committee Secretary

State Council of Higher Education for Virginia  
Agenda Item

**Item:** Academic Affairs Committee, Item #4 – Action on Programs at Public Institutions

**Date of Meeting:** May 8, 2007

**Committee:**

Academic Affairs    Planning    Resources    Outreach    Executive Committee    Full Council

**Committee Liaison:**

Dr. Joseph DeFilippo  
Director of Academic Affairs and Planning  
joedefilippo@schev.edu; (804) 225-2629

**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, James Madison University, and Virginia Commonwealth University) are requesting Council action on a total of five proposals for new degree programs. All programs would be implemented in fall 2007. 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 Computational and Data Sciences      Page A 7
  - Master of Science in Bioinformatics Management      Page A 10
  - Doctor of Philosophy in Communication      Page A 13
- James Madison University
  - Bachelor of Science in Information Analysis      Page A 17
- Virginia Commonwealth University
  - Doctor of Nurse Anesthesia Practice      Page A 20

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

**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 Bachelor of Science (B.S.) degree program in Computational and Data Sciences (CIP: 30.0801), effective fall 2007.

**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 Bioinformatics Management (CIP: 26.1199), effective fall 2007.

**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 in Communication (CIP: 09.0905), effective fall 2007.

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to James Madison University to initiate a Bachelor of Science (B.S.) degree program in Information Analysis (CIP: 30.0601), effective fall 2007.

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Doctor of Nurse Anesthesia Practice (DNAP) degree (CIP: 51.1604) effective fall 2007.

**George Mason University**  
**Bachelor of Science (B.S.) in Computational and Data Sciences**  
**(CIP: 30.0801)**

**Program Description**

George Mason University (GMU) is proposing the creation of a Bachelor of Science (BS) degree program in Computational and Data Sciences to be initiated fall 2007. Through the integration of computer technology, mathematics, and science, the proposed interdisciplinary program is designed to prepare students to use computers in experimental data acquisition, data archiving, data analysis, and scientific modeling. Students would be exposed to a range of computational science applications and tools, modeling and simulation, and visualization tools. The program would offer students the opportunity to develop scientific programs and design tools needed to create knowledge from raw data. Graduates would possess the knowledge and skills needed to participate on interdisciplinary teams, implement and analyze computer simulations, and solve “real-world problems.”

A total of 120 credit hours would be required for graduation. The major would require a minimum of 86 credit hours: 23 credit hours of coursework in mathematics; six credit hours of Statistics coursework; 15 credit hours in Computer Science courses; 18 credit hours of coursework in computational and data sciences; a minimum of three credit hours in elective coursework; and, a minimum of 21 credit hours of coursework in Physics, Chemistry, or Biology.

**Justification for the Proposed Program**

The use of advanced computing capabilities to understand and solve complex problems has become critical to scientific leadership, economic competitiveness and national security (President’s Information Technology Advisory Committee. *Computational Science: Ensuring America’s Competitiveness*. 2005.). Demand for computer scientists to build models, utilize and manage volumes of data, and solve problems which are multidisciplinary, multi-agency, and multi-sector is increasing. Further, usage of computers in science is increasing as public and private agencies use and need computers to conduct scientific research. GMU contends that the proposed program would address demand for education programs that “affirm the integral role of computational science in addressing the 21<sup>st</sup> century’s most important problems. “

**Student Demand**

In fall 2006, GMU surveyed all science students enrolled in degree programs offered by the College of Science. Of the 30 respondents (24 undergraduate and six graduate students), 12 undergraduate students indicated that they would be “interested” in enrolling in the proposed program.

Emails from students indicate student interest in the proposed degree program. One student noted, "This degree [is] exactly what I want to do as a career later in life." Another student requested a list of courses "because [the] program really sounds like what we would like to do and would like to switch majors." A non-traditional student currently working for a company in Northern Virginia noted that given his background, "this degree program seems made to order."

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 13.0 in the program's first year (2007-8). The projections continue as follows: FTES 2008-09, 19.0; 2009-10, 26.0; and 2010-11, 31.0. GMU anticipates producing 11 graduates each year beginning in 2011-12. If these projections are met, this program will meet Council's productivity/viability standards within five years, as required.

### **Market/Employer Demand**

Graduates of the proposed program would be qualified to work in private industry and government laboratories and bureaus. Letters of support from employers cite the need for academically-trained, graduates who are prepared for new roles in government, industry, and academic sectors. Noted in one letter is the need "for personnel jointly trained in both sciences and state-of-the-art computational techniques." Graduates of the proposed program would meet the needs cited by industry. The Bureau of Labor (BLS) projected between 2004 and 2014, "computer software engineers are projected to be one of the fastest growing occupations" (Available at: [www.bls.oqv/oco/ocos267.htm](http://www.bls.oqv/oco/ocos267.htm)). The Virginia Employment Commission (VEC) projected between 2002 and 2012, demand for employees skilled in computer and mathematical occupations would increase by 43% to a total of 203,888 positions (Available at: <http://velma.virtuallmi.com/default.asp>). Employment announcements from the VEC website also indicate current demand.

### **Issues of Duplication**

GMU would be the first public institution in the Commonwealth to offer a Bachelor of Science degree program in Computational and Data Sciences. Although no identical program exists in Virginia, three institutions (UVA, ODU, and VA Tech) offer closely related programs. However, GMU's program would require additional math and science coursework, additional science coursework, and additional science and computational science coursework than the programs at UVA, ODU, and VA Tech, respectively.

### **Resource Needs**

No additional state resources would be required to initiate and sustain the program. A reallocation of existing internal resources would support the program.

### **Board Approval**

The GMU Board of Visitors approved the proposed program on December 6, 2006.

### **Staff Recommendation**

Based on a thorough review of the application, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the Council:

**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 Computational and Data Sciences (CIP: 30.0801), effective fall 2007.**

**George Mason University**  
**Master of Science (M.S.) in Bioinformatics Management**  
**(CIP: 26.1199)**

**Program Description**

George Mason University (GMU) is proposing the creation of a Master of Science (MS) degree program in Bioinformatics Management to be initiated in fall 2007. Designed to train students to lead teams of scientists, the proposed program would provide a foundation in the technical aspects of bioinformatics and the legal, ethical, managerial, and business issues of bioinformatics programs and projects. The program would expose students to tools and techniques needed to address bioinformatics projects and research in public and private industry. Graduates would possess knowledge and skills to manage scientific projects, review technology transfer agreements and negotiate contracts, develop proposals, and lead interdisciplinary groups.

The program would require 30 graduate semester hours: 15 credit hours of core coursework in Bioinformatics; 12 credit hours of core coursework in Bioscience Management; and, a three credit hour capstone seminar in which students would be required to complete a research project in bioinformatics or a project in bioscience management.

**Justification for the Proposed Program**

Biotechnology and bioscience economic development are two of the focus areas driving America's economy. In Northern Virginia, three initiatives (The American Type Culture Collection, the Howard Hughes Medical Institute's Janelia Farm Research Campus, and the BioAccelerator) have served as catalyst for increasing the number of scientists in the region and the growth of start-up companies involved in biosciences, including bioinformatics. Statewide, the number of companies that need personnel skilled in project management, business acumen, and science is increasing. GMU contends that graduates of the proposed program would contribute to biotechnology, biomedicine, and pharmaceutical businesses and organizations and meet the need for professional managers in bioinformatics departments in public and private industry.

**Student Demand**

To determine potential interest in the proposed program, GMU surveyed four graduate students and nine non-students. Of the 13 respondents, 10 (approximately 77%) indicated that they would be interested in the proposed program and 11 (approximately 85%) were interested in training in the management of scientific programs and science personnel.

GMU contends that email inquires from prospective students interested in their Bioscience Management program indicate student demand for the proposed program because, the proposed program offers an "enhanced science component which makes it especially relevant for bio-science professionals." Students

(nationally and internationally) requested program, enrollment, and financial aid information.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 3.0 in the program's first year (2007-8). The projections continue as follows: FTES 2008-9, 6.0; 2009-10, 9.0; 2010-11, 11.0; and 2011-12, 11.0. GMU anticipates having 13 graduates each year beginning in 2011-12. If these projections are met, this program will meet Council's productivity/viability standards within five years, as required.

### **Market/Employer Demand**

GMU expects that demand for graduates of the proposed program will be high due to the growth of the biotechnology industry, the need for technically trained managers to lead programs, and the accelerated pace of technology needs. Letters of support indicate a need for an educated cadre of graduates with training in business and project management. Employment announcements indicate need in Virginia and nationally. 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 bioinformatics, and by extension, bioinformatics management. However, data from the BLS for related fields such as: 1) Scientific Research and Development Services; 2) Biological Scientists; 3) Pharmaceutical and Medicine Manufacturing; and, 4) Engineering and Natural Sciences Managers indicate strong demand is anticipated for professional occupations in rapidly emerging fields such as bioinformatics. Moreover, employment of engineering and natural sciences managers is expected to grow about "as fast as the average" of all occupations through 2014 (Available at: [www.bls.gov/oco/cg/cgs009.htm](http://www.bls.gov/oco/cg/cgs009.htm) and [www.bls.gov/oco/ocos009.htm](http://www.bls.gov/oco/ocos009.htm)). Virginia has approximately 180 biotechnology companies and the number is increasing (Report of the Virginia Research and Technology Advisory Commission (VRTAC) Subcommittee on: Incubation of New High-Technology Industry. 2005. Available at: <http://www.cit.org/VRTAC/vrtacDocs/Incubation-of-New-High-Tech-Industry-Report-0305.pdf>). GMU notes that as support for Virginia's biotechnology industry grows, the development of a workforce of bioinformatics professionals will be essential to the success of the Commonwealth's science and technology initiatives.

### **Issues of Duplication**

In Virginia, two public institutions (VCU and GMU) offer a related MS degree program in Bioinformatics. However, neither of the programs offers coursework in management. Related offerings by private institutions in the Washington, DC metropolitan region are available at George Washington University, American University, and John Hopkins University. GMU's program would be unique in that it focuses on leadership and management.

### **Resource Needs**

No additional state resources would be required to initiate and sustain the program. A reallocation of existing internal resources would support the program.

**Board Approval**

The GMU Board of Visitors approved the proposed program on December 6, 2006.

**Staff Recommendation**

Based on a thorough review of the application, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the full Council:

**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 Bioinformatics Management (CIP: 26.1199), effective fall 2007.**

**George Mason University**  
**Doctor of Philosophy (Ph.D.) in Communication**  
**(CIP 09.0905)**

**Program Description**

George Mason University (GMU) is proposing the creation of a Doctor of Philosophy (PhD) degree program in Communication to be initiated fall 2007. Designed to cultivate scholars capable of advancing theoretical and research-based understanding of communication systems and operations, the proposed program would examine critical aspects of strategic communication, risk communication, and health communication. The curriculum would offer advanced study of the influences of human and media communication on public health, health care, and health promotion as well as the design of effective communication programs, policies, and practices. Students would examine the impact of communication theories on communication processes and policy and analyze how communication is used to influence human behavior. Graduates would be prepared to conduct research and oversee the application of theory, to develop and test communication processes, and to analyze and evaluate the effectiveness of differential approaches to message and information exchanges, specifically in health, risk, crises, and safety communication.

The program would offer two concentrations (Health Communication and Strategic Communication) and would require a minimum of 60 graduate credit hours beyond the Master's level: 12 credit hours in core courses; a minimum of nine credit hours of research methods; a minimum of 18 credit content-area credit hours in one of the concentrations; a three credit hour practicum; and, 18 credit hours of dissertation-related coursework.

**Justification for the Proposed Program**

The program proposal was reviewed by two experts external to GMU, who, along with a SCHEV staff member, met with faculty and administrators during a site visit. The external-reviewers strongly endorsed the program proposal. The proposal is timely in that there is increasing recognition of the need for improved communication between health care providers, government agencies, media sources, and the general public. Specifically, there is a growing demand for scholars, researchers, and policy analysts to conduct research and develop policies that emphasize a strategic approach to address health, risk, and crises campaigns.

The US Department of Health and Human Services stated that "health communication can contribute to all aspects of disease prevention and health promotion and is relevant in a number of contexts" (Healthy People 2010: Objectives for Improving Health. 1999.). Moreover, government and emergency services leaders need education and training to understand the general population's perceptions of risks and how officials can communicate effectively about risks and crises. The external review team noted that "the areas pursued by the proposed program (health and strategic communication) are natural draws for a growing communication discipline."

No other PhD program in the country focuses on the strategic communication aspects of health communication. GMU's emphasis within the general communication rubric would contribute to the development and growth of the discipline. Further, faculty members within the department possess the expertise and commitment to both teaching and scholarship and have established a record of collaborative relationships and research with government agencies, media organizations, health care delivery systems, research centers, foundations, and corporations. The reviewer's noted "the faculty's strong research backgrounds and the departmental emphasis on interdisciplinary study and inter-organizational collaboration." GMU is in an excellent geographic position and possesses the resources to offer a quality program to attract competitive graduate students.

### **Student Demand**

In spring 2007, GMU surveyed graduate students and adjunct faculty who do not possess a terminal degree in the Communication Department. Approximately 92% (22 respondents) indicated interest in the proposed program. Seventeen students indicated they were interested in applying for admission fall semester 2007. Respondents noted distinguished faculty at GMU, personal development, the specific areas of specialization (health and strategic communication), and GMU's location as primary reasons for their interest in the program.

Data from other institutions that offer a doctoral program in Communication demonstrate student demand. Two institutions noted receiving over 200 applications a year from students seeking admission. One program accepts 25 students and the other program admits approximately 12 students. GMU believes that the proposed program would be competitive and address student demand.

The summary of projected enrollments for the proposed program shows a headcount (HDCT) of 9 in the program's first year, rising to a HDCT of 30 by the target year. Enrollment projections show a full-time equated student enrollment (FTES) of 7 in the program's first year (2007-8). The projections continue as follows: FTES 2008-9, 12.0; 2009-10, 16.0; 2010-11, 19.0; and 2011-2012, 22.5. GMU anticipates five graduates per year beginning in 2011-12. If these projections are met, this program will meet Council's viability/productivity standards within five years, as required.

### **Market/Employer Demand**

For graduates of the proposed program, potential employment opportunities exist within academic, governmental, and private industry sectors. Letters of support from federal agencies, medical centers/hospitals, non-profit organizations, and universities (in Virginia and nationally) provide support for the proposed program and note demand for doctoral-level graduates with knowledge and skills in health and strategic communication. A few of the organizations expressed "serious interest" in hiring graduates of GMU's program. Employment advertisements for faculty

positions, nationally and in the Washington, DC metropolitan area also indicate a need for graduates of doctoral-level Communication programs. The U.S. Bureau of Labor Statistics (BLS) projects employment of postsecondary teachers is expected to “grow much faster than the average” (increase 27% or more) for all occupations through 2014 (Available at: <http://www.bls.gov/oco/ocos066.htm>). Further, the BLS reported “strong demand” for experts who can “collect and analyze data to identify community needs prior to planning, implementing, monitoring, and evaluating programs designed to encourage healthy lifestyles, policies and environments” (Available at: <http://bls.gov.oco/oco20052.htm>). The Virginia Employment Commission (VEC) has predicted that, between 2004 and 2014, the number of new positions in health communication and strategic communication will grow by 30% and 29%, respectively (Available at: <http://velma.virtuallmi.com>).

Within the private-industry and government sectors, demand exists for a variety of positions to include agency administration, supervision, policy and program analysis/advising, and fellowships. GMU noted that several organizations such as the Centers for Disease Control and Prevention, the Department of Health and Human Services, the Department of Homeland Security, the Academy for Educational Development, and the American Red Cross seek qualified personnel who possess specialized knowledge, skills, and abilities in health, crises, and strategic communication. Further, employment opportunities exist with agencies such as the National Security Health Policy Center, National Institutes of Health, and media organizations including the newspaper and television industry.

### **Issues of Duplication**

George Mason University (GMU) would be the first public institution in Virginia to offer a PhD degree program in Communication. One private institution, Regent University offers a doctoral degree in Communication. With emphasis on health and strategic communication, the proposed program would differ from the program offered by Regent University. Further, as a state-supported institution with close geographic proximity to Washington, DC, GMU expects to be competitive and attract students from Virginia and neighboring states northeast, south, and west of Virginia.

### **Resource Needs**

No additional state resources would be required to initiate this program. GMU will fund the proposed program primarily through departmental and institutional reallocations, with additional resources from anticipated grant-related funds.

### **Board Approval**

The GMU Board of Visitors approved the proposed program on October 4, 2006.

### **Staff Recommendation**

Based on a thorough review of the application, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the Council:

**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 in **Communication (CIP: 09.0905)**, effective **fall 2007**.

**James Madison University**  
**Bachelor of Science (B.S.) in Information Analysis**  
**(CIP: 30.0601)**

**Program Description**

James Madison University (JMU) is proposing the creation of a Bachelor of Science (BS) degree program in Information Analysis to be initiated fall 2007. Located in the College of Integrated Science and Technology, the proposed multidisciplinary program would integrate coursework from three disciplines: Philosophy, Business, and Computer Science. The program's curriculum would prepare students to: 1) use technology to critically examine information; 2) identify relevant technical, social, and economic factors affecting solutions to problems; and, 3) effectively use data to solve problems. Graduates would possess the skills needed to evaluate large, complex data sets and solve problems in national, international, or business intelligence settings.

The program would offer two concentrations (National Security and Competitive Analysis) and would require a total of 120 credit hours: 41 credit hours of general education coursework; 43 credit hours of coursework in Information Analysis, Philosophy, and Computer Science; 12 credit hours of coursework in a concentration; and 24 credit hours of elective coursework.

**Justification for the Proposed Program**

Government and private industry have noted that the nation's intelligence agencies need personnel trained for the 21<sup>st</sup> century intelligence community. A key House of Representatives committee charged that America's intelligence agencies "lack the ability to acquire essential information necessary to make judgments" (Available at: <http://www.washingtonpost.com/wp-dyn/content/article/2006/08/23/AR2006082301309.html>). Moreover, changes in the information and intelligence industry (the amount of information available and collected, the source of information, and how information is analyzed and used) are propelling the need for a cadre of educated personnel capable of accurately and effectively using multiple sources to address issues and solve problems. As noted by the CEO of Predicate Logic, Inc., "A program focused on teaching the methodological and technical skills needed to perform intelligence analysis in today's environment of limitless information will make a genuine and lasting contribution to our nation's security and intelligence services" (Personal communication in 2006 from James Lawler).

**Student Demand**

In fall 2006, JMU surveyed 531 students enrolled in introductory social science courses. Approximately 41% (218 students) indicated that they would be interested in majoring in the proposed program, and 180 students (approximately 35%) were interested in working in the National Security industry. JMU surveyed students enrolled in three, upper division philosophy courses. Of the 143 students surveyed, 101 students (approximately 71%) indicated they would be interested in majoring in the proposed program.

The summary of projected enrollments for the proposed program shows a headcount (HDCT) of 30 in the program's first year, rising to a HDCT of 136 by the target year. Enrollment projections show a full-time equated student enrollment (FTES) of 30.0 in the program's first year (2006-7). The projections continue as follows: FTES 2008-9, 77.0; 2009-10, 119.0; and 2010-11, 136.0. JMU anticipates 35 graduates per year beginning in 2011-12. 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**

Federal, state, and local government and private industry seek to recruit intelligence analysts. In 2005, the National Geospatial-Intelligence Agency (NGA) sought to add 900 analysts to its ranks (Well, Jeffrey. The Private Sector's Role in Building the Intelligence Community. 2005). Graduates of the proposed program would possess the skills and knowledge needed to fill positions in a variety of agencies including all levels of government, private industry, and international businesses. Letters of support indicate a need for highly educated, technically qualified personnel "to analyze a multitude of data in a quick and accurate manner." Employment advertisements indicate need for educated personnel. Future employment demand for intelligence analysts was not available. However, data from the Office of Personnel Management (OPM) indicated that by 2010, approximately two million federal workers will retire. Further, between 2006 and 2015, the U.S. Intelligence Community projected 40% percent of its employees will retire. JMU contends that graduates of the proposed program will be qualified to fill entry-level positions as current employees fill vacated senior-level positions.

### **Issues of Duplication**

Only one public institution in Virginia (VCU) offers a similar BS degree program. VCU's program focuses on security and emergency preparedness and places an emphasis on the work of the Department of Homeland Security. JMU's program differs in that, it would offer coursework specifically designed for students seeking to learn information/intelligence analyst skills usable in all Federal, state, and private industry intelligence communities.

### **Resource Needs**

No additional state resources would be required. A reallocation of existing resources within the university would support the program, with additional resources from anticipated external grants supplementing these reallocations.

**Board Approval**

The JMU Board of Visitors approved the proposed program on June 16, 2006.

**Staff Recommendation**

Based on a thorough review of the proposal, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the Council:

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to James Madison University to initiate a Bachelor of Science (B.S.) degree program in Information Analysis (CIP: 30.0601), effective fall 2007.**

**Virginia Commonwealth University**  
**Doctor of Nurse Anesthesia Practice (CIP 51.1604)**

**Program Description**

Virginia Commonwealth University (VCU) is proposing the creation of a Doctor of Nurse Anesthesia Practice (DNAP) degree program to be initiated fall 2007.

The program would be located in the School of Allied Health Professions. The proposed program would provide students with coursework in patient safety and human factors, quality assessment and improvement, health care systems and organizations, and leadership. The program would take advantage of the resources currently available at the university including: 1) VCU faculty nationally known for professional and scholarly achievements; 2) the collaborative relationships between VCU faculty and, VCU and its affiliated partners; and, 3) a strong and progressive Department of Nurse Anesthesia.

The proposed DNAP program would offer two curricular options. Post-masters level students would be required to complete 33 credit hours: 12 credit hours of core coursework; 12 credit hours of coursework in leadership and education; three credit hours of research; and a six credit hour capstone project. Bachelor-level students would be required to complete a 63 credit hour, dual-degree program in which they would obtain a Master of Science in Nurse Anesthesia (MSNA) and the DNAP degree.

**Justification for the Proposed Program**

The report provided by the external review team noted that the proposed program is worthy of support and approval because VCU would offer a program that “addresses a critical need for doctorally-prepared nurse anesthetists” not only in Virginia, but nationally. VCU contends that the proposed program responds to a critical shortage of qualified program administrators and faculty with appropriate knowledge and experience to train the next generation of nurse anesthetists. Further, changes (and anticipated changes) in health care systems, the anesthesia workforce, and technology call for new, cutting-edge programs to address the needs of an aging and increasingly diverse population.

The external review team noted that VCU possesses the infrastructure to offer a program that will make a “significant contribution to nurse anesthesia.” Faculty in the Department of Nurse Anesthesia and the PhD program in Health Related Science, departmental programs, and partnership with industry would “support the program well.” The Department of Nurse Anesthesia has developed high quality, advanced simulation capabilities which is supported at the Richmond campus and distant sites. The distance learning capabilities would provide an opportunity for students the Southwest region of the state to pursue a terminal degree in the field.

### **Student Demand**

In February 2006, VCU surveyed graduate students currently enrolled in the MS in Nurse Anesthesia program. Approximately, 86% of the respondents (36 graduates) indicated that they would consider the clinical doctorate.

During the external review, 36 students (8 of which participated by satellite) discussed their interest in the proposed program. When polled, 21 students (approximately 59%) emphatically stated they would apply and enroll in the VCU's DNAP program. One student from the Southwest region stated that professionals are needed in the rural areas and that "plenty of jobs are available" for educated, qualified graduates who want to teach and lead. One student who commutes from Kentucky to VCU's Southwest, Virginia site indicated she would commute again to pursue the proposed program.

The summary of projected enrollments for the proposed program shows a headcount (HDCT) of 16 in the program's first year, rising to a HDCT of 70 by the target year. Enrollment projections show a full-time equated student enrollment (FTES) of 7.0 in the program's first year (2007-8). The projections continue as follows: FTES 2008-9, 20.0; 2009-10, 25.0; and 2010-11, 30.0. VCU anticipates 25 graduates per year beginning in 2011-12. If these projections are met, this program will meet Council's viability/productivity standards within five years, as required.

### **Market/Employer Demand**

Employment opportunities for graduates of the proposed program exist in the health industry and academia. VCU noted that only 1% of Certified Registered Nurse Anesthetists (CRNAs) hold a doctoral degree and many nurse anesthesia programs are unable to attract doctoral-prepared faculty. In 2003, a study showed that 83% of doctoral prepared CRNAs were 45 years old and older and 50% would retire in the next 10 years (Merwin, Stern, and Jordan. Supply and demand of nurse anesthetists: present and future. 2003). Employment announcements for faculty and administrators indicate a need for doctorate-level personnel.

VCU contends that projections for future employment of doctoral-level CRNAs are not available. However, CRNAs must be prepared as Registered Nurses (RN) before entering into advanced practice nursing. The U.S. Department of Health and Human Services has projected that by 2020, "more than one million RNs will be needed, nationally and only 64% of demand will be met" (Available at: <http://bhpr.hrsa.gov/healthworkforce/reports/behindrnprojections/4.htm>). The Virginia Employment Commission (VEC) noted that the "occupational outlook is excellent due in part to expected retirement and technological growth in patient care" (Available at: <http://velma.virtuallmi.com>). Data from the VEC shows that by 2012, employment of RNs will need to increase 2.5% (an additional 15,044 nurses).

### **Duplication**

No public institution in Virginia offers a Doctor of Nurse Anesthesia Practice (DNAP) degree program. Two institutions (GMU and UVA) offer and Ph.D. in Nursing. Both programs focus on research and preparation for a research-oriented career. UVA

will initiate a Doctor of Nursing Practice (DNP), fall 2007. VCU's program would differ in that it focuses on the specialty of nurse anesthesia. Further, the program would offer web-enabled instruction to facilitate on-campus, off-campus, full or part time students.

### **Resource Needs**

No additional state resources would be required to initiate this program. The proposed program has been developed to maximize overlap with courses already taught by other programs in the School of Allied Health Profession. Modest resources would be needed to support additional personnel costs and equipment. These funds would be obtained through course fees and internal allocations and reallocations at VCU.

### **Board Approval**

The VCU Board of Visitors approved the proposed program on November 16, 2006.

### **Staff Recommendation**

Based on a thorough review of the application, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the Council:

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Doctor of Nurse Anesthesia Practice (DNAP) degree (CIP: 51.1604) effective fall 2007.**

# State Council of Higher Education for Virginia Agenda Item

**Item:** Academic Affairs Committee, Item #5 - Action on Vienna Academy of Arts and Sciences

**Date of Meeting:** May 8, 2007

**Committee:**

Academic Affairs  Planning  Resources  Outreach  Executive Committee  Full Council

**Committee Liaison:** Joe DeFilippo, Director of Academic Affairs & Planning  
[JoeDeFilippo@schev.edu](mailto:JoeDeFilippo@schev.edu); 804-225-2629

**Presenter:** Linda H. Woodley, Coordinator, Private and Out-of-State Postsecondary Education  
LindaWoodley@schev.edu; (804) 371-2938

**Most Recent Review/Action:**

No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Background/Summary of Major Elements:** Pursuant to 8VAC40-31-200(D), following an audit of a school, SCHEV staff shall prepare a report with recommendations for review by the Council. If the school is found noncompliant, the Council may:

1. determine no action is necessary and have the report filed;
2. change the status to probationary certification and require remedial action(s) with a specified timeframe; or
3. revoke or suspend certification.

SCHEV staff conducted an audit of Vienna Academy of Arts and Sciences on March 16, 2007. Seven areas of non-compliance and one item of concern were identified as a result of the audit. Vienna Academy of Arts and Sciences has been assessed an administrative fee of \$7,000, or \$1,000 for each area of non-compliance found as a result of the audit. As the audit resulted in more than 5 findings of non-compliance and the assessment of an administrative fee, Council must determine if any additional action is required.

**Background:**

- Vienna Academy of Arts and Sciences is an in-state, private, for-profit, vocational institution that was initially certified to operate as of May 22, 2003. The school offers certificate programs in aromatherapy, waxing

technology, electrolysis, esthetician, make-up artistry, massage therapy, nail technology, permanent make-up and reflexology.

- Vienna Academy of Arts and Sciences was cited for the following areas of non-compliance as a result of the SCHEV audit conducted on March 16, 2007:

**8VAC40-31-30 (A):** Vienna Academy of Arts and Sciences failed to include a statement in its electronic catalog, course registration materials, publicity, advertisement, and promotional materials that the school is certified to operate in Virginia by the State Council of Higher Education for Virginia.

**8VAC40-31-160(B):** Vienna Academy of Arts and Sciences failed to have clear, accurate, and comprehensive written statements that include the history and development of the school. Additionally, the school did not identify any persons, entities, or institutions that have a controlling ownership or interest in the school nor did they accurately describe the school's activities.

**8VAC40-31-160(D) (5):** Vienna Academy of Arts and Sciences' grievance policy fails to inform students that the State Council of Higher Education for Virginia can be contacted as a last resort for assistance in resolving a dispute with the school.

**8VAC40-31-160(E) (1) & (2):** Vienna Academy of Arts and Sciences failed to maintain admissions records containing information regarding the educational qualifications of admitted students that are relevant to the school's admissions standards. Also, the school failed to maintain a written binding agreement with another school or records maintenance organization for the preservation of students' transcripts in the event of the school's closure or revocation of its *Certificate to Operate* in Virginia.

**8VAC40-31-160(F) (5):** Vienna Academy of Arts and Sciences failed to include in a catalog, bulletin, brochure, or electronic media a statement of the tuition, fees, and other charges related to enrollment.

**8VAC40-31-160 (N):** Vienna Academy of Arts and Sciences' refund policy does not adhere to the refund policy established by SCHEV for unaccredited postsecondary institutions.

**8VAC40-31-160(O):** Vienna Academy of Arts and Sciences failed to maintain official academic transcripts for each faculty member or other relevant documentation to support reported experience and educational credential in the area of teaching responsibility.

The school was given specific recommendations to resolve each of the items of non-compliance and required to submit a \$1,000 administrative fee for each area of non-compliance, or \$7,000, by May 31, 2007.

**Materials Provided:**

- Copy of *Report of Audit*

**Financial Impact:** Approval of this action will have no financial impact on the agency.

**Timetable for Further Review/Action:** Vienna Academy of Arts and Sciences must provide documentation to resolve each area of non-compliance found as a result of the audit and submit the assessed administrative fee of \$7,000 by May 31, 2007. If the school fails to comply with the above mentioned requirements, SCHEV staff may recommend that Council revoke and/or suspend its *Certificate to Operate*.

**Staff Recommendation:**

Staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the Council:

**Resolution:**

**BE IT RESOLVED that the State Council of Higher Education for Virginia finds Vienna Academy of Arts and Sciences to be noncompliant with the regulations governing certification of certain institutions to confer degrees, diplomas, and certificates. Vienna Academy of Arts and Sciences must resolve each item of non-compliance and submit the assessed administrative fee of \$7,000 by May 31, 2007. Failure to comply by the stated deadline may result in the revocation and/or suspension of Vienna Academy of Arts and Sciences' *Certificate to Operate*.**

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**  
**Tuesday, May 8, 2007**

**Virginia Union University**  
**L. Douglas Wilder Library**  
**Richmond, Virginia**

**AGENDA**

**Resources Committee**

**(Large Conference Room, 2<sup>nd</sup> floor)**

**9:30 a.m. – 10:30 a.m.**

1. Approval of Agenda
2. Approval of Minutes (March 13, 2007) Page R 1
3. Liaison Report
4. Action on Regent University's Request to Participate  
in the College Scholarship Assistance Plan (CSAP) Page R 4
5. Action on 2007-08 Commonwealth Graduate Engineering  
Program (CGEP) Operating Plan Page R 6
6. Action on the Proposed Regulations for the Virginia  
Vocational Incentive Scholarship Program for Shipyard  
Workers Page R 28
7. Discussion of Resources Committee Issues/  
Agenda for Next Meeting

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
RESOURCES COMMITTEE  
MARCH 13, 2007  
MINUTES NO. 66**

Mr. Dyke called the Resources Committee to order at 9:00 a.m. in the Center for Student Affairs building, Richard Bland College, Petersburg, Virginia. Council members present: Jean Cunningham, Helen Dragas, Jim Dyke, and Eva Hardy. Staff present: Tom Daley, Dan Hix, Lee Ann Rung, and Yan Zheng.

**APPROVAL OF AGENDA**

The agenda was approved as distributed.

**APPROVAL OF MINUTES**

The minutes of the January 8, 2007 meeting were approved as submitted.

**LIAISON REPORT**

Mr. Hix reminded the Committee that following the Council's new format, two items that normally would have been brought to the Resources Committee will be discussed in the Committee of the Whole so that all members could benefit from the discussions.

Mr. Hix paid tribute to Ms. Cunningham, as this was her last meeting. She has been appointed by the Governor to the Elections Commission and has resigned from the Council. Ms. Cunningham was also congratulated by Mr. Dyke for her service to the Committee and to the Council. Ms. Cunningham was extended best wishes and informed that her contributions will be missed.

Mr. Hix reported that the Finance Advisory Committee met last week and reviewed the budget that was passed by the General Assembly. One issue that has come up since the session is the increase for nursing faculty salaries. The Governor and General Assembly approved a 10% increase for nursing faculty salaries, with the intention that this increase would be in addition to the 4% increase for state salaries in an effort to recruit and retain faculty in this specialty area.

Mr. Hix indicated that an update on the General Assembly budget actions was to be provided at the Committee of the Whole.

## **DISCUSSION OF RESOURCES COMMITTEE ISSUES/AGENDA FOR NEXT MEETING**

Mr. Hix reviewed the schedule of standing items for the Resources agenda for the remainder of the year and asked for input on additional items for discussion at upcoming meetings. Mr. Daley informed the Committee that as a result of the request made in the January meeting, a briefing on capital outlay (construction) cost overruns will be added to the Committee of the Whole agenda in May. Ms. Hardy asked if staff have looked at what other states are doing in this area as a means of benchmarking.

There was some discussion about the role of the Department of General Services (DGS) in the cost overrun process (as well as restructuring) and how this fits in to the cost overruns.

It was decided that Mr. Alessio will be contacted for more information about the briefing on the restructuring item that is listed on the Committee of the Whole agenda for May.

The Committee recommended adding the following briefings to future agendas:

- Progression of the plans for a new medical school in Roanoke between Carillion and Virginia Tech and any potential resource demands on the state.
- Update on programs in Hampton Roads.
- Status of progress being made in key professions (shortage areas). The Committee suggested focusing on one area per meeting including nursing and allied health care; engineering, and others and discussing what future budget measures may be necessary to address these shortage areas. Mr. Hix mentioned that Ms. Lewis is involved in the healthcare workforce task force and could assist. It was decided that an overview of engineering will be added to the May Committee of the Whole agenda and will include statistics on degrees awarded in all areas of engineering (computer engineering, electrical, mechanical, nuclear, etc). Mr. Hix indicated that because representatives from the Commonwealth Graduate Engineering program will be presenting their annual report in May, they could participate in this discussion. Nursing and allied healthcare will be added to the July agenda.

Ms. Dragas reminded the Committee that the strategic plan includes an alignment of programs to address certain shortage areas.

The meeting was adjourned at 9:35 a.m.

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Jim Dyke  
Chairman

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Lee Ann Rung  
Council Secretary

# State Council of Higher Education for Virginia Agenda Item

**Item:** Resources Committee Item #4 – Action on Regent University's Request to Participate in the College Scholarship Assistance Program

**Date of Meeting:** May 8, 2007

**Committee:**

Academic Affairs    Planning    Resources    Outreach    Executive Committee  
 Full Council

**Committee Liaison:** Dan Hix, Finance Policy Director

**Most Recent Review/Action:**

No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Background Information/Summary of Major Elements:**

- The College Scholarship Assistance Program (CSAP) is designed to assist students with “extreme financial need” and is available to Virginia residents who are enrolled in Virginia public and participating private non-profit colleges and universities.
- The federal contribution comes from the Leveraging Educational Assistance Partnership (LEAP), formerly known as State Student Incentive Grant - SSIG. LEAP is intended as an incentive for states to provide need-based financial aid by requiring a state match of federal funds. Annual federal funding is determined by the federal government using a combination of factors that includes the number of needy students enrolled within the state and the number of other states qualifying for LEAP funding.
- The program has received no significant increase in state funding since 1992-93. Current annual state funding has been at \$4,413,750 with the annual federal contribution fluctuating between \$640,000 and \$711,000 over the last six years.
- CSAP is reserved for degree-seeking undergraduate Virginia residents enrolled at a participating public or private non-profit college or university. Regent University offered solely graduate education until fall 2000 when they began their first undergraduate degree-completion programs. Regent now meets all criteria for participation for this program and is requesting authorization to participate.

- CSAP regulations dictate the institution application process including the letter of request, including certain certifications from the institution and the expected number of students who are likely to be eligible. Regent University has fulfilled all requirements for requesting participation.

### **Materials Provided:**

A copy of Regent's request will be available at the meeting.

### **Financial Impact:**

Funding for CSAP comes from a combination of state and federal sources. The state allocation has been unchanged since 1992-93 while the federal contribution fluctuates depending upon the federal allocation formula with annual funding variances of \$50,000 or more. Due to the current construction of the federal program – any appropriation in excess of \$30 million goes to other purposes -- new federal funding is highly unlikely. Tentative federal allocations for 2007-08 (subject to change) are projected to be near 2006-07 levels.

Option 1: The Council could carve out a minimum funding level of \$10,000 from existing funds. This proposal would have a negligible impact on current institution funding levels as the program normally experiences much larger swings in funding. Also, this would ensure that some funds are available to eligible Virginia residents enrolled at the University. Currently there are just two other institutions (both private institutions) with funding levels of \$10,000 or less. Bringing Regent University up to a \$10,000 minimum, along with the two other institutions currently below the benchmark, would require each institution's total funding to be reduced by approximately 0.25%.

Option 2: The Council could approve the University's participation but delay funding until an increase is made available from either state or federal funds. Council recommended doubling the state contribution for 2007-08 but the proposal was not acted upon by either the Governor's Office or the General Assembly. While this approach may provide increased leverage for funding, new dollars are not guaranteed and eligible students at the University would remain unable to benefit from this program in the meantime.

### **Timetable for Further Review/Action:**

Action is requested at this meeting in order to facilitate institutional participation.

### **Resolution:**

**BE IT RESOLVED that the State Council of Higher Education for Virginia approves Regent University to participate in the College Scholarship Assistance Program as of the 2007-08 award year. Funding for the institution will be provided by a pro-rata adjustment of current institutional allocations in order to set aside a total of \$10,000 for the University and raise the minimum institutional allocation to \$10,000.**

# State Council of Higher Education for Virginia Agenda Item

**Item:** Resource Item #5 – Action on 2007-08 Commonwealth Graduate Engineering Program (CGEP) Operating Plan

**Date of Meeting:** May 8, 2007

**Committee:**

Academic Affairs  Planning  Resources  Outreach  Executive Committee  Full Council

**Committee Liaison:** Dan Hix, Finance Policy Director – [DanHix@schev.edu](mailto:DanHix@schev.edu)

**Presenter:** James Groves, CGEP Chair

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:** May 9, 2006

**Action:** Approved the 2006-07 CGEP operating plans and recommended to Governor that the 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 and 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 2006-07, Operating Plan Academic Year 2007-08." Dr. James Groves, CGEP Chair, compiled the document, with the help of the other CGEP Directors. Please note that the report does include information for Virginia Tech. Virginia Tech's CGEP staff were in the process of completing their portion of the Annual Report when tragedy struck the campus. The Virginia Tech CGEP staff offices are located in Norris Hall and they have not been able to return to the building to complete their report. A complete report will be forwarded to Council when it is available.

### **Financial Impact:**

The information included in this item relates to the planned expenditures totaling \$4.0 million for 2007-08 (not including Virginia Tech). A summary of these planned expenditures, as well as appropriations, is provided in Table 1 or 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.

### **Timetable for Further Review/Action:**

The 2008-09 CGEP operating plans will be considered for approval at the May 2008 Resources Committee/Council meeting.

### **Resolution:**

**BE IT RESOLVED that the State Council of Higher Education for Virginia approves the 2007-08 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 2006-2007**

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**Operating Plan  
Academic Year 2007-2008**

Presented to  
State Council of Higher Education for Virginia  
May 8, 2007

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

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## *Message from the State Director*

*James F. Groves*



I am enjoying the opportunity to continue serving as the State Chair of the Commonwealth Graduate Engineering Program. The core of CGEP activity continues to be healthy, and this year has seen the program grow and develop in ways envisioned by the program's founders. Rather than just talking about strides forward, this year we have been able to take such strides, and that has been very heartening. The past year has witnessed what I believe to be unprecedented cooperation among the CGEP schools. As I look forward to the next year, I believe that CGEP will continue to build upon this year's success as the program moves further into the 21<sup>st</sup> century. As our institutions gain an increased understanding of how academic cooperation can help each of us fulfill our university mission, I hope that this year's cooperation will spawn additional cooperative opportunities in the years ahead.

The single most important development in CGEP's last year has been the effort on the part of all five partner institutions to initiate a cooperative distance learning program in nanotechnology. Several years ago, the CGEP Directors accepted the input of its Advisory Board which urged CGEP to figure out how to move into emerging topic areas of engineering education. In 2005-2006, we pursued funding to allow us to move into several areas - nanotechnology and modeling & simulation. The program was successful at garnering new funds from the National Science Foundation and from the Commonwealth to initiate distance learning courses in nanotechnology, and this year we have begun to use those funds to support our cooperative nanotechnology graduate course sharing program.

Sharing courses has helped push CGEP forward in at least two manners. First, it has motivated the five schools to coordinate the upgrade of their distance learning systems. Over the past 24 months, the CGEP schools have transitioned

their courses from broadcast over a proprietary asynchronous transfer mode (ATM) network to broadcast over the commodity internet. As the schools have gained confidence in their ability to transmit live classes via the internet, they have been able to turn on new technology features that have really made the nanotechnology program work. Specifically, the CGEP schools have brought on-line the "H.239 capability" of the new hardware. This capability allows the schools to transmit simultaneously both a high resolution data (e.g. Powerpoint slide) and a standard resolution video (e.g., instructor image) signal. As a result, the students have been able to read the lecture content easily and experience the continuous presence of their instructor. The anecdotal feedback regarding the enhanced format has been 100% positive. Students and faculty like the new format, and all full-time students enrolled in CGEP classes have access to the same high quality teaching / learning format. By this fall, CGEP hopes to have all receive sites moved over to the new, dual-screen format. The nanotechnology program has sparked this push.

Second, initiation of the nanotechnology course sharing program has motivated the participating schools to coordinate course offerings. From the outset, the nanotechnology program has been envisioned as a way to offer specialized, graduate engineering course content to a larger audience. Rather than offer a course and its unique content to only students in Blacksburg (or Norfolk, or Richmond), the course sharing model makes that course available to students across the Commonwealth. However, the CGEP schools cannot offer just any, semi-random set of classes. Instead, as we knew and as we are learning, it is critical that the offered courses be carefully selected from all available possibilities. If a given course can be made available statewide, how many other schools are offering essentially the same thing to their on-campus students? Is the course truly unique and valuable? Answering these questions has taken time and has demanded interschool cooperation, communication, and coordination. Each school, its administrators, and its faculty

have been very helpful in turning the CGEP course sharing concept into reality.

Initial results suggest that the nanotechnology program is off to a strong start. This spring (January - May 2007) is the first time that CGEP has offered courses in the program. There are six courses currently running as part of the program. Within those six nanotechnology courses, we have a total of 116 enrollments. Of those 116 enrollments, 67 are distance students. Thus, by initiating and offering the nanotechnology course sharing program, we have more than doubled access to the content of these courses. Even with these impressive numbers, I believe we can do better. This year, we have made a few missteps in selecting, advertising, and offering our courses. Those missteps have kept the initial success from being even greater. We recognize that, and thus we are working now to make our course sharing in the fall and next spring even better.

For instance, we are using some of the nanotechnology course sharing money to develop a fully on-line offering in the fall - "Biomedical Nanotechnology". By offering this on-line, students will be able to access the course, no matter their location or schedule. The lack of on-line courses has held our enrollment down, with working engineers lamenting that they cannot regularly attend morning classes. We are also working to offer a 'team taught' course, involving faculty from Virginia Tech and the University of Virginia. The course will be focused on "Nanoscale Carbon." Whereas the Virginia Tech professor is skilled in the creation of those materials, the University of Virginia professor is skilled in applying those materials in engineered devices. The course will address both the synthesis and application of nanoscale carbon, and team teaching will allow students to hear about both topics from experts. It will also allow CGEP to offer a unique course that no Virginia school currently has available. Such courses are exactly what we should be motivating, supporting, and sharing and when CGEP motivates such courses, it is anticipated that they will be rapidly accepted at all participating schools.

In other CGEP business, a transition will occur in Lynchburg. For many years Jack Gwinn of

the Institute of Manufacturing Technology has ably run the CGEP receive site in Lynchburg, supporting classes from Old Dominion University, the University of Virginia, Virginia Commonwealth University, and Virginia Tech. CGEP is sincerely appreciative of Jack's efforts. Currently the Lynchburg site is hosted at Central Virginia Community College and supports dozens of enrollments each year. Jack will retire on June 29<sup>th</sup>. The CGEP Directors have discussed carefully how best to transition to new site management in Lynchburg. Fortunately, Lynchburg's technology community has stepped forward, in the form of the Center for Advanced Engineering & Research (CAER) and offered to take the baton from Jack and the Institute. CGEP and CAER are in the process of finalizing a signed Memorandum of Understanding that outlines the form of operations of the CGEP receive site in Lynchburg. CGEP and CAER anticipate having the MOU finalized and signed in advance of July 1<sup>st</sup> so that CAER can hire a manager of site operations for CGEP in Lynchburg. Should SCHEV want to review the MOU, a copy can be made available. Once the MOU is signed and the new fiscal year begins, the Lynchburg funds, which pass through UVA, will be allotted to CAER for the 2008 fiscal year.

In closing, I would like to look towards CGEP's upcoming year. In early April, CGEP had its most recent Advisory Board meeting. The Board and CGEP Directors discussed strategic issues and opportunities before the program, concluding with these recommendations - 1) Understand the engineering landscape in Virginia, 2) Provide enhanced access to engineering courses and degrees, 3) Continue to develop inter-university cooperation, and 4) Use all available funding sources to implement the CGEP vision. These four points can serve as excellent guide posts over the next twelve months, helping CGEP to chart a confident course through its third decade of existence. As SCHEV recognizes, the need for engineers is increasing, and CGEP has a role to play in helping the Commonwealth meet that need. CGEP can do that by making the most desirable courses available in an anytime, any where manner, something that will require cooperation and new resources for course redevelopment for an asynchronous environment.

## 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	2006-07				2007-08							
	Appropriations (1)			Total Expenditures	General Fund		Nongeneral Fund		Total		Total Planned Expenditures	% Incr Over ly07 Exp.
	General Fund	Nongeneral Fund	Total		% Incr	% Incr	% Incr	% Incr				
George Mason University	\$289,614	\$124,120	\$413,734	\$565,060	\$289,614	0%	\$124,120	0%	\$413,734	0%	\$565,060	0%
Old Dominion University	\$431,013	\$198,244	\$629,257	\$717,162	\$431,013	0%	\$198,244	0%	\$629,257	0%	\$762,795	6%
University of Virginia	\$775,197	\$318,850	\$1,094,047	\$1,885,798	\$775,197	0%	\$318,850	0%	\$1,094,047	0%	\$1,885,798	0%
VA Commonwealth University	\$388,468	\$168,533	\$557,001	\$644,543	\$388,468	0%	\$168,533	0%	\$557,001	0%	\$644,543	0%
Virginia Tech	\$869,882	\$436,357	\$1,306,239	###	\$869,882	0%	\$436,357	0%	\$1,306,239	0%	###	###%
Halifax/South Boston Continuing Education Center/Longwood University	\$29,050	\$12,450	\$41,500	\$41,500	\$29,050	0%	\$12,450	0%	\$41,500	0%	\$48,445	4%
University of Mary Washington	\$80,483	\$36,130	\$116,613	\$128,598	\$80,483	0%	\$36,130	0%	\$116,613	0%	\$128,598	0%
<b>Total</b>	\$2,863,707	\$1,294,684	\$4,158,391	\$3,982,661	\$2,863,707	0%	\$1,294,684	0%	\$4,158,391	0%	\$4,030,239	

(1) Based on information item amounts included in Chapter 1073.

## Commonwealth Graduate Engineering Program Expenditures 2006-2007

**Table 2**

	GMU		ODU		UVA		VCU		VT		S.Boston		UMW	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
<b>Personnel Services</b>														
1121 Admin Faculty Salaries	0.3	\$40,162	2.0	\$156,669	7.9	\$814,306	1.3	\$115,798					0.1	\$10,769
1123 Classified Salaries	0.95	\$40,953	4.0	\$233,147	6.3	\$247,798	1.0	\$47,835			1.0	28,850	0.6	\$29,798
1126 Teaching and Research faculty	2.79	\$308,180				\$69,802	4.0	\$52,000						
1142 GTA Wages	1.5	\$61,485	2.0	\$60,133	2.0	\$83,132	3.0	\$45,000						
Other Personnel Services		\$12,813	3.0	\$61,962		\$22,974		\$10,500						\$1,786
Fringe Benefits		\$121,371				\$323,719		\$63,310						\$3,390
<b>Total Personnel Services</b>	<b>5.54</b>	<b>\$584,964</b>	<b>11.0</b>	<b>511,911</b>	<b>16.2</b>	<b>\$1,561,731</b>	<b>9.3</b>	<b>\$334,443</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>28,850</b>	<b>0.7</b>	<b>\$45,743</b>
<b>Non Personnel Services</b>														
1200 Contractual Services		\$835		\$76,895		\$279,650		\$112,915				9,595		\$66,575
1300 Supplies and Materials		\$1,195				\$4,842		\$4,280						\$600
1400 Transfer payments		\$21,810		\$4,738				\$123,000						
2200 Equipment		\$2,500		\$34,903		\$39,575		\$69,905				5,000		\$15,680
<b>Total Non Personnel Services</b>		<b>\$26,340</b>		<b>\$116,536</b>		<b>\$324,067</b>		<b>\$310,100</b>		<b>0</b>		<b>14,595</b>		<b>\$82,855</b>
<b>TOTAL</b>		<b>\$611,304</b>		<b>\$628,447</b>		<b>\$1,885,798</b>		<b>\$644,543</b>		<b>0</b>		<b>43,445</b>		<b>\$128,598</b>

1200 Contractual Services include items such as telephone, travel, training, repairs, postage, maintenance of equipment

1300 Supplies and materials - office supplies and materials - video tapes etc.

1400 Transfer payments includes - Tuition waivers for GTA

## Commonwealth Graduate Engineering Program Expenditure Plan 2007-2008

**Table 3**

	GMU		ODU		UVA		VCU		VT		S.Boston		UMW	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
<b>Personnel Services</b>														
1121 Admin Faculty Salaries	0.28	\$9,223	4.0	\$217,650	7.9	\$814,306	1.3	\$115,798					0.1	\$10,769
1123 Classified Salaries	0.93	\$39,576	2.0	\$146,255	6.3	\$247,798	1.0	\$47,835			1.0	\$31,925	0.6	\$29,798
1126 Teaching and Research faculty	2.79	\$300,663				\$69,802	4.0	\$52,000						
1142 GTA Wages	1.5	\$59,985	2.0	\$56,137	2.0	\$83,132	3.0	\$45,000						
Other Personnel Services		\$12,500	3.0	\$57,844		\$22,974		\$10,500						\$1,786
Fringe Benefits		\$118,411				\$323,719		\$63,310						\$3,390
<b>Total Personnel Services</b>	<b>5.5</b>	<b>\$570,358</b>	<b>11</b>	<b>\$477,886</b>	<b>16.23</b>	<b>\$1,561,731</b>	<b>9.3</b>	<b>\$334,443</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>\$31,925</b>	<b>0.7</b>	<b>\$45,743</b>
<b>Non Personnel Services</b>														
1200 Contractual Services		\$815		\$79,255		\$279,650		\$112,915				\$9,575		\$66,575
1300 Supplies and Materials		\$1,100				\$4,842		\$4,280						\$600
1400 Transfer payments		\$21,278						\$123,000						
2200 Equipment		\$0		\$34,903		\$39,575		\$69,905				\$5,000		\$15,680
<b>Total Non Personnel Services</b>		<b>\$23,259</b>		<b>\$114,158</b>		<b>\$324,067</b>		<b>\$310,100</b>		<b>0</b>		<b>\$9,575</b>		<b>\$82,855</b>
<b>TOTAL</b>		<b>\$593,617</b>		<b>\$592,044</b>		<b>\$1,885,798</b>		<b>\$644,543</b>		<b>0</b>		<b>\$41,500</b>		<b>\$128,598</b>

1200 Contractual Services include items such as telephone, travel, training, repairs, postage, maintenance of equipment

1300 Supplies and materials - office supplies and materials - video tapes etc.

1400 Transfer payments includes - Tuition waivers for GTA

## 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>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
GMU	518	429	411	600	545
ODU	3,088	3,220	2,508	2,366	2,580
UVA	438	617	631	554	585
VT	1,497	2,345	2,105	2,190	###
VCU	<u>131</u>	<u>138</u>	<u>126</u>	<u>106</u>	<u>107</u>
<b>TOTALS</b>	5,672	6,749	5,781	5,816	#,###

### 2006-2007 Enrollments by Delivery Method

Table 5

	<u>IVC</u>	<u>CD-Rom</u>	<u>Internet-Based</u>	<u>Total Enrollments</u>
George Mason University	179	0	366	545
Old Dominion University	1,062	1,518	0	2,580
University of Virginia	585	0	0	585
Virginia Tech	#,###	0	#,###	#,###
Virginia Commonwealth University	107	0	0	107

## *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.

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### **George Mason University**

**Sharon Caraballo - Director**

#### *Review of Academic Year 2006-2007*

George Mason University (Mason) serves as a host institution for the Virginia Commonwealth Graduate Engineering Program (CGEP). 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, and Information Technology, as well as a post-Masters Engineer degree in Information Technology. Engineering courses televised by the University of Virginia (UVa), Virginia Tech (VT), and Old Dominion University (ODU), along with support courses televised by Virginia Commonwealth University (VCU), provide 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 2005-06 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 teaching assistants) are from The Volgenau School of Information Technology & Engineering.

#### *CGEP Offerings*

In 2006-07, Mason continued to offer engineering courses in a distance-learning format. There are three separate activities: one VTEL-based course 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. (One Systems Engineering course was taught in the web-based format rather than VTEL.) We are gradually adding courses that could be applied toward a Ph.D. in Information Technology (specializing in Systems Engineering). In addition to being offered throughout CGEP, the nanotechnology course was also broadcast from our Fairfax campus to our Prince William campus using the VTEL equipment. In 2006-07, one Electrical and Computer Engineering/Nanotechnology course, eleven Computer Science courses, and ten Systems Engineering courses were broadcast. (Additional Computer Science courses were distributed using this equipment, but only

graduate engineering courses are included in this report.)

#### *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. Similarly, students enrolled in the nanotechnology course 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. IT&E 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 last year, 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. During 2006-07, the primary audience was at Dahlgren, although the program could be received at any of the standard CGEP sites. The courses from our M.S. program in Computer Science, and one of the Systems Engineering courses, 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. This has expanded our capabilities (we have access to a larger pool of technical staff) and improved our service (since the Electronic Classrooms office provides service from 7:30am to 10:30pm). It is because of the assistance of this office that we were able to develop the ability to transmit courses via the web. The University's VTEL equipment has been reliable, and student satisfaction with the equipment is good.

#### *CGEP Perspectives for AY 2006-07*

We are increasing internet-based course offerings and have begun to offer courses more broadly through CGEP. In addition to our contribution to the nanotechnology program, one of our web-based Computer Science courses was offered throughout CGEP, and we plan to expand these offerings.



## Old Dominion University

Linda Vahala – Director

### *Overview*

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 other CGEP Universities (UVA, VT, GMU, 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 and Modeling and Simulation as well as TELETECHNET courses using a variety of technologies, (digital satellite, videostreaming and two way video through the statewide broadband network, Net.Work.Virginia. The H.323 protocol is also being utilized).

The Old Dominion University CGEP program began receiving and broadcasting telecourses statewide in 1984. ODU currently receives courses on campus and at the ODU Peninsula Higher Education Center as part of the TELETECHNET program distributed to University sites across the country. Recently ODU started offering 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 our Master's in Engineering Management degree by way of CD ROMs, to officer graduates of the Navy's Nuclear Power School. The program has proven to be a success. 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 in both Net.Work.Virginia courses and statewide satellite courses.

Old Dominion University, with support from NSF and the Commonwealth of Virginia, is developing 4 nanotechnology courses to be given in the CGEP cluster over the next two years. In Spring 2007, Dr. Helmut Baumgart is teaching a course in Micoelectronics 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. Next semester, Dr. Hani Elsayed-Ali will develop a course on Plasma Discharge and Material Processing, focusing on processing of nanoscale devices and fabrication of nanoparticles. Old Dominion University is planning on asynchronous broadcasting (including podcasting) of future courses 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 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.

*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 distance learning 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, Fort Eustis, the Peninsula Center, the Virginia Beach Higher Education Center and the Northern Virginia Higher Education Center.

*CGEP Perspectives for AY 2006 – 2007*

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 and Modeling and Simulation as well as courses in 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 2005 - 2006*

The University of Virginia continues to serve as a broadcast university within the CGEP network. As in recent years, UVa continued to offer 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. The university also continued offering its self-supporting Engineering Physics program. During the year, UVa continued a recently established tradition of faculty recognition; the university continued forward with a significant technology transition, 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.

#### *Faculty Recognition and Support*

This past year represented the third year in which the UVa CGEP activity has presented selected faculty with awards to call attention to their contributions to distance learning at the university. This year, UVa CGEP Director James Groves presented Professor Bill Johnson with the CGEP Instructor of the Year award at UVa. In addition to a plaque which noted his recognition, Professor Johnson received a cash bonus paid from engineering school funds.

Bill Johnson was recognized for having 1) very willingly participated in the distance learning program, having taught six distance learning classes for the Materials Science program. He is an enthusiastic instructor who takes an interest in his students and is concerned that

they have a good experience with his class. He treats the distance students with the same respect and consideration as his on-grounds students. He makes himself available to students who need to ask questions to clarify material. Students report that he was prompt to return calls or answer emails. He is very open to feedback from his students and makes allowances for work time conflicts. 2) Prof. Johnson has always been responsive to administrative requests for syllabi, exam schedules, etc. and has attended meetings scheduled for distance learning instructors. He was prompt in reporting to his class each evening and adapted well to the constraints of the video classroom. 3) Students have consistently given high marks on evaluations. His last class, MSE 601, generated a 75% response rate for the CGEP on-line evaluation. Of those responses, Prof. Johnson received very high marks for "concern and respect for individuals as students" and "responsiveness to inquiries outside of class." He received comments like, "excellent professor," "great instructor," "very considerate," "excellent course and incredible instruction!" 4) Prof. Johnson's willingness to teach distance learning classes and his ability to adjust to the needs of the off-site student has done much toward making our distance learning program a good experience for our students.

#### *Course 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 has been made in support of the Engineering Physics program (Introduction to Solid State Physics), and one additional course was brought in from Virginia Tech as part of UVa's participation in the nanotechnology course sharing program (Nano Biosensors). These courses complemented the

standard set of sixteen courses broadcast out by UVA over the academic year.

In addition to the recognition for Prof. Johnson, UVA used a portion of its funds for the nanotechnology course sharing program to support the development of a fully on-line nanotechnology course - Biomedical Nanotechnology. The course will be offered for the first time in the fall of 2007 by Prof. Lakshmi Nair. In addition to financial support for the course development, Prof. Nair was given the opportunity to work with Dr. Stephanie Conley who holds a Ph.D. in Instructional Technology. Dr. Conley has guided Prof. Nair through the process of developing an on-line course. This will be the first fully on-line course offered by UVA engineering, as part of any program. It will also be the first on-line course of CGEP's nanotechnology course sharing initiative.

#### *Changing Instructional Technology*

This year, UVA and other CGEP schools followed last year's transition to transmissions over the internet by beginning to activate some new features of the internet hardware. In particular UVA activated the H.239 protocol which allows for the simultaneous transmission of a high resolution data signal with a standard resolution video signal. This transition is beginning to allow students to more clearly see the slides presented by faculty members while also giving them the opportunity to experience a continuous presence of the faculty member in the classroom.

This move to H.239 is partially in response to the faculty critique included in this report last year. A UVA faculty member suggested quite strongly that important pedagogical opportunities were being lost due to low resolution transmissions. It is good to report this year, that progress has been made to address this critique.

While UVA now has the ability to transmit its course signals using simultaneous data and video streams, not all CGEP receive sites are capable of receiving these enhanced signals. As a result we are encouraging all sites to upgrade their capabilities by the start of the Fall 2007 semester.

#### *Enrollments*

UVA's CGEP activity has seen a small rise in off-grounds enrollment over the previous year. This is now a consistent trend over the past

several years. 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.

#### *Continuous Process Improvement Projects*

UVA continues to perform end-of-course evaluations on all of its distance learning courses. As the student comments are received, they are collected and distributed to the relevant individuals, e.g. faculty instructor, technical staff.

As noted above in the instructional technology section, UVA has also worked this year to upgrade its course transmission capability, taking advantage of the dual stream video and data solution provided by the H.239 protocol.

#### *Facilities and Support Structure*

In addition to the upgrade to H.239 protocol transmissions, the UVA technical staff has been working to explore the advantages of using a tablet PC in the distance classroom. Working with one faculty member in the fall semester and another in the spring semester, the technology staff have been learning about the challenges and opportunities associated with this maturing technology.

#### *CGEP Perspectives for AY 2007-2008*

In the coming year, UVA will continue to strengthen its participation in the nanotechnology course sharing program. In addition to the on-line course that UVA is planning to offer during the fall of 2007, preparations are already underway to team teach a nanotechnology course in conjunction with a Virginia Tech faculty member. UVA will also be working to incorporate the classes available from other CGEP institutions into the regular cycle of courses at UVA. Ultimately, UVA would like to be in a position to leverage all of the courses offered by the partners in the nanotechnology course sharing program.

In the area of technology, UVA will continue to look for opportunities to enhance the teaching / learning environment for students and faculty. These efforts are expected to revolve primarily around motivating receive sites to fully upgrade to H.239 compatibility and to increasing the opportunities for faculty members to use tablet PC solutions in the distance classroom.

The move to more asynchronous course offerings is expected to be slow as the overall infrastructure for such transitions is not in place at UVA. However, UVA does anticipate that over the next two to three years changes will occur that should make it possible for more and more faculty to make the jump to asynchronous teaching.

Finally, UVA will work to strengthen its connections with key corporate partners in Virginia, understanding their course offering needs and developing innovative solutions that bring the best graduate engineering education possible to these partners.



## Virginia Commonwealth University

L. Thomas Overby – Director

### *Review Academic Year 2006-2007*

The Virginia Commonwealth University (VCU) Commonwealth Graduate Engineering Program (CGEP) experienced a very good 2006-2007 academic year. Participation in the successful National Science Foundation (NSF) Partners for Innovation (PFI) grant proposal involved a number of VCU School of Engineering (SoE) faculty. This experience is leading to greater participation of the SoE faculty in CGEP activities. A third distance technology classroom was equipped and activated in the SoE building. This classroom was available fall semester 2006 and greatly facilitated VCU CGEP's participation in the Nanotechnology Initiative.

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 52 different NSWC individuals in 2006-07 (up from 37 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.

Virginia Commonwealth University received \$557,001 for FY 2006 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 \$87,812 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, and Computer Science 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 three graduate teaching assistants for 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 equipment 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. Five courses with a total local (VCU) enrollment of 16 students were received and cross-listed by VCU. The students were very pleased with the courses and the newly equipped room 106. The opportunity to choose from a wide variety of nanotechnology courses in a single semester was especially appealing to VCU engineering students. It was necessary to cancel the VCU Nanotechnology course for lack of enrollment. However, more coordination with other nanotechnology initiative participants and a more extensive marketing effort with area nanotechnology industry will remedy this situation.

### *CGEP Offerings*

VCU CGEP transmitted a total of seventeen courses in 2006-2007. This matches 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 fourteen courses were transmitted to NSWC Dahlgren during 2006-2007. 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 prefix 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 fifth full year of operation. This program continues to serve the NSWC need for graduate degree computer scientist. The program experienced good enrollment growth with 95 enrolled as compared to 2005-2006 with 71 enrolled. The increase in enrollment is attributed to a cooperative effort of the NSWC Dahlgren staff and the Computer Science faculty to increase Dahlgren employee awareness of the program. 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 107 for 2006-2007. The total received and transmitted course enrollment experienced a very slight gain, 127 enrolled as compared to 123 enrolled last year. This slight gain is attributable to the CGEP Computer Science program growth.

VCU SoE participated in cross-listing courses with other CGEP schools. Two courses were cross-listed as VCU courses with a total VCU enrollment of four. 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 third distance technology equipped room (Room 106) was activated fall semester. This room has 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. Based on feedback from users of this system (students and faculty) VCU CGEP is planning on upgrading the other two SoE distance classrooms to dual channel capability. 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 2007-08 academic year. With the opening of the next phase of the engineering building (Spring 2008), significant opportunities will 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. 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. A second, much larger, SoE building room (40

students) is also equipped with a Polycom system.

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 distance technology equipment in room 106 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.

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 2007-2008*

With the addition of the new distance learning facilities, Virginia Commonwealth University sees potential for growth. The transmission of STAT 541 will continue each fall semester and 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.

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. Our plan for course offerings to be transmitted from VCU for the coming two years will include STAT 541 and 2 to 4 graduate engineering courses.

VCU CGEP invested \$87,812 SoE funds in support of the 2006-2007 CGEP program. It is anticipated that a similar amount would be invested in 2007-2008. 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**

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## Center for Advanced Engineering

Jack Gwinn – Director

Registrations through the CAE in Lynchburg the past year were stable. Thirty nine registrations occurred during the fall and spring terms. Three degrees were awarded to area engineers in 2006.

A Focus Group for CEOs and company residents was pursued this past year. The purpose was to determine the level of corporate interest and commitment to educational programs. Representatives from 11 companies participated.

The discussions revealed that the companies had a far greater interest in supporting an undergraduate engineering degree program at the local level than any other program. A follow-up activity invited 29 recent graduates and 19 current students to participate in a discussion about the CGEP.

Engineering employment continues to grow in the region. Based upon the findings from the Focus Group, a large increase in the participation level in the CGEP is not expected.



## The Southern Virginia Higher Education Center

Tim Owen – Program Coordinator

The Southern Virginia Higher Education Center (SVHED) has been an active participant in the CGEP since March 1986, at which time it 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—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 SVHED 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

SVHED continues to be providing quality educational programs of all levels to the citizens of our service region. Were it not for the SVHED many doors of higher learning, especially the CGEP, would be closed to those in Southern Virginia.

The SVHED provides six classrooms for use by the CGEP. Classrooms are equipped with color monitors, VCR, and interactive video equipment. In addition to the CGEP, the interactive video equipment helps support the Virginia Tech/ Virginia Department of Health sponsored videoconferences. Other technologies including DVD players, internet access, personal computers, document cameras, scanners and fax machines are available to CGEP students upon request.

The SVHED continues to use a variety of techniques to market the CGEP to prospective

students. There is a general information bulletin describing all SVHED programs that is distributed to business and industry. There is also a two page bulletin specifically detailing the CGEP. The SVHED uses a combination of telemarketing, direct mailings, industry visits, paid advertising, and open houses to promote the program.

With the SVHED change to an independent agency on July 1, 2005, it gained a marketing director and an expanded marketing budget. The director has worked diligently to promote the CGEP, and has made increased enrollment an immediate priority. Additionally, the SVHED has a career counselor as of February 2007. The career counselor will serve as another recruiting and advising resource for the CGEP program. While we were disappointed by low enrollment numbers for the current academic year, we anticipate significant improvement in response to our conscientious marketing efforts. Recent projects initiated by the South Boston/Halifax County Industrial Development Authority are creating the potential for more qualified prospective graduate engineering students in the region. Included among these are the developing projects at Riverstone

Technology Park, and the expansion of facilities at the Virginia International Raceway to include shops for race teams.

The SVHED has also partnered with the Halifax County Public School System to generate graduates who are prepared for degrees in science and technology. An integral part of this is the 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 SVHED and the Halifax County Public School System promises to provide a solid base of CGEP students well into the future.

The innovative educational programs coupled with the economic development budding in Southern Virginia promises innumerable benefits for its citizens. Programs like the CGEP will undoubtedly play a significant role in the region's continued growth.



## 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 2006-2007 was 19. This is an increase of the AY 2005-2006 which registered 16 students. This represents an increase in enrollment in graduate engineering degrees by Fredericksburg area residents.

# State Council of Higher Education for Virginia Agenda Item

**Item:** Resources Committee Item #6 – Action on Proposed Regulations for the Virginia Vocational Incentive Scholarship Program for Shipyard Workers

**Date of Meeting:** May 8, 2007

**Committee:**

Academic Affairs    Planning    Resources    Outreach    Executive Committee  
 Full Council

**Committee Liaison:** Dan Hix, Finance Policy Director

**Most Recent Review/Action:**

No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Background Information/Summary of Major Elements:**

- The Virginia Vocational Incentive Scholarship Program for Shipyard Workers was enacted in 2001 but was unfunded until the 2006 session of the General Assembly. The program is now appropriated \$150,000 available annually through a non-reverting account held by the Virginia Community College System for Tidewater Community College (TCC).
- The program is designed to increase the number of workers employed by Virginia's ship manufacturing and repair companies who are interested in enhancing their skill set through additional education. Current participants in the apprentice program are employees whose costs are covered by their employers. This program would increase the number of employees that companies are able to place in the apprenticeship or degree program.
- Eligible students are able to enroll in an associate's program or registered apprenticeship for three years. Students must be current employees of a shipyard company and agree to work one additional year for each year of scholarship received. If the conditions are not met, the scholarship reverts to a loan which must be repaid with interest.

- The proposed regulations provide the detail required for co-administration of the program between SCHEV and TCC and include a Promissory Note that must be signed by the student as a condition for eligibility.
- Upon approval by SCHEV, these regulations would then be subject to the regulation promulgation process with opportunity for review by the public and various state agencies. SCHEV staff has met with representatives of the Office of the Attorney General and Tidewater Community College on key programmatic issues.
- According to the Code of Virginia §2.2-4002 B (4), regulations concerning “grants of state or federal funds or property” are exempt from the formal Administrative Process Act , but not necessarily from the provisions of the Virginia Register Act. The latter does provide for a fast-track promulgation process that involves review by the Executive Offices of the Office of the Attorney General, Department of Planning and Budget, and the Governor’s Office as well as opportunity for public comment.

**Materials Provided:**

A copy of:

- Code of Virginia for the Virginia Vocational Incentive Scholarship Program for Shipyard Workers
- Language from the Act of Appropriation for shipyard workers
- Proposed regulations
- Proposed Promissory Note

**Financial Impact:**

No fiscal impact anticipated as the program is expected to have minimal resource impact on SCHEV.

**Timetable for Further Review/Action:**

A final recommendation is requested by this meeting in order to facilitate availability of this program.

**Resolution:**

**BE IT RESOLVED that the State Council of Higher Education for Virginia approves the proposed regulations for the Virginia Vocational Incentive Scholarship Program for Shipyard Workers subject to the appropriate promulgation process. Any changes pursuant to the process and public comment period will be delegated to the Director for resolution.**

## Code of Virginia

<http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+23-220.01>

§ 23-220.01. Apprenticeship program for employees of ship manufacturing and ship repair companies; fund.

A. For purposes of this section:

"Apprenticeship program" means a three-year program combining educational instruction and on-the-job training that is established for the purpose of enhancing the education and skills of shipyard workers.

"College" means the Tidewater Community College.

"Industrial applied sciences" may include applied sciences such as welding, burning, blasting, and other applied sciences.

"Shipyard worker" means any employee employed full time on a salaried or wage basis, whose tenure is not restricted as to temporary or provisional appointment, at a ship manufacturing or ship repair company located in the Commonwealth.

B. Subject to the State Council of Higher Education for Virginia's authority to approve or disapprove all new academic programs as provided in subdivision 5 of § 23-9.6:1, the college may offer a three-year program of educational instruction that incorporates instruction in industrial applied sciences. An Associate in Applied Science Degree shall be conferred on any person successfully completing such academic program. The college may coordinate such academic program with an apprenticeship program offered to shipyard workers by their employers.

C. Beginning in the calendar year that the Council approves such academic program and for calendar years thereafter, shipyard workers who are (i) domiciled residents of Virginia as described in § 23-7.4 and (ii) enrolled as full- or part-time students in such academic program, shall be eligible for scholarships for such program. Renewal of the scholarships of such shipyard workers shall be contingent upon maintaining (a) enrollment in such academic program, (b) a cumulative grade point average of at least 3.0 on a scale of 4.0 or its equivalent at the completion of each academic year, and (c) full-time employment as a shipyard worker.

D. Before any scholarship is awarded in accordance with the provisions of this section, the scholarship recipient shall sign a promissory note under which he agrees (i) to continue full-time employment as a shipyard worker until his graduation and (ii) upon graduation, to work continuously as a shipyard worker for the same number of years that he was the beneficiary of such scholarship. The State Council may recover the total amount of funds awarded as a scholarship, or the appropriate portion thereof, including any accrued interest, if the scholarship recipient fails to honor such requirements.

E. There is hereby created the Virginia Vocational Incentive Scholarship Program for Shipyard Workers to provide scholarships to shipyard workers enrolled at the college in such academic program.

F. From such funds as are appropriated for this purpose and from such gifts, donations, grants, bequests, and other funds as may be received on its behalf, there is hereby created in the state treasury a special nonreverting fund to be known as the Virginia Vocational Incentive Scholarship Program for Shipyard Workers Fund, hereafter referred to as "the Fund." The Fund shall be established on the books of the Comptroller. Interest earned on moneys in the Fund shall remain in the Fund and be credited to it. Any moneys remaining in the Fund, including interest thereon, at the end of each fiscal year shall not revert to the general fund but shall remain in the Fund. Funds may be paid to the college on behalf of shipyard workers who have been awarded scholarships pursuant to subsection C. Funds may also be used for the administration and implementation of such academic program and/or the apprenticeship program.

Expenditures and disbursements from the Fund shall be made by the State Treasurer on warrants issued by the Comptroller upon written request signed by the Director of the State Council of Higher Education for Virginia.

G. The Council shall promulgate regulations for the implementation of the provisions of this section and shall award scholarships to eligible students for no more than three academic years. Scholarship amounts shall not exceed full tuition and required fees relating to such academic program.

## **2007 Act of the Appropriation**

<http://leg1.state.va.us/cgi-bin/legp504.exe?071+bud+21-208>

### **Item 208**

R.1. Out of this appropriation, \$150,000 the first year and \$150,000 the second year from the general fund is designated for Tidewater Community College to support an apprenticeship program for Virginia's shipyard workers.

2. All general fund amounts appropriated for this apprenticeship program shall be used to provide scholarships to shipyard workers enrolled in the program. The conditions for receiving a scholarship shall be those conditions described in § 23-220.01, Code of Virginia.

**8 VAC 40-140**  
**VIRGINIA VOCATIONAL INCENTIVE SCHOLARSHIP PROGRAM FOR SHIPYARD WORKERS**  
**PROPOSED REGULATIONS.**

- 8 VAC 40-140-10. Purpose.
- 8 VAC 40-140-20. Definitions.
- 8 VAC 40-140-30. Use of funds.
- 8 VAC 40-140-40. Application procedures and selection of scholarship recipients.
- 8 VAC 40-140-50. Eligibility criteria for an initial scholarship.
- 8 VAC 40-140-60. Renewability of scholarships.
- 8 VAC 40-140-70. Scholarship conditions.
- 8 VAC 40-140-80. Scholarship amount.
- 8 VAC 40-140-90. Noncompliance with scholarship agreement.
- 8 VAC 40-140-100. Responsibility of the college.

8 VAC 40-140-10. Purpose.

The purpose of the Virginia Vocational Incentive Scholarship Program for Shipyard Workers is to provide scholarships to shipyard workers enrolled in shipyard apprenticeship programs or Associate in Applied Science Degree programs at Tidewater Community College.

8 VAC 40-140-20. Definitions.

The following words and terms when used in this chapter shall have the following meanings unless the context clearly indicates otherwise:

"Apprenticeship program" means a three-year program combining educational instruction and on-the-job training that is established for the purpose of enhancing the education and skills of shipyard workers and registered with the Virginia Department of Labor and Industry.

"College" means Tidewater Community College.

"Council" means the State Council of Higher Education for Virginia or its designated staff.

"Program" means the Virginia Vocational Incentive Scholarship Program for Shipyard Workers.

"Eligible course of study" means an Associate in Applied Science degree program or an apprenticeship program registered with the Virginia Department of Labor and Industry.

"Scholar" means a recipient of program funds from the Virginia Vocational Incentive Scholarship Program for Shipyard Workers.

"Scholarship" means a grant from state funds appropriated for the Virginia Vocational Incentive Scholarship Program for Shipyard Workers.

"Shipyard worker" means any person employed full time on a salaried or wage basis, whose tenure is not restricted as to temporary or provisional appointment, at a ship manufacturing or ship repair company located in the Commonwealth of Virginia.

8 VAC 40-140-30. Use of funds.

A. The college shall establish and maintain financial records that accurately reflect all program transactions as they occur. The college shall establish and maintain general ledger control accounts and related subsidiary accounts that identify each program transaction and separate those transactions from all other institutional financial activity.

B. Funds may be paid to the college on behalf of shipyard workers who have been awarded scholarships pursuant to §23-220.01 of the Code of Virginia and this chapter. Funds also may be used by the college for the implementation

and administration of the program. Funds used by the college to implement and administer the program shall not exceed in any given year five percent of that year's allocation for the program.

8 VAC 40-140-40. Application procedures and selection of scholarship recipients.

To apply for a scholarship under the program, a student must follow the procedures established by the college and approved by the council. Recipients will be selected by the college using a process approved by the council.

8 VAC 40-140-50. Eligibility criteria for an initial scholarship.

In order to receive a scholarship, the student must be:

1. A domiciliary resident of Virginia as defined in §23-7.4 of the Code of Virginia and determined by the college,
2. Employed full time a shipyard worker, and
3. Enrolled full or part time in an eligible course of study.

8 VAC 40-140-60. Renewability of scholarships.

Scholarships may be renewed for up to two academic years provided that the student continues to meet the initial eligibility criteria specified in 8 VAC 40-140-50 and maintains a cumulative grade point average of at least 3.0 on a scale of 4.0 or its equivalent at the completion of each academic year.

8 VAC 40-140-70. Scholarship conditions.

To receive initial and renewal scholarships, the student must enter into an agreement with the council through the college under which he agrees to:

1. Continue full-time employment as a shipyard worker until his successful completion of the eligible course of study,
2. Continue pursuing an eligible course of study,
3. Upon successful completion of the eligible course of study, work continuously in Virginia as a shipyard worker for the same number of years that he was the beneficiary of such scholarship,
4. Provide evidence of compliance with subdivision 3 of this section in the form of a statement from the human resources director of the shipyard in which the scholar is working, certifying that the scholar is employed full time as a shipyard worker, and
5. Repay the total amount of funds received, or the appropriate portion thereof, and any accrued interest, if he fails to honor the requirements specified in subdivision 1, 2, and 3 of this section.

8 VAC 40-140-80. Scholarship amount.

A. In no case may a student receive a scholarship under the program that exceeds the cost of full tuition and required fees relating to the eligible course of study.

B. If a scholar withdraws from all courses during a term, the tuition refund policy in effect at the college will determine the portion of the award amount that must be reclaimed by the college.

8 VAC 40-140-90. Noncompliance with scholarship agreement.

A. A scholar found to be in noncompliance with the scholarship agreement entered shall:

1. Repay the amount of scholarship funds received, prorated according to the fraction of the work obligation not completed, as determined by the council,
2. Pay a simple, per annum interest charge of five percent on the outstanding principal as determined by the council, and
3. Pay all reasonable collection costs as determined by the council.

B. A scholar required to repay his scholarship shall:

1. Enter repayment status on the first day of the first calendar month after:
  - a. The council has determined that the scholar is no longer enrolled in an eligible course of study, but not before six months has elapsed since the scholar was enrolled in such course of study,
  - b. The date the scholar informs the council that he does not plan to fulfill the work obligation, or
  - c. The latest date on which the scholar must have begun working in order to have completed the work obligation within ten years after completing the postsecondary education for which the scholarship was awarded, as determined by the council.
2. Make monthly payments to the council that cover principal, interest, and any collection costs according to a schedule established by the council that calls for minimum payments of \$100 per month and to complete repayment within ten years after the scholar enters repayment status.

C. The interest charge specified in subdivision A 2 of this section accrues from:

1. The date of the initial scholarship payment if the council has determined that the scholar is no longer enrolled in an eligible course of study or completed an eligible course of study but never became employed as a shipyard worker; or
2. The day after the last day of the scholarship period for which the work obligation has been fulfilled.

D. The council shall capitalize any accrued interest at the time it establishes a scholar's repayment schedule.

E. The council may approve less than \$100 minimum monthly payments or forgive partial interest charges due to extenuating circumstances.

F. The council may approve a reduction in interest charges for scholars making consistent on-time monthly payments that meet or exceed the minimum required amount.

G. A scholar is not considered in violation of the repayment schedule established by the council during the time he is:

1. Serving on active duty as a member of the armed services of the United States, or serving as a member of VISTA or the Peace Corps, for a period not in excess of three years,
2. Accompanying a spouse who is serving on active duty as a member of the armed services of the United States, or serving as a member of VISTA or the Peace Corps, for a period not in excess of three years,
3. Experiencing health conditions that impede his ability to perform requisite service in a shipyard setting for a period not to exceed three years,
4. Unable to secure employment by reason of the care required by a disabled child, spouse, or parent for a period not in excess of 12 months, or
5. Unable to satisfy the terms of the repayment schedule established by the council and is also seeking and unable to find full-time employment as a shipyard worker in Virginia for a single period not to exceed 27 months.

H. To qualify for any of the exceptions in subdivision G of this section, a scholar must notify the council of his claim to the exception and provide supporting documentation as required by the council.

I. During the time a scholar qualifies for any of the exceptions specified in subdivision G or this section, he need not make the scholarship repayments and interest does not accrue.

J. The council shall extend the ten-year scholarship repayment period by a period equal to the length of time a scholar meets any of the exceptions in subdivision G of this section or if a scholar's inability to complete the scholarship repayments within this ten-year period because of his financial condition has been established to the council's satisfaction.

K. The council shall cancel a scholar's repayment obligation if it determines that:

1. On the basis of a sworn affidavit of a qualified physician, the scholar is unable to work on a full-time basis because of an impairment that is expected to continue indefinitely or result in death, or
2. The scholar has died, on the basis of a death certificate or other evidence conclusive under state law.

8 VAC 40-140-100. Responsibility of the college.

The college shall:

1. Comply with all requests from the council for reports or information necessary to carry out the operation of the program,
2. Retain a copy of each signed promissory note and send the original promissory note to the council, and
3. Notify the council if a scholar fails to meet the terms of the promissory note and enters repayment status.

**Commonwealth of Virginia**  
**State Council of Higher Education for Virginia**  
**James Monroe Building, 101 N. Fourteenth Street**  
**Richmond, Virginia 23219**

**Virginia Vocational Incentive Scholarship Program for Shipyard Workers**  
**Promissory Note**

<u>«FName» «M_Name» «LName»</u>	<u>«SSN»</u>	<u>«Telephone»</u>	
Full Name (First, Middle, Last)	Social Security number	Telephone number	
<u>«Street»</u>	<u>«City»</u>	<u>«State»</u>	<u>«Zip»</u>
Street address	City	State	Zip

I, «FName» «M\_Name» «LName», promise to repay, in accordance with the terms of this note, the Commonwealth of Virginia through the State Council of Higher Education for Virginia, hereinafter called the Council, the sum of «Amount\_Long\_then\_Short» advanced to me as a Virginia Vocational Incentive Scholarship, plus the interest which accrues thereon, for use at Tidewater Community College, hereinafter called the "College."

The terms and conditions of this note shall be construed consistent with the requirements of the Virginia Vocational Incentive Scholarship Program for Shipyard Workers.

1. I specifically agree to repay the above principal plus simple interest on the unpaid balance at five percent (5%) per annum from the date that the College advances the loan funds until each month, with the first payment due no later than the first day of the seventh month following successful completion of an eligible course of study. The minimum monthly payment shall be one hundred dollars (\$100) or a higher amount consistent to repay the principal and accrued interest with a term of ten years. Should I fail to make any payment by the third calendar day following the payment due date, the Council or its counsel may immediately accelerate the maturity of the installments thereafter to become due, in which event the unpaid balance of this note shall become immediately due and payable without demand or notice.
2. I am a domiciliary resident of the Commonwealth of Virginia as described in Section 23-7.4 of the *Code of Virginia* (1950), as amended, and enrolled in an eligible course of study.
3. If I successfully complete an eligible course of study, I may repay this note in the principal amount of «Amount\_Long\_then\_Short» plus any accrued interest, by working full-time in Virginia for one year as a shipyard worker.
4. If I fail to work full-time as a shipyard worker until successful completion of an eligible course of study, this note shall immediately become due and payable.
5. If I discontinue enrollment in an eligible course of study, this note shall immediately become due and payable.
6. If I fail to work continuously as a shipyard worker after successfully completing an eligible course of study for the same number of years that I was a beneficiary of such scholarship, this note shall immediately become due and payable. I shall repay the amount of the scholarship(s) received prorated according to the fraction of the work obligation not completed, as determined by the Council, plus any accrued interest.
7. I understand that repayment of the uncanceled note may be postponed under the conditions listed below and that all postponements must be requested in writing.

- If I enter military, VISTA, or Peace Corps service after successful completion of an eligible course of study, repayment of the uncanceled note will be postponed until I have completed my original tour of duty for a period not to exceed three years. A copy of orders to report for such service along with the request for postponement must be sent to the Council, at least ten (10) days prior to the beginning of such service.
  - If I have successfully completed an eligible course of study and accompany my spouse on the original tour of duty in military, VISTA, or Peace Corps service, the repayment of uncanceled notes shall be postponed for a period not exceeding three years. A copy of the orders must be submitted along with the request for postponement to the Council. Such postponement, however, is not applicable if the recipient maintains residence in Virginia during the service of the spouse.
  - A one-year postponement for repayment of this promissory note will be allowed for inability to secure employment by reason of the care required by a disabled child, spouse, or parent. Written postponement requests along with medical certification must be sent the Council.
  - A one-year postponement for repayment of this promissory note will be allowed for inability to satisfy the terms of the repayment while seeking and unable to find full-time employment as a shipyard worker for a single period not to exceed 27 months. Written postponement requests along with supporting documentation must be sent to the Council.
  - If I experience health conditions that may impede my ability to perform requisite service in a shipyard setting, I may petition the Council to grant me forbearance for a period not to exceed three years. Written forbearance requests along with medical certification must be sent to the Council.
8. If it becomes necessary to place a note in the hands of an agency or attorney for collection, I agree to pay a charge for the attorney or collection agency fees, in addition to the amount due on the note at the time of collection. Such charge for court costs and attorneys fees shall be twenty-five percent (25%) of the original amount of this note. In further consideration of the Council's forbearance in instituting or continuing suit, I expressly waive any statute of limitations which could be pled by me as a defense to the above collection claim by the Council and agree that the venue of any lawsuit brought against me shall be in the City of Richmond, Virginia. I hereby intend to legally bind myself and my heirs, executors, administrators, and assigns.
  9. I am responsible for keeping the College's Office of Workforce Development informed of my status including any change of address, graduation date, enrollment in another college, military service, and the name of the shipyard in which service is rendered until the total obligation is satisfied.
  10. I waive presentment, demand, protest and notices of honor and protest and the benefit of homestead exemption and all other exemptions which legally may be waived with regard to the obligation evidenced by this note.
  11. All references herein to the Council shall include any subsequent holder or assignee of this note. Virginia law shall govern this note.

**I will not sign this note before reading all pages, including any writing on the reverse side, even if otherwise advised. I will not sign this note if it contains any blank space. I am entitled to an exact copy of this note and any agreement I sign in furtherance of same. By signing this note, I acknowledge that it contains no blank space and that I have received an exact copy hereof. I have the right at any time to pay in advance the unpaid balance due under this note without penalty. I authorize the Council and the College to contact and receive information from any entity it deems necessary for purposes of locating me, if I fail to keep in contact. These entities include, but are not limited to, the college's Alumni Association, the Department of Motor Vehicles and other state agencies, family members, and current and previous employers.**

Signature

Date signed

[Signature box]

SWORN TO AND SUBSCRIBED BEFORE ME THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 20\_\_\_\_. WITNESS MY HAND AND OFFICIAL SEAL.

Notary Public: \_\_\_\_\_  
Expiration Date: \_\_\_\_\_

If the student is under 18 years of age, this promissory note also must be signed by the student's parent or legal guardian.

Full Name (First, Middle, Last)

Social Security number

Telephone number

Street address

City

State

Zip

Parent/legal guardian's signature

Date signed

[Signature box]

SWORN TO AND SUBSCRIBED BEFORE ME THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 20\_\_\_\_. WITNESS MY HAND AND OFFICIAL SEAL.

Notary Public: \_\_\_\_\_  
Expiration Date: \_\_\_\_\_

Name of authorized state official

Title

Authorized official's signature

Date signed

## Code of Virginia

§ 23-220.01. Apprenticeship program for employees of ship manufacturing and ship repair companies; fund.

A. For purposes of this section:

"Apprenticeship program" means a three-year program combining educational instruction and on-the-job training that is established for the purpose of enhancing the education and skills of shipyard workers.

"College" means the Tidewater Community College.

"Industrial applied sciences" may include applied sciences such as welding, burning, blasting, and other applied sciences.

"Shipyard worker" means any employee employed full time on a salaried or wage basis, whose tenure is not restricted as to temporary or provisional appointment, at a ship manufacturing or ship repair company located in the Commonwealth.

B. Subject to the State Council of Higher Education for Virginia's authority to approve or disapprove all new academic programs as provided in subdivision 5 of § [23-9.6:1](#), the college may offer a three-year program of educational instruction that incorporates instruction in industrial applied sciences. An Associate in Applied Science Degree shall be conferred on any person successfully completing such academic program. The college may coordinate such academic program with an apprenticeship program offered to shipyard workers by their employers.

C. Beginning in the calendar year that the Council approves such academic program and for calendar years thereafter, shipyard workers who are (i) domiciled residents of Virginia as described in § [23-7.4](#) and (ii) enrolled as full- or part-time students in such academic program, shall be eligible for scholarships for such program. Renewal of the scholarships of such shipyard workers shall be contingent upon maintaining (a) enrollment in such academic program, (b) a cumulative grade point average of at least 3.0 on a scale of 4.0 or its equivalent at the completion of each academic year, and (c) full-time employment as a shipyard worker.

D. Before any scholarship is awarded in accordance with the provisions of this section, the scholarship recipient shall sign a promissory note under which he agrees (i) to continue full-time employment as a shipyard worker until his graduation and (ii) upon graduation, to work continuously as a shipyard worker for the same number of years that he was the beneficiary of such scholarship. The State Council may recover the total amount of funds awarded as a scholarship, or the appropriate portion thereof, including any accrued interest, if the scholarship recipient fails to honor such requirements.

E. There is hereby created the Virginia Vocational Incentive Scholarship Program for Shipyard Workers to provide scholarships to shipyard workers enrolled at the college in such academic program.

F. From such funds as are appropriated for this purpose and from such gifts, donations, grants, bequests, and other funds as may be received on its behalf, there is hereby created in the state treasury a special nonreverting fund to be known as the Virginia Vocational Incentive Scholarship Program for Shipyard Workers Fund, hereafter referred to as "the Fund." The Fund shall be established on the books of the Comptroller. Interest earned on moneys in the Fund shall remain in the Fund and be credited to it. Any moneys remaining in the Fund, including interest thereon, at the end of each fiscal year shall not revert to the general fund but shall remain in the Fund. Funds may be paid to the college on behalf of shipyard workers who have been awarded scholarships pursuant to subsection C. Funds may also be used for the administration and implementation of such academic program and/or the apprenticeship program.

Expenditures and disbursements from the Fund shall be made by the State Treasurer on warrants issued by the Comptroller upon written request signed by the Director of the State Council of Higher Education for Virginia.

G. The Council shall promulgate regulations for the implementation of the provisions of this section and shall award scholarships to eligible students for no more than three academic years. Scholarship amounts shall not exceed full tuition and required fees relating to such academic program.

## **Act of the Appropriation**

### **Item 208**

R.1. Out of this appropriation, \$150,000 the first year and \$150,000 the second year from the general fund is designated for Tidewater Community College to support an apprenticeship program for Virginia's shipyard workers.

2. All general fund amounts appropriated for this apprenticeship program shall be used to provide scholarships to shipyard workers enrolled in the program. The conditions for receiving a scholarship shall be those conditions described in § 23-220.01, Code of Virginia.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**  
**Tuesday, May 8, 2007**

**Virginia Union University**  
**L. Douglas Wilder Library**  
**Richmond, Virginia**

**AGENDA**

**Committee of the Whole**  
**(Board Room, 2<sup>nd</sup> floor)**

**10:30 a.m. – 12:30 p.m.**

1. Approval of Minutes (March 13, 2007)
2. Briefing on Restructuring

Page CW 1

***Academic Affairs Item:***

3. Joint Academic Affairs/Resources Committee  
Briefing on Engineering

***Resources Committee Item:***

4. Briefing on Capital Outlay (Construction) Cost Overruns

Page CW 5

**Lunch Break**

**12:30 p.m. – 1:00 p.m.**

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
COMMITTEE OF THE WHOLE MEETING  
MARCH 13, 2007  
MINUTES NO. 1**

Mr. Wurtzel called the Council meeting to order at 10:05 a.m. in the Center for Student Affairs building, Richard Bland College, Petersburg, Virginia. Council members present: Bob Ashby, Whittington Clement, Jean Cunningham, Helen Dragas, Jim Dyke, Mimi Elrod, Eva Hardy, Margaret Lewis, Christine Milliken, and Alan Wurtzel. Staff members present: Tom Daley, Joe DeFilippo, Alan Edwards, Dan Hix, Daniel LaVista, Tod Massa, Kirsten Nelson, and Lee Ann Rung. Anthony Meredith from the Office of the Attorney General was also present.

**APPROVAL OF AGENDA**

The agenda was unanimously approved as amended.

***Academic Affairs Committee Items***

Ms. Milliken explained that the issue to be discussed is the granting of approval to Old Dominion University (ODU) for its Virginia Beach Higher Education Center (VBHEC) to be recognized as an extended campus location in order to support the offering of four-year baccalaureate programming at that location. Dr. DeFilippo provided background information about the issue, and Ms. Milliken opened the floor for discussion.

The parties present were asked to speak, and Vice Chancellor Monty Sullivan volunteered to speak on behalf of Chancellor Glenn DuBois of the Virginia Community College System (VCCS). He distributed a copy of his remarks stating the concerns from the VCCS. Dr. DiCroce, President of Tidewater Community College (TCC), also spoke and distributed copies of her remarks and embellishments.

Charles Wilson, Interim Vice Provost and Dean of the University College at ODU, reiterated and supported Dr. DeFilippo's assessment of the proposal as outlined by staff. Dr. Thomas Isenhour, Provost at ODU, spoke about costs and distributed a chart showing growth in certain areas.

Ms. Milliken reminded the Council that it has discretion in this area and any schools seeking similar proposals in the future would need to go through the same process.

A substitute motion was distributed by Mr. Clement and discussed. Ms. Dragas directed questions to ODU. She asked at what point students declare a major and how the determination would be made as to whether or not offering of lower division

courses would fulfill the mission of the institution. She also asked if the courses provide credits for other majors not offered at the VBHEC and whether or not this type of arrangement is being used in other areas of the state or if this is a precedent setting case. Mr. Dyke indicated that while there are cooperative arrangements between Northern Virginia Community College (NVCC) and George Mason University (GMU), it is important to differentiate between offerings made unilaterally and those done cooperatively. Dr. DiCroce indicated that NVCC may be coming to Council with a similar objection to some courses being offered at GMU.

Ms. Dragas mentioned the issue of cost and said she was discouraged that the state doesn't have more data regarding the cost differential between offerings. Dr. Isenhour had a worksheet done at the beginning of the process giving instructional costs. Dr. DiCroce asked if the Council shouldn't consider the way in which each institution is funded; the community colleges are funded at a rate of at least \$2,000 less than the four-year institutions and there are many more factors that should be considered. Mr. Dyke indicated that the Resources Committee should consider reducing the funding to the four-year institutions offering lower level classes to make it commensurate with funding for the community colleges. Dr. LaVista indicated that staff does not have conclusive information because the four-year institutions' costs are amortized over four years and it becomes hard to make a true comparison. Ms. Lewis asked if there was a pent-up demand for the classes, and Dr. Isenhour indicated that students signed up to take classes before they were advertised.

The substitute resolution presented by Mr. Clement was discussed. A motion was made by Mr. Clement and seconded by Dr. Ashby to accept the substitute resolution. Upon discussion, Ms. Hardy indicated her displeasure in having the resolution contain language admonishing ODU. She felt any admonitory language would be better addressed in a letter to the institution instead of in the resolution. Mr. Wurtzel restated that the Council does not approve of ODU's defiance in this matter. Mr. Dyke indicated that he respected Ms. Hardy's comments and suggested drafting a separate resolution addressing the defiance. A show of hands vote to adopt the substitute proposal failed on a vote of 7-3. However, it was decided that Mr. Dyke would craft revised language to include the context of the substitute resolution into the "whereas" statements and bring it to the full Council for vote.

Ms. Dragas indicated that she struggled with the issue, but felt she cannot get over the fact that approval of the proposal would be legitimizing a perceived inferiority of the community college if ODU was granted approval. Because she was compelled by the arguments of the community college, she will vote against the proposal, and expressed her hope that ODU will make a commitment not to lower its tuition rates at the VBHEC.

Mr. Dyke agreed with Ms. Dragas but understood that there were other issues to consider. While he did not like the way in which the issue unfolded, he felt a need to address it while still making the Council's concerns known.

Ms. Hardy said she also agonized over the issue and knows each institution well. She plans to vote for the proposal, but did not appreciate the way in which ODU disrespected the community college. She felt an apology is due to the community college system for the way in which it unfolded. Her feeling is that the Council should do what's best for the students of Hampton Roads. She indicated that the Council should keep an eye on the situation and would like to have accurate reports over time to see how the program is progressing.

Ms. Cunningham also felt an apology is needed, as she sensed that ODU felt they had done nothing wrong, and had no appreciation for role of SCHEV. She felt she could not agree to the proposal and planned to vote against it.

Dr. Ashby indicated that he was troubled about the authority of SCHEV and ODU's position with this. While he was willing to support the proposal earlier, as he heard more, he decided to oppose the proposal.

Ms. Lewis felt that the objectivity had been clouded due to the way the issue has played out, and felt the Council needed to keep students as its main focus. As a result, she planned to support the proposal.

Dr. Elrod will support the proposal because she felt it was the best way to serve the students.

Mr. Dyke agreed to make the changes to the resolution and have staff provide an updated copy at the full Council meeting.

### ***Resources Committee Items***

Mr. Hix provided an update to the Committee of the Whole on the General Assembly budget actions, as well as a briefing on base adequacy funding guidelines.

Ms. Hardy felt the Council needs to look at all items recommended this year and see if there is a need to build upon any for next year. Mr. Dyke said he would advocate continuing to push for TAG and need-based undergraduate financial assistance. Mr. Wurtzel said he feels the Council needs to continue to set priorities.

Mr. Wurtzel felt it is critical to compare Virginia to its peers in other states. As such, he requested that national data be provided at the May meeting. Mr. Hix agreed to bring the information to that meeting.

There was some discussion about the percentage of base adequacy the state funds and how this might change in the future as it relates to restructuring. Dr. LaVista indicated that the Council might consider looking to the Resources Committee for guidance. He indicated that with the legislature's passage of the tuition incentive

fund bill, there is a clear indication that the state is not removing itself from involvement in making decisions related to tuition.

The Committee of the Whole was adjourned at 12:05 p.m.

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Alan Wurtzel  
Chairman

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Lee Ann Rung  
Council Secretary

# State Council of Higher Education for Virginia Agenda Item

**Item:** Committee of the Whole – Briefing on Capital Outlay (Construction) Cost Overruns

**Date of Meeting:** May 8, 2007

**Committee:**

Academic Affairs  Planning  Resources  Outreach  Executive Committee  Full Council  Committee of the Whole

**Committee Liaison:** Tom Daley, Deputy Director

**Most Recent Review/Action:**

No previous Council review/action  
 Previous review/action

**Date:** January 9, 2007

**Action:** The Council requested a briefing on this topic

**Background Information/Summary of Major Elements:**

The Executive Budget as introduced for the 2007 Session of the Virginia General Assembly (HB1650/ SB750) contained requests for \$106 million for cost overruns associated with previously authorized higher education capital outlay projects.

After an impromptu discussion of this topic at its January 9, 2007 meeting, the Resources Committee requested that it receive a more extensive briefing on this issue. In response to that request, staff invited a group of experts representing the Departments of Planning and Budget and General Services, House and Senate legislative staffs, and institutions of higher education to participate in a panel discussion on this topic at the May meeting of the Committee of the Whole. Each of the invitees graciously accepted.

By engaging a wide spectrum of practitioners from the Commonwealth's executive and legislative branches and from its institutions of higher education, staff hopes to provide Council with a comprehensive understanding of the nature of this increasingly serious problem. Such an understanding is critical in order for Council to make well-informed recommendations regarding further cost overrun requests that are anticipated to be included in the institutions' 2008-10 capital outlay budget requests.

**Materials Provided:** N/A

**Financial Impact:**

**Timetable for Further Review/Action:** None.

**Resolution:** None.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**  
**Tuesday, May 8, 2007**

**Virginia Union University**  
**L. Douglas Wilder Library**  
**Richmond, Virginia**

**AGENDA**

**Council Meeting**

**(Board Room, 2<sup>nd</sup> floor)**

**1:00 p.m. – 2:30 p.m.**  
**(estimated)**

- |     |   |           |
|-----|---|-----------|
| 1.  | Approval of Agenda  |           |
| 2.  | Approval of Minutes (March 13, 2007)  | Page C 1  |
| 3.  | Remarks by President Anderson   |           |
| 4.  | Executive Director's Report   |           |
| 5.  | Delegated Items by Director/Staff   | Page C 10 |
| 6.  | Public Comment Period   |           |
| 7.  | Recognition of Council Member by Delegate Nutter                            |           |
| 8.  | Action on Strategic Plan Advisory Committee's<br>Recommended Strategic Plan | Page C 13 |
| 9.  | Action on Certification of Institutions Under Restructuring                 | Page C 15 |
| 10. | Selection of Nominating Committee for Council Elections                     |           |
| 11. | Report from Strategic Planning Steering Committee                           |           |
| 12. | Report from Executive Committee   |           |
| 13. | Report from Resources Committee   |           |
| 14. | Report from Academic Affairs Committee                                      |           |
| 15. | Report from Outreach Committee  |           |
| 16. | New Business  |           |

\* 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](http://www.schev.edu) or contact Lee Ann Rung at [LeeAnnRung@schev.edu](mailto:LeeAnnRung@schev.edu)

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
COUNCIL MEETING  
MARCH 13, 2007  
MINUTES NO. 510**

Mr. Wurtzel called the Council meeting to order at 12:30 p.m. in the Center for Student Affairs building, Richard Bland College, Petersburg, Virginia. Council members present: Bob Ashby, Whittington Clement, Jean Cunningham, Helen Dragas, Jim Dyke, Mimi Elrod, Eva Hardy, Margaret Lewis, Christine Milliken, and Alan Wurtzel. Staff members present: Tom Daley, Joe DeFilippo, Alan Edwards, Dan Hix, Daniel LaVista, Tod Massa, Kirsten Nelson, and Lee Ann Rung. Anthony Meredith from the Office of the Attorney General was also present.

**APPROVAL OF AGENDA**

The agenda was unanimously approved as amended. Graduate students from ODU's Higher Education Administration Graduate Program were welcomed to the meeting.

**APPROVAL OF MINUTES**

The minutes of November 13, 2006 and January 9, 2007 were unanimously approved as submitted.

**REMARKS BY PRESIDENT MCNEER**

Dr. LaVista introduced President Jim McNeer, saying that he has been at Richard Bland College (RBC) for 39 years. Dr. McNeer has also served as mayor of Colonial Heights. Dr. LaVista said he is very impressed with the legacy that Dr. McNeer is creating at Richard Bland College.

Russell Whittaker, Dean of Administration and Finance was also introduced. Dr. McNeer informed the Council that RBC was started in 1960 as a branch of the College of William and Mary (CWM) and has maintained its 2-year status throughout this entire time. The College enrolls approximately 1400 students and offers Associate in Arts and Associate in Science degrees, all designed to transfer to a four-year institution.

Richard Bland College currently has 15 articulation agreements with universities in Virginia and is developing program transfer agreements. Plans to develop the 712-acre campus through the foundation, using no state money, include the \$25-27 million endeavor to build the first of two residence facilities housing approximately 130 students each. The project began as a result of a statewide survey of students from high schools indicating that there is a market for residence facilities at a two-

year institution. The first residence facility will open in 2008. Dr. McNeer indicated that construction of the residence facilities will not change the college's mission. He introduced a student at RBC, Joel Cristefonte, who is graduating and transferring to CWM this fall. Mr. Cristefonte commutes from Virginia Beach to attend Richard Bland. He explained that he found the intimate educational experience at Richard Bland very valuable, and he feels the addition of residence halls will enable students to become active in the community. Dr. McNeer explained some of the community projects in which the college is involved that have a positive impact on the community, including the Phoenix project and the Big Brothers and Big Sisters programs in the Petersburg area.

Dr. McNeer was thanked by the Council for the hospitality shown to the members and staff.

### **EXECUTIVE DIRECTOR'S REPORT**

Dr. LaVista reported on various important higher education bills but reminded the Council that a summary of the bills will be provided later in the agenda.

He also reported that the Strategic Planning Advisory Committee, which kicked off in December, has made important productive gains and reported its recommendations to the Strategic Planning Steering Committee on March 12.

Dr. LaVista informed the Council that the Assessment Task Force has grown out of very good discussions with the Council of Presidents. Presidents Frawley and Nichol were cited as being especially helpful in forming the task force. Meetings of the task force will begin tomorrow. Staff is looking forward to receiving progress reports of the committee.

American Diploma Project – Secretary Morris presented information about this project at the Academic Affairs Committee. Similar presentations were made to the academic officers and presidents.

Virginia State University (VSU) – Dr. LaVista reported that he attended the VSU annual Founders Day event recently. A dominant theme of the event was how the school has grown on the shoulders of those who came before them.

### **DELEGATED ITEMS BY DIRECTOR/STAFF**

Dr. LaVista informed the Council of the following items that were acted on by staff, as delegated by the Council. As required, this information is included as part of these minutes:

- A.A.A. and A.A.S. degree programs for January-February 2007

## **PUBLIC COMMENT PERIOD**

Mr. Wurtzel indicated that an unofficial request for public comment had been received by a Council member and he asked if anyone was present to speak. No one came forward.

## **UPDATE ON 2007 LEGISLATION**

Ms. Nelson presented information about the bills from the 2007 session that were important to higher education. Dr. LaVista informed the Council that staff was very involved with a series of meetings with legislative committee chairs before the General Assembly meetings. In these meetings, SCHEV served as the objective third party with Delegates from the House. He will make an effort to expand this process to the Senate next year.

## **ACTION ON RESOLUTION ACKNOWLEDGING DOMINION'S SUPPORT OF THE OUTSTANDING FACULTY AWARDS (OFA)**

Dr. Elrod presented information about the importance of Dominion's contributions to the OFA program, while photos of the event were displayed for the Council members to view. The following resolution was unanimously approved by the Council and presented to Ms. Hardy to accept on behalf of Dominion:

***WHEREAS*, the General Assembly and Governor created the Outstanding Faculty Award program in 1986 to honor exceptional faculty at Virginia's public and private colleges and universities; and**

***WHEREAS*, a total of 244 Virginia faculty members have received this high honor since the first awards in 1987; and**

***WHEREAS*, since 2004, corporate sponsorship has allowed the State Council of Higher Education for Virginia to continue the program with monetary awards; and**

***WHEREAS*, Dominion made its original three-year commitment in 2005 to support the annual recognition of the outstanding faculty in Virginia; and**

***WHEREAS*, in 2007, Dominion generously renewed their commitment, extending their corporate sponsorship of the program through 2010; and**

***WHEREAS*, the extension of this partnership will focus public attention on the many outstanding institutions of higher education in Virginia and recognize the exceptional faculty on campuses across the Commonwealth;**

***NOW, THEREFORE, BE IT RESOLVED***, that the State Council of Higher Education for Virginia extends its sincere gratitude and appreciation to Dominion for their support of the outstanding faculty members across the Commonwealth.

**ACTION ON RESOLUTION FOR DEPARTING COUNCIL MEMBER**

Mr. Wurtzel explained that Ms. Cunningham has been appointed by the Governor to the Elections Commission and as a result, she has resigned from the SCHEV Council. He thanked her for her contributions to the Council during her tenure. Ms. Cunningham indicated that she will miss the Council and offered her assistance at any time in the future. The following resolution was read by Mr. Wurtzel and presented to Ms. Cunningham after receiving unanimous approval by the Council:

***WHEREAS***, Jean W. Cunningham ably served as a member of the State Council of Higher Education for Virginia from 2004 to 2007, and as a member of its Resources Committee during the same time period; and

***WHEREAS***, her record of leadership and accomplishments in the legal profession and as a member of the Virginia General Assembly benefited the Council in its public policy and budget deliberations to the Governor and General Assembly; and

***WHEREAS***, her distinguished record of achievement and service in the Richmond community, particularly the higher education community, contributed to the development of policies in the Commonwealth that have helped maintain the affordability of a college education for students and their families; and

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

***WHEREAS***, Ms. Cunningham remains a trusted friend and a valued advisor as she continues her commitment of service to the Commonwealth; now therefore be it

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

## **REPORT FROM EXECUTIVE COMMITTEE**

Mr. Wurtzel reported that the Executive Committee received an excellent report on the state of the SCHEV budget. The Committee was also informed of a new directive for internal controls published by the state auditor. The directive was established as a result of the Sarbanes-Oxley Act of 2002. Staff will ensure that the agency is in compliance.

## **REPORT FROM STRATEGIC PLANNING STEERING COMMITTEE**

Mr. Clement provided an update of the recommendations received by the advisory committee on the work of the subcommittees. The steering committee met on March 12 to review the goals of the six subcommittees. Mr. Wurtzel was thanked for his input on reviewing the reports. Mr. Clement reported that the advisory committee will meet one more time before making final recommendations to the Council for approval in May. Mr. Clement was also thanked for leading this effort.

## **REPORT FROM RESOURCES COMMITTEE**

Mr. Dyke said the committee took no actions, but discussed priorities for the remainder of the year. The Committee suggested that a discussion of engineering programs be added to the May Committee of the Whole agenda. Ms. Milliken indicated that the Academic Affairs Committee will join with the Resources Committee on the engineering discussion.

Mr. Dyke added that it has been a great year for Virginia basketball, with four teams (Virginia Tech, University of Virginia, Virginia Commonwealth University, and Old Dominion University). Two women teams are also in the tournament - James Madison University and Old Dominion University.

## **REPORT FROM ACADEMIC AFFAIRS COMMITTEE**

Ms. Milliken presented the following resolutions from the Academic Affairs Committee and they were unanimously approved by the Council:

**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 Global and Environmental Change (CIP: 40.9999), effective fall 2007.**

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to James Madison University to initiate a Master of Arts (M.A.) degree program in Political Science (CIP: 45.1001), effective fall 2007.**

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Bachelor of Arts (B.A.) degree program in Film (CIP: 50.0602), effective fall 2007.

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Master of Science in Athletic Training degree program (M.S.A.T.) (CIP: 51.0913), effective summer 2007.

## **REPORT FROM COMMITTEE OF THE WHOLE**

### *Academic Affairs Committee Items*

It was reported that after much discussion in the Committee of the Whole, a revised resolution was distributed for approval. Minor edits were made and the following revised resolution was approved by the Council on a vote of 6-3 (Clement, Dyke, Elrod, Lewis, Milliken, Wurtzel voted in favor; Ashby, Cunningham, Dragas voted against. Ms. Hardy was not present for the vote):

**BE IT RESOLVED** that the State Council of Higher Education for Virginia (SCHEV), acting pursuant to Virginia Code Section 23-221, grants approval to Old Dominion University (ODU) to offer 4-year baccalaureate programming at the Virginia Beach Higher Education Center (VBHEC), subject to the following conditions:

1. that ODU's 4-year baccalaureate programs and lower division courses at the VBHEC be available only to individuals admitted through the standard admissions process at ODU;
2. that the 4-year baccalaureate programs available at the VBHEC be limited to those listed in the proposal summary in this Agenda Item prepared by SCHEV staff;
3. that the number of sections of lower division courses offered by ODU at the VBHEC be kept at the level in its proposal – a maximum of 25 course sections (out of 300-350 per semester);
4. that approval be granted for a period of five years, beginning in fall 2007, with annual interim reports to be provided by Old Dominion University (ODU), Tidewater Community College (TCC) and Norfolk State University (NSU) to the Council on the status and impact of 4-year baccalaureate programming at VBHEC on ODU and TCC enrollments in 100 and 200 level classes, the space utilization of VBHEC, the increased numbers of students/graduates in critical shortage professions, and student demand for the implemented programs; and that a subsequent report be provided by ODU to the Council in fall 2011;
5. that ODU reach out at the earliest possible date, but no later than June 2007, to TCC and NSU regarding expanded collaborations in

- offering joint baccalaureate programming within the Princess Anne Commons that create greater opportunities for higher education learning in Virginia Beach; toward that end, SCHEV shall strongly encourage TCC and NSU to participate in that joint effort; and that the progress of these discussions be reported annually to SCHEV, with the final outcome to be included in the report required under 4 above;
6. that any future plans by ODU to alter the programming at the VBHEC beyond the conditions listed above be subject to the Council's authorization before implementation; and
  7. consideration by SCHEV to extend approval beyond the 2011-12 academic year of ODU's programming shall be conditioned upon compliance with the provisions set forth in 1-6 above, including the outcomes of discussions with TCC and NSU on expanded collaboration and such other factors as may be relevant at that time;
  8. all parties involved in VBHEC are encouraged to adhere to the spirit and letter of this resolution. Any actions determined by SCHEV to violate that guidance may result in revocation of this approval.

**WHEREAS,**

1. ODU has requested that it be permitted to generate an "extended campus location" at the Virginia Beach Higher Education Center,
2. The term "extended campus" is not recognized in the Code of Virginia or by SCHEV,
3. § 23-221 of the Code of Virginia provides that no institution of higher learning shall offer courses of study similar to those offered by a comprehensive community college, "except as authorized by the State Council of Higher Education."
4. The Council believes that in exercising the discretion conveyed by the Statute, the Council needs to balance the goals of (1) safeguarding the mission of the community college system to provide broad access in higher education to students on an economically efficient basis with (2) the desirability of providing student choice between a four-year institution and a two-year institution.
5. Especially in metropolitan areas, where commuting times can be burdensome and there is adequate total demand to support viable and robust community colleges, student choice is an important factor in exercising SCHEV's discretion.
6. Nothing in this resolution establishes a precedent that cooperation among four-year institutions and community colleges is not the guiding state principle. This resolution should not be taken as an

**invitation to other institutions to take actions that SCHEV determines unnecessarily duplicate courses in a manner inconsistent with SCHEV's obligation to assure fiscal responsibility.**

*Resources Committee Items*

It was reported that staff provided an update to the Committee of the Whole on the General Assembly budget actions, as well as a briefing on base adequacy funding guidelines.

**REPORT FROM OUTREACH COMMITTEE**

Dr. Elrod thanked Mr. Wurtzel and Dr. LaVista for their heartfelt remarks at the Outstanding Faculty Awards (OFA) ceremony, and expressed appreciation to the staff involved in the process, particularly Ms. Kincheloe and Dr. Scott.

Dr. Elrod reminded the Council of the upcoming Shepherd Poverty Program to be held at Washington and Lee University on Friday, March 23. This is the last event that is part of SCHEV's 50<sup>th</sup> anniversary celebration. The program will include remarks by Senator John Warner. All members were encouraged to attend. Mr. Wurtzel thanked Dr. Elrod for leading the OFA efforts, saying it was a job well done.

The meeting was adjourned at 1:40 p.m.

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Alan L. Wurtzel  
Chairman

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Lee Ann Rung  
Council Secretary

**Items Delegated to Director/Staff  
Reported to Council  
March 13, 2007**

Pursuant to the Council's action on September 12, 2006, the following items were approved as delegated to staff:

Virginia Community College System (VCCS)

Associate of Applied Arts (A.A.A.) and Associate of Applied Science (A.A.S.) Degree programs

**January-February 2007**

<b>Institution</b>	<b>Degree/Program/CIP</b>	<b>Effective Date</b>
Patrick Henry Community College	A.A.S. in Legal Assisting (CIP: 22.0302)	Fall 2007
Rappahannock Community College	A.A.S. in Nursing (51.1601)	Fall 2007
Tidewater Community College	A.A.S. in Funeral Services (CIP: 12.0301)	Fall 2007

# State Council of Higher Education for Virginia Agenda Item

**Item:** Council Item # 5 – Delegated Actions by the Director/Staff

**Date of Meeting:** May 8, 2007

**Committee:**

Academic Affairs  Planning  Resources  Outreach  Executive  
Committee  Full Council

**Committee Liaison:** Daniel LaVista, Executive Director  
[DanielLaVista@schev.edu](mailto:DanielLaVista@schev.edu)

**Most Recent Review/Action:**

No previous Council review/action  
 Previous review/action

**Date:** September 2006

**Action:** The Committee approved delegation of authority to staff to approve applied degree programs (AAA and AAS) for the community colleges.

**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:**

- Discontinued programs January 2007 – April 2007
- Associate of Applied Science (A.A.S.) Degree programs March-April 2007
- Eminent Scholars Program Allocation Summary for 2007-08
- Institution State License Plate Scholarship Plan

**Financial Impact:** N/A

**Timetable for Further Review/Action:** N/A

**Resolution:** N/A

**Items Delegated to Director/Staff  
Reported to Council  
May 8, 2007**

Pursuant to the Council's action on March 20, 2002, the following items were reported:

Discontinued Programs  
Virginia Community College System (VCCS)  
**January – April 2007**

<b>Institution</b>	<b>Degree/Program/CIP</b>
J. Sargeant Reynolds Community College	A.A.S. in Administrative Support Technology (CIP: 52.0401)
J. Sargeant Reynolds Community College	A.A.S. in Management (CIP: 52.0101)
J. Sargeant Reynolds Community College	A.A.S. in Occupational Therapy Assistant (CIP: 51.0803)
J. Sargeant Reynolds Community College	A.A.S. in Microchip Fabrication Technology (CIP: 15.0399)
Northern Virginia Community College	A.A.S. in Human Services (CIP: 51.1599)
Northern Virginia Community College	A.A.S. in Substance Abuse Rehabilitation (CIP: 51.1599)
Piedmont Virginia Community College	A.A.S. Administrative Support Technology (CIP: 52.0401)
Virginia Western Community College	A.A.S. in Radio and TV Production (CIP: 10.0104)

Pursuant to the Council's action on September 12, 2006, the following item was approved as delegated to staff:

Virginia Community College System (VCCS)  
Associate of Applied Science (A.A.S.) Degree program  
**March-April 2007**

<b>Institution</b>	<b>Degree/Program/CIP</b>	<b>Effective Date</b>
Eastern Shore Community College	A.A.S. in Early Childhood Development (CIP: 13.1099)	Fall 2007

### Eminent Scholars Program

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.

Since no additional funds were appropriated in the 2007 session, the Council staff has proposed no changes in the institutional allocations for the 2007-08 fiscal year. The total allocation will once again be \$6,277,568.

<b>State Council of Higher Education for Virginia Eminent Scholars Program</b>						
Institutions	2006-07 Allocation			2007-08 Allocation		
	2006-07 Request	2006-07 Allocation	2006-07 Allocation As Percent Of Request	2007-08 Request	2007-08 Allocation	2007-08 Allocation As Percent Of Request
Christopher Newport University	\$15,000	\$3,480	23%	\$20,000	\$3,480	17%
College of William and Mary	\$2,759,000	\$1,324,930	48%	\$3,048,572	\$1,324,930	43%
George Mason University	\$1,400,000	\$539,806	39%	\$1,387,980	\$539,806	39%
James Madison University	\$112,100	\$30,864	28%	\$77,350	\$30,864	40%
Longwood University	\$42,145	\$8,295	20%	\$43,830	\$8,295	19%
Norfolk State University	\$65,100	\$29,989	46%	\$31,189	\$29,989	96%
Old Dominion University	\$481,233	\$285,474	59%	\$424,244	\$285,474	67%
Radford University	\$44,585	\$44,565	100%	\$44,585	\$44,565	100%
University of Mary Washington	\$56,333	\$56,333	100%	\$56,333	\$56,333	100%
University of Virginia	\$16,048,277	\$2,933,590	18%	\$17,928,017	\$2,933,590	16%
University of Virginia at Wise	\$2,282	\$2,282	100%	\$2,282	\$2,282	100%
VA Commonwealth University	\$1,278,000	\$361,243	28%	\$1,393,057	\$361,243	26%
Virginia Military Institute	\$96,000	\$19,118	20%	\$100,000	\$19,118	19%
Virginia State University	\$87,832	\$31,847	36%	\$52,598	\$31,847	61%
Virginia Tech	\$2,097,470	\$601,854	29%	\$2,178,551	\$601,854	28%
VCCS	\$29,000	\$3,898	13%	\$52,875	\$3,898	7%
<b>Total</b>	<b>\$24,614,357</b>	<b>\$6,277,568</b>	<b>26%</b>	<b>\$26,841,463</b>	<b>\$6,277,568</b>	<b>23%</b>

SCHEV 4/23/07

### 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. In 2006-07, Lord Fairfax Community College, National College, and George Mason University each submitted such scholarship plans.

These plans met the requirements of the Code of Virginia and, accordingly, SCHEV staff has approved the plans.

# State Council of Higher Education for Virginia Agenda Item

**Item:** Council Item #8 – Action on Strategic Plan Advisory Committee's Recommended Strategic Plan

**Date of Meeting:** May 8, 2007

**Committee:**

Academic Affairs  Planning  Resources  Outreach  Executive Committee  Full Council

**Committee Liaison:**

Dr. Joseph DeFilippo  
Director of Academic Affairs and Planning  
[joedefilippo@schev.edu](mailto:joedefilippo@schev.edu); (804) 225-2629

**Most Recent Review/Action:**

No previous Council review/action  
 Previous review/action

**Date:** 1/9/07 – Update only

**Action:**

**Background Information/Summary of Major Elements:**

Section 23-9.6:1 of the Code of Virginia charges the State Council of Higher Education with developing periodic statewide strategic plans. The attached document, Moving Virginia Forward, is proposed as the Council's Strategic Plan for 2007-13. Moving Virginia Forward has been developed under the leadership of the Strategic Planning Steering Committee and with the assistance of the Strategic Planning Advisory Committee, a broadly representative group comprised of leaders from public and private education, business and government. The plan focuses on three broad areas, access, alignment, and investment, and proposes twelve goals for addressing state needs and advancing the quality of the Commonwealth's system of higher education. Moving Virginia Forward aims to make educational opportunity more widely available and better attuned to state needs, and to make Virginia better positioned to advance in research excellence.

**Materials Provided:**

- Moving Virginia Forward

**Financial Impact:**

**Timetable for Further Review/Action:**

**Resolution:**

**BE IT RESOLVED that the State Council of Higher Education for Virginia approves Moving Virginia Forward as the Systemwide Strategic Plan in accordance with Section 23-9.6:1 of the Code of Virginia; and further, that the Executive Director is authorized to submit the Strategic Plan to the Governor and General Assembly on behalf of the Council.**

*DRAFT*



State Council of  
Higher Education for Virginia

Moving Virginia Forward:  
Access, Alignment, Investment

The 2007-13 Strategic Plan for Higher Education in Virginia

## **Prologue**

The State Council of Higher Education for Virginia (SCHEV) has statutory responsibility to develop a six-year strategic plan for higher education in cooperation with Virginia's colleges and universities, state policymakers, and other key constituencies. The development of statewide strategic plans has been a responsibility of the Council for more than three decades.

The most recent plan was released in 2002 and focused on three overall goals: to accommodate 61,000 additional students; to improve Virginia's national standing in sponsored research; and to enhance the Commonwealth's commitment to instructional quality. Progress in achieving these goals was reported by SCHEV in the October 2006 *A Status Report on Advancing Virginia Through Higher Education: The Systemwide Strategic Plan For Higher Education in Virginia* (available at <http://schev.edu/reports/reportsindex.asp>).

The 2007-13 Strategic Plan expands on progress made toward the 2002 goals in total enrollment gains by emphasizing access and curricular alignment with primary and secondary education. With regard to research, progress in total expenditures has not yet translated into an improvement in the Commonwealth's national ranking. The current plan renews a commitment to research by focusing on areas in which targeted investment can enable Virginia to achieve national leadership.

This strategic plan does not seek to address every conceivable higher education issue, nor does it seek a "one-size-fits-all" approach for the issues it does address. Rather, it aims to focus on those issues that have been identified by the Council—with input from higher education experts, leaders in industry, and the citizens' representatives—as most urgently requiring attention, and most readily promising positive results through statewide coordination.

An effort has been made to define the plan's various strategies in terms that are appropriate to the different institutions and organizations that

will carry them out. This effort is essential in a coordinated system of higher education, wherein institutions and their governing boards are accorded substantial autonomy. The Council has responsibility for creating the plan, but implementation is the responsibility of various actors in their appropriate roles. SCHEV advocates, coordinates, and performs its assigned regulatory functions. Higher education institutions implement and manage the full range of academic and support programs at the campus level. Industry lends its expertise to help higher education identify pressing state needs and provides resources to meet them. Government provides funding and clarifies state priorities so that systemwide and institutional efforts can be carried out with the implicit confidence of the citizenry.

The intent of the plan is manifold: to establish clarity about state priorities; to inform a coordinated system of higher education within which distinctive institutions may operate with a high degree of autonomy; and to serve state and national needs at the high level of quality Virginians have come to expect from their institutions of higher education.

### **Process**

The process for creating the Strategic Plan began in 2006 with SCHEV's formation of the Strategic Planning Steering Committee, with membership consisting of the following Council members:

Whittington Clement (Chair)  
Helen Dragas  
Jim Dyke  
Mimi Elrod  
Susan Magill  
Christine Milliken  
Alan Wurtzel

The Steering Committee worked with SCHEV staff to create the Strategic Planning Advisory Committee (SPAC), with representation drawn from college presidents, provosts, vice-presidents, faculty and other professional staff, state government, and industry. Higher education

representation was drawn primarily, but not exclusively, from public institutions.

The 36 member SPAC convened in Richmond on December 8, 2006 and received its charge to develop goals and strategies that would be proposed to the Council as the framework for the Strategic Plan. In order to sharpen the focus of SPAC's deliberations, six subcommittees were created: Access, Affordability, Accountability & Academic Quality, Economic Development, P-16 Integration, and Research. These subcommittee rubrics were developed to provide coverage of the 12 goals of the Higher Education Restructuring Act and to reflect concerns of current national policy discussions and challenges that remain particularly pressing for Virginia.

Each of the six subcommittees met separately at least twice through February 2007 to identify priorities and methodologies that would be most appropriate within the context of a statewide planning effort. The subcommittees ultimately identified a total of 16 goals, and the entire SPAC convened on March 5, 2007 to receive presentations from each subcommittee chair and to consider the overall set of goals. Similar presentations were then made to the Strategic Planning Steering Committee on March 12. Based on feedback from the March 12<sup>th</sup> meeting, the 16 original goals were distilled to 12, and those 12 goals form the basis for this plan.

## **Vision**

Education in a modern democracy is society's engine for realizing human potential. Higher education builds on the foundation established by the system of primary and secondary education to produce effective and responsible citizens and professionals. From the graduates of higher education come the professionals of education, commerce, industry, law, medicine, the arts, and the humanities. When individuals or even whole professions need renewal, it is to higher education that they turn.

Public higher education in Virginia constitutes a “system” in the sense that the public institutions share collective responsibility for serving the needs of the state through their varying missions. Though the private and for-profit sectors are not subject to deliberate coordination by the state because they do not receive state financial support, they are a significant component of the Commonwealth’s higher education enterprise, serving more than 100,000 students.

State law directs that higher education in Virginia must be accessible, affordable, of high quality, and offer sufficient programming to serve state needs. It must do this within a structure that has been deliberately designed to provide a high degree of autonomy to the individual institutions. The “systemness” to be achieved cannot be imposed by fiat; it must be driven by the strengths and missions of individual institutions. This notion of systematic coordination is what this strategic plan aims to achieve. Collective priorities reflected in the specific goals and strategies proposed here are:

- Comprehensive access to post-secondary educational opportunities,
- A broad range of programs in multiple settings without unnecessary duplication,
- Accurate identification of, and provision for, state human and economic needs, and
- Appropriate flexibility for institutions to realize their distinctive missions.

### **Strategic Planning & Restructuring**

The Higher Education Restructuring Act of 2005 provides the operating framework for Virginia’s system of higher education. The twelve goals of Restructuring are intended to ensure higher education institutions meet state needs through effective management, with levels of autonomy calibrated to reflect institutional performance.

The charges to the six SPAC subcommittees were designed to address the goals of Restructuring without reiterating them. The purpose of the strategic plan is to focus on statewide aspects of higher education that require coordination. These include:

- Data collection to inform planning,
- Information dissemination to inform advocacy, outreach, and educational efforts about higher educational opportunity,
- Alignment of the P-12 system with higher education,
- Alignment of higher education with state workforce and research-industrial needs,
- Greater investment in research to stimulate economic activity, and
- Increased access to higher education opportunity, particularly among populations that have traditionally been underserved.

Higher education needs to be proactive in addressing challenges on a number of fronts. Among these challenges are an increasingly internationalized world economy and the rise of new powers intent on matching American preeminence in scientific and technological research. In this highly competitive global environment American higher education institutions must move forward simply to avoid falling behind.

The Commonwealth has a highly successful system of higher education, recognized as among the very best in the nation. However, there are areas in which further progress needs to be made. Virginia's college-going rate in 2004 was 57.6% of high school graduates, slightly above the national average of 55.7%, 26<sup>th</sup> in the nation. In terms of degree completion in relation to the general populace, Virginia ranks 22<sup>nd</sup>, with 52.3% of high school graduates receiving bachelor's degrees, just slightly above the national average of 51.8%.

As the interim report on the 2002 strategic plan has noted, despite increases in sponsored research expenditures at Virginia's research universities, the Commonwealth remains 37<sup>th</sup> nationally in research expenditures per capita, the exact ranking it had at the beginning of the 2002 plan.

States and the federal government are calling for more robust measures of accountability from all of higher education, especially from public institutions. To answer this call, institutions of higher education must demonstrate that they are serving the public interest and that students are actually learning what institutions claim to be teaching. Failure to do so invites a loss of confidence among citizens and legislatures and a potential loss of critical financial support. Thanks to robust increases in state support in the 2006-08 budget cycle, institutions have made substantial progress toward full base adequacy support. In terms of accountability, Virginia has been a leader in the assessment of academic outcomes, and SCHEV is committed to continuing that leadership. Moreover, reporting requirements built into the Restructuring Act constitute one of the most rigorous accountability mechanisms in the nation. The Commonwealth's public institutions of higher education are well positioned to meet national and international challenges while satisfying public calls for accountability.

### **Themes**

The strategic plan focuses on three areas of concern as they apply across institutions and geographical regions: Access, Alignment, and Investment.

#### **Access**

Access must go beyond simply gaining entrance to a college or university. The benefits of a college education can only be realized by those who attend higher education institutions and *complete* their intended programs. Higher education functions in a larger context of institutional, political, and social cultures. Students arrive at college as products of their communities and P-12 experiences. Without effective distribution of information about higher education opportunity and alignment with the P-12 system, significant numbers of students may find themselves unprepared for a successful college experience. Worst of all is a scenario in which the P-12 experience leaves a student

who would be able to benefit from higher education unaware of its benefits or unwilling to pursue them. This is a loss of human potential that states have an economic interest and a moral duty to minimize.

### **Alignment**

Higher education must reach out simultaneously to the P-12 system, industry, government, and the wider economy for which higher education provides human-power and ultimately leadership. Accordingly, a number of goals in this plan address issues of alignment: curricular alignment with primary and secondary education; programmatic alignment to support pressing state needs and demonstrate accountability; improved data collection to support P-16 integration; and data collection to determine the basic effect of higher education on the state economy.

### **Investment**

The goals in this plan imply no global prescriptions about funding at Commonwealth institutions. The current system of a presumptive 67/33 split between enrollment-driven state support and tuition works well, and has resulted in an appropriate balance between costs borne by students and costs supported by the state. What the current plan does call for is targeted investment, particularly in the area of research. The infusion of new research funds is intended to have a significant focused impact on institutions and therefore on the state's competitiveness. The strategies suggested here are derived from long-standing efforts to identify areas of research that will produce great returns for relatively modest levels of investment. Also included are recommendations for policy changes that can yield greater infrastructure support for research.

The following section of the strategic plan articulates 12 goals and accompanying strategies, following the three themes outlined above. Together these 12 goals comprise the State Council's prescription for strengthening higher education in Virginia by making it more accessible, better integrated with society, and better positioned to attain national leadership in important areas of research.

## The Goals

### ***Section I: ACCESS***

#### *Enhancing Access*

1. Enhance Access Through P-16 Curricular Alignment
2. Enhance Access Through Improved Coordination of Information

#### *Enhancing Affordability*

3. Enhance Affordability Through Financial Aid Advocacy
4. Enhance Affordability Through Education and Investment Incentives

### ***Section II: ALIGNMENT***

#### *Enhancing Alignment with P-12 Education*

5. Improve College Readiness Through Strengthened P-16 Cooperation and Communication
6. Strengthen P-16 Coordination Through Expanded Data Collection and Analysis

#### *Enhancing Alignment with Workforce Needs*

7. Support State Workforce Needs Through Strengthened Participation in Post-Secondary Education
8. Conduct a Comprehensive Economic Impact Study of Higher Education
9. Improve Alignment Between Higher Education and the Commonwealth's Workforce Needs

#### *Enhancing Academic Quality*

10. Strengthen Academic Program Quality and Accountability Through Assessment

### ***Section III: INVESTMENT***

#### *Enhancing Research*

11. Enhance Research Through Investment in Targeted Consortia
12. Enhance Research Through Investment in Infrastructure

## Goals Section I: ACCESS

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### Enhancing Access

Evidence that our society is losing ground in terms of educational attainment and economic outlook is leading to calls for more and better education—and greater access to it—from all corners of the American landscape, from parent-teacher associations to governors to Ben Bernanke, the chairman of the Federal Reserve: “A substantial body of research demonstrates that investments in education and training pay high rates of return both to individuals and to the society at large. That research also suggests that workers with more education are better positioned to adapt to changing demands in the workplace” (2/6/07). The primacy of “access” recurs in important current policy discussions and initiatives, including the 2006 Spellings Commission Report, the National Conference of State Legislatures’ 2006 Blue Ribbon Commission Report, and the Commonwealth’s 2005 Restructuring Act, whose first goal calls for the provision of access for all citizens.

Demographic and funding realities are changing for postsecondary institutions and their students. As was recognized in the Virginia P-16 Council’s 2006 Report, the Commonwealth must keep up with these changes by focusing its attention on facilitating, enhancing, and expanding access to postsecondary education and training for all of its citizens.

Goals 1 and 2 address access directly from two complementary points of view. Goal 1 takes up access as a curricular issue, to promote higher expectations and standards for student preparation so as to enhance academic ambition and the likely success of students once they have entered college. Goal 2 takes up access as a communication issue, to facilitate broader dissemination of information about higher education opportunity and how to overcome real and perceived barriers to it.

### 1. Enhance Access Through P-16 Curricular Alignment

Develop innovative, technology-enriched P-16 teaching and learning opportunities via both real and electronic access that expand and enhance Virginians' access to higher education.

Strategies:

1. Establish high expectations and align curricula between secondary and postsecondary education to ensure that Virginia students complete high school ready to succeed in and graduate from college. Areas of improvement include higher academic standards and curriculum expectations, early college opportunities, and testing and assessment.
2. Promote collaboration between higher education and the P-12 system to identify effective accelerated college-preparatory experiences and make them more widely available. Such opportunities may include dual enrollment, tech prep, middle- and early-college high schools, Advanced Placement courses and International Baccalaureate programs.

## **2. Enhance Access Through Improved Coordination of Information**

Encourage better coordination of informational resources available to Virginians so that higher education is viewed as affordable and access is expanded and enhanced.

Strategies:

1. Provide postsecondary information earlier, more systematically, and more strategically to Virginia's children and their families, especially members of underrepresented populations. Such information should "demystify" college by

detailing higher education's benefits, outlining appropriate academic and non-academic preparatory paths, and clarifying eligibility and application processes for financial assistance.

2. Convene a working group of stakeholders to identify existing Commonwealth resources and consider how they may be mobilized more effectively to accomplish the following goals:
  - a. to promote greater social support for Virginians' education through peers, mentors, and families;
  - b. to ensure that the "non-traditional" student population is provided sufficient support to participate in post-secondary education;
  - c. to foster effective collaboration between higher education and career guidance professionals working in and with the P-12 system;
  - d. to improve communication among partners currently offering educational resources for college financial preparation; and
  - e. to deliver information to students and parents "where they are," at sporting events, shopping areas, via television, print media, billboards and websites.

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### **Enhancing Affordability**

The Restructuring Act requires institutions to "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 financial aid on applications, enrollment, and student indebtedness incurred for the payment of tuition and fees." As charged in the 2006-08 Appropriations Act, SCHEV is working with institutions to develop by July 1, 2008 "a clearly understandable measure of affordability." Current affordability measures include average need-based borrowing and

percentage of need-based borrowing. Each institution has developed strategies for approaching affordability as part of its six-year academic plan under the Restructuring Act.

Of paramount concern is the increasing burden being borne by students from the lowest income levels due to increasing tuition charges. As noted in the January 2006 SCHEV *Study on the Affordability of Virginia's Public and Private Institutions*, Virginia's 2-year public institutions compare favorably with those in other states. However, the same is not true for students in the lowest income quartile at 4-year public and private institutions, where the "net price" of college rises to a prohibitive level considered as a percentage of median family income. Significant increases in state-funded and institutional financial aid are needed if low-income students are to have access to four-year institutions comparable to that enjoyed by similarly qualified middle- and high-income students.

Goals 3 and 4 address affordability from the complementary perspectives of financial aid advocacy and promoting incentives for family investment.

### **3. Enhance Affordability Through Financial Aid Advocacy**

Continue SCHEV's strong commitment to affordability and access to higher education by advocating for expansion of existing financial aid programs that make college affordable for low- and middle-income families and ensure access to Virginia's public and private institutions for all students.

Strategies:

1. Advocate for increased state and institutional support to reduce the impact of increasing tuition charges on the affordability of 4-year institutions for low-income students.
2. Continue to recommend full funding of the Partnership Model for need-based programs.

3. Increase support for the Tuition Assistance Grant (TAG) program to reflect increases in the cost of higher education.

#### **4. Enhance Affordability Through Education and Investment Incentives**

Support programs that educate and encourage families to set their sights on college for their children and where possible to save early for college. Such programs can help keep Virginia's families focused on the goal of college education and what it takes to achieve that goal.

Strategy:

1. Support Commonwealth initiatives to promote educational investment by partnering with families.
  - a. Work with Virginia College Savings Program to explore the concept of an income-based incentive program. Corporate partners might also provide financial and human resources.
  - b. Explore the idea of an incentive program that provides matching funds and could be structured to provide increased support as students progress through college, encouraging timely completion.

## Goals Section II: ALIGNMENT

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### Enhancing Alignment with P-12 Education

An effective P-16 system of education is inclusive and expects excellence from students of all backgrounds. It aligns standards between different levels, particularly between P-12 and post-secondary education. It supports standards and the logical progression between levels via assessment-based improvement. It fosters efficiency, particularly involving the reduction of remediation. Lastly, it includes mechanisms for negotiating change and adapting to new challenges and problems (see “What Is P-16 Education?” by G. Van de Water and T. Rainwater, Education Commission of the States, at <http://www.ecs.org/clearinghouse/24/28/2428.htm>).

Goals 5 and 6 address two crucial aspects of alignment between higher education and P-12 education. Goal 5 seeks to enhance college readiness among the Commonwealth’s high school graduates through curricular alignment and feedback between higher education and the P-12 system. Goal 6 recommends development of a data collection system and analysis to support Goal 5.

### 5. Improve College Readiness Through Strengthened P-16 Cooperation and Communication

Endorse and adopt the goal of the Report of the P-16 Council to work with the State Board of Education and public and private institutions of higher education to establish a common standard of college readiness and to promote ongoing communication within the P-16 system to ensure the college readiness of high school graduates.

Strategy:

1. Support the Commonwealth’s endorsement of existing standards for reading, writing, and mathematics, such as the

nationally recognized American Diploma Project benchmarks and the College Board Standards for College Success.

2. Improve communication and cooperation among public schools and institutions of higher education to reduce the need for remedial coursework in college.
  - a. Produce an annual web-based high school feedback report providing key indicators of high school graduates' success in college.
  - b. Support collaboration between institutions of higher education and public schools to improve student achievement, upgrade the knowledge and skills of teachers, and strengthen the leadership skills of school administrators.
  - c. Encourage community colleges and high schools to use the results of the upcoming study of academic weaknesses of community college students to develop strategies to improve the preparation of high school graduates.

## **6. Strengthen P-16 Coordination Through Expanded Data Collection and Analysis**

Create and support a culture of evidence based on the development and appropriate use of a virtual, comprehensive, longitudinal data system that documents student outcomes, barriers to success, and successful preparation.

Strategies:

1. Support the Commonwealth's efforts to achieve the ten essential elements of a state longitudinal data system identified by the national Data Quality Campaign.

2. Encourage researchers to conduct longitudinal analyses of student experience to determine key factors of college and workplace readiness.

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### **Enhancing Alignment with Workforce Needs**

While instruction, research, and public service are acknowledged as the primary missions of higher education, economic development and the enhancement of human potential are its ultimate goals. Higher levels of education are correlated with higher earnings for all racial/ethnic groups and genders. Higher levels of education also correspond to greater interest in the arts, increased civic engagement, and lower levels of unemployment and poverty.

The Restructuring Act calls on Virginia's colleges and universities to meet a series of educational goals, among them to "actively contribute to efforts to stimulate the economic development of the Commonwealth and the area in which the institution is located..." The greatest contribution institutions make to the Commonwealth are their *graduates*, who go on to staff the most important public and private enterprises in the state. Goals 7, 8 and 9 concentrate on supporting state economic development and workforce needs.

### **7. Support State Workforce Needs Through Strengthened Participation in Post-Secondary Education**

Establish aggressive targets for increased postsecondary participation rates, retention rates, and graduation rates at Virginia's public and private institutions of higher education.

Strategies:

1. Support strategic scholarship funding to recruit students in critical shortage areas, such as nursing and teacher education.
2. Emphasize “2 plus 2” partnerships between community colleges and four-year institutions in rural and economically disadvantaged regions.
3. Implement programs—both academic and student support—that will foster increased attraction and retention of “non-traditional” student populations in postsecondary education.
4. Increase the academic and counseling support for K-12 students and teachers through the increased use of career guidance professionals, mentors, tutors, and enhanced professional development for teachers.
5. Expand dual enrollment opportunities for high school students who can benefit from early college attendance.

## **8. Conduct a Comprehensive Economic Impact Study of Higher Education**

Conduct, under the auspices of the Office of the Governor and/or the General Assembly, a comprehensive economic impact analysis of higher education in the Commonwealth.

Strategies:

1. Establish baseline measures across a broad spectrum of economic base analysis and measure changes over time. Examples of items to be considered for measurement include: direct institutional spending; tax revenue generated by college and university employees, students, and visitors; annual expenditures by college and university employees, students, and visitors; percent of graduates that remain in

the state; the number of jobs created off-campus by the institution's presence; annual level of sponsored research; etc.

2. Measure employment supply and demand, especially in critical areas; net job migration; and the impact of the higher salaries generated by an increased graduate population.

## **9. Improve Alignment Between Higher Education and the Commonwealth's Workforce Needs**

Strengthen the links between the business community and higher education institutions by promoting the coordination of academic program development at the undergraduate and graduate levels with state economic development and workforce needs.

Strategies:

1. Establish an advisory council with representation from higher education and industry to identify statewide needs for both applied and research-oriented academic programming and to ensure alignment of institutional competencies and industry needs.
2. Work with institutions to facilitate program development in high needs areas, including:
  - a. Develop courses and training geared toward specific industry needs in high-growth occupational areas.
  - b. Better coordinate educational pathways from the associate to the graduate level.
  - c. Identify ways to improve response time to business and industry requests for higher education courses and services in a format that will meet industry and adult learner needs.

3. Implement a program to upgrade and maintain research infrastructure and equipment at existing regional business incubators and to establish more of them.
4. Implement a program of competitive economic development grants for seeding innovative commercial applications of university research.

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### **Enhancing Academic Quality**

There is a national call for accountability in higher education that recognizes the need for colleges and universities to document rigorously and with transparency the difference they make to students' intellectual growth. Virginia has an established record as a leader in the assessment of core learning areas that allows public institutions of higher education to define outcomes and specific assessment methodologies. This history can serve as a strong platform on which to build an even better system of assessment that is rigorously both formative and accountable. Goal 10 addresses assessment of general education and degree programs with a view to ongoing curricular improvement and demonstrating institutional successes.

### **10. Strengthen Academic Program Quality and Accountability Through Assessment**

Maintain and enhance the quality of academic programs at Commonwealth institutions by focusing on outcomes and improvement, while demonstrating accountability to students, parents, state government, and the citizenry in general.

Strategies:

1. Commonwealth institutions should improve assessment to satisfy stakeholders' need for clear information on the

effectiveness of instruction in the core academic competencies. This effort should include both “value added” macro assessments for public accountability, as well as targeted course and program level assessments to indicate resulting improvements.

2. In the case of degree programs, assessment should proceed according to standards established by accrediting bodies, both disciplinary and regional, and by institutions' own internal standards and expectations. Information about degree program assessments should, where practicable, be made available to the public in ways that will both inform current and prospective students and highlight institutional strengths and successes.

## **Goals Section III: INVESTMENT**

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### **Enhancing Research**

The research enterprise is in some respects the keystone of higher education. It is from research and scholarship that new knowledge is discovered. It is precisely in the area of research that it is most difficult to achieve and maintain excellence because of the inherent costs and the difficulty of recruiting world class-researchers. This is a national as well as a statewide challenge.

Research has been a state planning concern for Virginia in the past. The second goal of the 2002 Virginia Strategic Plan for Higher Education was to increase Virginia's national standing in sponsored research. Because of the lag in the availability of data from the federal government it is not yet possible to determine the ultimate effect of the 2002 plan, but at the time of the October 2006 interim report Virginia had not improved on its national ranking (37<sup>th</sup>), despite increasing research expenditures from \$83 to \$113 per capita.

If Virginia is going to bolster its research standing it is essential to identify areas in which the research capacity is sufficiently developed that strategic investment can be translated into national leadership. That strategic planning has already been well developed under the aegis of the Virginia Research and Technology Advisory Commission (VRTAC). Goal 11 endorses the VRTAC plan, which defines three research topics of mutual priority among higher education, industry, and federal laboratories with the aim of significantly increasing federal funding. Goal 12 addresses infrastructure issues to facilitate recruitment of first rate faculty and graduate students, and to remove regulatory barriers to support research.

### **11. Enhance Research Through Investment in Targeted Consortia**

Endorse the Virginia Research and Technology Advisory Commission (VRTAC) proposal to establish a consortium of universities, industry and federal laboratories that would focus on three thematic research areas of mutual priority:

1. Energy, Conservation, and the Environment;
2. Future Microelectronics in Virginia;
3. Lifespan Biology and Medicine, including public health and safety.

Strategies:

1. Advocate a state investment of \$45 million per year for five years—matched with a cost share of \$15 million per year from university/industry/federal laboratory teams.
2. Regularly report metrics for determining success (e.g., federal research programs awarded, patent filings/licenses, jobs created, etc.) to a Governor's panel.

## **12. Enhance Research Through Investment in Infrastructure**

Strongly support investment in resources necessary for carrying out state-of-the-art research and instruction at public colleges and universities.

Strategies:

1. Recommend adequate funding and appropriate policy changes to attract nationally renowned faculty, top quality graduate students, talented postdoctoral fellows, and qualified technicians.
2. Recommend that the Commonwealth employ existing exemptions from SCHEV's 50:50 research funding guideline to allow targeted 100% general fund research projects (as,

e.g., Commonwealth Research Initiative, VA Tech and VSU agricultural extension, and the Virginia Institute for Marine Science).

3. Recommend that the Commonwealth maintain the precedent-setting policy of funding research equipment through the Higher Education Equipment Trust Fund.

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The twelve goals and associated strategies outlined above constitute the Council's considered recommendation for addressing state needs and advancing the quality of the Commonwealth's system of higher education. By focusing on the three themes of access, alignment, and investment, the plan aims to make educational opportunity more widely available and better attuned to state needs, and to make Virginia better positioned to advance in research excellence.

# State Council of Higher Education for Virginia Agenda Item

**Item:** Council Item #9 - Action on Certification of Institutions Under Restructuring

**Date of Meeting:** May 8, 2007

**Committee:**

Academic Affairs  Planning  Resources  Outreach  Executive  
Committee  Full Council  Committee of the Whole

**Committee Liaison:**

Jim Alessio, Director of Higher Education Restructuring  
[jamesalessio@schev.edu](mailto:jamesalessio@schev.edu)

**Most Recent Review/Action:**

No previous Council review/action  
 Previous review/action

**Date:** November 13, 2006

**Action:** Approved Institutional Performance Standards

**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 2007 Appropriations Act gives outlines the Council's authority in certifying institutions and established June 1, 2007, for completing the first certification process.

#### §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. Institutional performance on measures set forth in paragraph K of this section shall be evaluated year-to-date by the Secretaries of Finance and Administration, 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. The first certification will be completed and forwarded in writing to the General Assembly and Governor no later than June 1, 2007.

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 Appropriations Act permits a variance from the target, known as a 'Threshold', for measuring acceptable institutional performance.

In evaluating institutional performance against the standards approved by the Council last November, staff had to rely on the most recent data available. Thus, staff measured 2005-06 performance against 2006-07 targets and thresholds for this first certification cycle. Next year's certifications, to be completed in May 2008, will measure 2006-07 targets against 2006-07 actual data.

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. It is anticipated that performance standards will be developed for these measures during the coming year. Based on staff review, each institution has passed or is making satisfactory progress towards achieving its target on all performance measures.

Besides the 19 educational-related performance standards reviewed by staff, the Secretaries of Finance and Administration evaluated the standards for the financial and administrative goals. The Secretaries have documented that "[o]verall each institution satisfactorily addressed the Financial and Administrative Standards." (Letter from the Secretary of Finance is attached.)

The staff recommends that the Council certify all the public institutions as meeting the standards outlined in the Higher Education Restructuring Act and the Appropriations Act. In addition, staff recommends that the Council reiterate its resolution from November 2006 listing expectations for each institution.

**Materials Provided:**

- Letter from Secretary of Finance to Executive Director documenting that institutions have met financial and administrative standards.
- List of Institutional Performance Standards - Measures
- Tables detailing institutional status in meeting each performance standard

**Financial Impact:**

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

**Timetable for Further Review/Action:**

Institutional certification based on 2006-07 academic year performance will be completed in May 2008.

**Resolution:**

**BE IT RESOLVED that the State Council of Higher Education for Virginia certifies that each public institution has satisfactorily met the performance standards of the Higher Education Restructuring Act and Appropriations Act.**

**BE IT FURTHER RESOLVED that the State Council of Higher Education for Virginia reaffirms its November 13, 2006 resolution that directed the challenges below to Virginia's public institutions for consideration as they review their six-year academic, enrollment, and financial plans and in preparation of the 2008 review of the Institutional Performance Standards:**

**Christopher Newport University**

- Institution should make a more substantial effort to enroll underrepresented students as demonstrated through significantly enhanced targets in 2008.
- Institution should commit to objectively demonstrating student learning achievement outcomes in 2008 and beyond.
- Institution should undertake significant efforts to increase the graduation rates, as reflected in measure 12, such that a target of ratio of .20 can be established for 2014.
- Institution shall develop K12 partnerships and activities that improve student learning, improve teaching effectiveness, and enhance administrative leadership.

### **College of William and Mary**

- Institution should commit to objectively demonstrating student learning achievement outcomes in 2008 and beyond.
- While the Council recognizes the challenges faced by the institutions from enrollment growth and severe budget cuts in previous years, the Council challenges the institution to find ways to increase the productivity of its faculty as expressed in terms of degrees conferred per full-time instructional faculty.

### **George Mason University**

- Institution should revisit its effort to enroll underrepresented students to ensure its targets track with enrollment projections thus resulting in at least maintaining the percentage of such students enrolled.
- Institution should commit to objectively demonstrating student learning achievement outcomes in 2008 and beyond.
- Institution should extend itself on its targets for measures 11 and 12 for the 2008 cycle and to improve student retention and completion.
- While the Council recognizes the challenges faced by the institutions from enrollment growth and severe budget cuts in previous years, the Council challenges the institution to find ways to increase the productivity of its faculty as expressed in terms of degrees conferred per full-time instructional faculty.

### **James Madison University**

- Institution should commit to objectively demonstrating student learning achievement outcomes in 2008 and beyond.
- While the Council recognizes the challenges faced by the institutions from enrollment growth and severe budget cuts in previous years, the Council challenges the institution to find ways to increase the productivity of its faculty as expressed in terms of degrees conferred per full-time instructional faculty.

### **Longwood University**

- Institution should revisit its effort to enroll underrepresented students to ensure its targets track with enrollment projections thus resulting in at least maintaining the percentage of such students enrolled.
- Institution should commit to objectively demonstrating student learning achievement outcomes in 2008 and beyond.
- While the Council recognizes the challenges faced by the institutions from enrollment growth and severe budget cuts in previous years, the Council challenges the institution to find ways to increase the productivity of its faculty as expressed in terms of degrees conferred per full-time instructional faculty.

### **Norfolk State University**

- Institution should commit to objectively demonstrating student learning achievement outcomes in 2008 and beyond.
- Institution should develop programs and/or approaches to increasing student retention to reach a target of 81% by 2014.

#### **Old Dominion University**

- Institution should revisit its effort to enroll underrepresented students to ensure its targets track with enrollment projections thus resulting in at least maintaining the percentage of such students enrolled.
- Institution should commit to objectively demonstrating student learning achievement outcomes in 2008 and beyond.
- Institution should develop programs and/or approaches to increasing student retention to reach a target of 81% by 2014.
- While the Council recognizes the challenges faced by the institutions from enrollment growth and severe budget cuts in previous years, the Council challenges the institution to find ways to increase the productivity of its faculty as expressed in terms of degrees conferred per full-time instructional faculty.

#### **Radford University**

- Institution should commit to objectively demonstrating student learning achievement outcomes in 2008 and beyond.
- While the Council recognizes the challenges faced by the institutions from enrollment growth and severe budget cuts in previous years, the Council challenges the institution to find ways to increase the productivity of its faculty as expressed in terms of degrees conferred per full-time instructional faculty.

#### **University of Mary Washington**

- Institution should revisit its effort to enroll underrepresented students to ensure its targets track with enrollment projections thus resulting in at least maintaining the percentage of such students enrolled.
- Institution should commit to objectively demonstrating student learning achievement outcomes in 2008 and beyond.
- While the Council recognizes the challenges faced by the institutions from enrollment growth and severe budget cuts in previous years, the Council challenges the institution to find ways to increase the productivity of its faculty as expressed in terms of degrees conferred per full-time instructional faculty.

#### **University of Virginia**

- Institution should commit to objectively demonstrating student learning achievement outcomes in 2008 and beyond.

- While the Council recognizes the challenges faced by the institutions from enrollment growth and severe budget cuts in previous years, the Council challenges the institution to find ways to increase the productivity of its faculty as expressed in terms of degrees conferred per full-time instructional faculty.

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

- Institution should commit to objectively demonstrating student learning achievement outcomes in 2008 and beyond.
- While the Council recognizes the challenges faced by the institutions from enrollment growth and severe budget cuts in previous years, the Council challenges the institution to find ways to increase the productivity of its faculty as expressed in terms of degrees conferred per full-time instructional faculty.

#### **Virginia Commonwealth University**

- Institution should commit to objectively demonstrating student learning achievement outcomes in 2008 and beyond.
- Institution should develop programs and/or approaches to increasing degree awards per FTE faculty with a goal of reaching 2.8 by 2014.
- While the Council recognizes the challenges faced by the institutions from enrollment growth and severe budget cuts in previous years, the Council challenges the institution to find ways to increase the productivity of its faculty as expressed in terms of degrees conferred per full-time instructional faculty.

#### **Virginia Military Institute**

- Institution should revisit its effort to enroll underrepresented students to ensure its targets track with enrollment projections thus resulting in at least maintaining the percentage of such students enrolled.
- Institution should commit to objectively demonstrating student learning achievement outcomes in 2008 and beyond.
- Institution should develop an appropriate partnership with the city of Lexington to improve economic development.
- Institution should pursue additional efforts to participate in the improvement of the teaching of math and science in secondary schools.
- While the Council recognizes the challenges faced by the institutions from enrollment growth and severe budget cuts in previous years, the Council challenges the institution to find ways to increase the productivity of its faculty as expressed in terms of degrees conferred per full-time instructional faculty.

#### **Virginia State University**

- Institution should commit to objectively demonstrating student learning achievement outcomes in 2008 and beyond.
- Institution should develop an appropriate partnership with the city of Petersburg to improve economic development.
- While the Council recognizes the challenges faced by the institutions from enrollment growth and severe budget cuts in previous years, the Council challenges the institution to find ways to increase the productivity of its faculty as expressed in terms of degrees conferred per full-time instructional faculty.

#### **Virginia Tech**

- Institution should commit to objectively demonstrating student learning achievement outcomes in 2008 and beyond.
- Institution should commit to exploring opportunities for increasing the production of graduates in high-need areas, specifically engineering.

#### **Richard Bland College**

- Institution should commit to objectively demonstrating student learning achievement outcomes in 2008 and beyond.
- Institution should commit to developing the capability to establish a 70% retention rate as a target for 2014.
- Institution should develop an appropriate partnership with the city of Petersburg to improve economic development.
- While the Council recognizes the challenges faced by the institutions from enrollment growth and severe budget cuts in previous years, the Council challenges the institution to find ways to increase the productivity of its faculty as expressed in terms of degrees conferred per full-time instructional faculty.

#### **Virginia Community College System**

- VCCS leadership shall plan on submitting projections of future enrollment to the Council beyond the current demand methodology during Spring 2007 as part of the biennial enrollment projection process.
- Institution should commit to objectively demonstrating student learning achievement outcomes in 2008 and beyond.
- VCCS leadership shall plan on submitting projections of future degree awards to the Council beyond the current demand methodology during Spring 2007 as part of the biennial enrollment projection process.
- While the Council recognizes the challenges faced by the institutions from enrollment growth and severe budget cuts in previous years, the Council challenges the institution to find ways to increase the productivity of its faculty as expressed in terms of degrees conferred per full-time instructional faculty.



# COMMONWEALTH of VIRGINIA

Office of the Governor

Jody M. Wagner  
Secretary of Finance

P. O. Box 1475  
Richmond, Virginia 23218

April 24, 2007

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

Dear Dr. LaVista:

As you know, the budget bill (House Bill 1650/Senate Bill 750) includes a requirement in the General Provisions related to Higher Education Restructuring. Section 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. Institutional performance on measures set forth in paragraph K of this section shall be evaluated year-to-date by the Secretaries of Finance and Administration, as appropriate, and communicated to the State Council of Higher Education before June 1 of each year.

. . . The first certification will be completed and forwarded in writing to the General Assembly and Governor no later than June 1, 2007.

Section 23-9.6:1.01(C) of the Code describes the scope of our review:

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.

Phone: (804) 786-1148 • Fax: (804) 692-0676 • TTY: (800) 828-1120

Daniel J. LaVista, Ph.D.  
April 24, 2007  
Page 2

Secretary Baskerville and I completed our review of the benchmarks described in § 23-9.6:1.01(C) for each institution. Overall each institution satisfactorily addressed the Financial and Administrative Standards.

The analysis of the standards was challenging, and I would like to thank the staff of the colleges and universities, the Auditor of Public Accounts, the Department of Accounts, and the Department of General Services for submitting information needed for evaluation.

If you have any questions or need additional information, please call either me or Deputy Secretary of Finance, Manju Ganeriwala, at 786-1148.

Sincerely,



Jody M. Wagner

Cc: The Honorable Viola O. Baskerville  
Secretary of Administration  
The Honorable Thomas R. Morris  
Secretary of Education  
Ms. Manju S. Ganeriwala  
Deputy Secretary of Finance

## Institutional Performance Standards - Measures

1. Institution meets its State Council-approved biennial projection of total in-state student enrollment within the prescribed range of permitted variance.
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. Definition: Direct comparison of actual degree awards to the projections in the most recent set of SCHEV approved enrollment projections.
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. SCHEV will establish a working group to develop an appropriate definition and methodology for the measure. Consisting of professional staff from the public institutions, this group will begin meeting in October, 2006 with the goal of reporting out to Council in January, 2008 to allow Council to adopt a final measure no later than May, 2008.
- 5.1 Institution establishes mutually acceptable annual targets for need-based borrowing that reflect institutional commitment to limit the average borrowing of in-state students with established financial need, and **the percentage of those students who borrow**, to a level that maintains or increases access while not compromising affordability.
- 5.2 Institution establishes mutually acceptable annual targets for need-based borrowing that reflect institutional commitment to **limit the average borrowing of in-state students with established financial need**, and the percentage of those students who borrow, to a level that maintains or increases access while not compromising affordability.
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. SCHEV staff will develop and issue guidelines as to what the Council will need to receive in order

to certify compliance. Methodology and approach will be left to the institution to determine.

**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.

**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.

**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 or increases the ratio of degrees conferred per full-time equivalent instructional faculty member, within the prescribed range of permitted variance.

**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.

**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.

**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.

**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.

**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. Institution shall provide a brief narrative describing each K-12 cooperative action meeting the stated intent of the measure. Upon request, institution shall provide annually a list of K-12 educational leaders knowledgeable of the actions to be surveyed by SCHEV.

## First Certification of the Institutional Performance Standards, Benchmarks and Targets

A final review of the data for annual certification of institutions regarding the educational-related goals of the Restructured Higher Education and Administration Act.

### Summary of Benchmarks and Targets

The following tables, by institution, summarize current performance on the 19 Institutional Performance Standards adopted by the State Council and embraced in the 2006 Acts of Assembly in response to the nine educational-related goals of the Restructuring Act. In this first year of implementation, the primary basis of certification the focus is on assembling and adopting the institutional targets and acceptable levels of variance. This was accomplished and adopted by the Council at a special meeting on November 13, 2006.

Each row of the table refers to a specific measure which is identified in the first column. The second column, "Benchmark," provides the basis of performance from which the institution began developing its target for the measure. The second column, "Actual 0506," is SCHEV's assessment of performance on the most recently available data, much of which was being submitted by the institutions at the time the targets were being developed. The next two columns, "Target 0607" and "Threshold 0607" are just what they appear to be: the target set for the current academic and fiscal years, which will be evaluated for certification purposes in 2008, with an accompanying minimum (or maximum for measures 5.1 and 5.2) level of performance to accommodate the concept of "permitted variance" that appears in the measures. The final column, "Result," is the result of comparing actual data from AY0506 to the threshold value. "PASS" is reported when the AY0506 data is greater than the threshold value for all measures save 5.1 and 5.2. For measures 5.1 and 5.2, the AY0506 values must be lower than the threshold to pass. In all other cases, "PROGRESS" is reported in recognition of the ongoing work of the institutions in each area.

The near final row of the table respectively indicates that the institution has received a "PASS" on the financial and administrative measures for Goal 11. The final row provides SCHEV's overall assessment of performance and whether or not the institution is recommended for certification.

### Christopher Newport University

Measure	Benchmark	Actual 0506	Target 0607	Threshold	Result
1	4,613	4,573	4,667	4,434	PASS
2	1,054	1,054	1,065	896	PASS
3	880	852	880	836	PASS
4	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
5.1	\$3,199	\$3,082	\$3,150	\$3,420	PASS
5.2	47.0%	81.7%	47.0%	52.3%	PROGRESS
6	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>				
7	50	50	55	43	PASS
8	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
9	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
10	3.8	Not Available	3.8	3.4	PROGRESS
11	82.5%	83.0%	83.5%	79.4%	PASS
12	18.6%	18.5%	18.8%	17.3%	PASS
13	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>				PASS
14	15	34	25	15	PASS
15	<i>Does not apply to four-year institutions.</i>				
16	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
17	<i>Does not apply to CNU.</i>				
18	<i>Does not apply to CNU.</i>				
19	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					<b>PASS</b>
Institution has passed or demonstrated commitment on all educational-related measures and IS recommended for certification in 2007.					<b>Recommended</b>

### College of William and Mary

Measure	Benchmark	Actual 0506	Target 0607	Threshold	Result
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1	4,660	4,826	4,803	4,563	PASS
2	1,098	1,149	1,180	1,132	PASS
3	1,997	2,095	2,125	2,019	PASS
4	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
5.1	\$3,030	\$3,333	\$3,220	\$3,394	PASS
5.2	66.1%	55.4%	65.0%	70.5%	PASS
6	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>				
7	150	188	195	147	PASS
8	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
9	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
10	3.2	Not Available	3.2	3.1	PROGRESS
11	94.0%	90.7%	94.0%	92.0%	PROGRESS
12	23.5%	24.5%	22.7%	21.6%	PASS
13	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>				PASS
14	36	41	44	36	PASS
15	<i>Does not apply to four-year institutions.</i>				
16	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
17	\$39,169,570	Not Available	\$48,060,000	\$42,378,000	PROGRESS
18	2	Not Available	3	2	PROGRESS
19	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					<b>PASS</b>
Institution has passed or demonstrated commitment on all educational-related measures and IS recommended for certification in 2007.					<b>Recommended</b>

**George Mason University**

Measure	Benchmark	Actual 0506	Target 0607	Threshold	Result
1	24,794	24,876	25,099	23,844	PASS
2	7,197	6,886	7,256	6,871	PASS
3	6,394	6,852	7,130	6,774	PASS
4	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
5.1	\$3,914	\$3,914	\$4,021	\$4,171	PASS
5.2	72.3%	72.4%	74.1%	76.7%	PASS
6	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>				
7	1,435	1,970	1,491	1,371	PASS
8	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
9	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
10	4.9	Not Available	4.9	4.8	PROGRESS
11	78.0%	81.3%	78.2%	77.2%	PASS
12	22.2%	23.0%	22.3%	22.0%	PASS
13	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>				PASS
14	325	751	328	0	PASS
15	<i>Does not apply to four-year institutions.</i>				
16	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
17	\$41,593,052	Not Available	\$43,672,705	\$43,663,668	PROGRESS
18	2	Not Available	5	0	PASS
19	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					<b>PASS</b>
Institution has passed or demonstrated commitment on all educational-related measures and IS recommended for certification in 2007.					<b>Recommended</b>

## James Madison University

Measure	Benchmark	Actual 0506	Target 0607	Threshold	Result
1	11,610	12,019	11,790	11,201	PASS
2	2,971	2,949	3,034	2,827	PASS
3	3,935	4,027	3,967	3,769	PASS
4	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
5.1	\$3,844	\$3,595	\$4,074	\$4,210	PASS
5.2	74.0%	74.1%	74.0%	76.0%	PASS
6	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>				
7	576	647	629	575	PASS
8	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
9	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
10	3.9	Not Available	3.9	3.7	PROGRESS
11	88.6%	177.6%	88.0%	87.4%	PASS
12	22.6%	22.8%	21.8%	20.0%	PASS
13	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>				PASS
14	168	282	175	160	PASS
15	<i>Does not apply to four-year institutions.</i>				
16	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
17	<i>Does not apply to JMU.</i>				
18	<i>Does not apply to JMU.</i>				
19	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					<b>PASS</b>
Institution has passed or demonstrated commitment on all educational-related measures and IS recommended for certification in 2007.					<b>Recommended</b>

**Longwood University**

Measure	Benchmark	Actual 0506	Target 0607	Threshold	Result
1	4,163	4,123	4,325	4,109	PASS
2	985	1,018	985	936	PASS
3	946	880	964	916	PROGRESS
4	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
5.1	\$3,322	\$3,277	\$3,422	\$3,594	PASS
5.2	73.7%	74.5%	74.0%	78.0%	PASS
6	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>				
7	275	464	285	214	PASS
8	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
9	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
10	4.0	Not Available	4.0	3.7	PROGRESS
11	75.0%	81.3%	76.0%	72.0%	PASS
12	20.0%	19.8%	20.0%	18.8%	PASS
13	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>				PASS
14	75	86	76	65	PASS
15	<i>Does not apply to four-year institutions.</i>				
16	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
17	<i>Does not apply to LU.</i>				
18	<i>Does not apply to LU.</i>				
19	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					<b>PASS</b>
Institution has passed or demonstrated commitment on all educational-related measures and IS recommended for certification in 2007.					<b>Recommended</b>

**Norfolk State University**

Measure	Benchmark	Actual 0506	Target 0607	Threshold	Result
1	4,655	4,533	4,825	4,584	PROGRESS
2	4,088	3,801	4,150	3,851	PROGRESS
3	1,065	983	1,017	966	PASS
4	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
5.1	\$3,501	\$3,254	\$3,614	\$3,726	PASS
5.2	87.0%	84.2%	87.0%	89.0%	PASS
6	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>				
7	211	291	220	176	PASS
8	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
9	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
10	2.2	Not Available	2.5	2.5	PROGRESS
11	71.0%	73.7%	72.0%	70.0%	PASS
12	16.8%	16.8%	16.8%	15.5%	PASS
13	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>				PASS
14	51	51	53	0	PASS
15	<i>Does not apply to four-year institutions.</i>				
16	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
17	<i>Does not apply to NSU.</i>				
18	<i>Does not apply to NSU.</i>				
19	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					<b>PASS</b>
Institution has passed or demonstrated commitment on all educational-related measures and IS recommended for certification in 2007.					<b>Recommended</b>

**Old Dominion University**

Measure	Benchmark	Actual 0506	Target 0607	Threshold	Result
1	18,314	18,181	19,053	18,100	PASS
2	7,075	7,230	7,235	6,656	PASS
3	3,920	4,025	3,955	3,757	PASS
4	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
5.1	\$3,703	\$3,712	\$3,700	\$3,851	PASS
5.2	63.9%	61.7%	63.5%	71.2%	PASS
6	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>				
7	1,502	1,566	1,567	1,510	PASS
8	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
9	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
10	4.7	Not Available	4.6	4.3	PROGRESS
11	77.2%	76.3%	77.4%	74.9%	PASS
12	20.0%	20.8%	20.3%	19.3%	PASS
13	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>				PASS
14	732	783	752	0	PASS
15	<i>Does not apply to four-year institutions.</i>				
16	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
17	\$47,100,000	Not Available	\$50,000,000	\$41,300,000	PROGRESS
18	12	Not Available	14	13	PROGRESS
19	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					<b>PASS</b>
Institution has passed or demonstrated commitment on all educational-related measures and IS recommended for certification in 2007.					<b>Recommended</b>

**Radford University**

Measure	Benchmark	Actual 0506	Target 0607	Threshold	Result
1	8,391	8,739	8,500	8,075	PASS
2	2,753	2,662	2,660	2,485	PASS
3	2,108	2,192	2,218	2,107	PASS
4	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
5.1	\$3,409	\$3,302	\$3,547	\$3,636	PASS
5.2	36.5%	82.5%	38.0%	42.9%	PROGRESS
6	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>				
7	523	342	525	437	PROGRESS
8	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
9	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
10	5.3	Not Available	5.1	5.0	PROGRESS
11	81.4%	78.7%	77.0%	75.5%	PASS
12	22.7%	22.3%	21.0%	22.7%	PROGRESS
13	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>				PASS
14	101	215	105	86	PASS
15	<i>Does not apply to four-year institutions.</i>				
16	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
17	<i>Does not apply to RU.</i>				
18	<i>Does not apply to RU.</i>				
19	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					<b>PASS</b>
Institution has passed or demonstrated commitment on all educational-related measures and IS recommended for certification in 2007.					<b>Recommended</b>

University of Mary Washington

Measure	Benchmark	Actual 0506	Target 0607	Threshold	Result
1	3,746	3,651	3,858	3,665	PROGRESS
2	787	751	792	736	PASS
3	1,154	1,127	1,175	1,116	PASS
4	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
5.1	\$3,470	\$3,607	\$3,465	\$3,547	PROGRESS
5.2	81.9%	74.7%	81.3%	85.6%	PASS
6	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>				
7	243	243	245	210	PASS
8	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
9	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
10	4.3	Not Available	4.3	4.0	PROGRESS
11	84.8%	84.5%	85.0%	82.9%	PASS
12	24.0%	24.0%	24.3%	23.3%	PASS
13	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>				PASS
14	74	74	81	69	PASS
15	<i>Does not apply to four-year institutions.</i>				
16	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
17	<i>Does not apply to UMW.</i>				
18	<i>Does not apply to UMW.</i>				
19	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					<b>PASS</b>
Institution has passed or demonstrated commitment on all educational-related measures and IS recommended for certification in 2007.					<b>Recommended</b>

University of Virginia

Measure	Benchmark	Actual 0506	Target 0607	Threshold	Result
1	15,411	15,826	15,499	14,724	PASS
2	3,377	3,448	3,469	3,318	PASS
3	5,946	6,035	6,079	5,775	PASS
4	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
5.1	\$2,648	\$4,298	\$3,032	\$3,289	PROGRESS
5.2	63.7%	62.3%	63.5%	67.5%	PASS
6	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>				
7	1,508	1,522	1,567	1,458	PASS
8	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
9	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
10	5.3	Not Available	5.2	5.0	PROGRESS
11	92.4%	92.6%	92.0%	90.0%	PASS
12	24.5%	25.0%	24.5%	23.8%	PASS
13	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>				PASS
14	78	84	98	78	PASS
15	<i>Does not apply to four-year institutions.</i>				
16	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
17	\$224,000,000	Not Available	\$264,100,000	\$201,900,000	PROGRESS
18	54	Not Available	55	53	PROGRESS
19	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					<b>PASS</b>
Institution has passed or demonstrated commitment on all educational-related measures and IS recommended for certification in 2007.					<b>Recommended</b>

University of Virginia's College at Wise

Measure	Benchmark	Actual 0506	Target 0607	Threshold	Result
1	1,791	1,852	1,844	1,752	PASS
2	914	882	969	848	PASS
3	283	271	305	290	PROGRESS
4	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
5.1	\$3,887	\$2,989	\$4,068	\$3,720	PASS
5.2	46.6%	59.5%	48.9%	45.8%	PROGRESS
6	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>				
7	35	57	42	38	PASS
8	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
9	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
10	3.5	Not Available	3.9	3.5	PROGRESS
11	74.3%	73.6%	75.4%	72.8%	PASS
12	18.8%	17.8%	19.0%	17.5%	PASS
13	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>				PASS
14	39	34	55	42	PROGRESS
15	<i>Does not apply to four-year institutions.</i>				
16	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
17	<i>Does not apply to UVA-W.</i>				
18	<i>Does not apply to UVA-W.</i>				
19	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					<b>PASS</b>
Institution has passed or demonstrated commitment on all educational-related measures and IS recommended for certification in 2007.					<b>Recommended</b>

**Virginia Commonwealth University**

Measure	Benchmark	Actual 0506	Target 0607	Threshold	Result
1	26,014	25,699	26,818	25,477	PASS
2	7,437	8,263	8,000	7,736	PASS
3	4,933	5,326	5,402	5,132	PASS
4	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
5.1	\$3,806	\$3,786	\$3,806	\$4,500	PASS
5.2	84.0%	84.2%	84.0%	89.0%	PASS
6	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>				
7	1,102	1,247	1,175	1,146	PASS
8	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
9	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
10	2.4	Not Available	2.4	2.4	PROGRESS
11	80.1%	81.4%	81.0%	80.5%	PASS
12	16.5%	18.0%	17.3%	16.5%	PASS
13	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>				PASS
14	185	381	185	135	PASS
15	<i>Does not apply to four-year institutions.</i>				
16	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
17	\$118,709,078	Not Available	\$128,300,000	\$121,300,000	PROGRESS
18	25	Not Available	31	21	PROGRESS
19	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					<b>PASS</b>
Institution has passed or demonstrated commitment on all educational-related measures and IS recommended for certification in 2007.					<b>Recommended</b>

## Virginia Military Institute

Measure	Benchmark	Actual 0506	Target 0607	Threshold	Result
1	706	744	716	680	PASS
2	181	196	181	148	PASS
3	276	277	296	281	PROGRESS
4	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
5.1	\$2,348	\$2,365	\$2,350	\$2,550	PASS
5.2	48.8%	48.0%	49.0%	58.0%	PASS
6	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>				
7	68	69	68	57	PASS
8	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
9	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
10	2.3	Not Available	2.3	2.2	PROGRESS
11	82.7%	87.2%	83.0%	81.5%	PASS
12	18.0%	18.3%	18.0%	16.8%	PASS
13	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>				PASS
15	<i>Does not apply to four-year institutions.</i>				
16	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
17	<i>Does not apply to VMI.</i>				
18	<i>Does not apply to VMI.</i>				
19	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					<b>PASS</b>
Institution has passed or demonstrated commitment on all educational-related measures and IS recommended for certification in 2007.					<b>Recommended</b>

**Virginia State University**

Measure	Benchmark	Actual 0506	Target 0607	Threshold	Result
1	3,592	3,572	3,798	3,608	PROGRESS
2	2,630	2,882	2,730	2,454	PASS
3	700	827	737	700	PASS
4	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
5.1	\$3,978	\$3,208	\$4,389	\$4,439	PASS
5.2	81.0%	89.0%	82.0%	83.2%	PROGRESS
6	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>				
7	34	186	38	14	PASS
8	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
9	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
10	1.8	Not Available	1.5	1.2	PROGRESS
11	76.1%	77.5%	76.1%	74.9%	PASS
12	17.8%	16.0%	17.8%	16.5%	PROGRESS
13	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>				PASS
14	43	23	48	0	PASS
15	<i>Does not apply to four-year institutions.</i>				
16	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
17	<i>Does not apply to VSU.</i>				
18	<i>Does not apply to VSU.</i>				
19	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					<b>PASS</b>
Institution has passed or demonstrated commitment on all educational-related measures and IS recommended for certification in 2007.					<b>Recommended</b>

Virginia Tech

Measure	Benchmark	Actual 0506	Target 0607	Threshold	Result
1	18,832	19,246	19,043	18,091	PASS
2	4,970	4,781	5,100	5,004	PROGRESS
3	6,506	6,895	6,879	6,535	PASS
4	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
5.1	\$3,569	\$3,610	\$3,593	\$3,738	PASS
5.2	81.2%	78.5%	81.0%	83.9%	PASS
6	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>				
7	1,878	2,029	1,741	1,659	PASS
8	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
9	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
10	5.9	Not Available	5.3	5.0	PROGRESS
11	87.2%	175.4%	88.2%	86.2%	PASS
12	22.0%	22.3%	21.8%	20.3%	PASS
13	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>				PASS
14	105	161	96	83	PASS
15	<i>Does not apply to four-year institutions.</i>				
16	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
17	\$248,507,000	Not Available	\$294,699,166	\$257,688,945	PROGRESS
18	21	Not Available	24	13	PROGRESS
19	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					<b>PASS</b>
Institution has passed or demonstrated commitment on all educational-related measures and IS recommended for certification in 2007.					<b>Recommended</b>

**Virginia Community College System**

Measure	Benchmark	Actual 0506	Target 0607	Threshold	Result
1	<i>VCCS will not be evaluated on this measure until the 2009 certification.</i>				
2	73,696	71,956	75,907	75,170	PROGRESS
3	<i>VCCS will not be evaluated on this measure until the 2009 certification.</i>				
4	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
5.1	\$1,945	\$2,122	\$2,436	\$2,481	PASS
5.2	5.3%	16.3%	19.0%	20.0%	PASS
6	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>				
7	1,945	2,348	1,984	1,964	PASS
8	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
9	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
10	3.7	Not Available	3.6	3.5	PROGRESS
11	41.5%	41.4%	42.0%	39.0%	PASS
12	17.5%	18.0%	0.0%	0.0%	PASS
13	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>				PASS
15	22,001	24,995	22,661	22,331	PASS
16	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
17	<i>Does not apply to VCCS.</i>				
18	<i>Does not apply to VCCS.</i>				
19	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					<b>PASS</b>
Institution has passed or demonstrated commitment on all educational-related measures and IS recommended for certification in 2007.					<b>Recommended</b>

**Richard Bland College**

Measure	Benchmark	Actual 0506	Target 0607	Threshold	Result
1	1,398	1,419	1,403	1,333	PASS
2	378	432	380	347	PASS
3	230	209	215	204	PASS
4	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
5.1	\$0	\$0	\$0	\$0	PASS
5.2	0.0%	0.0%	0.0%	0.0%	PASS
6	<i>There is no institutional response due at this time, guidelines to be developed by July 1, 2008.</i>				
8	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
9	<i>There is no institutional response due at this time, measure to be developed by July 1, 2008.</i>				
10	5.3	Not Available	5.2	5.2	PROGRESS
11	58.0%	41.4%	58.0%	51.5%	PROGRESS
12	17.0%	23.0%	17.0%	7.8%	PASS
13	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>				PASS
14					
15	298	310	300	197	PASS
16	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
17	<i>Does not apply to RBC.</i>				
18	<i>Does not apply to RBC.</i>				
19	<i>Institution has provided evidence of this commitment for AY0607 for surveys beginning this fall.</i>				PASS
Institution has been passed on the financial and administrative measures by the Secretaries of Finance and Administration.					<b>PASS</b>
Institution has passed or demonstrated commitment on all educational-related measures and IS recommended for certification in 2007.					<b>Recommended</b>