Agenda Book

May 21-22, 2012
Location:
Roanoke College
Salem, VA

State Council of Higher Education for Virginia
Advancing Virginia through Higher Education
STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
AGENDA

Roanoke College
Colket Center
Kime Conference Room, 2nd floor
Salem, Virginia
May 21, 2012
2:00 p.m.

Academic Affairs Committee

1. Call to Order

2. Approval of Minutes (March 19, 2012) Page A1

3. Liaison Report


5. Action on Programs at Public Institutions Page A16

6. Action on Renewal of Approval for Old Dominion University Organizational Change (Virginia Beach Higher Education Center) Page A26


8. Action on Exempt Status of Centura College Page A39

9. Report on Closure of ACT College Page A41

10. New Business
Meeting Agenda
(Note: Some items from the May 22 meeting agenda may be addressed before adjournment of the May 21 meeting)

1. Call to Order and Announcements 9:00 a.m.

2. Public Comment Period

3. Approval of Minutes (March 20, 2012) Page 1

4. Remarks from President Maxey 9:05 a.m.

5. Director’s Report 9:25 a.m.

6. Briefings and Discussion:
   a. Discussion of SCHEV’s Involvement in Plan From Higher Education Advisory Committee Page 10
   b. Presentation on the Virginia Longitudinal Data System Page 12
   c. Discussion of Commonwealth Graduate Engineering Program (CGEP) Page 13
   d. Final Legislative Actions on 2012-14 Budget Page 15

BREAKE

7. Action Items: 11:00 a.m.
   a. Report from Academic Affairs Committee: (See Acad. Affairs Tabs)
      1. Action on Annual Program Productivity/Viability Review Page A5
      2. Action on Programs at Public Institutions Page A16
      3. Action on Renewal of Approval for Old Dominion University Organizational Change (Virginia Beach Higher Education Center) Page A26
      5. Action on Exempt Status of Centura College Page A39
      6. Report on Closure of ACT College Page A41
   b. Action on Request From Appalachian College of Pharmacy to Participate in the Virginia Tuition Assistance Grant (TAG) Program Page 32
8. Items Delegated to Staff 11:45 a.m.  Page 34 (separate tab)

9. New Business 11:50 a.m.
   a. Action on Resolutions for Departing Council Members
   b. Report from Nominating Committee

10. Adjournment 12:15 p.m.

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

NOTE:
Materials contained in this Agenda Book are in draft form and intended for consideration by the Council at its meeting (dated above), and may not reflect final Council action. For a final version of any item contained in these materials, please visit the Council’s website at www.schev.edu or contact Lee Ann Rung at LeeAnnRung@schev.edu.
Ms. Haddad called the meeting to order at 3:00 p.m. in the David Student Union Board Room, Christopher Newport University, Newport News, Virginia. Committee members present: Gilbert Bland, Johanna Chase, Joann DiGennaro, Mary Haddad, and Julious Smith.

Other Council members present: G. Gilmer Minor, Stephen Haner

Staff members present: Peter Blake, Beverly Covington, Joseph DeFilippo, Carmen Johansen, Kirsten Nelson, Monica Osei, Lee Ann Rung, and Linda Woodley.

APPROVAL OF MINUTES

On motion by Ms. DiGennaro and seconded by Mr. Smith the minutes from the January 9, 2012, meeting were unanimously approved as submitted.

LIAISON REPORT

Dr. DeFilippo reported on the following items:

State Committee on Transfer – Dr. DeFilippo reported that the committee met on March 12, 2012, and the 2012 agenda is currently being developed. It was suggested that a presentation on the work of this committee be made to the Academic Affairs Committee in the fall and Dr. DeFilippo agreed to work with Ms. Johansen to make the arrangements.

Private and Out-of-State Postsecondary Education (POPE) Summit – The POPE staff will be hosting a Best Practices Summit for POPE institutions on March 29.

National Association of State Administrators and Supervisors of Private Schools (NASASPS) – Virginia will be hosting the annual meeting of this national organization on April 22-25 in northern Virginia. POPE staff is coordinating the meeting.

A meeting is currently being planned for June 4. The topic of the one-day conference, which will be sponsored jointly by
SCHEV and VAG, will be “What is it to be an educated Virginian?” Dr. DeFilippo indicated that another date may be considered if necessary.

E-Textbooks – At the request of Secretary Fornash, SCHEV is planning for a one-day meeting in fall 2012. The purpose of the meeting is to promote expanding the use of e-textbooks at Virginia institutions. Dr. DeFilippo responded to questions about the percentages of students using e-textbooks and what is available for use at the community colleges.

Outline of SCHEV Program Approval Criteria – Dr. DeFilippo introduced Dr. Monica Osei and reminded the Committee that in response to a request at the last meeting, staff was asked to provide details on the program approval process. Dr. Osei reviewed with members the various portions of the forms that institutions are required to complete when requesting new programs for approval by the Council. Dr. Johansen was also present and answered questions regarding the community college program submissions.

Dr. Osei was asked to provide details of what alternatives are available to institutions when SCHEV staff will not recommend approval and the institution is unwilling to withdraw the proposal. She reported that while staff has not yet been faced with this scenario, it is prepared to provide the institution an opportunity to appear before the Academic Affairs Committee. She reminded Committee members that the Council could override any non-recommendation from staff if it chose to do so. Council members were invited to request additional information about programs.

**ACTION ON PROGRAMS AT PUBLIC INSTITUTIONS**

*Bachelor of Arts (B.A.) in Public Policy and Leadership*

Dr. DeFilippo presented a brief overview of this program and reported that staff recommends approval. Institutional representatives from the University of Virginia were introduced and answered questions from members. The inclusion of qualitative analysis was applauded. On motion by Ms. Chase and seconded by Mr. Smith the following resolution was unanimously approved to be forwarded to the full Council:

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to the University of Virginia to initiate a Bachelor of Arts (B.A.) degree program in Public Policy and Leadership (CIP: 44.0501), effective fall 2012.

**ACTION ON PRIVATE AND OUT-OF-STATE POSTSECONDARY EDUCATION (POPE) INSTITUTIONAL CERTIFICATIONS**
Dr. DeFilippo introduced one postsecondary institution seeking certification to operate in Virginia, GIT Services, and directed questions to Ms. Woodley. Staff recommended approval and on motion by Ms. DiGennaro and seconded by Ms. Chase the following resolution was unanimously approved to be forwarded to the full Council:

**BE IT RESOLVED** that the State Council of Higher Education for Virginia certifies GIT Services to operate a postsecondary institution in the Commonwealth of Virginia, effective March 20, 2012.

**ACTION ON ESTABLISHMENT OF ADVISORY COMMITTEE FOR MILITARY EDUCATION**

Dr. DeFilippo provided background information about this recommendation. Establishment of the Military Education Advisory Committee will assist SCHEV in meeting the requirements of the recent legislation enacted by the General Assembly, which charges SCHEV to develop new guidelines governing certain institutional policies related to military students. Beverly Covington and Lee Andes from SCHEV will be the co-conveners of the advisory committee. Ms. DiGennaro applauded the efforts but inquired about involvement of the Secretary of Veterans Affairs and Homeland Security. Dr. DeFilippo indicated that SCHEV staff has been in communication with Secretary Suit and a representative from her staff may be included in the committee membership.

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

**BE IT RESOLVED** that the State Council of Higher Education for Virginia establishes the Military Education Advisory Committee to advise Council on academic and administrative matters and other issues associated with military-related students. Staff is authorized to solicit nominations from eligible institutions and take any other measures necessary to fulfill the Committee’s charge, which is hereby approved by Council.

**NEW BUSINESS**

Ms. DiGennaro expressed concern about the number of new programs as well as the closing of programs no longer needed. She felt it was incumbent upon SCHEV and the boards of visitors to look at the economic environment to ensure that the courses being put in place are meeting the needs of an institution’s curriculum. Mr. Minor agreed but said the coordinating role of the Council does not extend this type of authority to SCHEV. It was decided that when the annual
program viability review is presented in May, a discussion of program approvals and discontinuances would be included.

Mr. Bland thanked Ms. Woodley for her assistance in helping him deal with a question from a POPE institution.

The meeting was adjourned at 4:05 p.m.

______________________________________________
Mary Haddad
Chair, Academic Affairs Committee

______________________________________________
Lee Ann Rung
Manager, Executive & Council Affairs
State Council of Higher Education for Virginia
Agenda Item

Item:  Academic Affairs Item #4 – Annual Program Productivity/Viability Review

Date of Meeting:  May 21, 2012

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

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
  Date:  May 12, 2009
  Action:  Council approved an amendment to the existing program productivity/viability policy whereby newly approved programs would be reviewed following their fifth year of existence.

Background Information/Summary of Major Elements:

At its May 12, 2009 meeting, Council passed a resolution to supplement the SCHEV quinquennial program productivity/viability review process with a specialized annual review:

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

SCHEV shall annually review recently approved programs when they have completed their fifth year of existence (except for years when the regular quinquennial review occurs). For any such program not achieving SCHEV viability standards by the fifth year, the institution shall elect either to close the program or to submit a plan for bringing it up to standard within a specified time frame. Council will receive a report on and approve the results of this annual review as it does for the regular quinquennial review.

In February 2012, SCHEV staff completed the productivity/viability review of 15 programs that completed their fifth year of existence in 2010-2011. One program offered by Longwood University, the Master of Business Administration (M.B.A.), did not meet the viability standards in 2010-11. Upon being notified of the results of the review, the institution provided a timely response with narrative justifications and data to support its request that the program be exempt from further review at this time. Exemption means that SCHEV allows the program to continue without full
qualitative and quantitative review until the next five-year productivity/viability review, which will occur in two years. Finding adequate justification, staff recommends that Council grant an exemption for the targeted program.

**Materials Provided:**

- Table: *Program Viability Annual Review: Programs Reaching 5th Year of Enrollment in 2010-11*

- Summary of Longwood University response and SCHEV staff recommendation.

- Appendix: *Tables of Programs Approved and Discontinued—2009-11.*

**Financial Impact:** N/A

**Timetable for Further Review/Action:** Staff anticipates reporting to Council in March 2013 on the next annual program productivity/viability review.

**Resolution:** Based on program viability results and submissions by Longwood University, staff recommends that the following resolution be adopted by the Academic Affairs Committee and transmitted to the Council:

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

> Grant exemption from any further review or action at this time for the Longwood University Master of Business Administration (M.B.A.), due to positive enrollment trends.
**State Council of Higher Education for Virginia**

Program Viability Annual Review: Programs Reaching 5th Year of Enrollment in 2010-11

Note: Program not meeting standards is shaded.

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**Summary of Institutional Response and SCHEV Staff Recommendation**

Longwood University Master of Business Administration.

The Longwood University M.B.A. program was determined not to meet standards for FTE majors and FTE graduates in 2010-11, its fifth year of existence. The program had 10.4 FTE majors, falling just short of the standard of eleven, and had only one graduate, below the standard of seven. The institution requested an exemption based on an upward trend in enrollment since the transition of the program to full online delivery. When the program was approved in January 2006, it was designed to be an on-campus program, although there was some teleconferencing capability between classrooms on Longwood’s campus with a leased classroom space in Richmond. This format did not result in the projected enrollment, so the institution re-evaluated demand for the program. The program was modified in the fall of 2010 to fully online instructional delivery supplemented with annual face-to-face summer residencies on campus. Students progress through the program in cohort groups, taking the same sequence of classes during fall, spring, and summer semesters.
The institution presented data to show the increase in enrollment since the program was reorganized, from three students in 2006 to a total headcount of 18 in fall 2011. While the admissions process had not closed by the time the institution filed its response, estimated enrollment for fall 2012 is 15 students. The program had three graduates in December 2011 and 13 students are scheduled to graduate in August 2012.

Staff recommends granting the requested exemption due to positive enrollment trends since the institution modified the program's structure in 2010. The program will come under productivity/viability review again in two years.
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**Total Programs Approved:** 81
# State Council of Higher Education for Virginia
## Programs Discontinued: 2009-2011

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<th>Institution</th>
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Total Discontinuances Reported: 30
State Council of Higher Education for Virginia
Agenda Item

Item: Academic Affairs Item #5 – Action on Programs at Public Institutions

Date of Meeting: May 21, 2012

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

Most Recent Review/Action:
☑ No previous Council review/action
☐ Previous review/action
  Date:
  Action:

Background Information/Summary of Major Elements:
Two public four-year institutions (James Madison University and Norfolk State University) are requesting Council action on two proposals for new academic degree programs. Staff’s review of the proposals finds that it meets criteria established by Council for program approval.

Materials Provided:

1. James Madison University
   • Master of Arts (M.A.) in Communication and Advocacy (CIP: 09.9999).

2. Norfolk State University
   • Bachelor of Science (B.S.) in Information Technology (CIP: 11.0103).

Financial Impact: The institutions both affirm that the proposed programs will be funded through tuition and other internal allocations and that additional state resources will not be sought to initiate and sustain the programs.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to James Madison University to initiate a Master of Arts (M.A.) degree program in Communication and Advocacy (CIP: 09.0999), effective fall.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Norfolk State University to initiate a Bachelor of Science (B.S.) degree program in Information Technology (CIP: 11.0103), effective fall 2012.
James Madison University
Master of Arts (M.A.) in Communication and Advocacy
(CIP: 09.0999)

Program Description
James Madison University (JMU) is proposing the creation of a Master of Arts (MA) degree program in Communication and Advocacy to be initiated in fall 2013. The proposed program would be located in the School of Communication Studies. The program is designed to provide students with a foundation in communication and specialized training and development in advocacy studies and communication. The program will provide students with a comprehensive understanding of: 1) media frames and responses to effectively influence audience interpretations of issues or policy; 2) strategic management communication; 3) communication competencies in interpersonal, organizational, and public contexts; and, 4) how to empower diverse stakeholders through practical application of advocacy theory and concepts. The curriculum will prepare students to develop and assess advocacy goals and design, implement, and evaluate communication campaigns. Graduates who pursue the concentration in Health Communication would possess knowledge and skills to: 1) create culturally appropriate health messages to educate diverse audiences; 2) articulate the strengths and limitations of media used in health communication campaigns; and 3) advocate for clients in a variety of health care arenas. Graduates who pursue the concentration in Environmental Communication would possess the knowledge and skills to: 1) educate and motivate groups regarding environmental interests; 2) facilitate and lead group decision making on environmental issues; and 3) implement communication strategies designed to provide meaningful public participation in decision-making. JMU developed 17 new courses for the program.

The program would require a minimum of 36 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 credit hours of coursework in a concentration; and six credit hours of thesis research. To complete the non-thesis option, students will be required to complete: 18 credit hours of coursework in core courses; nine credit hours of coursework in a concentration; and six credit hours of internship. Students who select the non-thesis option would also be required to pass a comprehensive exam.

Justification for the Proposed Program
Scholars and practitioners assert that there is growing need for advanced study of communication and advocacy. In 2006, it was noted that the training of skills in advocacy is currently missing from the promotion of a civil society. Moreover, universities can play an important role by developing curriculum, offering community outreach programs, and offering public discussions that assist in the processes of advocacy and public deliberation (Zompetti, JP. The Role of Advocacy in Civil Society: Argumentation). In 2010, researchers noted that organizations with members or consultants who demonstrate important communication competencies in media advocacy have more favorable organizational outcomes, success in agenda setting, and impacts on policy making than those who do not (Gardner et al. Clinic consortia media advocacy: Partnering with the media and increasing policymaker awareness.)
In 2010, Lee-Foster wrote that advocacy plays an important role in assisting those who lack the ability or capacity to speak for themselves (Lee-Foster, A. Capacity to community: Sense’s three-year project training independent mental capacity advocates in communication skills. The Journal of Adult Protection).

JMU asserted that health communication and environmental communication are emerging as critical fields of study. Health communication scholars have built a strong research agenda to examine the processes of advocacy in a variety of health communication contexts. Environmental communication is a new and growing field and should promote “interaction between academic scholars and practitioners in the field, including community members, industry professionals, government officials, and others” (Depoe, S. Editor's Note: Environmental Communication as Nexus. Environmental Communication: A Journal of Nature and Culture). Scholars in environmental communication are building an extensive body of knowledge to explore the nexus of theory and practice. The proposed program would provide students with the theoretical and practical skills needed to advocate effectively in a variety of sectors.

**Student Demand**
In fall 2011, JMU conducted a survey of undergraduate students enrolled in the School of Communication Studies. Of the 93 respondents, 17 (approximately 18%) “strongly agreed” that they would apply to the proposed program; 34 students (approximately 37%) “agreed” that they would likely apply to the proposed program.

In fall 2011, JMU surveyed alumni students of the School of Communication Studies. Of the 88 respondents, 10 (approximately 11%) “strongly agreed” that they would apply to the proposed program; 21 (approximately 24%) “agreed” that they would likely apply to the proposed program.

Letters and emails from potential students indicate student demand. One student wrote, “A Master’s program in communications and advocacy would further prepare me to excel in advocacy related professions, enhance and build upon my professional skills and make me more competitive in the job market.” Another student wrote, “I just wanted to reiterate that I am very excited about the program … I know that a focus on Environmental Advocacy has been proposed and I am most interested in this aspect of the program.”

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 9 in the program’s first year (2013-14). The projections continue as follows: FTES 2014-15, 18.0; 2015-16, 22.0; and 2016-17, 26.0. JMU anticipates having 18 graduates each year beginning in 2017-18. If these projections are met, this program will meet Council’s productivity/viability standards within five years, as required.
**Market/Employer Demand**
JMU noted that graduates of the proposed program will possess skills and knowledge to serve as advocacy and strategic communication specialists, advocacy coordinators and advisors, directors of advocacy research, communication and public relations specialists and program managers, and advocacy consultants. Graduates will be prepared to work in government agencies, private industry, education institutions, and non-profit organizations.

In two letters of support, both companies noted a need for personnel with graduate-level education in communication and advocacy. Employment announcements in Virginia and nationally show demand for qualified personnel to fill positions as outreach advocacy coordinators, environmental health communications project managers, family health advocacy officers, and advocacy resources director. The Bureau of Labor Statistics (BLS) projects between 2008 and 2018 employment in wage and salary jobs in advocacy, grant making, and civic organizations will increase 14% ([http://www.bls.gov/oco/cg/cgs054.htm](http://www.bls.gov/oco/cg/cgs054.htm)). The BLS notes “Employers need individuals with strong communication and fundraising skills, because organizations must constantly mobilize public support for their activities.” The Virginia Workforce Connection (VAWC) did not have data for jobs in the advocacy, grant making, and civic organizations. However, data for related fields such as: 1) public relations specialists and 2) public relations managers indicate strong demand is anticipated. Data show that between 2008 and 2018 employment of public relations specialists will grow 33.3% or 2.9% annually; employment of public relations managers will grow 20.5% or 1.9% annually ([available at: http://www.vawc.virginia.gov/analyst/](http://www.vawc.virginia.gov/analyst/)).

**Issues of Duplication**
JMU would be the first institution in the Commonwealth to offer a Master of Arts degree program in Communication and Advocacy. Although no identical program is offered, six public institutions (GMU, NSU, ODU, RU, VCU, and VA Tech) offer related degree programs in Communication. None of the programs focus on advocacy. GMU’s program is similar in that some of the courses (five courses) required for the major are similar to coursework required for the proposed program and GMU offers a concentration in Health Communication. None of the other programs offers a concentration in Health or Environmental communication. JMU asserts that the proposed program is among only a “few graduate programs in the country” and would place the institution and the Commonwealth at “the forefront of this field study.”

**Resource Needs**
The proposed program will be funded primarily through departmental and institutional reallocations. None of the reallocations will have a negative effect on existing programs. The institution will not seek additional state resources to initiate and sustain the program.

**Board Approval**
The JMU Board of Visitors approved the proposed program on January 8, 2010.
Staff Recommendation
Based on a thorough review of the application, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to James Madison University to initiate a Master of Arts (M.A.) degree program in Communication and Advocacy (CIP: 09.0999), effective fall.
Program Description
Norfolk State University (NSU) is proposing the creation of a Bachelor of Science (BS) degree program in Information Technology to be initiated fall 2012. Located in the Department of Computer Science, the proposed program is designed to prepare students to manage networked computing infrastructures within organizations. Through the integration of information technology, computer technology, and mathematics, the program will prepare students to design, implement, and evaluate computer-based systems, and integrate computing technologies in organizational settings. Students would be exposed to coursework in information technology principles, database principles and design, team management, human computer interaction, computer security, and project management. Graduates would possess the knowledge and skills needed to integrate technology-based solutions into the user environment, analyze and identify computing requirements to meet organizational needs, participate on interdisciplinary teams, and analyze the local and global impact of computing on individuals, organizations, and society at large.

The proposed program is designed to be accredited by the Computing Accreditation Commission (CAC) of ABET. The program includes the required coursework to meet accrediting standards. NSU anticipates the program will seek accreditation with CAC in summer 2019.

The program would require a total of 120 credit hours: 37 credit hours of general education coursework; 62 credit hours of major foundation and core coursework; 12 credit hours of major elective coursework; three credits of elective coursework in information technology or computer science; five credit hours of general electives; and one credit hour of laboratory coursework in science.

Justification for the Proposed Program
In 2005, the Association for Computing Machinery (ACM) wrote that Information Technology (IT) [had] come out of nowhere to fill a void that the other computing disciplines did not adequately address. The maturation and evolution [had] created a greater range of possibilities for students and educational institutions (http://www.acm.org/education/curric_vols/CC2005arch06Final.pdf?searchterm=2005++computing+curricula++report). In its final report (2008), the Joint Task Force on Computing Curricula reported that the advances in computing communications technology, particularly the Internet had given rise to the academic field of IT. It was noted that with the rapid expansion of the use of information technology throughout the global society, there is a need to recruit capable new personnel to address industry needs: (http://www.acm.org/education/curricula/IT2008%20Curriculum.pdf/view). In the same year, researchers participating in an annual Department of Defense (DoD) science and technology conference noted that the shortage of technology professionals was approaching a crisis. Moreover, the solution to address industry
needs may be that women and minorities become the most important groups to tap in pursuit of qualified, academically trained personnel: (http://ieeexplore.ieee.org/xpl/articleDetails.jsp?arnumber=4755919). In 2011, the first phase of the Commonwealth's Research and Technology Strategic Roadmap was published by the Center for Innovative Technology (CIT). The CIT named Information Technology and Cyber Security as two of the 11 sectors targeted for strategic investment in Virginia. It was noted that the IT sector facilitates development in transportation, national security, healthcare, advanced material and manufacturing, energy, and the environment: (http://www.cit.org/sites/default/files/file/Roadmap_Phase%20I_112811_with%20Dedication.pdf).

NSU contends that the proposed program is timely and needed. As the only public Historically Black College and University (HBCU) in Virginia to offer the proposed program, it would ensure graduates will address the need for underrepresented, academically trained personnel. Moreover, the Department of Computer Science has a high ratio (60%) of female faculty members which NSU indicates is unique and positions the university to attract, retain, and educate women to the field of information technology. The program will enable NSU to grow its IT education mission, address industry needs, and directly support the Commonwealth's need to produce highly trained individuals to help meet the state’s demand for IT professionals.

**Student Demand**

Data for student enrollment in the BS in Computer Science, Applied Computing track indicate student demand. In fall 2009, 35 students were enrolled in the track; in fall 2010, 28 students were enrolled and in spring 2011, 35 students were enrolled.

In spring 2012, NSU surveyed a diverse pool of prospective students including high school students, students who had not selected a major, local community college students, and freshman and sophomores taking computer literacy courses at NSU. Of the 640 respondents, 345 were high school students. Of the 345 respondents, 92 (approximately 27%) were very interested or interested and 97 (approximately 28%) were somewhat interested in the proposed program. Of the 109 respondents from a local community college, 66 (approximately 61%) were very interested or interested and 18 (approximately 17%) were somewhat interested. Of the 186 NSU students, 53 (approximately 28%) were very interested or interested in the proposed program.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 36.0 in the program’s first year (2012-13). The projections continue as follows: FTES 2013-14, 54.0; 2014-15, 71.0; and 2015-16, 89.0. NSU anticipates producing 20 graduates each year beginning in 2016-17. If these projections are met, this program will meet Council’s productivity/viability standards within five years, as required.
**Market/Employer Demand**
NSU contends that the graduates of the proposed program will be well suited for entry-level positions as network and computer systems administrators, computer systems analysts, database administrators, network systems and data communications analysts, and computer user support specialists. Graduates will possess the skills and knowledge needed to fill positions in government agencies, non-profit organizations, and private industry. In two letters of support, it was noted that a need exists "for qualified candidates" to fill positions for developers and database administrators. Employment advertisements indicate need for bachelor-level graduates. The Bureau of Labor Statistics (BLS) projects that between 2010 and 2020 employment of computer systems analyst is expected to grow 22%: ([http://www.bls.gov/ooh/computer-and-information-technology/computer-systems-analysts.htm](http://www.bls.gov/ooh/computer-and-information-technology/computer-systems-analysts.htm)); employment of network and computer systems administrators is expected to grow 28% ([network-and-computer-systems-administrators.htm](http://www.bls.gov/ooh/computer-and-information-technology/computer-systems-administrators.htm)); and employment of computer support specialists is expected to grow 22%. The BLS noted that applicants with a bachelor’s degree and a strong technical background should have the best job opportunities: ([http://www.bls.gov/ooh/Computer-and-Information-Technology/Computer-support-specialists.htm](http://www.bls.gov/ooh/Computer-and-Information-Technology/Computer-support-specialists.htm)). The Virginia Workforce Connection (VAWC) projects that between 2008 and 2018 employment of computer systems analyst is expected to increase 31.4% or 2.8% annually; employment of network and computer systems administrators is expected to increase 39.2% or 3.4% annually; and, employment of computer support specialists is expected to increase 21.9% or 2.0% annually ([available at: http://vawc.virginia.gov/analyzer](http://vawc.virginia.gov/analyzer)).

**Issues of Duplication**
One public institution in Virginia (GMU) offers a similar program. The degree requirements for programs accredited by the Computing Accreditation Commission (CAC) of ABET must follow the Commission's Education Programs standards. Thus, the degree programs require similar coursework for the major. However, GMU’s program requires additional business related courses. NSU’s program will be offered in Norfolk and serve students residing in Hampton Roads as well as predominantly underrepresented populations.

**Resource Needs**
The proposed program will be funded primarily through departmental and institutional reallocations with funding support reallocated from the existing BS in Computer Science, Applied Computing track. The institution will not seek additional state resources to initiate and sustain the program.

**Board Approval**
The NSU Board of Visitors approved the proposed program on December 9, 2011.
Staff Recommendation
Based on a thorough review of the application, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the Council:

   BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Norfolk State University to initiate a Bachelor of Science (B.S.) degree program in Information Technology (CIP: 11.0103), effective fall 2012.
State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Item #6 – Renewal of Approval for Old Dominion University Organizational Change (Virginia Beach Higher Education Center)

Date of Meeting: May 21, 2012

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

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
  Date: March 13, 2007
  Action: Council granted approval to Old Dominion University (ODU) to offer lower division undergraduate programming at the Virginia Beach Higher Education Center subject to certain conditions, including a five year limitation, which is about to expire.

Background Information/Summary of Major Elements:

At its March 2007 meeting, Council granted approval to ODU to offer lower division undergraduate programming at the Virginia Beach Higher Education Center (see the attached extract form the March 13, 2007 minutes). Council approval was necessary as the Code of Virginia (§ 23-221) specifies that,

in any area served by a comprehensive community college, no institution of higher learning which conducts extension programs shall, after July 1, 1966, offer courses of study similar to those offered by a comprehensive community college, except as authorized by the State Council of Higher Education.

Council approval was granted subject to conditions meant to ensure that the mission of Tidewater Community College (TCC)—as the primary provider of comprehensive cost-effective access in the Virginia Beach area—would not be adversely affected. ODU was to offer no more than 25 lower division sections at a time, enrollment was to be limited to matriculated ODU undergraduates in high-demand programs, and ODU was to submit annual reports to SCHEV on student enrollment, the status of collaborations with other VBHEC partners, and on the general impact of the new programming. (The final 2011 report is appended to this agenda item.) Council’s approval was granted for a five year period, which expires at the end of the current
academic year. ODU is requesting that Council renew its approval to offer (up to) 25 sections of lower-division instruction at the VBHEC to matriculated ODU students. ODU also requests that the approval be granted without temporal limitation or an annual reporting requirement.

During the five-year period since 2007, ODU has complied substantially with all conditions imposed by Council. (In fall 2008, the 25-section limitation was exceeded by three due to a technical error; the mistake was corrected and has not been repeated since.) Annual reports submitted by ODU show that hundreds of students each year have benefitted from the expanded offerings afforded by Council’s 2007 approval. There is no evidence of any deleterious effect on TCC’s capacity to fulfill its mission. The Virginia Community College System and TCC have been consulted about this request and have indicated their support.

In light of the improved access to baccalaureate education that has been provided by Council’s 2007 approval, and the spirit of cooperation that has obtained among ODU, NSU, and TCC since then, staff recommends that the Academic Affairs Committee approve the resolution below and transmit it to the Council.

Materials Provided:

- Extract from Council’s March 13, 2007 Minutes: Resolution on ODU offerings at the Virginia Beach Higher Education Center
- Final (Fall 2011) Report to SCHEV on ODU Operations at the Virginia Beach Higher Education Center

Financial Impact: This approval would simply continue an already existing state of affairs wherein (up to) 25 sections of lower division courses at a time are offered to ODU undergraduates at the VBHEC. If these courses were not offered at the VBHEC they would have to be offered at another location to support timely student progress.

Timetable for Further Review/Action: N/A

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Old Dominion University to offer 4-year baccalaureate programming at the Virginia Beach Higher Education Center (VBHEC), subject to the following conditions:

1. that lower division courses at the VBHEC be available only to admitted ODU students;
2. that the number of sections of lower division courses offered at the VBHEC be kept to a maximum of 25 course sections per term;
3. that any future plans to alter the programming at the VBHEC beyond the two conditions listed above be subject to the Council’s authorization before implementation.
Extract from Council’s March 13, 2007 Minutes: Resolution on ODU offerings at the Virginia Beach Higher Education Center

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

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

1. that ODU’s 4-year baccalaureate programs and lower division courses at the VBHEC be available only to individuals admitted through the standard admissions process at ODU;
2. that the 4-year baccalaureate programs available at the VBHEC be limited to those listed in the proposal summary in this Agenda Item prepared by SCHEV staff;
3. that the number of sections of lower division courses offered by ODU at the VBHEC be kept at the level in its proposal – a maximum of 25 course sections (out of 300-350 per semester);
4. that approval be granted for a period of five years, beginning in fall 2007, with annual interim reports to be provided by Old Dominion University (ODU), Tidewater Community College (TCC) and Norfolk State University (NSU) to the Council on the status and impact of 4-year baccalaureate programming at VBHEC on ODU and TCC enrollments in 100 and 200 level classes, the space utilization of VBHEC, the increased numbers of students/graduates in critical shortage professions, and student demand for the implemented programs; and that a subsequent report be provided by ODU to the Council in fall 2011;
5. that ODU reach out at the earliest possible date, but no later than June 2007, to TCC and NSU regarding expanded collaborations in offering joint baccalaureate programming within the Princess Anne Commons that create greater opportunities for higher education learning in Virginia Beach; toward that end, SCHEV shall strongly encourage TCC and NSU to participate in that joint effort; and that the progress of these discussions be reported annually to SCHEV, with the final outcome to be included in the report required under 4 above;
6. that any future plans by ODU to alter the programming at the VBHEC beyond the conditions listed above be subject to the Council’s authorization before implementation; and
7. consideration by SCHEV to extend approval beyond the 2011-12 academic year of ODU’s programming shall be conditioned upon compliance with the provisions set forth in 1-6 above, including the outcomes of discussions with TCC and NSU on expanded collaboration and such other factors as may be relevant at that time;
8. all parties involved in VBHEC are encouraged to adhere to the spirit and letter of this resolution. Any actions determined by SCHEV to violate that guidance may result in revocation of this approval.

WHEREAS,

1. ODU has requested that it be permitted to generate an “extended campus location” at the Virginia Beach Higher Education Center,
2. The term “extended campus” is not recognized in the Code of Virginia or by SCHEV,
3. § 23-221 of the Code of Virginia provides that no institution of higher learning shall offer courses of study similar to those offered by a comprehensive community college, “except as authorized by the State Council of Higher Education.”
4. The Council believes that in exercising the discretion conveyed by the Statute, the Council needs to balance the goals of (1) safeguarding the mission of the community college system to provide broad access in higher education to students on an economically efficient basis with (2) the desirability of providing student choice between a four-year institution and a two-year institution.

5. Especially in metropolitan areas, where commuting times can be burdensome and there is adequate total demand to support viable and robust community colleges, student choice is an important factor in exercising SCHEV's discretion.

6. Nothing in this resolution establishes a precedent that cooperation among four-year institutions and community colleges is not the guiding state principle. This resolution should not be taken as an invitation to other institutions to take actions that SCHEV determines unnecessarily duplicate courses in a manner inconsistent with SCHEV's obligation to assure fiscal responsibility.
SCHEV Resolution

As required by the March 2007 SCHEV resolution, this document represents Old Dominion University’s report on the status of its degree offerings available in the City of Virginia Beach at the Virginia Beach Higher Education Center (VBHEC, including online); in addition, it reports on the collaborative efforts of Old Dominion University (ODU), Tidewater Community College (TCC), and Norfolk State University (NSU) to serve the higher education needs of Virginia Beach citizens.

Specifically regarding the university’s offering of select general education courses specific to degree requirements at the lower level (100- and 200-level) commonly needed by matriculated students, including transfer students, who are pursuing baccalaureate degrees in high demand and critical shortage area programs, the SCHEV resolution states:

“... that approval be granted for a period of five years, beginning in fall 2007, with annual interim reports to be provided by Old Dominion University (ODU), Tidewater Community College (TCC) and Norfolk State University (NSU) to the Council on the status and impact of 4-year baccalaureate programming at VBHEC on ODU and TCC enrollments in 100 and 200 level classes, the space utilization of VBHEC, the increased numbers of students/graduates in critical shortage professions, and student demand for the implemented programs; and that a subsequent report be provided by ODU to the Council in fall 2011...”

Institutional Responses

Shortly after SCHEV issued the resolution, ODU initiated the first meeting of the three institutions, and meetings have occurred annually, continuing into the present. Representatives from each school have attended the meetings. The attached minutes reflect meetings of this committee held in December 2010 and October 2011 (note that personnel changes resulted in changes in representatives from each institution, and scheduling challenges limited the group to one meeting in AY 2010-11). The Virginia Beach (VB) Collaboration Team continued discussions begun in the previous year regarding how institutions could strengthen their partnerships and discover new avenues for collaboration, including:

- Dissemination and promotion of articulation agreements to academic and guidance counselors as well as prospective students and parents;
- Articulations of online programs;
- Implementation and assessment of the Guaranteed Articulation Agreement and Letter of Intent;
- VBHEC Facilities Issues, including:
  - Cross-institutional communication protocols relative to crisis management and threat assessment;
  - Optimal classroom space scheduling timeline and procedures for fall and spring semesters.

The Impact of Old Dominion University Enrollment Growth in Virginia Beach

A. Status and Impact of 4-year Baccalaureate Programming:

- To ensure that fully-admitted, baccalaureate degree-seeking students have necessary courses to complete degrees in a timely fashion, Old Dominion University offers select lower division general education courses and prerequisites to upper division requirements for specific high-demand and critical shortage area degree programs. As the University’s strategic mission has fueled a migration of some degree programs offered on-site through Distance Learning (chiefly satellite broadcast and 2-way video) to online deliveries, the total number of academic courses available on-site at VBHEC has declined slightly.

- In addition to being enrolled in courses on-site, ODU’s degree-seeking students enroll in online courses and access academic services at VBHEC; in the past year, the University has amplified online degree-programming for baccalaureate and graduate programs, and ODU-VB advising and enrollment services staff have increased...
promotion of these courses to students. The online courses that are available and promoted to ODU-VB students in the past academic year, complementing the on-site courses, have increased in number.

<table>
<thead>
<tr>
<th>Term</th>
<th>Lower Division Courses*</th>
<th>All Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA06</td>
<td>22</td>
<td>241</td>
</tr>
<tr>
<td>SP07</td>
<td>4</td>
<td>275</td>
</tr>
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<td>SU07</td>
<td>5</td>
<td>176</td>
</tr>
<tr>
<td>FA07</td>
<td>19</td>
<td>264</td>
</tr>
<tr>
<td>SP08</td>
<td>25</td>
<td>272</td>
</tr>
<tr>
<td>SU08</td>
<td>10</td>
<td>184</td>
</tr>
<tr>
<td>FA08</td>
<td>28</td>
<td>262</td>
</tr>
<tr>
<td>SP09</td>
<td>24</td>
<td>266</td>
</tr>
<tr>
<td>SU09</td>
<td>13</td>
<td>149</td>
</tr>
<tr>
<td>FA09</td>
<td>22</td>
<td>261</td>
</tr>
<tr>
<td>SP10</td>
<td>20</td>
<td>281</td>
</tr>
<tr>
<td>SU10</td>
<td>17</td>
<td>161</td>
</tr>
<tr>
<td>FA10</td>
<td>20</td>
<td>243</td>
</tr>
<tr>
<td>SP11</td>
<td>19</td>
<td>249</td>
</tr>
<tr>
<td>SU11</td>
<td>19</td>
<td>140</td>
</tr>
</tbody>
</table>

*This number does not include zero-credit-bearing lab sections

<table>
<thead>
<tr>
<th>Term</th>
<th>WEB2*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA06</td>
<td>97</td>
<td></td>
</tr>
<tr>
<td>SP07</td>
<td>105</td>
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<td>SU07</td>
<td>88</td>
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<tr>
<td>FA07</td>
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<td>SP08</td>
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<tr>
<td>SU08</td>
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<td>FA08</td>
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<td>SP09</td>
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<td>SU09</td>
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<td>FA09</td>
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<td></td>
</tr>
<tr>
<td>SP10</td>
<td>203</td>
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</tr>
<tr>
<td>SU10</td>
<td>158</td>
<td></td>
</tr>
<tr>
<td>FA10</td>
<td>192</td>
<td></td>
</tr>
<tr>
<td>SP11</td>
<td>202</td>
<td></td>
</tr>
<tr>
<td>SU11</td>
<td>166</td>
<td></td>
</tr>
</tbody>
</table>

*All credit-bearing online courses are upper division or graduate-level

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Therefore, while a glance at on-site course sections and enrollments might suggest a decline in activity at ODU-VB, in fact there are increased numbers of students being advised and participating in co-curricular activities concurrent with the migration of select degree programs to online programming.

• As the table below indicates, the offering of select lower-division courses for degree-seeking students continues to serve a diverse population, including significant numbers of juniors and seniors with earned VCCS and/or TCC associate’s degrees, as well as other transfer students, who for a variety of reasons need course prerequisites to complete their degrees. The data also indicate that juniors slightly exceed first-year students in lower-division course enrollments; thus, while the lower division courses serve large numbers of first- and second-year students, they are equally valuable for enabling post-transfer degree completion.
Virginia Beach Higher Education Center
Course Registrations and FTE Enrollment

<table>
<thead>
<tr>
<th>Lower Division Courses</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2010</td>
</tr>
<tr>
<td>Unduplicated Headcount</td>
<td>481</td>
</tr>
<tr>
<td>Hours Range</td>
<td></td>
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<tr>
<td>100+</td>
<td>75</td>
</tr>
<tr>
<td>99-57</td>
<td>156</td>
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<tr>
<td>56-26</td>
<td>116</td>
</tr>
<tr>
<td>25 or fewer</td>
<td>134</td>
</tr>
<tr>
<td>with TCC Degree*</td>
<td>47</td>
</tr>
<tr>
<td>with VCCS Degree**</td>
<td>52</td>
</tr>
<tr>
<td>with TCC Transfer Hours</td>
<td>182</td>
</tr>
<tr>
<td>VCCS Tran Hours no AA/AS</td>
<td>160</td>
</tr>
</tbody>
</table>

*AS and AA degrees only
**Includes TCC

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• As the table below indicates, overall enrollments on-site remain healthy, with an unduplicated headcount of 2146 and 2141 in FA10 and SP11, respectively. As noted above, the data do not show the dramatic increase in online course programming and online enrollments that are also supported on-site; these students seek advising, computer, library, career management, recreation & wellness, and other co-curricular programming at the VBHEC. The table indicates the large numbers of students with earned VCCS (chiefly TCC) degrees who have transferred to ODU through well-established articulation agreements, including the Guaranteed Admissions agreement and the more recently-implemented Letter of Intent.
Virginia Beach Higher Education Center
Course Registrations and FTE Enrollment

<table>
<thead>
<tr>
<th>Reg. FTE and Headcount</th>
<th>Term</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2010</td>
<td>Spring 2011</td>
<td>Summer 2011</td>
</tr>
<tr>
<td>Unduplicated Headcount</td>
<td>2146</td>
<td>2141</td>
<td>1013</td>
</tr>
<tr>
<td>Student Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>1695</td>
<td>1640</td>
<td>806</td>
</tr>
<tr>
<td>Graduate</td>
<td>451</td>
<td>501</td>
<td>207</td>
</tr>
<tr>
<td>UG Course Registrations</td>
<td>2796</td>
<td>2742</td>
<td>1146</td>
</tr>
<tr>
<td>UG Course FTE</td>
<td>554</td>
<td>551</td>
<td>232</td>
</tr>
<tr>
<td>GR Course Registrations</td>
<td>488</td>
<td>493</td>
<td>171</td>
</tr>
<tr>
<td>GR Course FTE</td>
<td>120</td>
<td>113</td>
<td>43</td>
</tr>
<tr>
<td>with TCC Degree*</td>
<td>466</td>
<td>441</td>
<td>233</td>
</tr>
<tr>
<td>with VCCS Degree**</td>
<td>496</td>
<td>469</td>
<td>246</td>
</tr>
<tr>
<td>with TCC Transfer Hours</td>
<td>991</td>
<td>959</td>
<td>490</td>
</tr>
</tbody>
</table>

*AS and AA degrees only
**Includes TCC

Office of Institutional Research and Assessment

B. Impact of Baccalaureate Programming on Partner Institutions and Space Use:

- The continued availability of ODU baccalaureate degrees at the VBHEC has had no measurable impact on partner institutions.

- NSU continues to offer graduate and undergraduate degree course programming, including lower division, general education course sections, at the VBHEC. Additional NSU-VB operations include an array of continuing education programs and the ongoing Spartan Prep program for college-bound high school students. NSU and ODU also host an annual Black History Month event at the Beach, free and open to the public as well as to the academic community.

- ODU and NSU continue to provide, free of charge, Technology-enhanced Classrooms for TCC courses to alleviate the community college’s space challenges during fall and spring semesters; in recent years, as the four-year universities have added and upgraded technology in these classrooms, their technical staff increasingly have provided training and support for TCC faculty as well. In summer 2011, it became apparent that TCC had scheduled 28 courses, including a 35-seat section, which exceeded the classroom assignments that ODU/NSU had reserved for community college use based on their past needs, Provost Simpson (ODU) and Vice President DeMarte (TCC) exchanged memos to clarify the timeline and
process for requesting and confirming this classroom space for the future. This clarification allows the universities and TCC to plan more effectively for optimal classroom space utilization.

- In summer 2011, ODU-VB hosted its sixth annual “TCC-Virginia Beach Counselors Appreciation Luncheon,” which drew 19 TCC-Virginia Beach academic counselors as well as representatives from ODU’s offices of Admissions, Academic Enhancement, and Enrollment Services; this annual event provides an exchange of information and updates on articulation agreements, the transfer process, Letter of Intent, and ODU resources and contacts.

C. Numbers of Students in Critical Shortage Professions and Other High-Demand Areas:

The university continues to serve significant numbers of students pursuing baccalaureate and graduate degrees on-site in critical shortage, STEM, and other high-demand professions. However, as some degree programs previously offered through satellite-broadcast at the VBHEC have migrated to web-based/online or hybrid delivery modes, collecting and reporting data for the specific site-based enrollments has become problematic. For some degree programs that have undergone this migration, on-site enrollment data may misrepresent and under report the overall degree-seeking population. For instance, the RN-to-BSN, MSN, and BS-PSYC programs have all migrated to partial or complete online course offerings, and students enrolled in these and similar programs may enroll in a mix of course modalities, yet only those students who receive their courses entirely on-site appear in VBHEC enrollment numbers. Even so, the VBHEC serves students who pursue degrees available through an array of modalities, and each of the six ODU academic colleges is engaged in providing the on-site course offerings, as the table below shows:

**Virginia Beach Higher Education Center**

**Course Registrations and FTE Enrollment**

<table>
<thead>
<tr>
<th>All VBHEC Courses</th>
<th>Term</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2010</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Course Level FTE</td>
<td>Course Level FTE</td>
<td>Course Level FTE</td>
</tr>
<tr>
<td>Sum</td>
<td>Sum</td>
<td>Sum</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>College</td>
<td>Course Level</td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>All</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>College of Arts and Letters</td>
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### Undergraduate, Graduate, and All Course Levels

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*AS and AA degrees only

**Includes TCC**

Office of Institutional Research and Assessment
State Council of Higher Education for Virginia
Agenda Item

Item: Academic Affairs Item #7 – Action on Private and Out-of-State Post-secondary Education Institutional Certifications

Date of Meeting: May 21, 2012

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

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

Most Recent Review/Action:
☒ No previous Council review/action
☐ Previous review/action

Date:
Action:

Background Information/Summary of Major Elements:
One postsecondary institution, Medical Solutions Academy, is seeking certification to operate in Virginia.

Materials Provided:

- Medical Solutions Academy application summary

Financial Impact:
The institution has submitted the required certification fee to operate a postsecondary educational institution in Virginia.

Timetable for Further Review/Action: N/A

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Medical Solutions Academy to operate a postsecondary institution in the Commonwealth of Virginia, effective May, 21, 2012.
Medical Solutions Academy
Application Summary

School Overview
Medical Solutions Academy was approved by the Virginia Board of Nursing to offer a nurse aide program in April 2011. The institution is now expanding its program offerings to include several allied health programs.

School Officer
President/CEO – Lakesha Reed, RN, BSN

School Mission Statement
The school’s mission statement is as follows:

Medical Solutions Academy (MSA) is an innovative training center designed to help individuals who are in the healthcare field or desire to become a valuable asset to the healthcare culture. Here we wish to be the foundation of your educational experience. We promise to deliver quality education and demonstrate modern skills that will allow you to maximize your performance to the best of your ability.

Proposed Educational Programs and Credentials Conferred
Certificate – Nurse Aide Training
Certificate – Medication Aide
Certificate – Pharmacy Technician
Certificate – Phlebotomy Technician
Certificate – Clinical Medical Assistant
Certificate – Medical Office Assistant

Proposed Location
Medical Solutions Academy will operate from the following address:

1055 Piney Forest Road, Suite F
Danville, VA 24540

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

Guaranty Instrument
Medical Solutions Academy submitted a $5,000 surety instrument, which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of the school closure, pursuant to 8 VAC 40-31-160 (l).
Evidence of Compliance
Medical Solutions Academy provided the appropriate evidence to demonstrate compliance with each of the following requirements of the *Virginia Administrative Code*.

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

Staff Recommendations
Medical Solutions Academy has demonstrated compliance with § 23-276.3 (B) of the *Code of Virginia*, which outlines the minimal standards for operating a postsecondary institution in the Commonwealth of Virginia. Accordingly, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the Council:

**BE IT RESOLVED** that the State Council of Higher Education for Virginia certifies Medical Solutions Academy to operate a postsecondary institution in the Commonwealth of Virginia, effective May 21, 2012.
Item:  Academic Affairs Item #8 – Action on Exempt Status of Centura College

Date of Meeting:  May 21, 2012

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

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

Most Recent Review/Action:
☐ No previous Council review/action  
☒ Previous review/action  
  Date:  July 18, 2011  
  Action:  Authorization of certain private institutions to operate in Virginia “by name.”

Background Information/Summary of Major Elements:
In accordance with §23-276.4 of the Code of Virginia, institutions of higher education are not required to obtain additional certification from the State Council of Higher Education for Virginia if they:

1. Were formed, chartered, or established in the Commonwealth of Virginia, or chartered by an Act of Congress;
2. Have maintained a main or branch campus continuously in the Commonwealth of Virginia for at least 10 years under their current ownership;
3. Were continuously approved or authorized to confer or grant academic or professional degrees by the State Council of Higher Education for Virginia, by the Virginia Board of Education or by an act of the General Assembly during those 10 years; and
4. Are fully accredited by an accrediting agency recognized by, and have met the criteria for Title IV eligibility of the U.S. Department of Education.
As Centura College meets the criteria listed above, it is eligible for exemption from certification by SCHEV.

The U.S. Department of Education (USED) published in the Federal Register (75 FR 66832) on October 29, 2010, final regulations for the programs authorized under Title IV of the Higher Education Act of 1965, as amended (HEA), in an effort to ensure program integrity at higher education institutions. One requirement of institutional eligibility to participate in federal financial aid programs is that an institution be legally authorized to provide educational programs beyond secondary education in the state in which it is physically located. In an effort to ensure adequate oversight of postsecondary institutions by states, the USED has added a new section to the institution eligibility regulations. Under these new rules, effective July 1, 2011, an institution must satisfy two main criteria in order to be considered “legally authorized” for purposes of Title IV eligibility:

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

At the July 2011 Council meeting, it was decided that as an institution becomes exempt from the requirement of certification, pursuant to §23-276.4 of the Code of Virginia, staff would submit a resolution for Council to affirm its authorization “by name,” and to affirm its exemption from further certification. Accordingly, as Centura College meets criteria for exemption specified by the Code of Virginia, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the Council:

**Resolution:**

BE IT RESOLVED that, pursuant to §23-276.4(C) of the Code of Virginia, the State Council of Higher Education for Virginia affirms that Centura College is

(i) authorized to operate educational programs beyond secondary education in the Commonwealth of Virginia; and

(ii) exempt from the requirement of certification, effective May 22, 2012.
State Council of Higher Education for Virginia
Agenda Item

Item: Academic Affairs Item #9 – Report on Closure of ACT College

Date of Meeting: May 21, 2012

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

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

Most Recent Review/Action:
☒ No previous Council review/action
☐ Previous review/action

Date:
Action:

Background Information/Summary of Major Elements:
ACT College closed the three (3) campuses it operated in Virginia on April 3, 2012 because the U.S. Department of Education (USED) denied the institution’s reapplication for participation in the federal financial aid program. The institution offered several allied health programs and at the time of the closure, 320 students were enrolled.

On April 11, 2012, SCHEV staff participated in two meetings for former ACT College students that included representatives from the U.S. Department of Education and the Accrediting Bureau for Health Education Schools (ABHES) to inform students of available options in light of the institution’s closure. Representatives from several institutions that offered similar allied health programs who expressed an interest in assisting students with a teach-out were also present. Approximately 100 students attended each meeting. SCHEV staff distributed academic transcripts provided by ACT College to students attending the meeting who were enrolled at the time of its closure.

Students were presented with four (4) options:

1. Teach-out. The student enrolls into another institution willing to provide the remaining courses needed for program completion. This is the best option for students close to completion. The student will likely have no additional financial obligation to the teach-out institution.

2. Transfer. The student transfers to a similar program at another institution. Credits are evaluated and transferred according to the institution’s transfer
policy. This is a good option for a student who has completed a portion of his/her program of study but would not benefit from starting all over. The student’s remaining financial aid eligibility could be used for educational related costs.

3. **Student Tuition Guaranty Fund.** The student files a claim against the STGF to receive a refund of the unearned, non-Title IV tuition and fees paid to the institution. A student who files a claim may not participate in the teach-out. This may be a good option for cash-paying students.

4. **Federal Student Loan Discharge.** The student files a “Closed School Discharge” application with the U.S. Department of Education to have all federal student loans obtained for attendance at ACT College forgiven. If a student elects to have his/her loan discharged, credits earned at ACT College are not transferable. This is a good option for students who recently enrolled in ACT College.

A number of students do not fit easily into any of the above categories and will thereby present a challenge in arriving at an appropriate resolution.

1. Students who had completed their program of study, but not the externship associated with the program. The time left on the externship varies from a few days to several weeks. While SCHEV may have academic transcripts for these students, ACT College has not issued their diplomas.

2. Students who were to begin an externship at the time of ACT College’s closure. These students have been unable to participate in the scheduled externship due to “insurance liability” issues. SCHEV may have the academic transcripts for these students, but ACT College has not issued their diplomas.

3. Students who completed all graduation requirements between September 2011 – March 2012. As these students were not enrolled at the time of ACT College’s closure, SCHEV does not have their academic transcripts. Also, since ACT College held one graduation ceremony per year, these students have not received their diplomas.

4. Students enrolled in the Medical Assistant and Phlebotomy Technician programs who have completed their programs are unable to take the national certification exams, as they do not have their diplomas as evidence of program completion.

On Friday, April 13, the USED Office of Inspector General (OIG) and the Federal Bureau of Investigation raided the campuses of ACT College and seized all academic records and software used to store student data. OIG agents have provided verbal assurances that they will forward all records to SCHEV upon the completion of their investigation.

**Materials Provided:**

- ACT Enrollment Report
# ACT College Enrollment Statistics at Time of Closure

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<thead>
<tr>
<th><strong>Manassas Campus</strong></th>
<th>Active</th>
<th>Probation</th>
<th>On Leave</th>
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* - denotes students who have completed the academic portion of their program, but not the externship.

** - denotes students who have completed all aspects of their program of study, including the required externship.
STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
AGENDA

Roanoke College
Colket Center
Pickle Program Lounge, 1st floor
Salem, Virginia
May 22, 2012
9:00 a.m.

Meeting Agenda
(Note: Some items from the May 22 meeting agenda may be addressed before adjournment of the May 21 meeting)

1. Call to Order and Announcements    9:00 a.m.

2. Public Comment Period

3. Approval of Minutes (March 20, 2012)     Page 1

4. Remarks from President Maxey    9:05 a.m.

5. Director’s Report      9:25 a.m.

6. Briefings and Discussion:       9:40 a.m.
   a. Discussion of SCHEV’s Involvement in Plan
      From Higher Education Advisory Committee    Page 10
   b. Presentation on the Virginia Longitudinal Data System    Page 12
   c. Discussion of Commonwealth Graduate Engineering
      Program (CGEP)       Page 13
   d. Final Legislative Actions on 2012-14 Budget       Page 15

BREAK

7. Action Items:          11:00 a.m.
   a. Report from Academic Affairs Committee:
      (See Acad. Affairs Tabs)
       1. Action on Annual Program Productivity/Viability
          Review       Page A5
       2. Action on Programs at Public Institutions    Page A16
       3. Action on Renewal of Approval for Old Dominion
          University Organizational Change (Virginia
          Beach Higher Education Center)    Page A26
          Education Institutional Certifications    Page A36
       5. Action on Exempt Status of Centura College    Page A39
       6. Report on Closure of ACT College    Page A41
       b. Action on Request From Appalachian College of Pharmacy
          to Participate in the Virginia Tuition Assistance Grant (TAG) Program       Page 32
8. Items Delegated to Staff 11:45 a.m. Page 34 (separate tab)

9. New Business 11:50 a.m.
   a. Action on Resolutions for Departing Council Members
   b. Report from Nominating Committee

10. Adjournment 12:15 p.m.

NOTE: All meeting times are approximate and may vary slightly.
Ms. Magill called the meeting to order at 9:00 a.m. in the David Student Union Board Room, Christopher Newport University, Newport News, Virginia. Council members present: Johanna Chase, Whittington Clement, Joann DiGennaro, Jim Dyke, Mary Haddad, Stephen Haner, Susan Magill, G. Gilmer Minor, Julious Smith, and Katharine Webb.

Council member absent: Gilbert Bland

Staff members present: Peter Blake, Joseph DeFilippo, Paula Fisher, Dan Hix, Carmen Johansen, Kirsten Nelson, Lee Ann Rung, and Linda Woodley. Jake Belue from the Office of the Attorney General was also in attendance.

**WELCOME**

Ms. Magill introduced and welcomed Old Dominion University (ODU) professor, Dr. Gwen Lee-Thomas and her organization and administration class.

**PUBLIC COMMENT**

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

**APPROVAL OF MINUTES**

On motion by Mr. Minor and seconded by Ms. Webb, the minutes from the January 10, 2012, meeting were unanimously approved as submitted.

**REMARKS BY PRESIDENT TRIBLE**

Ms. Magill thanked President Trible for hosting the Council and for his leadership and innovation in higher education.

President Trible credited the coordinating structure of the higher education system in Virginia for allowing Christopher Newport University (CNU) the opportunity to grow and transform over the last 16 years. Many other states have a highly centralized system, but Virginia’s coordinating structure, he believed, allowed the Commonwealth to create an array of institutions and the individual mission of each institution to be recognized and encouraged.
Applications at CNU have increased from 1,000 to over 7,000 during the last 16 years, and the quality of students soared as measured by an increase of over 200 points in average SAT scores. Permanent faculty have been hired to drive down class size, and nearly $1B of new construction has been added to empower the learning environment at the university. President Trible spoke about the energy, enthusiasm and intellectual firepower at CNU. Leadership, honor and civic engagement are at the heart of everything at the university. A video was shown highlighting the recent improvements to the 260-acre campus and the many choices CNU offers its students.

Ms. Magill and Mr. Blake thanked President Trible and his staff for working with SCHEV staff and for building an excellent learning environment at CNU.

**INTERIM DIRECTOR’S REPORT**

Mr. Blake distributed a copy of his report and highlighted the following items:

**University of Virginia’s College at Wise (UVA-Wise)** – Mr. Blake reported on the untimely death of Chancellor David Prior on February 2, 2012. President Sullivan has appointed Leonard Sandridge, Special Advisor to the President at the University of Virginia, to serve as liaison to UVA-Wise. A search committee has been established and will be led by Marcia Gilliam, chair of the UVA-Wise committee of the UVA Board of Visitors.

**Richard Bland College** – The board of The College of William and Mary has named Debbie L. Sydow as the new president of Richard Bland College, effective July 1, 2012. Dr. Sydow is currently president of Onondaga Community College in Syracuse, New York.

**Agency Audit** – The most recent audit conducted by the Auditor of Public Accounts was shared with the Council earlier. Mr. Blake was pleased to report that the agency received no findings. He commended SCHEV staff, particularly Ellie Boyd, for her excellent work.

**Outstanding Faculty Awards (OFA)** – Mr. Blake reported that the event held on February 16 celebrating the 12 recipients of the 2012 awards was a great success. He thanked Ms. Haddad and Ms. Chase for serving on the selection committee, and Mr. Minor for assisting in introducing the recipients. Mr. Haner was also recognized for his participation in the event. Ms. Haddad said she was pleased that the Governor was able to speak at the event and expressed her appreciation to SCHEV staff and Council members for their involvement in this important event.

**Taiwan Educational Exchange** – Mr. Blake reported that staff has been in conversation with representatives from the Taiwanese embassy regarding their desire to enroll Taiwanese students in professional programs at Virginia institutions. Dr. DeFilippo is working with the institutions to explore the matter further.
Marketing Virginia Partnership – Mr. Blake reported that staff is working with the Virginia Economic Development Partnership (VEDP) and the University-Based Economic Development (UBED) group to develop an agreement between VEDP and the public institutions that would assist in attracting businesses to Virginia as they consider plans for expansion and growth.

Student Advisory Committee (SAC) - Mr. Blake introduced Alex Reber, who serves as the elected chair of the SAC. Mr. Reber spoke about the work of the students who serve on the advisory committee. He informed the Council that students gather yearly for a legislative lobby day and reported that legislators welcomed the students’ involvement in making their voices heard. Mr. Reber indicated the importance of maintaining autonomy and individual missions for each institution. He also recognized the importance of funding higher education, especially financial aid. Ms. Magill indicated that the student voice in the General Assembly is very important, and the SAC was thanked for speaking with one voice on behalf of higher education. Mr. Dyke encouraged Mr. Reber to get more students to register and vote. Ms. Nelson was thanked for serving as staff liaison for the SAC.

Mr. Blake also reported on his recent meetings and travels in the Commonwealth on behalf of SCHEV.

BRIEFINGS AND DISCUSSION

Update on General Assembly Budget Actions

Mr. Hix reported that the 2012 General Assembly session ended without a final approved budget. The House budget was approved, but the Senate budget is still pending. He distributed a budget comparison of SCHEV, Governor, House and Senate versions and reviewed the current numbers for each category. Mr. Hix indicated that some of the items are part of the TJ21 legislation but cautioned members not to dwell on all categories, because some items were not listed in a category but rather were included in the cost-of-education number.

Mr. Hix informed the Council that many of the Council’s recommendations were included in each of the three budgets. The Governor’s introduced budget includes 76% of SCHEV recommendations, and the House and Senate versions include approximately 65% of SCHEV recommendations. He said institutions might delay decisions on fall tuition charges until the final budget is approved. Ms. DiGennaro said she was pleased that funding for research has been included in each of the budgets. Mr. Blake said the upcoming tuition increases at the institutions would be based, in part, on the rate of inflation. He expects the base rate of increase to be in the 3-5% range. The Finance Policy staff was thanked for their work in preparing the budget documents.

Update on 2012 Legislation

Ms. Nelson provided information about legislation that was passed during the 2012 legislative session and distributed a copy of the bills of interest to SCHEV. Despite a
perception of fewer higher education bills in the 2012 session, she indicated a total of 111 bills specifically related to higher education, compared to 67 last year and 89 in 2010. Ms. Nelson indicated that these numbers do not include bills that tangentially involved higher education, such as procurement. In answer to a question raised by one of the members, Ms. Nelson indicated that Council will receive an update on the longitudinal data system in May. She thanked Beverly Covington and Lee Rung for assisting her during the legislative session.

The chairman called for a break at 10:20 a.m. The Council resumed the meeting at 10:40.

Presentation on Adult Learner Study

Ms. Paula Fisher, College Access Challenge Grant Program Director at SCHEV, provided a presentation on the recent study of Virginia adults with some college credits. She provided background information on the College Access Challenge Grant, which is a federal grant designed to increase access to a higher education for all students, with an emphasis on students from low income backgrounds. The grant’s second research project is focused on adult learners. She explained that the study includes a collection of Virginia demographic and program data and a review of models and best practices across the country in an effort to improve the practices in Virginia. Whitney Bonham and Patrick O’Brien from Virginia Tech’s Office of Economic Development conducted the study and provided an overview of the report. They also provided recommendations from the study findings and answered questions from members.

Ms. Bonham and Mr. O’Brien thanked SCHEV staff Carmen Johansen and Paula Fisher for their work with Virginia Tech on the study. Council members suggested that SCHEV consider adding financial aid for returning adults to the SCHEV budget package next session.

Presentation on GEAR UP Virginia

Dr. DeFilippo introduced GEAR UP staff members Gary Krapf and Erin McGrath. Dr. Krapf and Ms. McGrath provided a presentation on the GEAR UP program, which seeks to increase middle- and high-school students’ awareness of and preparation for higher education. The current grant, which is funded by the U.S. Department of Education (USDOE), is in its sixth and final year. SCHEV’s renewal application is currently pending with USDOE and a decision on further funding is expected this spring or summer.

The current grant, which covers 2006-2012, provides a total of $18M ($3M per year), with $9M to scholarships. The grant application that was submitted for the 2012-2019 timeframe is for a total of $32M, with $16M to scholarships. Dr. Krapf answered questions from members. Mr. Dyke stated that it was essential for SCHEV to take the lead and demonstrate the ways in which this program is consistent with the Governor’s agenda.
Mr. Dyke left the meeting at 11:45 a.m.

**ACTION/DISCUSSION ITEMS FROM ACADEMIC AFFAIRS COMMITTEE**

Ms. Haddad reported on the following items from the Academic Affairs Committee:

**Action on Programs at Public Institutions**

Ms. Haddad indicated that Dr. Monica Osei gave an excellent report to the Committee explaining the program approval process. Institutional representatives were recognized and thanked for their attendance. On motion by Mr. Minor and seconded by Mr. Smith the following resolution was unanimously approved by the Council:

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to the University of Virginia to initiate a Bachelor of Arts (B.A.) degree program in Public Policy and Leadership (CIP: 44.0501), effective fall 2012.

**Action on Establishment of Advisory Committee for Military Education**

Ms. Haddad provided background information about this issue, and Dr. DeFilippo indicated that the request to establish an advisory committee was the result of a recommendation from the Governor's Commission on Higher Education Reform, Innovation and Investment. The proposed Military Education Advisory Committee (MEAC) would provide an avenue to advise SCHEV and provide a forum for institutions to share best practices and respond to inquiries from the General Assembly related to military education. 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 establishes the Military Education Advisory Committee to advise Council on academic and administrative matters and other issues associated with military-related students. Staff is authorized to solicit nominations from eligible institutions and take any other measures necessary to fulfill the Committee’s charge, which is hereby approved by Council.

**Action on Private and Out-of-state Postsecondary Education Institutional Certifications**

Ms. Haddad provided a brief overview. On motion by Mr. Smith and seconded by Ms. Chase, the following resolution was unanimously approved by the Council:
BE IT RESOLVED that the State Council of Higher Education for Virginia certifies GIT Services to operate a postsecondary institution in the Commonwealth of Virginia, effective March 20, 2012.

Ms. Haddad also informed the Council that the Academic Affairs Committee will be taking a closer look at whether new degree programs are proliferating at public institutions.

ITEMS DELEGATED TO STAFF

Mr. Blake noted the categories of recent actions taken by staff as delegated by the Council. As required, a copy of these actions is attached to the minutes.

NEW BUSINESS

In response to a question raised by Ms. DiGennaro, Mr. Blake reported that space utilization will be included in the capital outlay process which is underway and should be concluded within the next year and a half.

Ms. Webb inquired about the work that SCHEV will need to do in response to the work of the Higher Education Commission. Mr. Blake indicated that staff will be working closely with the Higher Education Advisory Committee rather than the full Commission and that Council will receive more information about the outline of work to be done at its May meeting.

Ms. Magill indicated that for a variety of scheduling reasons, it was recommended that the Council consider a change to its calendar for June and September. On motion by Mr. Haner and seconded by Ms. Webb, the following resolution was unanimously approved. Mr. Blake agreed to distribute a revised schedule to Council members once the proposed change is confirmed with the Council of Presidents:

BE IT RESOLVED that the State Council of Higher Education for Virginia is rescheduling its September 18, 2012, meeting to September 25, 2012. Furthermore, SCHEV is rescheduling its June 25, 2012, meeting to September 24, 2012, pending agreement of this change with the Council of Presidents. The meetings will take place at the University of Mary Washington in Fredericksburg, Virginia.

Ms. Magill reminded members that the next meeting will be held on May 21-22 at Roanoke College. The briefing session on Monday, May 21 will be replaced by the Private College Advisory Board meeting.

ADJOURNMENT

The meeting was adjourned at 12:10 p.m.
G. Gilmer Minor
Secretary

Lee Ann Rung
Manager for Council and Executive Affairs
## Items Delegated to Director/Staff

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

### Program Actions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree/Program/CIP</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of William &amp; Mary</td>
<td>Change the CIP Code of the Bachelor of Science degree program in Interdisciplinary Studies - Neuroscience from 30.9999 to 26.1501.</td>
<td>Spring 2012</td>
</tr>
<tr>
<td>George Mason University</td>
<td>Change the degree designation from Master of Science (MS) in Health Systems Management (51.0701) to Master of Health Administration in Health Systems Management (MHA).</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>Tidewater Community College</td>
<td>New Program Approved: Associate of Applied Science degree program in Maritime Technologies (47.0000).</td>
<td>Fall 2012</td>
</tr>
</tbody>
</table>

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 has not been approved as delegated to staff:

### Program Actions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree/Program/CIP</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia Commonwealth University</td>
<td>Title Change Not Approved: The Bachelor of Arts degree program in Foreign Languages (CIP: 16.0101) to the Bachelor of Arts degree program in World Cultures and Languages (CIP: 16.0101).</td>
<td>January 18, 2012</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree/Program/CIP</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Mary Washington</td>
<td>Discontinue the Undergraduate Professional Business Certificates (52.0205).</td>
<td>Spring 2012</td>
</tr>
<tr>
<td>Institution</td>
<td>Change / Site</td>
<td>Effective Date</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------</td>
<td>----------------</td>
</tr>
<tr>
<td>University of Mary Washington</td>
<td>Discontinue the Post-Baccalaureate Certificate in Gifted Education (13.1004).</td>
<td>Spring 2012</td>
</tr>
<tr>
<td>University of Mary Washington</td>
<td>Discontinue the Post-Baccalaureate Certificate in Instructional Design and Technology (13.1320).</td>
<td>Spring 2012</td>
</tr>
<tr>
<td>University of Mary Washington</td>
<td>Discontinue the Post-Baccalaureate Certificate in Literary Specialist (13.1315).</td>
<td>Spring 2012</td>
</tr>
<tr>
<td>University of Mary Washington</td>
<td>Discontinue the Post-Baccalaureate Certificate in Teaching Students with Autism-Board Certified (13.1013).</td>
<td>Spring 2012</td>
</tr>
<tr>
<td>University of Mary Washington</td>
<td>Discontinue the Graduate Certificate in Accounting (52.0301).</td>
<td>Spring 2012</td>
</tr>
<tr>
<td>University of Mary Washington</td>
<td>Discontinue the Graduate Certificate in Health Care Management (51.0701).</td>
<td>Spring 2012</td>
</tr>
</tbody>
</table>

Pursuant to the [Code of Virginia](http://www.vaweb.org), 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**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Change / Site</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia Polytechnic Institute and State University</td>
<td>Rename the Department of Wood Science and Forest Products to the <strong>Department of Sustainable Biomaterials</strong>.</td>
<td>February 1, 2012</td>
</tr>
</tbody>
</table>
State Council of Higher Education for Virginia
Agenda Item

Item: #6.a. – Discussion of SCHEV’s Involvement in Plan from Higher Education Advisory Committee

Date of Meeting: May 22, 2012

Presenter: James M. Alessio, Higher Education Restructuring Director, JamesAlessio@schev.edu

Most Recent Review/Action:
☑ No previous Council review/action
☐ Previous review/action

Date:
Action:

Background Information:

The Higher Education Opportunity Act of 2011 created the Higher Education Advisory Committee (HEAC) with the responsibility to develop and review at least every five years

• state goals and objectives each public institution of higher education should be expected to achieve, and

• objective criteria for measuring educational-related performance with regard to those goals and objectives, including incentive performance, and

• the benefits or consequences for meeting or not meeting those goals and objectives, including incentive performance benefits.

At its November 7, 2011, meeting, HEAC asked SCHEV staff to form a workgroup to address the following items. To this end, SCHEV staff formed a workgroup to accomplish these objectives. The workgroup is composed of the following members:

• Presidents
  o Keith Miller (Virginia State University)
  o Rick Hurley (University of Mary Washington)

• Academic Officers
  o Sandy Huguenin (University of Virginia’s College at Wise)
  o Susan Wood (Virginia Community College System)

• Financial Officers
  o Bob Green (Virginia Military Institute)
The workgroup is in the process of developing revised state- and institution-level objectives, new Institutional Performance Standards (IPS) that will replace existing measures, and evaluation criteria/standards. The workgroup will make recommendations to HEAC later this summer. HEAC, in turn, is responsible for making recommendations to SCHEV. The timetable for review and recommendations is as follows:

- May 22 – update of workgroup activities to SCHEV
- May 30 – update of workgroup activities to HEAC
- June 25 – update of workgroup activities to SCHEV and HEAC
- July 17 – update of workgroup activities to SCHEV and preliminary workgroup recommendations to HEAC
- August 27 – final workgroup recommendations to HEAC and HEAC recommendations forwarded to SCHEV
- September 24 – HEAC recommendations reviewed by SCHEV
- October 22 – Recommendations approved by SCHEV and forwarded to Governor and General Assembly

An update of workgroup progress will be presented at the Council meeting.

**Materials Provided:**

- November 17, 2011 presentation to HEAC

**Financial Impact:** None

**Timetable for Further Review/Action:**

- Council will review HEAC recommendations at its September 24 meeting and act on final recommendations at the October 22 meeting.

**Resolution:** None.
Higher Education Opportunity Act
Measuring Performance
Next Steps

Higher Education Advisory Committee
November 7, 2011
Jim Alessio
Higher Education Restructuring Director
The Advisory Committee, in consultation with and with the assistance from the staff of the Council and such other assistance it may need, shall develop and review at least every five years, in consultation with the respective Chairs of the House Committees on Appropriations and Education and the Senate Committees on Finance and on Education and Health, or their designees, representatives of public institutions of higher education in the Commonwealth, and such other state officials as may be designated by the Governor:

3. Objective performance criteria for measuring the targeted economic and innovation financial incentives, and benefits or consequences for meeting or not meeting the incentives included in an institution's six-year plan;

4. Economic opportunity metrics, such as marketplace demand, earning potential, and employer satisfaction, and other indicators of the historical and projected economic value of degrees that can be used to assess degree programs in order to provide useful information on the economic impact of degrees to students as they make career choices and to state policy makers and university decision makers as they decide how to allocate scarce resources;

5. The additional authority that should be granted to all public institutions of higher education under the Restructured Higher Education Financial and Administrative Operations Act, state goals and objectives each public institution of higher education should be expected to achieve, objective criteria for measuring educational-related performance with regard to those goals and objectives, and the benefits or consequences for meeting or not meeting those goals and objectives, including incentive performance benefits.

The Advisory Committee shall submit its recommendations to the Council, which shall review the recommendations and report its recommendations to the Governor and the Chairs of the House Committees on Appropriations and Education and the Senate Committees on Finance and on Education and Health.
Advisory Committee’s Responsibilities

The Advisory Committee, in consultation with and with the assistance from the staff of the Council and such other assistance it may need, shall develop and review at least every five years, in consultation with the respective Chairs of the House Committees on Appropriations and Education and the Senate Committees on Finance and on Education and Health, or their designees, representatives of public institutions of higher education in the Commonwealth, and such other state officials as may be designated by the Governor:

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The Advisory Committee shall submit its recommendations to the Council, which shall review the recommendations and report its recommendations to the Governor and the Chairs of the House Committees on Appropriations and Education and the Senate Committees on Finance and on Education and Health.
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5. The additional authority that should be granted to all public institutions of higher education under the Restructured Higher Education Financial and Administrative Operations Act, state goals and objectives each public institution of higher education should be expected to achieve, objective criteria for measuring educational-related performance with regard to those goals and objectives, and the benefits or consequences for meeting or not meeting those goals and objectives, including incentive performance benefits.

The Advisory Committee shall submit its recommendations to the Council, which shall review the recommendations and report its recommendations to the Governor and the Chairs of the House Committees on Appropriations and Education and the Senate Committees on Finance and on Education and Health.
The Advisory Committee, in consultation with and with the assistance from the staff of the Council and such other assistance it may need, shall develop and review at least every five years, in consultation with the respective Chairs of the House Committees on Appropriations and Education and the Senate Committees on Finance and on Education and Health, or their designees, representatives of public institutions of higher education in the Commonwealth, and such other state officials as may be designated by the Governor:

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5. The additional authority that should be granted to all public institutions of higher education under the Restructured Higher Education Financial and Administrative Operations Act, state goals and objectives each public institution of higher education should be expected to achieve, objective criteria for measuring educational-related performance with regard to those goals and objectives, and the benefits or consequences for meeting or not meeting those goals and objectives, including incentive performance benefits.

The Advisory Committee shall submit its recommendations to the Council, which shall review the recommendations and report its recommendations to the Governor and the Chairs of the House Committees on Appropriations and Education and the Senate Committees on Finance and on Education and Health.
Best Practices

Dennis Jones, NCHEMS

- Metrics tied to state goals
- Recognize differences in institutions’ missions
- A limited number of metrics
- Use increase in numbers rather than rates in most cases
- Provide encouragement for success with at-risk populations
- Success incentives built into core institutional funding, not just in performance pool
- Build implementation strategies into the design
  - A phase-in provision
  - A stop-loss (but not hold-harmless) feature
  - Use in good times as well as bad
Lessons Learned

- **Jim Alessio, SCHEV**
  - Measurement and accountability matter
  - Performance-based policy measures work
  - Institutional goals can be derived from the state goal
  - Need to set realistic and achievable goals versus aspirations
  - Balancing state and institution expectations
  - Need for caution when developing measures – for example, ratios and moving averages
  - Establishing state goals as well as institutional goals
Metric data availability

- Measures exist for many of the areas – restructuring, Council of Presidents proposal:
  - Enrollment
  - Degrees
  - Retention/graduation rates
  - STEM production
  - Degree completion time
  - Two-year transfers

- Data being developed for economic opportunity metrics

- Sparse existing data available for:
  - Year-round space utilization
  - Technology enhanced instruction and resource sharing
Additional issues...

- Should performance be based on institution expectations or an external set of standards?
- Should there be two tiers of performance – Statewide and institution?
- Does assessment have to occur annually or biennial?
- ...
- ...
Recommendation

Establish a workgroup consisting of representatives of the bodies listed in the Act (Chairs of the House Committees on Appropriations and Education and the Senate Committees on Finance and on Education and Health, or their designees, representatives of public institutions of higher education in the Commonwealth, and such other state officials as may be designated by the Governor) to be responsible for making recommendations to the Advisory Committee by mid-2012:

• state goals and objectives each public institution of higher education should be expected to achieve, and
• objective criteria for measuring educational-related performance with regard to those goals and objectives, including incentive performance, and
• the benefits or consequences for meeting or not meeting those goals and objectives, including incentive performance benefits.
Item: #6.b – Presentation on the Virginia Longitudinal Data System

Date of Meeting: May 22, 2012

Presenters: Tod R. Massa, Policy Research and Data Warehousing Director

Most Recent Review/Action:
☑ No previous Council review/action
☐ Previous review/action
  Date:
  Action:

Background Information/Summary of Major Elements:

In 2010, Virginia Department of Education, in partnership with SCHEV, Virginia Community College System, Virginia Information Technologies Agency, and the Virginia Employment Commission, received a $17.6M/three-year grant from the US Education Department to build a State Longitudinal Data System, among other activities.

Materials Provided: None.

Financial Impact: None.

Highlights:

After years of effort, beginning with the efforts of the P-16 Council in 2005, the Commonwealth has developed legal framework and technical structure to allow the merging of individual-level data across agency domains. For the first time, we can match high school performance data to college performance and outcome data, beyond the data used for admission to college. Further, we can now follow post-secondary students into Virginia’s workforce to study wage outcomes. This presentation will highlight examples of these new capabilities.

Timetable for Further Review: Staff recommends a follow-up presentation and demonstration in six to eight months.

Resolution: None.
State Council of Higher Education for Virginia
Agenda Item

Item: #6.c – Discussion of Commonwealth Graduate Engineering Program (CGEP)

Date of Meeting: May 22, 2012

Presenters: Diane Vermaaten, Associate for Finance Policy
Dr. Rosalyn Hobson, Virginia Commonwealth University, CGEP State Chair

Most Recent Review/Action:
☑️ Previous review/action

Date: May 17, 2011
Action: Approved the 2011-12 CGEP operating plan and recommended to Governor that the appropriated funds be released to operate the program.

Background Information/Summary of Major Elements:

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

Materials Provided:

The individual operating plans are contained in the attached document entitled “Commonwealth Graduate Engineering Program, Annual Report Academic Year 2011-2012, Operating Plan Academic Year 2012-2013.” Dr. Rosalyn Hobson, 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 $6.1 million for 2012-2013. 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 2011-2012, CGEP institutions contributed $2 million to the program, representing an additional investment of approximately 53% over the total amount appropriated.

**Highlights:**

Under the leadership of State Director, Dr. Rosalyn Hobson, the past year was another productive year for the Commonwealth Graduate Engineering Program. The accomplishments of the past year included further alignment of CGEP initiatives with the technology sectors specifically targeted by the Virginia Economic Development Partnership (VEDP) and the Commonwealth of Virginia. This was accomplished through the introduction of a cyber security webinar series involving all five CGEP institutions. Also, in their ongoing efforts to increase access for working engineers, the institutions continued their efforts to increase their on-line CGEP course offerings.

While pushing forward in new directions to enable them to meet the needs of tomorrow’s students and despite no additional state funds, the CGEP schools have managed to increase overall enrollment by 10% over the previous year’s level. The CGEP directors continue to seek additional financial support from other sources, however, the state support received through the general fund appropriation continues to be a crucial source of funding for the consortium.

And finally, in October 2011, the autonomy subcommittee of the Higher Education Advisory Committee (HEAC) recommended that the budget language on CGEP be amended to facilitate a more efficient allocation of their appropriations. Since Richmond agencies have become more confident with the program’s operation, accountability, and vitality over the last decade, it was determined that while Council will continue to receive and review the program’s annual report/operating plan, Council would no longer be required to provide approval of the program’s planned expenditures prior to the release of program funds. This change results in efficiencies for both the institutions and the Department of Planning and Budget (DPB). As a result of this change, the CGEP agenda item will now be a discussion item rather than an action item.

**Timetable for Further Review:**

The 2013-2014 CGEP operating plan will be presented as an information item at the May 2013 Council meeting.

**Resolution:** None.
Commonwealth Graduate Engineering Program

Annual Report
Academic Year 2011-2012

Operating Plan
Academic Year 2012-2013

Presented to
State Council of Higher Education for Virginia
May 22, 2012

Presented by
Rosalyn Hobson Hargraves, CGEP State Chair & VCU Director
Peggy Brouse, GMU CGEP Director
Linda Vahala, ODU CGEP Director
James F. Groves, UVA CGEP Director
Glenda R. Scales, VT CGEP Director
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message from the State Director</td>
<td>2</td>
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<td>Expenditures</td>
<td>4</td>
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<td>Enrollments</td>
<td>7</td>
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<td>University Reports</td>
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<tr>
<td>George Mason University</td>
<td>8</td>
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<td>Old Dominion University</td>
<td>10</td>
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<td>University of Virginia</td>
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<td>Virginia Commonwealth University</td>
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<td>Virginia Tech</td>
<td>16</td>
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<td>Funded Site Reports</td>
<td>18</td>
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<tr>
<td>Center for Advanced Engineering and Research</td>
<td>18</td>
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<tr>
<td>Southern Virginia Higher Education Center</td>
<td>19</td>
</tr>
<tr>
<td>University of Mary Washington</td>
<td>20</td>
</tr>
</tbody>
</table>
This has been an exciting year for the Commonwealth Graduate Engineering Program (CGEP). In addition to our ongoing efforts to deliver quality education to the Commonwealth’s working professional engineers, we undertook a major initiative, the CGEP Webinar Series.

The series was well received. Some participants’ evaluative comments included:

"It was an interesting presentation that provided an easy way to remain up to date on security related topics."

"IT security is a hot topic in our organization at the moment. Any webinars on this subject are valuable."

"Flexibility and instruction set. All went very smoothly! Having it recorded and being able to listen to it at a later date also a big plus!"

"I will use this information as an as needed basis."

The recorded seminars have been made available via the CGEP website. Based upon lessons learned we intend on continuing to offer comparable seminar series in the future. As we move forward in our quest to continuously improve, we will make adjustments to the series and offer it again in the near future.

Another continuing initiative is the transition of courses online. Each university is transitioning courses online as resources and opportunities permit. This year CGEP experienced a 54% increase in enrollments in online courses over last year's totals. Online course enrollments as a percentage of total enrollments increased to 36% up from 25% the previous year. As schools make investments in this initiative, we expect to see numbers and percentages increase.

The role of state chair of CGEP rotates among each of the five universities in turn on a 3-year cycle. VCU and I personally assumed the role as
state chair this academic year. I am sorry to say that I will be stepping down as VCU’s CGEP director and a VCU replacement has yet to be identified. Absent a named replacement the state chair position will rotate to Old Dominion University and into the capable hands of Dr. Linda Vahala. I am very fortunate to have been able to work with such an excellent group of colleagues as my fellow Directors. I would like to extend my personal thanks to them, to our tireless CGEP staff members, to our Advisory Board members past and present, to SCHEV, and in particular to our liaison to SCHEV, associate for finance policy Diane Vermaaten. I feel very fortunate to have had the opportunity to have worked with you and learned so much from you.
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: 2011-12**

<table>
<thead>
<tr>
<th>CGEP Institution</th>
<th>Appropriations</th>
<th>Institution</th>
<th>Planned Institution</th>
<th>Difference</th>
<th>Total Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General Fund</td>
<td>Nongeneral Fund</td>
<td>Total</td>
<td>Contribution</td>
<td>Contribution</td>
</tr>
<tr>
<td>George Mason University</td>
<td>$289,614</td>
<td>$124,120</td>
<td>$413,734</td>
<td>$222,585</td>
<td>$249,499</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td>$431,013</td>
<td>$198,244</td>
<td>$629,257</td>
<td>$133,538</td>
<td>$133,538</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>$527,610</td>
<td>$468,850</td>
<td>$996,460</td>
<td>$328,129</td>
<td>$402,616</td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td>$332,140</td>
<td>$168,533</td>
<td>$500,673</td>
<td>$66,092</td>
<td>$61,906</td>
</tr>
<tr>
<td>Virginia Tech</td>
<td>$869,882</td>
<td>$436,357</td>
<td>$1,306,239</td>
<td>$1,340,554</td>
<td>$1,340,554</td>
</tr>
<tr>
<td>Southern Virginia Higher Education Center</td>
<td>$29,050</td>
<td>$0</td>
<td>$29,050</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>University of Mary Washington</td>
<td>$80,483</td>
<td>$36,130</td>
<td>$116,613</td>
<td>$14,152</td>
<td>$14,152</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$2,559,792</strong></td>
<td><strong>$1,432,234</strong></td>
<td><strong>$3,992,026</strong></td>
<td><strong>$2,105,050</strong></td>
<td><strong>$2,202,265</strong></td>
</tr>
</tbody>
</table>

**NOTES:**

1. Based on information item amounts included in the 2011 Acts of Assembly, Chapter 890.

2. University of Virginia’s appropriations per the 2011 Acts of Assembly were $527,610 from the general fund (reduced from the $595,497 reported last year) and $468,850 from the nongeneral fund. UVA’s appropriations include $132,675 in general funds and $132,675 in nongeneral funds which are designated for the Nanotechnology Initiative and subsequently distributed to the participating institutions. UVA also passes through to the Center for Advanced Engineering and Research (CAER) in Lynchburg $117,642 annually for CGEP operations in that community.
## Commonwealth Graduate Engineering Program

### Comparison of Appropriations to Expenditures

#### Table 1b: 2012-13

<table>
<thead>
<tr>
<th>CGEP Institutions</th>
<th>Appropriations</th>
<th>Planned Institution Contribution</th>
<th>Total Planned Expenditures</th>
<th>% Change from FY12 Exp.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General Fund</td>
<td>Nongeneral Fund</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Change</td>
<td>Change</td>
<td>Change</td>
<td></td>
</tr>
<tr>
<td>George Mason University</td>
<td>$289,614</td>
<td>$124,120</td>
<td>$413,734</td>
<td>$225,546 1.3%</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td>$431,013</td>
<td>$198,244</td>
<td>$629,257</td>
<td>$133,538 0%</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>$527,610</td>
<td>$468,850</td>
<td>$996,460</td>
<td>$328,129 0%</td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td>$332,140</td>
<td>$168,533</td>
<td>$500,673</td>
<td>$66,092 0%</td>
</tr>
<tr>
<td>Virginia Tech</td>
<td>$869,882</td>
<td>$436,357</td>
<td>$1,306,239</td>
<td>$1,356,130 1.2%</td>
</tr>
<tr>
<td>Southern Virginia Higher Education Center</td>
<td>$29,050</td>
<td>0%</td>
<td>$29,050</td>
<td>0%</td>
</tr>
<tr>
<td>University of Mary Washington</td>
<td>$80,483</td>
<td>$36,130</td>
<td>$116,613</td>
<td>$14,152 0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$2,559,792</strong></td>
<td><strong>$1,432,234</strong></td>
<td><strong>$3,992,026</strong></td>
<td><strong>$2,123,587 0.9%</strong></td>
</tr>
</tbody>
</table>

**NOTES:**

1. Based on information item amounts included in the 2012 Acts of Assembly.

2. University of Virginia’s appropriations per the 2012 Acts of Assembly were $527,610 from the general fund and $468,850 from the nongeneral fund. UVA’s appropriations include $129,375 in general funds and $129,375 in nongeneral funds which are designated for the Nanotechnology Initiative and subsequently distributed to the participating institutions. UVA also passes through to the Center for Advanced Engineering and Research (CAER) in Lynchburg $117,642 annually for CGEP operations in that community.
## Commonwealth Graduate Engineering Program
### Expenditures 2011-2012

#### Table 2

<table>
<thead>
<tr>
<th>Personnel Services</th>
<th>GMU FTE</th>
<th>GMU Amount</th>
<th>ODU FTE</th>
<th>ODU Amount</th>
<th>UVA FTE</th>
<th>UVA Amount</th>
<th>VCU FTE</th>
<th>VCU Amount</th>
<th>VT FTE</th>
<th>VT Amount</th>
<th>SVHEC FTE</th>
<th>SVHEC Amount</th>
<th>UMW FTE</th>
<th>UMW Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1121 Admin Faculty Salaries</td>
<td>0.6</td>
<td>$61,204</td>
<td>2</td>
<td>$156,669</td>
<td>5.6</td>
<td>$643,333</td>
<td>1.2</td>
<td>$148,607</td>
<td>0.3</td>
<td>$38,368</td>
<td>0.2</td>
<td>$21,538</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1123 Classified Salaries</td>
<td>0.4</td>
<td>$39,000</td>
<td>4</td>
<td>$233,147</td>
<td>5.2</td>
<td>$203,883</td>
<td>0.5</td>
<td>$28,221</td>
<td>5</td>
<td>$215,167</td>
<td>1</td>
<td>$24,500</td>
<td>0.6</td>
<td>$29,798</td>
</tr>
<tr>
<td>1126 Teaching and Research faculty</td>
<td>5.2</td>
<td>$364,698</td>
<td></td>
<td></td>
<td>1</td>
<td>$100,742</td>
<td>8</td>
<td>$880,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1142 GTA Wages</td>
<td>1.5</td>
<td>$66,000</td>
<td>2</td>
<td>$60,133</td>
<td>2</td>
<td>$105,825</td>
<td>3</td>
<td>$58,000</td>
<td>6</td>
<td>$331,176</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Personnel Services</td>
<td>3</td>
<td>$61,962</td>
<td>$38,941</td>
<td></td>
<td>$70,271</td>
<td>$3,868</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td></td>
<td>$99,817</td>
<td>$134,348</td>
<td>$261,683</td>
<td>$82,072</td>
<td>$374,306</td>
<td>$24,500</td>
<td>$56,990</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Personnel Services</strong></td>
<td>7.7</td>
<td>$630,719</td>
<td>11</td>
<td>$646,259</td>
<td>12.8</td>
<td>$1,253,665</td>
<td>7.4</td>
<td>$417,642</td>
<td>19.3</td>
<td>$1,909,288</td>
<td>1</td>
<td>$24,500</td>
<td>0.8</td>
<td>$56,990</td>
</tr>
</tbody>
</table>

### Commonwealth Graduate Engineering Program
### Expenditure Plan 2012-2013

#### Table 3

<table>
<thead>
<tr>
<th>Personnel Services</th>
<th>GMU FTE</th>
<th>GMU Amount</th>
<th>ODU FTE</th>
<th>ODU Amount</th>
<th>UVA FTE</th>
<th>UVA Amount</th>
<th>VCU FTE</th>
<th>VCU Amount</th>
<th>VT FTE</th>
<th>VT Amount</th>
<th>SVHEC FTE</th>
<th>SVHEC Amount</th>
<th>UMW FTE</th>
<th>UMW Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1121 Admin Faculty Salaries</td>
<td>0.7</td>
<td>$72,000</td>
<td>2</td>
<td>$156,669</td>
<td>5.6</td>
<td>$643,333</td>
<td>1.2</td>
<td>$148,607</td>
<td>0.3</td>
<td>$38,368</td>
<td>0.2</td>
<td>$21,538</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1123 Classified Salaries</td>
<td>0.4</td>
<td>$14,000</td>
<td>4</td>
<td>$233,147</td>
<td>5.2</td>
<td>$203,883</td>
<td>0.5</td>
<td>$28,221</td>
<td>5</td>
<td>$215,167</td>
<td>1</td>
<td>$24,500</td>
<td>0.6</td>
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</tr>
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<td>1126 Teaching and Research faculty</td>
<td>5.2</td>
<td>$360,000</td>
<td></td>
<td></td>
<td>1</td>
<td>$100,742</td>
<td>8</td>
<td>$880,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1142 GTA Wages</td>
<td>1.5</td>
<td>$86,000</td>
<td>2</td>
<td>$60,133</td>
<td>2</td>
<td>$105,825</td>
<td>3</td>
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<td></td>
<td>$70,271</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
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<td>$82,072</td>
<td>$374,306</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Personnel Services</strong></td>
<td>7.8</td>
<td>$633,580</td>
<td>11</td>
<td>$646,259</td>
<td>12.8</td>
<td>$1,253,665</td>
<td>5.7</td>
<td>$417,642</td>
<td>19.3</td>
<td>$1,909,288</td>
<td>1</td>
<td>$24,500</td>
<td>0.8</td>
<td>$56,990</td>
</tr>
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</table>

### Commonwealth Graduate Engineering Program
### Expenditure Plan 2012-2013

#### Table 3 (continued)

<table>
<thead>
<tr>
<th>Non Personnel Services</th>
<th>GMU</th>
<th>ODU</th>
<th>UVA</th>
<th>VCU</th>
<th>VT</th>
<th>SVHEC</th>
<th>UMW</th>
</tr>
</thead>
<tbody>
<tr>
<td>1200 Contractual Services</td>
<td>$700</td>
<td>$4,738</td>
<td>$62,175</td>
<td>$26,289</td>
<td>$457,429</td>
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<td>$72,575</td>
</tr>
<tr>
<td>1300 Supplies and Materials</td>
<td>$76,895</td>
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<td>$1,200</td>
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<tr>
<td>1400 Transfer payments</td>
<td>$0</td>
<td>$72,000</td>
<td>$225,576</td>
<td>$2,050</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2200 Equipment</td>
<td>$5,000</td>
<td>$34,903</td>
<td>$46,942</td>
<td>$48,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Non Personnel Services</strong></td>
<td>$5,600</td>
<td>$116,536</td>
<td>$70,924</td>
<td>$149,123</td>
<td>$73,775</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**                                | $639,280| $762,795| $1,324,589| $566,765| $2,662,369| $29,050| $130,765|
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, however this year we experienced a 10% increase in overall student enrollment numbers—the most substantial increase CGEP has experienced in the last five years. We attribute this change to the marked increase in internet based course enrollment. All of the CGEP institutions are making strides in increasing online delivery of courses. As more of the CGEP classes move to this new delivery method, we project that we will continue to see increases in overall enrollment.

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](http://cgep.virginia.gov).

### Enrollment Trends – Five Years

**Table 4**

<table>
<thead>
<tr>
<th></th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Mason University</td>
<td>461</td>
<td>681</td>
<td>727</td>
<td>670</td>
<td>591</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td>2,765</td>
<td>1,990</td>
<td>2,158</td>
<td>2,109</td>
<td>2,567</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>566</td>
<td>520</td>
<td>504</td>
<td>447</td>
<td>518</td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td>94</td>
<td>92</td>
<td>113</td>
<td>116</td>
<td>86</td>
</tr>
<tr>
<td>Virginia Tech</td>
<td>2,776</td>
<td>2,630</td>
<td>2,797</td>
<td>2,771</td>
<td>2,997</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>6,662</strong></td>
<td><strong>5,913</strong></td>
<td><strong>6,299</strong></td>
<td><strong>6,113</strong></td>
<td><strong>6,759</strong></td>
</tr>
</tbody>
</table>

### 2010-2011 Enrollments by Delivery Method

**Table 5**

<table>
<thead>
<tr>
<th></th>
<th>IVC</th>
<th>CD-Rom</th>
<th>Internet-Based</th>
<th>Total Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Mason University</td>
<td>0</td>
<td>0</td>
<td>591</td>
<td>591</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td>1,263</td>
<td>758</td>
<td>546</td>
<td>2,567</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>137</td>
<td>0</td>
<td>381</td>
<td>518</td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td>80</td>
<td>0</td>
<td>6</td>
<td>86</td>
</tr>
<tr>
<td>Virginia Tech</td>
<td>2,121</td>
<td>0</td>
<td>876</td>
<td>2,997</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>3,601</strong></td>
<td><strong>758</strong></td>
<td><strong>2,400</strong></td>
<td><strong>6,759</strong></td>
</tr>
<tr>
<td>Previous Year Totals</td>
<td>3,943</td>
<td>609</td>
<td>1,561</td>
<td>6,113</td>
</tr>
</tbody>
</table>
Each director provided a summary annual report and operating plan for their respective institution based upon the mission of each university. These reports will provide a detailed description of CGEP activities at the respective institution.

George Mason University
Peggy Brouse - Director

Review of Academic Year 2011-2012
George Mason University (Mason) serves as a host institution for the Virginia Commonwealth Graduate Engineering Program (CGEP) at our Fairfax and Prince William campuses. In addition, Mason’s Volgenau School of Engineering offers Masters degree programs in the following disciplines: Applied Information Technology, Civil and Infrastructure Engineering, Computer Engineering, Computer Forensics, Computer Science, Electrical Engineering, Information Security and Assurance, Information Systems, Operations Research, Software Engineering, Statistical Science, Systems Engineering, and Telecommunications. Mason also offers Ph.D. degrees in Civil and Infrastructure Engineering, Computer Science, Electrical and Computer Engineering, Information Technology, Statistical Science, and Systems Engineering and Operations Research, as well as a post-Masters Engineer degree in Information Technology. Engineering courses broadcast by the University of Virginia (UVA), Virginia Tech (VT), and Old Dominion University (ODU), along with support courses broadcast by Virginia Commonwealth University (VCU), provide courses and degree programs not otherwise available in the region, and complement the existing programs at Mason. These offerings provide students a choice among several dozen graduate engineering degree programs. Students have the option of selecting a degree program from Mason, ODU, UVA, or VT, and may enroll in any of the graduate courses offered by these four universities.

CGEP Offerings
In 2011-12, the Volgenau School has continued to expand its commitment to distance education, with record high levels of faculty and student participation. Over 28% of the school’s full-time faculty have now taught online, along with a number of adjunct faculty members.

Graduate distance education in the Volgenau School comprises three separate activities: web-based distribution of courses from our M.S. programs in Computer Science (the courses fulfill the requirements for a graduate certificate in Computer Networking, as well as the requirements for a M.S. degree in Computer Science) and Telecommunications, as well as individual courses from other M.S. programs; VTEL- and web-based distribution of contract courses from various M.S. programs; and one course per year offered by our Electrical and Computer Engineering department as part of the CGEP-wide nanotechnology initiative. Mason did offer a nanotechnology course during 2011-12 entitled Nanotechnology in Health.

The following table shows the graduate distance education courses offered in 2011-12 as compared to the previous academic year.
Enrollments

In many of Mason's synchronous web-based offerings, the course is taught live in a classroom to on-grounds students as well as broadcast live via the Internet. There are two categories of students taking these courses. One group is enrolled in a "net" section of the courses; these students use distance learning as their primary access. A second group only attends the class face-to-face, but may use the distance learning resources for studying and review. In previous years, both groups have been included in the reported enrollment figures, since students could move freely between delivery methods. In Spring 2011, this policy changed. The university instituted a distance education fee of $25 per credit, and in order to apply this fee fairly, students who wished to have access to the course in an online format were required to enroll for the distance education section. This section allowed the students to attend online or in the classroom, while students in the face-to-face section were limited to classroom attendance. Tables 4 and 5 therefore include both groups through Fall 2010, but only the distance sections beginning Spring 2011.

Overall enrollment as reported in Table 4 shows a decrease compared to the previous academic year. However, if the policy had not changed and enrollments were counted the same as in previous years, the total enrollment would have in fact shown an increase of 4.0%.

Enrollments

<table>
<thead>
<tr>
<th>Program</th>
<th>2011-12</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>21</td>
<td>13</td>
</tr>
<tr>
<td>Nanotechnology (Electrical and Computer Engineering)</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Applied Information Technology</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Civil and Infrastructure Engineering</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Information Security and Assurance</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Information Systems</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Operations Research</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Software Engineering</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Statistics</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Systems Engineering</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>TOTAL</td>
<td>79</td>
<td>52</td>
</tr>
</tbody>
</table>

One striking feature about the enrollments at Mason is that IVC has been completely supplanted by online courses. Even with the change in reporting methods, enrollment in online sections shows an increase over the previous year.

Continuous Process Improvement Projects

Continuous improvement for distance education has been a major focus at the university level at Mason for the last few years. The resources available for online faculty and students have been dramatically improved and expanded. The university has expanded its instructional design staff and added a Director of Distance Education to help the Associate Provost for Distance Education manage the course development and assessment process.

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

Within the Volgenau School, a Ph.D. student in Instructional Technology has been available as a graduate assistant to provide support for faculty beyond that available at the university level. This instructional designer is available for ad hoc support of faculty and to work with faculty outside of the optional formal course development process instituted at the university level. The graduate assistant specifically worked with faculty teaching online for the first time.

Facilities and Support Structure

As reported previously, some of the courses from our M.S. programs are transmitted using existing facilities from the CGEP program. The technology is based on the VTEL system, the standard system currently used by the CGEP program. Many synchronous courses were
transmitted using a specially established distance-learning classroom. Funds from the CGEP program were used to purchase, install, and test equipment and software for this project. The school has purchased additional tablet PCs and audio equipment to be used by faculty teaching online.

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

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 2012-2013
Distance education continues to grow in importance for the Volgenau School of Engineering and for Mason as a whole. The Volgenau School will continue to develop its existing programs and to add new online offerings of courses and programs. The number of faculty teaching graduate engineering courses online will continue to expand, as will the number of students who have access to graduate engineering education at Mason in an online format.

Old Dominion University
Linda Vahala – Director

Review of Academic Year 2011-2012
In the eastern Virginia Hampton Roads region, Old Dominion University (ODU) is the host institution for the Commonwealth Graduate Engineering Program (CGEP). CGEP regional offices and program staff are located in the Frank Batten College of Engineering and Technology at Old Dominion University. Doctoral and master’s degrees are offered in Aerospace Engineering, Civil & Environmental Engineering, Electrical & Computer Engineering, Mechanical Engineering, Systems Engineering, Engineering Management, and Modeling & Simulation. Engineering courses televised by the University of Virginia (UVA), Virginia Tech (VT), George Mason University (GMU) and Virginia Commonwealth University (VCU) either complement existing programs offered by ODU or expand offerings to the fields of Chemical Engineering, Industrial Engineering/Operations Research, and Materials Science. Students have the option of selecting a degree program from one of the CGEP universities while enrolling in any graduate course offered by CGEP.

A variety of technologies [including interactive standard and high definition video conferencing (H.320, H.321, & H.323), digital satellite and Internet video streaming (MPEG-4/H.264), desktop web/video conferencing, and podcasting] is used by Old Dominion University to distribute master’s level courses in Engineering Management, Modeling & Simulation, Civil Engineering as well as a number of other undergraduate and graduate distance learning programs (TELETECHNET).
All classes are available via video streaming, either synchronously or asynchronously, live and archive to mobile devices, live web conferencing, DVD, and Blu-Ray.

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

Old Dominion University, under contract with the U. S. Navy, provides a Master of Engineering Management (ENMA) degree to officer graduates of the Navy’s Nuclear Power School using DVDs. 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 891 students. While Commonwealth funds have not been utilized in this program, it has provided ODU the opportunity to broaden our enrollment as well as to provide some income for new partnerships and opportunities.

In 2008, Old Dominion University developed three new nanotechnology courses that were taught in the CGEP cluster. Dr. Sacharia Albin taught “Introduction to Nanomaterials: Synthesis, Properties and Applications”, a course dealing with the synthesis of various nanomaterials that have important electrical, optical and magnetic properties. Dr. A.A. Elmustafa taught a course titled “Nanoscale Structural Mechanical Properties of Materials”, which focused on the nanoscale structural and mechanical properties of metals, ceramics, and polymers. While the course “Plasma Processing at the Nanoscale” was taught by Dr. Hani Elsayed-Ali. Nano courses continue to be offered and are being developed into on-line courses. The Modeling and Simulation program has now developed all 10 of its courses for on-line delivery. Since Fall 2010, an on-line master’s program has been offered.

**Degree Programs**

- **CD ROM**: Engineering Management

**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 2009-12 figures show a consistently increasing enrollment.

ODU operates numerous broadcast-and-receive classrooms at the main Norfolk campus.

In addition, the University operates off-campus centers, including the Peninsula Higher Education Center (in Hampton, Virginia), Virginia Beach Higher Education Center, and Tri-Cities Higher Education Center as well as sites at UMW Dahlgren, Navy Surface Combat Systems Center at Wallops Island and the Quantico Marine Corps 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 2012-2013**

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; along with the regular programming, a new online Modeling Simulation
master’s program has been introduced. 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 2011 - 2012
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 developing and maintaining new 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, highly visible effort was invested in that arena. As with CGEP as a whole, UVA has been taking the steps necessary to move its courses into an on-line format, for delivery from the computer desktop to the computer desktop. This year, UVA completed its initial transition of all courses to delivery of courses from the computer desktop to the computer desktop. This was accomplished in large part with the opening of its new Rice Hall building. The opening of this new facility puts UVA in a position for more flexible delivery of nanotechnology (and all other CGEP courses) in the next several years. As noted in previous reports, UVA Professor Larry Richards has developed an asynchronous statistics course for offering via the CGEP distance learning network. He has taught statistics regularly at UVA, and, since spring 2010, he has been making that course available through CGEP as an asynchronous course offering. Professor Richards offered the on-line statistics course for a third time in spring 2012.

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, eleven of UVA’s sixteen courses offered were delivered on-line, not in the older videoconference format. During the spring of 2012, all UVA courses were delivered in the new desktop format. Significant thought and effort was made to develop a teaching environment that met the needs and requests of the faculty members teaching in the program. It is also anticipated that students will generally welcome the new format, given its flexibility of location for participating in the courses.

Enrollments
UVA’s CGEP activity was slightly higher than last year. The enrollments reported here include both on-grounds and off-grounds students participating in UVA CGEP course offerings. When looking just at off-grounds, working engineer enrollments, UVA’s enrollments this year were essentially the same as last year. From the perspective of UVA, off-grounds enrollments will not be positioned to grow until the program completes its transition to offering of courses in an on-line format. Now that UVA
has made that transition, and is transitioning to a new university budget model, it is anticipated that departments are positioned to look for ways to expand their program’s enrollments. Such a format will greatly enhance course accessibility for working engineers and will allow the courses to be marketed more broadly.

**Continuous Process Improvement Projects**  
The heart of UVA efforts for CGEP this year continued to center upon the transition to desktop-to-desktop instruction. The program at UVA believes that this distributed learning format is the future of distance learning. In January of 2012, UVA brought on two new technology-equipped learning spaces, specifically designed for the distribution of course activities to students located away from Charlottesville. The majority of CGEP course broadcasts this spring have been concentrated in those two rooms. These rooms incorporated several pieces of new equipment, including smart board technology and wireless microphone solutions. There continue to be a few fairly minor “bugs” in the technology setup. However, the rooms have performed very nicely for the program this semester, and overall, the CGEP courses have been a success.

**Facilities and Support Structure**  
This year UVA has made significant progress forward in its transition from videoconference-based course transmission to desktop-to-desktop course delivery. As mentioned above, two new technology equipped spaces were brought on-line in the recently opened Rice Hall building. With the opening of the new physical spaces and the significant use of the desktop delivery format, significant effort is now being made to articulate clearly the new processes and procedures associated with reliable operation in this new format. Effort has been invested in developing documentation to support room operations. Work has gone into developing a process for recording and tracking when problems occur in the desktop delivery instructional spaces. Thought and development time has been invested in creation of backup processes that allow class sessions to be recorded in the cases when some part of the technology platform fails.

**CGEP Perspectives for AY 2012-13**  
Within the overall state CGEP activity, the development of Mary Washington University’s new facility outside the gates of the Naval Surface Warfare Center (NSWC) at Dahlgren, VA really became the timeline driver for UVA transition from videoconference to desktop course delivery. Mary Washington opened its facility in January 2012. The NSWC Dahlgren indicated that, as soon as the new Mary Washington facility opens, they would ask all academic institutions to move their course delivery off-site from the Naval Surface Warfare Center. UVA decided not to establish videoconference activities in the new Mary Washington facility. Thus, when the Mary Washington facility opened in January 2012, UVA completed its transition to desktop delivery by mid-January 2012, just before classes started in the new semester. The physical facilities at UVA, necessary to generate the course broadcasts, are now in place. The staff required to support the course broadcasts are also in place. By early 2012 they were ready to begin support of the desktop delivery efforts.

As part of the desktop transition, UVA continued to take strides forward throughout the year with its CGEP offerings. The program has taken the steps necessary to bring its courses into the online, desktop delivery environment. During the fall of 2011, UVA offered its usual complement of eight CGEP courses. This fall, half of those courses were delivered using videoconference technology solutions. The other half of the courses were delivered using videoconference technology solutions. The other half of the courses were delivered using desktop delivery solutions. In the winter/spring of 2012, UVA transmitted all eight of its CGEP offerings using desktop delivery solutions. This transition was eased by the opening of a new building within the engineering school – Rice Hall. That building, which opened in August 2011, has one classroom space that seats 28 students and a second auditorium space seating 150. Those rooms will be added to the existing inventory of two rooms already equipped for desktop course delivery. As a result, UVA now has four classroom spaces from which CGEP courses can originate in the engineering school, sufficient for support of the UVA engineering school’s full complement of CGEP course offerings.
Review of Academic Year 2011-2012
The Virginia Commonwealth University (VCU) Commonwealth Graduate Engineering Program (CGEP) experienced a year of transition this 2011-2012 academic year. Most changes occurred with the VCU CGEP Master of Science degree in Computer Science at the Naval Surface Warfare Center (NSWC) at Dahlgren Virginia. VCU transitioned the computer science broadcast courses to the University of Mary Washington (UMW) Dahlgren Center for Education and Research. The CGEP Computer Science program served 29 NSWC enrollments in 2011-2012, a 25% decrease from last year. We believe this is attributed to the transition to the new receive site. Once the transition is completed, we expect the enrollment numbers to recover. The MS in Mechanical and Nuclear Engineering continues with solid enrollments and number of classes offered. The program, as needed, can offer up to five classes a year, thus by taking all five classes a year, students can finish the MS in Mechanical and Nuclear Engineering degree program in two years.

There were two major highlights this year with regard to special CGEP initiatives, the nanotechnology initiative and the webinar series. This year VCU experienced its highest enrollment in the nanotechnology cross listed courses. The nanotechnology program offers a wonderful complement the doctoral degree in nanoscience and nanotechnology curriculum. Many graduate students from not only from the aforementioned program, but also from engineering, physics, and chemistry enroll in the courses that are broadcast from our partner institutions. In addition VCU kicked off the CGEP seminar series on Cyber-security with a lecture by Dr. Gurpreet Dhillon, Wielding the stick: Pervasiveness of computing and cybersecurity in an interconnected world. The seminar was broadcast online and attended by students and working engineers and scientist alike.

Virginia Commonwealth University received $562,579 for 2010-2011 in support of CGEP activities. The University, SoE, and NSWC Dahlgren continued an agreement whereby NSWC Dahlgren paid increased tuition for delivery of the Computer Science Program to their site at Dahlgren. This agreement, Entrepreneurial Program Tuition Agreement, (EPT) generated $66,092 that was allocated by SoE to assist in funding the CGEP NSWC Dahlgren Computer Science Program. State budgeted CGEP funds were utilized for both transmission and reception of CGEP courses. The transmission portion of the funds has been used in support of engineering, computer science, and nuclear engineering courses. These funds have been used to support the course instructor in the preparation and presentation of CGEP courses. In addition, CGEP funds were used to support two teaching assistants to provide instructional support and aid with the courses, to provide course materials, and to record the courses for those enrollees who, because of circumstances beyond their control, could not attend a particular class session.

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

CGEP Offerings
VCU CGEP transmitted a total of 15 courses in 2011-2012. This is comparable to the number of courses transmitted the previous year by VCU.
CGEP. The Computer Science and the Mechanical and Nuclear Engineering programs are the foundation programs for VCU CGEP. A total of twelve courses were transmitted to NSWC Dahlgren (8) in the fall semester of 2011 and UMW Dahlgren Center for Education and Research (4) in the spring semester of 2012. These courses were transmitted via Interactive Video Conferencing (IVC). The remaining three courses were in support of the MS in Mechanical and Nuclear Engineering.

Enrollments
The VCU NSWC Dahlgren Computer Science Program is completing its tenth full year of operation. This program continues to serve the NSWC need for graduate degree computer scientist. With the transition to the new receive site we experienced a decrease in classes offered and enrollments. Once the transition is completed we expect the program to return back to previous levels. The total received and transmitted course enrollment showed a decrease, 86 enrolled this year as compared to 116 enrolled last year.

VCU SoE participated in cross-listing courses with other CGEP schools. Thirteen courses were cross-listed as VCU courses five of which were part of the nanotechnology partnership for innovation initiative resulting in a total VCU enrollment of 45 students, 26 of which were enrolled in nanotechnology courses.

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

VCU CGEP anticipates significant opportunities for expanded distance learning activity by expending into the on-line distance environment. VCU has set aside a large amount of funding to support the upgrade of the distance education classrooms so that course may be delivered face to face and online simultaneously.

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 multi media system. Internet or ISDN connections are available with this system. Two much larger SoE building rooms (40 students) are also equipped with a dual-channel system.

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 2012-2013
The computer science courses will continue to be offered to NSWC Dahlgren in the 2012-2013 academic year. The new MS in Mechanical and Nuclear Engineering should grow as the workforce demands in the energy sector increase. VCU is a significant participant in course cross listing within CGEP. The transmission and reception of graduate engineering courses as a member institution of CGEP is a high priority for VCU CGEP.

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

VCU CGEP invested $66,092 SoE funds in support of the 2011-2012 CGEP programs. This is an increase in funding from the previous year. It is anticipated that a similar amount would be invested in 2012-2013. This is based on the assumption that the NSWC Dahlgren program and the EPT continue at or above the current level of enrollment.

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**Virginia Tech**

Glenda Scales – Director

*Review of Academic Year 2012-2013*

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

**Faculty Recognition & Support**

Dr. Tom Grizzard

Professor, Civil and Environmental Engineering

Dr. Tom Grizzard is a professor in the Civil and Environmental Engineering Department as well as the director of the Occoquan Watershed Laboratory. Dr. Grizzard's interests, water quality issues in an urban environment, makes Manassas ideal for research but less so for teaching. Through the CGEP classrooms in Northern Virginia, Dr. Grizzard has been able to pursue his research interests as well as fulfill what he believes to be the mission of the land grant program: reaching out to non-traditional students.

Dr. Grizzard is an exceptional professor in that he tries to visit each receive site throughout the semester. Though some are harder to visit than others, he likes that he has this option. Dr. Grizzard also enjoys teaching the working and part-time community because of the real-world perspective these students bring as well as the feedback professors are able to get on their instruction from working professionals.

While Dr. Grizzard enjoys these experiences, he knows that the distance learning program has much room for growth and improvement, particularly in terms of the technology used and how it affects student-teacher interaction. Software programs like Centra and DyKnow are certainly a step in the right direction, but Dr. Grizzard would like a better way to see the students' faces during class. He says that any good teacher will look for the visual cues that students give to indicate that they are confused or are having problems following. The lack of this non-verbal communication creates a barrier in the distance courses according to Dr. Grizzard.

In order to encourage student interaction, Dr. Grizzard requires team projects in his classes for which he splits teams across sites. Some students complain about this inconvenience at first, but Dr. Grizzard knows that being able to work in a distributed environment is often important in real-world situations. Dr. Grizzard has spent the last 10 years working with the Republic of Singapore on water supply and resources. He travels there once a year.
Continuous Process Improvement Projects
The CGEP began at Virginia Tech with offering 16 courses from three primary engineering departments: Electrical and Computer, Industrial and Systems, and Civil and Environmental. Today we offer over 110 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. The faculty and instructors are motivated to explore the various possibilities of teaching using mixed delivery formats like asynchronous teaching and live interaction through Centra. Faculties are experimenting with podcasting as well as electronic grading using the tablet PCs.

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

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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 open source content capture systems for video-on-demand and live streaming.

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 2012-2013
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.
The Commonwealth Graduate Engineering Program has been operating in Lynchburg since 1986 and at Central Virginia Community College since 1996. Administered by The Center for Advanced Engineering & Research (CAER), the Commonwealth Graduate Engineering Program (CGEP) continues to offer our local students graduate level engineering and technical courses from Virginia Tech, the University of Virginia, Old Dominion University, George Mason University, and Virginia Commonwealth University.

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

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

- Thirty-three (33) registrations in twenty-four (24) courses for the Fall 2011 and Spring 2012 semesters occurred.
- Four degrees were awarded in the fall of 2011.
- Two more degrees are expected to be awarded in the spring of 2012.
- Two more degrees are expected to be awarded in the fall of 2012.

- Total number of Masters Degrees awarded to Lynchburg students since the beginning of CGEP is 142.
- Mechanical engineering courses from Virginia Tech continue to be expanded with Nuclear Science and Engineering (NSEG) and with Certificates of Nuclear Engineering awarded upon completion of three of these courses.
- The Lynchburg receiving site is also serving as a transmitting site on selected occasions.
- The Center for Advanced Engineering & Research in partnership with the Region 2000 Economic Development Council has launched a major initiative extending professional development opportunities to the region's expanding diverse technical community. Levels of corporate interest and commitment to educational programs are on the increase.
- The Center for Advanced Engineering & Research in partnership with George Mason University has presented a Professional Management Institute accredited seminar in Professional Project Management for certification preparation.
- The Center for Advanced Engineering & Research is in negotiations with the University of Virginia School of Continuing and Professional Studies to bring courses to the region.
The Southern Virginia Higher Education Center (SVHEC) has been an active participant in the Commonwealth Graduate Engineering Program (CGEP) since March 1986. The SVHEC is committed to providing access to high quality, affordable educational programs, of all levels, to the citizens of Southern Virginia. We are proud to make graduate engineering programs available through our participation in CGEP.

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

The SVHEC continues to use a variety of media to raise awareness of and to distribute information about the CGEP program. Additionally, CGEP is featured in all SVHEC programs marketing. The SVHEC actively participates in the University of Virginia CGEP Video Open Houses, and provides targeted marketing for this event. We are very happy to report that our sustained efforts have resulted in the enrollment of a student in Virginia Tech graduate engineering courses. He began taking courses spring 2011, and continued fall 2011 and spring 2012. The student has full access to the SVHEC’s technology and learning resources, and is provided with administrative support to ensure his success.

The SVHEC’s Research & Development Center for Advanced Manufacturing & Energy Efficiency (R&D CAMEE) is heavily involved with the engineering departments of CGEP partners UVA and Virginia Tech. With our R&D efforts continuing to mature, we foresee the increased need for and use of engineering students. As these students develop academically, we believe an increasing number will utilize the CGEP program and its resources.

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

We believe our sustained efforts combined with the innovative educational programming at the SVHEC will allow us to develop a large pool of future CGEP students.
The University of Mary Washington’s Stafford Campus continued serving as a Commonwealth Graduate Engineering Program (CGEP) receive site during AY 2012. Starting in January 2012, the CGEP offerings that had been hosted by the Naval Surface Warfare Center Dahlgren Division (NSWC DD) were relocated to the university’s Dahlgren Campus Center for Education and Research. The NSWC DD staff, specifically Debbie Bardine, Anne Lyon and Joe Weeks, deserve substantial recognition for their years of service and support they provided to CGEP students and faculty. Additionally, as a result of their efforts, the transition from NSWC DD to the UMW Dahlgren Campus was well thought out, planned and exceptionally well executed.

The UMW Stafford Campus CGEP courses continue to be held in South Building classrooms that are equipped with IP-based interactive video teleconference (VTC) equipment and can seat from six to twelve students. Most CGEP coursework is delivered electronically directly to students and evening support staff collects course materials and homework assignments as needed. Exam proctoring, when requested, also is provided by evening support staff at the Stafford Campus. The IT Support Services staff provides technical support and troubleshooting services when needed. The UMW Stafford Campus also provides library and computer support as required. As noted in the table, six students were enrolled in CGEP courses at the Stafford Campus, a nominal increase compared with AY 2011.

The UMW Dahlgren Campus opened on January 3, 2012 as scheduled and hosted its first CGEP course offered by ODU on Monday, January 9. The campus hosted 22 CGEP classes with a total of 83 enrolled students. While the UMW Dahlgren Campus could be characterized as a technologically “state-of-the-art” educational complex, CGEP professors and students experienced an array of technical difficulties during the opening weeks of the semester. However, through the continuing efforts of the Dahlgren Campus IT Specialist, CGEP administrators and their technical support personnel, transmission/receive issues were identified and resolved on an ongoing basis. CGEP students should be complimented for their patience and understanding throughout the opening weeks of the semester. NSWC DD is planning an education fair in mid-May and the Naval Support Facility South Potomac also has scheduled a similar event this spring. It is anticipated that CGEP enrollments may increase during AY 2013 due to these two promotional events and the fact that CGEP courses are now held at the UMW Dahlgren Campus instead of on the Navy base.

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State Council of Higher Education for Virginia
Agenda Item

Item:  #6.d. – Final Legislation Action on 2012-14 Budget

Date of Meeting: May 22, 2012

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

Most Recent Review/Action:
☐ No previous Council review/action
☐ Previous review/action
  Date: 
  Action:

Background Information/Summary of Major Elements:

- On December 19, 2011, Governor McDonnell introduced his proposed budget for the 2012-14 biennium. The Governor provided $250.6 million in additional general fund support for higher education based on recommendations of the Higher Education Advisory Committee and the State Council of Higher Education for Virginia in the areas of base adequacy, student financial aid, and other institution-specific funding for the biennium.

- The 2012 legislation session began January 11, and on February 19, the House and Senate released their proposed budget amendments. While the House budget was approved, the Senate failed to approve its budget.

- The regular session of the General Assembly ended March 10, and on March 21, the General Assembly went into a special session. The budget conference committee reached the agreement on the 2012-14 biennium April 15, and the General Assembly approved the 2012-14 budget and adjourned April 18, 2012.

- The General Assembly is scheduled to reconvene the special session May 14 to consider any amendments submitted by the Governor before approving the final budget for the 2012-14 biennium.

- As the May Council meeting agenda item is being prepared, the General Assembly is scheduled to act on an additional $251.5 million general fund to higher education for the 2012-14 biennium, of which $153.8 million is for base operation, enrollment growth, and incentives to support TJ21 initiatives in the
educational and general programs; and $31.7 million is for in-state undergraduate and graduate financial aid in the biennium. A summary of the conference report for the 2012-14 budget is provided.

**Materials Provided:** A summary of the conference report for the 2012-14 budget is attached.

**Financial Impact:** In total, the conference report would increase the general fund appropriations to institutions for educational and general programs by $82.5 million or about 6.9% from FY2012 to FY2014.

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

**Resolution:** None.
## Comparison of the Governor’s Introduced Budget and the Conference Report for Higher Education in the 2012-14 Biennium (General Fund)

<table>
<thead>
<tr>
<th>Item</th>
<th>Governor</th>
<th>Conference</th>
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<tbody>
<tr>
<td><strong>(A) Operating Budget for All Institutions</strong></td>
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<tr>
<td>Increase base funding for operational costs</td>
<td>$25.5 million per year.</td>
<td>$25.5 million per year for base operations to address additional full-time faculty, operation and maintenance of new facilities, library, technology and utility costs.</td>
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<td></td>
<td>▪ Funding is provided based on the percent of funding to guidelines.</td>
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<td></td>
<td>▪ 2% increase if an institution’s FY12 funding is less than 85% of the guidelines,</td>
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<td>▪ 1% increase if an institution’s FY12 funding is between 85% and 90% of the guidelines,</td>
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<td>▪ 0.5% increase if an institution’s FY12 funding is above 90% of the guidelines.</td>
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<td></td>
<td>This methodology is similar, in principle, to SCHEV’s Fund Share Equity/Affordability recommendation – the use of the BA/COE guidelines to distribute additional general fund support with no requirement for a matching increase in tuition.</td>
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<tr>
<td>Address enrollment growth</td>
<td>$16.2 million per year.</td>
<td>$21.3 million per year</td>
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<td>▪ Supports the provisions of the TJ21 legislation.</td>
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<td>▪ Based on actual enrollment growth from FY2010 to FY2011.</td>
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<td>▪ For 4-year institutions, the funding amount equals the proposed TAG amount ($2,750).</td>
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<tr>
<td>Incentives to support TJ21 initiatives</td>
<td>$25.6 million per year in total.</td>
<td>$14.3 million per year for specific initiatives that support the goals of the TJ21 legislation such as:</td>
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<tr>
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<tr>
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<td>$20.4 million per year to increase student graduation particularly in STEM majors, graduate in less time and from underrepresented groups</td>
<td>Increase degree production in STEM-H</td>
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<tr>
<td></td>
<td>$2.7 million per year to increase retention and graduation</td>
<td>Year-round use of facilities, and</td>
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<tr>
<td></td>
<td>$1.8 million per year to increase STEM majors</td>
<td>Greater use of distance learning</td>
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<td></td>
<td>$575,000 per year to support economic development.</td>
<td></td>
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<tr>
<td>This incentive is similar, in principle, to SCHEV’s Student Success, Institutional Efficiency and Effectiveness recommendation.</td>
<td>$2.7 million per year to increase retention and graduation</td>
<td></td>
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<tr>
<td>$1.8 million per year to increase STEM majors</td>
<td></td>
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<tr>
<td>$575,000 per year to support economic development.</td>
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<tr>
<td>Increase undergraduate financial aid</td>
<td>$6.4 million per year using SCHEV’s Partnership Model as a guide.</td>
<td>$8.4 million per year.</td>
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<tr>
<td>Increase graduate aid</td>
<td>None</td>
<td>$1.8 million in the second year.</td>
</tr>
<tr>
<td>Restore the higher education reversion</td>
<td>Eliminate $10 million reduction for higher education in FY2012.</td>
<td>No change</td>
</tr>
</tbody>
</table>
| Higher education restructuring | ▪ Interest earnings ($1.8 million in FY2013 and $2.5 million in FY2014)  
▪ Credit card rebates ($1.4 million per year) | No change |
| HEETF | $56.1 million allocation per year to support equipment replacement, including computers for instruction and specialized research equipment. Debt service of $8.8 million begins in FY2014. | $62.2 million in FY2013 (additional $6.1 million for research equipment) and $56.1 million in FY2014 for a total of $118.3 million allocation in the biennium. Debt service of $9.7 million begins in FY2014. |
| Capital fee revenue from out-of-state students (NGF) | None | ▪ Increase capital fee by $1.50 per credit hour based on the latest enrollment data.  
▪ Total increase $2.7 million per year |
| Increase funding to Virtual Library of Virginia (VIVA) | $2.8 million per year. | $1.4 million per year |
| Tuition Assistance Grant (TAG) | ▪ $5.8 million per year to increase the award amount from $2,650 to $2,750. | No change |
| Support higher education research | $12.4 million per year, of which ▪ $6.0 million to establish a cancer research and treatment pool:  
▪ $1.5 million to support UVA for cancer and medical research  
▪ $1.5 million to support VCU  
▪ $3.0 million to Hampton University to complete the cancer treatment facilities at the Proton Therapy Institute.  
▪ $768,000 to ODU for Center for Bioelectrics.  
▪ $1.5 million to UVA for Focused Ultrasound Surgery Foundation  
▪ $1.5 million to VT for Brain Disorder Research  
▪ $2.6 million to establish a competitive research grant for all Virginia’s public institutions.  
▪ Funds shall be allocated for those research | $5.25 million per year, of which ▪ $3.0 million for cancer research for  
▪ $1.5 million to UVA per year  
▪ $1.5 million to VCU per year  
▪ Move the current funding of $510,000 to Department of Health and increase it to $1.5 million in FY2013.  
▪ $750,000 to ODU per year.  
▪ $750,000 to UVA per year.  
▪ $750,000 to VT per year.  
▪ No funding. |
efforts identified in the six-year plan, which will result in matching grant or investment funding equal to at least two times the value of the general fund support within a three-year period or the commercialization of a product.

- The Secretary of Education, in collaboration with the Secretaries of Finance, Technology, and Commerce and Trade, shall establish a methodology upon which research grants may be allocated. Such methodology should reflect the goals of the Virginia Higher Education Opportunity Act of 2011.

- Funding shall also be contingent on an annual report to the Governor, Secretaries of Finance, Education, Technology, and Commerce and Trade, as well as the Chairmen of the House Appropriations and Senate Finance Committees, and the Director, Department of Planning and Budget, identifying the research accomplishments, including the return on the Commonwealth’s investment.

<table>
<thead>
<tr>
<th>Salary bonus</th>
<th>Full-time state employees including higher education faculty eligible for bonus.</th>
<th>3% bonus on December 1, 2012 contingent upon a revenue surplus. It is structured similarly to the 2010 bonus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time state employees including higher education faculty eligible for bonus.</td>
<td>Agencies and institutions must generate savings from the FY2012 general fund equivalent to twice as much as the cost to fund a 3% bonus in FY2013.</td>
<td>The bonus does not require state agencies to generate savings as that in the introduced budget.</td>
</tr>
<tr>
<td>3% bonus on December 1, 2012 contingent upon a revenue surplus. It is structured similarly to the 2010 bonus.</td>
<td>2% salary increase in FY2014 as of the August 1, pay period for $17.5 million contingent upon the state revenue.</td>
<td></td>
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</tbody>
</table>
| Increase VRS rate | Increase the VRS rate from 6.58% to 8.76%.  
<table>
<thead>
<tr>
<th>Does not assume any change to employee contribution</th>
<th>No change</th>
</tr>
</thead>
</table>
| Reallocate resources and report | In lieu of reductions, institutions must reallocate 3% in FY2013 and 5% in FY2014 of their E&G general fund appropriations to programs that advance the objectives of the TJ21 legislation. Total reallocation is $34.7 million in FY13 and $57.8 in FY14.  
| Secretary of Education must approve plans from institutions on the use of these funds.  
| Strategies and documented progress will be reflected in the six-year plans. | Institutions are required to reallocate existing resources of $17.3 million or 1.5% in FY2013 and $23.1 million or 2% in FY2014 toward meeting the programs outlined in each institution’s six-year academic plan and the goals of TJ21.  
<p>| Each institution shall report the amounts and the specific purposes for which they were used in its six-year academic plans finalized in the fall of 2012 and the fall of 2013. |
| Auxiliary Balance Interest | Continue directing auxiliary balance interest to the general fund. | Restore $5.2 million each year to institutions. |
| (B) SCHEV Budget | Eliminate the Eminent Scholars programs | Eliminate the program ($1.7 million) per year. | No change |
| Phase out funding to the Virginia Women’s Institute of Leadership | Phase out the program funding ($307,899) over a three-year period, ($76,975) in FY2013 and ($153,950) in FY2014. | Full restoration of the budget reduction. |
| Reduce funding to support SCHEV agency operations | Reduce funding of ($149,135) per year, equivalent to a 4% agency budget reduction. | Restore funding of $200,000 per year |
| Transfer Grant | None | $600,000 per year to increase the number of eligible students for this grant based on increasing the expected family contributions from $8,000 to |</p>
<table>
<thead>
<tr>
<th>Institution</th>
<th>Additional Funds:</th>
<th>Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Space Grant</td>
<td>None</td>
<td>$9,000.</td>
</tr>
<tr>
<td><strong>(C) Institution-Specific Operating Budget</strong></td>
<td></td>
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<tr>
<td>EVMS</td>
<td>$3.6 million per year for base operating.</td>
<td>No change</td>
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<tr>
<td>GMU</td>
<td>None</td>
<td>$500,000 per year for operating cost associated with enrollment growth and new facilities.</td>
</tr>
<tr>
<td>Institute for Advanced Learning and Research</td>
<td>$600,000 per year to expand the institute’s research and development capacity in the areas of polymer and chemical manufacturing.</td>
<td>No change</td>
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<tr>
<td>Jefferson Lab</td>
<td>$500,000 per year to expand the lab’s research and collaboration with other institutions in STEM-related research.</td>
<td>No increase</td>
</tr>
<tr>
<td>NSU</td>
<td>$220,000 per year to provide financial aid for undergraduate students in junior and senior years.</td>
<td>Transfer the amount to E&amp;G programs and is designated to increase retention and graduation of juniors and seniors in good academic standing and who have additional demonstrated need.</td>
</tr>
<tr>
<td>Southern Virginia Higher Education Center</td>
<td>None</td>
<td>$225,000 and 5.0 FTE positions per year for the new Innovative Center and the Research and Development Center for Advanced Manufacturing and Energy Efficiency.</td>
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<tr>
<td>UMW</td>
<td>None</td>
<td>$650,000 in FY2013 and $500,000 in FY2014 for Dahlgren Center.</td>
</tr>
<tr>
<td>UVAW</td>
<td>$275,000 per year to provide financial aid for the Wise Scholar’s program.</td>
<td>Transfer the amount to E&amp;G programs and is designated to support the University of Virginia’s College at Wise Scholars program to increase recruitment and retention of students from the service region especially in STEM-related programs.</td>
</tr>
<tr>
<td>VCU</td>
<td>• $250,000 in FY2013 for planning for a replacement facility for the Virginia Treatment</td>
<td>• No change</td>
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<tr>
<td>Institution</td>
<td>Proposal</td>
<td>Change</td>
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<tr>
<td>Center for Children at VCU Health System</td>
<td>▪ $250,000 per year to support operations of Virginia Biotechnology Research Park.</td>
<td>▪ No change</td>
</tr>
<tr>
<td>VCCS</td>
<td>$2 million per year to support non-credit courses that enhance the workforce development.</td>
<td>No change</td>
</tr>
<tr>
<td>VIMS</td>
<td>$525,000 per year for base operations</td>
<td>No change</td>
</tr>
<tr>
<td>VMI</td>
<td>None</td>
<td>$155,000 per year for unique military activities at VMI.</td>
</tr>
<tr>
<td>VT</td>
<td>None</td>
<td>$150,000 per year for unique military activities at VT Corps of Cadets.</td>
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<tr>
<td>VT extension</td>
<td>None</td>
<td>$500,000 per year for staffing initiative.</td>
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<tr>
<td>Commerce and Trade</td>
<td>$5 million per year to provide funding for a research consortium &lt;br&gt; ▪ The consortium is initially comprised of UVA, VT, VCU, GMU and EVMS. Other public institutions may choose to join. &lt;br&gt; ▪ The consortium will contract with private companies for bioscience research. &lt;br&gt; ▪ Up to $500,000 of the funding may be used for administrative, promotional and legal costs of the consortium.</td>
<td>$2.5 million per year</td>
</tr>
<tr>
<td>Innovation and Entrepreneurship Investment Authority</td>
<td>Provide funding ($480,000 in FY2013 and $800,000 in FY2014) to expand the Commonwealth modeling and simulation activities, and enhance the collaboration among the higher education institutions and the private sector to continue to strengthen Virginia’s standing as the leader in modeling and simulation.</td>
<td>$480,000 in FY2013 and $520,000 in FY2014.</td>
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<tr>
<td><strong>(D) Language</strong></td>
<td>The language delineates the principles for providing funding to higher education institutions consistent with the funding elements identified under the Virginia Higher Education Opportunity Act of 2011. (See attachment)</td>
<td>Delete the language</td>
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<tr>
<td>Implementing the TJ21 Legislation (General Provision 4-10.01)</td>
<td>The amount of tuition and fee revenue generated from in-state students to be used for student financial aid shall remain at the levels appropriated for this purpose in the 2012-14 biennium. The Higher Education Advisory Committee shall evaluate the appropriate use of tuition and fee revenue from in-state students for financial aid.</td>
<td>Delete the language</td>
</tr>
<tr>
<td>Cap on in-state nongeneral fund (tuition) for student financial aid (General Provision 4-2.01 b.11)</td>
<td>▪ Creates a workgroup consisting of representatives from both public and private institutions and private industry to determine the methodology upon which desired outcomes can be achieved for the Commonwealth to become a leader in the modeling and simulation arena. ▪ Encourages the secretaries of Education, Finance, Commerce and Trade, and Technology, their associated agencies and the Innovation and Entrepreneurship Investment Authority to work together to achieve expansion of the Commonwealth’s role in modeling and simulation efforts.</td>
<td>Delete the language</td>
</tr>
<tr>
<td>Nongeneral fund administrative appropriations (4-8.01.h)</td>
<td>None</td>
<td>The Secretary of Finance and Secretary of Education, in collaboration with the Director, Department of Planning and Budget, shall report in December and June of each year to the Chairmen of the House Appropriations and Senate Finance Committees on adjustments made to higher education operating funds in the Educational and General Programs (10000) items for each public college and university contained in this budget. The report shall include actual or projected adjustments which increase nongeneral funds or actual or projected adjustments that transfer nongeneral funds to other items within the institution. The report shall provide the justification for the increase or transfer and the relative impact on student groups.</td>
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<tr>
<td>Level II authority (General Provision 4-9.03)</td>
<td>None</td>
<td>Level II institutions shall be allowed to enter into separate negotiations for additional operational authority for a third and separate functional area listed in Chapter 824 and 829 of the 2008 Acts of Assembly if they have (1) successfully completed at least three years of effectiveness and efficiencies operating under such additional authority granted by an original memorandum of understanding; (2) successfully renewed an additional memoranda of understanding for a five year term for each of the original two areas. As part of the request, each institution shall be required to adopt new education-related measures for the new area of operational authority.</td>
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<tr>
<td>Implementing Virginia Higher Education</td>
<td>None</td>
<td>Pursuant to Chapter 869 and 828, 2011 Acts of Assembly, and its provisions promoting</td>
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<td>Opportunity Act of 2011 (General Provision 4-10.01)</td>
<td>partnership between public and private institutions in the achievement of stated policy goals, the Commonwealth's higher education investment strategy and funding policy may include the provision of financial incentives to private non-profit institutions of higher education where such incentives will support the goals of economic growth, reform-based investment and affordable access. The Secretary of Education shall consult with the Attorney General, the Secretary of Finance, and Chairmen of the House Appropriations and Senate Finance Committees, to identify appropriate methods for the provision of such incentives and may make recommendations to the State Council of Higher Education for Virginia on or before October 1, 2012.</td>
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<tr>
<td>ODU (Item 180.I.3)</td>
<td>None</td>
<td>Of $1.5 million TJ 21 related incentive funding, $220,000 per year is designated for collaboration with the Virginia Space Consortium and STEM education. It shall not be considered as a resource for purposes of funding guidelines.</td>
</tr>
<tr>
<td>UVA (Item 195.N.3)</td>
<td>None</td>
<td>Of $1.0 million TJ 21 related incentive funding, $218,400 per year is designated for collaboration with the Virginia Space Consortium and STEM education. It shall not be considered as a resource for purposes of funding guidelines.</td>
</tr>
<tr>
<td>VT (Item 223.L.3)</td>
<td>None</td>
<td>Of $1.5 million TJ 21 related incentive funding, $300,000 per year is designated for collaboration with the Virginia Space Consortium and STEM education. It shall not be considered as a resource for purposes of funding guidelines.</td>
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<tr>
<td>VCCS</td>
<td>None</td>
<td>Of $7.1 million additional funding for base</td>
</tr>
<tr>
<td>Item 212.W</td>
<td>operations, VCCS shall allocate to individual community colleges and shall report to the Chairmen of the House Appropriations and Senate Finance Committees by July of each year, on the allocation of the general and nongeneral funds by individual community colleges for fiscal years of 2013 and 2014.</td>
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<td>VMI (Item 218.G)</td>
<td>Resources determined by SCHEV to be uniquely military shall be excluded from the base adequacy funding guidelines.</td>
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<tr>
<td>Item</td>
<td>SCHEV 2012-13</td>
<td>Governor 2012-13</td>
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<tr>
<td>Cost of Education</td>
<td></td>
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<tr>
<td>Base Adequacy</td>
<td>$51.2</td>
<td>$25.5</td>
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<tr>
<td>Fund share equity/affordability</td>
<td>$4.6</td>
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<tr>
<td>New in-state undergraduate seats</td>
<td>$2.5</td>
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<tr>
<td>Actual/Projected Enrollment Growth Funding</td>
<td>$7.2</td>
<td>$16.2</td>
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<tr>
<td>Sub-total of Cost of Education</td>
<td>$63.0</td>
<td>$41.7</td>
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<tr>
<td>Faculty salaries</td>
<td>$6.4</td>
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<tr>
<td>Undergraduate financial aid</td>
<td>$18.0</td>
<td>$6.4</td>
</tr>
<tr>
<td>Graduate financial aid</td>
<td>$3.6</td>
<td></td>
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<tr>
<td>Operation and maintenance of new facilities</td>
<td>$4.9</td>
<td></td>
</tr>
<tr>
<td>Higher Education Equipment Trust Fund (debt service)</td>
<td>$13.0</td>
<td></td>
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<tr>
<td>Subtotal for Operating Budget</td>
<td>$74.2</td>
<td>$41.7</td>
</tr>
<tr>
<td>Subtotal for Financial Aid</td>
<td>$21.6</td>
<td>$6.4</td>
</tr>
<tr>
<td>Student Success, Institution Efficiency and Effectiveness</td>
<td>$12.8</td>
<td>$5.1</td>
</tr>
<tr>
<td>Total Recommendation in SCHEV Resolution</td>
<td>$108.6</td>
<td>$53.2</td>
</tr>
<tr>
<td>Recommended Items in SCHEV Budget</td>
<td></td>
<td></td>
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<tr>
<td>Virtual Library of Virginia (VIVA)</td>
<td>$2.7</td>
<td>$2.8</td>
</tr>
<tr>
<td>Tuition Assistant Grant (TAG)</td>
<td>$6.4</td>
<td>$5.8</td>
</tr>
<tr>
<td>Transfer Grant</td>
<td>$0.0</td>
<td>$0.6</td>
</tr>
<tr>
<td>Subtotal</td>
<td>$9.1</td>
<td>$8.6</td>
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<tr>
<td>Degree Incentives</td>
<td>$40.0</td>
<td>$20.4</td>
</tr>
<tr>
<td>Higher Education Research Support</td>
<td></td>
<td>$8.2</td>
</tr>
<tr>
<td>Other</td>
<td>$19.4</td>
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<tr>
<td>Grand Total</td>
<td>$157.7</td>
<td>$120.5</td>
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</tbody>
</table>

Notes:
(1) Includes institutional initiatives for STEM, retention and graduation, and economic development.
(2) Included in SCHEV September recommendations.
(3) Includes items such as interest earnings, central account adjustments, institution-specific funding like EVMS medical education and VCCS noncredit education and SCHEV budget etc.
## Change in General Fund Appropriations to E&G Programs
### 2012-14 Biennium over FY2012

<table>
<thead>
<tr>
<th>Inst.</th>
<th>2011-12 General Fund</th>
<th>FY13 Additions over FY12</th>
<th>FY14 Additions over FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Amount</td>
<td>Percent</td>
<td>Amount</td>
</tr>
<tr>
<td>CNU</td>
<td>$22,294,146</td>
<td>$1,448,183</td>
<td>6.5%</td>
</tr>
<tr>
<td>CWM</td>
<td>$35,455,479</td>
<td>$1,097,190</td>
<td>3.1%</td>
</tr>
<tr>
<td>GMU</td>
<td>$107,701,785</td>
<td>$4,992,484</td>
<td>4.6%</td>
</tr>
<tr>
<td>JMU</td>
<td>$62,612,561</td>
<td>$4,459,719</td>
<td>7.1%</td>
</tr>
<tr>
<td>LU</td>
<td>$22,022,029</td>
<td>$1,118,763</td>
<td>5.1%</td>
</tr>
<tr>
<td>NSU</td>
<td>$37,768,961</td>
<td>$1,818,964</td>
<td>4.8%</td>
</tr>
<tr>
<td>ODU</td>
<td>$91,185,656</td>
<td>$6,843,230</td>
<td>7.5%</td>
</tr>
<tr>
<td>RU</td>
<td>$39,655,799</td>
<td>$2,496,436</td>
<td>6.3%</td>
</tr>
<tr>
<td>UMW</td>
<td>$18,009,108</td>
<td>$1,121,555</td>
<td>6.2%</td>
</tr>
<tr>
<td>UVA</td>
<td>$110,344,515</td>
<td>$3,470,242</td>
<td>3.1%</td>
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**Notes:**
1. Includes general fund appropriations for E&G and interest earnings/credit card rebates.
2. Not allocated to institutions.
## Additional General Fund Support to Higher Education Operations in 2012-14 Biennium  
(Conference Report of the 2012 Legislation Session)

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## Additional General Fund Support to Higher Education Operations in 2012-14 Biennium (Continued)

(Conference Report of the 2012 Legislation Session)

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**State Council of Higher Education for Virginia**

**Agenda Item**

**Item:** #7.b – Action on Appalachian College of Pharmacy Request to Participate in the Virginia Tuition Assistance Grant (TAG) Program

**Date of Meeting:** May 22, 2012

**Presenter:** Lee Andes, Assistant Director for Financial Aid  
LeeAndes@schev.edu

**Most Recent Review/Action:**

☑ No previous Council review/action
☐ Previous review/action

**Date:**

**Action:**

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

The Appalachian College of Pharmacy submitted a complete application to participate in the Virginia Tuition Assistance Grant Program (TAG) on January 23, 2012. This date meets the regulatory deadline to permit the College, if approved by Council, to begin participation as of the fall following the calendar year in which the application was submitted; which in this case is fall 2013.

Staff has verified that the institution is an eligible institution as defined by regulations, accredited by the Southern Association of Colleges and Schools, nonprofit, and chartered by the State Corporation Commission to operate in Virginia.

The application includes the required certifications that the institution:

a. Meets each aspect of the definition of an eligible institution as defined in this chapter;

b. Offers academic programs that meet the definition of an eligible program and provides a list of such programs, including the officially recognized CIP codes for each program;

c. Will furnish whatever data the Council may request in order to verify its institutional eligibility claims;

d. Will promptly notify the Council within 30 days following any change in governance or mission that may affect the institution's status as an eligible institution;

e. By its governing body, has authorized its adherence to the requirements of this chapter, as the same are now constituted or hereafter amended, until
such time as the institution may withdraw from participation in the program; and
f. Will comply with the Council's reports requirements and deadlines.

The institution verifies that it offers the sole degree of Doctor of Pharmacy which is an "eligible program" as described within regulations (CIP Code: 51.2001). Finally, the institution estimates a total of 100 eligible students for its initial year of participation in TAG, 2013-14.

**Materials Provided:**

Copy of institution’s letter of application and letter of accreditation.

**Financial Impact:**

The impact will depend upon the level of TAG funding for graduate students. At projected levels of $1,300 per year, the cost would be approximately $126,000 per year.

**Timetable for Further Review/Action:**

Action is scheduled to be taken at this meeting.

**Resolution:**

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the Appalachian College of Pharmacy’s application to participate in the Virginia Tuition Assistance Grant Program beginning in the fall of 2013.
January 20, 2012

To: Lee Andes, Assistant Director of Financial Aid
   Virginia Tuition Assistance Grant Program
   State Council of Higher Education for Virginia
   101 N. 14TH Street, 10TH Floor
   James Monroe Building
   Richmond, Virginia 23219

Re: Virginia Tuition Assistance Grant Program
   Application to Participate in VTAG

Please accept this letter and the attached documentation as the formal request submitted by the Appalachian College of Pharmacy (ACP) to apply for participation in the Virginia Tuition Assistance Grant Program. ACP has been in operation since 2003 and offers Virginia's only three year Doctor of Pharmacy degree program (CIP – 51.2001). This is the only program currently offered by the college. ACP has been granted full accreditation status by the Accreditation Council of Pharmacy Education (ACPE) and has full accreditation with the Southern Association of Colleges and Schools (SACS). I am enclosing the accreditation documentation.

ACP was approved to participate in the U.S. Department of Education Title IV Direct loan program in the fall of 2011. The college will disburse the first student federal funds beginning in January 2012 for spring term 2012. This fact precludes the College from filing the Fiscal Operation Report and FISAP report at this time. I have enclosed the Department of Education letter granting the college permission to participate in Title IV programs.

If you have questions, please contact Ms. Vickie Keene, Director of Financial Aid at 276-498-5230, vkeene@acpharm.org or myself at mmcglothlin@acpharm.org.

Sincerely,

Michael G. McGlothlin
President

Attachments
January 20, 2012

To: Lee Andes, Assistant Director of Financial Aid

I do hereby certify as the Appalachian College of Pharmacy’s chief executive officer that the institution:

a. Meets each aspect of the definition of an eligible institution, as defined in this chapter;
b. Offers academic program(s) that meet the definition of an eligible program and provides a list of such programs, including the officially recognized CIP codes for each program;
c. Will furnish whatever data the council may request in order to verify its institutional eligibility claims;
d. Will promptly notify the council within 30 days following any change in governance or mission that may affect the institution’s status as an eligible institution;
e. By its governing body, has authorized its adherence to the requirements of this chapter, as the same are now constituted or hereafter amended, until such time as the institution may withdraw from participation in the program; and
f. Will comply with the council’s reports requirements and deadlines.

[Signature]
President

[Signature]
Date

Appalachian College of Pharmacy
1060 Dragon Road
Oakwood, Virginia 24631
www.acpharm.org or www.acp.edu
276-498-4190

Educational Offering:
Doctor of Pharmacy degree
CIP Code – 51.2001
January 10, 2012

Mr. Michael G. McGlothlin, Esq.
President
Appalachian College of Pharmacy
1060 Dragon Road
Oakwood, VA 24631

Dear Mr. McGlothlin:

The following action regarding your institution was taken at the December 2011 meeting of the Board of Trustees of SACS Commission on Colleges:

The Commission on Colleges awarded initial accreditation at Level V with the Southern Association of Colleges and Schools Commission on Colleges. Accreditation is retroactive to January 1, 2011. The institution will be required to complete a Compliance Certification and a Quality Enhancement Plan and to receive a Committee in anticipation of reaffirmation of accreditation in 2016.

On behalf of the member institutions that make up the Commission on Colleges, I welcome you and look forward to your involvement in this very important self-regulatory process. If you have any questions, please contact Dr. Claudette H. Williams, the staff member assigned to your institution.

Sincerely,

Belle S. Wheelan, Ph.D.
President

BSW:rlb

cc: Dr. Claudette H. Williams
State Council of Higher Education for Virginia
Agenda Item

Item:  #8 – Items Delegated to Staff

Date of Meeting:  May 22, 2012

Presenter:  Peter Blake, Director  
peterblake@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
  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 Approved: George Mason University
- Title Change Not Approved: George Mason University
- Governor’s STEM Academies

Financial Impact:  N/A

Timetable for Further Review/Action:  N/A

Resolution:  N/A
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**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree/Program/CIP</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Mason University</td>
<td>Change the CIP Code of the Master of Science degree program in Environmental Science and Policy from 26.9999 to 03.0104.</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>George Mason University</td>
<td>Change the CIP Code of the Doctor of Philosophy degree program in Environmental Science and Public Policy from 26.9999 to 03.0104.</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>George Mason University</td>
<td>Change the program title from the Bachelor of Science degree program in Information Technology to the Bachelor of Science degree program in Applied Information Technology (11.0103).</td>
<td>Fall 2012</td>
</tr>
</tbody>
</table>

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 not approved as delegated to staff:

**Program Actions**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree/Program/CIP</th>
<th>Effective Date</th>
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</thead>
<tbody>
<tr>
<td>George Mason University</td>
<td>Title Change Not Approved: Doctor of Philosophy degree program in Earth Systems and Geoinformation Sciences, (40.0699), to the Doctor of Philosophy program in Geography and Geoinformation Science.</td>
<td>March 26, 2012</td>
</tr>
</tbody>
</table>
Governor’s STEM Academies

Four (4) Governor’s STEM Academy proposals were reviewed and approved as delegated to staff:

<table>
<thead>
<tr>
<th>Title of Academy</th>
<th>Governor’s STEM Academy for Engineering, Marketing, and Information Technology Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Landstown High School and Technology Academy, Virginia Beach City Public Schools</td>
</tr>
<tr>
<td>Name of Lead Entity</td>
<td>Virginia Beach City Public Schools</td>
</tr>
<tr>
<td>Date of Approval</td>
<td>March 15, 2012</td>
</tr>
<tr>
<td>Academy Initiation</td>
<td>2012-13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title of Academy</th>
<th>The Grassfield High School Governor’s STEM Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Grassfield High School, Chesapeake Public Schools</td>
</tr>
<tr>
<td>Name of Lead Entity</td>
<td>Grassfield High School, Chesapeake Public Schools</td>
</tr>
<tr>
<td>Date of Approval</td>
<td>April 5, 2012</td>
</tr>
<tr>
<td>Academy Initiation</td>
<td>2012-13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title of Academy</th>
<th>New Commonwealth Governor’s STEM Academy at Chantilly High School and Chantilly Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Chantilly High School and Chantilly Academy, Fairfax County Public Schools</td>
</tr>
<tr>
<td>Name of Lead Entity</td>
<td>Fairfax County Public Schools</td>
</tr>
<tr>
<td>Date of Approval</td>
<td>April 15, 2012</td>
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<tr>
<td>Academy Initiation</td>
<td>2013-14</td>
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</table>

<table>
<thead>
<tr>
<th>Title of Academy</th>
<th>Roanoke County Governor’s STEM Academy at the Burton Center for Arts and Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Center for Arts and Technology, Roanoke County Public Schools</td>
</tr>
<tr>
<td>Name of Lead Entity</td>
<td>Burton Center for Arts and Technology, Roanoke County Public Schools</td>
</tr>
<tr>
<td>Date of Approval</td>
<td>April 15, 2012</td>
</tr>
<tr>
<td>Academy Initiation</td>
<td>2012-13</td>
</tr>
</tbody>
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