



State Council of
Higher Education for Virginia

Agenda Book

May 16-17, 2011

Location:

Randolph-Macon College
Ashland, VA



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

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
AGENDA**

Randolph-Macon College
McGraw-Page Library
Special Collections/Owen Room, 2nd floor
Ashland, Virginia
May 16, 2011
1:00 p.m.

Academic Affairs Committee

Call to Order and Announcements

1. Liaison Report
2. Approval of Minutes (March 21, 2011) [Page A 1](#)
3. Action on Programs at Public Institutions [Page A 6](#)
4. Action on Private and Out-of-State Post-secondary
Education Institutional Certifications [Page A 15](#)
5. Briefing: SCHEV Plan for Alignment with Federal
Title IV Regulations [Page A 31](#)
6. Items Delegated to Staff [Page 32](#)
(*separate tab*)

**STATE COUNCIL OF H IGH ER EDUCATION FOR VIRGINIA
ACADEMIC AFFAIRS COMMITTEE
MARCH 21, 2011
MINUTES**

Dr. Elrod called the meeting to order at 1:30 p.m. in the Byrd-Morris Seminar Rooms, 3rd floor, Harrison Institute/Small Special Collections Library, University of Virginia, Charlottesville, Virginia.

Committee members present: Mimi Elrod, Joann DiGennaro, Jake Lutz, and Susan Magill

Committee member absent: Mary Haddad

Staff members present: Joe DeFilippo, Andrew Fogarty, Monica Osei, Lee Ann Rung, and Linda Woodley. Jake Belue from the Office of the Attorney General was also in attendance.

APPROVAL OF MINUTES

On motion by Mr. Lutz and seconded by Ms. DiGennaro the minutes from the January 10, 2011 meeting were unanimously approved as submitted.

PRESENTATION ON ANNUAL REPORT OF THE OFFICE OF PRIVATE AND OUT-OF-STATE POSTSECONDARY EDUCATION (POPE)

Ms. Woodley presented highlights from the POPE annual report. She provided numbers of certified institutions, enrollment information, and a breakdown of graduation/completion information. Ms. Woodley also informed members of the number of audits conducted over the last year and the number of constituent inquiries received. Among the POPE initiatives reported were the addition of POPE institution programs to the SCHEV degree inventory; the addition of dedicated phone lines to automate complaint and transcript requests; the review and revision of the POPE regulations; and submission of POPE institution enrollment and graduate information to the Governor's Higher Education Commission. Ms. Woodley also answered questions from members and was thanked by the members for the important work provided by the POPE section.

ACTION ON PROGRAMS AT PUBLIC INSTITUTIONS

Dr. DeFilippo introduced each program individually and Dr. Elrod thanked representatives from the institutions for attending. Dr. Osei answered questions

from members. On motion by Mr. Lutz and seconded by Ms. DiGennaro, the following resolution was unanimously approved to be forwarded to 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 Biomedical Sciences (CIP: 26.0102), effective fall 2011.

The Council stipulates that its authorization for the degree program would be rescinded if the agreement between George Mason University and Georgetown University is terminated by either party.

There was some discussion on the following program from George Mason and the institution was applauded for its innovative ideas and for its collaboration in this effort. On motion by Mr. Lutz and seconded by Ms. DiGennaro the following resolution was unanimously approved to be forwarded 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 Arts (M.A.) degree program in History of Decorative Arts (CIP: 50.0703), effective fall 2011.

The Council stipulates that its authorization for the degree program would be rescinded if the agreement between George Mason University and the Smithsonian Associates of the Smithsonian Institution is terminated by either party.

Institutional representatives from Virginia Commonwealth University provided details to questions raised by members regarding the following program. Mr. Lutz moved, Ms. DiGennaro seconded, and the following resolution was unanimously approved to be 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 Master of Product Innovation (M.P.I.) degree program (CIP: 30.0000), effective fall 2011.

INSTITUTIONAL CERTIFICATIONS

Dr. DeFilippo provided background information on staff's recommendation. While Star Institute is not required to have SCHEV certification because its programs are overseen by the Board of Nursing, the institution is seeking certification so that its students can qualify for Title IV financial aid. In response to a question raised, Dr. DeFilippo agreed to provide information to the Committee members with regard to the number of nursing schools in Virginia.

On motion by Mr. Lutz and seconded by Ms. DiGennaro the following resolution was unanimously approved to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Star Institute to operate a postsecondary institution in the Commonwealth of Virginia, effective March 22, 2011.

ACTION ON POLICY FOR "STATE-LEVEL REQUIREMENTS FOR APPROVAL OF VARIOUS ACADEMIC PROGRAM ACTIONS AT PUBLIC INSTITUTIONS"

Dr. DeFilippo reminded members that this item was a carryover from the January meeting when staff was asked to include a provision for non-approval of programs. A clause has been added on page 6 of the policy and was read by Dr. DeFilippo. He explained that he will confer with the Academic Affairs Committee chair and in consultation with the chair's recommendations, decide whether or not a non-approved program requires additional input from the institution before bringing it to the Committee. Ms. DiGennaro thanked Dr. DeFilippo for adding this information to the policy and indicated that it will be very helpful to new members. It was decided that withdrawn programs would be included in the delegated items report in the future. On motion by Ms. DiGennaro and seconded by Mr. Lutz the following resolution was unanimously approved to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the updated policy "State-Level Requirements for Approval of Various Academic Program Actions at Public Institutions," effective April 1, 2011.

ANNUAL PROGRAM PRODUCTIVITY/VIABILITY REVIEW

Dr. DeFilippo explained the process and the timing of conducting the reviews. There was some discussion among the members, and Ms. DiGennaro expressed concern with a stipulation included in the original version of the resolution granting an exemption for the MA in Philosophy. The stipulation specified that the institution should track placement of program graduates. She felt that if one discipline is to be tracked it should be done for others as well. Mr. Lutz indicated that while he agreed with the resolution as proposed, he suggested removing this stipulation. On motion by Mr. Lutz and seconded by Ms. DiGennaro, the following revised resolution was unanimously approved to be forwarded to the full Council:

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

- A. Grant exemption for the BA in Latin American Studies, based on the interdisciplinary nature of the program.**
- B. Grant exemption for the MA in Justice, Law and Policy based on revised enrollment data demonstrating that the program meets viability standards.**
- C. Grant exemption for the MA in Philosophy due to positive enrollment trends.**

ITEMS DELEGATED TO STAFF

Dr. DeFilippo reviewed the items and reminded the members that staff has been authorized by Council policy to approve certain items without bringing them to Council. Among those staff-delegated approvals are applied associate degrees from community colleges, because these are typically workforce related and require immediate approval. He explained the difference between simple and complex organizational changes and reminded the committee that staff approves only simple organizational changes.

LIAISON REPORT

Dr. DeFilippo informed the Committee about revised federal regulations pertaining to Title IV that will affect institutions. The regulations were sent to institutions in October but were ambiguous and institutions were awaiting clarification. Late last week letters were issued which provided a better explanation of the new regulations. Dr. DeFilippo indicated that in order to comply, some actions will be required by Council and a possibility exists that legislation may be required next session to address some of the requirements in the new regulations. SCHEV may need to take action to authorize all exempt institutions by name. The regulations also contain stipulations about handling student complaints from all institutions, including those not regulated by SCHEV. Staff will develop a proposal to bring to the Council in May or July that will address Virginia's alignment with requirements of the new regulations.

Dr. DeFilippo provided a copy of a request from the General Assembly Commission on Youth chaired by Senator Yvonne Miller. The Commission on Youth has requested SCHEV to examine course offerings at Virginia institutions for consistency with its report "Collection of Evidence-Based Practices for Children and Adolescents with Mental Health Treatment Needs, 4th Ed." Dr. DeFilippo may set up a working group to examine the report and compare it to programs that train psychologists, social workers, and anyone treating youth with mental health needs. Dr. DeFilippo agreed to keep the Council apprised.

Dr. DeFilippo reported that he and Paula Fisher, the newly hired Project Director for the College Access Challenge Grant (CACG), attended a national meeting of

CACG project directors to provide technical assistance to states and help them develop more robust and sustainable programs. Dr. DeFilippo indicated that SCHEV's CACG program has contracted with a Virginia Tech research group to do a study on adult completion programs, which will be a focus of future grant activities. The study will be shared with Council when completed.

Staff intends to report on implementation of Council's assessment policy in May.

The Richmond Memorial Health Foundation is pursuing a grant sponsored by the Robert Wood Johnson Foundation to create more efficient pathways in nursing education. While SCHEV currently has minimal staff resources available, Dr. DeFilippo indicated that he has written a letter of support for the application and has committed SCHEV to do an evaluation of the program if the grant is awarded.

ADJOURNMENT

The meeting was adjourned at 3:00 p.m.

Mimi M. Elrod
Chair, Academic Affairs Committee

Lee Ann Rung
Manager, Executive & Council Affairs

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee Item #3– Action on Programs at Public Institutions

Date of Meeting: May 16, 2011

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

Two public four-year institutions (George Mason University and Radford University) are requesting Council action on two proposals for new academic degree programs. Staff's review of the proposals finds that they meet the criteria established by Council for program approval.

Materials Provided:

- George Mason University
 - Bachelor of Science (B.S.) in Forensic Science (CIP: 43.0106)
- Radford University
 - Bachelor of Science/Bachelor of Arts (B.S./B.A.) in Geospatial Science (CIP: 45.0702)

Financial Impact: The institutions affirm that the proposed programs will be funded primarily through tuition allocation and that they will not seek additional state resources to initiate and sustain the programs.

Timetable for Further Review/Action: N/A

Resolutions:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Bachelor of Science (B.S.) degree program in Forensic Science (CIP: 43.0106), effective fall 2011.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Radford University to initiate a Bachelor of Science/Bachelor of Arts (B.S./B.A.) degree program in Geospatial Science (CIP: 45.0702), effective fall 2011.

George Mason University
Bachelor of Science (B.S.) in Forensic Science
(CIP: 43.0106)

Program Description

George Mason University (GMU) is proposing the creation of a Bachelor of Science (BS) degree program in Forensic Science to be initiated fall 2011. The proposed interdisciplinary program is designed to prepare students to collect and analyze evidence, use analytical tools for laboratory evaluation, and apply problem solving skills to issues in forensic science. The program will expose coursework in statistics and mathematics and students would be required to complete courses in elementary quantitative analysis, biochemistry, instrumental analysis, and advanced human anatomy and physiology. Graduates would possess the skills needed to: 1) perform general crime scene analysis; 2) extract forensic science data; 3) apply fundamental legal and anthropological concepts to case analysis; 4) present forensic science results in a court of law; 5) prepare evidence reports; and 6) work collaboratively in interdisciplinary groups.

The proposed program is designed to be accredited by the American Academy of Forensic Science (AAFS). The program includes the required coursework to meet accrediting standards. GMU anticipates the program will seek accreditation with AAFS in fall 2015.

The BS in Forensic Science would require 120-121 credit hours of coursework: 21 credit hours of core coursework in forensic science; 45-46 credit hours in natural science coursework; 30 credit hours of general education coursework; eight credit hours of selected science coursework; and 15-16 credit hours of elective coursework. GMU does not expect the required number of credit hours to impede students' progress to timely graduation.

Justification for the Proposed Program

Demand for educated forensic scientists has increased. Government and private industry need educated personnel who possess skills and knowledge to use biological, chemical, and physical methods to analyze evidence and solve problems in the laboratory. Moreover, trained personnel are needed to present legal evidence in courts of law. In its 2005 report "Strengthening Forensic Science in the United States: a Path Forward," the National Academy of Sciences reported that "to correct some of the existing deficiencies [in education and training in Forensic Science], the starting place must be better undergraduate and graduate programs" ([http://www7.nationalacademies.org/ocga/testimony/Strengthening Forensic Science in the US 2.asp](http://www7.nationalacademies.org/ocga/testimony/Strengthening_Forensic_Science_in_the_US_2.asp)). In 2006, the National Institute of Justice (NIJ) noted that forensic scientists in the crime laboratory and medical examiner communities must have at minimum, a baccalaureate degree in forensic science (<http://www.ojp.usdoj.gov/nij/pubs-sum/213420.htm>). In the same year, the Federal

Bureau of Investigation (FBI) established standards for Forensic DNA Testing Laboratories and one of the standards was that examiners/analysts would have at a minimum, a BA/BS in biology, chemistry, or forensic science (http://www.fbi.gov/about-us/lab/codis/stds_testlabs/). Changes in standards and qualification requirements/education level, and the establishment of best practices for education and training of forensic scientists are propelling the need for quality degree programs to properly educate and train students. GMU asserts that the proposed program is timely to support the needs of future personnel and the increasing demands of industry (local and state police departments, private laboratories, and global security businesses).

Student Demand

In fall 2011, GMU surveyed undergraduates enrolled in a freshman-level chemistry class. Of the 127 respondents, 48 (approximately 38%) indicated that they would be interested in enrolling in the proposed program.

In fall 2011, GMU surveyed high school seniors at two local public schools that offer classes in criminal justice. At one high school, of the 252 respondents, 141 (approximately 56%) indicated that they would be interested in enrolling in the proposed program. At the second school, of the 27 respondents, 13 (approximately 48%) indicated that they would be interested in enrolling in the proposed program.

Enrollment projections show a full-time equated student enrollment (FTES) of 36.0 in the program's first year (2011-12). The projections continue as follows: FTES 2012-13, 53.0; 2013-14, 78.0; and 2014-15, 101.0. GMU anticipates 28 graduates each year beginning in 2015-16. 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

Graduates of the proposed program would be well prepared to enter the workforce as entry-level latent print examiners, forensic quality assurance specialists, laboratory assistants, and DNA technicians. Graduates will possess the skills and knowledge needed to fill positions in government, private industry, and international businesses. Letters of support indicate that "programs such as [the proposed program] will generate outstanding scientists and supply the workforce needed by both State and Federal agencies, and private forensic laboratories." Employment advertisements indicate need for bachelor-level graduates to perform independent case analysis, examine and evaluate crime scenes, and provide detailed written documentation regarding scientific findings of examinations performed. The Bureau of Labor Statistics (BLS) projects that between 2008 and 2018 employment of forensic science technicians is expected to increase 20.0%. The BLS noted that employment growth in State and local government should be driven by the increasing application of forensic science techniques, such as DNA analysis, to

examine, solve, and prevent crime (<http://wwbls.gov/oco/ocos115.htm>). The Virginia Employment Commission (VEC) projects that between 2008 and 2018 employment of forensic science technicians will grow 24.8% or 2.2% annually (available at <http://vawc.virginia.gov/analyzer>).

Issues of Duplication

One public institution in Virginia (VCU) offers a similar program. The degree requirements for programs accredited by the American Academy of Forensic Science must follow the Forensic Science Education Programs Accreditation Commission (FEPAC) standards. However, VCU's program offers tracks in chemistry and biology. GMU's programs would not offer tracks. Moreover, VCU's program is not offered in Northern Virginia. GMU's program will serve students residing in Northern Virginia and the Washington DC metropolitan area.

Resource Needs

The proposed program will be funded primarily through reallocations within the institution. GMU affirms that the institution will not seek additional state resources to initiate and sustain the program.

Board Approval

The GMU Board of Visitors approved the proposed program on December 1, 2010.

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 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 Forensic Science (CIP: 43.0106), effective fall 2011.

Radford University
Bachelor of Science/Bachelor of Arts (B.S./B.A.) in Geospatial Science
(CIP: 45.0702)

Program Description

Radford University (Radford) is proposing the creation of a Bachelor of Science/Bachelor of Arts (BS/BA) degree program in Geospatial Science to be initiated fall 2011. Designed to prepare students as geospatial science professionals, the proposed program would provide students with a technical foundation and a geographic knowledge base to apply GIS tools to address issues in geoinformatics and the environment. The curriculum will provide students with content specific coursework and a breadth of information in cultural geography and physical geography. The program would expose students to coursework in geographic information systems (GIS), geospatial data, remote sensing, cartography and digital cartographic techniques, geographic information, and field research methods.

Students would have the opportunity to pursue two concentration areas: Environmental and Geoinformatics. Students enrolled in the Environmental concentration would possess skills and knowledge to address the prevention and remediation of environmental issues such as resource and, waste management and species conservation. Students enrolled in the Geoinformatics concentration will possess skills and knowledge in cartography, remote sensing, and computer applications. Students will also be able to analyze and explain defined areas and various aspects of geospatial science. Graduates of the program will be prepared to: 1) utilize maps of geographic data to acquire, process, and report information; 2) analyze natural and cultural landscapes and explain their spatial patterns; 3) analyze and explain the spatial patterns and interactions of cultures and economics; 4) utilize technical software; and 5) analyze the consequences of changes in the meaning, use, distribution, and importance of resources. Radford developed nine new courses for the proposed program. The courses include six core courses.

The BS/BA in Geospatial Science would require 120 credit hours for graduation and all students would complete: 24 credit hours of major coursework and 43 credit hours of general education coursework. Students selecting a BS with a concentration in Geoinformatics would complete: 19 credit hours in geoinformatics coursework; 15 credit hours in geoinformatics elective coursework; eight credit hours in natural science laboratory coursework; and 11 credit hours of general elective coursework. Students selecting the BA with a concentration in Geoinformatics would complete: 19 credit hours in geoinformatics coursework; 15 credit hours in geoinformatics elective coursework; 12 credit hours of coursework in a foreign language; and seven credit hours of general elective coursework.

Students selecting a BS with a concentration in Environmental would complete: 23 credit hours in environmental coursework; 13 credit hours in environmental elective coursework; eight credit hours in natural science laboratory coursework; and nine

credit hours of general elective coursework. Students selecting the BA with a concentration in Environmental would complete: 23 credit hours in environmental coursework; 13 credit hours in environmental elective coursework; nine credit hours of coursework in a foreign language; and eight credit hours of general elective coursework.

Justification for the Proposed Program

Radford's assertion that undergraduate training in geospatial science is needed is supported by educators and industry. In 2008, the American Society for Photogrammetry & Remote Sensing (ASPRS) surveyed end users of remote sensing data/information and managers in remote sensing/geospatial organizations. The results indicated that graduates with knowledge and skills in spatial database, photogrammetry, cartography/visualization, and the application of GIS tools were needed to address industry demand for education personnel (<http://www.asprs.org/publications/pers/2008journal/november/highlight2.pdf>). In the article "Teaching about GIS and teaching with GIS", the author stressed that GIS must be included in education to empower the decision makers of tomorrow. Issues such as natural hazards, crime, terrorism, water availability and quality, climate change, biodiversity loss, urban sprawl, and energy needs all have a geographic component (<http://www.esri.com/library/newsletters/qiseducator/qised-fall07.pdf>). In 2009, in its report, "the Changing Geospatial Landscape," the National Geospatial Advisory Committee noted that the geospatial sector has steadily increased by 35% a year, with the commercial side growing at 100% annually. Data indicated that the number of Google Earth users is more than 100 million. Further, the report emphasized that if the United States is sincere about resolving universal concerns such as global warming and affordable health care, policies supporting a dynamic and robust spatial data infrastructure are needed (available at: <http://www.fgdc.gov/ngac>). Radford noted that consumer requests for geospatial information will necessitate a large and educated GIS (geographical information systems) workforce to meet industry demand.

Student Demand

In spring 2011, Radford surveyed undergraduate students majoring in geography. Of the 14 respondents, seven (50%) indicated they would definitely be interested in changing their major to the proposed program; four students (approximately 27%) indicated that they would be very interested.

Radford also surveyed undergraduates who had not declared a major. Of the 10 respondents, one student (approximately 7%) would definitely be interested in majoring in the proposed program.

Enrollment in the course "Introduction to Geographic Information Systems" indicates student demand. Between 2004 and 2010, an average of 19 students has enrolled in the course each time it was offered. Radford noted that the course is limited to 20

students per section due to software license restrictions. In 2010, Radford established a concentration in Geographic Information Systems (GIS) and four students enrolled in the concentration.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 33.0 in the program's first year (2011-12). The projections continue as follows: FTES 2012-13, 35.0; 2013-14, 37.0; and 2014-15, 40.0. Radford anticipates producing 15 graduates each year beginning in 2015-16. If these projections are met, this program will meet Council's productivity/viability standards within five years, as required.

Market/Employer Demand

In 2005, it was noted that more than 170,000 people in the U.S work in the geospatial information industry in government, academic and commercial sectors (http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/2005_08_19/noDOI.7699370197034146712). In October 2010, Virginia's Governor announced that GeoEye, Inc. a premier provider of superior satellite and aerial geospatial information and services announced its corporate headquarters would move to Fairfax County, Virginia. It was noted that the company would create 100 new jobs over the next three years. Two letters from private industry support the proposed program and indicate the need for degree programs that "will help students adjust to the ever changing field of geography" and program curriculum that is reflective of the "needs of 21st century geoscientists." Employment announcements indicate employment demand in Virginia, nationally, and internationally. The Bureau of Labor Statistics (BLS) projects that between 2008 and 2018 employment of cartographers and photogrammetrists is expected to increase 27% (<http://www.bls.gov/oco/ocos040.htm>). The BLS noted that increasing numbers of firms are interested in geographic information and its applications. The Virginia Employment Commission (VEC) projects that between 2008 and 2018 employment of cartographers and photogrammetrists will grow 37.4% or 3.2% annually; employment of surveying and mapping technicians will grow 23.1% or 2.1% annually (available at: www.vawc.virginia.gov/analyzer).

Issues of Duplication

Radford would be the first public institution in Virginia to offer a Bachelor of Science/Bachelor of Arts degree program in Geospatial Science. Two institutions (JMU and VA Tech) offer a similar or related degree program. The proposed program is similar to JMU's program in course requirements. Moreover, one of the concentrations in the proposed program is similar to the concentration offered in JMU's program. The proposed program differs slightly in that RU's program will require a Field Research Methods course. RU notes that JMU's program is located in Harrisonburg which is "140 miles" from Radford and both programs could exist to serve the needs of the Commonwealth. VA Tech's program is a traditional geography degree program with only an option in geospatial and environmental.

Resource Needs

The proposed program will be funded primarily through reallocations within the School of Environmental and Physical Science. Radford affirms that the institution will not seek additional state resources to initiate and sustain the program.

Board Approval

The Radford Board of Visitors approved the proposed program on November 12, 2010.

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 Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Radford University to initiate a Bachelor of Science/Bachelor of Arts (B.S./B.A.) degree program in Geospatial Science (CIP: 45.0702), effective fall 2011.

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Item # 4 – POPE Institutional Certifications

Date of Meeting: May 16, 2011

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

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

The following postsecondary institutions are seeking certification to operate in Virginia:

- Capital College
- Dallas Theological Seminary
- Dulles University
- Professional Dental Assisting Institute
- South Baylo University
- Underwater Construction Academy
- Wholistic Wisdom Healing Arts School

Materials Provided:

Application summaries for each of the institutions listed above.

Financial Impact:

The institutions have each submitted the required certification fee to operate a postsecondary educational institution in Virginia.

Timetable for Further Review/Action: N/A

Resolutions:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Capital College to operate a postsecondary institution in the Commonwealth of Virginia, effective May 17, 2011.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Dallas Theological Seminary to operate a postsecondary institution in the Commonwealth of Virginia, effective May 17, 2011.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Dulles University to operate a postsecondary institution in the Commonwealth of Virginia, effective May 17, 2011.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Professional Dental Assisting Institute to operate a postsecondary institution in the Commonwealth of Virginia, effective May 17, 2011.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies South Baylo University to operate a postsecondary institution in the Commonwealth of Virginia, effective May 17, 2011.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Underwater Construction Academy to operate a postsecondary institution in the Commonwealth of Virginia, effective May 17, 2011.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Wholistic Wisdom Healing Arts School to operate a postsecondary institution in the Commonwealth of Virginia, effective May 17, 2011.

Capital College **Application Summary**

School Overview

Capital College is a newly formed, proprietary, career technical school, owned by United Medical Laboratories, Inc. The school will offer certificate programs in phlebotomy, medical assisting, cytotechnology, histotechnology and medical technology.

School Officer

President – Dr. Stephen W. Chang

School Mission Statement

The school's mission statement is as follows:

Capital College was founded in order to meet the nation's changing employment environment and to provide students with the skills needed to successfully start a career in the area of allied health.

Proposed Educational Programs and Credentials Conferred

Certificate – Phlebotomy
Certificate – Medical Assisting
Certificate – Histotechnology
Certificate – Cytotechnology
Certificate – Medical Technology

Proposed Location

Capital College will operate from the following address:

1980 Gallows Road
Vienna, VA 22182

Financial Stability Indicator

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

Guaranty Instrument

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

Evidence of Compliance

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

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

Staff Recommendations

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

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Capital College to operate a postsecondary institution in the Commonwealth of Virginia, effective May 17, 2011.

Dallas Theological Seminary **Application Summary**

School Overview

Dallas Theological Seminary is a private, non-profit, non-denominational graduate school of Theology that has operated in Dallas, TX since 1924. The Southern Association of Colleges and Schools (SACS) and the Association of Theological Schools (ATS) accredit the school.

School Officer

President – Dr. Mark L. Bailey
Chancellor – Dr. Charles R. Swindoll

School Mission Statement

The school's mission statement is as follows:

The mission of Dallas Theological Seminary as a professional, graduate-level school is to glorify God by equipping godly servant-leaders for the proclamation of His word and the building up of the body of Christ worldwide.

Proposed Educational Programs and Credentials Conferred

Master of Arts – Biblical Studies
Certificate – Graduate Studies

Proposed Location

Dallas Theological Seminary will operate from the following address:

McLean Bible Church (Prince William Campus)
10002 Battleview Parkway
Manassas, VA 20109

Financial Stability Indicator

Dallas Theological Seminary submitted the Projected Accounting Budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated the school's financial composite score as 1.7 out of a possible 3.0, which indicates that the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument

Dallas Theological Seminary submitted a \$90,000 surety instrument, which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of the school closure, pursuant to 8 VAC 40-31-160 (I).

Evidence of Compliance

Dallas Theological Seminary provided the appropriate evidence to demonstrate compliance with each of the following requirements of the *Virginia Administrative Code*.

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

Staff Recommendations

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

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Dallas Theological Seminary to operate a postsecondary institution in the Commonwealth of Virginia, effective May 17, 2011.

Dulles University **Application Summary**

School Overview

Dulles University is a newly-formed, private, for-profit, postsecondary institution that plans to offer programs in Business Administration and Computer Software Engineering.

School Officer

President – Dr. Fay Avery

School Mission Statement

The school's mission statement is as follows:

Dulles University is dedicated to the delivery of collegiate education in a setting that respects the dignity, worth and potential of each and every student. By creating an environment where knowledge is acquired and developed, their creative activities seek to enrich the experiences of the student to be prepared for a global society. An underlying mission is to develop citizen leaders who are equipped to make positive contributions to the common good of society, an inherent part of the University's mission statement.

Proposed Educational Programs and Credentials Conferred

Bachelor of Business Administration

Master of Business Administration

Doctor of Business Administration

Master of Science – Computer Software Engineering and Technology

Proposed Location

Dulles University will operate from the following address:

1934 Old Gallows Road, Suite 510

Vienna, VA 22182

Financial Stability Indicator

Dulles University submitted the Projected Accounting Budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated the school's financial composite score as 1.8 out of a possible 3.0, which indicates that the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument

Dulles University submitted a \$10,000 surety instrument, which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of the school closure, pursuant to 8 VAC 40-31-160 (I).

Evidence of Compliance

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

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

Staff Recommendations

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

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Dulles University to operate a postsecondary institution in the Commonwealth of Virginia, effective May 17, 2011.

Professional Dental Assisting Institute **Application Summary**

School Overview

Professional Dental Assisting Institute is a newly-formed, proprietary, career-technical school that plans to offer a dental assisting program.

School Officer

Owner – Sharon L. Watkins

School Mission Statement

The school's mission statement is as follows:

It is the goal and mission of Professional Dental Assisting Institute to provide a training program that is high-quality, affordable and comprehensive in nature. Professional Dental Assisting Institute believes that its training program should be of duration such that its students can be readied for a career and entry into the job market in the shortest amount of time that is both reasonable and feasible.

Proposed Educational Programs and Credentials Conferred

Certificate – Dental Assistant

Proposed Location

Professional Dental Assisting Institute will operate from the following addresses:

Business Office

617 Ben Bow Drive
Virginia Beach, VA 23464

Classroom Location

5261 Challedon Drive
Virginia Beach, VA 23462

Financial Stability Indicator

Professional Dental Assisting Institute submitted the Projected Accounting Budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated the school's financial composite score as 3.0 out of a possible 3.0, which indicates that the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument

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

Evidence of Compliance

Professional Dental Assisting Institute provided the appropriate evidence to demonstrate compliance with each of the following requirements of the *Virginia Administrative Code*.

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

Staff Recommendations

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

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Professional Dental Assisting Institute to operate a postsecondary institution in the Commonwealth of Virginia, effective May 17, 2011.

South Baylo University Seminary **Application Summary**

School Overview

South Baylo University is a private, non-profit, acupuncture and oriental medicine school established in 1977 and licensed to operate in California by the California Bureau for Private Postsecondary Education. The school's program is accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM). Its corporate office is located in Anaheim, CA.

School Officer

President – Jason Shin
Chancellor – Dr. David Park

School Mission Statement

The school's mission statement is as follows:

The mission of South Baylo University is to expand professional, clinical, and scientific knowledge of Acupuncture and Oriental Medicine among students, faculty, staff, and the general public through effective teaching, scholarly activity and quality patient care.

Proposed Educational Programs and Credentials Conferred

Master of Science – Acupuncture and Oriental Medicine

Proposed Location

South Baylo University will operate from the following address:

7535 Little River Turnpike, Unit 325-A
Annandale, VA 22003

Financial Stability Indicator

South Baylo University submitted the Projected Accounting Budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated the school's financial composite score as 2.1 out of a possible 3.0, which indicates that the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument

South Baylo University submitted a \$200,000 surety instrument, which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of the school closure, pursuant to 8 VAC 40-31-160 (I).

Evidence of Compliance

South Baylo University provided the appropriate evidence to demonstrate compliance with each of the following requirements of the *Virginia Administrative Code*.

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

Staff Recommendations

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

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies South Baylo University to operate a postsecondary institution in the Commonwealth of Virginia, effective May 17, 2011.

Underwater Construction Academy Seminary Application Summary

School Overview

Underwater Construction Academy is a newly formed, proprietary, career-technical school that will offer an American National Standards Institute (ANSI) approved commercial diving diploma program.

School Officer

President – Aimee Joyce Avery

School Mission Statement

The school's mission statement is as follows:

*Our goal is simple – never settle with as/is, always be open to change,
and to train and educate tomorrow's divers professionally to meet the
needs and demands of the industry.*

Proposed Educational Programs and Credentials Conferred

Diploma – commercial diver training

Proposed Location

Underwater Construction Academy will operate from the following address:

315 Great Bridge Boulevard, Suite E
Chesapeake, VA 23320

Financial Stability Indicator

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

Guaranty Instrument

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

Evidence of Compliance

Underwater Construction Academy provided the appropriate evidence to demonstrate compliance with each of the following requirements of the *Virginia Administrative Code*.

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

Staff Recommendations

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

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Underwater Construction Academy to operate a postsecondary institution in the Commonwealth of Virginia, effective May 17, 2011.

Wholistic Wisdom Healing Arts School **Application Summary**

School Overview

Wholistic Wisdom Healing Arts School is a private, proprietary, career-technical school that offers programs in massage therapy and bodywork. The school is owned by the Shenandoah Phoenix, LLC.

School Officer

School Administrator – Sandra Hoak

School Mission Statement

The school's mission statement is as follows:

Wholistic Wisdom Healing Arts School provides holistic programs and classes focused on transformational massage bodywork and natural healing. Massage, bodywork, and other healing modalities are taught from a whole perspective, integrating various cultural approaches to the healing arts.

Proposed Educational Programs and Credentials Conferred

Certificate – Massage Therapy

Proposed Location

Wholistic Wisdom Healing Arts School will operate from the following address:

45 D University Boulevard
Harrisonburg, VA 22801

Financial Stability Indicator

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

Guaranty Instrument

Wholistic Wisdom Healing Arts School submitted a \$10,000 surety instrument, which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of the school closure, pursuant to 8 VAC 40-31-160 (l).

Evidence of Compliance

Wholistic Wisdom Healing Arts School provided the appropriate evidence to demonstrate compliance with each of the following requirements of the *Virginia Administrative Code*.

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

Staff Recommendations

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

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Wholistic Wisdom Healing Arts School to operate a postsecondary institution in the Commonwealth of Virginia, effective May 17, 2011.

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Item # 5 – Briefing: SCHEV Plan for Alignment with Federal Title IV Regulations

Date of Meeting: May 16, 2011

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

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

The U.S. Department of Education (USED) published in the Federal Register (75 FR 66832) on October 29, 2010, final regulations for the programs authorized under Title IV of the Higher Education Act of 1965, as amended (HEA), in an effort to ensure program integrity at higher education institutions. The stated purposes of the regulations are to protect students from aggressive or misleading recruiting practices, provide consumers with better information about higher education programs, and ensure that only students enrolled in legitimately eligible academic programs can receive aid under applicable federal programs, which include the Pell Grant, the Supplemental Education Opportunity Grant (SEOG), Perkins, Stafford and PLUS loans. Most of the provisions in these rules are due to take effect on July 1, 2011. The regulations require certain actions by SCHEV to ensure Virginia's postsecondary institutions retain eligibility to participate in the federal financial aid programs.

Materials Provided:

- Summary of Federal State Authorization Requirements as They Relate to SCHEV Responsibilities

Financial Impact: Undetermined

Timetable for Further Review/Action: Certain private postsecondary institutions operating in Virginia that are exempt from SCHEV regulation must be authorized specifically by name to retain Title IV eligibility. Council staff will present a resolution providing this authorization for Council consideration at the July 2011.

Council staff must implement a protocol for handling complaints from students attending all Title IV-eligible institutions in Virginia, including those exempt from SCHEV regulation.

State Council of Higher Education for Virginia

Summary of Federal State Authorization Requirements as They Relate to SCHEV Responsibilities

May 2011

A requirement of institutional eligibility to participate in federal financial aid programs is that the institution is legally authorized to provide educational programs beyond secondary education in the state in which the institution is physically located. In an effort to ensure adequate oversight of postsecondary institutions by states, the USED has added a new section to the institution eligibility regulations. Under these new rules, effective July 1, 2011, an institution must satisfy two main criteria in order to be considered “legally authorized” for purposes of Title IV eligibility:

1. The state has a process to review and appropriately act on complaints concerning the institution; and
2. The institution is established “by name” through a charter, statute, constitutional provision or other actions, issued by an appropriate state agency and is authorized to operate educational programs beyond secondary education. The school must also comply with any state licensure requirements. States may exempt accredited institutions or institutions in operation for at least 20 years from its licensure requirements.

Complaint Procedures

In order for postsecondary institutions to retain eligibility for federal financial aid programs, institutions must provide current and prospective students with contact information for filing complaints with its state approval or licensing entity and any other relevant state official or agency that would appropriately handle a student’s complaint.

SCHEV must have a procedure in place to handle complaints from students at all institutions in Virginia. Pursuant to 8 VAC 40-31-100 (A) (6), Council staff is authorized to investigate all written and signed complaints received concerning certified institutions. However, there is no explicit statutory duty to address complaints concerning the public institutions or the private institutions that operate in Virginia under an exemption. As a practical matter, SCHEV essentially already fulfills this role for public institutions, through its constituent inquiry response process. Assuming responsibility for exempt private institutions will require an adjustment to SCHEV practice.

Council staff will continue to review and act appropriately on complaints received concerning the certified (POPE) institutions. Student complaints received for other institutions will be assigned to the agency section best equipped to review the matter. Council staff have developed a protocol that will direct student complaints not under SCHEV purview to the appropriate state agency or the school’s accreditor.

Council staff will inform all postsecondary institutions operating in Virginia to provide SCHEV's contact information to current and prospective students for filing complaints, in order to be in compliance with the new federal regulation. An existing 800 number maintained by POPE staff will be utilized for this purpose. Staff believes that it can implement this responsibility within current and planned staffing levels; if that proves not to be the case, it may be necessary to propose changes to code and/or regulation to support the required staffing.

State Authorization by Name

State authorization of the 4-year public postsecondary institutions and the Virginia Community College System can be found in §23-9.5 of the Code of Virginia. State authorization of the private and out-of-state postsecondary institutions required to be certified to operate in Virginia is in found in §23-276.1 – 23-276.12 of the Code of Virginia. Virginia's public institutions are authorized in the Code of Virginia by name, and a certificate to operate is issued to each certified institution, thereby granting them authorization by name. Therefore, institutions falling under both of these categories are currently in compliance with the new federal state authorization requirements.

However, a number of private institutions that operate in Virginia under exemptions provided by §23-276.4(C) of the Code of Virginia would not be in compliance with the new federal state authorization requirements. These exempt schools are allowed to operate without further certification (authorization) from Council if they satisfy the following criteria:

- (i) were formed, chartered or established in the Commonwealth, or chartered by an Act of Congress;
- (ii) have maintained a main or branch campus continuously in the Commonwealth for at least 10 years under their current ownership;
- (iii) were continuously approved or authorized to confer or grant academic or professional degrees by the Council, by the Board of Education or by an act of the General Assembly during those 10 years; and
- (iv) are fully accredited by an accrediting agency that is recognized by, and has met the criteria for Title IV eligibility of the USED.

Thus, institutions currently operating in Virginia under this category of exemption are not authorized or exempted by name, as required by the new federal state authorization regulations.

SCHEV staff intends to prepare a resolution for Council consideration at its July 2011 meeting that will recognize the relevant private institutions by name as authorized under a legitimate exemption to offer postsecondary education in the Commonwealth. In the future, whenever a private institution qualifies for exemption, a similar resolution will be prepared for Council action. This action will secure Title IV eligibility for the affected institutions.

Distance Education

The new state authorization requirement also states that if an institution is offering postsecondary education through distance or correspondence education in a state in which it is not physically located, the institution must meet any state requirements for it to be legally offering distance or correspondence education in that state. The institution must be able to document upon request from the USED that it has state approval, if such approval is required.

Pursuant to 8 VAC 40-31-120(B) (1), an institution must have physical presence in Virginia in order to obtain certification to operate in Virginia. Physical presence includes operating from a facility located in Virginia or, if offering distance education, housing the mechanism by which instruction is initiated in Virginia. Therefore, out-of-state institutions offering programs entirely via distance learning to Virginia residents are not eligible for certification. As Virginia does not allow institutions without physical presence in Virginia to be certified, out of state institutions offering distance education to Virginians are not subject to state authorization, and therefore do not need authorization from Virginia in order to be compliant with federal distance education regulations. Please note, however, that Virginia students of such schools do not have access to numerous protections afforded to students attending certified schools, as per 8 VAC 40-31 et al.

Council staff has responded to numerous letters and e-mail inquiries from out-of-state institutions currently offering or planning to offer distance education in Virginia, requesting SCHEV's requirements concerning authorization or licensure. Staff response has been that the schools can offer distance education instruction in Virginia, but are ineligible to obtain certification to operate.

Conversely, Virginia institutions offering distance education in other states must contact the appropriate authorizing body in those states to determine if licensure is required. Failure to document state authorization in states in which it is required could result in the institution losing Title IV eligibility.

The USED has received numerous comments from postsecondary institutions regarding the challenges they anticipate in attempting to secure authorization from as many as 50 states for their distance education programs in order to comply with this particular regulation. Accordingly the USED—while not relaxing the effective date of the regulation itself—has indicated that it will institute a three year moratorium on enforcing penalties for non-compliance, i.e. until July 2014. One reason given by the USED for this extension is to allow states to develop reciprocal agreements and/or other methods coordination that would simplify approvals that institutions would have to seek. SCHEV staff have begun to participate in discussions with national and regional organizations about the possibility of coordination among multiple states.

Other Postsecondary Institutions Operating in Virginia

There are a number of kinds of postsecondary institution that—because they offer instruction in a single discipline for which licensure is provided by a specific board or agency, such as the Virginia Board of Nursing, the Virginia Board of Cosmetology or the Division of Motor Vehicles—can offer instruction in Virginia without certification by SCHEV. Council staff will prepare a letter for the executive directors of these agencies to ensure they are aware of how the new federal regulations may affect the Title IV eligibility of the schools they regulate.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
AGENDA**

Randolph-Macon College
Peele Hall
Mullen Board Room, 2nd floor
Ashland, Virginia
May 17, 2011
8:30 a.m.

Meeting Agenda

(Note: Some items from the May 17 meeting agenda may be addressed before adjournment of the May 16 meeting)

- | | | |
|---------------------------------------------------------------------------------------------|------------|--------------------------|
| Call to Order and Announcements | 8:30 a.m. | |
| 1. Public Comment Period | | |
| 2. Approval of Minutes: | | |
| March 22, 2011 Council meeting closed session | | Page 1 |
| March 22, 2011 Council meeting | | Page 3 |
| 3. Remarks from President Lindgren | 8:35 a.m. | |
| 4. Interim Director's Report | 8:55 a.m. | |
| 5. Briefings and Discussion: | 9:15 a.m. | |
| a. SCHEV Plan for Alignment with Federal Title IV Regulations | | |
| b. Report of Student Advisory Committee meeting | | |
| 6. Action Items: | 9:50 a.m. | |
| a. Report from Academic Affairs Committee: | | |
| 1. Action on Programs at Public Institutions | | Page A6 |
| 2. Action on Private and Out-of-State Post-secondary Education Institutional Certifications | | Page A15 |
| b. Report from Restructuring Subcommittee: | | |
| 1. Action on Assessment of Institutional Performance | | Page 14 |
| c. Action on Commonwealth Graduate Engineering Program (CGEP) | | Page 30 |
| 7. Items Delegated to Staff | 11:15 a.m. | Page 32 |
| 8. New Business | 12:00 p.m. | |
| a. Action on Resolution for Departing Council Member | | |
| b. Appointment of Nominating Committee | | |

9. Closed Session

12:10 p.m.

10. Adjournment

12:30 p.m.

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

NOTE:

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

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
MARCH 22, 2011
MINUTES**

Ms. Magill called the meeting to order at 8:05 a.m. in the Harrison Institute/Small Special Collections Library Byrd-Morris Seminar Rooms, University of Virginia, Charlottesville, Virginia. Council members present: Gil Bland, Whittington Clement, Jim Dyke, Joann DiGennaro, Mimi Elrod, Jake Lutz, Susan Magill, and Julious Smith. Staff member present: Andrew Fogarty. Jake Belue from the Office of the Attorney General was also present.

A motion was made and seconded to convene in closed session pursuant to Sec 2.2-3711(1) for discussion of personnel matters, specifically the appointment of an Interim Director. The committee voted unanimously in favor of convening in closed session.

The Council reconvened in open session at approximately 9:05 a.m. A roll call vote was taken on a motion certifying that, to the best of each member's knowledge, only public business matters lawfully exempted from open meeting requirements and only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed, or considered in the executive session. The certification was unanimously approved by a vote of 8-0 and is attached to these minutes.

The meeting was immediately thereafter adjourned.

Gilbert T. Bland
Vice Chair

RESOLUTION NO. 59
MEETING DATE: March 22, 2011

CERTIFICATION OF EXECUTIVE MEETING

WHEREAS, the State Council of Higher Education for Virginia has convened an executive meeting on this date pursuant to an affirmative recorded vote and in accordance with the provisions of The Virginia Freedom of Information Act; and

WHEREAS, §2.2-3712 (D) of the *Code of Virginia* requires a certification by the State Council of Higher Education for Virginia that such executive meeting was conducted in conformity with Virginia law;

NOW, THEREFORE, BE IT RESOLVED that the State Council of Higher Education for Virginia hereby certifies that, to the best of each members' knowledge, (i) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the executive meeting to which this certification resolution applies, and (ii) only such public business matters as were identified in the motion convening the executive meeting were heard, discussed or considered by the State Council of Higher Education for Virginia.

VOTE

YES: 8 (Bland, Clement, DiGennaro, Dyke, Elrod, Lutz, Magill, Smith)

NAYS: 0

Gilbert Bland
Vice Chair
State Council of Higher Education for Virginia

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
MARCH 22, 2011
MINUTES**

Ms. Magill called the meeting to order at 9:10 a.m. in the Harrison Institute/Small Special Collections Library Auditorium, University of Virginia, Charlottesville, Virginia. Council members present: Gilbert Bland, Whittington Clement, Joann DiGennaro, James Dyke, Mimi Elrod, Jacob Lutz, Susan Magill, and Julious Smith.

Council members absent: Mary Haddad, G. Gilmer Minor, and Katharine Webb

Staff members present: Lee Andes, Tom Daley, Joe DeFilippo, Alan Edwards, Andrew Fogarty, Dan Hix, Tod Massa, Kirsten Nelson, Lee Ann Rung, and Linda Woodley. Jake Belue from the Office of the Attorney General (OAG) was also present.

PUBLIC COMMENT

No requests for public comment were received in advance of the meeting.

APPROVAL OF MINUTES

On motion by Mr. Lutz and seconded by Dr. Elrod the following minutes were unanimously approved as submitted:

- January 10, 2011 Council meeting
- January 11, 2011 Council meeting
- January 11, 2011 Executive Committee meeting
- February 25, 2011 Search Committee meeting

REMARKS BY PRESIDENT SULLIVAN

President Sullivan welcomed the Council members and staff and provided information about the Harrison Institute/Small Collections Library in which the meeting was being held. The collection consists of approximately 3300 items from Thomas Jefferson, including drawings of the university, letters, documents, and early printings of the Declaration of Independence. The university owns two of the original 26 copies of the Declaration of Independence. The library also houses photos of past presidents of the university. A selection of rare materials in the welcome center was made available to members following the meeting.

Dr. Sullivan said the university is pursuing initiatives that align with the TJ21 legislation, including increasing enrollment in STEM degrees. She indicated that the

largest single major at the University of Virginia (UVA) is biology. Other initiatives underway include a 3+1 Bachelors + Masters plan (the average UVA freshman enters with 18 credits), increasing use of its facilities year-round (Dr. Sullivan has agreed to teach one January term), and increasing technology-enhanced education and programs for adult learners (an option to complete degrees on a part-time basis). UVA's "PRODUCED in Virginia" undergraduate engineering program is offered online in partnership with the Virginia Community College System. Dr. Sullivan emphasized the obligation of UVA to partner with communities to serve the public good. Her vision reflects the founding principles of the university – to educate students to use knowledge, awareness, and training to achieve democracy. She will work with senior leadership to sustain the ongoing efforts being undertaken at the university. Dr. Sullivan commended the Council for its work in advancing higher education in the Commonwealth.

INTRODUCTIONS

Dr. Gwen Lee-Thomas, Assistant Professor, Higher Education Graduate Programs at the Darden College of Education at Old Dominion University was introduced and welcomed, along with 21 of her students who were in attendance.

BRIEFINGS AND DISCUSSIONS

Update on General Assembly Budget Actions

Mr. Hix provided a revised handout comparing the Governor's introduced budget amendments and the conference report. He briefly reviewed each item and answered questions from members.

Mr. Hix thanked Leonard Sandridge, Executive Vice President and Chief Operating Officer at UVA, for his many years of great counsel and dedication to higher education and wished him well in his retirement. The Council members joined him in congratulating Mr. Sandridge and thanked him for his service to the higher education community.

Update on 2011 Legislation

Ms. Nelson distributed a list and provided an overview of important bills from the 2011 General Assembly session. Her review included bills that passed the session as well as those that failed related to higher education, financial aid, military/veteran participation, and campus safety.

ACTION ITEMS

REPORT FROM ACADEMIC AFFAIRS COMMITTEE

Presentation of Annual Report of the Office of Private and Out-of-State Postsecondary Education (POPE)

Dr. Elrod reported that Ms. Woodley presented an overview and summary of the past year's activities and statistics to the committee, which was very informative. Copies of the presentation were provided to all members.

Action on Programs at Public Institutions

Dr. Elrod introduced representatives from George Mason University and indicated that the committee had a good discussion of the programs listed below. All were recommended for approval by the Academic Affairs Committee. On motion by Mr. Lutz and seconded by Ms. DiGennaro the following resolutions 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 Master of Science (M.S.) degree program in Biomedical Sciences (CIP: 26.0102), effective fall 2011.

The Council stipulates that its authorization for the degree program would be rescinded if the agreement between George Mason University and Georgetown University is terminated by either party.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Master of Arts (M.A.) degree program in History of Decorative Arts (CIP: 50.0703), effective fall 2011.

The Council stipulates that its authorization for the degree program would be rescinded if the agreement between George Mason University and the Smithsonian Associates of the Smithsonian Institution is terminated by either party.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Master of Product Innovation (M.P.I.) degree program (CIP: 30.0000), effective fall 2011.

Action On Private And Out-Of-State Postsecondary Institutional Certifications

Dr. Elrod said Star Institute had fulfilled the SCHEV requirements to operate in the Commonwealth. On motion by Mr. Lutz and seconded by Mr. Clement the following resolution was unanimously approved by the Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Star Institute to operate a postsecondary institution in the Commonwealth of Virginia, effective March 22, 2011.

Action On Policy For "State-Level Requirements For Approval Of Various Academic Program Actions At Public Institutions"

Dr. Elrod reminded members that at the January meeting staff was asked to include programs not approved and said staff had addressed this item in the revised policy. On motion by Mr. Lutz and seconded by Mr. Smith the following resolution was unanimously approved by the Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the updated policy “State-Level Requirements for Approval of Various Academic Program Actions at Public Institutions,” effective April 1, 2011.

Action On Annual Program Productivity/Viability Review

Dr. Elrod asked Dr. DeFilippo to provide an overview of the review process for recently approved degree programs. Twenty eight programs were subject to review this year, and three did not meet the standards as stated in the resolution. It was noted that the Academic Affairs Committee deleted the stipulation included in the original version of the resolution granting an exemption for the MA in Philosophy. Ms. DiGennaro stated for the record her feeling that when tracking placement of programs’ graduates, many more programs other than just Philosophy should be included. She felt that especially in this economy, the value of the classics, liberal arts should not be denigrated. Mr. Lutz indicated that the committee had a robust discussion on this matter but agreed to the revised resolution presented. On motion by Mr. Lutz and seconded by Ms. DiGennaro the following resolution was unanimously approved by the Council:

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

- A. Grant exemption for the BA in Latin American Studies, based on the interdisciplinary nature of the program.**
- B. Grant exemption for the MA in Justice, Law and Policy based on revised enrollment data demonstrating that the program meets viability standards.**
- C. Grant exemption for the MA in Philosophy due to positive enrollment trends.**

Update On Outstanding Faculty Awards (OFA)

Dr. Elrod provided an update on the Outstanding Faculty Awards. A photo montage of the event played in the background as she provided details of the February 17 event. Staff and members who participated were thanked for their contributions. Dr. Elrod emphasized the importance of this event and encouraged members to participate in next year’s awards. Dr. Elrod was thanked for her years of contribution in chairing the OFA Final Selection Committee.

OVERVIEW OF VALLEY FORGE CHRISTIAN COLLEGE, WOODBRIDGE CAMPUS'S APPLICATION TO PARTICIPATE IN THE TUITION ASSISTANCE GRANT PROGRAM (TAG)

At approximately 10:05 a.m. Ms. Magill made a motion and read a statement to adjourn into closed session pursuant to §2.2-3711(A)(7) to receive advice from legal counsel concerning the Valley Forge application. For the record, the following members recused themselves from the closed session discussion due to their law firms' involvement in the issue: James Dyke, Jake Lutz, and Julious Smith. Those members who recused themselves from the closed session also recused themselves from any participation in matters concerning Valley Forge before the Council.

At approximately 10:50 a.m. the Council reconvened in open session and a roll call vote was taken on a motion certifying that, to the best of each member's knowledge, only public business matters lawfully exempted from open meeting requirements and only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed, or considered in the executive session. The certification was unanimously approved by a vote of 5-0 and is attached to these minutes.

Ms. Magill offered the representatives from Valley Forge Christian College (VFCC) as well as the Council of Independent Colleges in Virginia (CICV) opportunities to address the Council. Mr. Dyke and Mr. Smith were present but not participating. Mr. Lutz was not present.

Representing VFCC, Mr. Tony Troy presented reasons why in his legal opinion, the Council should dismiss the staff recommendation to reject VFCC's application for TAG. Mr. William Hurd said he received notice of the staff recommendation on March 17. Since then, he has sent two letters to the Council outlining why he believes the recommendation is flawed. He mentioned new legislation passed in the 2011 General Assembly and that, if the legislation is signed into law, it will provide narrower standards than what are currently in the statute. He requested that, if the Governor signs the legislation, VFCC be given a chance to come into compliance before July 1. He indicated that the TAG program was put into statute not to help institutions but to help Virginia students.

Dr. Bill Baker, Dean of Operations and Services at VFCC and Dr. Vince McLaughlin, Academic Dean for Biblical Studies and Languages also provided their views. Dr. McLaughlin introduced several students and faculty from VFCC and said they were in attendance to advocate for students' and families' ability to fulfill the dream of a college education.

Mr. Robert Lambeth from CICV spoke on behalf of his member colleges, most of which he said are small colleges as well. He stated that the current regulations indicate that VFCC does not qualify for TAG and that compliance with the SCHEV regulations was the item before the Council. He felt the staff recommendations were appropriate and requested that the Council support those recommendations.

Mr. Hurd asked Council to consider carrying over action on this item to May.

Discussion among the Council members followed, with Ms. DiGennaro expressing her feeling that if either party believed more information should be forthcoming, it would be appropriate to table this action until May. She said that in fairness to both parties she would like more time to digest the information.

Mr. Clement did not feel the Council would get any additional information by tabling the issue until May, and he felt the only possible reason to delay might be to have more members of the Council present. Ms. Magill was concerned about those members who were unable to attend the meeting, but felt sufficient information was available to make a decision at this meeting.

Ms. Magill read the following resolution and moved its adoption. Ms. DiGennaro indicated her disagreement with the proposed action and a roll call vote was taken. The following resolution was approved on a vote of 4-1 (Dr. Elrod, Mr. Clement, Mr. Bland, and Ms. Magill in favor; Ms. DiGennaro against) and two abstentions (Mr. Dyke and Mr. Smith). As noted above, Mr. Lutz was not present for the vote:

BE IT RESOLVED that the State Council of Higher Education for Virginia does not approve the Virginia Tuition Assistance Grant Program application of Valley Forge Christian College – Woodbridge Campus because the institution is not an in-state institution.

Further, Council directs staff to review TAG regulations and make recommendations, as appropriate, to ensure that the regulations are consistent with the Code of Virginia.

Mr. Lutz returned to the meeting following this vote at approximately 11:25 a.m.

ITEMS DELEGATED TO STAFF

The list of delegated items was reviewed by the Academic Affairs Committee as requested in the January meeting. As required, a list of the actions is attached to these minutes.

INTERIM DIRECTOR'S REPORT

Via a slideshow presentation, Dr. Fogarty provided an overview of the budget actions related to SCHEV from the 2011 General Assembly session and his recommendations for Council's consideration as it moves forward, including the importance of Council members to continue to reach out to colleges, legislators, and members of the Higher Education Commission. He suggested the use of smaller groups of members to discuss matters in detail before being taken up by the full Council, noting that the reinstatement of the Academic Affairs Committee is a good

start. Dr. Fogarty also suggested establishing a separate committee of the Council to work with the community colleges and felt that the Chancellor would applaud this effort. With regard to interaction with the private colleges, he suggested that members spend more time dealing with both non-profit and for-profit institutions as they explore ways to reach out to adult learners. Dr. Fogarty stressed that many elements in the framework of the Top Jobs (TJ21) legislation are connected to the Council and its staff, and that these elements will be more fully realized in the coming months. He also contemplated the multiple and varied challenges ahead for the next General Assembly session and the years ahead.

Dr. Fogarty thanked members and staff for their assistance during his tenure. Mr. Dyke expressed his hope that the Council will take action on the recommendations made by Dr. Fogarty.

NEW BUSINESS

Ms. Magill asked the Council Vice Chair to read a resolution recognizing Dr. Fogarty. Mr. Bland described Dr. Fogarty as a very uniquely qualified individual – the right person at the right time— who has led SCHEV with great energy through the General Assembly session. The following resolution was read by the Vice Chair and unanimously approved by the Council:

WHEREAS, Dr. Andrew Fogarty has served as an exemplary Interim Director of the State Council of Higher Education for Virginia from August 2010 to April 2011; and

WHEREAS, Dr. Fogarty provided outstanding leadership to the Council and its staff as well as to Virginia's public and private four-year institutions and community colleges; and

WHEREAS, Dr. Fogarty took a very active role in building consensus and strengthening productive relationships among the Council and its staff, the institutions of higher education, and the state legislature; and

WHEREAS, Dr. Fogarty's expertise in management, budget policy, and the state legislative process served the Council exceptionally well in presenting policy and budget recommendations to the Governor and the General Assembly; and

WHEREAS, his diligent work with the members of the 2011 General Assembly has resulted in a growing respect for the role of SCHEV and the continuation of SCHEV's essential work with the Commission on Higher Education Reform, Innovation and Investment; and

NOW THEREFORE BE IT RESOLVED, that the State Council of Higher Education for Virginia expresses its sincere gratitude and appreciation to Dr. Andrew B. Fogarty for his commitment, distinguished service, and numerous contributions to higher education in Virginia, and extends to him best wishes for continued success in all future endeavors.

Ms. Magill concluded by saying that she could not thank Dr. Fogarty enough for his leadership of the agency during this critical time in Virginia higher education. She also thanked him for the good wisdom contained in his recommendations and wished him well on his departure and his future.

REPORT OF SEARCH COMMITTEE

Mr. Bland made read the following motion from the Search Committee:

I move that Council appoint Peter Blake as Interim Director of the State Council of Higher Education for Virginia effective April 1, 2011, and further move that the Chair be authorized to negotiate and execute a contract with Mr. Blake consistent with terms discussed in closed session.

The motion was seconded by Mr. Lutz and unanimously approved by the Council. Mr. Bland introduced Mr. Blake and thanked the search committee for its work. Mr. Blake expressed his interest in working with the Council members and others in addressing the challenges that lie ahead.

Mr. Dyke acknowledged and congratulated the Virginia teams in the men's and women's NCAA and NIT basketball tournaments, noting that the Virginia Commonwealth University (VCU) and the University of Richmond (UR) men's teams had advanced to the NCAA "Sweet 16" and that the UVA women's team had made the WNIT "Sweet 16." Good luck was wished to all.

ADJOURNMENT

The meeting was adjourned at 11:50 a.m. The next meeting is scheduled for May 16-17 at Randolph-Macon College in Ashland, Virginia. The May 16 meeting will be the annual Private College Advisory Board meeting.

Gilbert Bland
Vice Chair

Lee Ann Rung
Manager for Council and Executive Affairs

Items Delegated to Director/Staff

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

Program Actions

Institution	Degree/Program/CIP	Effective Date
George Mason University	Change the CIP Code of the Bachelor of Science degree program in Applied Computer Science from 11.0199 to 11.0701.	Spring 2011
George Mason University	Change the CIP Code of the Master of Science degree program in Computer Forensics from 11.9999 to 43.0116.	Spring 2011
George Mason University	Change the CIP Code of the Bachelor of Science degree program in Information Technology from 14.9999 to 11.0103.	Spring 2011
George Mason University	Change the CIP Code of the Doctor of Philosophy degree program in Information Technology from 14.9999 to 11.0103.	Spring 2011
George Mason University	Change the CIP Code of the Master of Science degree program in Telecommunications from 09.9999 to 11.0901.	Spring 2011
James Madison University	Change the CIP Code of the Doctor of Philosophy degree program in Combined Integrated Clinical, Counseling and School Psychology from 42.0101 to 42.2801.	Spring 2011
James Madison University	Correction: Change the title of the Doctor of Philosophy degree program in Combined Integrated Clinical, Counseling and School Psychology to Combined Integrated Clinical and School Psychology.	Not applicable
Northern Virginia Community College	New Program Approved: Associate of Applied Science degree program in Occupational Therapy Assistant (51.0803)	Fall 2012

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

Institution	Degree/Program/CIP	Effective Date
College of William and Mary	Initiate the Graduate Certificate program in Global Enterprise Management Program (52.0201).	Summer 2011
James Madison University	Discontinue the Bachelor of Arts/Bachelor of Science degree program in Social Science (45.0101). [Program Approved: Date: Unknown]	May 2011
Virginia Commonwealth University	Change the CIP Code of the undergraduate Certificate program in Product Innovation from 30.9999 to 30.0000.	Spring 2011

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

Organizational Changes / Off-campus Instructional Sites

Institution	Change / Site	Effective Date
George Mason University	Rename the Institute for Conflict Analysis and Resolution to the School for Conflict Analysis and Resolution.	July 1, 2011

RESOLUTION NO. 60
MEETING DATE: March 22, 2011

CERTIFICATION OF EXECUTIVE MEETING

WHEREAS, the State Council of Higher Education for Virginia has convened an executive meeting on this date pursuant to an affirmative recorded vote and in accordance with the provisions of The Virginia Freedom of Information Act; and

WHEREAS, §2.2-3712 (D) of the *Code of Virginia* requires a certification by the State Council of Higher Education for Virginia that such executive meeting was conducted in conformity with Virginia law;

NOW, THEREFORE, BE IT RESOLVED that the State Council of Higher Education for Virginia hereby certifies that, to the best of each members' knowledge, (i) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the executive meeting to which this certification resolution applies, and (ii) only such public business matters as were identified in the motion convening the executive meeting were heard, discussed or considered by the State Council of Higher Education for Virginia.

VOTE

YES: 5 (Bland, Clement, DiGennaro, Elrod, Magill)

NAYS: 0

Gilbert Bland
Vice Chair
State Council of Higher Education for Virginia

Action Items from Academic Affairs:

- Action on Programs at Public Institutions See resolutions on [Page A 6](#)
- Action on POPE Institutional Certifications See resolution on [Page A 15](#)

State Council of Higher Education for Virginia Agenda Item

Item: #6.b.1 – Action on Assessment of Institutional Performance

Date of Meeting: May 17, 2011

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: May 18, 2010

Action: Assessment of Institutional Performance

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 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 2011 Appropriation Act outlines the Council's authority in assessing institutional performance:

§4-9.02 ASSESSMENT OF INSTITUTIONAL PERFORMANCE

[T]he State Council of Higher Education shall annually assess and certify institutional performance. Such certification shall be completed and forwarded in writing to the Governor and the General Assembly no later than June 1 of each year. Institutional performance ... shall be evaluated year-to-date by the Secretaries of Finance, Administration, and Technology as appropriate, and communicated to the State Council of Higher Education before June 1 of each year. Financial benefits provided to each institution ... be evaluated in light of that institution's performance.

In general, institutions are expected to achieve their agreed upon targets and standards on all performance measures in order to be certified by SCHEV. However, the State Council, in working with each

institution, shall establish a threshold of permitted variance from targets for each education-related measure, as appropriate. The Council shall review and, if in agreement, approve institutional targets and thresholds.

Further, the State Council shall have broad authority to certify institutions as having met the standards on education-related 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 mission or unnecessary given the institution's level of performance.

Performance measures for each goal are outlined in the Appropriation Act. In addition to establishing targets for each measure, the Appropriation Act permits a variance from the target, known as a 'threshold,' for measuring acceptable institutional performance. Performance targets and thresholds for the 2009-10 academic year were developed by each institution and approved by the Council in January, 2009. The institutional performance targets and thresholds were based on an institution's past performance and a set of negotiated targets and thresholds. Besides the educational-related performance standards, the Secretaries of Finance, Administration, and Technology evaluate the standards for the financial and administrative goals.

The *Preparing for the Top Jobs of the 21st Century: The Virginia Higher Education Opportunity Act of 2011 (TJ21)* passed earlier this year by the General Assembly, changed the schedule for the Assessment of Institutional Performance. The Council's annual assessment is suspended for the next two years while the Higher Education Advisory Committee – created by TJ21 – reviews the current Institutional Performance Standards and recommends possible changes to the Council. The Council's next assessment will be conducted by October 1, 2013.

The Council's Restructuring Subcommittee, consisting of Council members Gilbert Bland (Chair), Mary Haddad, and Katherine Webb, have been reviewing each institution's progress in meeting its targets and thresholds. The Subcommittee will complete its final review and recommendation on Monday, May 16, 2011.

Materials Provided:

- Educational Goals of the Restructuring Act – Code of Virginia
- Assessment of Institutional Performance – Code of Virginia
- Institutional Performance Measures – 2011 Appropriation Act

Financial Impact:

Institutions certified as meeting their performance standards are eligible for the financial benefits provided in §2.2-5005 for the next three years.

Timetable for Further Review/Action:

The next assessment of institutional performance must be completed by October 1, 2013.

Resolution:

The Council's Restructuring Subcommittee will present its recommendations at the May 17, 2011 meeting.

Educational Goals of the Restructuring Act

Code of Virginia

§ 23-38.88. Eligibility for restructured financial and administrative operational authority.

B. The Board of Visitors of a public institution of higher education shall commit to the Governor and the General Assembly by August 1, 2005, through formal resolution adopted according to its own bylaws, to meeting the state goals specified below, and shall be responsible for ensuring that such goals are met, in addition to such other responsibilities as may be prescribed by law. Each such institution shall commit to the Governor and the General Assembly to:

1. Consistent with its institutional mission, provide access to higher education for all citizens throughout the Commonwealth, including underrepresented populations, and, consistent with subdivision 4 of § 23-9.6:1 and in accordance with anticipated demand analysis, meet enrollment projections and degree estimates as agreed upon with the State Council of Higher Education for Virginia. Each such institution shall bear a measure of responsibility for ensuring that the statewide demand for enrollment is met;

2. Consistent with § 23-9.2:3.03, ensure that higher education remains affordable, regardless of individual or family income, and through a periodic assessment, determine the impact of tuition and fee levels net of financial aid on applications, enrollment, and student indebtedness incurred for the payment of tuition and fees;

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

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

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

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

7. Actively contribute to efforts to stimulate the economic development of the Commonwealth and the area in which the institution is located, and for those

institutions subject to a management agreement set forth in Subchapter 3 (§ 23-38.91 et seq.) of this chapter, in areas that lag the Commonwealth in terms of income, employment, and other factors;

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

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

10. Prepare a six-year financial plan consistent with § 23-9.2:3.03;

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

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

Assessments of Institutional Performance

Code of Virginia

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

A. 1. The State Council shall develop and revise from time to time, in consultation with the respective chairmen of the House Committees on Education and Appropriations and the Senate Committees on Finance and Education and Health or their designees, representatives of public institutions of higher education, and such other state officials as may be designated by the Governor, objective measures of educational-related performance and institutional performance benchmarks for such objective measures. At a minimum, the State Council shall develop objective measures and institutional performance benchmarks for the goals and objectives set forth in subdivisions B 1 through B 10 of § 23-38.88.

The State Council shall develop the initial objective measures and performance benchmarks for consideration by the Governor and the General Assembly no later than October 1, 2005.

2. The Governor shall develop and revise from time to time objective measures of financial and administrative management performance and related institutional performance benchmarks for the goals and objectives set forth in subdivision B 11 of § 23-38.88. The Governor shall develop the initial measures and performance benchmarks and report his recommendations to the General Assembly prior to November 15, 2005.

B. The Governor shall include objective measures of financial and administrative management and educational-related performance and related institutional performance benchmarks as described in subsection A in "The Budget Bill" submitted as required by subsection A of § 2.2-1509 or in his proposed gubernatorial amendments to the general appropriation act pursuant to subsection E of § 2.2-1509.

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.

No later than June 1 of every fiscal year beginning with the fiscal year that immediately follows the fiscal year of implementation as defined in § 2.2-5005, the State Council shall provide a certified written report of the results of such annual assessment to the Governor and the respective chairmen of the House Committees on Education and Appropriations and the Senate Committees on Finance and Education and Health.

Those institutions that are certified by the State Council as having met the financial and administrative management and educational-related performance benchmarks in effect for the fiscal year as set forth in the general appropriation act shall be entitled to the financial benefits set forth in § 2.2-5005. Such benefits shall first be provided as determined under such section.

D. Notwithstanding any other provision of this section, no institution shall be required to submit documentation that it has met the financial and administrative management and educational-related performance benchmarks set forth in the general appropriations act for the fiscal years 2011-2012 and 2012-2013. If an institution is certified by the State Council as having met the financial and administrative management and educational-related performance benchmarks for the fiscal year 2010-2011, then such institution shall be entitled to the financial benefits set forth in subdivision B 14 of § 2.2-1124, subsection C of § 2.2-1132, subdivisions 4 and 5 of § 2.2-1149, subsection C of § 2.2-1150, subdivision C 2 of § 2.2-1153, § 2.2-1404.1, subdivision A 4 of § 2.2-2007, subsection E of § 2.2-2901, § 2.2-5005, subdivisions 1 and 3 of § 23-38.90, and subsection C of § 36-98.1 for the fiscal years 2011-2012 and 2012-2013.

Institutional Performance Measures
2011 Appropriation Act

§4-9.02 ASSESSMENT OF INSTITUTIONAL PERFORMANCE

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

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

Further, the State Council shall have broad authority to certify institutions as having met the standards on education-related 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 mission or unnecessary given the institution's level of performance.

The State Council may develop, adopt, and publish standards for granting exemptions and ongoing modifications to the certification process.

a. ANNUAL ASSESSMENTS

1. Access

a) Institution meets 95 percent of its State Council-approved biennial projection of total in-state student enrollment within the prescribed range of permitted variance.

b) Institution maintains acceptable progress towards agreed upon targets for the percentage of in-state undergraduate students from under-represented populations. (Such populations 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.)

c) Institution annually meets at least 95 percent of its undergraduate and 90 percent of its graduate and first-professional State Council-approved estimates of degrees awarded.

2. Affordability

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

- i. Students receiving Pell grants.
- ii. Students receiving other forms of need-based financial assistance other than Pell grants.
- iii. Students receiving no need-based financial assistance.

Four-year institutions shall set targets based on four-year and six-year graduation rates.

The Virginia Community College System and Richard Bland College shall use two-year and four-year graduation rates.

3. Breadth of Academics

Institution maintains acceptable progress towards agreed upon targets for the number of graduates in high-need areas, as identified by the State Council of Higher Education.

4. Academic Standards

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.

5. Student Retention and Timely Graduation

a) Institution maintains acceptable progress towards agreed upon targets for the average annual retention and progression rates of degree-seeking undergraduate students.

b) Institution maintains acceptable progress towards agreed upon targets for, the ratio of total undergraduate degree awards to the number of annual full-time equivalent, degree-seeking undergraduate students.

6. Articulation Agreements and Dual Enrollment

a) Institution maintains acceptable progress towards agreed upon targets for the total number of transfer students, including as a priority those with an associate degree, 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.

b) The Virginia Community College System and Richard Bland College maintain acceptable progress towards agreed upon targets for the number of students involved in dual enrollment programs.

7. Research

Institution maintains acceptable progress towards agreed upon targets for the three-year moving average of total expenditures in grants and contracts for research.

b. BIENNIAL ASSESSMENTS

1. Affordability

a) Institution includes in its six-year plan the expected average borrowing of in-state students with established financial need, and the percentage of those students who borrow, and states its commitment to limit, where possible, the average borrowing to a level that maintains or increases access while not unduly compromising affordability.

b) Institution conducts a biennial assessment of the impact of tuition and fee levels net of financial aid on student indebtedness incurred for the payment of tuition and fees and provided the State Council with a copy of this study upon its completion and makes appropriate reference to its use within the required six-year plans. The institution shall also make a parent- and student-friendly version of this assessment widely available on the institution's website. The assessment should include, but is not limited to, the following information for in-state undergraduate students: a five-year historical overview of average tuition and fees, average federal loans and grants, average institutional aid, average state support, and average total debt burden.

c) This report, along with institutional tuition and fee information shall be prominently located on the institution's web site.

d) Institution will provide an addendum to the six-year plan identifying the steps it is taking to maintain its effort to meet the needs of in-state undergraduate financially-needy students taking into account tuition and fees, state appropriations, and financial need of these students.

2. Academic Standards—Productivity

Institution reports biennially the ratio of degrees conferred per full-time equivalent instructional faculty member.

3. Articulation Agreements

Institution maintains acceptable progress towards agreed upon targets for 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.

4. Economic Development

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. A summary of activities will be reported to the State Council biennially.

5. Patents and Licenses

Institution reports biennially to the State Council the annual number of new patent awards and licenses.

6. Elementary and Secondary Education

a) 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. A summary of activities and the improvements in student learning, if any, shall be reported to the State Council biennially.

b) The Virginia Department of Education shall share data on teachers, including identifying information, with the State Council of Higher Education for Virginia in order to evaluate the efficacy of approved programs of teacher education, the production and retention of teachers, and the exiting of teachers from the teaching profession.

c) 1. The Virginia Department of Education and the State Council of Higher Education for Virginia shall share personally identifiable information from education records in order to evaluate and study student preparation for and enrollment and performance at state institutions of higher education in order to improve educational policy and instruction in the Commonwealth. However, such study shall be conducted in such a manner as to not permit the personal identification of students by persons other than representatives of the Department of Education or the State Council for Higher Education for Virginia, and such shared information shall be destroyed when no longer needed for purposes of the study.

2. Notwithstanding § 2.2-3800 of the Code of Virginia, the Virginia Department of Education, State Council of Higher Education for Virginia, Virginia Community College System, and the Virginia Employment Commission may collect, use, share, and maintain de-identified student data to improve student and program performance including those for career readiness.

d) Institutions of higher education shall disclose information from a pupil's scholastic record to the Superintendent of Public Instruction or his designee for the purpose of studying student preparation as it relates to the content and rigor of the Standards of Learning. Furthermore, the superintendent of each school division shall disclose information from a pupil's scholastic record to the Superintendent of Public Instruction or his designee for the same purpose. All information provided to the Superintendent or his designee for this purpose shall be used solely for the purpose of evaluating the Standards of Learning and shall not be redisclosed, except as provided under federal law. All information shall be destroyed when no longer needed for the purposes of studying the content and rigor of the Standards of Learning.

7. Campus Safety and Security

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

c. SIX-YEAR PLAN

Institution prepares six-year financial plan consistent with § 23-9.2:3.02.

d. FINANCIAL AND ADMINISTRATIVE STANDARDS

The financial and administrative standards apply to institutions except those governed under Chapters 933 and 943 of the 2006 Acts of Assembly and the institution governed under Chapters 594 and 616 of the 2008 Acts of Assembly,

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

a) An unqualified opinion from the Auditor of Public Accounts upon the audit of the public institution's financial statements;

b) No significant audit deficiencies attested to by the Auditor of Public Accounts;

c) Substantial compliance with all financial reporting standards approved by the State Comptroller;

d) Substantial attainment of accounts receivable standards approved by the State Comptroller, including but not limited to, any standards for outstanding receivables and bad debts; and

e) Substantial attainment of accounts payable standards approved by the State Comptroller including, but not limited to, any standards for accounts payable past due.

2. Institution complies with a debt management policy approved by its governing board that defines the maximum percent of institutional resources that can be used to pay debt service in a fiscal year, and the maximum amount of debt that can be prudently issued within a specified period.

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

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

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

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

6. The institution will complete major information technology projects (with an individual cost of over \$1,000,000) within the budgets and schedules originally approved by the institution's governing board. If the institution exceeds the budget and/or time schedule for any such project, the Secretary of Technology shall review the circumstances causing the cost overrun and/or delay and the manner in which the institution responded and determine whether the institution appropriately adhered to Project Management Institute's best management practices and, therefore, shall be considered in compliance with the measure despite the cost overrun and/or delay.

e. FINANCIAL AND ADMINISTRATIVE STANDARDS

Financial and Administrative Standards for institutions governed under Chapters 933 and 943 of the 2006 Acts of Assembly and the institution governed under Chapters 594 and 616 of the 2008 Acts of Assembly, shall be measured by the administrative standards outlined in the Management Agreements and § 4-9.02.D.4. of this act. However, the Governor may supplement or replace those administrative performance measures with the administrative performance measures listed in this paragraph. Effective July 1, 2009, the following administrative and financial measures shall be used for the assessment of institutional performance for institutions governed under Chapters 933 and 943 of the 2006 Acts of Assembly and those governed under Chapters 594 and 616 of the 2008 Acts of Assembly,

1. Financial

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

e) Substantial attainment of accounts payable standards approved by the State Comptroller including, but not limited to, any standards for accounts payable past due;

2. Debt Management

a) The institution shall maintain a bond rating of AA- or better;

b) The institution achieves a three-year average rate of return at least equal to the imoney.net money market index fund; and

c) The institution maintains a debt burden ratio equal to or less than the level approved by the Board of Visitors in its debt management policy.

3. Human Resources

a) The institution's voluntary turnover rate for classified plus university/college employees will meet the voluntary turnover rate for state classified employees within a variance of 15 percent;

b) The institution achieves a rate of internal progression within a range of 40 to 60 percent of the total salaried staff hires for the fiscal year.

4. Procurement

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

b) The institution will make no less than 80 percent of purchase transactions through the Commonwealth's enterprise-wide internet procurement system (eVA) with no less than 75 percent of dollars to vendor locations in eVA.

5. Capital Outlay

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

b) The institution shall complete capital projects with the dollar amount of owner requested change orders not more than 2 percent of the guaranteed maximum price (GMP) or construction price; and

c) The institution shall pay competitive rates for leased office space – the average cost per square foot for office space leased by the institution is within 5 percent of

the average commercial business district lease rate for similar quality space within reasonable proximity to the institution's campus.

6. Information Technology

a) The institution will complete major information technology projects (with an individual cost of over \$1,000,000) on time and on budget against their managed project baseline. If the institution exceeds the budget and/or time schedule for any such project, the Secretary of Technology shall review the circumstances causing the cost overrun and/or delay and the manner in which the institution responded and determine whether the institution appropriately adhered to Project Management Institute's best management practices and, therefore, shall be considered in compliance with the measure despite the cost overrun and/or delay; and

b) The institution will maintain compliance with institutional security standards as evaluated in internal and external audits. The institution will have no significant audit deficiencies unresolved beyond one year;

f. REPORTING

The Director, Department of Planning and Budget, with cooperation from the Comptroller and institutions of higher education governed under Management Agreements, shall develop uniform reporting requirements and formats for revenue and expenditure data.

g. EXEMPTION

The requirement of this section shall not be in effect if they conflict with § 23-9.6:1.01D. of Chapters 828 and 869 of the Acts of Assembly of 2011.

State Council of Higher Education for Virginia Agenda Item

Item: # 6.c – Action on 2011-12 Commonwealth Graduate Engineering Program (CGEP) Operating Plan

Date of Meeting: May 17, 2011

Presenters: Diane Vermaaten, Associate for Finance Policy
Sharon Caraballo, CGEP State Chair, George Mason University

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: May 18, 2010

Action: Approved the 2010-11CGEP 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. CGEP is the longest running distance education cooperative in the Commonwealth. The participating institutions are Virginia Tech, the University of Virginia, Virginia Commonwealth University, Old Dominion University, and George Mason University. The University of Mary Washington and the Southern Virginia Higher Education Center serve as a receiver sites and marketing partners. The program is designed to provide engineers, and other qualified individuals with strong backgrounds in the sciences, with an opportunity to conveniently pursue 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 2010-2011, Operating Plan Academic Year 2011-2012." Dr. Sharon Caraballo, CGEP State Chair, compiled the document with the help of the other CGEP Directors.

Financial Impact:

The information included in this item relates to the planned expenditures totaling \$6.5 million for 2011-2012. A summary of these planned expenditures, as well as appropriations, is provided in Table 1b of the report. Further details of both actual and planned expenditures are provided in Tables 2 and 3.

Planned expenditures that are greater than an institution's total appropriations must be funded through tuition increases, tuition from additional students, or reallocations from other institutional sources. For fiscal year 2010-2011, CGEP institutions contributed \$2 million to the program, representing an additional investment of approximately 48% over the total amount appropriated.

Highlights:

Under the leadership of State Director, Dr. Sharon Caraballo, the past year was another productive year for the Commonwealth Graduate Engineering Program. The accomplishments of the past year included the development of new and more succinct vision and mission statements for CGEP and the submission of a proposal for funding to further support the development of online courses for all the participating institutions. The consortium also laid the groundwork for the alignment of their programs with the technology sectors specifically targeted by the Virginia Economic Development Partnership (VEDP) and the Commonwealth of Virginia. To that end, a new area of focus for the consortium in the upcoming year will be cybersecurity.

While pushing forward in new directions to enable them to meet the needs of tomorrow's students and despite no additional state funds, the CGEP schools have managed to maintain enrollment at the previous year's level. The CGEP directors continue to seek additional financial support from other sources, however, the state support received through the general fund appropriation continues to be a crucial source of funding for the consortium.

Timetable for Further Review/Action:

The 2012-2013 CGEP operating plan will be considered for approval at the May 2012 Resources Committee/Council meeting.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the 2011-12 Commonwealth Graduate Engineering Program operating plan and recommends to the Governor that the appropriated funds be released to operate the program.

Commonwealth Graduate Engineering Program



**Annual Report
Academic Year 2010-2011**

**Operating Plan
Academic Year 2011-2012**

Presented to
State Council of Higher Education for Virginia
May 17, 2011

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

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Message from the State Director
Sharon A. Caraballo



This has been a busy year for CGEP. In addition to our ongoing efforts to deliver quality education to the Commonwealth's working professional engineers, we undertook several projects. Continuing from last year, we finalized our new strategic plan. We have also been planning a new joint online seminar series, to be introduced next academic year. We created a proposal for the development of new online courses.

The strategic plan was finalized in September of 2010. I discussed the planning process in last year's annual report. The plan was kept concise, in an effort to create a truly useful document that can guide decision making for the next few years of the program. As part of the process, the Directors worked with our Advisory Board to produce new, more succinct vision and mission statements for CGEP.

Vision

The Commonwealth Graduate Engineering Program (CGEP) will be recognized for the value, quality and benefits it provides to both engineers and the companies that employ them and as a premier choice for engineering education and professional development.

Mission

CGEP provides graduate engineering education and professional development to Virginia's working engineers and the companies that employ them.

The outcomes we are working toward are as follows:

- *Increase the knowledge, skills, abilities and educational levels of Virginia's engineers*
- *Increase collaboration among faculty at CGEP universities*

- *Alignment of programs with the technology sectors specifically targeted by the Virginia Economic Development Partnership (VEDP) and the Commonwealth of Virginia*

These outcomes represent shared priorities of CGEP's administration and stakeholders.

One major new project which we began planning this year for implementation next year is a joint online seminar series. The idea for the series grew out of our strategic planning discussions, and the seminar series directly relates to all three outcomes above.

Seminars will be offered by faculty from the five CGEP universities. Each year will focus on a specific topic, and each university will contribute one seminar to the series. The seminars will be advertised within the universities and within the employers we serve and other groups associated with the Commonwealth's engineering workforce. The seminars will help introduce faculty to others working on related areas at different public institutions in the state, increase faculty confidence and skill with online teaching, and bring cutting-edge knowledge in the focus area to working engineers. It will also help to raise awareness of CGEP among engineers and their employers, which was an area identified in the strategic planning process as needing improvement.

The topic identified for the 2011-12 academic year is cybersecurity. This is an area of interest for all five CGEP universities and one which received a great deal of interest from our Advisory Board. Liz Povar, who represents VEDP on our Advisory Board, confirmed that this aligns well with VEDP priorities, which include information technology as one of three targeted areas for economic development.

Each university will present a live online seminar given by one of its cybersecurity experts, using the tools available at that university for online education. The university will also provide a moderator to field questions from attendees. Recordings of the seminars will be made

available on the state CGEP web site and possibly other channels.

Another major initiative for CGEP this year was the development of a proposal to support the development of online courses. The move from offering courses via videoteleconferencing to offering them online has been a high priority for CGEP for the past few years, to improve both access and the capacity to deliver courses. Our Advisory Board has also clearly identified this as an area of need. This move to online is a key component of our strategic plan, as well. Last year, SCHEV invited CGEP to submit a proposal for funding which would help with this needed change. Our proposal, which would have supported the development of 32 new online courses, was presented to SCHEV last fall. We were very grateful for the Council's positive response and were pleased to learn that while funds could not be requested at the present time due to fiscal constraints, the Council included our proposal along with its budget request. We will continue to look for opportunities to improve how we serve the Commonwealth's engineers and their employers. The Council's support of CGEP and our role in workforce development

and education for the state has been truly gratifying.

The role of state chair of CGEP rotates among each of the five universities in turn on a 3-year cycle. The three years of my term are now coming to an end, and I am somewhat surprised at how quickly the time has passed. I am very fortunate to have been able to work with such an excellent group of colleagues as my fellow Directors, who have made my job as chair much easier. I would like to extend my personal thanks to them, to our tireless CGEP staff members, to our Advisory Board members past and present, to SCHEV, and in particular to our liaison to SCHEV, associate for finance policy Diane Vermaaten. I can honestly say I am grateful to have worked with all of you. I am very pleased to note that I am leaving the chair position in excellent hands. Dr. Rosalyn Hobson, Associate Dean for Graduate Studies in the Virginia Commonwealth University School of Engineering, will succeed me as state chair as of July 1. I am confident that she will provide great leadership and vision for the program, and I look forward to seeing the program evolve under her direction.

Expenditures

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

Commonwealth Graduate Engineering Program Comparison of Appropriations to Expenditures

Table 1a: 2010-11

CGEP Institution	Appropriations			Institution			Total Expenditures
	General Fund	Nongeneral Fund	Total	Institution Contribution	Planned Institution Contribution	% Difference	
George Mason University	\$289,614	\$124,120	\$413,734	\$249,115	\$246,357	1.1%	\$662,849
Old Dominion University	\$431,013	\$198,244	\$629,257	\$133,538	\$133,538	0.0%	\$762,795
University of Virginia	\$728,172	\$601,525	\$1,329,697	\$328,129	\$305,891	7.3%	\$1,657,826
Virginia Commonwealth University	\$332,140	\$168,533	\$500,673	\$61,906	\$39,808	55.5%	\$562,579
Virginia Tech	\$869,882	\$436,357	\$1,306,239	\$1,324,535	\$1,324,535	0.0%	\$2,630,774
Southern Virginia Higher Education Center	\$29,050	\$0	\$29,050	\$0	\$0	0.0%	\$29,050
University of Mary Washington	\$80,483	\$36,130	\$116,613	\$14,152	\$14,152	0.0%	\$130,765
Total	\$2,760,354	\$1,564,909	\$4,325,263	\$2,111,375	\$2,064,281	2.3%	\$6,436,638

NOTES:

1. Based on information item amounts included in the Acts of Assembly 2010 (Chapter 874), which appropriated funds for the 2010-2012 Biennium.

2. University of Virginia's appropriations per the Acts of Assembly 2011 were \$595,497 from the general fund (reduced from the \$617,735 reported last year) and \$468,850 from the nongeneral fund. UVA's appropriations include \$132,675 in general funds and \$132,675 in nongeneral funds which are designated for the Nanotechnology Initiative and subsequently distributed to the participating institutions. UVA also passes through to the Center for Advanced Engineering and Research (CAER) in Lynchburg \$117,642 annually for CGEP operations in that community.

**Commonwealth Graduate Engineering Program
Comparison of Appropriations to Expenditures**

Table 1b: 2011-12

CGEP Institutions	Appropriations						Planned Institution		Total Planned Expenditures	% Change from FY11 Exp.
	General Fund	% Change	Nongeneral Fund	% Change	Total	% Change	Contribution	% Change		
George Mason University	\$289,614	0%	\$124,120	0%	\$413,734	0%	\$249,499	0%	\$663,233	0.1%
Old Dominion University	\$431,013	0%	\$198,244	0%	\$629,257	0%	\$133,538	0%	\$762,795	0.0%
University of Virginia	\$656,985	-10%	\$598,225	-1%	\$1,255,210	-6%	\$402,616	23%	\$1,657,826	0.0%
Virginia Commonwealth University	\$332,140	0%	\$168,533	0%	\$500,673	0%	\$61,906	0%	\$562,579	0.0%
Virginia Tech	\$869,882	0%	\$436,357	0%	\$1,306,239	0%	\$1,340,554	1%	\$2,646,793	0.6%
Southern Virginia Higher Education Center	\$29,050	0%	\$0	0%	\$29,050	0%	\$0	0%	\$29,050	0.0%
University of Mary Washington	\$80,483	0%	\$36,130	0%	\$116,613	0%	\$14,152	0%	\$130,765	0.0%
Total	\$2,689,167	-3%	\$1,561,609	0%	\$4,250,776	-2%	\$2,202,265	4%	\$6,453,041	0.3%

NOTES:

1. Based on information item amounts included in the Acts of Assembly 2011, which appropriated funds for the 2010-2012 Biennium.

2. University of Virginia's appropriations per the Acts of Assembly 2011 were \$527,610 from the general fund and \$468,850 from the nongeneral fund. UVA's appropriations include \$129,375 in general funds and \$129,375 in nongeneral funds which are designated for the Nanotechnology Initiative and subsequently distributed to the participating institutions. UVA also passes through to the Center for Advanced Engineering and Research (CAER) in Lynchburg \$117,642 annually for CGEP operations in that community.

**Commonwealth Graduate Engineering Program
Expenditures 2010-2011**

Table 2

	GMU		ODU		UVA		VCU		VT		SVHEC		UMW	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Personnel Services														
1121 Admin Faculty Salaries	0.7	\$80,800	2	\$156,669	5.6	\$643,333	1.2	\$148,607	0.3	\$38,368			0.2	\$21,538
1123 Classified Salaries	0.5	\$16,480	4	\$233,147	5.3	\$223,883	0.3	\$19,965	5	\$204,921	1	\$24,500	0.6	\$29,798
1126 Teaching and Research faculty	5.6	\$367,584					1.5	\$116,485	8	\$880,000				
1142 GTA Wages	2	\$66,000	2	\$60,133	2	\$105,825	2	\$43,000	6	\$331,176				
Other Personnel Services			3	\$61,962		\$38,941	0.5	\$9,253		\$70,271				\$3,868
Fringe Benefits		\$109,869		\$134,348		\$270,683		\$90,876		\$382,357				\$1,786
Total Personnel Services	8.8	\$640,733	11	\$646,259	12.9	\$1,282,665	5.5	\$428,186	19.3	\$1,907,093	1	\$24,500	0.8	\$56,990
Non Personnel Services														
1200 Contractual Services		\$685		\$4,738		\$354,175		\$14,331		\$457,429		\$2,500		\$72,575
1300 Supplies and Materials		\$748		\$76,895		\$20,986		\$3,437		\$6,500				\$1,200
1400 Transfer payments						\$0		\$72,000		\$211,752		\$2,050		
2200 Equipment		\$20,683		\$34,903		\$0		\$44,625		\$48,000				
Total Non Personnel Services		\$22,116		\$116,536		\$375,161		\$134,393		\$723,681		\$4,550		\$73,775
TOTAL		\$662,849		\$762,795		\$1,657,826		\$562,579		\$2,630,774		\$29,050		\$130,765

**Commonwealth Graduate Engineering Program
Expenditure Plan 2011-2012**

Table 3

	GMU		ODU		UVA		VCU		VT		SVHEC		UMW	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Personnel Services														
1121 Admin Faculty Salaries	0.7	\$80,800	2	\$156,669	5.6	\$643,333	1.2	\$148,607	0.3	\$38,368			0.2	\$21,538
1123 Classified Salaries	0.5	\$16,480	4	\$233,147	5.3	\$223,883	0.3	\$19,965	5	\$215,167	1	\$24,500	0.6	\$29,798
1126 Teaching and Research faculty	5.6	\$367,584					1.5	\$116,485	8	\$880,000				
1142 GTA Wages	2	\$66,000	2	\$60,133	2	\$105,825	2	\$43,000	6	\$331,176				
Other Personnel Services			3	\$61,962		\$38,941	0.5	\$9,253		\$70,271				\$3,868
Fringe Benefits		\$109,869		\$134,348		\$270,683		\$90,876		\$374,306				\$1,786
Total Personnel Services	8.8	\$640,733	11	\$646,259	12.9	\$1,282,665	5.5	\$428,186	19.3	\$1,909,288	1	\$24,500	0.8	\$56,990
Non Personnel Services														
1200 Contractual Services		\$800		\$4,738		\$354,175		\$14,331		\$457,429		\$2,500		\$72,575
1300 Supplies and Materials		\$700		\$76,895		\$20,986		\$3,437		\$6,500				\$1,200
1400 Transfer payments						\$0		\$72,000		\$225,576		\$2,050		
2200 Equipment		\$21,000		\$34,903		\$0		\$44,625		\$48,000				
Total Non Personnel Services		\$22,500		\$116,536		\$375,161		\$134,393		\$737,505		\$4,550		\$73,775
TOTAL		\$663,233		\$762,795		\$1,657,826		\$562,579		\$2,646,793		\$29,050		\$130,765

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 a slight decrease of 3.0% this year in overall student enrollment numbers. However, the 2010-11 numbers include a change in which students are considered distance at George Mason; under the old method of counting, there would be an additional 293 students for a total of 6,406 students, representing a 1.7% increase. See the George Mason University section of this report for details.

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

	2006-07	2007-08	2008-09	2009-10	2010-11
George Mason University	545	461	681	727	670
Old Dominion University	2,580	2,765	1,990	2,158	2,109
University of Virginia	585	566	520	504	447
Virginia Commonwealth University	127	94	92	113	116
Virginia Tech	2,387	2,776	2,630	2,797	2,771
TOTALS	6,224	6,662	5,913	6,299	6,113

2010-2011 Enrollments by Delivery Method

Table 5

	IVC	CD-Rom	Internet-Based	Total Enrollments
George Mason University	5	0	665	670
Old Dominion University	1,308	609	192	2,109
University of Virginia	338	0	109	447
Virginia Commonwealth University	114	0	2	116
Virginia Tech	2,178	0	593	2,771
TOTALS	3,943	609	1,561	6,113
Previous Year Totals	4,177	626	1,496	6,299

University Reports

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



George Mason University

Sharon Caraballo - Director

Review of Academic Year 2010-2011

George Mason University (Mason) serves as a host institution for the Virginia Commonwealth Graduate Engineering Program (CGEP) at our Fairfax and Prince William campuses. In addition, Mason's Volgenau School of Engineering (formerly The Volgenau School of Information Technology and Engineering) offers Masters degree programs in the following disciplines: Applied Information Technology, Civil and Infrastructure Engineering, Computer Engineering, Computer Forensics, Computer Science, 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 Civil and Infrastructure Engineering, Computer Science, Electrical and Computer Engineering, Information Technology, Statistical Science, and Systems Engineering and Operations Research, as well as a post-Masters Engineer degree in Information Technology. Engineering courses broadcast by the University of Virginia (UVA), Virginia Tech (VT), and Old Dominion University (ODU), along with support courses broadcast by Virginia Commonwealth University (VCU), 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.

CGEP Offerings

In 2010-11, the Volgenau School has continued to expand its commitment to distance education, with record high levels of faculty and student participation. Over 20% of the school's full-time faculty have now taught online, along with a number of adjunct faculty members.

Graduate distance education in the Volgenau School comprises three separate activities: web-based distribution of courses from our M.S. programs 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 Telecommunications, as well as individual courses from other M.S. programs; VTEL- and web-based distribution of contract courses from various M.S. programs; and one course per year offered by our Electrical and Computer Engineering department as part of the CGEP-wide nanotechnology initiative. Due to a faculty sabbatical, Mason did not offer a nanotechnology course during 2010-11 but will offer one each semester in 2011-12 instead.

The following table shows the graduate distance education course offered in 2010-11 as compared to the previous academic year.

Program	2010-11	2009-10
Computer Science	10	6
Telecommunications	13	3
Nanotechnology (Electrical and Computer Engineering)	0	1
Applied Information Technology	4	1
Civil and Infrastructure Engineering	1	2
Information Security and Assurance	1	0
Information Systems	1	1
Operations Research	1	0
Software Engineering	8	7
Statistics	1	0
Systems Engineering	12	20
TOTAL	52	41

The decrease in Systems Engineering is in contract courses only, so the growth in distance courses offered to the general student population is understated by the table.

Enrollments

In many of Mason's synchronous web-based offerings, the course is taught live in a classroom to on-grounds students as well as broadcast live via the Internet. There are two categories of students taking these 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 face-to-face, but may use the distance learning resources for studying and review. In previous years, both groups have been included in the reported enrollment figures, since students could move freely between delivery methods. In Spring 2011, this policy changed. The university instituted a distance education fee of \$25 per credit, and in order to apply this fee fairly, students who wished to have access to the course in an online format were required to enroll for the distance education section. This section allowed the students to attend online or in the classroom, while students in the face-to-face section were limited to classroom attendance. Tables 4 and 5 therefore include both groups through Fall 2010, but only the distance sections beginning Spring 2011. There were a total of 239 students who would have been counted under the previous method who are not included in Tables 4 and 5, so under the old method of counting, the total enrollment for Mason would have been 909 rather than 670.

The enrollment figures in this report also include students who enrolled in a computer science course in an asynchronous format during a semester the course was not being offered synchronously, using Web-based recordings of an earlier semester's lectures. Similarly, students enrolled in the nanotechnology courses are included in the enrollment figures regardless of delivery method.

Overall enrollment as reported in Table 4 shows a 7.8% decrease compared to the previous academic year. However, if the policy had not changed and enrollments were counted the same as in previous years, the total enrollment would have in fact shown an increase of 25.0%. A similar effect can be expected next year, since the 2010-11 numbers include both sets of students for the fall semester, while the 2011-12 numbers will not.

One striking feature about the enrollments at Mason is that IVC has been almost completely supplanted by online courses. Of the 670 students enrolled, only 5 were IVC, in two course sections. Two other scheduled IVC sections received no enrollment and were cancelled. Even with the change in reporting methods, enrollment in online sections shows a 10.8% increase over the previous year. The 239 students who would have been included under the previous method would have raised this figure to a 50.7% increase over the previous year.

Continuous Process Improvement Projects

Continuous improvement for distance education has been a major focus at the university level at Mason this year. The resources available for online faculty and students have been dramatically improved and expanded. The Distance Education Council added two new advisory groups, one for instructional technology/instructional design and one for faculty. The university is currently in the process of expanding its instructional design staff and adding a Director of Distance Education to help the Associate Provost for Distance Education manage the course development and assessment process.

The most significant project was the development and implementation of new distance education program and course assessment procedures. For programs offered

completely at a distance, assessment of outcomes for the distance courses has been added to the university's six-year Academic Program Review cycle. For individual courses offered in a distance format, a portfolio review process was developed. Courses are assessed based on learning outcomes, course materials, and a reflection written by the faculty member. A quality model developed by Mason education faculty, called the Generating Online Design (GOLD) model, is used to guide the process. Assessment results are shared with the faculty member and department chair to be used for continuous improvement.

Within the Volgenau School, a Ph.D. student in Instructional Technology was hired as a graduate assistant to provide support for faculty beyond that available at the university level. This instructional designer is available for ad hoc support of faculty and to work with faculty outside of the optional formal course development process instituted at the university level. The graduate assistant will also reach out to faculty teaching online, particularly those new to the online format, to familiarize them with the issues inherent to teaching online and with the resources available to help them.

Facilities and Support Structure

As reported previously, some of the courses from our M.S. programs 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. Many synchronous 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. The school has purchased additional tablet PCs and audio equipment to be used by faculty teaching online. New equipment purchased this year includes a microphone system to be used in classes which involve substantial classroom

discussion, which will allow all classroom participants to be heard by students attending online, and vice versa, while preventing feedback.

Synchronous courses are transmitted using one of two software options: either an open source system developed at Mason or the Elluminate Live! system. The open source MIST/C system is based on the Network EducationWare system previously developed at Mason, but includes integration with the Moodle open source learning management system. MIST/C is supported in house by the developers, and Elluminate is externally hosted and supported by Elluminate, which allows us to provide technical support for all faculty and students 24 hours per day, 7 days per week. The university has now purchased an institution-wide license for Elluminate, which will replace the previous license which the Volgenau School had purchased for its own use, and the university's Division of Instructional Technology will take over the in-house support function previously performed by Volgenau School staff. This change will likely result in increased adoption of Elluminate over MIST/C.

Technical support continues to be provided by Mason's central Electronic Classrooms office. The University's VTEL equipment has been reliable, and student satisfaction with the equipment is good.

CGEP Perspectives for AY 2011-2012

Distance education continues to grow in importance for the Volgenau School of Engineering and for Mason as a whole. The Volgenau School will continue to develop its existing programs and to add new online offerings of courses and programs. The number of faculty teaching graduate engineering courses online will continue to expand, as will the number of students who have access to graduate engineering education at Mason in an online format.



Old Dominion University

Linda Vahala – Director

Review of Academic Year 2010-2011

In the eastern Virginia Hampton Roads region, Old Dominion University (ODU) is the host institution for the Commonwealth Graduate Engineering Program (CGEP). CGEP regional offices and program staff are located in the Frank Batten College of Engineering and Technology at Old Dominion University. Doctoral and master's degrees are offered in Aerospace Engineering, Civil & Environmental Engineering, Electrical & Computer Engineering, Mechanical Engineering, Systems Engineering, Engineering Management, and Modeling & Simulation. Engineering courses televised by the University of Virginia (UVA), Virginia Tech (VT), George Mason University (GMU) and Virginia Commonwealth University (VCU) either complement existing programs offered by ODU or expand offerings to the fields of 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.

A variety of technologies [including interactive standard and high definition video conferencing (H.320, H.321, & H.323), digital satellite and Internet video streaming (MPEG-4/H.264), desktop web/video conferencing, and podcasting] is used by Old Dominion University to distribute master's level courses in Engineering Management, Modeling & Simulation, Civil Engineering as well as a number of other undergraduate and graduate distance learning programs (TELETECHNET). All classes are available via video streaming, either synchronously or asynchronously, DVD, and a limited number via podcasting. In the Spring 2010 semester, a pilot program was launched utilizing iPhones to access the synchronous video streams, with ENMA 302 – Engineering Economics – as one of the pilot courses.

In 1984, the Old Dominion University CGEP program began receiving and broadcasting telecourses statewide. ODU currently receives courses on its main campus, the Tri-Cities Center, the Virginia Beach Center for Higher Education and the ODU Peninsula Higher Education Center. ODU offers a Master of Engineering program with an emphasis in Manufacturing & Design and a Master of Engineering with an emphasis in Experimental Methods. These programs have both grown and increased the offerings of Old Dominion University's Commonwealth Graduate Engineering Program.

Old Dominion University, under contract with the U. S. Navy, provides a Master of Engineering Management (ENMA) degree to officer graduates of the Navy's Nuclear Power School using CD ROM. The program has proven to be a success. A significant number of students living in Hampton Roads have completed their coursework by attending televised courses at local receive sites. Since 2001, the ENMA program has graduated 925 students. While Commonwealth funds have not been utilized in this program, it has provided ODU the opportunity to broaden our enrollment as well as to provide some income for new partnerships and opportunities.

CGEP Offerings

In 2008, Old Dominion University developed three new nanotechnology courses that were taught in the CGEP cluster. Dr. Sacharia Albin taught "Introduction to Nanomaterials: Synthesis, Properties and Applications", a course dealing with the synthesis of various nanomaterials that have important electrical, optical and magnetic properties. Dr. A.A. Elmustafa taught a course titled "Nanoscale Structural Mechanical Properties of Materials", which focused on the nanoscale structural and mechanical properties of metals, ceramics, and

polymers. While the course "Plasma Processing at the Nanoscale" was taught by Dr. Hani Elsayed-Ali. Nano courses continue to be offered and are being developed into on-line courses.

The Modeling and Simulation program has now developed all 10 of its courses for on-line delivery. Beginning Fall 2010, an on-line master's program has been offered.

Degree Programs

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

Enrollments

From 2006 to 2008, ODU's CGEP enrollments increased due to expanded delivery methods. Typically, programs focus on a targeted cohort population. The decrease in enrollment in 2009 was due to the transition from one target cohort population to a different target cohort population. The 2009-11 figures show a consistently increasing enrollment.

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), and the Norfolk State University/Old Dominion University Tri-Cities center (in Portsmouth), as well as sites at Dahlgren, NASA/Wallops Island and the Quantico Marine Base. In addition, ODU offers engineering courses to sites in and outside Virginia and worldwide. The University of Virginia and Virginia Tech also operate a combined graduate center in Virginia Beach.

CGEP Perspectives for AY 2011-2012

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 areas of Design and Manufacturing, Experimental Methods, Engineering Management, Systems Engineering, and Modeling and Simulation. 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 to the Commonwealth of Virginia.



University of Virginia

James Groves - Director

Review of Academic Year 2010 - 2011

The University of Virginia continues to serve as a broadcast university within the CGEP network. As in recent years, UVA offered courses in its traditional CGEP disciplines: Mechanical Engineering, Materials Science & Engineering, Chemical Engineering, Civil Engineering (Structural), Systems Engineering, and Electrical

Engineering. State budgeted monies for CGEP supported the staff and infrastructure necessary to implement the various facets of the UVA program offerings. At UVA, CGEP resources are split almost equally between physical and personnel infrastructure support. Significant funds are invested in the videoconference facilities that allow UVA to bring in and to send

out CGEP courses and in the staff to support those facilities. Other significant resources are invested in the faculty and teaching assistants that represent the intellectual assets made available through CGEP. As in past years, the university continued forward with technology transitions, and significant thought and “behind the scenes” effort was invested in that arena. As with CGEP as a whole, UVA has been taking the steps necessary to move its courses into an on-line format, for delivery from the computer desktop to the computer desktop. This year, UVA has used its share of the CGEP nanotechnology dollars to continue the upgrade and ongoing refinement of classroom space for the delivery of courses from the computer desktop to the computer desktop. This renovation puts UVA in a position for more flexible delivery of nanotechnology (and other CGEP courses) in the next several years. In the past, UVA has also received a statistics course from VCU as part of the CGEP course sharing. However, in 2008, the VCU statistics instructor retired, and that course was not available to UVA students last year. As a result of that change, UVA Professor Larry Richards has developed his own statistics course for offering via the CGEP distance learning network. He has taught statistics regularly at UVA, and, as of spring 2010, he is now making that course available more broadly through CGEP as an asynchronous course offering. Professor Richards offered the on-line statistics course for a second time in spring 2011.

CGEP Offerings

This year, UVA offered a total of sixteen courses in the distance environment. That number of courses represents the core of the UVA program as offered for 25 years. As an indication of progress towards the delivery of courses from the computer desktop to the computer desktop, three of the sixteen courses offered were delivered on-line, not in the currently standard videoconference format. In both of the on-line course offerings, the flexibility offered by the format was a key motivator for on-line delivery, and the faculty member worked closely with an instructional designer to organize her / his course for effective on-line learning. In one instance, the faculty instructor (Pam Norris) needed to teach in the late afternoon rather than the late evening time slot available in the videoconference setting. In a second instance, the faculty instructor (Rick Gangloff) needed to teach a class simultaneously to undergraduate

and graduate students located off-grounds. The undergraduate students are only equipped to receive their courses at the desktop, and thus, to accommodate those students, the course was moved into the desktop delivery environment. In the third instance, the faculty member (Larry Richards) delivered his asynchronous statistics course offering for the second year in a row.

Enrollments

UVA's CGEP activity was slightly lower than last year. The enrollments reported here include both on-grounds and off-grounds students participating in UVA CGEP course offerings. When looking just at off-grounds, working engineer enrollments, UVA's enrollments this year were essentially the same as last year. From the perspective of UVA, off-grounds enrollments will not increase substantially until the program completes its transition to offering of courses in an on-line format. Such a format will greatly enhance course accessibility for working engineers and will allow the courses to be marketed more broadly.

Continuous Process Improvement Projects

The heart of UVA efforts for CGEP this year continued to center upon the need for a transition to desktop-to-desktop instruction. The program at UVA believes that this distributed learning format is the future of distance learning. In the late summer of 2010, UVA brought on-line a second classroom equipped to transmit courses to the computer desktop. This classroom transition has been a critical addition, giving UVA's CGEP operation the physical room capacity necessary to support desktop course delivery needs.

UVA's CGEP program continued to support a part-time staff member for classroom operations. This individual made it possible for CGEP to bring in classes from other institutions and to make those courses available to full-time UVA graduate students. The part-time staff member was responsible for setting up and putting away the mobile interactive video conferencing equipment purchased by UVA's CGEP operation during 2007-2008.

Facilities and Support Structure

UVA has made significant progress towards transition from videoconference-based course transmission to desktop-to-desktop course delivery. Over the past several years, UVA has designed a technology and support personnel

infrastructure and has upgraded two classrooms, in part using CGEP funds, so that the UVA engineering school now has the capacity to deliver all its CGEP courses to the desktop. Development of this infrastructure has continued this year, allowing staff to prepare for support of the entire CGEP desktop course portfolio and adding a second classroom to the available desktop delivery facilities portfolio.

CGEP Perspectives for AY 2010-11

Within the overall state CGEP activity, the development of Mary Washington University's new facility outside the gates of the Naval Surface Warfare Center (NSWC) at Dahlgren, VA has really become the timeline driver for UVA transition from videoconference to desktop course delivery. Mary Washington currently indicates that its facility will open in January 2012. The NSWC Dahlgren has indicated that, as soon as the new Mary Washington facility opens, they will ask all academic institutions to move their course delivery off-site from the Naval Surface Warfare Center. UVA has decided not to establish videoconference activities in the new Mary Washington facility. Thus, if the Mary Washington facility opens in January 2012, UVA must complete the transition to desktop delivery by December 2011. UVA is on track to complete this transition. The physical facilities at UVA, necessary to generate

the course broadcasts, are now in place. The staff required to support the course broadcasts are also in place. By late 2011 they will be ready to begin support of the desktop delivery efforts.

As part of the desktop transition, UVA continues to take strides forward with its CGEP offerings. The program has taken the steps necessary to bring its courses into the on-line, desktop delivery environment. During the fall of 2011, UVA will offer its usual complement of eight CGEP courses. This fall, half of those courses will be delivered using videoconference technology solutions. The other half of the courses will be delivered using desktop delivery solutions. In the winter / spring of 2012, UVA will transmit all eight of its CGEP offerings using desktop delivery solutions. This transition will be eased by the opening of a new building within the engineering school – Rice Hall. That building, opening in August 2011, will have two classroom spaces that seat 26-28 students, and those rooms will be added to the existing inventory of two rooms already equipped for desktop course delivery. As a result, UVA will have four classroom spaces from which CGEP courses can originate in the engineering school, sufficient for support of the UVA engineering school's full complement of CGEP course offerings.



Virginia Commonwealth University

Rosalyn Hobson – Director

Review of Academic Year 2010-2011

The Virginia Commonwealth University (VCU) Commonwealth Graduate Engineering Program (CGEP) experienced a very good 2010-2011 academic year. 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 39 NSWC enrollments in 2010-2011 a 39% increase from

last year. The MS in Mechanical and Nuclear Engineering continues with solid enrollments and new classes offered. The program now offers five classes a year, thus by taking all five classes a year, students can finish the MS in Mechanical and Nuclear Engineering degree program in two years.

Virginia Commonwealth University received \$562,579 for 2010-2011 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 \$61,906 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 engineering, computer science, and nuclear engineering courses. These funds have been used to support the course instructor in the preparation and presentation of CGEP courses. In addition, CGEP funds were used to support two teaching assistants to provide instructional support and aid with the courses, to provide course materials, and to record the courses for those enrollees who, because of circumstances beyond their control, could not attend a particular class session.

The remainder of these funds has been used in support of the received CGEP courses and to equip and/or upgrade CGEP classrooms. Classroom support included a VCU CGEP staff coordinator, VCU School of Engineering Technical Support staff, and graduate student assistants who monitor and supervise enrollments, room usage, and recording 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.

CGEP Offerings

VCU CGEP is transmitting a total of 15 courses in 2010-2011. This is comparable to 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 and the mechanical and nuclear program is a significant contributor. A total of eleven courses are being transmitted to NSWC Dahlgren during 2010-2011. These courses were transmitted via Interactive Video Conferencing (IVC). The remaining four courses are in support of the MS in Mechanical and Nuclear Engineering.

Enrollments

The VCU NSWC Dahlgren Computer Science Program is completing its ninth full year of

operation. This program continues to serve the NSWC need for graduate degree computer scientist. The program experienced an increase in to 39. This increase is due in large part to the cooperative effort of the NSWC Dahlgren staff and the Computer Science faculty to raise Dahlgren employee awareness of the program.

The total received and transmitted course enrollment showed a slight increase, 116 enrolled this year as compared to 113 enrolled last year.

VCU SoE participated in cross-listing courses with other CGEP schools. Nine courses were cross-listed as VCU courses two of which were part of the nanotechnology partnership for innovation initiative resulting in a total VCU enrollment of 30 students.

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.

VCU CGEP anticipates significant opportunities for expanded distance learning activity by expending into the on-line distance environment. VCU instituted a Faculty Learning Community in which seven of our faculty participated. The faculty produced a final report to that identified numerous recommendations for moving into the online environment. These faculty members have all committed to teaching online courses either this academic year or the ensuing ones.

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 Tompkins McCaw Library. A large conference room (15 students) in the SoE building is equipped with a Polycom two-way audio/two-way video multimedia system. Internet or ISDN connections are available with this system. Two much larger SoE building rooms (40 students) are also equipped with a dual-channel system.

VCU CGEP has moved most distance classes to the distance technology equipped classrooms in the SoE building. 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 AY 2010-2011

The computer science courses will continue to be offered to NSWC Dahlgren in the 2010-2011 academic year. The new MS in Mechanical and Nuclear Engineering should grow as the workforce demands in the energy sector increase. VCU is a significant participant in course cross listing within CGEP. 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 and Nuclear Engineering, and Computer Science. Through our business/industry/government partners and increased marketing efforts, we see a potentially significant market for the thesis and non-thesis M.S. in Engineering degree via IVC in the Richmond and surrounding areas. The nuclear engineering program developed and offered in partnership with Dominion Virginia Power is an example.

VCU CGEP invested \$61,906 SoE funds in support of the 2010-2011 CGEP programs this is an increase in funding from the previous year. It is anticipated that a similar amount would be invested in 2010-2011. 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

Review of Academic Year 2010-2011

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

Faculty Recognition & Support

Each year it is important for the college to highlight superb faculty teaching distance learning courses.

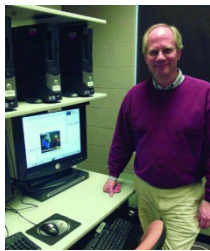
Dr. Scott Midkiff, a professor of electrical and computer engineering (ECE) became the department head of the Bradley Department of

Electrical Engineering in August 2009. Dr. Midkiff, who joined the Virginia Tech faculty as an assistant professor in 1986, is a leader among the faculty in terms of developing online courses, teaching courses offered via the CGEP, and providing consulting advice to universities regarding best practices for teaching engineering students located at a distance. Collectively, he offers a unique perspective on the distance learning initiatives in the College of Engineering as a department head who is also an experienced professor having taught and developed online courses.



Dr. Midkiff sees a clear need to provide opportunities for keeping working engineers at all levels and in all areas participating in life-long learning experiences. He believes these experiences continue to expand knowledge in a society that is driven by rapidly changing technology. Short courses, seminars, tutorials, certificates, and full degrees are all mechanisms for continuous education that he feels should be utilized. In addition to this list of educational delivery formats he mentions development of “just-in-time learning opportunities” that are primarily supported by the Internet as students explore and gather knowledge to answer immediate questions. Given these demands, he believes that educators must support the use of open network technology so students can obtain the information and tools they need to learn on their own without having to wait for a class to be offered semesters or years down the road.

Providing working engineers with more asynchronous online classes is very important to Dr. Midkiff and he strives to make this possible through his own department. As part of his accomplishments, he is proud of the totally online Masters of Information Technology program. This degree program is available to learners that are interested in either a certificate or masters degree. Dr. Midkiff was among the founding faculty members who developed the program over twelve years ago. This program supports and respects the fact that modern working engineers need to balance personal and work demands while gaining experience and knowledge that allows them to remain competitive in a demanding and fast-changing job market.



It is important to find a balance within online teaching, Dr. Midkiff says, so that students have the convenience of self-directed asynchronous learning while also having some level of interaction to allow students to gain insight into how content can be applied. This can be accomplished through the instructor’s use of threaded discussions, online office hours, and social networking tools to increase interaction, not just between the individual and their instructors, but also between the individual and their peers.

Dr. Midkiff offers a few points of advice to professors, teaching assistants, and course designers in terms of teaching at a distance. First and foremost, it is important to understand that there are more instructional roles in an asynchronous online class compared to a traditional face-to-face class. In most cases, online courses involve content developers in addition to the instructor. The content developer has to think about others who will be teaching the class and respect their varied teaching styles, and should not overly personalize the content and instruction as much as possible. Another ounce of wisdom he offers is the importance of skilled instructional design. This includes knowing that your audience, as working engineers, tends to have different learning goals than those held by full-time students. Another instructional design tip is to break up content into smaller, more manageable modules along with keeping a video down to 10-20 minutes. This will break up viewing sessions and allow for reflection or a stopping point for reviewing previous modules. Also, recording the video in one take produces the best product. Students can learn from the instructor’s mistakes, so perfection is not required. Quick video/content production also allows for ease of content updating when it is time to make small updates or changes.

Dr. Midkiff sees asynchronous distance learning as becoming even more important for educating working professionals in electrical and computer engineering and looks forward to having Virginia Tech’s ECE Department play a key role in meeting this need. On a more personal note, Dr. Midkiff will be teaching an online course in the fall, while continuing to balance his department head and teaching responsibilities with attempting to keep up with his 5 and 7 year-old children.



Continuous Process Improvement Projects
The CGEP began at Virginia Tech with offering 16 courses from three primary engineering departments: Electrical and Computer, Industrial and Systems, and Civil and Environmental. Today VT offers over 110 courses from seven additional departments each academic year via interactive video conferencing and online.

As VT moves more towards offering online programs, the Dean's Office continues to work with the departments in the College of Engineering to assist with their transition. The Mechanical Engineering department has approval to launch their online nuclear engineering graduate certificate this academic year. Additionally we will be working closely with the departments of ECE and ISE as we move more of our CGEP programs online.

Additionally, the Learning Technologies group at Virginia Tech provided leadership for the transition from Blackboard to Scholar in August 2010. The Scholar system is Virginia Tech's learning and course management system and is based on the Sakai open source software.

Our office continues to work closely with the Institute for Distance and Distributed Learning (IDDL) to promote workshops on various distance learning topics. Several key engineering faculty are motivated to explore teaching using mixed delivery formats. The faculty and instructors are motivated to explore the various possibilities of teaching using mixed delivery formats like asynchronous teaching and live interaction through Centra. Faculty are experimenting with podcasting as well as electronic grading using the tablet PCs.

Enrollments

Virginia Tech continues to work with other departments to offer distance learning courses.

Academic Year	Enrollment Trend
2006-2007	2387
2007-2008	2776
2008-2009	2630
2009-2010	2797
2010-2011	2771

With the approval of new certificates in Nuclear Engineering and Nanotechnology, there are additional course offerings and interest among our distance learning students.

Facilities and Support Structure

Virginia Tech continues to invest in a state-wide infrastructure to support interactive video conferencing. The Video Broadcast Services (VBS) organization at Virginia Tech provides technical leadership for this initiative and continues to work collaboratively with the College of Engineering to identify and pilot new tool in support of distance learning. The most recent pilot involves evaluating Web Conferencing tools such as Adobe® Presenter.

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

CGEP Perspectives for AY 2011-2012

Virginia Tech continues to leverage internal resources to provide a quality graduate education program to students located in the Commonwealth and beyond. We are encouraged about the possibilities that innovative instructional technologies may bring as we seek to reach and engage students in new and exciting ways.

Over the next year Virginia Tech will focus on moving our CGEP programs totally online. Additionally, we will continue to work closely with our partner institutions to offer nanotechnology courses. We look forward to an exciting year as we work toward providing strategic learning opportunities for our working engineers and scientists.



The Center for Advanced Engineering & Research

Nick Soukhanov – Program Director, Lynchburg Receive Site

The Commonwealth Graduate Engineering Program has been operating in Lynchburg since 1986 and at Central Virginia Community College (Lynchburg) since 1996. Administered and promoted by the Center for Advanced Engineering and Research (CAER), the Commonwealth Graduate Engineering Program (CGEP) continues to offer our local students graduate-level engineering and technical courses from Virginia Tech, the University of Virginia, Old Dominion University, George Mason University and Virginia Commonwealth University.

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

By graduating more engineering students at a local level, our existing businesses expand their knowledge base and remain competitive into the future.

- Interest in the commonwealth Graduate Engineering Program is growing at the Lynchburg receiving site on the CVCC campus. Spring 2011 enrollment vs. spring 2010 has increased by 39%.
- Fifty (50) registrations in thirty two (32) courses for the fall 2010, and spring 2011 semesters occurred.

- Two degrees were awarded in the fall of 2010.
- Two more degrees are expected to be awarded in the spring of 2011.
- One more degree is expected to be awarded in the summer of 2011
- As many as four more degrees are expected to be awarded in the fall of 2011.
- Total number of Masters Degrees awarded to Lynchburg students since the beginning of CGEP136.
- Mechanical engineering courses from VT were expanded with three nuclear engineering stem courses.
- The Lynchburg receiving site is also serving as a transmitting site on selected occasions.
- Center for Advanced Engineering and Research in partnership with the Region 2000 Economic Development Council has launched a major initiative extending professional development opportunities to the region's expanding diverse technical community. Levels of corporate interest and commitment to educational programs are on the increase.



The Southern Virginia Higher Education Center

Hope Harris Gayles – Career Counselor & Program Coordinator

The Southern Virginia Higher Education Center (SVHEC) has been an active participant in the Commonwealth Graduate Engineering Program (CGEP) since March 1986. The SVHEC is committed to providing access to high quality, affordable educational programs, of all levels, to the citizens of Southern Virginia. We are proud to make graduate engineering programs available through our participation in CGEP.

The SVHEC provides six classrooms for use by the CGEP. Classrooms are equipped with audio/visual equipment, wireless internet access, interactive video equipment, document cameras, and scanners. In addition to its use by the CGEP, the interactive video equipment helps support the Virginia Tech Water Quality professional development videoconferences. The SVHEC has steady enrollment in these professional development videoconferences. Without the resources made available by CGEP, access to these needed videoconferences would be largely unavailable to professionals in Southern Virginia.

The SVHEC continues to use a variety of media to raise awareness of and to distribute information about the CGEP program. Additionally, CGEP is featured in all SVHEC programs marketing. The SVHEC actively participates in the University of Virginia CGEP Video Open Houses, and provides targeted marketing for this event. We are very happy to report that our sustained efforts have resulted in the enrollment of a student in three Virginia Tech graduate engineering courses. The student has full access to the SVHEC's technology and learning resources, and is provided with administrative support to ensure his success.

The SVHEC's Research & Development Center for Advanced Manufacturing & Energy Efficiency

(R&D CAMEE) is heavily involved with the engineering departments of CGEP partners UVA and Virginia Tech. One of the first R&D projects was collaborating with the UVA School of Engineering & Applied Science on the construction of a scramjet engine prototype. Staff members worked with Dr. Chris Goyne and student Ray Lee on the project that was unveiled on March 14, 2011. R&D CAMEE staff members are currently engaged in a project with UVA architecture and engineering students to develop the concept of an ecoMod energy efficient affordable housing unit. As our R&D efforts progress, we foresee the increased need for and use of engineering students. As these students develop academically, we believe an increasing number will utilize the CGEP program and its resources.

As we believe the key to increased CGEP enrollments lies in the need to grow local engineers, the SVHEC remains a proud supporter, advocate, and partner in the PRODUCED in Virginia initiative. The University of Virginia, the Institute for Advanced Learning and Research, Danville Community College, and Southside Virginia Community College are working together to create engineering pathways from the associate's and bachelor's level through the master's degree program. The PRODUCED in Virginia program promises to increase the qualified pool of engineers coming from and working in Southern Virginia. The SVHEC has hosted several open house events for this program.

We believe our sustained efforts combined with the innovative educational programming at the SVHEC will allow us to develop a large pool of future CGEP students.



University of Mary Washington

STAFFORD CAMPUS

**Lynn Hamilton -- Center for Professional Development,
Director**

The Commonwealth Graduate Engineering Program (CGEP) at the University of Mary Washington (UMW) Stafford Campus provides two distance education equipped classrooms in the South Building with a seating capacity of six to twelve students. Each classroom is equipped with two color monitors, IP-based interactive video equipment and microphones.

The University of Virginia offers a Video Open House Information Session each semester and the Center for Professional Development Director is available to provide admissions support for students attending this event.

Most CGEP coursework is sent directly to students via the Internet and the evening support staff collects course materials and homework assignments. The UMW Help Desk staff provides technical troubleshooting services when needed.

Administrative support for the students during the semester is provided by the Center for Professional Development Director. This includes updating information on the UMW website, proctoring exams, distributing course information and collecting and returning homework, quizzes and exams. Most students view missed classes via streaming video at home, work or in one of the campus computer labs.

The UMW Stafford Campus also provides library and computer support as required.

There were 7 students registered for classes at the Stafford Campus during the AY 2010-2011. In AY 2009-2010, 3 students participated in viewing CGEP courses. This represents a 133 percent increase in participation by Fredericksburg area residents over the past year. A factor that may have contributed to this enrollment increase was the relocation of CGEP's visibility on the UMW website. A navigation button was added to the Center for Professional Development's homepage which provided prospective students with easy access to Program information.

Academic Year	Students Enrolled
2010-2011	7
2009-2010	3
2008-2009	13
2007-2008	8
2006-2007	19
2005-2006	16
2004-2005	30
2003-2004	19
2002-2003	9
2001-2002	20
2000-2001	21
1999-2000	31
1998-1999	34
1997-1998	96
1996-1997	88

State Council of Higher Education for Virginia Agenda Item

Item: #7 – Items Delegated to Staff

Date of Meeting: May 17, 2011

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

Most Recent Review/Action:

No previous Council review/action

Previous review/action

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

Action: The Council approved delegation of certain items to staff

Background Information/Summary of Major Elements:

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

Materials Provided:

- Program Actions:
 - College of William and Mary
 - George Mason University
 - Southwest Virginia Community College
 - Virginia Commonwealth University
- Programs Reported:
 - George Mason University
- Organizational Changes / Off-campus Instructional Sites:
 - George Mason University
 - Virginia Polytechnic Institute and State University
- Eminent Scholars

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A

Items Delegated to Director/Staff

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

Program Actions

Institution	Degree/Program/CIP	Effective Date
College of William and Mary	Change the title of the Bachelor of Arts in French to the Bachelor of Arts in French and Francophone Studies (16.0901).	Fall 2011
George Mason University	Change the degree designation of the Bachelor of Arts in Art and Visual Technology to the Bachelor of Fine Arts/Bachelor of Arts in Art and Visual Technology (50.0101).	Spring 2011
George Mason University	Change the title of the Master of Arts/Master of Fine Arts in Arts to the Master of Arts/Master of Fine Arts in Art and Visual Technology (50.0101).	Spring 2011
George Mason University	Change the CIP Code of the Bachelor of Science in Tourism and Events Management from 36.0199 to 52.0903.	Spring 2011
George Mason University	Change the CIP Code of the Master of Science in Applied and Engineering Physics from 40.0899 to 40.0801.	Spring 2011
Southwest Virginia Community College	New Program Approved: Associate of Applied Science degree program in Occupational Therapy Assistant (51.0803).	Fall 2011
Virginia Commonwealth University	Change the CIP Code of the Doctor of Philosophy in Nanoscience and Nanotechnology from 41.9999 to 15.1601.	Spring 2011

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

Institution	Degree/Program/CIP	Effective Date
George Mason University	Correct the program status of "Non Degree Granting" to "Active" for the Certificate program in Teaching (13.0301).	March 16, 2011
George Mason University	Correct the program status of "Non Degree Granting" to "Active" for the Certificate program in Teaching English as a Second Language (13.1401).	March 16, 2011
George Mason University	Discontinue the Bachelor of Fine Arts/Bachelor of Arts degree program in Art and Visual Technology (50.0701). [Program Approved: Date: June 2, 1982]	May 2012

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

Organizational Changes / Off-campus Instructional Sites

Institution	Change / Site	Effective Date
George Mason University	Create the Department of Bioengineering. The Department will reside in the Volgenau School of Engineering.	July 1, 2011
George Mason University	Create the School of Physics, Astronomy and Computational Sciences from the Department of Physics and Astronomy and the Department of Computational and Data Science.	July 1, 2011
Virginia Polytechnic Institute and State University	Rename the Department of Fisheries and Wildlife Sciences to the Department of Fish and Wildlife Conservation.	March 15, 2011

Eminent Scholars

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

Governor Kaine reduced program funding by 15 percent in the fall of 2009 and the General Assembly reduced funding by an additional 50 percent for both 2010-11 and 2011-12, resulting in a total state match of \$1.7 million in each year of the biennium.

Due to the peculiarities inherent in their internal accounting system, the Eminent Scholars program requirement that UVA submit a copy of its matching fund deposit slip prior to the release of general funds is hereby waived. Documentation that the University has matched the general funds provided under the program with qualifying endowment income should be available on a post hoc audit basis. The waiver is permanent and it begins in the current fiscal year.

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

Institutions	2010-11 Allocation			2011-12 Allocation		
	2010-11 Request	2010-11 Allocation	2010-11 Allocation As Percent Of Request	2011-12 Request	2011-12 Allocation	2011-12 Allocation As Percent Of Request
Christopher Newport University	\$1,800	\$1,032	57%	\$1,893	\$1,188	63%
College of William and Mary	\$1,324,930	\$338,844	26%	\$3,354,268	\$339,000	10%
Virginia Institute of Marine Science	\$77,302	\$21,709	28%	\$71,506	\$21,865	31%
George Mason University	\$750,000	\$146,914	20%	\$1,000,000	\$147,070	15%
James Madison University	\$91,500	\$8,481	9%	\$102,950	\$8,637	8%
Longwood University ⁽¹⁾	\$45,000	\$2,343	5%	-	-	-
Norfolk State University	\$16,314	\$8,243	51%	\$16,314	\$8,399	51%
Old Dominion University	\$342,357	\$77,735	23%	\$311,215	\$77,891	25%
Radford University	\$24,244	\$12,208	50%	\$64,590	\$12,364	19%
University of Mary Washington	\$53,075	\$15,090	28%	\$28,462	\$15,246	54%
University of Virginia	\$13,550,000	\$798,022	6%	\$14,700,000	\$798,179	5%
University of Virginia at Wise	\$1,242	\$706	57%	\$1,242	\$862	69%
VA Commonwealth University	\$1,499,263	\$98,345	7%	\$1,500,988	\$98,502	7%
Virginia Military Institute	\$100,000	\$5,287	5%	\$100,000	\$5,444	5%
Virginia State University	\$38,030	\$8,749	23%	\$17,325	\$8,905	51%
Virginia Tech	\$2,366,252	\$163,791	7%	\$2,533,970	\$163,947	6%
VCCS ⁽¹⁾	-	-	-	-	-	-
Total	\$20,281,309	\$1,707,499	8%	\$23,804,723	\$1,707,499	7%

⁽¹⁾ No funds were requested by Longwood or VCCS for 2011-12.