



State Council of  
Higher Education for Virginia

# Agenda Book

May 17-18, 2010

Location:

Eastern Mennonite University  
Campus Center, Strite Conference Suite  
Harrisonburg, VA



State Council of Higher Education for Virginia

*Advancing Virginia through Higher Education*

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

*Executive Committee Meeting Agenda*

Eastern Mennonite University  
Campus Center  
Lehman Board Room, 3<sup>rd</sup> floor  
Harrisonburg, Virginia  
**Tuesday, May 18, 2010**  
**7:30 a.m.**

- |   |           |                          |
|---|-----------|--------------------------|
| 1. Call to Order                                | 7:30 a.m. |                          |
| 2. Approval of Minutes                          | 7:35 a.m. | <a href="#">Page E 1</a> |
| 3. Discussion of Council Self-Evaluation Survey | 7:40 a.m. |                          |
| 4. Discussion of Council Bylaws Changes         | 7:45 a.m. |                          |
| 5. Executive Session                            | 7:50 a.m. |                          |
| 6. Adjournment                                  | 9:00 a.m. |                          |

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
EXECUTIVE COMMITTEE MEETING  
MARCH 16, 2010  
MINUTES**

Ms. Milliken called the Council meeting to order at 7:30 a.m. in Torgersen Hall, Room 1100, Virginia Polytechnic Institute and State University, Blacksburg, Virginia. Council members present: Bob Ashby, Gil Bland, Whittington Clement, Jim Dyke, Jake Lutz, and Christine Milliken.

Executive Committee Members absent: Susan Magill

Staff members present: Ellie Boyd, Tom Daley, Joe DeFilippo, Daniel LaVista, Kirsten Nelson, and Lee Ann Rung.

**UPDATE ON SCHEV BUDGET**

Ms. Boyd discussed the budget status for the period ended February 28, 2010 and distributed a chart showing FY2010 total appropriation and actual expenditures for the same period.

Mr. Daley reported that the agency has suffered a 24% loss of general fund staff positions within the last 18 months.

**DISCUSSION OF JUNE MEETING WITH COLLEGE PRESIDENTS**

Dr. LaVista asked if the Council would like to consider postponing its meeting with college presidents that is currently scheduled for the end of June. He advised that it might be useful to meet with presidents in the fall after all of the five new college presidents have been installed. There was also some discussion about a fall meeting with the new members of the Boards of Visitors (BOV). After some discussion, it was decided that an overlapping meeting with college presidents and new BOV members should be scheduled in the fall. Once a date has been established, it was recommended that the Secretary of the Commonwealth be invited.

Ms. Milliken appointed an ad hoc committee to plan for these two meetings. Mr. Lutz will lead this effort, along with Mr. Clement and Mr. Dyke. A draft agenda and possible dates for the meetings will be developed and shared with Council members prior to the May meeting. Dr. LaVista agreed to send a few past BOV agendas to Mr. Lutz for his information.

The meeting was adjourned at 8:05 a.m.

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Gilbert T. Bland  
Secretary

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Lee Ann Rung  
Manager for Executive & Council Affairs

# STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

## Meeting Agenda

(Note: Some items from the May 18 meeting agenda may be addressed before adjournment of the May 17 meeting)

Eastern Mennonite University  
Campus Center, Strite Conference Suite, 1<sup>st</sup> floor  
Harrisonburg, Virginia  
**Tuesday, May 18, 2010**  
**9:00 a.m.**

- |   |            |  |
|---|------------|--|
| 1. Call to Order and Announcements  | 9:00 a.m.  |  |
| 2. Public Comment Period  |            |  |
| 3. Approval of Minutes:<br>March 16, 2010<br>April 26, 2010   | 9:05 a.m.  | <a href="#">Page 1</a><br><a href="#">Page 9</a>   |
| 4. Remarks by President Swartzendruber  | 9:10 a.m.  |  |
| 5. Executive Director's Report  | 9:25 a.m.  |  |
| 6. Briefings and Discussion:<br>a. Report from Nominating Committee   | 9:40 a.m.  |  |
| 7. Action Items:<br>a. Action on Commonwealth Graduate Engineering<br>Program (CGEP) Operating Plan<br>b. Action on Assessment of Institutional Performance<br>c. Action on Programs at Public Institutions<br>d. Action on New Policy on the Assessment of Student<br>Learning | 9:50 a.m.  | <a href="#">Page 11</a><br><a href="#">Page 14</a><br><a href="#">Page 89</a><br><a href="#">Page 94</a> |
| 8. <b>CONSENT AGENDA:</b><br>a. Action on Programs at Public Institutions<br>b. Action on Private and Out-of-State Postsecondary<br>Education Institutional Certifications<br>c. Action on Provisional Certification of Virginia College  | 11:20 a.m. | <a href="#">Page 98</a><br><a href="#">Page 122</a><br><a href="#">Page 127</a>                          |
| 9. Items Delegated to Staff   | 11:30 a.m. | <a href="#">Page 133</a>   |
| 10. Old Business  | 11:35 a.m. |  |
| 11. New Business  | 11:40 a.m. |  |
| 12. Executive Session   | 11:45 a.m. |  |
| 13. Adjournment   | 12:30 p.m. |  |

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

**NOTE:**

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

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
COUNCIL MEETING  
MARCH 16, 2010  
MINUTES**

Ms. Milliken called the meeting to order at 8:10 a.m. in the Torgersen Board Room, Virginia Polytechnic Institute and State University, Blacksburg, Virginia. Council members present: Bob Ashby, Gilbert Bland, Whittington Clement, Jim Dyke, Mimi Elrod, Jacob Lutz, Christine Milliken, G. Gilmer Minor, and Katharine Webb.

Council members absent: Mary Haddad, Susan Magill

Staff members present: Lee Andes (by phone), Tom Daley, Joe DeFilippo, Dan Hix (by phone), Daniel LaVista, Kirsten Nelson, and Lee Ann Rung. Jake Belue from the Office of the Attorney General (OAG) was also present.

**PUBLIC COMMENT**

No requests for public comment were received.

**APPROVAL OF MINUTES**

On motion by Mr. Dyke and seconded by Ms. Webb the January 12, 2010 Council minutes were approved as revised and distributed.

**REMARKS BY PRESIDENT STEGER**

President Steger announced that a tornado drill would take place during the meeting but said there was no need for alarm.

He spoke about tuition being a significant driver in funding and said the principal burden of the cost of education has shifted to parents of students rather than being funded primarily by the state. He reported that Virginia Tech has a total student population of 30,000, 22,000 of which are undergraduate students.

Dr. Steger spoke about the new medical school which is a private joint venture between Virginia Tech and Carilion, which just received a preliminary accreditation from the Liaison Committee on Medical Education (LCME). The partnership is considered to be a model for use throughout the country and is similar to the model used by the Cleveland Clinic. There have been 1,650 applicants to fill 42 spaces. The facility is scheduled to open for classes in fall 2010. A new director has been hired and will bring a team of researchers when he comes on board in June.

He spoke about rankings and said Virginia Tech is ranked 30<sup>th</sup> by U.S. News and World Report. He cited the university's large class sizes and limited classroom space as the reason it was not ranked higher.

Dr. Steger informed the Council of several exciting ventures that are currently underway at Virginia Tech, including:

- A \$6.2M grant for broadband development to increase capacity in several counties.
- A joint venture with IBM for a major cyber infrastructure in Arlington.
- A self-sufficient solar house that included contributions from vendors all over the world. The house will be shipped to Madrid for a competition and was featured on *Good Morning America*.
- Ongoing robotics competitions, considered one of the best programs in the country.

Dr. Steger said that while Virginia Tech will have experienced \$72M in budget reductions, at the same time he was pleased that the cost of instruction today is less than it was in 2000. He indicated that 60% of students get some kind of financial aid and approximately \$30M of private funding goes toward student aid. He said the institution is at a critical stage where the funding model has changed and institutions will need to find ways to be more entrepreneurial.

Dr. Steger thanked the Council for its guidance and said the long-term health of the Commonwealth depends on a successful higher education system. President Steger was thanked for his leadership and Council members thanked the Virginia Tech staff for the warm welcome extended to the Council.

## **EXECUTIVE DIRECTOR'S REPORT**

Dr. LaVista provided a presentation on higher education governance and distributed a chart showing current higher education governance structures in the country. He reminded the Council that the strength of a coordinating board is in its production of objective and reliable data and its ability to remain a detached third party voice for higher education issues. He stressed that Virginia's coordinating structure operates at the highest level of efficiency and excellence. It is a decentralized system which provides innovation, flexibility, and allows for bold initiatives such as those outlined by President Steger.

Dr. LaVista informed the Council that many states are looking to galvanize resources and create efficiencies. He reminded members of the September 2009 policy briefing in which panelist Julie Bell from the National Conference for State Legislatures cautioned that a trend is emerging that would tie any new dollars allocated for higher education to specific accountability features.

He read a portion of Governor McDonnell's Executive Order #2 that calls for establishing the Governors' Commission on government reform and restructuring and said the Commission is to submit its findings and recommendations to the



Governor no later than July 16, 2010, with a final report due by December 1, 2010. Dr. LaVista also mentioned that Louisiana, Minnesota, California, and Nevada are beginning to convene similar special commissions.

## **BRIEFINGS AND DISCUSSION**

### Update on General Assembly Budget Actions

The latest copy of the report comparing Governor Kaine's introduced budget and the conference report for higher education operations in the 2010-12 biennium was distributed. Mr. Hix was available by phone to discuss the items in the report and answer questions. Mr. Andes was also available by phone and provided information on the Tuition Assistance Grant (TAG) program. It was his opinion that projections will not need to be changed. It was mentioned that these are preliminary numbers at this point. Overall for the system, the average reduction from FY12 over FY10 was 12.6%. If the percentage of cuts over the original FY10 budget is taken into consideration, the average reduction is 26%.

Mr. Hix indicated that institutions have not yet received any ARRA funds. There was some discussion about the cost to the institutions in delaying receipt of federal funds and Mr. Hix agreed to discuss this with institutions to get their input.

### Update on 2010 Legislation

Ms. Nelson distributed a list of bills passed in the 2010 general assembly session and reviewed the bills individually, providing a brief summary of the status of each.

Dr. LaVista briefly reviewed the bills related to higher education governance and provided the status of each. He also reported that the Joint Legislative and Review Commission (JLARC) will conduct a review of the Office of the Secretary of Education to consider opportunities for improvements in coordination between sectors (K-12, community colleges, and four-year institutions).

He expressed thanks to Council members who advised staff during the session, especially the "legislative leads," Mr. Clement, Ms. Magill and Ms. Webb. Dr. LaVista also informed the Council of the number of agency staff that have become more involved in providing assistance during the legislative session, and he gave special thanks to Ms. Nelson for organizing these efforts. Mr. Clement recognized that Dr. LaVista played an important role in defeating certain bills by staying on top of issues and visiting with the appropriate legislators. Ms. Webb also congratulated Ms. Nelson and Dr. LaVista for their good work in dealing with budget issues as well as bills during the session. Ms. Webb asked that members thoroughly read SB534. She also expressed an interest in having the Council explore ways in which it can provide input and advice to the higher education commission once it begins its work.

## Update Private and Out-of-State Postsecondary Education (POPE) Sector Regulation & Exemption

Dr. DeFilippo provided an update as a result of questions raised at the last meeting. He informed the Council that it is not currently possible to provide greater detail in reporting graduation and placement information because the information is currently reported to SCHEV as aggregate information rather than by unit records. The cost of adding additional staff to implement this would not be feasible. He did suggest that staff address the issue at the next Career College Advisory Board meeting to determine logistical issues and potential direct and indirect costs for certified institutions and SCHEV.

With regard to exempt institutions, it was determined in 2004, that following the initiatory ten-year period, the standards established by the regional or national accreditation agencies would provide the stability and administrative capability to ensure adequate student protections. However, should an exempt school lose its accreditation, it would come back under the purview of SCHEV regulation.

It was suggested by Mr. Lutz that staff review what is currently available to the public on the SCHEV website about exempt schools to be certain that student rights are made very clear. In response to a question raised by Ms. Milliken about the financial status of students, Dr. DeFilippo agreed to confer with the Career College Advisory Board (CCAB) and meet with staff to determine what information might be collected and whether or not financial information could be collected from the federal government profile.

## Update on Program Viability Process

Dr. DeFilippo discussed this item and said at its May 2009 meeting Council passed a resolution that called for a supplemental annual review of only programs that had been in existence for 5 years. The information in the table was reviewed and Dr. DeFilippo said staff will provide the next annual program productivity/viability review to the Council in March 2011.

The chair called for a break at 10:15. The meeting reconvened at 10:30 a.m.

## **ACTION ITEMS**

### Action on Programs at Public Institutions

Dr. DeFilippo provided background information and said the proposed program would be funded through existing resources at the institution. Dr. John Bigby and Dr. Laura Moriarty from Virginia Commonwealth University were introduced. On motion by Mr. Minor and seconded by Ms. Webb the following resolution was unanimously approved by the Council:

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Doctor of Philosophy (Ph.D.) degree program in Neuroscience (CIP: 30.2401), effective fall 2010.

Action on Revision of Institutional Assessment Guidelines

Dr. DeFilippo said this item was a follow-up to questions raised by members at last year's meeting with the Council of Presidents. At that time, staff was asked about the possibility of adjusting the assessment requirement to coordinate with other accrediting agencies, particularly the Southern Association of Colleges and Schools (SACS). Dr. DeFilippo reported that the added reporting burden the institutions referred to is a result of the Council's requirement in 2007 to require value-added assessment. While value-added assessment incurs additional costs, Dr. DeFilippo provided information to the institutions that would make it more cost effective.

Dr. DeFilippo said that if the Council is interested in accommodating the presidents' requests for less reporting, the requirement of value-added assessment would need to be relaxed. He answered questions from members. Dr. Elrod consulted with staff to bring forward the resolution that was before the Council and she felt this was a good approach given available resources. Ms. Webb expressed some concern that the report was not due until 2012 and asked if the charge could be broadened to include other reports.

After some discussion, Mr. Lutz suggested that the matter be tabled until staff could study the Council's concerns and determine whether a narrow competency assessment could be substituted for value-added or if the report could include substitute areas of the existing SACS report submitted by institutions. It was decided that Dr. DeFilippo would work with the Instructional Programs Advisory Committee (IPAC) and provide a report to the Council in May.

On motion by Mr. Clement and seconded by Mr. Minor the following revised resolution was unanimously approved by the Council:

**BE IT RESOLVED** that the State Council of Higher Education for Virginia amends its *Guideline for Assessment of Student Learning* to allow institutions the option of assessing competency for the remainder of the current cycle of student learning assessment in Virginia. This option applies only to content area assessments undertaken in academic year 2010-11 or later.

CONSENT AGENDA

Ms. Milliken reported that the academic affairs "leads" (Dr. Elrod and Ms. Haddad) had reviewed the action items on the consent agenda. The following programs from the consent agenda were approved without discussion:

### Action on Programs at Public Institutions

**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 Health and Medical Policy (CIP: 44.0503), effective fall 2010.

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Master of Fine Arts (M.F.A.) degree program in Creative Technologies (CIP: 10.0304), effective fall 2010.

### Action on Private and Out-of-State Post-secondary Education (POPE) Institutions

**BE IT RESOLVED** that the State Council of Higher Education for Virginia certifies Cue Studios' Center for Audio Engineering to operate a postsecondary institution in the Commonwealth of Virginia, effective March 16, 2010.

**BE IT RESOLVED** that the State Council of Higher Education for Virginia certifies the Protocol School of Washington to operate a postsecondary institution in the Commonwealth of Virginia, effective March 16, 2010.

### ITEMS DELEGATED TO STAFF

The following item was reviewed and/or approved by staff as delegated by the Council. As required, this information is included as part of these minutes:

- Program Action – Thomas Nelson Community College

### NEW BUSINESS

Ms. Milliken informed the Council that a nominating committee has been appointed with Mr. Clement as chair. Dr. Elrod and Ms. Webb will also serve on the committee.

Mr. Bland indicated that the Restructuring Subcommittee will provide a report at the next meeting.

Ms. Milliken reported that as discussed by the Executive Committee, a meeting will be planned for the fall to include a meeting with presidents that will overlap with a meeting of the new Boards of Visitors. Mr. Lutz will chair the ad hoc planning committee and will be joined by Messrs. Dyke and Clement to work with staff to develop the agenda for these meetings.

## **ADJOURNMENT**

The meeting was adjourned at 11:10 p.m.

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Gilbert Bland  
Secretary

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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 item was approved as delegated to staff:

### Program Actions

<b>Institution</b>	<b>Degree/Program/CIP</b>	<b>Effective Date</b>
Thomas Nelson Community College	Associate of Applied Science degree program in Dental Hygiene (CIP Code: 51.0602)	Fall 2010

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
SPECIAL COUNCIL MEETING  
APRIL 26, 2010  
MINUTES**

Ms. Milliken called the meeting to order at 4:30 p.m. in the SCHEV main conference room, 101 N 14<sup>th</sup> Street, Richmond, Virginia. Council members present: Gilbert Bland, Whittington Clement, Jim Dyke, Mary Haddad, Jacob Lutz, Susan Magill, and Christine Milliken. Katharine Webb participated by phone.

Council members absent: Bob Ashby, Mimi Elrod, G. Gilmer Minor

Staff members present: Daniel LaVista, Lee Ann Rung

Ms. Milliken announced that Dr. LaVista has accepted a position as Chancellor of the Los Angeles Community College District. She indicated that while this was sad news for SCHEV, it is a great opportunity for Dr. LaVista. Ms. Milliken indicated that the Council's recognition of Dr. LaVista's years of service will be provided at a later date.

Dr. LaVista was asked to review a list of 5-6 crucial tasks that need to be completed after his departure. He provided information on various tasks, emphasizing those connected to preparation for the 2011 legislative session and the work of the Governor's higher education commission.

Dr. LaVista was thanked for his input on these important items.

**ADJOURNMENT**

Mr. Bland made a motion that the Council adjourn in executive session at 4:45 p.m. to discuss personnel matters related to the Executive Director. The motion was unanimously approved.

The Council reconvened in open session at approximately 6:15 p.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 motion was carried by a vote of 8-0 and is attached to these minutes.

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Gilbert Bland  
Secretary

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Lee Ann Rung  
Manager for Council and Executive Affairs

**RESOLUTION NO. 52**  
**MEETING DATE: April 26, 2010**

**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, Dyke, Haddad, Lutz, Magill, Milliken, Webb)

NAYS: 0

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Gilbert T. Bland  
Secretary  
State Council of Higher Education for Virginia



## State Council of Higher Education for Virginia Agenda Item

**Item:** #7.a – Action on 2010-11 Commonwealth Graduate Engineering Program (CGEP) Operating Plan

**Date of Meeting:** May 18, 2010

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

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:** May 12, 2009

**Action:** Approved the 2009-10 CGEP operating plans and recommended to Governor that the appropriated funds be released to operate the program.

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

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

**Materials Provided:**

The individual operating plans are contained in the attached document entitled "Commonwealth Graduate Engineering Program, Annual Report Academic Year 2009-2010, Operating Plan Academic Year 2010-2011." 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 \$6.4 million for 2010-2011. 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 2009-2010, CGEP institutions contributed \$1.5 million to the program, representing an additional investment of approximately 34% over the total amount appropriated.

## **Highlights:**

The past year has been a productive year for the CGEP program. The CGEP directors successfully completed their planned course development and instructional design workshop for asynchronous course delivery. The workshop was an important next step for the CGEP directors as they continue their exploration of the potential of on-line course platforms that maintain the integrity of CGEP's mission while providing greater course access and convenience to working engineers.

At this time, CGEP's internet based enrollment represents 24% of total enrollment; however, the directors believe that new technology and the asynchronous environment provide the greatest potential for future growth and innovation. That potential has been clearly demonstrated by several of the CGEP institutions in the past year. For example, at Old Dominion University, a pilot program utilizing iPhones to access the synchronous video streams was launched this semester. At the University of Virginia, Professor Larry Richards launched a newly developed asynchronous statistics course via the CGEP network thereby filling a crucial curriculum gap for CGEP students. At Virginia Tech, several engineering departments are investigating moving more courses and MS degrees online.

In addition to exploring new delivery mechanisms, the CGEP institutions have worked diligently to leverage their CGEP resources to make improvements to the CGEP infrastructure at their respective institutions. At George Mason University, funds from the CGEP program were used to purchase, install, and test equipment and software and to purchase additional tablet PCs and audio equipment to be used by faculty teaching online. At Virginia Commonwealth University, CGEP funds were used to equip and upgrade CGEP classrooms.

And finally, despite the continued reductions in appropriated funds to the CGEP program, the program realized a 6.5% increase in enrollment. However, as their respective institutions continue to reduce allocations to the CGEP program in response to institution wide budget cuts, the directors are forecasting no enrollment growth for the coming year as their capacity to serve additional students has eroded.

**Timetable for Further Review/Action:**

The 2011-2012 CGEP operating plan will be considered for approval at the May 2011 Resources Committee/Council meeting.

**Resolution:**

**BE IT RESOLVED that the State Council of Higher Education for Virginia approves the 2010-11 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 2009-2010**

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**Operating Plan  
Academic Year 2010-2011**

Presented to  
State Council of Higher Education for Virginia  
May 18, 2010

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 year included two major projects for CGEP: the development of a new strategic plan and the continuing transition from videoconferencing to online delivery.

A new strategic plan for CGEP has been under development throughout the year. After initial discussion by the five Directors, we initiated the process at our October 2009 Advisory Board meeting. CGEP's Advisory Board is well suited to help with this process, with representation of all stakeholder groups including industry, faculty, students and alumni, instructional technology leaders, SCHEV, and state government. One of our Board members in particular, Bob Bailey, executive director of the Center for Advanced Engineering and Research in Lynchburg, has taken on a leadership role in the planning process. Mr. Bailey has significant professional experience leading small groups through the strategic planning process, and his guidance has been invaluable. With his leadership and the participation of all CGEP Directors and Advisory Board members, we have been developing a new plan which will be succinct and focused, able to truly guide strategic decision making for the program. We anticipate completion of the plan by the end of the fiscal year.

As discussed in past years, it is becoming increasingly important to transition the delivery of CGEP courses from videoconferencing to online delivery to the computer desktop. This transition is critical to increase access to our programs for our target audience of working professional engineers. The individual universities' progress in this transition is described in the university reports which follow. In last year's report, I discussed two planned initiatives at the state level: a pilot asynchronous course development project and a statewide online course development workshop, both of which would be supported by a gift from the Micron Corporation.

Part of the gift was used to support UVA Professor Larry Richards in preparation of his course (MAE 6430 Statistics for Engineers and Scientists) for asynchronous delivery within CGEP. Working with an instructional designer, Professor Richards has sought to employ known best practices in the organization and delivery of courses in an asynchronous format. This spring, Professor Richards is offering the asynchronous statistics course for the first time, and while the course is not quite done as of this writing, early feedback suggests that the course and its format are being embraced by students. Professor Richards has a total of 68 students in the course: 21 on-grounds at UVA, 6 at other CGEP universities, and 41 working engineers. Already, additional students are inquiring to know when Professor Richards might offer this asynchronous statistics class again. So, the early, positive feedback appears to reinforce the thought that students want increasing access to well-designed on-line course offerings from CGEP.

In June 2009, CGEP held a workshop on online course development for faculty from all of our engineering schools. The workshop was held at Virginia Commonwealth University, and the Micron gift supported direct workshop expenses as well as travel stipends for the faculty attendees. Expert speakers from within and outside the Commonwealth focused on the transition to online courses, specifically in engineering education. Topics included pedagogical, technological, and administrative issues related to the development and delivery of both synchronous and asynchronous courses. Several CGEP faculty were among the speakers, including Professor Richards, who spoke about the development of his course described above, and VT faculty members Scott Midkiff and Luis DaSilva, who presented their method of modularizing course content for asynchronous delivery. The attendees were very engaged throughout the day, which was filled with lively discussion and much exchange of ideas. Further details of the workshop may be found at <http://cgep.virginia.gov/workshop.php>.

I am also pleased to report that the CGEP Directors have also been able to share our experience with the transition to online education with a broader engineering education audience. A joint paper entitled "Implementing Tablet PCs in a Distance Learning Environment," authored by Glenda Scales, the other directors, and Dr. Catherine Amelink of VT, has been accepted for presentation at the American Society for Engineering Education's Annual Conference, to be held in Louisville, Kentucky in June, 2010. This paper discusses various aspects of the transition at each of the CGEP institutions. Another paper entitled "Transitioning an Established Engineering Distance Learning Program Infrastructure to an On-line Instructional Setting," authored by James Groves and the other Directors, has been accepted for presentation at the 2010 IEEE Frontiers in Education Conference to be held in October 2010 in Arlington, Virginia. This paper discusses broader issues related to the

transition, with a focus on the June 2009 workshop. These presentations will enable us to share the lessons we have learned throughout this process as well as providing national showcases for CGEP.

The past year has been an exciting and productive one for CGEP. On a personal level, I experienced another transition as my previous assistant, Marilyn Clark, left for another opportunity within Mason. Cindy Slaton stepped into the role and immediately took on the responsibilities of statewide administration of CGEP, attending our October Advisory Board meeting on literally her second day on the job. Fortunately, she has embraced the role with great skill and enthusiasm, and I am deeply indebted to her for her work with the program over the last several months, and in particular, her assistance with the preparation of this report.

## 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: 2009-10**

CGEP Institutions	Appropriations (1)			Institution			Total Expenditures
	General Fund	Nongeneral Fund	Total	Institution Contribution	Planned Institution Contribution	% Difference	
George Mason University	\$289,614	\$124,120	\$413,734	\$246,357	\$313,966	-21.5%	\$660,091
Old Dominion University	\$431,013	\$198,244	\$629,257	\$133,538	\$133,538	0.0%	\$762,795
University of Virginia	\$761,997	\$591,850	\$1,353,847	\$268,110	\$609,608	-56.0%	\$1,621,957
VA Commonwealth University	\$388,468	\$168,533	\$557,001	\$39,808	\$36,180	10.0%	\$596,809
Virginia Tech	\$869,882	\$436,357	\$1,306,239	\$829,081	\$829,081	0.0%	\$2,135,320
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
<b>Total</b>	<b>\$2,850,507</b>	<b>\$1,555,234</b>	<b>\$4,405,741</b>	<b>\$1,531,046</b>	<b>\$1,936,525</b>	<b>-20.9%</b>	<b>\$5,936,787</b>

**NOTES:**

1. Based on information item amounts included in Chapter 781.

2. University of Virginia's appropriations per Chapter 781 were \$775,197 from the general fund and \$468,850 from the non-general fund. UVA's appropriations include \$136,200 in general funds and \$136,200 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. Other course and budget reductions are reflected in the final appropriations for UVA.

3. The difference in actual and planned institution contribution for GMU is primarily due to variable staffing costs, particularly courses taught by adjunct faculty rather than full-time tenured faculty. Courses were not reduced.

4. The difference in actual and planned institution contribution for UVA is due to several factors, including variable staffing costs, elimination of faculty stipends for distance teaching, and reduction of one course as a result of faculty illness.



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

**Table 1b: 2010-11**

CGEP Institutions	Appropriations (1)						Institution Contribution	% Change	Total Planned Expenditures	% Change from FY10 Exp.
	General Fund	% Change	Nongeneral Fund	% Change	Total	% Change				
George Mason University	\$289,614	0%	\$124,120	0%	\$413,734	0%	\$246,357	0%	\$660,091	0.0%
Old Dominion University	\$431,013	0%	\$198,244	0%	\$629,257	0%	\$133,538	0%	\$762,795	0.0%
University of Virginia	\$750,410	-2%	\$601,525	2%	\$1,351,935	0%	\$305,891	14%	\$1,657,826	2.2%
VA Commonwealth University	\$332,140	-15%	\$168,533	0%	\$500,673	-10%	\$39,808	0%	\$540,481	-9.4%
Virginia Tech	\$869,882	0%	\$436,357	0%	\$1,306,239	0%	\$1,324,535	60%	\$2,630,774	23.2%
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%
<b>Total</b>	<b>\$2,782,592</b>	<b>-2%</b>	<b>\$1,564,909</b>	<b>1%</b>	<b>\$4,347,501</b>	<b>-1%</b>	<b>\$2,064,281</b>	<b>35%</b>	<b>\$6,411,782</b>	<b>8.0%</b>

NOTES:

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

2. University of Virginia's appropriations per the Acts of Assembly 2010 were \$617,735 from the general fund and \$468,850 from the non-general 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. Other course and budget reductions are reflected in the final appropriations for UVA.

3. Virginia Tech's 60% increase in planned institution contribution is a reflection of a change in course accounting method rather than new investment. In 2010-2011, Virginia Tech plans to include a wider variety of courses they currently offer to working engineers within the CGEP framework.

**Commonwealth Graduate Engineering Program  
Expenditures 2009-2010**

**Table 2**

	GMU		ODU		UVA		VCU		VT		SVHEC		UMW	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
<b>Personnel Services</b>														
1121 Admin Faculty Salaries	0.9	\$113,552	2	\$156,669	6.3	\$591,282	1.3	\$155,423	0.5	\$72,964			0.2	\$21,538
1123 Classified Salaries	0.5	\$16,480	4	\$233,147	5.3	\$280,316	1.3	\$42,963	5	\$198,275	1	\$24,500	0.6	\$29,798
1126 Teaching and Research faculty	2.6	\$310,139					1.3	\$112,582	9	\$840,693				
1142 GTA Wages	1.5	\$60,000	2	\$60,133	2	\$89,472	2	\$40,000	2	\$49,353				
Other Personnel Services			3	\$61,962		\$34,768	0.3	\$7,333		\$42,141				\$3,868
Fringe Benefits		\$126,720		\$134,348		\$183,353		\$94,740		\$361,077				\$1,786
<b>Total Personnel Services</b>	<b>5.5</b>	<b>\$626,891</b>	<b>11</b>	<b>\$646,259</b>	<b>13.6</b>	<b>\$1,179,191</b>	<b>6.2</b>	<b>\$453,041</b>	<b>16.5</b>	<b>\$1,564,503</b>	<b>1</b>	<b>\$24,500</b>	<b>0.8</b>	<b>\$56,990</b>
<b>Non Personnel Services</b>														
1200 Contractual Services		\$800		\$4,738		\$403,107		\$22,516		\$447,129		\$2,500		\$72,575
1300 Supplies and Materials		\$300		\$76,895		\$4,093		\$12,319		\$6,500				\$1,200
1400 Transfer payments						\$879		\$88,080		\$58,888		\$2,050		
2200 Equipment		\$32,100		\$34,903		\$34,687		\$20,853		\$58,300				
<b>Total Non Personnel Services</b>		<b>\$33,200</b>		<b>\$116,536</b>		<b>\$442,766</b>		<b>\$143,768</b>		<b>\$570,817</b>		<b>\$4,550</b>		<b>\$73,775</b>
<b>TOTAL</b>		<b>\$660,091</b>		<b>\$762,795</b>		<b>\$1,621,957</b>		<b>\$596,809</b>		<b>\$2,135,320</b>		<b>\$29,050</b>		<b>\$130,765</b>

**Commonwealth Graduate Engineering Program  
Expenditure Plan 2010-2011**

**Table 3**

	GMU		ODU		UVA		VCU		VT		SVHEC		UMW	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
<b>Personnel Services</b>														
1121 Admin Faculty Salaries	0.9	\$113,552	2	\$156,669	5.6	\$643,333	1.3	\$155,423	0.3	\$38,368			0.2	\$21,538
1123 Classified Salaries	0.5	\$16,480	4	\$233,147	5.3	\$223,883	1.3	\$42,963	5	\$204,921	1	\$24,500	0.6	\$29,798
1126 Teaching and Research faculty	2.6	\$310,139					1.3	\$112,582	8	\$880,000				
1142 GTA Wages	1.5	\$60,000	2	\$60,133	2	\$105,825	2	\$40,000	6	\$331,176				
Other Personnel Services			3	\$61,962		\$38,941	0.3	\$7,333		\$70,271				\$3,868
Fringe Benefits		\$126,720		\$134,348		\$270,683		\$94,740		\$382,357				\$1,786
<b>Total Personnel Services</b>	<b>5.5</b>	<b>\$626,891</b>	<b>11</b>	<b>\$646,259</b>	<b>12.9</b>	<b>\$1,282,665</b>	<b>6.2</b>	<b>\$453,041</b>	<b>19.3</b>	<b>\$1,907,093</b>	<b>1</b>	<b>\$24,500</b>	<b>0.8</b>	<b>\$56,990</b>
<b>Non Personnel Services</b>														
1200 Contractual Services		\$800		\$4,738		\$354,175		\$22,516		\$457,429		\$2,500		\$72,575
1300 Supplies and Materials		\$300		\$76,895		\$20,986		\$12,319		\$6,500				\$1,200
1400 Transfer payments						\$0		\$31,752		\$211,752		\$2,050		
2200 Equipment		\$32,100		\$34,903		\$0		\$20,853		\$48,000				
<b>Total Non Personnel Services</b>		<b>\$33,200</b>		<b>\$116,536</b>		<b>\$375,161</b>		<b>\$87,440</b>		<b>\$723,681</b>		<b>\$4,550</b>		<b>\$73,775</b>
<b>TOTAL</b>		<b>\$660,091</b>		<b>\$762,795</b>		<b>\$1,657,826</b>		<b>\$540,481</b>		<b>\$2,630,774</b>		<b>\$29,050</b>		<b>\$130,765</b>

## 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 increase of 6.5% this year in overall student enrollment numbers.

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

### Enrollment Trends – Five Years

Table 4

	2005-06	2006-07	2007-08	2008-09	2009-10
George Mason University	600	545	461	681	727
Old Dominion University	2,366	2,580	2,765	1,990	2,158
University of Virginia	554	585	566	520	504
Virginia Commonwealth University	106	127	94	92	113
Virginia Tech	2,190	2,387	2,776	2,630	2,797
<b>TOTALS</b>	<b>5,816</b>	<b>6,224</b>	<b>6,662</b>	<b>5,913</b>	<b>6,299</b>

### 2009-2010 Enrollments by Delivery Method

Table 5

	IVC	CD-Rom	Internet- Based	Total Enrollments
George Mason University	127	0	600	727
Old Dominion University	1,434	626	98	2,158
University of Virginia	419	0	85	504
Virginia Commonwealth University	113	0	0	113
Virginia Tech	2,084	0	713	2,797
<b>TOTALS</b>	<b>4,177</b>	<b>626</b>	<b>1,496</b>	<b>6,299</b>
Previous Year Totals	3,789	705	1,419	5,913

## *University Reports*

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

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**George Mason University**

**Sharon Caraballo - Director**

### ***Review of Academic Year 2009-2010***

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 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, 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 2009-10, the Volgenau School has continued to expand its distance learning courses and programs. All distance education offerings made available to the general population are now delivered via Internet. VTEL is now used only for some contract offerings and to receive courses broadcast from other CGEP institutions. The number and breadth of offerings was increased, with several programs offering a distance course for the first time, and one Master's program, Telecommunications, making a commitment to offer its entire degree online. Additional programs are planned to follow over the next few years.

There are 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, significantly expanded from previous years; and one course per year offered by our Electrical and Computer Engineering department as part of the CGEP-wide nanotechnology initiative.

In 2009-10, six Computer Science courses, seven Software Engineering courses, twenty Systems Engineering courses, two Civil and Infrastructure Engineering courses, one Information Systems course, one Applied Information Technology course, three Telecommunications courses, and one Electrical

and Computer Engineering/Nanotechnology course were offered in a distance format.

### **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 (this is a popular choice). The enrollment figures in Tables 4 and 5 include the students in both groups. The figures also include students who enrolled in a computer science course in an asynchronous format during a semester the course was not being offered synchronously, using Web-based recordings of an earlier semester's lectures. Similarly, students enrolled in the nanotechnology courses are included in the enrollment figures regardless of delivery method. Overall enrollment increased 6.8% over the previous academic year, with a 31.9% increase in online enrollments as this delivery method increased in use and popularity for both standard and contract courses.

### **Continuous Process Improvement Projects**

The Volgenau School's distance education committee focused this year on developing a business plan for distance education, including proposals for increased pedagogical, technical, and administrative support for faculty. At the university level, Mason has instituted a new policy regarding Distance Education (Mason Policy #3001), including standards for quality and assessment, and has begun to institute new procedures for ongoing assessment of distance education courses. The university also made a decision to increase oversight of and support for distance education in other ways, including expanding the position of Associate Provost for Distance Education from a half-time position to a full-time one effective July 2010 and hiring two additional instructional designers with expertise in distance education.

### **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 university has designated funds to be used to outfit three university classrooms with similar hardware. The school has purchased additional tablet PCs and audio equipment to be used by faculty teaching online.

Synchronous courses are transmitted using one of two software options: either the open source NEW system developed at Mason or the Elluminate Live! system. NEW 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.

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

### **CGEP Perspectives for AY 2010-2011**

During this year, Mason's Volgenau School of Information Technology and Engineering, under the leadership of Dean Lloyd Griffiths, has continued to expand our distance learning offerings and to plan for future expansion. Despite overall budget cuts, the school is strategically investing in distance learning, including course development efforts and supporting technologies. Mason anticipates adding several new web-based distance learning programs over the next few years, greatly increasing access to its programs for working professional engineers.



## Old Dominion University

Linda Vahala – Director

### ***Review of Academic Year 2009-2010***

In the Hampton Roads eastern Virginia 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 masters degrees are offered in Aerospace Engineering, Civil & Environmental Engineering, Electrical & Computer Engineering, Mechanical Engineering, System 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 provide additional masters programs in Chemical Engineering, Industrial Engineering/Operations Research, and Materials Science. Students have the option of selecting a degree program from one of the CGEP Universities while enrolling in any graduate course offered by CGEP.

Using a variety of technologies [including interactive standard and high definition video conferencing (H.320, H.321, & H.323), digital satellite and Internet video streaming (MPEG-4/H.264), desktop web/video conferencing, and podcasting], Old Dominion University distributes Masters level courses in Engineering Management, Modeling & Simulation, Civil Engineering and 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. A pilot program utilizing iPhones to access the synchronous video streams was launched the Spring 2010 semester with ENMA 302 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 campus, The Tri-cities Center in Portsmouth, and at the ODU Peninsula Higher Education Center as part of the TELETECHNET program distributed to University sites across the country. ODU offers a Masters of Engineering Program with an emphasis in Manufacturing & Design and a Master of Engineering with an emphasis in Experimental Methods. Both programs have grown and increased the offerings of Old Dominion University's Commonwealth Graduate Engineering Program.

Using CD ROMs, Old Dominion University, under contract with the U. S. Navy, provides a Master's in Engineering Management (ENMA) degree to officer graduates of the Navy's Nuclear Power School. 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 775 students. While Commonwealth funds were not utilized in this program, it has provided us 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 3 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 their courses for on-line delivery. Beginning Fall 2010, an on-line masters program will be offered.

#### **Degree Programs**

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

#### **Enrollments**

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 2009-10 figures are showing an increased enrollment.

ODU operates numerous broadcasts 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 2010-2011**

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, 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 the Commonwealth of Virginia as a whole.



**University of Virginia**

**James Groves - Director**

#### **Review of Academic Year 2009-2010**

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 is taking steps that will allow it to move more of 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 upgrade an existing classroom 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. Details regarding that course offering are included in the state chair’s summary of this report.

### ***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, two 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 his course for effective on-line learning. In one instance, the faculty instructor (John Scully) could not regularly be present at UVA to use the videoconference classroom facility in the evening. In the other instance the faculty member (Larry Richards) wanted to develop an asynchronous offering of his statistics course.

### ***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 slightly higher than last year. With that said, from the perspective of UVA, off-grounds enrollments will not increase substantially until the program successfully makes the transition to offering of courses in an on-line format. Such a format will greatly enhance course accessibility for working engineers.

### ***Continuous Process Improvement Projects***

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. To this end, the UVA CGEP Director took the lead in organizing an on-line instructional workshop for CGEP, held June 4, 2009 in Richmond ([cgep.virginia.gov/workshop.php](http://cgep.virginia.gov/workshop.php)). That workshop was an important next step towards realization of this new instructional format broadly within UVA’s CGEP course offerings.

Additionally, 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, making those courses available to full-time UVA graduate students. The part-time staff member was responsible for setting up and putting away the mobile interactive video conferencing equipment purchased by UVA’s CGEP operation during 2007-2008.

### ***Facilities and Support Structure***

UVA is beginning to take steps to upgrade its videoconference-based classrooms to accommodate desktop-to-desktop course delivery. Over the past several years, UVA has piloted the construction of desktop delivery classrooms, in part using CGEP funds. Development of this type has continued this year using UVA’s portion of CGEP nanotechnology funds. Within the next 24 months it is anticipated that UVA will upgrade its two primary broadcast classrooms from videoconference to desktop delivery. At that time, UVA will begin to make all



of its CGEP courses available to the computer desktop.

#### ***CGEP Perspectives for AY 2010-2011***

UVA continues to take strides forward with its CGEP offerings. The program continues to take the steps necessary to bring more courses into the on-line environment. As noted in last year's

report, it is anticipated that that transition will take several years. However, once complete, it could signal a significant, almost revolutionary change in the way UVA participates in CGEP. In particular, the shift to on-line course delivery will make it easier for UVA to market its CGEP offerings to students that are not located near existing CGEP receive sites.



## **Virginia Commonwealth University**

**Rosalyn Hobson – Director**

#### ***Review of Academic Year 2009-2010***

The Virginia Commonwealth University (VCU) Commonwealth Graduate Engineering Program (CGEP) experienced a very good 2009-2010 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 28 NSWC enrollments in 2008-09 (on-par with numbers from last year). The MS in Mechanical and Nuclear Engineering continues with solid enrollments and new classes offered. By taking one graduate course each semester the students can finish the MS in Mechanical and Nuclear Engineering degree program in 3.5 years.

Virginia Commonwealth University received \$557,001 for FY 2009 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 \$39,808 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 remaining funds have been used in support of the received CGEP courses and to equip and/or upgrade CGEP classrooms. Classroom support included a VCU CGEP staff coordinator and graduate student assistants who monitor and supervise enrollments, room usage, and 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 transmitted a total of 15 courses in 2008-2009. This is an increase from 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, however the mechanical and nuclear program is slowly becoming a major

contributor. A total of ten courses were transmitted to NSWC Dahlgren during 2009-2010. These courses were transmitted via Interactive Video Conferencing (IVC). The remaining five courses were in support of the new MS in Mechanical and Nuclear Engineering.

### **Enrollments**

The VCU NSWC Dahlgren Computer Science Program is completing its eighth full year of operation. This program continues to serve the NSWC need for graduate degree computer scientist. The program maintained a constant enrollment of 28, equivalent to last year. With the cooperative effort of the NSWC Dahlgren staff and the Computer Science faculty we expect an increased Dahlgren employee awareness of the program which will also increase the applicant pool. VCU CGEP expects its Computer Science program and its total enrollment to increase as the VCU CGEP based thesis and non-thesis M.S. degree in Engineering program expands into the business/industry sector.

The total received and transmitted course enrollment showed a slight increase, 113 enrolled this year as compared to 92 enrolled last year.

VCU SoE participated in cross-listing courses with other CGEP schools. Nine courses were cross-listed as VCU courses with a total VCU enrollment of 29 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 expanding into the on-line distance environment. VCU will institute a Faculty Learning Community by which faculty can gain and exchange ideas on best practices for moving courses on-line.

### **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. A third room is available to accommodate the mobile unit on an as needed basis.

VCU CGEP has moved most distance classes to the distance technology equipped classrooms in the SoE building. It is 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 be offered to NSWC Dahlgren in the fall and spring semesters. 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 offers an additional four to six graduate engineering courses for the coming two years.

VCU CGEP invested \$39,808 SoE funds in support of the 2009-2010 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 2009-2010**

Virginia Tech continues to provide leadership for CGEP as a host institution.

Our major achievements reside in the areas of diversifying our degree offerings with new certificate programs.

#### **Faculty Recognition & Support**



Each year it is important for the college to highlight superb faculty teaching distance learning courses. Dr. Mark Pierson, an Associate Professor in the Mechanical Engineering department at Virginia Tech, teaches both undergraduate and

graduate distance learning classes. Dr. Pierson came to Virginia Tech after retiring from the Navy. During his career in the Navy, he received his Masters degree in Mathematics via taking classes through Interactive Video Conference (IVC) at the Virginia Tech-Northern Virginia Center in Falls Church. Dr. Pierson became involved with CGEP when the Mechanical Engineering Department launched a distance-learning Master's Degree program, which offers IVC courses to Dahlgren, Langley and Danville. Dr. Pierson has played an important role in the introduction of a graduate level certificate course in Nuclear Engineering and coordinating Virginia Tech's role through industry partnerships. Through these partnerships, graduate level Nuclear

Engineering courses are available to students who are working in the industry.

When asked if students like learning through IVC, Dr. Pierson responded in the affirmative. "Yes, most of the off campus students taking classes via IVC are working in the industry and are adult learners. IVC gives them an opportunity to meet peer students in a cohort classroom setting and gives them an opportunity to view recorded lectures". He believes distance learning courses require both the faculty and the student to be better prepared.



While Dr. Pierson acknowledges the tremendous advantage of offering distance learning courses to off-campus students across the state via synchronous IVC courses, he also recognizes the need for transitioning into a more asynchronous course delivery format. He says

that online learning offers more flexibility for faculty to be able to teach while they are travelling and allows students to take classes from anywhere. He also added that the technologies available now allow him to teach a class from just about any location.

When asked about the benefits from the partnerships with industries, Dr. Pierson sounded positive. He says that, "The Mechanical Engineering department has got into an agreement with Nuclear Power based industries to offer graduate level certificate course in Nuclear Engineering to its employees who in majority are Mechanical Engineers". He believes that there is a need for specific courses in Nuclear Engineering and Mathematics for working students as they may have been out of school for a long time. Offering such tailor-made courses to employees helps build industry-University partnerships.

Dr. Pierson sees the benefit of mixing full-time students with experienced professionals, as it creates a dynamic classroom with a diverse knowledge base that allows more students driven discussion and gives full-time students a look into the Nuclear Engineering work culture.

**Continuous Process Improvement**

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 we offer over 100 courses from seven additional departments each academic year via interactive video conferencing and online.

While the Aerospace and Ocean Engineering department continues to be the forerunners in creating and offering online graduate degrees, Electrical and Computer Engineering, and Mechanical Engineering are investigating moving more courses and MS degrees online.

Our office works 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. Dr. Leigh McCue, a NSF Career award winning faculty presents regularly to VT faculty on Using Distance Learning Tools to Teach Hybrid Courses.

**Enrollments**

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

Academic Year	Enrollment Trend
2005-2006	2190
2006-2007	2387
2007-2008	2776
2008-2009	2630
2009-2010	2797

With the approval of new certificates in Nuclear Engineering and Nano Technology, 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 2010-2011**

Despite steady or declining resources from the state, Virginia Tech continues to leverage internal resources to provide a quality graduate education program to students located in the Commonwealth and beyond.

Over the next year Virginia Tech will focus on increasing the awareness and training of faculty in order to move more certificate and degree programs online.

Additionally, we will continue to work closely with the partner institutions to offer nanotechnology courses as funding allows. We look forward to an exciting year as we work toward providing strategic learning opportunities for our working engineers and scientists.



## Center for Advanced Engineering & Research

Nick Soukhanov – Program Director

The Center for Advanced Engineering (CAE), operating in Lynchburg since 1986 and at Central Virginia Community College (Lynchburg) since 1996, has merged with the Center for Advanced Engineering and Research (CAER) to continue offering local students graduate-level engineering and technical courses through the Commonwealth Graduate Engineering Program (CGEP) from Virginia Tech, the University of Virginia, Old Dominion University, George Mason University and Virginia Commonwealth University.

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

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

- Interest in the Commonwealth Graduate Engineering Program is growing at the Lynchburg receiving site on the CVCC campus.
- Fifty one (51) registrations in thirty (courses) for the summer 2009, fall 2009, and spring 2010 semesters occurred.
- One degree was awarded in the spring of 2009.
- Two degrees were awarded in the fall of 2009
- One more degree is expected to be awarded in the spring of 2010.
- Total number of Masters Degrees awarded to Lynchburg students since the beginning of CGEP134.
- Mechanical engineering courses from VT were expanded with two nuclear engineering stem courses.
- Interest in summer courses is growing.
- The Lynchburg receiving site is also serving as a transmitting site on selected occasions.
- Center for Advanced Engineering and Research in partnership with the Region 2000 Economic Development Council has launched a major initiative extending professional development opportunities to the region’s expanding diverse technical community. Levels of corporate interest and commitment to educational programs are on the increase.
- Engineering employment continues to grow at an impressive rate with heavy emphasis in nuclear power design and wireless technology development.



## The Southern Virginia Higher Education Center

**Hope Harris Gayles – Career Counselor & Program Coordinator**

The Southern Virginia Higher Education Center (SVHEC) has been an active participant in the Commonwealth Graduate Engineering Program (CGEP) since March 1986. The mission of the SVHEC continues to be providing high quality, accessible, affordable educational programs, of all levels, to the citizens of Southern Virginia. Were it not for the SVHEC, many doors of higher learning, especially the CGEP, would be closed to those in the region.

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 Center has steady enrollment in these professional development videoconferences. Without their availability at the SVHEC, access would be severely limited to professionals in Southern Virginia.

The SVHEC continues to use a variety of media to raise awareness of and distribute information about the CGEP program. Additionally, CGEP is featured in all SVHEC programs marketing. The Center continues to participate in the University of Virginia CGEP Video Open Houses, and to provide targeted marketing for this event. Our efforts have resulted in the enrollment of a

student in Virginia Tech's Environmental Engineering II course of study. 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 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, and additional events are scheduled in the future.

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



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 between six and twelve students. Classrooms are equipped two color monitors, IP Based interactive video equipment, and microphones.

Each semester, the University of Virginia offers a Video Open House Information Session 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 the student via the Internet but 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 our computer labs.

UMW-Stafford also provides library and computer support as required.

The number of students registering to take classes at the Stafford Campus during the AY 2009-2010 was 3. In AY 2008-2009, 13 students participated in viewing courses at CGPS. This represents a 77 percent decrease in participation by Fredericksburg area residents over the past year. There are several factors that contributed to this noteworthy decrease, the most obvious of which the economy. UMW has experienced a decrease in enrollment and revenue in its own professional development and information assurance/security courses as well.

Academic Year	Students Enrolled
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.b. – Action on Assessment of Institutional Performance

**Date of Meeting:** May 18, 2010

**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 12, 2009 and June 8-9, 2009

**Action:** Assessment of institutions for 2009-10

**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 2010 Appropriation Act outlines the Council's authority in assessing institutional performance:

#### §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.

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 2008-09 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. The most recent set of targets and thresholds were developed for a six-year period beginning with the 2008-09 academic year through the 2013-14 academic year.

The attached tables summarize institutional performance in meeting the standards. It should be noted that several of the measures did not have performance standards for 2008-09, the year under review. Also, the performance standards were modified effective July 1, 2009 after a thorough review by the Restructuring Task Force formed after last year's certification review. Some of the measures that are part of this year's review will change beginning next year.

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

This year a Council Restructuring Subcommittee, consisting of Council members Gilbert Bland (Chair), Susan Magill, G. Gilmer Minor III, and Katherine Webb, reviewed each institution's progress in meeting its targets and thresholds. Based on this review, the following institutions have met their target or threshold on all measures:

Christopher Newport University  
College of William and Mary  
George Mason University  
Norfolk State University  
Old Dominion University  
Radford University  
University of Mary Washington  
University of Virginia  
University of Virginia's College at Wise  
Virginia Commonwealth University  
Virginia Community College System  
Virginia Military Institute  
Virginia Tech

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

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

James Madison University  
Longwood University  
Richard Bland College  
Virginia State University

**The Restructuring Subcommittee recommends that the Council certify James Madison University, Longwood University, and Virginia State University as substantially meeting the standards outlined in the Higher Education Restructuring Act and the Appropriation Act.**

**In addition, the Subcommittee recommends:**

- **James Madison University**
  - **Not be exempt from any of the current performance measures.**
  - **Not be required to submit a remedial plan.**
- **Longwood University**
  - **Not be required to submit a remedial plan.**
- **Richard Bland College**
  - **Provide the Council with a progress report on the implementation of their October, 2009 remedial plan by August 1, 2010**
- **University of Virginia's College at Wise**
  - **Provide the Council with a progress report on the implementation of their October, 2009 remedial plan by August 1, 2010.**
- **Virginia State University**

- **The 2009-10 target/threshold for the ratio of degree per FTE students be changed to .144/.115.**
- **The president and rector of the Board of Visitors meet with the Restructuring Subcommittee to ensure success with future performance assessments.**

**Materials Provided:**

- Analysis of institutions not meeting all of their performance measures:
  - James Madison University
  - Longwood University
  - Richard Bland College
  - Virginia State University
- Letter from the Secretary of Finance to SCHEV's Executive Director documenting that institutions have met financial and administrative standards.
- List of Goals and Institutional Performance Standards – Measures
- Tables of FY2009 and historical financial benefits of certification
- Tables detailing institutional status in meeting each performance standard (further detailed performance available on the SCHEV [website](#))

**Financial Impact:**

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

**Timetable for Further Review/Action:**

Institutional certification based on 2009-10 academic year performance will be completed in May 2011.

**Resolution:**

**BE IT RESOLVED that the State Council of Higher Education for Virginia certifies for 2010-11 that the following public institutions have satisfactorily met the performance standards of the Higher Education Restructuring Act and Appropriation Act:**

**Christopher Newport University  
 College of William and Mary  
 George Mason University  
 Norfolk State University  
 Old Dominion University  
 Radford University  
 University of Mary Washington  
 University of Virginia**

**University of Virginia's College at Wise  
Virginia Commonwealth University  
Virginia Community College System  
Virginia Military Institute  
Virginia Tech**

**BE IT RESOLVED** that the State Council of Higher Education for Virginia certifies for 2010-11 the following public institutions as having substantially met the performance standards of the Higher Education Restructuring Act and Appropriation Act:

**James Madison University  
Longwood University  
Richard Bland College  
Virginia State University**

**In addition,**

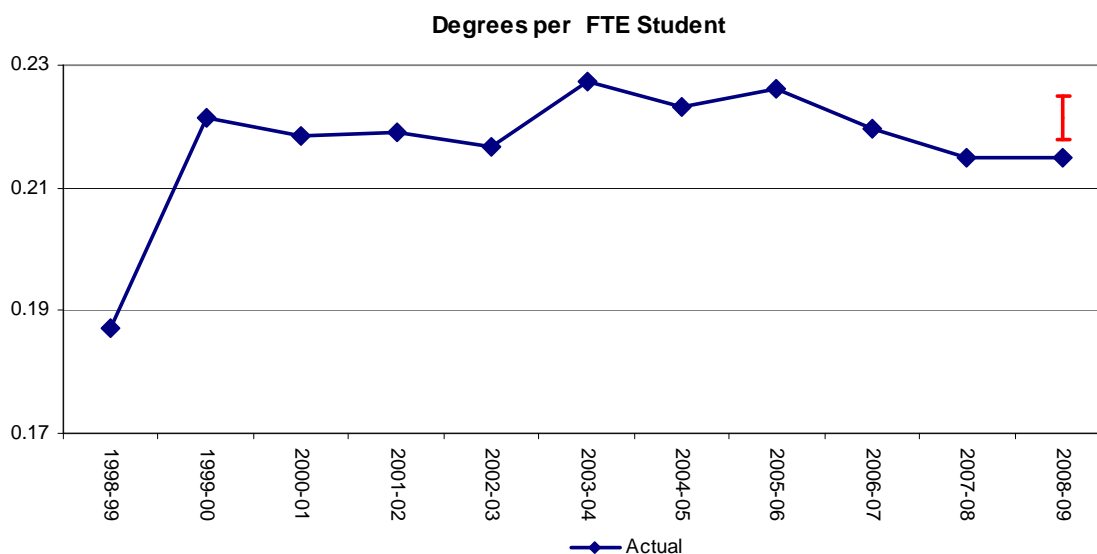
- 1. After careful consideration of the request from James Madison University, the Council has decided not to grant an exemption from Measure A.5.b. Degrees per FTE Students. However, because the institution has exhibited substantial progress toward meeting this measure, a remedial plan will not be necessary.**
- 2. Longwood University has met its 2009 target for Measure A.1.a. In-State Enrollment, therefore, a remedial plan will not be necessary.**
- 3. Richard Bland College shall provide the Council with a progress report on the implementation of their October, 2009 remedial plan by August 1, 2010.**
- 4. University of Virginia's College at Wise shall provide the Council with a progress report on the implementation of their October, 2009 remedial plan by August 1, 2010.**
- 5. Virginia State University**
  - a. The Council will change the 2009-10 target/threshold for the ratio of degree per FTE students .144/.115; and**
  - b. The Council requests the president and rector of the Board of Visitors to meet with the Restructuring Subcommittee to ensure success with future performance assessments.**

# James Madison University

## Measure A.5.b.: Degrees per FTE Students

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.

JMU did not achieve their 2008-09 degrees per FTE student target of .225 and threshold of .218.



(Chart Note: The line represents the actual ratio for the measure for years 1998-99 through 2008-09. The vertical bars represent the target/threshold range for 2008-09.)

JMU requested an exemption from this measure because they have the third highest six-year graduation rate (82%) of any Virginia public four-year institution. While JMU's six-year graduation rate does rank third highest, their rate is about 10 percentage points lower than College of William and Mary (91%) and the University of Virginia (93%). In fact, JMU's four-year graduation rate (68%) ranks fourth behind University of Mary Washington (70%), the College of William and Mary (82%) and the University of Virginia (85%).

Additionally, the difference between the four- and six-year graduation rates of first-time, full-time freshmen attending JMU in 2002 who received a PELL grant compared to those who did not is substantial. The students who did not receive PELL had a 69.1% four-year graduation rate, 17 percentage points higher than the students who received PELL for that same cohort year. The six-year graduation rate for the student's who did not receive PELL rose to 83.8%, 16 percentage points higher than the six-year rate for the students who did receive PELL.

The following table displays the 2002 first-time, full-time freshmen cohort four- and six-year graduation rates by financial aid status for JMU.

<b>2002 First-time, Full-time, Freshmen Cohort Graduation Rates by Financial Aid Status for James Madison University</b>			
	<b>Received PELL</b>	<b>Did Not Receive PELL</b>	<b>Total</b>
<b>Total N</b>	291	2,992	3,283
<b>4 Year Grads</b>	152	2,068	2,220
	52.2%	69.1%	67.6%
<b>6 Year Grads</b>	198	2,506	2,704
	68.0%	83.8%	82.4%

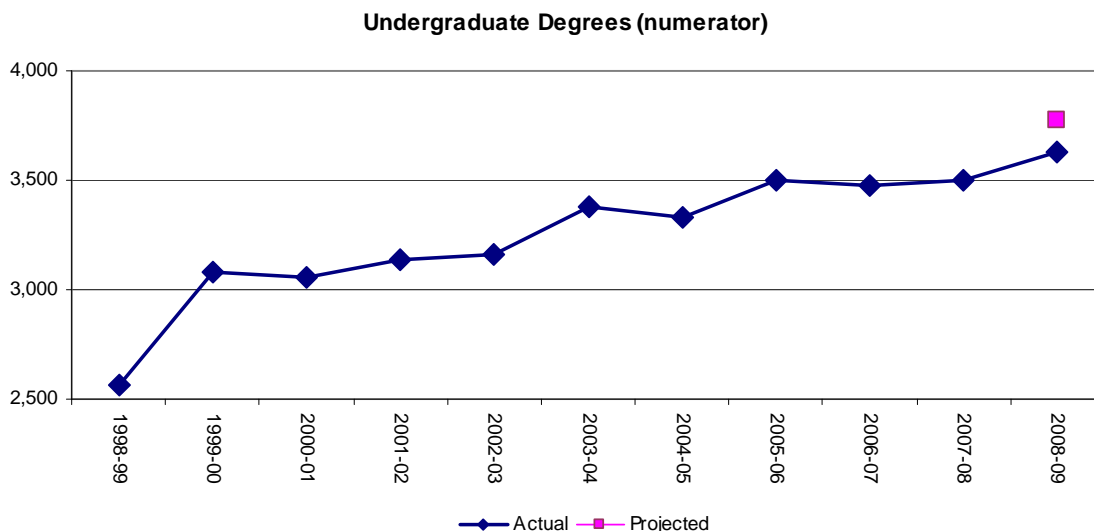
Furthermore, after reviewing JMU's degrees per FTE student relative to other public four-year institutions, they rank seventh highest of 15 institutions.

<b>2008-09 Degrees per FTE Student Public Four-Year Institutions</b>	
<b>Institution</b>	<b>Ratio</b>
CWM	0.257
UVA	0.249
GMU	0.239
UMW	0.232
RU	0.219
VT	0.218
<b>JMU</b>	<b>0.215</b>
CNU	0.209
ODU	0.206
LU	0.193
VCU	0.189
UVAW	0.185
NSU	0.178
VMI	0.178
VSU	0.137

The Council has “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 levels of performance,” however, the Council has not exempted institutions from measures based on levels of performance. In the past, the Council has designated some measures as unrelated to an institution’s mission. For

example, articulation agreements do not apply to Virginia Military Institute. Further, two-year and some four-year institutions are exempt from research expenditures and number of patents and licenses.

Over the last ten years, bachelor's degrees conferred at JMU have increased, but not at the rate they had projected for 2008-09. JMU conferred 3,630 bachelor's degrees in 2008-09, but that total fell below their 2008-09 projected degrees awarded of 3,804. The decrease in actual bachelor's degrees awarded for 2008-09, caused JMU to miss their target and threshold.



JMU explained the reason for missing their 2008-09 projected degrees awarded was due to an anomaly in their trends. Specifically, the four-year graduation rate of JMU's 2004-05 new freshmen class experienced a surge, going from 64% to 67%. Only to have the four-year graduation rate revert back to 64% for the 2005-06 new freshmen class.

Taking a look at JMU's graduation rates for the 2004 and 2005 first-time, full-time, freshmen cohort, the four-year rate for the 2004 cohort rose to 66.7%, while decreasing to 64.0% for the 2005 cohort. The variation of the four-year graduation rate between the two cohort years seems to mirror JMU's description of what occurred with the four-year graduation rates of their new freshmen class for the same years.

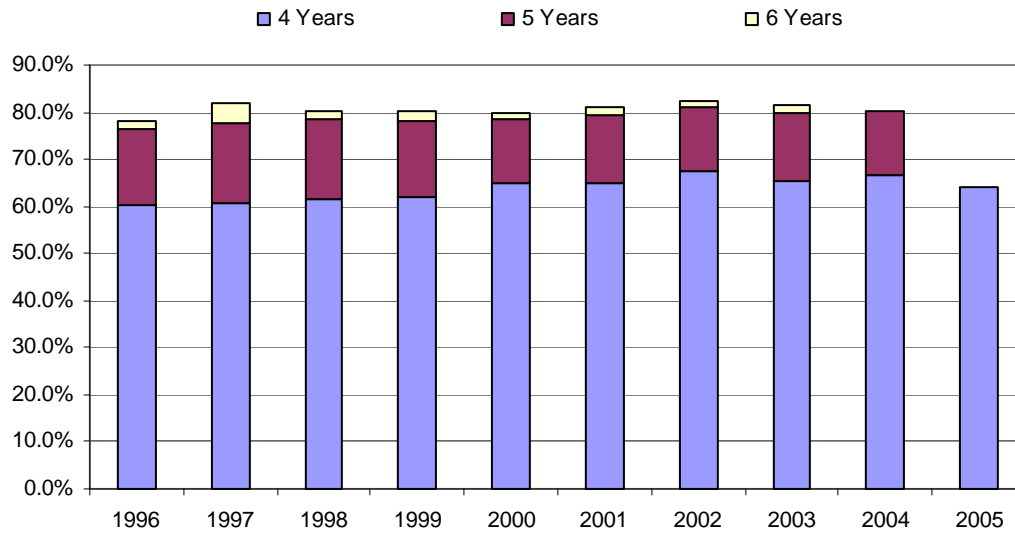
The following table and chart display the last ten years of JMU's first-time, full-time freshmen cohort graduation rates from 1996 to 2005.

<b><i>First-time, Full-time, Freshmen Cohort Graduation Rates By Cohort Year for James Madison University</i></b>										
	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
<b>Total N</b>	3,258	3,059	2,971	3,040	3,223	3,244	3,283	3,386	3,281	3,796



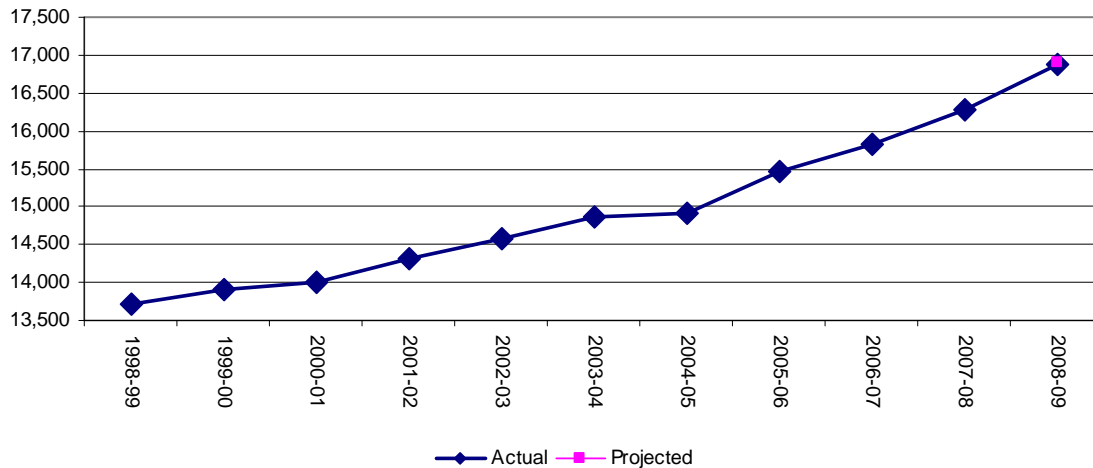
<b>4 Year Grads</b>	1,958	1,855	1,830	1,887	2,089	2,103	2,220	2,220	2,190	2,430
	60.1%	60.6%	61.6%	62.1%	64.8%	64.8%	67.6%	65.6%	66.7%	64.0%
<b>5 Year Grads</b>	2,492	2,382	2,336	2,368	2,527	2,582	2,656	2,701	2,636	N/A
	76.5%	77.9%	78.6%	77.9%	78.4%	79.6%	80.9%	79.8%	80.3%	N/A
<b>6 Year Grads</b>	2,550	2,506	2,378	2,432	2,572	2,635	2,704	2,753	N/A	N/A
	78.3%	81.9%	80.0%	80.0%	79.8%	81.2%	82.4%	81.3%	N/A	N/A

**Note: N/A=Not Available at this time**



Total undergraduate annualized FTE enrollment at JMU has grown steadily from 1998-99 through 2008-09. In 2008-09, undergraduate FTE enrollment grew to 16,874, slightly lower than JMU projected (16,900) for that same year.

**Degree-Seeking Undergraduate Full-Time Equivalent Students  
(denominator)**



*(Chart Note: The projected value is within 26 FTE students of the actual value.)*

While JMU did not achieve their target and threshold for this measure, their 2009-10 projections, completed in spring 2009, for

- bachelor's degrees of 3,722,
- undergraduate FTE students of 17,264, and
- degrees per FTE student ratio of .216

seem to be on track with their 2009-10 target of .218 and threshold of .211. Therefore, there is no evidence to suggest they need to develop a remedial plan.

Lastly, Attachment B (Measure 12 Projection History and Statistical Nuance) of JMU's response addresses the issue of the Council encouraging the institutions to be "more aggressive" in their target and threshold setting for 2008-09 and 2009-10.

JMU complied with the Council's request and revised their 2008-09 targets and thresholds based upon their own analyses. Ultimately, if JMU had not revised their original values, they would have achieved the measure. However, while the institutions were encouraged to set more aggressive values for their targets and thresholds, they were given the option by SCHEV staff to provide a rationale for staying with their original values, or to change the values all together. JMU chose to change their targets and thresholds.

Furthermore, JMU requested in lieu of an exemption from this measure, that the Council classify the results of the measure as "Achieved". The Council cannot change a measure's results; however, the Council can certify JMU as substantially meeting all performance standards.

**Staff Recommendations:**

1. JMU not be exempt from this measure.
2. JMU not be required to submit a remedial plan.
3. JMU be certified as substantially meeting all measures.



February 18, 2010

Dear Restructuring Subcommittee Members:

James Madison University is committed to achieving the Institutional Performance Standards. In 2006-07 and 2007-08, James Madison University has either achieved or passed all measures.

I am writing in response to the status given to Measure 12 for our university. The preliminary IPS review from the State Council of Higher Education indicated that we did not achieve a high enough performance level for this measure to attain the “achieve” status. The language of Measure #12 provides that the “institution increase the ratio of total undergraduate degree awards to the number of annual full-time equivalent degree-seeking undergraduate students except in those years when the institution is pursuing planned enrollment growth”.

Throughout the development of these measures, I have advocated for institutions to be exempted from measures for which they have consistently achieved high levels of performance. I was heartened to see that in §4-9.02 the Legislature of Virginia gave the State Council of Higher Education “... 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”.

I respectfully request that the State Council use its authority to enact the aforementioned Code provision and exempt James Madison University from Measure 12. Currently, James Madison University has the third highest graduation rate (82%) of any public institution in the Commonwealth. In fact, our graduation rate has averaged 81 percent since 1985-86 for freshmen graduating in six years. In addition, we have actively grown our enrollment in response to the Council’s desire to enroll more students. The number of FTE undergraduates at James Madison University has increased steadily for many years, including an increase from 16,286 in 2008-09 to 16,900 in 2009-2010. James Madison University has an admirable graduation rate and has also exceeded demands for enrollment growth.

If for some reason an exception is not granted then I request that James Madison University receive an “achieve” rating for Measure 12, due to an anomaly in the measure’s calculation. It is important to note that the two factors used in the calculation for Measure 12 are the results of two other measures. JMU met each of these targets: undergraduate FTEs (99.9%) and undergraduate degrees (95.4%). Achieving these targets is the primary intent of Measure 12. However, the ratio calculation for Measure 12 produces a result wherein we do not meet the projected target. This ratio should in no way be a disqualifier, rather, if the two measures making up the calculation are met, then Measure 12 should automatically be satisfied.

The irony of this whole situation is that we projected a smaller enrollment increase than we actually achieved. If we had enrolled fewer students than we did, while still meeting our projected number, then we would have met our target for Measure 12. The State Council has consistently encouraged enrollment growth, yet in this scenario James Madison University is getting penalized for growing enrollment. Attachment B explains the history behind our projection for this measure and the statistical nuance that had an impact on our final result.

I respectfully request that James Madison University be exempted from Measure 12. If that is not deemed acceptable, then I strongly feel that at the least, we should be assigned an "achieved" designation since we met the full intent of the measure. A calculation anomaly should not dictate achievement status.

If there is a concern about granting this request, then I would appreciate having the opportunity to meet with the subcommittee members to discuss the issue with you in person. I will be happy to meet at your convenience.

Thank you for your advocacy and appreciation of the high quality, and very unique, institutions that make up our higher education system in Virginia.

Sincerely,

Linwood H. Rose  
President

LHR/oir

Attachments

Attachment A  
Enrollment Statistics  
2005-06 to 2009-10

#	Type	2005-06	2006-07	2007-08	2008-09	2009-10
1	Headcount On- and Off-Campus	16,938	17,393	17,918	18,454	18,971
2	On-Campus Undergraduates	15,282	15,653	16,089	16,619	16,896
3	On-Campus Graduate Students (Masters, EDS, Doctoral)	959	1,030	1,137	1,136	1,161
4	On-Campus Non-Degree Seeking Undergrads and Grads	305	287	202	209	175
5	Total On-campus Headcount	16,546	16,970	17,428	17,964	18,232
6	Off-Campus Headcount	392	423	490	490	739
7	Regular Session FTES (Fall and Spring Combined)	15,462	15,869	16,115	16,794	* 17,064
8	Regular Session In-State FTES	10,759	11,020	11,204	11,665	* 11,936
9	Regular Session Out-of-State FTES	4,703	4,849	4,911	5,129	* 5,128
10	Off-Campus FTES	304	328	744	586	* 812
11	On-Campus Summer FTES	931	905	789	845	* 748
12	Annual FTES	16,697	17,102	17,647	18,225	* 18,624
13	On- and Off-Campus Undergraduates, Including Non-Degree	15,618	16,013	16,414	16,916	17,281
14	On- and Off-Campus Graduate Students, Including Non-Degree	1,320	1,380	1,504	1,538	1,689
15	New Fall Freshmen	3,798	3,748	3,867	3,957	3,952
16	Percent New Freshmen From Out-of-State	36.8%	33.3%	34.6%	33.3%	33.8%
17	Fall Freshmen From Out-of-State	1,396	1,248	1,337	1,318	1,336
18	New Transfers (Spring+Summer+Fall)	762	818	799	791	807
19	New Graduate Students from JMU Ugrad and Elsewhere	258	286	308	299	310
20	On-Campus Percent Out-of-State	29.38%	29.52%	29.62%	29.68%	29.28%

\* Estimated

Attachment B  
Measure 12 Projection History and Statistical Nuance

In the fall of 2008, after we had submitted our projections, we were encouraged by the Council to offer more aggressive estimates for this measure to meet new target and threshold guidelines. While we were given the opportunity to express our concerns about the revised targets and thresholds, we decided to comply with the Council's request because the ratio of the number of new students and transfers in previous years to the number of graduates in future years had been stable for many years. Please see table below.

Year	Bachelor's Degrees Awarded	New Freshmen	Total Transfers	Ratio of Freshman Class 4 Years Previous and Transfers 2 Years Previous to Degrees Conferred	Under-graduate Annualized FTES	Ratio Bachelor's Degrees to FTES
2001-02	3,134	3,249	807	.84	14,313	.219
2002-03	3,162	3,277	813	.82	14,587	.217
2003-04	3,378	3,383	773	.84	14,868	.227
2004-05	3,329	3,285	747	.83	14,910	.223
2005-06	3,501	3,798	787	.87	15,472	.226
2006-07	3,475	3,748	810	.83	15,795	.220
2007-08	3,504	3,867	801	.86	16,279	.215
2008-09 Projected	3,804	3,957	801	.827	16,900	.225
2008-09 Actual	3,630	3,957	791	.79	16,874	.215

However, we experienced an aberration from our trends. We saw a surge in our four-year graduation rate (64% to 67%) for the 2004-05 first year class. This equated to 100 students graduating in 2007-08 instead of 2008-09. Also, about 50 fewer 2005-06 students graduated in four years in 2008-09 as our rate reverted back from 67 percent to 64 percent. This volatility caused us to fall below our stated target. Our original targets that were submitted in July 2008 would have accommodated this fluctuation and allowed us to remain within the range. Since we changed the targets to support the Council's request, we fell outside of the range.

**July 2008 Proposed Targets and Actual**

**October 2008 Revised Targets and Actual**

Year	Target	Threshold	Actual
2004-05 *			.223
2005-06 *			.226
2006-07 *	21.8%	20.0%	.220
2007-08 *	20.8%	19.0%	.215
2008-09	21.4%	20.3%	.215
2009-10	20.7%	19.4%	

Year	Target	Threshold	Actual
2004-05 *			.223
2005-06 *			.226
2006-07 *	21.8%	20.0%	.220
2007-08 *	20.8%	19.0%	.215
2008-09	22.5%	21.8%	.215
2009-10	21.8%	21.1%	

# Longwood University

## **Measure A.1.a.: In-State Enrollment**

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

Longwood University did not meet all of their performance measures for 2007-08. At the time of the Council's review in 2008, the University noted issues in their Office of Assessment and Institutional Research which contributed to inaccuracies in enrollment/degree projections and IPS targets/thresholds. The Council asked the institution to prepare an improvement plan – attached. The institution revised their degree projections and targets/thresholds in 2008. Unfortunately, they did not adjust their enrollment projections because of a misunderstanding among their staff.

As the president notes in her attached letter, when the institution realized their oversight and they met with SCHEV staff. By that time, it was too late to adjust the enrollment projections and SCHEV staff suggested that the institution document their concerns in a letter which the president sent on February 12, 2009.

In her February 17, 2010 letter, the president outlines the changes that were implemented by the institution. The University adjusted their enrollment and degree projections for 2009-10 last year and it is expected that the institution will achieve their enrollment target this year.

## **Staff Recommendations:**

1. LU not required to submit a remedial plan.
2. LU be certified as substantially meeting all measures.



## LU Response Regarding for Measure A.1.a.

February 17, 2010

Dr. Daniel LaVista  
Executive Director  
State Council of Higher Education for Virginia  
101 North 14<sup>th</sup> Street  
Richmond, VA 23219

Dear Dr. LaVista;

As requested, this is Longwood's Response to SCHEV regarding the Threshold missed for Institutional Performance Standards (IPS), Measure I

The SCHEV IPS Measure I states,

Institution meets its State Council – approved biennial projection of total in-state student enrollment within the prescribed range of permitted variance. (Permitted range of variance for this measure is 5%)

Longwood's original projection of its enrollment for 2006-2013 was approved by the Council on July 10, 2007. Largely, that projection was based on a very optimistic assumption held by many in the Commonwealth that the Nation's, as well as the state's economic environment, would remain strong for at least six years (2006 – 2013). This is particularly evident in two areas: in-state enrollment and degree production. For instance, the in-state enrollment for fall 2008 was projected as 4702, a 4.5% increase from fall 2007. However, Longwood's historical enrollment trend demonstrated a different pattern. That is, from 1997 to 2006, the 10-year-average percentage of increase in in-state enrollment was 2.6%. Between 2002 and 2006, the same percentage dipped to about 1%. The consequence of this overly optimistic projection was first seen in the 2008 IPS certification when Longwood failed to meet the thresholds of IPS measures 3, 10, and 12.

Recognizing that the level of function of the Longwood's Office of Assessment and Institutional Research (OAIR) was at the heart of the issue, that team-work was essential to our successful SCHEV reporting, and that Longwood must revise the original projection in degree production within two weeks, with the assistance of SCHEV staff, Longwood's administration took several urgent measure in June 2008. They included:

1. Planning and restructuring the OAIR team while revising the degree production for FY2008 and FY2009.

In early June 2008, the administration appointed the interim director for OAIR and established the IPS team that consisted of vice presidents, the executive assistants to the president, and several key directors.

By the end of June 2008, the IPS team completed revision of the degree projection for FY2008 and FY 2009. Additionally, the team prepared the Longwood IPS Report to SCHEV (dated 8/25/2008 and 10/03/2008).

Because of the misunderstanding, the IPS team, however, did not recognize, and therefore, was not able to seize the opportunity permitted by SCHEV to revise in-state-enrollment projection for fall 2008 in June 2008. Unfortunately, the consequence of this missed opportunity was not evident until January 2009.

## 2. Restructuring and strengthening OAIR function.

After a nation-wide search, the OAIR director was appointed in December 2008 which was followed by a series of searches for professional staff. The entire process was completed in October 2009. Currently, the full staff of the OAIR includes the director, data manager, assessment coordinator, and administrative assistant. The OAIR director reports to and meets with the President bi-weekly.

## 3. Reviewing fall 2008 in-state enrollment.

In late January 2009, the director of Longwood's OAIR notified Longwood's administration that, according to her preliminary analysis, the University's in-state enrollment for fall 2008 achieved only 94.3% rather than 95% of the projection that we made prior to 2007. To seek guidance and consultation from SCHEV, Longwood's president and the OAIR director met in Richmond with two SCHEV staff, Dr. James Alessio and Mr. Tod Massa, on February 3<sup>rd</sup>, 2009. The goal of the meeting was three fold: to analyze the possible causes of the issue, to explore the possible preventive mechanism for eliminating the reoccurrence of the same mistakes in the future, and, more importantly, to find a way in which to further improve communication between staff members of SCHEV and Longwood.

In accordance with the SCHEV staff's advice, on February 12<sup>th</sup>, 2009, the President of Longwood wrote a letter to Dr. Daniel J. LaVista, the Executive Director of SCHEV, to ask for the Council's consideration of the unusual circumstances when they meet again for 2010 IPS certification.

In conclusion, while we feel proud of what we have accomplished since June 2008, we are also regretful for missing the opportunity to correct errors made in our past

projection. In the spirit of “closing the loop,” we are looking forward to continuing to work closely with SCHEV staff and to improve our scores on all IPS measures, which will include our projections and reports. Once again, we urge the Council, in their upcoming IPS certification in 2010, to consider all factors that contributed to Longwood’s missing the threshold for in-state enrollment for fall 2008.

Sincerely,

Patricia P. Cormier  
President  
Longwood University

**LONGWOOD UNIVERSITY  
IMPROVEMENT PLAN  
July 15, 2008**

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA (SCHEV)  
RESTRUCTURING INSTITUTIONAL PERFORMANCE MEASURES (IPMs)**

As a result of the State Council of Higher Education's certification process for Institutional Performance Measures (IPMs) and Longwood's lack of success in meeting three of the measures, the University has thoroughly examined its processes for establishing IPMs and taken corrective action.

**Identified Issues:**

The University determined that the missed targets were a result of miscalculations on the part of the Institutional Research staff.

Longwood's Assessment and Institutional Research Office was staffed by two individuals; one who worked in the Institutional Research (IR) area and another who primarily worked with Assessment. These two individuals were responsible for all of the SCHEV, Federal, State, and all other reporting requirements of the institution.

**Corrective Action Taken:**

The University surveyed a number of other public colleges and universities in Virginia, as well as reviewed web sites of a number of institutions across the Nation, to see how other Assessment /IR units are structured within the college or university. It quickly became apparent that Longwood University's Assessment and IR area, with only two employees, was greatly understaffed.

As a result of the analysis of the Assessment and IR area, the University is expanding the Assessment and IR Office from its current two employees (plus limited, non-dedicated administrative support) to a total of five, including a full-time administrative support person. The positions have been established, job descriptions written, and ads placed. A search committee has been established to fill the positions and it is anticipated that all of the positions will be filled by October 2008. The composition of the unit will be as follows:

- Director of Assessment and Institutional Research (vacant, existing position)
- Associate Director, Assessment and Institutional Research (existing position)
- Data Manager (new position)
- Research Assistant (new position)
- Administrative and Office Specialist III (new position)

The Assessment and IR Office will report directly to the President's Office. The Assessment and IR offices will be relocated into a facility that is dedicated totally to the Assessment and IR unit. The space is being renovated and will be available September 1.

Currently, the Associate Director is serving as the Interim Director and has been given research assistance through an individual who has past experience from a previous position in both BANNER and institutional research and is currently working in Longwood's Information and Instructional Technology Services unit.

Already, the Interim Director has made great strides in involving faculty and staff on campus in Assessment and IR issues and is working with them to develop more open and interactive communication so that data is more transparent.

**Future Outcome:**

Currently the Assessment /IR staff is working directly with the President and key administrators to ensure that the projections for the Institutional Performance Measures are being calculated with all the appropriate variables being considered.

It is anticipated that an increased staff, with the requisite skills, will give the University an Assessment and Institutional Research unit that provides accurate data and required projections to SCHEV, State, Federal, and others with reporting requirements. The Assessment and Institutional Research Office will be an integral component of the University, one that is respected both on and off campus.

# Richard Bland College

## Measure A.1.c.: Degree Awards

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

For the academic year 2008-09, Richard Bland College did not achieve the threshold for degrees awarded. The target for this measure was 200 degrees awarded and the threshold was 190 degrees awarded.

RBC awarded 165 degrees (82.5% of the target, 87% of the threshold). As RBC previously failed to meet the threshold for this target for the 2007-08 academic year, a remedial plan to improve the college's performance on this measure was approved by Council in October, 2009 - attached.

The remedial plan requires SCHEV staff to work with RBC to audit the college's current practices in enrollment projections in order to establish a more effective process. SCHEV staff will be working with RBC during the target/threshold setting process that begins this spring.

## Measure A.5.a.: Average Retention Rate

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

For the academic year 2008-09, RBC did not achieve the threshold for annual retention rate. The target for this measure was 61% retention and the threshold was 56% retention. RBC's actual retention rate for 2008-09 was 47.2%.

While the college's underachievement of this measure is substantial, RBC's failure to meet the threshold for this measure for 2008-09 may be an anomaly. In the fall of 2008, RBC opened its first residence halls to 212 new first-time full-time students (23% of their freshman class). Without historical data on which to base retention estimates for these residential students, the college applied the same formulas that had successfully predicted retention for non-residential students at 65-70%. However, of the 212 residential students admitted in 2008, only 64 returned in the fall of 2009 for a 30% retention rate for this group of students.

Cohort	Retention Fall 2008 – Spring 2009	Retention Fall 2008–Fall 2009
Residential	53%	30%
Commuter	80%	64%

*(Provided by RBC)*

RBC attributes the low residential retention rate for the fall 2008 to a lack of academic preparation on the part of the students admitted. As a result, RBC made significant changes to their recruitment program and academic services to address the issue. One such change was the implementation of a minimum 2.5 GPA requirement for students wishing to live on-campus.

Since the 2008-09 retention rate for the non-residential students was 64% (above the 61% target), it appears RBC's failure to achieve the 56% threshold for this measure is attributable to the loss of residential students.

RBC believes that the recruitment changes implemented have already had an impact since the residential retention rate for spring 2010 is at 70%, up 17 percentage points from the spring 2009 rate of 53%.

### **First-Quarter Update on 2009 Remedial Plan**

RBC is making progress implementing its remedial plan from last October. Since the plan was developed after the 2008-09 year ended it was not expected to have an impact on that year. The College should begin to see results of their efforts during this year and next.

In providing an update on their progress towards achieving the goal of moving students to graduation and transfer as outlined in the remedial plan, RBC has indicated that they have made contact with Dr. Eddy at the College of William and Mary, to explore current practices in student progress to graduation and transfer.

Dr. Eddy has indicated to SCHEV staff her sincere interest in working with Richard Bland College in a recent email:

*"I am quite interested in providing support since a main line of my research involves community colleges and partnerships. I am currently teaching a course on community colleges and thus have several students that I think would be interested in helping me on this as well."*  
~Dr. Pamela Eddy

In addition, RBC indicated that they have reconvened the RBC Institutional Effectiveness Committee. The update provided by RBC is attached.

### **Staff Recommendations:**

1. RBC provide the Council with a progress report on their October, 2009 remedial plan by August 1, 2010.
2. RBC be certified as substantially making progress on their remedial plan.

## **RBC Response**

Given the lack of baseline data from which to project retention for incoming residential students in Fall 2008, the College used the same formulas that had been successfully used in the past - average retention of 65 - 70%. The reality was that after the projections had been filed, the College chose to admit a number of at-risk students from across the Commonwealth, with the intention of preparing them for transfer under supportive residential conditions.

By mid-semester, College officials realized that this at-risk population was not going to succeed at the level anticipated and contacted SCHEV to ask if retention projection numbers could be modified. While timing issues precluded such modification, the College was assured that such attrition was not uncommon in start-up residential programs.

As seen in the following table, compared to the retention rates for the first-time full-time residential cohort, retention of first-time full-time commuter students (the traditional population for the College) stayed on target.

Accordingly, the College made significant corrections to both the recruitment program and academic service to address residential attrition, including

- Increasing the required GPA for residential students
- Implementing the SACS-approved Quality Enhancement Plan (QEP), which addresses more comprehensive advisement

Because of this intervention, the College has already seen the retention rate for Fall 2009 first-time full-time residential students improve from 53% to 70%.

It is apparent that the extreme drop in retention for Fall 2008 is attributable to the decision to provide an academic opportunity to a residential population who might otherwise have been unable to attend college. The College is preparing to review the residential and commuter populations as they continue into Fall 2010 and is planning to track both populations through to graduation. This should result in more definitive baseline data from which to provide future projections.





**Richard Bland College  
Of The College of William and Mary  
in Virginia**

**Update on Remediation Plan  
IPS Measures 3 and 10**

In follow-up to the IPS Remediation Plan, Richard Bland College reports the following progress:

**Goal #1:** *Relying on measurable outcomes, Richard Bland College will study the barriers to student progress toward graduation and identify strategies that will ameliorate the impact of those barriers.*

To date the College has begun the following actions in order to comply with the mandates in Goal #1:

- develop baseline data on retention and graduation between residential and commuter students based upon the Fall 2008 cohort
- initiate discussions between the Director of IE and the IT programming staff to develop internal programs to track specific cohorts
- mandate RBC 101 for all entering students as the first step in implementing the QEP advisement program. The Director of Institutional Effectiveness and the Chair of the QEP Committee will develop assessment goals to assist in measuring the effectiveness of the program and its impact on retention and time to graduation.

**Goal #2:** *Richard Bland College will follow through with its strategic initiatives intended to move students to graduation and transfer.*

The College has begun exploring strategies to ameliorate recent enrollment projection volatility, particularly in the area of degrees granted/graduation. The following actions have been initiated:

- In consultation with Dr. Virginia McLaughlin, Dean of the School of Education at William and Mary, RBC identified Dr. Pamela Eddy, Associate Professor of Higher Education at William and Mary as the best consultant to assist in exploring best practices in assessing and improving student progress to graduation/or transfer. Dr. Eddy has agreed to work with the Office of Institutional Effectiveness and the Provost at Richard Bland. The fall semester task at RBC has been to re-establish the Institutional Effectiveness Committee (see below) and to identify key RBC faculty who have expertise and an interest in assessment best practices. The College has chosen Dr. Mark Fidelman (see below) to work in conjunction with the RBC IE office and Dr. Eddy. The Provost plans a meeting with Dr. McLaughlin and Dr. Eddy during the quarterly meeting of the Board of Visitors on April 15<sup>th</sup> to review major issues and create a plan of action.
- approval to re-establish the RBC Institutional Effectiveness Committee. This Committee was reassigned as the SACS Steering Committee for the purpose of the last SACS reaffirmation process. When the College received its reaffirmation this year, the Committee was reconvened, with members added to reflect the new residential emphasis.
- selection of Dr. Fidelman, Professor of Physics at RBC, to work with the Director of Institutional Effectiveness to measure the impact of remedial coursework on retention and time to graduation.
- mandatory exit survey administration to all Spring 2010 graduates. This is done every year. This year's survey was revised to include questions appropriate to goals 1 and 2.

# Richard Bland College of The College of William and Mary IPS Measures 3 and 10 Remediation Plan September 30, 2009

For the academic year 2007-08, Richard Bland College missed the threshold for IPS Measures 3, 10, and 11. The widest variance came in # 3 and #10, and this remedial plan is concerned primarily with them. At the same time, however, the College also recognizes that it is likely to miss several thresholds for 2008-09 as well. Because of that and following review sessions with The State Council of Higher Education for Virginia and SCHEV staff, the College has developed the following plan in order that it may be awarded full compliance for the 2009-10 academic year.

**Goal #1: Relying on measurable outcomes, Richard Bland College will study the barriers to student progress toward graduation and identify strategies that will ameliorate the impact of those barriers.**

## The Problem: Graduation Rates

RBC has a very specific mission: to offer two liberal arts associate degrees and to prepare students for transfer to senior institutions. Our strategic planning focuses on those two responsibilities and none other. The College cannot sustain its mission if it fails to prepare students for admission to senior institutions and for entrance into junior-level courses within various majors. The chart below represents the volatility in graduation rates of our student population.

**Chart 1: IPS Measure 3**

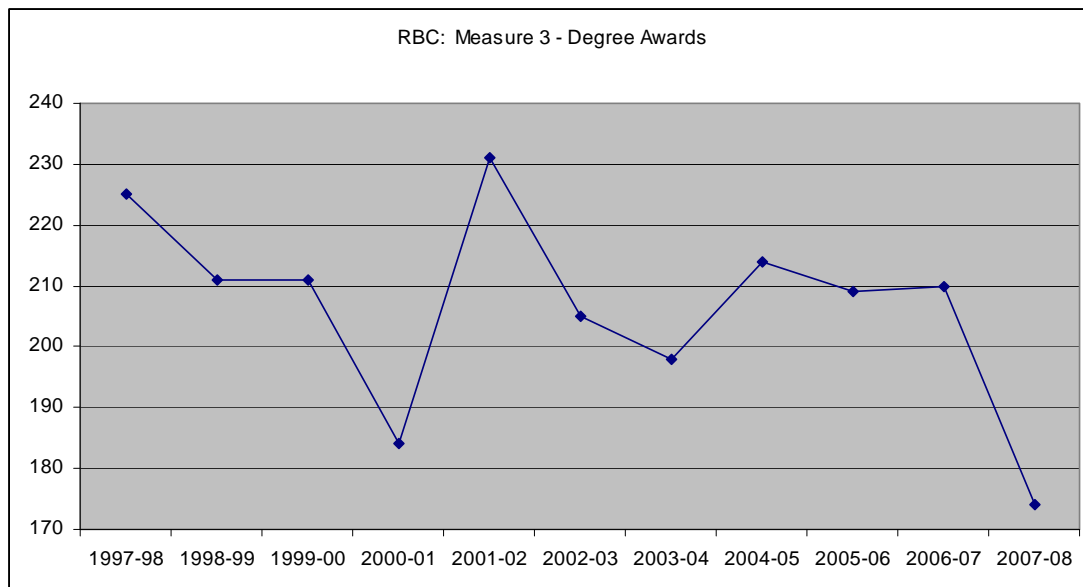


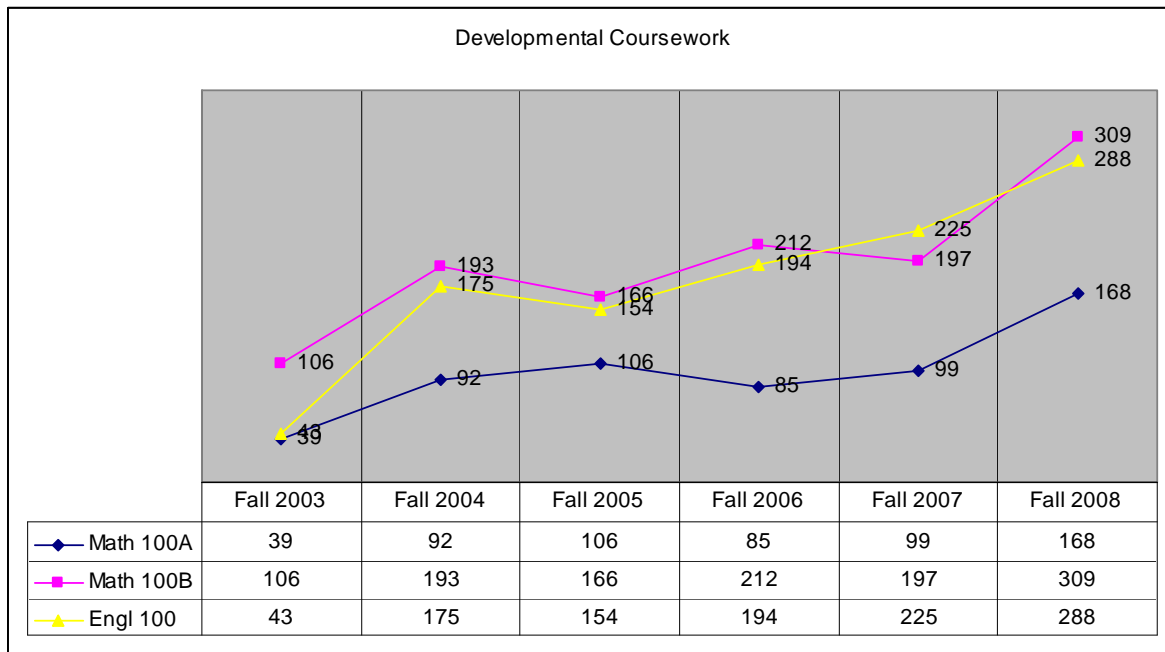
Chart #1 illustrates the fact that slightly over 50% of the data, in any given year, will lie outside the +/- 5% interval due to random fluctuations of the volatile data. One significant challenge, therefore, is for RBC to adopt strategies and methodologies

that are better able to explore this volatility, thereby reducing the uncertainty and improving the progress to graduation or transfer.

*It is clear that the College must create a base line of usable data to allow predictability within the context of such volatility. The staff of SCHEV and that at RBC have committed to a joint effort to audit the college's current practices in enrollment projections in order to establish a more effective process. One adjunct in this dialogue will be the investigation of how SCHEV might examine ways in which to measure success through student transfer before graduation.*

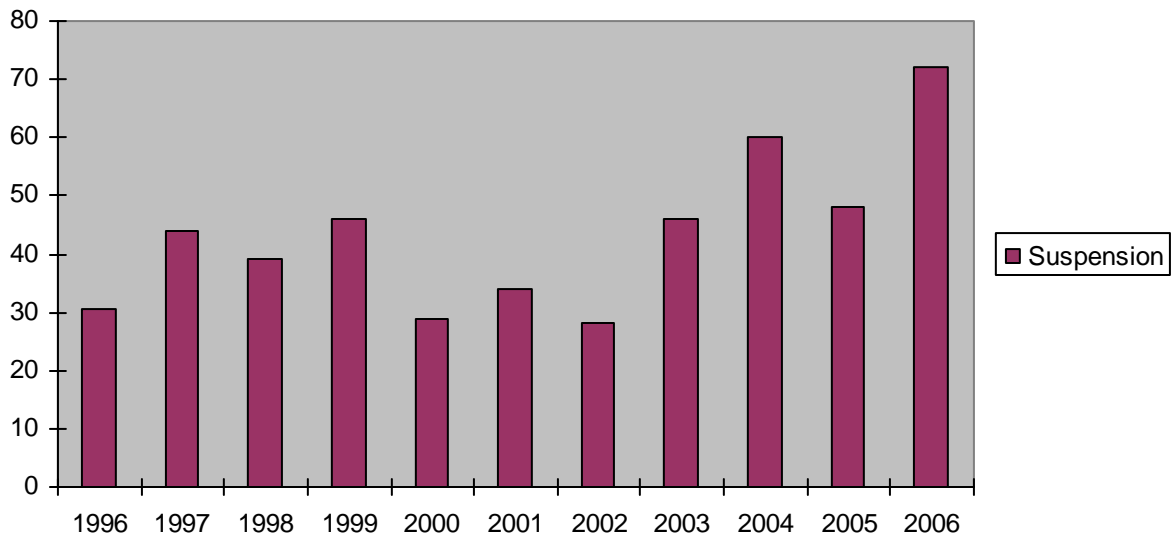
Our student profile has some features of the community colleges in that our historical recruitment area has been local and regional (surrounding six counties and cities) and admission has been on a rolling basis with a low GPA/SAT minimum. More than half of our new students must enroll in one or more of our two developmental courses in English or Mathematics. These courses do not apply to graduation requirements and cannot transfer, slowing the progress to graduation.

**Chart 2: Enrollment in Developmental Courses**



Moreover, the College has adopted a new core curriculum, solidified its course prerequisites, established content-area labs for writing and mathematics, and has vigorously implemented its rules for failure to meet academic standards. As the figures below demonstrate, the latter has led to an increase in the number of students placed on academic warning and probation, both of which nearly always precede suspension.

**Chart 3: Fall Suspension Bar Chart**



The College understands that there is an implicit relationship between slowing the progress to degrees by requiring remedial instruction, and it recognizes that rigorously enforcing its academic suspension policy can delay or prevent graduation.

*It will be the task of a joint effort between Richard Bland College and The College of William and Mary to explore those aspects of institutional strategic choices in the context of national initiatives in two-year institutions (see below under “New Challenges; New Initiatives”).*

### **The Problem: Institutional Reporting**

Richard Bland College has not demonstrated the capacity to capture historical data and apply its significance to strategic planning. Beginning immediately the Office of Institutional Effectiveness at RBC will incorporate key elements of the AIR methodology and best practices, including 1.) consistently make appropriate use of technical standards; 2.) adopt generally acknowledged standards for data collection; 3.) define and implement custody and archiving of data. The College will reconstitute its Institutional Effectiveness Committee. In the fall of 2006, the College designated the Institutional Effectiveness Committee to take on the role of SACS Steering Committee. Many of its original tasks were put on hold until the SACS review was completed. Now that the SACS review is successfully completed, the Committee can return to its original set of responsibilities. Among the first actions of the Committee will be the review of a new exit survey for students leaving RBC as graduates or early transfers (see “New Challenges; New Initiatives,” below).

At the same time, Richard Bland College will ask SCHEV to extend the period of review for IPS measures 3 and 10 for three years, affirming that RBC will not be judged on those measures until 2012, before which resolutions to IPS issues will be resolved and remedies adopted.

**Goal #2: Richard Bland College will follow through with its strategic initiatives intended to move students to graduation and transfer.**

### **The Problem: Degree Completion Patterns**

Richard Bland College will continue to focus on two critical measures of student performance: capacity to transfer to the institution of choice and timely progress toward graduation and transfer. Simultaneously, the College must find strategies to help predict the impact of strategic changes and to identify methods to measure frequent shifts in student behavior. Among the several strategic changes adopted in the past five years at RBC, the following represent choices which have affected statistics critical to the IPS review process.

### **Current Initiatives**

#### **1.) Curriculum Changes**

Between fall semesters 2004 and 2009, RBC has introduced three substantive changes to its basic core curriculum to allow greater flexibility while meeting expectations for transfer to senior institutions. The core has been reduced from forty-five hours to a maximum of thirty, allowing a student greater flexibility in preparing for potential majors in senior institutions. This change was followed by creation of “areas of emphasis” which allow a student to create clusters of courses in disciplines that are likely prospects for majors in a senior institution. More recently (2007-08), the number and type of pre-requisite courses for several areas of study have been strengthened, providing each student with preparation similar to that found in baccalaureate institutions.

#### **2.) Advising**

Begun as part of an opening-day faculty retreat in 2005, the College has remodeled its advising system to focus on engagement between teaching faculty and the first-time student. This strategy is widely used in small colleges where reducing barriers to success in the first six weeks of college is vital. We have experimented with elements of the model in the fall of 2008 and 2009. That experience will form the foundation for the new First-semester Experience (FSE) program recently approved by SACS, and planned for full implementation in the fall of 2010. In conjunction with that initiative, the College has created the ACT (Academic, Career and Transfer) advising center, identifying it as the hub of effective follow through with the FSE students in subsequent semesters. Concurrent with these actions, the College invested in a major revision of the Banner records systems for maintaining student progress not just toward graduation, but toward completion of the “area of emphasis” option noted above.

### **3.) Academic Performance Standards**

In conjunction with the shifts in strategies for advising, the College reinforced its view that the intellectual experience at RBC must be at a level of rigor expected of successful students already attending senior institutions. As Chart #3, above demonstrates, the impact has been more students placed on probation than has occurred in recent years. Nonetheless, adding rigor without also increasing the options for academic support was untenable with our traditional student population. With that caveat in mind in 2006, RBC created a Writing Center, strengthened its Math Lab offerings, and reduced class sizes in developmental courses in English and Mathematics. These actions, combined with the expectations for appropriate pre-requisite courses was adopted as the most effective strategies for preparing our graduates for transfer.

### **4.) Residential Life**

In the fall of 2008, RBC opened its first residence halls and recruited a full contingent of two-hundred and fifty students from across Virginia. This changed the face of the College physically and culturally. Unfortunately, the first year did not bring the type of student who could profit from the other initiatives we took (above) in anticipation of their arrival.

The recruiting process for the 2009 entering class included a minimum GPA of 2.5 to live in residence, believing that such a standard would bring the College students who matched the expectations and resources available on campus. The overall impact of this decision both in the short term and long term will be one of the topics to be reviewed in

“New Challenges; New Initiatives” mentioned below.

### **5.) Student Activities**

Higher education research identifies involvement in organized, orchestrated student activities outside of class as one of the highest positive influences on student success and retention. During the period leading up to the change to a residential campus, RBC convened a campus-wide (including alumni) presidential committee to study all of the ramifications of adding the residence halls. The findings of that group confirmed the research. With that in mind, the College has added staffing to its intramural athletic programs and also now offers club sports (four teams at present) and completely renovated another recreational venue (affectionately called “The Barn”) to allow more clubs and organizations a site for activities, including musical ensemble and chorus, a film series, and traditional black-box theater.

## **New Challenges; New Initiatives**

Over and above those issues and topics mentioned in the first part of this plan, focusing on the need to streamline our statistical analysis and data management, the College believes that the following activities already in place or on the drawing board will have an impact on the life of the campus, particularly the success of our students in progressing to graduation and transfer.

### **1.) The College of William and Mary**

At its formation and throughout its first fifty years, RBC has been fortunate to have The College and William and Mary as its mentor and beacon. The Colleges have three articulation agreements, particular to them: general admission, co-enrollment, and the College of Education Articulation. In addition, they have a history of collaboration at the Board of Visitors level and at the level of faculty-to-faculty contact.

*They will now broaden that relationship by creating an alliance of faculty and staff to address the broad issues of performance in the two year college and transfer to the senior institution. Dr. Virginia McLaughlin, Dean of the School of Education and Dr. Pamela Eddy, Associate Professor of Education at William and Mary will work with Dr. Vernon Lindquist, Provost and Dean of Faculty at Richard Bland College and Professor Steven Martin, Academic Assessment officer of RBC and Chair of its Division of Science and Quantitative Methods. Professor Eddy is a specialist in collaborations among colleges and has worked extensively with two-year institutions. This group will explore the relationship between adopting best practices and implementing rigorous assessment methods. Within one year, it will issue recommendations regarding review of current practices in student progress to graduation and transfer as well as the impact and assessment of those practices.*

### **2.) Exit Survey**

The College has routinely administered some form of exit survey for its graduates. Administration has been in hiatus for several years. Beginning this fall (2009), the survey will be revived and administered at the same time as the student classroom evaluation surveys near the conclusion of each semester. It will focus on issues of student satisfaction, and seek information about each student's immediate plans: continue at RBC, stop out of college, or transfer. We plan to use the results to help us develop intervention strategies and to increase the likelihood that we can follow those who transfer.

### **3.) FSE**

The First Semester Experience (FSE mentioned above) grew out of a year-long campus-wide debate about the SACS Quality Enhancement Plan. After extensive national research, attendance at several national meetings, and conversations with other college campuses, RBC designed a program focusing on advising in the first six weeks of a student's life at RBC. In the fall of 2010, RBC plans to implement fully the program, including the one-credit seminar centered upon various projects reinforcing ownership of one's own academic plan. Assessment tools are already in place to measure how well the course will meet expectations,

and the College is required by SACS to report those findings in its five-year follow-up report in 2013.

#### **4.) Professional Studies: Nursing, Education, Business**

On the heels of our recent decision to revamp the general education core and to create “areas of emphasis,” RBC will more aggressively identify specific professional programs for which we will seek more program-to-program agreements, similar to those we already have with William and Mary and with Longwood University. In specific, we will want to move outside our region and usual base to allow students from outside the region to return to senior institutions across Virginia. In addition, the College is in final negotiations with Southside Regional Medical Center Professional Schools to collaborate in delivering an associates degree in health sciences, combining resources to create a state-of-the-art program.

Each of these initiatives will have its own set of measurements of success, but, on the whole, they are all intended to enhance a student’s engagement in their associate degree studies and their serious pursuit of further study. Each, in its own way, has the potential to help stabilize our enrollment, reducing the volatility and unpredictability of our student population.



# Virginia State University

## **Measure A.5.b.: Degrees per FTE Students**

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.

This is the third time in as many years that Virginia State University has not met all of their targets/thresholds for all measures. It is the only institution to fail at least one measure for each of the three years. This is the second year in a row that VSU did not achieve at least its threshold for degrees per FTE students.

Last year, VSU's president "admitted that there was an error in some of the numbers submitted to SCHEV and if the error was corrected, he believed VSU would meet the target" – see minutes for June 8, 2009 Council meeting. In a letter from the president dated May 20, 2009, reasons for missing this measure were "(1) human error and (2) declining numbers of graduates as a result of increased academic rigor." One of the corrective actions outlined by the president was "[g]oing forward, a quality assurance review team will be established to ensure a detailed verification process, including data integrity and accuracy of University data submitted to SCHEV."

This year the University claims they did not achieve their target/threshold for this measure because of criteria dictated by the Council's restructuring workgroup. Institutions established targets/thresholds for all measures during the summer of 2008. The targets/thresholds were negotiated with SCHEV staff. Although SCHEV staff challenged institutions to improve, SCHEV staff was clear that the final targets/thresholds must be 'owned' by the institutions. A Council workgroup consisting of Alan Wurtzel and Gil Bland reviewed the targets/thresholds. The workgroup felt that there was room for improvement for some institutions. VSU is correct that they received a September 29, 2008 email from SCHEV staff which outlined the workgroup's concerns and presented a set of criteria for proposed changes. What VSU has failed to point out is that the institutions had two options – they could "either change the values to be within the criteria ... or provide a rationale for deviating from the criteria."

Enrollment and degree projections submitted by VSU in 2007, suggested a ratio of .144 for 2008-09 which was in the range of their original target of .150 and a threshold of .120. It is not clear why VSU chose to change their target/threshold instead of providing additional information to support their original submission. As VSU notes, had they stayed with their original values, they would have achieved the measure.

VSU has asked that their target/threshold for this measure be adjusted for 2009-10. This is a reasonable request and should be based on the 2009 projections and set .144. A reasonable threshold would be .115 which is based on the same percentage change VSU used in their original 2008 submission.

**Staff Recommendations:**

1. VSU's 2009-10 target/threshold for the ratio of degrees per FTE students is changed to .144/.115.
2. VSU president and rector of the Board of Visitors meet with the Restructuring Subcommittee to ensure success with future performance assessments.
3. VSU be certified as substantially meeting all measures.

## **VSU Response Regarding for Measure A.5.b.**

After reviewing the ten-year history of undergraduate degree awards and undergraduate annual FTE, an original target of 15% and original threshold of 12% were submitted to SCHEV for this measure. The target and threshold were based primarily on the 2007 enrollment and degree projections that were submitted to SCHEV in August 2007.

An e-mail message dated September 29, 2008, expressed the concerns of two SCHEV council members regarding Measure 12 (A.5.b.) and six others. Council members wanted the 2008-2009 targets for these measures to be greater than the actual 2006-2007 targets and the threshold to be within the largest absolute change between 2004-05 and 2006-07. Unfortunately for VSU, the degrees/FTE for each one of these two years was rounded to 17%, the highest percentage over the ten-year historical period. The largest absolute change was zero; therefore, SCHEV wanted the threshold for 2008-2009 to be set at 17%. A target of 17% and a threshold of 16% were submitted to SCHEV. *(The timing of the distribution of these Council criteria placed VSU at a considerable disadvantage.)*

The criteria and changes above were inconsistent with the VSU projected undergraduate degree awards (632) and undergraduate FTE enrollment (4462) that were submitted to SCHEV in August 2007. Meeting these two projections exactly would have yielded 14.2% in degrees/FTE. The actual degree awards (609) and FTE enrollment (4439) yielded 13.7% in degrees/FTE, well within the original 15% target and 12% threshold. Holding degree awards constant at 609, the VSU FTE enrollment would need to be 3806 to meet the threshold of 16%. Holding FTE enrollment constant at 4439, the VSU degree awards would need to be 711 to meet the threshold of 16%. Consequently, an institution that experiences a decrease in degree awards would be punished for increasing FTE enrollment by improving course offering efficiency or pursuing headcount enrollment growth.

NOTE: Unless Virginia State University is permitted to reset its targets and thresholds for the next certification, the institution likely will be faced with this same challenge with regard to Measure 12 (A.5.b. in the new numbering system).



## COMMONWEALTH of VIRGINIA

Office of the Governor

Richard D. Brown  
Secretary of Finance

P.O. Box 1475  
Richmond, Virginia 23218

May 6, 2010

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

Dear Dr. LaVista:

As you know, the current Appropriation Act (Chapter 781, *2009 Acts of Assembly*) includes a requirement in the General Provisions related to the annual assessment of institutional performance. § 4-9.02 requires, in part, that:

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

The purpose of this letter is to inform you that we have completed our required evaluation of the financial and administrative management measures set forth in paragraph D and E of that section. Secretary Duffey, Secretary Hicks-Thomas and I have evaluated the colleges and universities on the standards in paragraph D. Consistent with § 4-9.02 E of the Appropriation Act, we evaluated the University of Virginia, Virginia Tech, Virginia Commonwealth University and the College of William and Mary on the measures contained in their respective management agreements.

I am pleased to announce that each of the institutions met these standards in aggregate.

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

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The attached document details the performance of each institution compared to individual measures.

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

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

Sincerely,



Richard Brown  
Secretary of Finance

cc: Lisa Hicks-Thomas  
Secretary of Administration

Jim Duffey  
Secretary of Technology

Gerard Robinson  
Secretary of Education

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## Assessment of Institutional Performance

### Summary of the Finance and Administrative Measures 2009-10 for each Institution

#### **Christopher Newport University**

Christopher Newport met the financial and administrative standards for higher education institutions. CNU complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and complying with Commonwealth standards for accounts payable and receivable. The university complied with the debt management policy and met the measure of complying with a classified turnover rate goal set by the institution. While CNU met its overall SWAM goal, it did not exceed its goal of using minority or women owned vendors. CNU met the goal of 75 percent of purchases using the eVA system by purchasing 99 percent of its purchases from vendors in eVA. CNU did not have any major IT projects completed in 2009. The university completed one capital project over the original budget in 2009 but within the revised budget.

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

The College of William and Mary met the financial and administrative standards for level three higher education institutions. W&M did not meet all the standards in the areas of finance and accounting or in human resource management.

William and Mary did not meet all of the finance and accounting measures. The University received an unqualified opinion from the APA but did receive an audit deficiency in the area of financial reporting. The Department of Accounts also noted financial reporting as an area needing improvement. In human resource management, the university's turnover rate was slightly below the CUPA benchmark of 9-11 percent.

The university met all of the standards in Procurement including meeting all of its SWAM goals. The university met all of the Information Technology, and all Capital Outlay, Leases, and Real Estate measures.

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**George Mason University**

George Mason University met the financial and administrative standards for higher education institutions. GMU complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and complying with Commonwealth standards for accounts payable and receivable. The university complied with the debt management policy established by its board. GMU met the measure of complying with a classified turnover rate below the goal set by the university. The university saw significant improvement on their SWAM procurement goals by achieving all of their SWAM agency goals this year. GMU also met the goal of 75 percent of purchases by purchasing 98 percent of its purchases from vendors in eVA. GMU did not have any major IT projects completed in 2009. GMU completed two capital projects over budget in 2009 and did not justify the reasons for the cost overruns. Neither of the projects was completed within the revised budget.

**James Madison University**

James Madison University met the financial and administrative standards for higher education institutions. JMU complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and complying with Commonwealth standards for accounts payable and receivable. The university complied with the debt management policy established by its board. JMU met the measure of complying with a classified turnover rate below the goal set by the university. The university met the overall goal in its SWAM plan and all of its sub goals. The university met the goal of 75 percent of purchases by purchasing 98 percent of its purchases from vendors in eVA. JMU did not have any IT projects completed in 2009. The university completed two capital projects in 2009, one of which was over the original budget although all were completed within their revised budget.

**Longwood University**

Longwood University met the financial and administrative standards for higher education institutions. The university complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and complying with Commonwealth standards for accounts payable and receivable. The university complied with the debt management policy established by its Board. Longwood University met the measure of complying with a classified turnover rate below the goal set by the university. The university achieved the agency's goal in their overall SWAM plan. The university met the goal of 75 percent of purchases by purchasing 99 percent of its purchases from vendors in eVA. Longwood did not have any IT projects completed in 2009. The university completed two capital projects in 2009, one of which was completed within the original budget.

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#### **Norfolk State University**

Norfolk State University met the financial and administrative standards for higher education institutions. NSU complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and complying with Commonwealth standards for accounts payable and receivable. The university complied with the debt management policy established by its board. NSU failed to meet the measure of complying with a classified turnover rate below the goal set by the university. The university achieved 85 percent of the agency's goal in their overall SWAM plan but needs to improve in purchasing from underutilized categories. NSU met the goal of 75 percent of purchases by purchasing 98 percent of its purchases from vendors in eVA. NSU did not have any IT or capital projects completed in 2009.

#### **Old Dominion University**

Old Dominion University met the financial and administrative standards for higher education institutions. The university complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and complying with Commonwealth standards for accounts payable and receivable. The university complied with the debt management policy established by its board. ODU met the measure of complying with a classified turnover rate goal set by the university. The university achieved 85 percent of the agency's goal in their overall SWAM plan but needs to improve in purchasing from underutilized categories. The university met the goal of 75 percent of purchases by purchasing 98 percent of its purchases from vendors in eVA. ODU did not have any IT projects completed in 2009. ODU completed two capital projects in 2009 which were over the original budget.

#### **Radford University**

Radford University met the financial and administrative standards for higher education institutions. RU complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and complying with Commonwealth standards for accounts payable. But the University did not comply with the Commonwealth standards for accounts receivable. The university complied with the debt management policy established by its board. RU met the measure of complying with a classified turnover rate below the goal set by the university. The University met the overall goal in its SWAM plan. RU met the goal of 75 percent of purchases by purchasing 97.5 percent of its purchases from vendors in eVA. Radford had no IT project completed in 2009. Radford completed one capital project in 2009 and that project was not completed within the original budget.



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**Richard Bland College**

Richard Bland College met the financial and administrative standards for higher education institutions. RBC complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and complying with Commonwealth standards for accounts payable and receivable. The college complied with the debt management policy established by its board. RBC met the measure of complying with a classified turnover rate below the goal set by the university. The college met the overall goal in its SWAM plan. RBC met the goal of 75 percent of purchases using the eVA system by purchasing 99 percent of its purchases from vendors in eVA. Richard Bland did not have an IT project or capital project completed in 2009.

**University of Mary Washington**

The University of Mary Washington met the financial and administrative standards for higher education institutions. The university complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and complying with Commonwealth standards for accounts payable and receivable. The university complied with the debt management policy established by its board. The university met the measure of complying with a classified turnover rate goal set by the university. The university achieved 85 percent of the agency's goal in their overall SWAM plan but needs to improve in purchasing from minority businesses. The university met the goal of 75 percent of purchases by purchasing 99 percent of its purchases from vendors in eVA. UMW did not have an IT project completed in 2009. The university completed one capital project in 2009 and that project was completed within the original budget.

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**University of Virginia**

The University of Virginia met the financial and administrative standards for level three higher education institutions. UVA complied with four out of the five human resource measures. The UVA average percentage rate of turnover was slightly below the CUPA-HR benchmark of 9 to 11 percent.

UVA met all of the Finance and Accounting measures except the annualized investment returns earned on operating cash balances invested by the institution over a rolling three year period. Their annualized yield was 2.14 percent while the 91-day Treasury Bill Index over a rolling three year period was 4.17 percent. In Procurement, UVA achieved 85 percent of the agency's goal in their overall SWAM plan although they failed to meet their goals in the category of purchasing from minority business.

The university met all of the Information Technology, Capital Outlay, Leases, and Real Estate measures.

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

The University of Virginia's College at Wise met the financial and administrative standards for higher education institutions. UVA-Wise complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and complying with Commonwealth standards for accounts payable and receivable. UVA-Wise complied with the debt management policy established by its board. Based on UVA's performance, UVA-Wise met the measure of complying with a classified turnover rate below the goal set by the university. UVA-Wise achieved 85 percent of the agency's goal in their overall SWAM plan although they failed to meet their goals in the category of purchasing from minority business. The college met the goal of 75 percent of purchases in eVA with UVA purchasing 91 percent of purchases from vendors in eVA. The college did not have an IT project completed in 2008. The University had four capital projects completed in 2009 and none of those projects were completed within the original budget.

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#### **Virginia Commonwealth University**

Virginia Commonwealth University met the financial and administrative standards for level three higher education institutions. VCU met all the financial and debt management standards. The university failed to meet one human resources measure – its turnover rate of 8.7 percent exceeded the state classified rate by more than 15 percent. VCU met all of the measures in capital and information technology.

VCU met all of the standards in procurement including meeting all of the university's SWAM goals.

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

The Virginia Community College System met the financial and administrative standards for higher education institutions. The VCCS complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and complying with Commonwealth standards for accounts payable and receivable. The VCCS complied with the debt management policy established by its board. The VCCS met the measure of complying with a classified turnover rate below the state average for institutions. Fourteen of the twenty-three community colleges met the overall goal in their SWAM plan in 2009. The VCCS met the goal of 75 percent of purchases by purchasing 95 percent of its purchases from vendors in eVA. The VCCS had one IT project in 2009, and the budget was re-baselined and on track to complete within the authorized variance of the baseline. Four of the twenty-three community colleges completed a total of four capital projects in 2009. The VCCS completed none of these projects under the original budget.

#### **Virginia Military Institute**

Virginia Military Institute met the financial and administrative standards for higher education institutions. VMI complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and complying with Commonwealth standards for accounts payable and receivable. VMI complied with the debt management policy established by its board. VMI met the measure of complying with a classified turnover rate below the state average for institutions. VMI met the overall goal in its SWAM plan but failed to meet its goals in purchasing in underutilized categories. VMI met the goal of 75 percent of purchases by purchasing 95 percent of its purchases from vendors in eVA. VMI did not have an IT or capital project completed in 2009.

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**Virginia State University**

Virginia State University met the financial and administrative standards for higher education institutions. VSU complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and complying with Commonwealth standards for accounts payable and receivable. The university complied with the debt management policy established by its board. VSU met the measure of complying with a classified turnover rate below the state average for institutions. The University met all of the goals in its SWAM plan. VSU met the goal of 75 percent of purchases by purchasing 96 percent of its purchases from vendors in eVA. VSU did not have an IT or capital project completed in 2008.

**Virginia Tech**

Virginia Tech met the financial and administrative standards for level three higher education institutions. VPI complied with four of the five human resource measures. They did not meet the turnover rate benchmark because their turnover rate was 4.1 percent which was lower than the CUPA-HR benchmark of 9 to 11 percent.

Virginia Tech met all of the procurement and surplus measures. VPI met the overall goal in its SWAM plan but failed to meet the goal in purchasing from minority businesses. The university met all of the Information Technology, Finance and Accounting, and Capital Outlay, Leases, and Real Estate measures.

**Assessment of Institutional Performance**  
 Financial and Administrative Standards for Higher Education Institutions  
 Last Edited: May 4, 2010

Institution	Unqualified Opinion from APA	No Significant Audit Deficiencies	Substantial Compliance with Financial Reporting	Accounts Receivable Standards	Accounts Payable Standards	Complies with Debt Mgmt Policy	Within 15% of Turnover Rate Goal	Within 15% of SWAM plan Goal	No less than 75% of Purchases from vendors in eVA	Complete 11 projects under original budget	Complete Capital projects under original budget	Pass/Fail	Institution
Christopher Newport University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes (99.22%)	None	No (0.1)		Christopher Newport University
Richard Bland College	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes (99.59%)	None	None		Richard Bland College
George Mason University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes (99.44%)	None	No (0.2)		George Mason University
James Madison University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes (99.64%)	None	Partial (1/2)		James Madison University
Longwood University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes (99.26%)	None	Partial (1/2)		Longwood University
Norfolk State University	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes (98.44%)	None	None		Norfolk State University
Old Dominion University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes (98.17%)	None	No (0.2)		Old Dominion University
Radford University	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes (97.50%)	None	No (0.1)		Radford University
University of Mary Washington	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes (99.13%)	None	Yes (1/1)		University of Mary Washington
University of Virginia's College at Wise	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes (91.73%)	None	No (0.3)		University of Virginia's College at Wise
Virginia Community College System	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes (95.86%)	No	No (0.4)		Virginia Community College System
Virginia Military Institute	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes (99.37%)	None	None		Virginia Military Institute
Virginia State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes (97.24%)	None	No (0.1)		Virginia State University

## **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.

## **Institutional Performance Measures 2009 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.

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

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

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.

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.

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.

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 for all 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. a) 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;

b) 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 1) the budget originally approved by the institution's governing board for projects initiated under delegated authority, or 2) the budget set out in the Appropriation Act or other Acts of Assembly. If the institution exceeds the budget for

any such project, the Secretaries of Administration and Finance shall review the circumstances causing the cost overrun and the manner in which the institution responded and determine whether the institution shall be considered in compliance with the measure despite the cost overrun.

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 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.a) 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;

b. The institution (with the exception of Virginia Commonwealth University) 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. VCU will process no less than 70 percent of its transactions through eVA with no less than 80 percent of its purchase transactions in fiscal year 2010.

### 5. Capital Outlay

a. The institution will complete capital projects (with an individual cost of over \$1,000,000) within 1) the budget originally approved by the institution's governing board at the preliminary design state for projects initiated under delegated authority, or 2) 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;

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;

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. 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.

<b>General Fund Financial Benefits of Restructuring Certification, FY2009</b>					
<b>Institution</b>	<b>Interest Earnings</b>	<b>Credit Card</b>	<b>eVA Sole Source Fee</b>	<b>Carry Forward</b>	<b>Total</b>
<b>CNU</b>	\$161,463	\$50,206	\$7	\$5,153	\$216,829
<b>CWM</b>	\$109,237	\$33,675	\$1,046	\$0	\$143,958
<b>GMU</b>	\$1,360,997	\$95,622	\$1,234	\$1,951	\$1,459,804
<b>JMU</b>	\$970,011	\$111,530	\$11	\$8,450	\$1,090,002
<b>LU</b>	\$327,298	\$43,940	\$419	\$11,009	\$382,666
<b>NSU</b>	\$48,086	\$0	\$655	\$863,454	\$912,195
<b>ODU</b>	\$1,144,994	\$32,015	\$9,318	\$589,270	\$1,775,597
<b>RU</b>	\$133,613	\$14,744	\$712	\$2,439,410	\$2,588,479
<b>UMW</b>	\$44,600	\$42,955	\$146	\$15,660	\$103,361
<b>UVA</b>	\$57,610	\$119,371	\$197,064	\$6,148,541	\$6,522,586
<b>UVAW</b>	-\$1,036	\$0	\$0	\$25,051	\$24,015
<b>VCU</b>	\$872,163	\$138,496	\$19	\$529,581	\$1,540,259
<b>VMI</b>	\$58,236	\$31,463	\$2,807	\$34,697	\$127,203
<b>VSU</b>	\$160,501	\$7,967	\$703	\$1,547,545	\$1,716,716
<b>VT</b>	\$767,575	\$92,326	\$93,252	\$0	\$953,153
<b>RBC</b>	\$39,269	\$8,934	\$0	\$112	\$48,315
<b>VCCS</b>	\$1,842,832	\$280,278	\$13,350	\$7,993,264	\$10,129,724
<b>Total</b>	<b>\$8,097,449</b>	<b>\$1,103,522</b>	<b>\$320,743</b>	<b>\$20,213,148</b>	<b>\$29,734,862</b>

<b>General Fund Financial Benefits of Restructuring Certification FY2007 through FY2009</b>			
	<b>FY2007</b>	<b>FY2008</b>	<b>FY2009</b>
<b>Interest</b>	\$14,967,402	\$15,361,428	\$8,097,449
<b>Credit Card</b>	\$1,682,600	\$1,225,395	\$1,103,522
<b>eVA Sole Source Fee</b>	\$225,983	\$187,569	\$320,743
<b>Carry Forward</b>	\$42,371,251	\$24,905,312	\$20,213,148
<b>Total</b>	<b>\$59,247,236</b>	<b>\$41,679,704</b>	<b>\$29,734,862</b>



Financial Benefits of Certification						
Institution	FY2007			FY2008		
	Total Benefit	% GF	% (GF+NGF)	Total Benefit	% GF	% (GF+NGF)
CNU	\$299,453	1.13%	0.61%	\$383,174	1.42%	0.79%
CWM	\$2,736,768	5.90%	2.26%	\$44,716	0.10%	0.04%
GMU	\$2,031,846	1.57%	0.66%	\$2,341,652	1.77%	0.70%
JMU	\$2,063,239	2.85%	1.10%	\$1,611,897	2.18%	0.80%
LU	\$322,257	1.24%	0.67%	\$493,649	1.86%	0.98%
NSU	\$16,183	0.04%	0.02%	\$511,782	1.15%	0.63%
ODU	\$1,618,016	1.52%	0.84%	\$2,275,939	2.15%	1.12%
RU	\$1,039,429	2.19%	1.16%	\$1,494,120	3.04%	1.61%
UMW	\$148,820	0.69%	0.28%	\$167,348	0.76%	0.30%
UVA	\$11,418,220	8.06%	2.67%	\$7,523,742	5.33%	1.65%
UVAW	\$456,604	3.20%	2.16%	\$71,908	0.50%	0.33%
VCU	\$2,257,103	1.22%	0.55%	\$1,578,013	0.84%	0.36%
VMI	\$122,784	1.19%	0.44%	\$166,752	1.61%	0.58%
VSU	\$265,836	0.84%	0.47%	\$449,860	1.39%	0.76%
VT	\$11,101,255	6.64%	2.60%	\$155,564	0.09%	0.03%
RBC	\$192,583	3.39%	2.24%	\$154,619	2.69%	1.75%
VCCS	\$23,156,839	6.07%	3.53%	\$18,934,498	5.01%	2.81%
<b>Total</b>	<b>\$59,247,236</b>	<b>4.06%</b>	<b>1.87%</b>	<b>\$38,359,233</b>	<b>2.62%</b>	<b>1.16%</b>

## **State Council of Higher Education**

### **2010 Institutional Performance Evaluation**

#### **2008-09 Summaries on Measures:**

- A.1.a.: In-State Enrollment**
- A.1.b.: Under-represented Enrollments**
- A.1.c.: Degree Awards**
- A.3.: High-need Degrees**
- A.4.: Academic Standards**
- A.5.a.: Average Retention Rate**
- A.5.b.: Degrees per FTE Students**
- A.6.a.: Transfer Students**
- A.6.b.: Dual Enrollments**
- A.7: Research**
- B.2.: Degrees per FTE Faculty**
- B.3.: Articulation Agreements**
- B.4.: Economic Development**
- B.5.: Patents & Licenses**
- B.6.: K12 Development**
- B.7.: Campus Safety & Security**

<b>Measure A.1.a.: In-State Enrollment</b>				
<b>A.1. Access: A.1.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>				
<b>Institution</b>	<b>Actual</b>	<b>Target</b>	<b>Performance</b>	<b>Result</b>
<b>Four-Year Public Institutions</b>				
CNU	4,672	4,904	95.3%	<b>Threshold Achieved</b>
CWM	5,080	4,944	102.8%	<b>Target Achieved</b>
GMU	25,312	25,238	100.3%	<b>Target Achieved</b>
JMU	13,069	13,376	97.7%	<b>Threshold Achieved</b>
LU	4,436	4,703	94.3%	<b>Threshold Not Achieved</b>
NSU	5,152	5,084	101.3%	<b>Target Achieved</b>
ODU	20,383	19,891	102.5%	<b>Target Achieved</b>
RU	8,462	8,431	100.4%	<b>Target Achieved</b>
UMW	4,099	4,040	101.5%	<b>Target Achieved</b>
UVA	15,504	15,635	99.2%	<b>Threshold Achieved</b>
UVAW	1,873	1,791	104.6%	<b>Target Achieved</b>
VCU	27,585	27,480	100.4%	<b>Target Achieved</b>
VMI	857	806	106.3%	<b>Target Achieved</b>
VSU	3,463	3,582	96.7%	<b>Threshold Achieved</b>
VT	21,337	20,561	103.8%	<b>Target Achieved</b>
<b>Two-Year Public Institutions</b>				
RBC	1,612	1,533	105.2%	<b>Target Achieved</b>
VCCS	167,541	160,141	104.6%	<b>Target Achieved</b>
<b>Note: Target numbers are taken from 2007 Enrollment Projections.</b>				

**Measure A.1.b.: Under-represented Enrollments**

A.1. Access: A.1.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.)

Institution	Actual			1st Gen	Unique	Target	Threshold	Result
	Minority	Pell	Locality					
<b>Four-Year Public Institutions</b>								
CNU	651	440	152	2,100	2,507	1,040	967	Target Achieved
CWM	995	444	236	N/A	1,385	1,235	1,173	Target Achieved
GMU	5,234	3,008	193	2,557	7,828	6,970	6,482	Target Achieved
JMU	1,732	1,294	1,088	N/A	3,346	3,350	3,183	Threshold Achieved
LU	372	564	417	N/A	1,087	1,077	1,002	Target Achieved
NSU	N/A	2,358	940	N/A	2,741	2,506	2,381	Target Achieved
ODU	5,334	3,833	2,225	N/A	8,163	7,325	6,825	Target Achieved
RU	869	1,338	920	2,588	3,911	2,506	2,381	Target Achieved
UMW	497	309	127	220	934	760	714	Target Achieved
UVA	2,776	959	806	N/A	3,729	3,549	3,426	Target Achieved
UVAW	222	557	404	313	1,032	841	782	Target Achieved
VCU	7,144	3,819	743	N/A	9,174	8,300	7,470	Target Achieved
VMI	120	113	77	N/A	258	202	188	Target Achieved
VSU	N/A	1,534	336	N/A	1,662	1,684	1,599	Threshold Achieved
VT	2,918	2,106	1,219	1,332	5,878	5,171	4,915	Target Achieved
<b>Two-Year Public Institutions</b>								
RBC	524	289	N/A	N/A	639	486	486	Target Achieved
VCCS	53,628	32,300	22,942	N/A	83,832	76,105	70,777	Target Achieved

N/A=Category not applicable to institution.

<b>Measure A.1.c.: Degree Awards</b>										
<b>A.1. Access: A.1.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.</b>										
Institution	Total Degrees			Undergraduate Degrees			Graduate and First-Professional Degrees			Overall
	Actual	Target	Performance	Actual	Target	Performance	Actual	Target	Performance	Result
<b>Four-Year Public Institutions</b>										
CNU	1,023	966	105.9%	955	883	108.2%	68	83	81.9%	Threshold Achieved
CWM	2,261	2,245	100.7%	1,461	1,430	102.2%	800	815	98.2%	Threshold Achieved
GMU	7,304	7,030	103.9%	4,009	3,711	108.0%	3,295	3,319	99.3%	Threshold Achieved
JMU	4,334	4,408	98.3%	3,630	3,771	96.3%	704	637	110.5%	Threshold Achieved
LU	943	905	104.2%	761	750	101.5%	182	155	117.4%	Target Achieved
NSU	1,059	1,045	101.3%	837	803	104.2%	222	242	91.7%	Threshold Achieved
ODU	4,356	4,278	101.8%	2,955	2,914	101.4%	1,401	1,364	102.7%	Target Achieved
RU	2,203	2,250	97.9%	1,762	1,831	96.2%	441	419	105.3%	Threshold Achieved
UMW	1,152	1,191	96.7%	933	951	98.1%	219	240	91.3%	Threshold Achieved
UVA	6,262	6,196	101.1%	3,560	3,480	102.3%	2,702	2,716	99.5%	Threshold Achieved
UVAW	287	285	100.7%	287	285	100.7%	N/A	N/A	N/A	Target Achieved
VCU	6,210	6,211	100.0%	3,728	3,680	101.3%	2,482	2,531	98.1%	Threshold Achieved
VMI	290	286	101.4%	290	286	101.4%	N/A	N/A	N/A	Target Achieved
VSU	719	747	96.3%	617	644	95.8%	102	103	99.0%	Threshold Achieved
VT	7,309	7,202	101.5%	5,358	5,257	101.9%	1,951	1,945	100.3%	Target Achieved
<b>Two-Year Public Institutions</b>										
RBC	165	200	82.5%	165	200	82.5%	N/A	N/A	N/A	Threshold Not Achieved
VCCS	18,258	16,990	107.5%	18,258	16,990	107.5%	N/A	N/A	N/A	Target Achieved
<b>Note: Degree Estimates are taken from 2009 Enrollment Projections.</b>										

**Measure A.3.: High-need Degrees**

A.3. Breadth of Academics: A.3. 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.

Institution	Actual				Total	Target	Threshold	Result
	Engineering	Teaching	Medicine	Nursing				
<b>Four-Year Public Institutions</b>								
CNU	7	58	0	0	65	67	62	Threshold Achieved
CWM	0	240	0	0	240	180	168	Target Achieved
GMU	545	1,111	0	321	1,977	1,810	1,683	Target Achieved
JMU	0	695	0	115	810	769	715	Target Achieved
LU	0	398	0	0	398	242	225	Target Achieved
NSU	64	172	0	116	352	287	260	Target Achieved
ODU	557	975	0	240	1,772	1,700	1,583	Target Achieved
RU	0	498	0	112	610	540	513	Target Achieved
UMW	0	243	0	0	243	234	218	Target Achieved
UVA	594	547	142	213	1,496	1,558	1,449	Threshold Achieved
UVAW	3	52	0	17	72	58	54	Target Achieved
VCU	182	533	174	425	1,314	1,200	1,080	Target Achieved
VMI	75	0	0	0	75	70	62	Target Achieved
VSU	19	145	0	8	172	40	38	Target Achieved
VT	1,532	377	0	0	1,909	1,728	1,626	Target Achieved
<b>Two-Year Public Institutions</b>								
RBC	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
VCCS	636	17	N/A	1,794	2,447	2,400	2,232	Target Achieved

N/A=Measure not applicable to institution.

**Measure A.4.: Academic Standards**

**A.3. Academic Standards: A.4. 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.**

<b>Institution</b>	<b>Result</b>
<b>Four-Year Public Institutions</b>	
CNU	Reported
CWM	Reported
GMU	Reported
JMU	Reported
LU	Reported
NSU	Reported
ODU	Reported
RU	Reported
UMW	Reported
UVA	Reported
UVAW	Reported
VCU	Reported
VMI	Reported
VSU	Reported
VT	Reported
<b>Two-Year Public Institutions</b>	
RBC	Reported
VCCS	Reported

<b>Measure A.5.a.: Average Retention Rate</b>				
<b>A.5. Student Retention and Timely Graduation: A.5.a. Institution maintains acceptable progress towards agreed upon targets for the average annual retention and progression rates of degree-seeking undergraduate students.</b>				
<b>Institution</b>	<b>Average Rate</b>	<b>Target</b>	<b>Threshold</b>	<b>Result</b>
<b>Four-Year Public Institutions</b>				
CNU	84.0%	83.5%	80.4%	Target Achieved
CWM	92.8%	92.0%	89.6%	Target Achieved
GMU	83.2%	81.2%	80.4%	Target Achieved
JMU	89.9%	88.3%	87.7%	Target Achieved
LU	85.0%	72.1%	70.7%	Target Achieved
NSU	78.9%	74.0%	70.0%	Target Achieved
ODU	78.5%	75.0%	73.1%	Target Achieved
RU	81.2%	81.2%	78.2%	Target Achieved
UMW	85.2%	84.4%	83.9%	Target Achieved
UVA	94.7%	92.0%	90.0%	Target Achieved
UVAW	74.2%	73.0%	67.9%	Target Achieved
VCU	82.2%	81.4%	73.3%	Target Achieved
VMI	89.8%	86.5%	85.0%	Target Achieved
VSU	77.9%	67.0%	60.0%	Target Achieved
VT	90.1%	87.5%	85.1%	Target Achieved
<b>Two-Year Public Institutions</b>				
RBC	47.2%	61.0%	56.0%	Threshold Not Achieved
VCCS	51.3%	49.5%	47.5%	Target Achieved
<b>Note: Retention figures are derived from students enrolled fall 0809 who returned the following fall.</b>				



<b>Measure A.5.b.: Degrees per FTE Students</b>						
<b>A.5. Student Retention and Timely Graduation: A.5.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.</b>						
Institution	Actual			Target	Threshold	Result
	Degrees	Student FTE	Degrees per FTE Students			
<b>Four-Year Public Institutions</b>						
CNU	955	4,571	0.209	0.190	0.170	Target Achieved
CWM	1,461	5,692	0.257	0.240	0.226	Target Achieved
GMU	4,009	16,740	0.239	0.227	0.200	Target Achieved
JMU	3,630	16,874	0.215	0.225	0.218	Threshold Not Achieved
LU	761	3,952	0.193	0.194	0.175	Threshold Achieved
NSU	777	4,368	0.178	0.157	0.147	Target Achieved
ODU	2,955	14,361	0.206	0.200	0.190	Target Achieved
RU	1,762	8,063	0.219	0.228	0.201	Threshold Achieved
UMW	928	3,933	0.236	0.237	0.228	Threshold Achieved
UVA	3,560	14,297	0.249	0.245	0.240	Target Achieved
UVAW	287	1,550	0.185	0.175	0.167	Target Achieved
VCU	3,724	19,696	0.189	0.183	0.163	Target Achieved
VMI	290	1,626	0.178	0.180	0.154	Threshold Achieved
VSU	609	4,460	0.137	0.170	0.160	Threshold Not Achieved
VT	5,182	23,746	0.218	0.220	0.195	Threshold Achieved
<b>Two-Year Public Institutions</b>						
RBC	165	1,015	0.163	0.048	0.046	Target Achieved
VCCS	N/A	N/A	N/A	N/A	N/A	N/A
N/A=Not applicable to the VCCS.						
Note: Four-year public institutions=Includes students seeking a four-year baccalaureate degree; RBC=Includes students seeking an Associate's degree.						

**Measure A.6.a.: Transfer Students**

**A.6. Articulation Agreements and Dual Enrollment: A.6.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.**

Institution	Actual			Target	Threshold	Result
	Without Degree	With Degree	Total			
<b>Four-Year Public Institutions</b>						
CNU	TBD	42	42	15	11	Target Achieved
CWM	TBD	98	98	52	42	Target Achieved
GMU	TBD	1,214	1,214	360	320	Target Achieved
JMU	TBD	309	309	251	236	Target Achieved
LU	TBD	104	104	44	31	Target Achieved
NSU	TBD	73	73	5	3	Target Achieved
ODU	TBD	1,212	1,212	425	387	Target Achieved
RU	TBD	252	252	234	226	Target Achieved
UMW	TBD	141	141	83	47	Target Achieved
UVA	TBD	171	171	107	86	Target Achieved
UVAW	TBD	48	48	42	22	Target Achieved
VCU	TBD	536	536	195	175	Target Achieved
VMI	N/A	N/A	N/A	N/A	N/A	N/A
VSU	TBD	14	14	9	6	Target Achieved
VT	TBD	277	277	118	91	Target Achieved

N/A=Measure not applicable to institution.

**Measure A.6.b.: Dual Enrollments**

A.6. Articulation Agreements and Dual Enrollment: A.6.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.

Institution	Dual Enrollments	Target	Threshold	Result
<b>Two-Year Public Institutions</b>				
RBC	325	230	230	<b>Target Achieved</b>
VCCS	33,029	30,000	27,900	<b>Target Achieved</b>
<b>Note: Measure not applicable to four-year institutions.</b>				

**Measure A.7: Research**

**A.7. Research: A.7. Institution maintains acceptable progress towards agreed upon targets for the three-year moving average of total expenditures in grants and contracts for research.**

<b>Institution</b>	<b>Actual</b>	<b>Target</b>	<b>Threshold</b>	<b>Result</b>
<b>Four-Year Public Institutions (values in millions)</b>				
CWM	\$51.33	\$49.74	\$38.22	<b>Target Achieved</b>
GMU	\$52.05	\$48.80	\$43.67	<b>Target Achieved</b>
ODU	\$59.67	\$48.80	\$39.90	<b>Target Achieved</b>
UVA	\$249.81	\$235.00	\$206.80	<b>Target Achieved</b>
VCU	\$122.30	\$115.79	\$98.42	<b>Target Achieved</b>
VT	\$378.98	\$383.94	\$304.94	<b>Threshold Achieved</b>

Measure not applicable to all institutions.

<b>Measure B.2.: Degrees per FTE Faculty</b>				
<b>B.2. Academic Standards: B.2. Institution reports biennially the ratio of degrees conferred per full-time equivalent instructional faculty member.</b>				
<b>Institution</b>	<b>Degrees</b>	<b>FTE Faculty</b>	<b>Ratio</b>	<b>Result</b>
<b>Four-Year Public Institutions</b>				
CNU	1,023	275	3.72	<b>Reported</b>
CWM	2,261	657	3.44	<b>Reported</b>
GMU	7,304	1,392	5.25	<b>Reported</b>
JMU	4,334	1,184	3.66	<b>Reported</b>
LU	943	236	4.00	<b>Reported</b>
NSU	1,059	312	3.39	<b>Reported</b>
ODU	4,356	847	5.14	<b>Reported</b>
RU	2,203	437	5.04	<b>Reported</b>
UMW	1,152	251	4.59	<b>Reported</b>
UVA	6,262	1,160	5.40	<b>Reported</b>
UVAW	287	92	3.11	<b>Reported</b>
VCU	6,210	1,798	3.45	<b>Reported</b>
VMI	290	132	2.20	<b>Reported</b>
VSU	719	275	2.61	<b>Reported</b>
VT	7,309	1,235	5.92	<b>Reported</b>
<b>Two-Year Public Institutions</b>				
RBC	165	47	3.53	<b>Reported</b>
VCCS	18,258	4,804	3.80	<b>Reported</b>

<b>Measure B.3.: Articulation Agreements</b>				
<b>B.3. Articulation Agreements: B.3. 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.</b>				
<b>Institution</b>	<b>Actual</b>	<b>Target</b>	<b>Threshold</b>	<b>Result</b>
<b>Four-Year Public Institutions</b>				
CNU	Single Guaranteed Admission Agreement			<b>Target Achieved</b>
CWM	7	7	5	<b>Target Achieved</b>
GMU	9	6	4	<b>Target Achieved</b>
JMU	15	15	14	<b>Target Achieved</b>
LU	35	35	33	<b>Target Achieved</b>
NSU	28	27	25	<b>Target Achieved</b>
ODU	Single Guaranteed Admission Agreement			<b>Target Achieved</b>
RU	Single Guaranteed Admission Agreement			<b>Target Achieved</b>
UMW	6	6	5	<b>Target Achieved</b>
UVA	2	2	2	<b>Target Achieved</b>
UVAW	Guaranteed Admission Agreements			<b>Target Achieved</b>
VCU	4	3	2	<b>Target Achieved</b>
VMI	N/A	N/A	N/A	N/A
VSU	4	2	0	<b>Target Achieved</b>
VT	61	61	55	<b>Target Achieved</b>
Not applicable to VMI and two-year institutions.				

**Measure B.4.: Economic Development**

**B.4. Economic Development: B.4. 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.**

<b>Institution</b>	<b>Result</b>
<b>Four-Year Public Institutions</b>	
CNU	Reported
CWM	Reported
GMU	Reported
JMU	Reported
LU	Reported
NSU	Reported
ODU	Reported
RU	Reported
UMW	Reported
UVA	Reported
UVAW	Reported
VCU	Reported
VMI	Reported
VSU	Reported
VT	Reported
<b>Two-Year Public Institutions</b>	
RBC	Reported
VCCS	Reported

<b>Measure B.5.: Patents &amp; Licenses</b>		
<b>B.5. Patents &amp; Licenses: B.5. Institution reports biennially to the State Council the annual number of new patent awards and licenses.</b>		
<b>Institution</b>	<b>Actual</b>	<b>Result</b>
<b>Four-Year Public Institutions</b>		
CWM	2	<b>Reported</b>
GMU	11	<b>Reported</b>
ODU	1	<b>Reported</b>
UVA	76	<b>Reported</b>
VCU	25	<b>Reported</b>
VT	28	<b>Reported</b>
<b>Measure not applicable to all institutions.</b>		



**Measure B.6.: K12 Development**

**B.6. Elementary and Secondary Education: B.6. 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>Institution</b>	<b>Result</b>
<b>Four-Year Public Institutions</b>	
CNU	Reported
CWM	Reported
GMU	Reported
JMU	Reported
LU	Reported
NSU	Reported
ODU	Reported
RU	Reported
UMW	Reported
UVA	Reported
UVAW	Reported
VCU	Reported
VMI	Reported
VSU	Reported
VT	Reported
<b>Two-Year Public Institutions</b>	
RBC	Reported
VCCS	Reported

**Measure B.7.: Campus Safety & Security**

**B.7. Campus Safety and Security: B.7.** 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.

<b>Institution</b>	<b>Result</b>
<b>Four-Year Public Institutions</b>	
CNU	Reported
CWM	Reported
GMU	Reported
JMU	Reported
LU	Reported
NSU	Reported
ODU	Reported
RU	Reported
UMW	Reported
UVA	Reported
UVAW	Reported
VCU	Reported
VMI	Reported
VSU	Reported
VT	Reported
<b>Two-Year Public Institutions</b>	
RBC	Reported
VCCS	Reported

# State Council of Higher Education for Virginia Agenda Item

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

**Date of Meeting:** May 18, 2010

**Presenter:** Dr. Joseph G. DeFilippo  
Director of Academic Affairs & Planning  
[JoeDeFilippo@schev.edu](mailto:JoeDeFilippo@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

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

One public four-year institution (George Mason University) is requesting Council action on a proposal for a new Doctor of Nursing Practice (D.N.P.) program. Staff's review of the proposal finds that it meets the criteria established by Council for program approval.

**Materials Provided:**

- George Mason University
  - Doctor of Nursing Practice

**Financial Impact:** No additional state resources would be required to initiate and sustain the program. GMU will fund the proposed program primarily through institutional reallocations.

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

**Resolution:**

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Doctor of Nursing Practice (DNP) degree (CIP: 51.3818) effective fall 2010.

**George Mason University**  
**Doctor of Nursing Practice (CIP 51.3818)**

**Program Description**

George Mason University (GMU) is proposing the creation of a Doctor of Nursing Practice (DNP) degree program to be initiated fall 2010. The program would be located in the College of Health and Human Services and offered on-line, on-site and in an executive format. Designed to prepare students for leadership roles in clinical practice, the proposed program would provide coursework in nursing and health care administration, nursing administration financial management, organization of nursing and health care delivery systems, and evidence-based practice in nursing and healthcare. The program would offer four concentration areas: Family Nurse Practitioner; Adult Nurse Practitioner; Advanced Clinical Nursing; and Administration in Nursing. The program will expose students to in-depth, content-specific coursework and clinical practicum experiences (for general and specialty practice) in a variety of private and public health care settings. Graduates will be prepared to evaluate research evidence for its applicability to practice, influence the development of health policy, teach in educational settings, and advance clinical science, system competencies, and evidence-based practice.

The Post-BSN DNP program will require 72 credit hours: 12 credit hours of core coursework; 16 credit hours of coursework in core essentials; 36 credit hours in a concentration/advance practice competency coursework; and eight credit hours for a practice project. The Post-MSN DNP program will require 72 credit hours, including up to 30 hours of relevant graduate credit awarded for past masters level courses: 19 credit hours of coursework in core essentials; 2-20 credit hours in a concentration/advanced practice competency coursework; and eight credit hours for a practice project. Students will be required to complete 1,000 practice/mentored clinical hours. For BSN to DNP students, clinical practice will be included in the concentration/advanced practice competency courses. For Post-MSN students the total of 1,000 practice hours will include hours documented from the Master's program.

**Justification for the Proposed Program**

The program proposal was reviewed by two experts external to GMU, who, along with a SCHEV staff member, met with faculty and administrators during a site visit. The external-reviewers endorsed the program proposal. "There is a clear need for additional DNP programs in order to meet the demand for graduates to fill positions as nurse practitioners, nurse midwives, clinical nurse specialists, nursing service administrators and executives, and faculty." Moreover, "the proposed DNP at GMU would be the only one in Northern Virginia where a large number of registered nurses and advanced practice nurses reside." GMU affirms that the proposed program responds to a critical shortage of nurses educated in the highest level of nursing practice. Changes in the population (primarily the rapidly aging "baby-boom"

generation) and in health care delivery are creating demand for degree programs that provide specialized training not found in existing master's or doctoral degree programs. In 2005, it was noted that the need for higher level nursing is apparent in areas of patient safety, evidence based practice, interdisciplinary health care delivery, quality improvement, and utilization of information technology (available at <http://www.nursingworld.org>). "The advanced practice DNP who can manage patient safety, disease processes, and the health care system will be a valuable asset to the patient and the health care system." The American College of Physicians acknowledged that Nurse Practitioners will be critical in providing access to primary care: ([http://www.acponline.org/advocacy/where\\_we\\_stand/policy/np\\_pc.pdf](http://www.acponline.org/advocacy/where_we_stand/policy/np_pc.pdf)).

The external review team noted that GMU possesses the resources (internal and external) to offer a quality program. GMU's experience in offering online courses and the hybrid approach to delivering instruction represents strengths of the program. "The facilities at the Fairfax and the Prince William campus are excellent and will support the onsite aspects of the program." Additionally, "the well established clinical practice sites throughout the state will serve [the institution] well." The External Reviewers also noted that although the faculty in the nursing school are qualified to teach in the program, heavy teaching loads should be monitored as the program grows, "with attention to whether [teaching loads] are reasonable and allow time for practice and scholarship. Practice involvement is an essential element of the infrastructure for the proposed program."

### **Student Demand**

In May 2009, GMU surveyed graduates of the MS degree in Nursing. Of the 47 respondents, 23 (approximately 49%) indicated they would apply to the proposed program.

Data indicates that more students apply for admission to the DNP than available spaces exist to accommodate student demand. In 2007, 68 qualified applicants applied to the DNP program at UVA and only 31 were admitted. In 2008, 55 qualified applicants applied to the program and only 16 were admitted and in 2009, 34 qualified applicants applied to the program and only 24 were admitted (C. Haysdell, Assistant Dean, personal communication).

The summary of projected enrollments for the proposed program shows a headcount (HDCT) of 15 in the program's first year, rising to a HDCT of 26 by the target year. Enrollment projections show a full-time equated student enrollment (FTES) of 9.0 in the program's first year (2010-11). The projections continue as follows: FTES 2011-12, 16.0; 2012-13, 21.0; and 2013-14, 24.0. GMU anticipates 10 graduates per year beginning in 2014-15. If these projections are met, this program will meet Council's viability/productivity standards within five years, as required.

### **Market/Employer Demand**

Employment opportunities for graduates of the proposed program exist in the health industry and academia. Employment advertisements primarily for faculty indicate demand in Virginia and nationally; three advertisements indicate a need for a policy and clinical intern, nurse educator, and a nurse practitioner.

Two letters of support indicate that graduates would be considered for employment opportunities. Projections for future employment of doctoral-level Nurse Practitioners are not available. However, projections for registered nurses indicate the need for nurses and therefore, imply future demand for nurses in leadership positions with doctoral-level education. The Bureau of Labor Statistics (BLS) projects between 2008 and 2018, employment of registered nurses will grow 22% (<http://www.bls.gov/oco/ocos083.htm#outlook>). The Virginia Employment Commission (VEC) projects between 2006 and 2016, employment of registered nurses will grow 24.4% ([www.vawc.virginia.gov/analyzer](http://www.vawc.virginia.gov/analyzer)). GMU notes that there is and will continue to be a need for educators and expert clinicians.

### **Duplication**

Three public institutions in Virginia (ODU, Radford, and UVA) offer a Doctor of Nursing Practice (DNP) degree program. UVA's and ODU's programs differ in that the curriculum is designed for students who possess a Master's degree. GMU's program is designed to offer courses for post-baccalaureate and post-master students. Radford's program is similar to the proposed program in that it will offer courses to post-baccalaureate and post-master students. However, all of the courses in Radford's program will be offered on-line. GMU's program will be a hybrid program offering courses on-line, on-campus, and in an executive format. Moreover, GMU will be the only public institution in the Northern Virginia area to offer a DNP degree program.

### **Resource Needs**

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

### **Board Approval**

The GMU Board of Visitors approved the proposed program on September 30, 2009.

### **Staff Recommendation**

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

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Doctor of Nursing Practice (DNP) degree (CIP: 51.3818) effective fall 2010.

# State Council of Higher Education for Virginia Agenda Item

**Item:** #7.d – Action on New Policy on the Assessment of Student Learning

**Date of Meeting:** May 18, 2010

**Presenter:** Dr. Joseph G. DeFilippo  
Director of Academic Affairs and Planning  
[JoeDeFilippo@schev.edu](mailto:JoeDeFilippo@schev.edu)

**Most Recent Review/Action:**

No previous Council review/action

Previous review/action

**Dates:** March 16, 2010

**Action:** Council revised its existing assessment guidelines by removing the requirement that institutions assess the six Virginia core content areas in terms of “value-added.”

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

At its March 16, 2010 meeting Council considered a resolution to remove the requirement that institutions do “value-added” assessment of student learning from its current assessment policy. The general purpose of the resolution was to accommodate the Council of Presidents’ request that Virginia assessment requirements be made more efficient in relation to reporting on assessment that is done for accrediting bodies, in particular the Southern Association of Colleges and Schools (SACS). While Council acted to remove the value-added requirement, staff were requested to study the possible implementation of a completely revised approach that would more thoroughly align Commonwealth policy with accreditation requirements, in particular with regard to reporting requirements and to the scheduling of assessments relative to the timing of institutional accreditation reviews. SCHEV subsequently convened an ad hoc working group of institutional staff in Richmond to develop a new policy. As a result of this meeting, together with subsequent online discussion and review with the Instructional Programs Advisory Committee (IPAC), a new policy is proposed here for Council consideration.

The proposed policy, [Virginia Public Higher Education Policy on the Assessment of Student Learning](#), is included as an appendix to this agenda item. It includes the following main elements:

- citation of SCHEV Duty #10 on assessment from the Code of Virginia;



- retention of the six Virginia core areas of undergraduate learning, as per prior Council policy;
- principles that articulate the responsibility of institutions to design an assessment program that expresses the values of their missions and to document assessment results and the use to which they are put for improving education;
- SCHEV responsibilities for receiving institutional assessment plans, facilitating feedback, and making assessment results publicly available;
- procedural flexibility that allows institutions to design a schedule that aligns with the timing of accreditation reviews.

Over the course of a single cycle of assessment, it is expected that the proposed policy will reduce the number of institutional reports to SCHEV from (up to) eighteen to two. It is proposed that the new policy take effect immediately.

**Materials Provided:**

- Virginia Public Higher Education Policy on the Assessment of Student Learning

**Financial Impact:** There will be a lessening of costs for institutions and SCHEV.

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

**Resolution:**

**BE IT RESOLVED that the State Council of Higher Education for Virginia adopt the Virginia Public Higher Education Policy on the Assessment of Student Learning, effective immediately.**

## State Council of Higher Education for Virginia (SCHEV)

### Virginia Public Higher Education Policy on the Assessment of Student Learning

#### A. Code of Virginia, § 23-9.6:1. SCHEV Duty #10:

*Develop in cooperation with institutions of higher education guidelines for the assessment of student achievement. An institution shall use an approved program that complies with the guidelines of the Council and is consistent with the institution's mission and educational objectives in the development of such assessment. The Council shall report the institutions' assessments of student achievement in the biennial revisions to the state's master plan for higher education.*

#### B. Core Areas to be Assessed

Critical Thinking

Information Technology Literacy (An institution may choose to forego assessing Information Technology in favor of another competency of relevance to its mission.)

Oral Communication

Quantitative Reasoning

Scientific Reasoning

Written Communication

#### C. Statement of Principles

- Institutions shall design learning outcomes and methods of assessing student achievement that are aligned with their missions and enable efficient satisfaction of accreditation requirements.
- Institutional assessment of student learning shall be designed to
  - demonstrate that an institution's students are achieving—at a college level—skills, abilities, knowledge, and/or dispositions central to the institution's mission; and
  - produce information that is used to improve the institution's educational programs.

#### D. Process

- i. Each institution shall submit to SCHEV its plan to assess the core areas according to the principles described above, and according to a timetable that is appropriate to its institutional accreditation schedule. The Virginia Community College System shall submit a single plan that satisfies the accreditation schedules of the community

colleges. SCHEV shall provide feedback on, and facilitate peer review of, institutional plans as appropriate.

ii. At the conclusion of each complete cycle of assessment (i.e., after all six core areas have been assessed), an institution shall submit to SCHEV a description of the results of assessing the six core areas and the use to which those results have been put for purposes of improving educational programs. SCHEV shall make these results available on its website.

iii. This policy takes effect immediately, and supersedes the previous SCHEV policy on assessment, "Guidelines for Assessment of Student Learning," approved by Council in October 2007, with the following exception: any institution that wishes to continue under the 2007 Guidelines may do so through the completion of the current cycle of assessment.

iv. SCHEV staff shall work with the Instructional Programs Advisory Committee (IPAC), and/or any specialized group established with the assistance of IPAC, to determine any further procedural details that may be necessary to ensure the smooth implementation of this policy, both at its inception and throughout its life. Any substantive change to this policy shall be subject to approval by Council.

# State Council of Higher Education for Virginia Agenda Item

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

**Date of Meeting:** May 18, 2010

**Presenter:** Dr. Joseph G DeFilippo  
Director of Academic Affairs and Planning  
[JoeDeFilippo@schev.edu](mailto: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 (Christopher Newport University and George Mason University) are requesting Council action on a total of seven proposals for new degree programs. The programs would be implemented in fall 2010. Staff's review of the proposals finds that each meets the criteria established by Council for program approval.

**Materials Provided:**

Programs at Public Universities:

- Christopher Newport University
  - Bachelor of Arts (B.A.) in Economics
- George Mason University
  - Bachelor of Arts (B.A.) in Art History
  - Bachelor of Science (B.S.) in Bioengineering
  - Bachelor of Arts (B.A.) in Environmental and Sustainability Studies
  - Bachelor of Science (B.S.) in Environmental Science
  - Master of Science (M.S.) in Geoinformatics and Geospatial Intelligence
  - Master of Science (M.S.) in Sport and Recreation Studies

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

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

**Resolutions:**

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to Christopher Newport University to initiate a Bachelor of Arts (B.A.) degree program in Economics (CIP: 45.0601), effective fall 2010.

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Bachelor of Arts (B.A.) degree program in Art History (CIP: 50.0703), effective fall 2010.

**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 Bioengineering (CIP: 14.0501), effective fall 2010.

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Bachelor of Arts (B.A.) degree program in Environmental and Sustainability Studies (CIP: 30.3301), effective fall 2010.

**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 Environmental Science (CIP: 03.0104), effective fall 2010.

**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 Geoinformatics and Geospatial Intelligence (CIP: 45.0799), effective fall 2010.

**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 Sport and Recreation Studies (CIP: 31.0504), effective fall 2010.

**Christopher Newport University**  
**Bachelor of Arts (B.A.) in Economics (CIP: 45.0601)**

**Program Description**

Christopher Newport University (CNU) is proposing the creation of a Bachelor of Arts (BA) in Economics degree program to be initiated fall 2010. The proposed program would provide a comprehensive and integrated approach to the study and understanding of economics, the micro- and macro-economic variables in the economy, and issues and trends related to the forecasting of micro- and macro-economics. Coursework in statistics, research methodology in economic research, and micro- and macro-economics would provide an intellectual forum for students to critically examine and analyze the fundamental principles and theories of economics and economic issues. The program combines the study of economic models, theories, and analytical methods with the philosophical and logical elements of political thought, government and law, or the study of mathematics. A track in Mathematical Economics would be offered. A culminating experience would be required and students would engage in an independent research project. Graduates would be prepared to perform market and industry analysis, collect, analyze and present data, and apply theories and concepts to construct economic models.

The BA in Economics would require 120 credit hours for graduation: 33 credit hours of major coursework; 46 credit hours of general education coursework; 12 credit hours of program electives; and 29 credit hours of elective coursework. Students selecting the track in Mathematical Economics would be required to complete: 34 credit hours of major coursework; 46 credit hours of general education coursework; 16 credit hours of coursework in the track; and 24 credit hours of elective coursework.

**Justification for the Proposed Program**

CNU stated that the BA degree in Economics is one of the most popular majors at highly reputed liberal arts universities and it is important that the university offer the major to its increasingly capable and intellectually inquisitive student body. As a four-year public institution striving to achieve its vision of being a "preeminent liberal arts and sciences university...", the absence of the proposed degree program places the institution at a strategic disadvantage as qualified students may decide to attend other colleges or universities." In offering the BA degree in Economics, CNU would be able "to provide the Commonwealth with the range of liberal arts curricula that current and future students demand and need."

The proposed program would address the need for personnel who understand economic issues and who possess the analytical ability to provide solutions to economic challenges. Private and public, financial and non financial firms at the local, state, and federal level seek to employ graduates of economic degree programs as most graduates have a solid background in the liberal arts. As noted in a 2009 article in the Chronicle of Higher Education, "the economics major provides the appropriate middle ground of skill preparation, analytical rigor, and intellectual excitement that students look for in a major and that employers look for when hiring

students" (Economics is the Just Right Liberal Arts Major, March 6, 2009). CNU believes the proposed degree program will be instrumental in meeting industry needs in the Virginia and the nation.

### **Student Demand**

In spring 2010, CNU surveyed undergraduates enrolled in economics and economics related courses. Of the 208 students enrolled in pre-business courses, 45 (approximately 22%) indicated they were seriously interested in the proposed program.

CNU provided two unsolicited email inquires to indicate student demand. One prospective student indicated that the BA would better suit his college and career goals. Both students requested additional information about the proposed program.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 10.0 in the program's first year (2010-11). The projections continue as follows: FTES 2011-12, 18.0; 2012-13, 28.0; and 2013-14, 37.0. CNU anticipates having 16 graduates each year beginning in 2014-15. If these projections are met, this program will meet Council's productivity/viability standards within five years, as required.

### **Market/Employer Demand**

Graduates of the BA degree in Economics would possess the knowledge and skills to pursue entry level positions such as loan officer, economist, and budget/cost analyst in a variety of settings in private and public sectors. In Virginia and nationally, employment announcements indicate demand for bachelor-level personnel for entry positions as junior economist, forensic economist, junior pricing analyst, budget analyst, and loan officer. The Bureau of Labor Statistics (BLS) projects that between 2008 and 2018 employment of economists is expected to grow 6% (<http://www.bls.gov/oco/ocos55.htm>); employment of budget analysts is expected to grow 15% (<http://www.bls.gov/oco/ocos003.htm>); and employment of loan officers is expected to grow 10% (<http://www.bls.gov/oco/ocos018.htm>). The Virginia Employment Commission (VEC) projects that between 2006 and 2016 employment of economists is expected to increase 24.6% or 2.2% annually; employment of budget analysts is expected to increase 16.6% or 1.5% annually; and, employment of loan officers is expected to increase 20.3% or 1.9% annually (available at: <http://www/vawc/virginia.gov/>).

### **Issues of Duplication**

Ten public institutions offer bachelor-level degree programs in Economics. All programs (in Virginia and nationally) share similar core coursework requirements to address the theory and quantitative methods coursework/curriculum needs of the discipline. CNU's degree program would differ from the Economics programs at other public institutions in the Tidewater region in that it would have a concentration in Mathematical Economics.

### **Resource Needs**

No additional state resources would be required to initiate and sustain the proposed program. A reallocation of resources within the Department of Accounting, Economics, and Finance would support the program.

### **Board Approval**

The CNU Board of Visitors approved the proposed program on April 14, 2009.

### **Staff Recommendation**

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

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Christopher Newport University to initiate a Bachelor of Arts (B.A.) degree program in Economics (CIP: 45.0601), effective fall 2010.**



**George Mason University**  
**Bachelor of Arts (B.A.) in Art History**  
**(CIP: 50.0703)**

**Program Description**

George Mason University (GMU) is proposing the creation of a Bachelor of Arts (BA) in Art History degree program to be initiated fall 2010. The BA program would be located in the History and Art History Department, within the College of Arts and Sciences. The program would expose students to a broad range of cultural and historical material and train students to use visual and material culture as evidence for historical social, cultural, and commercial change. Emphasis will be placed on the skills needed for curatorial and art restoration work, archival, gallery or auction house employment, and teaching and arts education. Graduates will be proficient in preserving, analyzing, and identifying objects while also understanding their importance within specific historical and cultural contexts. Opportunities for internships will exist. A total of 120 credit hours would be required for graduation: 33 credit hours of major coursework; 41 credit hours of coursework in general education; 9 credit hours of required coursework for the College of Humanities and Social Science; and 37 credit hours in directed elective coursework.

**Justification for the Proposed Program**

The proposed BA in Art History degree program is GMU's response to a need it perceives for a bachelor program offering education in the field of Art History in the Northern Virginia and greater Washington, DC area. GMU believes that the Art History program would satisfy student demand for a degree program that allows graduates to compete successfully for positions in the field of visual arts. Specifically, the program would address the needs of art institutions in the Washington DC metropolitan region and nationally. In 2008, the National Endowment for the Humanities found that more than 51 million Americans visited an art museum or gallery (<http://arts.endow.gov/research/NEA-SPPA-brochure.pdf>). Moreover, Washington, DC has one of the highest concentrations of employers for curators (<http://www.bls.gov/oes/2008/may/oes254012.htm>). GMU contends that graduates of the proposed program would be ideally suited to serve and staff museums "that preserve the past." Further, the proposed program would produce individuals who have the training and education necessary to address demand for knowledgeable and skilled personnel in the art and museum industry.

**Student Demand**

Student enrollment in selected courses (ARTH 102 and ARTH 324) indicates student demand. In fall 2009, a total of 124 students enrolled in two sections of ARTH 102 and in fall 2008, a total of 76 students were enrolled. In fall 2008, 36 students enrolled in ARTH 324 and in fall 2009, 38 students enrolled. Student enrollment in the Minor program in Art History also indicates a degree of student demand. Between fall 2007 and spring 2010, an average of 34 students sought to minor in Art History.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 62.0 in the program's first year (2010-11). The projections continue as follows: FTES 2011-12, 73.0; 2012-13, 73.0; and 2013-14, 74.0. GMU anticipates producing 15 graduates each year beginning in 2014-15. If these projections are met, this program will meet Council's productivity/viability standards within five years, as required.

### **Market/Employer Demand**

Employment listings nationally indicate that bachelor level education is needed for positions in museums, art studios, and colleges. The Bureau of Labor Statistics (BLS) notes that competition for entry into positions such as archivists, curator, and museum technicians and conservators is "keen" and a bachelor's degree in Art History is recommended. The BLS projects that between 2008 and 2018 employment of archivists, curators, and museum technicians is expected to increase 18.0%: specifically, employment of curators is expected to increase 23%, and employment of museum technicians and conservators is expected to increase 26% (<http://www.bls.gov/oco/ocos065.htm>). The Virginia Employment Commission (VEC) projects that between 2006 and 2016 employment of archivists, curators, and museum technicians will grow 18.3%; specifically, employment of archivists will grow 14.4%; employment of curators will grow 23.3%; and employment of museum technicians and conservators will grow 15% (available at <http://vawc.virginia.gov/analyzer>).

### **Issues of Duplication**

Four public institutions (JMU, ODU, UMW, and VCU) offer bachelor programs in Art History. GMU's Art History degree program differs from the other four institutions in Virginia in that it will require one course in museum studies to expose students to the history and development of museums and galleries. GMU's program includes an inclusive selection of survey courses (Asia Survey and Latin American Survey). Further, GMU would be the only public university in the Northern Virginia area to offer a BA degree program in Art History.

### **Resource Needs**

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

### **Board Approval**

The GMU Board of Visitors approved the proposed program on December 9, 2009.

### **Staff Recommendation**

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

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Bachelor of Arts (B.A.) degree program in Art History (CIP: 50.0703), effective fall 2010.

**George Mason University**  
**Bachelor of Science (B.S.) in Bioengineering**  
**(CIP: 14.0501)**

**Program Description**

George Mason University (GMU) is proposing the creation of a Bachelor of Science (BS) degree program in Bioengineering to be initiated fall 2010. The program would be located in the Volgenau School of Information Technology and Engineering's Department of Electrical and Computer Engineering. Designed to educate and train students to utilize engineering to solve problems in biology and medicine, the proposed interdisciplinary program would include coursework in bioengineering, physics, biology, and mathematics; coursework in computer systems and computational systems would be offered. Students will be prepared to use computational systems to analyze biomedical systems, use signal analysis in biomedical systems, apply computational techniques to describe the function of the cells or organs, and design devices, systems, or processes for biomedical use. The program would expose students to content-specific coursework and classroom theory as well as ensure students gain practical experience by participating in experiential learning. To meet the curriculum requirements, GMU has developed four new lecture courses, one seminar course, and three laboratory courses. GMU will also develop four additional lecture courses, one seminar course, and one laboratory course.

The proposed curriculum was designed within the accreditation guidelines of ABET (formerly the Accreditation Board for Engineering and Technology). GMU anticipates the program will seek accreditation in 2014.

The BS in Bioengineering would require 120 credit hours for graduation: 35 credit hours of major coursework; 36 credit hours of coursework in general science and engineering; 40 credit hours of general education coursework, and nine credits of elective coursework.

**Justification for the Proposed Program**

GMU contends that bioengineers are needed to conduct basic research, develop appropriate technology for medical use, and analyze and solve problems in biology and medicine. "Biological experiments and research are needed to guide therapy by drugs, devices, or surgical intervention." In 2009, Susan Hockfield, president of MIT, indicated that a third revolution [the emerging field of bioengineering and biomedical engineering] "links the life sciences with engineering and the physical sciences in powerful new ways." Moreover, the field of [bioengineering] is burgeoning and "spawning new discoveries and applications in areas from biomedicine to environmental science to energy technology" (The Next Innovation Revolution. Science 323: 1147 and available at: [www.sciencemag.org](http://www.sciencemag.org)). GMU affirms that bioengineers have a critical role in "conducting biological research that is translatable into useful products and procedures."

The United States biomedical industry is highly competitive globally. The top four manufacturers of medical devices are U.S. companies and eight of the top ten medical device manufacturers are based in the United States (<http://www.mpo-mag.com/articles/2007/07/top-companies-report>). GMU affirms that innovation and efficiency are essential for America to maintain its competitiveness and that an educated cadre of bioengineers is needed to help the U.S. biomedical industry remain a leader in the global market.

### **Student Demand**

Student enrollment in new courses with bioengineering content indicates student demand. In fall 2008, four students enrolled in a Bioengineering Instrumentation/Design course and in fall 2009, nine students were enrolled. In spring 2010, 13 students enrolled in the Bioengineering Instrumentation/Design laboratory course.

In spring 2010, high school students in an honors program attended an event at GMU. Of the students in attendance, 19 identified engineering as an area of interest. Of the 19, seven students noted interest in bioengineering. An email from a parent noted their child's excitement and interest in possibly pursuing a degree in bioengineering at GMU.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 24.0 in the program's first year (2010-11). The projections continue as follows: FTES 2011-12, 43.0; 2012-13, 67.0; and 2013-14, 89.0. GMU anticipates having 18 graduates each year beginning in 2014-15. If these projections are met, this program will meet Council's productivity/viability standards within five years, as required.

### **Market/Employer Demand**

Graduates of the proposed program will be prepared to enter the workforce as entry-level biomedical engineers or clinical specialists and possess the skills and knowledge needed to fill positions a variety of positions in government and private industry. A letter from the U.S. Department of Food and Drug Administration expressed need for bachelor-level graduates. It is noted that "many bioengineers are already making contributions to programs in FDA, and they will unquestionably continue to be sought by [the agency]." Employment advertisements indicate a need for biomedical engineers and all positions require at least a bachelor's degree in areas such biomedical engineering, engineering, or a related field. The Bureau of Labor Statistics (BLS) projects that between 2008 and 2018 employment of biomedical engineers is expected to grow 72% ([www.bls.gov/oco/ocos027.htm](http://www.bls.gov/oco/ocos027.htm)). The BLS notes that "aging of the population and a growing focus on health issues will drive demand for better medical devices and equipment designed by biomedical engineers." The Virginia Employment Commission (VEC) projects that between 2006 and 2016 employment of biomedical engineers is expected to increase 27.3% or 2.4%, annually (available at: <http://www.vawc/virginia.gov/analyzer>).

### **Issues of Duplication**

Two public institutions in Virginia (UVA and VCU) offer a similar BS degree. GMU notes that to address ABET accreditation guidelines, the proposed program is similar to the curriculum offered at UVA and VCU. The program focuses in areas such as life science, engineering, and mathematical modeling. However, UVA's and VCU's program require coursework on biomechanics and biomaterials. GMU's program would differ in that coursework in biocomputation would be required.

### **Resource Needs**

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

### **Board Approval**

The GMU Board of Visitors approved the proposed program on September 30, 2009.

### **Staff Recommendation**

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

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Bachelor of Science (B.S.) degree program in Bioengineering (CIP: 14.0501), effective fall 2010.**

**George Mason University**  
**Bachelor of Arts (B.A.) in Environmental and Sustainability Studies**  
**(CIP: 30.3301)**

**Program Description**

George Mason University (GMU) is proposing the creation of a Bachelor of Arts (BA) degree program in Environmental and Sustainability Studies to be initiated fall 2010. The program would be administered by the Department of Environmental Science and Policy (College of Science) and the New Century College (College of Humanities and Social Science). The proposed interdisciplinary program will require students to master course work in the natural sciences, social sciences, and business, leading to a broad understanding of the environment and its relation to humans and society. The curriculum will focus on public policy, individual and group behavior, economics, and social justice issues of environmental and sustainability studies. The program would offer four concentrations: 1. Environmental Economics; 2. Environmental Policy and Politics; 3. Climate Change and Society; and, 4. Equity and Social Justice. The program will expose students to content-specific coursework, classroom theory, as well as provide opportunities for experiential learning. Graduates will be prepared to: a) investigate basic environmental compliance issues; b) critically assess the relationship between people and environmental challenges; c) apply aspects of environmental and sustainability studies to community issues; d) evaluate and implement "green" policies, laws, and standards; and, e) critically assess and develop plans to address social factors related to natural resources use.

A total of 120 credit hours would be required for graduation: 58 credit hours of major coursework; 41 credit hours of coursework in general education; and 21 credit hours in directed elective coursework.

**Justification for the Proposed Program**

Environmental and Sustainability Studies is an emerging interdisciplinary field that is developing to respond to increasing concerns about global environmental issues and social justice. The proposed program is a direct response to the growing need to offer cross-disciplinary bachelor-level training for students pursuing "green" careers. In 2007, the National Governors Association reported that an increasing awareness of the serious impacts of global climate change existed and how such impacts may affect state economies was worthy of investigation (<http://www.nga.org/Files/pdf/0712SCEFCALLTOACTION.pdf>). In 2009, the Federal Reserve Bank urged institutions of higher education to review and update course offerings to respond to current and potential needs of "green" industries ([http://www.frbatlanta.org/pubs/partners/v19n12009\\_green\\_jobs.cfm](http://www.frbatlanta.org/pubs/partners/v19n12009_green_jobs.cfm)). The National Environmental Education Foundation (NEEF) suggested that (in private business in particular) organizations both large and small recognize sustainable practices can help the environment, improve efficiency, reduce waste and liability exposure, and improve community relations ([http://www.neefusa.org/BusinessEnv/engagedOrganization\\_03182009.pdf](http://www.neefusa.org/BusinessEnv/engagedOrganization_03182009.pdf)). In June 2009, the Governor of Virginia issued an Executive Order to reduce the state's

environmental impacts by promoting the continual improvement of sustainability practices in government

([http://www.governor.virginia.gov/initiatives/executiveorders/2009/EO\\_82.cfm](http://www.governor.virginia.gov/initiatives/executiveorders/2009/EO_82.cfm)). GMU affirmed that degree programs are needed to address climate change concerns and address the "burgeoning" demand for graduates with expertise in environmental sustainability. Specifically, degree programs that emphasize environmental studies are needed to produce environmental and sustainability-oriented professionals to "build a green economy at the local, state, and national level."

### **Student Demand**

In fall 2009, GMU surveyed undergraduate students enrolled in science and environmental courses. Of the 292 respondents, 113 (approximately 39%) indicated that they would switch majors and earn a BA in the proposed program if they could do so without losing time by taking additional courses.

Student enrollment in courses on the topic of sustainability indicates student demand. In fall 2007, 24 students enrolled in the course "Fostering Sustainability in the 21<sup>st</sup> Century;" in fall 2008, 18 students enrolled in the course "Global Sustainability and You;" and in fall 2009, 23 students enrolled in the course "Sustainable World." GMU contends that student enrollment in these courses demonstrates strong interest in the topic of sustainability.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 45 in the program's first year (2010-11). The projections continue as follows: FTES 2011-12, 61.0; 2012-13, 71.0; and 2013-14, 78.0. GMU anticipates having 19 graduates each year beginning in 2014-15. If these projections are met, this program will meet Council's productivity/viability standards within five years, as required.

### **Market/Employer Demand**

In 2009, the Pew Research Center published a report and noted that between 1998 and 2007, job expansion/growth in the area of the green economy exceeded the U.S. employment rate; jobs related to the green economy grew by 9.1% versus total job growth of 3.7%. GMU expects that demand for graduates of the proposed program will be high due to the need for environmental and sustainability-oriented professionals. Employment announcements indicate a need in the Washington DC metropolitan area and nationally for bachelor-level graduates to fill positions such as Environmental Protection Specialist, Environmental Compliance Coordinator, Sustainability Program Manager, and Sustainability Program Coordinator. Letters from private industry and government agencies indicate demand. One employer wrote "The development of this degree program services a critical need for training environmental professionals to face the challenge of pursuing sustainable commercial practices."

Data specific to future employment demand was not available as the Bureau of Labor Statistics (BLS) and the Virginia Employment Commission (VEC) do not have a job category for environmental sustainability. However, data from the BLS for the



related occupation Environmental Scientists and Specialists indicate demand is anticipated. The BLS projects that between 2008 and 2018 employment of environmental scientists and specialists is expected to increase 28% ([www.bls.gov/oco/ocos0311.htm](http://www.bls.gov/oco/ocos0311.htm)). The Virginia Employment Commission (VEC) projects that between 2006 and 2016, employment of environmental scientists and specialists will grow 25.1% or 2.3% annually (available at: <http://www.vawc.virginia.gov/analyzer/>).

### **Issues of Duplication**

GMU would be the first public institution to offer a bachelor's degree in Environmental and Sustainability Studies. Although no identical program exists in Virginia, two institutions (CWM and VA Tech) offer closely related programs. The focus of CWM's program is the environmental and public policy areas of sustainability. VA Tech's program includes coursework in the social sciences, policy, the natural and physical sciences, and planning. GMU's program would differ in that it focuses on the human, business, environmental justice, and economic dimensions of environmental and sustainability studies. Degree programs in Environmental Science were not included in the review of potentially duplicative programs as the programs emphasize science.

### **Resource Needs**

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

### **Board Approval**

The GMU Board of Visitors approved the proposed program on December 9, 2009.

### **Staff Recommendation**

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

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Bachelor of Arts (B.A.) degree program in Environmental and Sustainability Studies (CIP: 30.3301), effective fall 2010.**

**George Mason University**  
**Bachelor of Science (B.S.) in Environmental Science**  
**(CIP: 03.0104)**

**Program Description**

George Mason University (GMU) is proposing the creation of a Bachelor of Science (BS) degree program in Environmental Science to be initiated fall 2010. The program would be located in the Department of Environmental Science and Policy. The proposed program combines coursework in the basic sciences and coursework in the application of science to environmental understanding and analysis. With emphasis on the relationships of biota to the environment, the curriculum will provide students with scientific understanding of the biosphere and the ecosphere and includes study of techniques of environmental sciences and engineering to understand, protect, and improve environmental quality. The program would offer five concentrations: Ecological Science; Aquatic Ecology; Environmental Health; Human and Ecosystem Response to Climate Change; and Conservation. Students will be prepared to identify and analyze major issues in environmental sciences, evaluate regulatory components of environmental science policy and, investigate environmental problems and propose solutions.

The proposed degree program would require 120 credit hours of coursework: 40 credit hours of general education coursework; 24 content-area credit hours in one of the concentrations; and 14 credit hours of elective coursework. The major coursework consists of 55 credit hours (42 credit hours and 13 credit hours from general education). The curriculum does not exceed a total of 120 credit hours.

**Justification for the Proposed Program**

In 2008, the Virginia Department of Health listed at least 10 river basins with advisories due to methyl mercury, polychlorinated biphenyls, or kepone and suggested that people not eat the fish or to restrict the amount consumed (<http://www.vdh.virginia.gov/epidemiology/DEE/PublicHealthToxicology/Advisories/index.htm>). In 2009, the Virginia Department of Environmental Quality reported that the metropolitan Washington DC area continues to be a non-attainment area with regard to air pollution with multiple code orange and red days each year caused by both tropospheric ozone and small particulate matter (<http://deq.virginia.gov/air/homepage.html>). Environmental problems such as global climate change, air and water pollution, food contaminants, and toxic chemicals have focused discussion on the need to develop less hazardous materials and processes for both the public and industry. The need exists for trained scientists to conduct sampling, analyze data, and develop predictive models that will inform leaders about how best to address environmental issues. GMU contends that the proposed program is timely, focuses on the environmental issues at hand, and will educate students in the broadest sense to address industry need.

Government and private industry have noted that greater expertise is needed to address the array of environmental issues. Educated personnel are needed to link environmental science concerns and policy solutions. In a letter of support from the

Defenders of Wildlife organization, the director stated, “those entering the field of conservation today require competency not only in natural sciences but in the critical areas of decision making, decision support tools, environmental analysis, and written and oral communications.” Graduates of the proposed program will possess the skills and knowledge to serve as environmental professionals.

### **Student Demand**

In fall 2009, GMU surveyed 53 undergraduate students enrolled in upper division Biology courses. 42 (approximately 80%) indicated that they would switch majors if they could do so without losing time toward graduation and 46 students (approximately 87%) indicated they were very interested or somewhat interested in environmental and sustainability concerns.

Student enrollment in the BS degree in Earth Science, Environmental Science concentration indicates student demand. In 2007, 36 students were enrolled and in 2008, 37 students were enrolled in the concentration.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 63.0 in the program’s first year (2010-11). The projections continue as follows: FTES 2011-12, 73.0; 2012-13, 79.0; and 2013-14, 83.0. GMU anticipates producing 19 graduates each year beginning in 2014-15. If these projections are met, this program will meet Council’s productivity/viability standards within five years, as required.

### **Market/Employer Demand**

Letters of support from private industry and government agencies indicate that the proposed program is timely and will meet the industry’s demand for new professionals. “Potential employees well versed in the theoretical and practical knowledge of environmental science and the associated policy implications” will be valuable. It was stated that the “increasingly competitive nature of employment in the conservation arena demands that students have more than just the science requisite courses to be competitive in the job market.” Employment advertisements for Virginia and the Washington DC area indicate a need for bachelor-level graduates to assist with data collection and analysis, assist with research endeavors, implement projects, and assist with program activities. The Bureau of Labor Statistics (BLS) projects that between 2008 and 2018 employment of environmental science and protections technicians is expected to grow 29% (<http://www.bls.gov/oco/ocos115.htm>); employment of environmental scientists is expected to grow 28% (<http://www.bls.gov/oco/ocos311.htm>). The BLS notes that “much job growth will result from a continued need to monitor the quality of the environment, to interpret the impact of human actions on terrestrial and aquatic ecosystems, and to develop strategies for restoring ecosystems. In addition, environmental scientists will be needed to help planners develop and construct buildings, transportation corridors, and utilities that protect water resources and reflect efficient and beneficial land use.” The Virginia Employment Commission (VEC) projects that between 2006 and 2016 employment of environmental science and protection technician positions is expected to increase 39.3% or 3.4% annually (available at: <http://www/vawc/>

[virginia.gov/](http://www.vawc/virginia.gov/)); employment of environmental scientists and environmental science teachers is expected to increase 25% or 2.3% annually (available at: <http://www.vawc/virginia.gov/>).

### **Issues of Duplication**

Two public institutions (UVA and VA Tech) currently offer an undergraduate degree in Environmental Science. UVA's program focuses on natural science and requires a minimum of 24 credit hours in environmental science. VA Tech's program emphasizes science and technology and requires coursework in crop and soil sciences and groundwater hydrology. GMU affirms that the proposed program differs from existing programs in that GMU's program requires coursework in social science. The proposed program would also respond to demand in the Northern Virginia and DC metropolitan region.

### **Resource Needs**

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

### **Board Approval**

The GMU Board of Visitors approved the proposed program on December 9, 2009.

### **Staff Recommendation**

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

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Bachelor of Science (B.S.) degree program in Environmental Science (CIP: 03.0104), effective fall 2010.**

**George Mason University**  
**Master of Science (M.S.) in Geoinformatics and Geospatial Intelligence**  
**(CIP: 45.0799)**

**Program Description**

George Mason University (GMU) is proposing the creation of a Master of Science (MS) degree program in Geoinformatics and Geospatial Intelligence to be initiated fall 2010. The proposed program is designed to provide cutting edge coursework to address the emerging field of geoinformatics and geospatial intelligence. The program would expose students to education in earth image processing, geographic information systems, scientific data mining for geoinformatics and spatial data structures. Students would have the opportunity to pursue three concentration areas: 1) Image Analysis; 2) Geographic Information Science; and 3) Computational Geoinformatics. Emphasis would be placed on the skills needed to collect, organize, analyze, and disseminate information about physical features, man-made structures, moving objects, people, and events that are geo-referenced or geo-located. Graduates would serve as leaders in the field and possess the knowledge and skills needed to: 1) find and interpret data; 2) assess new sources of geospatial information; 3) develop technology solutions; and, 4) solve complex geoinformatics and geospatial intelligence problems.

The program would require a minimum of 33 credit hours of coursework: 18 credit hours of core coursework; nine credit hours in a concentration area; a three credit hour capstone seminar; and a minimum of three credit hours for thesis research.

**Justification for the Proposed Program**

GMU affirmed that the field of geoinformatics and geospatial intelligence is emerging from novel spatiotemporal data capturing, modeling, and analysis approaches. Technological advances and the diversification of public and expert needs for geospatial information are resulting in a revolution in the geospatial field. In 2004, the Secretary of Labor announced a series of investments totaling more than 6.4 million dollars to address the workforce needs of the geospatial technology industry. Developing tools and curriculum for enhancing the skills of geospatial technology professionals and enhancing the capacity of educational institutions to train to industry-defined competencies were indicated as issues that needed to be addressed (<http://www.doleta.gov/BRG/Indprof/Geospatial.cfm>). In 2008, it was noted that the field was "rapidly expanding" and needed "highly skilled workers in the tradecraft of geospatial intelligence." Further, the ability to expand the field was "hampered by the lack of graduates with specific skills sets" required for the field (A. B. Johnson, EUGISES 2008 conference). GMU contends that the proposed graduate level degree program is needed to offer advanced coursework that is not a part of standard geography programs and to address the need for professionals, trained in geospatial information technology.

### **Student Demand**

In spring 2009, GMU surveyed undergraduate, entry level graduate students, and company/agency personnel who had applied or inquired about graduate studies with the Department of Geographic and Geoinformation Science. Of the 29 respondents, 24 (approximately 83%) indicated they would be interested in enrolling in a program similar to the proposed program.

Email inquires from students indicate student demand. Several students expressed "excitement" about the proposed program and indicated they would be "very interested in pursuing it." One prospective student wrote, "I am extremely interested in pursuing GMU's proposed program. This program fits the needs of my career perfectly."

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 15.0 in the program's first year (2010-11). The projections continue as follows: FTES 2011-12, 8.0; 2012-13, 12.0; and 2013-14, 17.0. GMU anticipates producing 12 graduates each year beginning in 2014-15. If these projections are met, this program will meet Council's productivity/viability standards within five years, as required.

### **Market/Employer Demand**

Letters from private industry support the proposed program and indicate the need for personnel with advanced degrees in the geospatial and geoinformatics field. Noted was that the proposed program would "better existing employees" and "prepare potential hires for the type of work they could perform in geospatial projects." Employment announcements indicate employment demand throughout Virginia, the DC Metropolitan area, and nationally. The Bureau of Labor Statistics (BLS) projects that between 2008 and 2018 employment of cartographers and photogrammetrists is expected to grow 27% (<http://www.bls.gov/oco/ocos040.htm>). The Virginia Employment Commission (VEC) classifies cartographers and photogrammetrists under Architectural, Engineering, and Related Services. The VEC projects that between 2006 and 2016 employment of architectural, engineering, and related services mechanical engineers is expected to increase 29.8% or 2.64% annually (available at: [www.vawc.virginia.gov/analyzer](http://www.vawc.virginia.gov/analyzer)).

### **Issues of Duplication**

GMU would be the first public institution in Virginia to offer a Master's degree program in Geoinformatics and Geospatial Intelligence. Two institutions (GMU and VA Tech) offer a relevant degree program. GMU's and VA Tech's program are traditional Geography degree programs. Neither program emphasizes the information technology aspects of geoinformatics. Moreover, the proposed program's coursework in cartography and geography extends beyond the traditional coursework offered in geography.

### **Resource Needs**

No additional state resources would be required to initiate and sustain this program. GMU will fund the proposed program primarily through reallocations within the College of Science.

### **Board Approval**

The GMU Board of Visitors approved the proposed program on March 25, 2009.

### **Staff Recommendation**

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

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Master of Science (M.S.) degree program in Geoinformatics and Geospatial Intelligence (CIP: 45.0799), effective fall 2010.**

**George Mason University**  
**Master of Science (M.S.) in Sport and Recreation Studies**  
**(CIP: 31.0504)**

**Program Description**

George Mason University (GMU) is proposing the creation of a Master of Science (MS) degree program in Sport and Recreation Studies to be initiated fall 2010. The proposed program builds on existing graduate level courses and takes advantage of faculty expertise in the School of Recreation, Health, and Tourism. The program would prepare graduate-level professionals to apply principles of sport and recreation studies to public and private business enterprises. Students will be exposed to coursework in the foundations of exercise, fitness, and health promotion, ethical and legal issues in sport and recreation, management and administration, social-psychological perspectives, and research methods. The program would offer five concentrations: International Sport Management; Recreation Administration; Sport and Leisure Studies; Sport Coaching; and Sport Management. Students will be prepared to conduct research to improve the practice in specialty areas, analyze and utilize effective leadership practices, and recognize and apply theoretical concepts in operations management and policy development. Graduates would be prepared to serve as administrators of athletic programs, managers of sport and recreation service delivery facilities and programs, and agents and business managers of athletes.

The program would require 30 credit hours of coursework. A thesis and a non-thesis option would be offered. To complete the thesis option, students will be required to complete: 18 credit hours of coursework in core courses; nine content-area credit hours in one of the concentrations; and three credit hours for thesis research. To complete the non-thesis option, students will be required to complete: 18 credit hours of coursework in core courses; nine content-area credit hours in one of the concentrations; and three credit hours of coursework for research project.

**Justification for the Proposed Program**

GMU contends that the proposed program is a direct response to industry needs. With the increase in the number of people retiring, health implications (e.g., obesity) from lack of recreation and physical activity, and the lack of recreation and park facilities in the community, personnel with knowledge and skills in recreation and sport program management are needed to critically examine and address recreation and sport program challenges and issues. The National Recreation and Parks Association cited the International City/County Management Association's survey results which indicated that a high percentage (89%) of city managers think parks and recreation departments should take a leading role in developing a community conducive to active living and leadership at all levels of government is required to address challenges

([http://www.cityclubofcentraloregon.com/CEDocuments/Downloads\\_GetFile.aspx?id=279130&fd=0](http://www.cityclubofcentraloregon.com/CEDocuments/Downloads_GetFile.aspx?id=279130&fd=0)). A report published by the Outdoor Industry Association noted that "two-thirds of Americans ages 16 and over participate in outdoor activities at least once a year and 45% of the survey respondents indicated they would like to try a



new outdoor activity" (State of Industry Report 2006). In Virginia's Outdoor Plan (2007), the benefits of parks and open space to citizens and communities were included. "Many of the same economic benefits associated with parks and open space are also associated with a strong program of recreation activities and sports. Residents and businesses looking to locate in a community examine recreation programs available to youth, adults, and senior adults. Further, youth and adult sports events are major contributors to local tourism visitation, as are nonsport special events and festivals often sponsored by local parks and recreation departments" (2007 Virginia Outdoors Plan: Charting the Course for Virginia's Outdoors. Virginia Department of Conservation and Recreation). GMU also noted that Northern Virginia is "tremendously rich with sport and recreation facilities and organizations" and the proposed program would address the growth in both the sport and recreation industries.

### **Student Demand**

In spring 2009, GMU surveyed undergraduate students enrolled in courses within the School of Recreation, Health, and Tourism. Of the 72 respondents, 62 (approximately 86%) were interested in enrolling in the proposed program. One student commented, "I was hoping for this Master's. It is one of the main reasons I applied to Mason."

Over the last year, GMU has received emails from students that indicate interest in the proposed degree program. One student noted, "I cannot wait to get started on my masters... it is becoming more apparent that a Master's degree is absolutely necessary to advance my career." Another student noted, "I am currently shopping the market for possible graduate schools, and have taken an interest in George Mason... I am most interested in sport management." One potential student indicated that GMU would be a "good fit" for him and was requesting information on the proposed program.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 5.0 in the program's first year (2010-11). The projections continue as follows: FTES 2011-12, 9.0; 2012-13, 11.0; and 2013-14, 15.0. GMU anticipates producing nine graduates each year beginning in 2014-15. If these projections are met, this program will meet Council's productivity/viability standards within five years, as required.

### **Market/Employer Demand**

GMU contends that career opportunities for graduates of the proposed program will vary and will be directly related to the program concentration selected by the student. Positions for graduates would be available in private and public organizations and graduates would be suited to fill positions as administrators/supervisors of recreation and parks programs, managers of sport programs, sport marketers, and coaches. Employment announcements indicate demand in college and universities nationally. The Bureau of Labor Statistics (BLS) noted that "proliferation of group exercise classes and the focus on overall wellness in health clubs should increase the demand for workers" in the arts, entertainment,

and recreation services. The BLS projects that between 2008 and 2018 employment of agents and business managers of artists, performers, and athletes is expected to grow 13.7% (<http://www.bls.gov/oco/cg/cgs031.htm>). Employment of coaches and scouts is expected to grow 25%. "A larger population overall that will continue to participate in organized sports for entertainment, recreation, and physical conditioning will boost demand for these workers, particularly coaches, umpires, sports instructors, and other related workers. Additional coaches and instructors are expected to be needed as school and college athletic programs expand (<http://www.bls.gov/oco/ocos251.htm>). Employment of recreation workers is expected to grow 15% (<http://www.bls.gov/oco/ocos058.htm>). The Virginia Employment Commission (VEC) projects that between 2006 and 2016 employment of agents and business managers of artists, performers, and athletes is expected to increase 39.6% or 3.4% annually; employment of coaches and scouts is expected to increase 20.7% or 1.9% annually; and, employment of recreation workers is expected to increase 15.8% or 1.5% annually (Available at: [www.vawc.virginia.gov/analyzer](http://www.vawc.virginia.gov/analyzer)).

### **Issues of Duplication**

Five public institutions (JMU, ODU, UVA, VCU, and VSU) offer similar or related graduate programs; the names of these programs vary slightly across the institutions. JMU's program is similar to the proposed program in that it offers a degree program in Sport and Recreation Leadership with tracks in sport leadership, recreation leadership, and campus recreation leadership. However, GMU's program includes coursework in the historical and psychological approaches to sport and recreation. ODU's program differs from the proposed in that it focuses primarily on sport management and does not include coursework in recreation. UVA's program differs from the proposed program in that it emphasizes kinesiology. VCU's program is similar to the proposed in that it offers a broad-range of sports-focused coursework. However, the program focuses on sport leadership and coursework in recreation is not offered. VSU's program is similar to the proposed program in that it offers sport-related coursework. However, GMU's program will include a recreation focus that is not offered in VSU's program. GMU affirms that the proposed program would respond to demand in the Northern Virginia and DC metropolitan and would not be unnecessarily duplicative of other programs in the state.

### **Resource Needs**

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

### **Board Approval**

The GMU Board of Visitors approved the proposed program on December 9, 2009.

### **Staff Recommendation**

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

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Master of Science (M.S.) degree program in Sport and Recreation Studies (CIP: 31.0504), effective fall 2010.

# State Council of Higher Education for Virginia Agenda Item

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

**Date of Meeting:** May 18, 2010

**Presenter:** Dr. Joseph G. DeFilippo  
Director of Academic Affairs & Planning  
[JoeDeFilippo@schev.edu](mailto:JoeDeFilippo@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

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

Two private, postsecondary institutions, American College of Commerce and Technology and Virginia Technical Institute, are seeking certification to operate in Virginia.

**Materials Provided:**

- American College of Commerce and Technology application summary
- Virginia Technical Institute application summary

**Financial Impact:**

Each institution has submitted the required certification fee to operate a postsecondary institution in Virginia.

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

**Resolutions:**

**BE IT RESOLVED** that the State Council of Higher Education for Virginia certifies American College of Commerce and Technology to operate a postsecondary institution in the Commonwealth of Virginia, effective May 18, 2010.

**BE IT RESOLVED** that the State Council of Higher Education for Virginia certifies Virginia Technical Institute to operate a postsecondary institution in the Commonwealth of Virginia, effective May 18, 2010.

## **American College of Commerce and Technology** **Application Summary**

### **School Overview**

American College of Commerce and Technology is a private, for-profit, company incorporated with the Virginia State Corporation Commission in November, 2009. The school plans to seek accreditation through the Accrediting Council for Independent Colleges and Schools (ACICS)

### **School Officer**

President/CEO – Dr. William Schipper

### **School Mission Statement**

The school's mission statement is as follows:

*The mission of the American College of Commerce and Technology is to offer affordable educational programs which help students develop skills and competencies to enhance their careers. The objectives of the institution include –*

- *To offer programs of instruction only in high demand employment fields;*
- *To match student goals with appropriate programs of study;*
- *To assure that each program meets employer demands and expectations for skill development in students;*
- *To assure a quality learning experience by only employing faculty with experience in both academic and professional fields.*

*The goal is to make the world a better place, one student at a time.*

### **Proposed Educational Programs and Credentials Conferred**

Certificate – Accounting  
Diploma – Accounting  
Associate of Arts – Accounting  
Bachelor of Science – Accounting  
Master of Science – Accounting  
Associate of Arts – General Studies  
Associate of Arts – Business  
Bachelor of Science – Business  
Master of Business Administration  
Executive MBA Certificate  
Bachelor of Science – Computer Science  
Master of Science – Computer Science  
Bachelor of Science – Information Technology  
Master of Science – Information Technology

**Proposed Location**

American College of Commerce and Technology will operate from the following address:

150 S. Washington Street  
Falls Church, VA 22046

**Financial Stability Indicator**

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

**Guaranty Instrument**

American College of Commerce and Technology 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**

American College of Commerce and Technology 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**

American College of Commerce and Technology 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 American College of Commerce and Technology to operate a postsecondary institution in the Commonwealth of Virginia, effective May 18, 2010.**

## **Virginia Technical Institute** **Application Summary**

### **School Overview**

Virginia Technical Institute is a private corporation that will prepare students to receive a journeyman's license in electrical, plumbing, heating and air, sheet metal, pipe fitting or project management. The school will utilize curriculum designed by the National Center for Construction Education and Research.

### **School Officer**

Executive Director – Lance D. McClure

### **School Mission Statement**

The school's mission statement is as follows:

*Virginia Technical Institute seeks to provide the highest quality, nationally recognized trades curriculum in order to prove an employable, skilled workforce for the central Virginia region.*

### **Proposed Educational Programs and Credentials Conferred**

Certificate – Heating, Ventilation, Air Condition

Certificate – Electrical

Certificate – Plumbing

Certificate – Pipefitting

Certificate – Sheet Metal

Certificate – Masonry

Certificate – Carpentry

Certificate – Industrial Maintenance

Certificate – Welding

### **Proposed Location**

Virginia Technical Institute will operate from the following address:

201 Ogden Road  
Altavista, VA 24517

### **Financial Stability Indicator**

Virginia Technical Institute completed the Projected Accounting Budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated the school's financial composite score as 2.9 out of a possible 3.0, which indicates that the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

### **Guaranty Instrument**

Virginia Technical 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**

Virginia Technical 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**

Virginia Technical 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 Virginia Technical Institute to operate a postsecondary institution in the Commonwealth of Virginia, effective May 18, 2010.**



## State Council of Higher Education for Virginia Agenda Item

**Item:** #8.c – Action on Provisional Certification of Virginia College (**Consent Agenda**)

**Date of Meeting:** May 18, 2010

**Presenter:** Dr. Joseph G. DeFilippo  
Director of Academic Affairs & Planning  
[JoeDeFilippo@schev.edu](mailto:JoeDeFilippo@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

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

Virginia College is a private institution of higher education located in Birmingham, AL. The school currently operates campuses in seven (7) states and is seeking certification to operate in Virginia. The school has secured a lease for a facility at 7200 Midlothian Turnpike in Richmond, VA., and is in the process of renovating the facility. The school anticipates the renovations being complete by September, 2010. SCHEV's standard certification procedure requires the successful completion of a site visit prior to recommending to Council approval of a school's certificate to operate in Virginia. As Virginia College is undergoing an extensive renovation of an existing structure to prepare it as a facility appropriate for higher education, the site visit can not be accomplished until the facility is complete. In accordance with the regulations governing the certification of private and out-of-state postsecondary institutions, Virginia College can not engage in any postsecondary education activities until it has obtained certification.

The administration of Virginia College has requested that Council approve "provisional certification" that will allow the school to market and solicit for enrollment during the period of facility renovation. The school will not be able to begin instruction until completion of construction and satisfaction of a site visit by POPE staff.

As an out-of-state institution accredited by the Accrediting Council for Independent College and Schools (ACICS) and successfully operating thirteen (13)

postsecondary institutions in seven (7) other states, Virginia College is an appropriate candidate to consider for provisional certification. POPE staff contacted its counterparts in three of the states in which Virginia College maintains instructional facilities and was informed that the school operates in good standing.

POPE staff have provided Virginia College with specific benchmarks for the school to satisfy during the period of “provisional certification.”

Staff recommends that Virginia College be granted provisional certification to operate in Virginia for one (1) calendar year. In order to be granted full certification status, Virginia College must successfully complete a site visit.

**Materials Provided:**

- Virginia College application summary
- Resolution with conditions for provisional certification

**Financial Impact:**

Virginia College has submitted the required certification fee to operate a postsecondary institution in Virginia.

**Timetable for Further Review/Action:**

Virginia College must successfully complete a site visit within 12 months, or by May, 2011, in order to achieve full certification to operate in Virginia.

**Resolution:**

**BE IT RESOLVED that the State Council of Higher Education for Virginia provisionally certifies Virginia College to operate a postsecondary institution in the Commonwealth of Virginia, effective May 18, 2010, in accordance with the conditions listed below, for one (1) year.**

- 1. That, during the period of provisional certification, Virginia College shall be allowed to advertise and receive student applications, but not actually enroll or instruct students.**
- 2. That, during the period of provisional certification, Virginia College may not collect tuition from prospective students, though it may collect an initial non-refundable fee of no more than \$100, as per 8 VAC 40-31-160 (N) (2) of the *Virginia Administrative Code*.**
- 3. That, during the period of provisional certification, all publicity, advertisement, and promotional material must include a statement that the school has received provisional certification to operate by SCHEV.**
- 4. That, prior to the expiration of the period of provisional certification, Virginia College must satisfy a site visit conducted by SCHEV staff**

**demonstrating that the facility conforms to all federal, state and local building codes and that it is equipped with classrooms, instructional and resource facilities, and laboratories adequate for the size of the faculty and student body and adequate to support the educational programs offered by the school.**

- 5. That, if Virginia College does not satisfy condition #4 above, the provisional certification shall lapse. In the event of such lapse, the school may reapply for certification.**

**BE IT FURTHER RESOLVED that Council delegates the granting of full certification to the Executive Director, upon Virginia College's successful completion of the site visit.**

## **Virginia College** **Application Summary**

### **School Overview**

Virginia College is a private postsecondary institution that operates 13 campuses in 7 states, whose corporate headquarters is in Birmingham, Al. Virginia College is accredited by the Accrediting Council of Independent College and Schools (ACICS). Virginia College has campuses in Huntsville, Mobile, and Montgomery, Alabama; Pensacola and Jacksonville, Florida; Jackson and Biloxi, Mississippi; Austin, Texas; Chattanooga, Tennessee; Greenville, Charleston, and Columbia, South Carolina; and Augusta, Georgia. The school is owned by the Education Corporation of America, a Delaware corporation.

### **School Officer**

President/CEO/Treasurer – Thomas A Moore, Jr.

### **School Mission Statement**

The school's mission statement is as follows:

*Virginia College is a private, proprietary institution of higher education committed to offering diplomas and associate's degrees. The student's learning experience and placement opportunities are enhanced through studies that provide a balance of general academics, technical skills, and personal growth. The goal of Virginia College lies in its responsibility to students, the technical and business communities, and the general citizenry. The College provides educational opportunities through curricula in business, business-related, administrative, management, technical, medical, and professional programs that are designed to prepare a student for direct entry into the job market or to enhance their chances of advancement within a business hierarchy.*

### **Proposed Educational Programs and Credentials Conferred**

Diploma – Administrative Assistant  
Diploma – Culinary Arts  
Diploma – Medical Assistant  
Diploma – Medical Billing and Coding  
Diploma – Pastry Arts  
Diploma – Pharmacy Technician  
Associate of Applied Science – Administrative Office Management  
Associate of Applied Science – Criminal Justice  
Associate of Occupational Science – Culinary Arts  
Associate of Applied Science – Healthcare Reimbursement  
Associate of Applied Science – Medical Assistant  
Associate of Applied Science – Medical Office Administration  
Associate of Applied Science – Medical Office Management  
Associate of Occupational Science – Network Engineering  
Associate of Applied Science – Paralegal Studies  
Associate of Occupational Science – Pastry Arts  
Associate of Applied Science – Respiratory Therapy

Associate of Occupational Science – Salon Management  
 Associate of Applied Science – Surgical Technology  
 Bachelor of Science – Business Administration  
 Bachelor of Science – Criminal Justice  
 Bachelor of Science – Health Services Management

**Proposed Location**

Virginia College plans to operate from the following address:

7200 Midlothian Turnpike  
 Richmond, VA 23225

**Financial Stability Indicator**

Virginia College completed the Projected Accounting Budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated the school’s financial composite score as 2.8 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**

Virginia College submitted a \$2,200,000.00 surety instrument, which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of the school closure, pursuant to 8 VAC 40-31-160 (I).

**Evidence of Compliance**

Virginia 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**

Virginia 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:

**Resolution:**

**BE IT RESOLVED** that the State Council of Higher Education for Virginia provisionally certifies Virginia College to operate a postsecondary institution in the Commonwealth of Virginia, effective May 18, 2010, in accordance with the conditions listed below, for one (1) year.

6. That, during the period of provisional certification, Virginia College shall be allowed to advertise and receive student applications, but not actually enroll or instruct students.
7. That, during the period of provisional certification, Virginia College may not collect tuition from prospective students, though it may collect an initial non-refundable fee of no more than \$100, as per 8 VAC 40-31-160 (N) (2) of the *Virginia Administrative Code*.
8. That, during the period of provisional certification, all publicity, advertisement, and promotional material must include a statement that the school has received provisional certification to operate by SCHEV.
9. That, prior to the expiration of the period of provisional certification, Virginia College must satisfy a site visit conducted by SCHEV staff demonstrating that the facility conforms to all federal, state and local building codes and that it is equipped with classrooms, instructional and resource facilities, and laboratories adequate for the size of the faculty and student body and adequate to support the educational programs offered by the school.
10. That, if Virginia College does not satisfy condition #4 above, the provisional certification shall lapse. In the event of such lapse, the school may reapply for certification.

**BE IT FURTHER RESOVLED** that Council delegates the granting of full certification to the Executive Director, upon Virginia College's successful completion of the site visit.

State Council of Higher Education for Virginia  
Agenda Item

**Item:** #9 – Items Delegated to Staff

**Date of Meeting:** May 18, 2010

**Presenter:** Daniel LaVista, Executive Director  
[DaniellaVista@schev.edu](mailto:DaniellaVista@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

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

**Action:** The Council approved delegation of certain items to staff

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

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

**Materials Provided:**

- Program Actions:
  - George Mason University
  - Lord Fairfax Community College
  - Piedmont Community College
  - Radford University
  - Virginia Polytechnic Institute and State University
- Organizational Changes / Off-campus Instructional Sites:
  - George Mason University
  - Norfolk State University
- Eminent Scholars Allocation for 2010-11

**Financial Impact:** N/A

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

**Resolution:** N/A

### Items Delegated to Director/Staff

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

#### Program Actions

Institution	Degree/Program/CIP	Effective Date
George Mason University	Change the title of the Master of Arts and the Doctor of Philosophy degree programs in Justice, Law and Crime Policy (43.0103) to Criminology, Law, and Society (43.0103).	Fall 2010
George Mason University	Change the title of the Bachelor of Science in Administration of Justice (43.0107) to Criminology, Law, and Society (43.0107).	Fall 2010
George Mason University	Change the title of the Bachelor of Science in Health Science (51.9999) to Health Administration (51.9999).	Fall 2010
George Mason University	Change the degree designation of the Bachelor of Science in Social Work (44.0701) to the Bachelor of Social Work (44.0701).	Fall 2010
Lord Fairfax Community College	New Program Approved: Associate of Applied Science in Early Childhood Education (CIP Code: 19.0709).	Fall 2011
Piedmont Virginia Community College	New Program Approved: Associate of Applied Science in Radiography (CIP Code: 51.0911).	Fall 2010
Piedmont Virginia Community College	New Program Approved: Associate of Applied Science in Diagnostic Medical Sonography (CIP Code: 51.0910).	Fall 2010
Radford University	Change the degree designation of the Bachelor of Arts (50.0401) in Design to Bachelor of Fine Arts in Design (50.0401).	Fall 2010
Virginia Polytechnic Institute and State University	Change the CIP Code of the Doctor of Philosophy in Rhetoric and Writing from 23.0101 to 23.1304.	Spring 2010



Virginia Polytechnic Institute and State University	Change the CIP Code of the Master of Fine Arts in Creative Writing from 23.0501 to 23.1302.	Spring 2010
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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**

<b>Institution</b>	<b>Change / Site</b>	<b>Effective Date</b>
George Mason University	Rename the Department of Administration of Justice to the Department of Criminology, Law and Society.	August 1, 2010
Norfolk State University	Create the Department of Nursing and Allied Health from a merge of the existing Department of Allied Health and the Department of Nursing.	April 1, 2010

### **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.

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

Institutions	2009-10 Allocation			2010-11 Allocation		
	2009-10 Request	2009-10 Allocation	2009-10 Allocation As Percent Of Request	2010-11 Request	2010-11 Allocation	2010-11 Allocation As Percent Of Request
Christopher Newport University	\$6,500	\$1,893	29%	\$1,800	\$1,033	57%
College of William and Mary <sup>(1)</sup>	\$1,324,930	\$677,516	51%	\$1,324,930	\$338,844	26%
Virginia Institute of Marine Science <sup>(1)</sup>	\$77,302	\$43,245	56%	\$77,302	\$21,709	28%
George Mason University	\$750,000	\$293,655	39%	\$1,000,000	\$146,914	15%
James Madison University	\$44,750	\$16,790	38%	\$91,500	\$8,481	9%
Longwood University	\$28,020	\$4,513	16%	\$45,000	\$2,343	5%
Norfolk State University	\$30,229	\$16,314	54%	\$16,314	\$8,243	51%
Old Dominion University	\$360,598	\$155,298	43%	\$342,357	\$77,735	23%
Radford University	\$44,565	\$24,244	54%	\$24,244	\$12,208	50%
University of Mary Washington <sup>(1)</sup>	\$53,075	\$30,007	57%	\$53,075	\$15,090	28%
University of Virginia	\$12,235,000	\$1,595,872	13%	\$13,550,000	\$798,022	6%
University of Virginia at Wise	\$2,191	\$1,242	57%	\$1,242	\$707	57%
VA Commonwealth University	\$1,593,965	\$196,517	12%	\$1,499,263	\$98,345	7%
Virginia Military Institute	\$100,000	\$10,401	10%	\$100,000	\$5,287	5%
Virginia State University <sup>(1)</sup>	\$38,030	\$17,325	46%	\$38,030	\$8,749	23%
Virginia Tech	\$2,345,146	\$327,409	14%	\$2,366,252	\$163,791	7%
VCCS <sup>(2)</sup>	\$105,818	\$2,757	3%	-	-	-
<b>Total</b>	<b>\$19,140,119</b>	<b>\$3,414,998</b>	<b>18%</b>	<b>\$20,531,309</b>	<b>\$1,707,499</b>	<b>8%</b>

<sup>(1)</sup> Institution did not submit a request for 2010-11; request is based on 2009-10 submission.

<sup>(2)</sup> No funds were requested by VCCS for 2010-11.