VIRGINIA COMMONWEALTH UNIVERSITY
BOARD OF VISITORS
ACADEMIC AND HEALTH AFFAIRS COMMITTEE
9:20 A.M.**
DECEMBER 8, 2017
JAMES BRANCH CABELL LIBRARY
901 PARK AVENUE – ROOM 303
RICHMOND, VIRGINIA

AGENDA

1. CALL TO ORDER	Dr. Carol Shapiro, *Chair*
2. APPROVAL OF AGENDA	Dr. Carol Shapiro, *Chair*
3. APPROVAL OF MINUTES (Sept. 14, 2017)	Dr. Carol Shapiro, *Chair*
4. ACTION ITEMS: a. Proposal to change the name of the School of Allied Health Professions to the College of Health Professions b. Proposal to change the name of the School of Engineering to the College of Engineering c. Proposal to create a new graduate certificate in public history	Dr. Carol Shapiro, *Chair*
5. REPORT FROM PROVOST a. Review of Committee Dashboard *i. Financial Aid Report*	Dr. Gail Hackett, *Provost and Vice President for Academic Affairs*
6. STRATEGIC PLAN UPDATE	Dr. Gail Hackett, *Provost and Vice President for Academic Affairs* Dr. Marsha Rappley, *Vice President for Health Sciences and CEO, VCU Health*
7. UPDATE ON ONLINE@VCU	Dr. Gail Hackett, *Provost and Vice President for Academic Affairs* Dr. Monica Orozco, *Executive Director, Online@VCU*

8. UPDATE ON STUDENT ATHLETES	Mr. Ed McLaughlin *Athletics Director*
9. INCLUSIVE EXCELLENCE UPDATE	Dr. Kevin Allison *Interim Vice President for Inclusive Excellence*
10. REPORT FROM FACULTY REPRESENTATIVE	Ms. Holly Alford, *Faculty Senate Board of Visitors Representative* Dr. Scott Street, *alternate and president, VCU Faculty Senate*
11. REPORT FROM STAFF REPRESENTATIVE	Ms. Lauren Katchuk, *Staff Senate Board of Visitors Representative and president, VCU Staff Senate* Mr. Nick Fetzer, *alternate, Staff Senate*
12. REPORT FROM STUDENT REPRESENTATIVES	Katherine Pumphrey, *Graduate Student Representative* Sarah Izabel, *Undergraduate Student Representative*
13. CLOSED SESSION Freedom of Information Act Sections 2.2-3711(A)(1) and (7) for the discussion of personnel matters and possible litigation	Dr. Carol Shapiro, *Chair*
14. OTHER BUSINESS	Dr. Carol Shapiro, *Chair*
15. ADJOURNMENT	Dr. Carol Shapiro, *Chair*

****The start time for the Board of Visitors meeting is approximate only. The meeting may begin either before or after the listed approximate start time as Board members are ready to proceed.**

DRAFT

BOARD OF VISITORS
ACADEMIC AND HEALTH AFFAIRS COMMITTEE
9:20 A.M.
September 14, 2017
JAMES BRANCH CABELL LIBRARY
901 PARK AVENUE, ROOM 303, RICHMOND, VIRGINIA

COMMITTEE MEMBERS PRESENT

Dr. Carol S. Shapiro, Chair
Dr. Robert D. Holsworth, vice chair
Mr. H. Benson Dendy III
Mr. William M. Ginther
Mr. Tyrone Nelson
Dr. Shantaram Talegaonkar
Mr. Steve L. Worley

COMMITTEE MEMBERS NOT PRESENT

Mr. G. Richard Wagoner, Jr.

OTHERS PRESENT

Ms. Elizabeth L. Brooks, Associate University Counsel
Dr. Gail Hackett, Provost and Vice President for Academic Affairs
Dr. Marsha Rappley, Vice President for Health Sciences and CEO VCU Health
Ms. Jamie Stillman, Director of Strategic Communications, Office of the Provost
Staff and students from VCU and VCUHS

CALL TO ORDER

Dr. Carol Shapiro, Chair of Academic and Health Affairs Committee, called the meeting to order at 9:35 a.m.

APPROVAL OF MINUTES

On motion made and seconded, the Academic and Health Affairs Committee approved the Minutes of the meeting held **May 12, 2017**. A copy of the minutes can be found on the VCU website at the following webpage http://www.president.vcu.edu/board/committeeminutes.html.

REPORTS

Dr. Hackett presented the committee dashboard, providing in-depth discussion of VCU's research numbers. She noted that the University received $275M in FY2017, a $4M increase over the past year. It was reported that more than half of the funds received were Federal Funds including funding from the National Institutes of Health in the Addiction and Neuroscience fields, which have received national rankings.

Dr. Hackett also provided a brief update about graduation rates, noting a 1% increase in the 6-year graduation rate taking it to 63% (the equivalent of 38 additional students graduating) for the fall 2011 entering cohort (3,775 full-time, first-time students). It was also noted that while graduation rates are up, the University does have some challenges as follows: a) total enrollment is down slightly (by 744 students), b) low enrollment of international, out-of-state, and transfer students has led to renewed focus on recruitment in those groups, and c) Master's level enrollment is low. It is expected that the new budget model will provide incentives for academic units to enhance and expand masters programs.

Dr. Hackett then led a discussion around the broader issue of higher education in the United States. It was reported that the national goals suggest that 60% of the populace can and should have a post-secondary degree within the next 10 years, while many colleges and universities tend to focus only on the top two economic quartiles, which have historically seen growth in attainment over the past decades. She continued that the University proudly serves the lower quartiles which affects the University's rankings. The Committee members then discussed possible ways of communicating the University's compelling information to a broader audience, specifically including positioning VCU as a thought leader in this area and communicating this information to our internal audiences including students, faculty and staff.

Dr. Rappley, vice president for health sciences and CEO VCU Health, provided a brief update of the Health Equity Plan, highlighting two upcoming steps in the plan: 1) mapping the problem or exploring the social determinants affecting health and 2) solving the problem through Training and Education, Research and Scholarly Activities, Patient Care Services, and Community Engagement. Committee members expressed interest in this initiative and how the City of Richmond, specifically VCU, fairs within the community when compared to other cities/counties. It was noted that Richmond does not rank high when compared to the health of other places, but this fact only encourages the need for our budding community partnerships.

Ms. Holly Alford, the faculty representative, introduced the new Faculty Senate president, Dr. W. Scott Street IV, associate professor in the Department of Statistical Sciences and Operations Research in the College of Humanities and Sciences. Ms. Alford also expressed the Faculty Senate's involvement and support in various university initiatives including the university's next strategic plan, the human resources redesign, the new budget model and the Diversity and Inclusion Strategic Action Plan. They will continue to work with the University administration to help educate and fully inform the VCU community about the roles and responsibilities of faculty as part of concerns raised in the current environment, and the intersections of free speech and academic freedom. The Faculty Senate offered thanks to the Office of the President, for placing the University Council's Philosophy of Shared Governance on the presidents' website. The Senate fondly remembered Dr. Wanda Mitchell with a resolution.

Ms. Lauren Katchuk, business manager in the Office of the Vice Provost for Student Affairs and the staff representative, introduced herself as the new Staff Senate president, as well as the other members of the Staff Senate Executive Committee. Ms. Katchuk explained the current structure of the Senate and expressed the Senate's support of shared governance in the face of the HR Redesign.

Ms. Sarah Izabel and Ms. Katherine Pumphrey, the student representatives, introduced themselves and discussed several events being hosted by students. They also discussed the merger of the two campuses' student government associations into one VCU SGA and its success.

ADJOURNMENT

There being no further business, Dr. Carol Shapiro, Chair, adjourned the meeting at 10:45 a.m.

Virginia Commonwealth University
Proposed Organizational Change Brief

Proposal to Change the Name of the School of Allied Health Professions to the College of Health Professions

Overview
The VCU School of Allied Health Professions (SAHP) requests approval to change the name of the school to "College of Health Professions" to more accurately reflect the breadth and level of its academic programs and the breadth of its research. The SAHP has two undergraduate degree programs, fourteen graduate degree programs at the master's and doctoral levels and three certificate programs.

While VCU has retained its current name for Allied Health, the trend nationally and regionally has been to transition to the use of terms such as "college" and "health sciences". This change meets the criteria outlined in the VCU policy "Changing the Designation of an Academic Unit from School to College" (approved 12/9/16). A college is defined as "a large academic unit with a broad scope of degree granting programs covering multiple disciplines."

Method of Delivery
This is not applicable to organizational change proposals.

Target Implementation Date
Fall 2018

Demand and Workforce Needs
This is not applicable to organizational change proposals.

External Competition
VCU's request for the use of "college" is consistent with the nomenclature employed by sister public research universities within Virginia.[1] While "health sciences" is the most common term for identifying the division type, VCU's current school is comprised primarily of graduate professional programs with distinct certifications and/or licensures. As such, retaining the term "health professions" is most appropriate. This also brings it in line with the majority of institutions nationally.

Target Population
This is not applicable to organizational change proposals.

Impact on Existing Programs
This name change will not have any impact on existing degree programs or curricula. The administrative structure of the College of Health Professions will be the same as the current SAHP. This name change will not change the operations of the center or departments.

Impact on Faculty
The name change will not have any impact on existing faculty or faculty resources. The proposed College of Health Professions will retain the same faculty at the same salaries. The proposed name change will have no impact on their roles or salaries.

[1] George Mason University -- College of Health and Human Services; Old Dominion University -- College of Health Sciences; University of Virginia -- Jefferson College of Health Sciences, in Roanoke.

Funding

The cost of the name change will be incorporated into the expenses of building the new facility to house the eleven entities currently in five different buildings. No state funding will be required to initiate or implement this name change.

Benefit to University

The school's new name will signal its commitment to the future of the health professions.

Next Steps

President's Cabinet	October 16
Board of Visitors	December 8
Submit to SCHEV	December 13

Full Proposal

The full proposal for the School of Allied Health name change is attached.

Table of Contents

Institution
Virginia Commonwealth University

Nature of Proposed Change
The Virginia Commonwealth University (VCU) requests approval to change the name of the School of Allied Health Professions to the College of Health Professions.

Appendix A: Organizational Structure Before and After Proposed Change

Background
Currently, academic units within Virginia Commonwealth University are defined as colleges or schools. These terms have been used interchangeably based somewhat on historical rather than organizational precedent. In 2016, the University's Board of Visitors approved a new policy for changing the designation of an academic unit from school to college. This policy more clearly defined the distinction between a "college" and a "school." The primary distinction identifies a school as "an academic unit focused on teaching and research in a single disciplinary area," while a college is defined in part as "a large academic unit with a broad scope of degree granting programs covering multiple disciplines" (https://policy.vcu.edu/sites/default/files/Changing the Designation of an Academic Unit from School to College.pdf). This new policy, as well as the current request were prompted by, and came following, considerable internal conversations within the University's senior leadership.

Discussion of the proposed name change began in the fall of 2016 between VCU President, Dr. Michael Rao, and Dr. Cecil Drain, the Dean of Allied Health Professions. Dean Drain then initiated regular conversation on the matter with each department chair. He brought the matter to a formal discussion at the December 5, 2016 meeting of the School's Executive Committee. A formal vote to recommend the name change took place at the February 6, 2017 Executive Committee meeting. The vote was unanimous. This recommendation was presented at the April 27, 2017 annual faculty meeting.

The School of Allied Health Professions is comprised of eleven (11) academic units: Clinical Laboratory Sciences, Gerontology, Health Administration, Health Related Sciences, Nurse Anesthesia, Occupational Therapy, Patient Counseling, Physical Therapy, Radiation Sciences, Rehabilitation Counseling, and the Virginia Center on Aging, a state agency.

Purpose of Proposed Change
In an effort to more accurately reflect the breadth and level of academic programs and the breadth of research, the School of Allied Health Professions requests permission to change its name to "College of Health Professions."

Rationale for Proposed Change
The Association of Schools of Allied Health Professions (ASAHP) is the sponsoring national organization for academic divisions of health sciences and health services. The term "allied health" became popular during the congressional deliberations leading to the passage of the *Allied Health Professions Personnel Training Act* federal funding authorization of 1967. The term was further defined in *The Patient Protection and Affordable Care Act (ACA)* of 2010.[1] Membership in the ASAHP is voluntary with current nomenclature retained for consistency with federal legislation.

While VCU has retained its current name for Allied Health, the trend nationally and regionally has been to transition to the use of terms such as "college" and "health sciences". Reviewing a recent list of 99 universities associated with the ASAHP, nomenclature varies widely. Fifty-five (56%) of the 99 institutions refer to themselves as a "college" with 41 (41%) using the "school" designation. Fifty-one (52%) employ the term "health professions" while 35 (35%) use the term "health sciences". Only 13 (13%) of the institutions employ the word "allied". At the majority of universities, "allied" health programs sit in a single unit. Virginia is a classic example of the diversity of nomenclature.

- Eastern Virginia Medical School -- School of Health Professions,
- Emory and Henry College -- School of Health Sciences,
- George Mason University -- College of Health and Human Services,
- Mary Baldwin College -- College of Health Sciences,
- Lynchburg College -- School of Health Sciences and Human Performance,
- Old Dominion University -- College of Health Sciences, and
- University of Virginia -- Jefferson College of Health Sciences, in Roanoke.

VCU's request for the use of "college" is consistent with the nomenclature employed by sister public research universities within Virginia. While "health sciences" is the most common term for identifying the division type, VCU's current school is comprised primarily of graduate professional programs with distinct certifications and/or licensures. As such, retaining the term "health professions" is most appropriate. This also brings it in line with the majority of institutions nationally.

Appendix B: Nomenclature of Membership Within Association of Schools of Allied Health Professions

[1] http://asahp.org/definition.html

Curriculum/Academic Programs
The SAHP offers two undergraduate and fourteen graduate degree programs at the master's and doctoral levels.

Bachelor degree programs
Clinical Laboratory Sciences, B.S.
Clinical Radiation Sciences, B.S.

Master degree programs
Clinical Laboratory Sciences, M.S.
Gerontology, M.S.
Health Administration, M.H.A.
Health Administration, M.S.
Nurse Anesthesia, M.S.
Occupational Therapy, M.S.O.T.
Patient Counseling, M.S.
Rehabilitation Counseling, M.S.

Doctoral degree programs
Health Related Sciences, Ph.D.
Health Services Organization and Research, Ph.D.
Nurse Anesthesia Practice, D.N.A.P.
Occupational Therapy, O.T.D.
Physical Therapy, D.P.T.
Rehabilitation and Movement Science, Ph.D.

SAHP also offers three post-baccalaureate graduate certificate programs in Aging Studies, Patient Counseling, and Professional Counseling.

Resources

Budget

The SAHP budget of more than $15M is administered centrally from the office of the dean. All administrative and faculty positions are funded centrally by the SAHP. This will continue after the creation of the College of Health Professions. The school budget presents current expenditures for the SAHP and proposed expenditures for the first three years of the College of Health Professions.

Administration

The administrative structure of the College of Health Professions will be the same as the current SAHP. The dean oversees nine department chairs (clinical laboratory sciences, gerontology, health administration, nurse anesthesia, occupational therapy, patient counseling, physical therapy, radiation sciences, and rehabilitation counseling), the center director, a senior associate dean, an associate dean for financial operations, and the senior director of development. This name change will not influence the roles or salaries of any of the individuals. This name change will not change the operations of the center or departments.

Appendix C: Organizational Structure of the Proposed College

Faculty

The proposed College of Health Professions will retain the same faculty at the same salaries. The SAHP currently has 77 teaching and research faculty. All 77 teaching and research faculty members hold the appropriate credentials to teach in the SAHP. Sixty-four (64) hold doctorate degrees and 13 hold master's degrees. All of the teaching and

research faculty are properly credentialed for the positions they hold. In addition, the SAHP has 17 administrative and professional faculty who have positions in the academic departments and the Virginia Center on Aging. All of these personnel are qualified for the positions they hold. The proposed name change will have no impact on their roles or salaries.

Graduate Assistants

The SAHP has eight graduate assistants. The graduate assistants assist faculty with teaching, grading, and research. The assistantships are and will be covered by VCU's Graduate School.

Space

The proposed name change has no impact on space requirements. The eleven entities comprising the SAHP are currently housed in 5 different buildings spanning both the Medical College of Virginia and the Monroe Park campuses of VCU. The School will be consolidated into one facility on the VCU Medical Center Campus, currently under construction, in the spring of 2019. Implementing the name change prior to entry into the new facility would symbolize the goal of inter-professional collaboration that should be a hallmark of the new arrangement. No additional space is needed for the proposed change.

Miscellaneous

New business cards, stationery, and other supplies associated with the creation of a new College name will be covered through funds allocated for supplies in the current operating funds in the program budget. No additional funds are needed. The timing of the change prior to consolidation and move will be fiscally responsible as it would eliminate any need to change building signage at a later time.

Stationery	$ 10,000
Business cards	$ 2,600
Signage	$ ----
Total	$ 12,600

No additional funds are requested and no new resources will be assigned to the proposed College of Health Professions to accomplish this name change. The table below shows the current and projected annual expenditures by type through FY2020-21. Virginia Commonwealth University and the SAHP have adequate and sufficient resources to initiate the proposed name change to the College of Health Professions.

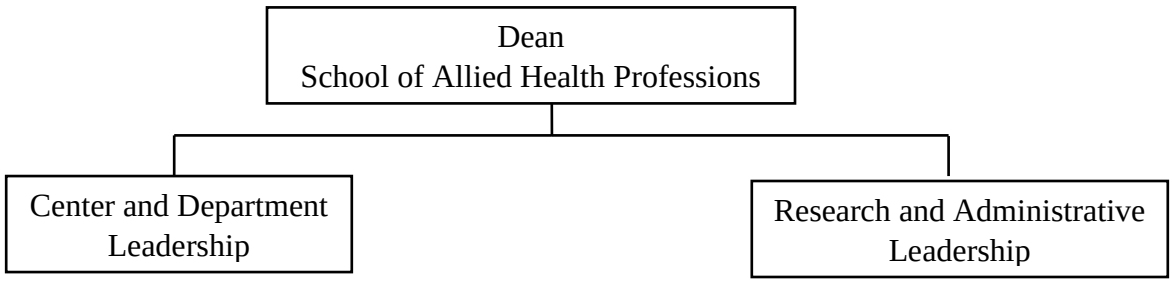
College Budget – Launch and Operate FY 2017 - 2021

Expenditure Category	**HDCT**	**FY 17-18** **Current School Budget**	**FY 18-19** **Proposed College Budget**	**FY 19-20** **Proposed College Budget**	**FY 20-21** **Proposed College Budget**
Personnel					
Teaching & Research Faculty	77	$6,829,000	$6,829,000	$6,829,000	$6,829,000
Fringe		$2,540,388	$2,540,388	$2,540,388	$2,540,388
Administrative & Professional Faculty	17	$1,159,000	$1,159,000	$1,159,000	$1,159,000
Fringe		$431,148	$431,148	$431,148	$431,148
Classified Staff	36	$1,182,000	$1,182,000	$1,182,000	$1,182,000
Fringe		$439,704	$439,704	$439,704	$439,704
Part Time, Early Retirement, Termination		$236,864	$236,864	$236,864	$236,864
Fringe		$13,518	$13,518	$13,518	$13,518
Grad Asst Stipends	8	$125,000	$125,000	$125,000	$125,000
Personnel Sub-total		$12,956,622	$12,956,622	$12,956,622	$12,956,622
Operating					
Services		$750,000	$750,000	$750,000	$750,000
Instructional Supplies, Equipment		$525,000	$525,000	$525,000	$525,000
Grad Asst Tuition/Fees		$91,056	$91,056	$91,056	$91,056
Postage, Travel, Property Lease, Utilities, Other		$1,363,695	$1,363,695	$1,363,695	$1,363,695
Operating Sub-total		$2,729,751	$2,729,751	$2,729,751	$2,729,751
TOTAL BUDGET		$15,686,373	$15,686,373	$15,686,373	$15,686,373

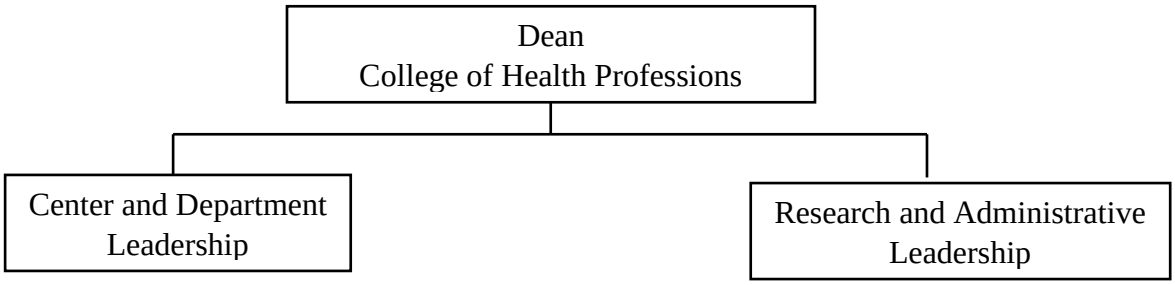
Appendices

Appendix A: Organizational Structure Before and After Proposed Change

Organizational Structure Before Change



Organizational Structure After Change



Appendix B: Nomenclature of Membership Within Association of Schools of Allied Health Professions (ASAHP)

Table 1. Distribution of School and College Names Within the ASAHP		
NAME	**COUNT**	**PERCENT**
College of Health Professions	**18**	**18%**
College of Health Sciences	11	11%
School of Health Professions	11	11%
School of Health Sciences	7	7%
School of Allied Health Professions	**4**	**4%**
College of Allied Health Professions	3	3%
College of Allied Health Sciences	3	3%
College of Health and Human Services	3	3%
College of Health & Human Services	2	2%
College of Nursing & Health Professions	2	2%
School of Health Professions and Nursing	2	2%
School of Health & Rehabilitation Sciences	1	1%
Center for Allied Health Programs	1	1%
College of Health Care Sciences	1	1%
College of Health Science and Human Services	1	1%
School of Applied Studies	1	1%
College of Clinical & Rehabilitative Health Sciences	1	1%
School of Health and Human Services	1	1%
College of Health Sciences and Professions	1	1%
School of Health Professions	1	1%
College of Health and Human Sciences	1	1%
College of Health	1	1%
College of Nursing and Allied Health Sciences	1	1%
School of Health & Natural Sciences	1	1%
School of Health Professions and Studies	1	1%
School of Health and Human Sciences	1	1%
School of Health Professions and Human Services	1	1%
School of Health and Medical Sciences	1	1%
College of Applied Health Sciences	1	1%
School of Health Professions	1	1%
School of Public Health	1	1%

NAME	COUNT	PERCENT
College of Allied Health	1	1%
School of Health Related Professions	1	1%
School of Health Sciences and Human Performance	1	1%
School of Nursing and Health Professions	1	1%
College of Nursing and Health Professions	1	1%
School of Health Sciences and Rehabilitation	1	1%
College of Pharmacy and Health Sciences	1	1%
School of Pharmacy and Health Professions	1	1%
College of Public Health and Health Professions	1	1%
School of Public Health and Health Professions	1	1%
College of Sciences and Health	1	1%
Department of Allied Health Sciences	1	1%
Institute of Health Professions	1	1%
Grand Total	**99**	**100%**

Table 2. Summary by Use of "College" or "School" in Name – ASAHP Members

Type	Count	Percent
College	55	56%
School	41	41%
Other	3	3%
Total	**99**	**100%**

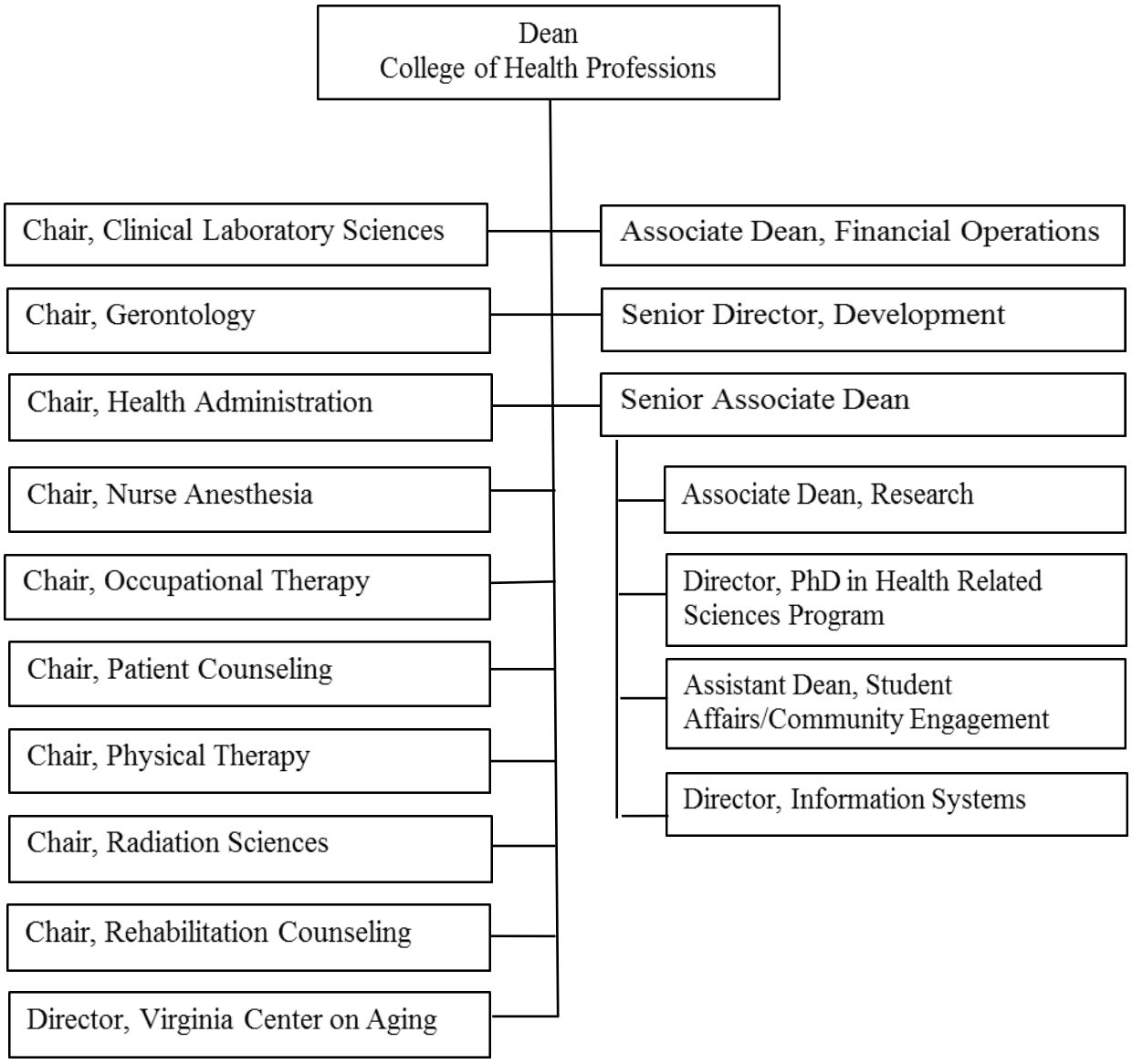
Table 3. Summary by Use of "Allied" in Name – ASAHP Members

Name	Count	Percent
No "Allied"	86	87%
"Allied"	13	13%
Total	**99**	**100%**

Table 4. Summary of Use of "Professions" or "Sciences" in Name of College/School – ASAHP Members		
Name	**Count**	**Percent**
Health Professions	51	52%
Health Sciences	35	35%
Other	13	13%
Total	**99**	**100%**

Table 5. Summary of Mix of Programs Offered – ASAHP Members	
Programs	**Count**
Similar Mix to VCU	36
Nursing	34
Public Health	23
HPEX	16
Dental	9
Pharmacy	4
Total	**122**

Appendix C: Organizational Structure of Proposed College



Virginia Commonwealth University
Proposed Organizational Change Brief

Proposal to Change the Name of the School of Engineering to the College of Engineering

Overview

The VCU School of Engineering (SoEGR) requests approval to change its name to "College of Engineering" to more accurately reflect the breadth and scope of its academic programs and the breadth of its research. The SoEGR has six undergraduate degree programs, eight graduate degree programs at the master's and doctoral levels, and a post-baccalaureate certificate program. In addition, the SoEGR has five centers and institutes: VCU Institute for Engineering and Medicine, Nanomaterials Core Characterization Facility, Wright Virginia Microelectronics Center, Medicines for All Institute, and the Center for Cyber Physical Systems, Analytics and Security.

A clear trend toward the term "college" for engineering programs has emerged among the SoEGR peer group.[1] This change aligns with the criteria outlined in the VCU policy "Changing the Designation of an Academic Unit from School to College" (approved 12/9/16). A college is defined as "a large academic unit with a broad scope of degree granting programs covering multiple disciplines."

Method of Delivery

This is not applicable to organizational change proposals.

Target Implementation Date

Fall 2018

Demand and Workforce Needs

This is not applicable to organizational change proposals.

External Competition

This change to College of Engineering will provide increased visibility and put VCU engineering on equal standing with some of the best programs in the country. The proposed name change reflects the growth, the range of degree programs offered, and the range and volume of research produced. It will enhance the reputation of engineering at VCU, which will benefit efforts in growing enrollment, attracting talented and diverse faculty and cultivating donors.

Target Population

This is not applicable to organizational change proposals.

Impact on Existing Programs

This name change will not have any impact on existing degree programs or curricula. The administrative structure of the College of Engineering will be the same as the current SoEGR. This name change will not change the operations of the centers or institutes.

Impact on Faculty

The name change will not have any impact on existing faculty or faculty resources. The proposed College of Engineering will retain the same faculty at the same salaries. The proposed name change will have no impact on their roles or salaries.

[1] See institutional and academic peer institutions in Appendix C in full proposal, attached.

Funding

The cost of the name change will be covered by existing operating expenses. No state funding will be required to initiate or implement this name change.

Benefit to University

The SoEGR anticipates benefits in enrollment growth, donor cultivation, and attracting a talented and diverse faculty.

Next Steps

President's Cabinet	October 16
Board of Visitors	December 8
Submit to SCHEV	December 13

Full Proposal

The full proposal for the School of Engineering name change is attached.

Table of Contents

Institution
Virginia Commonwealth University

Nature of Proposed Change
The Virginia Commonwealth University requests approval to change the name of the School of Engineering (SoEgr) to the College of Engineering.

Appendix A presents the organizational structure before and after the proposed change.

Background
In 2015, conversations among SoEgr senior leadership turned to the knowledge that the evolution of the school was no longer reflected in its name. Departmental faculty meetings on the topic resulted in consensus. Administration and faculty agreed that colleges were seen as more academically diverse centers of learning. It was determined that "College of Engineering" would be a more accurate description of the breadth of degree programs offered and research conducted. As defined by VCU policy on changing academic unit designation (https://policy.vcu.edu/sites/default/files/Changing the Designation of an Academic Unit from School to College.pdf), "a school is an academic unit focused on teaching and research in a single disciplinary area." A college is defined as "a large academic unit with a broad scope of degree granting programs covering multiple disciplines." A college also usually comprises two or more schools, departments, centers, or institutes.

VCU's SoEgr has five academic departments: Biomedical Engineering, Chemical and Life Science Engineering, Computer Science, Electrical and Computer Engineering, and Mechanical and Nuclear Engineering. In addition, the SoEgr has five centers and institutes: VCU Institute for Engineering and Medicine, Nanomaterials Core Characterization Facility, Wright Virginia Microelectronics Center, Medicines for All Institute, and the Center for Cyber Physical Systems, Analytics and Security.

Appendix B: Letters of Support

Purpose of Proposed Change
In an effort to more accurately reflect the breadth of academic programs and research, the School of Engineering requests permission to change its name to "College of Engineering." The use of the designation "college" is common nomenclature for academic units with a breadth of scope in degree-granting programs and multiple departments, centers or institutes.

Rationale for Proposed Change
Current U.S. News and World Report rankings show 25 (50%) of the top 50 graduate engineering programs and 7 (70%) of the top 10 undergraduate engineering programs are Colleges of Engineering. A clear trend toward the term "college of" for engineering programs has emerged among the SoEgr peer group. Of the engineering programs at VCU's institutional peers, as defined by the VCU strategic plan, 4 of 6 (66%) are colleges.

Among the SoEgr's strategically identified academic peers, 8 of 11 (72%) are colleges of engineering.

The SoEgr has received increasing recognition nationally and internationally for excellence in scholarship and research in addition to its established reputation for high-quality undergraduate education. This change to College of Engineering will provide increased visibility and put VCU's SoEgr on equal standing with some of the best programs in the country. The proposed name change reflects the growth, the range of degree programs offered, and the range and volume of research produced. It will enhance the reputation of engineering at VCU, which will benefit efforts in growing enrollment, attracting talented and diverse faculty and cultivating donors.

Appendix C: Peer Institutions

Curriculum/Academic Programs

The SoEgr offers six undergraduate and eight graduate degree programs.

Undergraduate degree programs	Graduate degree programs
Biomedical Engineering, B.S.	Biomedical Engineering, M.S.
Chemical and Life Science Engineering, B.S.	Biomedical Engineering, Ph.D.
	Computer and Information Systems Security, M.S.
Computer Engineering, B.S.	Computer Science, M.S.
Computer Science, B.S.	Engineering, M.S.
Electrical Engineering, B.S.	Engineering, Ph.D.
Mechanical Engineering, B.S.	Mechanical and Nuclear Engineering, M.S.
	Mechanical and Nuclear Engineering, Ph.D.

The SoEgr also offers a post-baccalaureate certificate in Computer Science.

Resources

Budget

The SoEgr annual budget of more than $28M is administered centrally from the office of the dean. All administrative and faculty positions are funded centrally by the SoEgr. This will continue after the creation of the College of Engineering. The department budget presents current expenditures for the SoEgr and proposed expenditures for the first three years of the College of Engineering.

Administration

The administrative structure of the College of Engineering will be the same as the current SoEgr. The dean oversees five department chairs (Biomedical Engineering, Chemical and Life Science Engineering, Computer Science, Electrical and Computer Engineering, and Mechanical and Nuclear Engineering), the chief development officer, and six associate deans (executive associate dean for finance and administration, executive associate dean for innovation and outreach, associate dean for research, associate dean for undergraduate studies, associate dean for graduate studies, and associate dean for strategic initiatives). This name change will not influence the roles or salaries of any of the individuals. The

dean also oversees the centers and institutes in which research is conducted. This name change will not change the operations of the centers or institutes.

Appendix D shows the organizational structure of the proposed college.

Faculty

The proposed College of Engineering will retain the same faculty at the same salaries. The SoEgr currently has 111 full-time faculty of whom 92 are teaching and research faculty. All 92 teaching and research faculty members hold the appropriate credentials to teach in engineering: 88 hold doctorate degrees, 3 hold master's degrees, and 1 holds a bachelor's degree. All of the teaching and research faculty are properly credentialed for the positions they hold. The remaining 19 faculty hold administrative or professional positions. They, too, are properly credentialed for the positions they hold.

Graduate Assistants

The SoEgr has 137 graduate assistants. The graduate assistants assist faculty with teaching, grading, and research. The assistantships are and will be covered by the SoEgr.

Postdoctoral Fellows

The SoEgr has 23 postdoctoral fellows who conduct independent research, mentor graduate and undergraduate students, and build additional laboratory experience to prepare them for professorship. Their wages are and will be covered by the SoEgr.

Space

The SoEgr currently has office space, lab space, classrooms, and center/institute space in two buildings on VCU's Monroe Park Campus -- the Engineering West Hall and the Engineering East Hall. There is office space, lab space, and center/institute space in the Institute for Engineering and Medicine Building on the Monroe Park Campus and in the Biotechnology Research Park buildings on N. Fifth Street and E. Leigh Street in Richmond.

No additional space is needed for the proposed change.

Miscellaneous

New business cards, stationery, signage, and other supplies associated with the name change to College of Engineering will be covered through funds allocated for other operating expenses in the budget. No additional funds are needed.

Stationery	$ 2,000
Business cards	$ 4,500
Signage	$25,000
Total	$31,500

No additional funds are requested and no new resources will be assigned to the proposed College of Engineering to accomplish this change. The table below shows the current and projected annual expenditures by type through FY2020-21. Virginia Commonwealth University and the SoEgr have adequate and sufficient resources to initiate the proposed name change to the College of Engineering.

College Budget – Launch and Operate FY 2017 - 2021

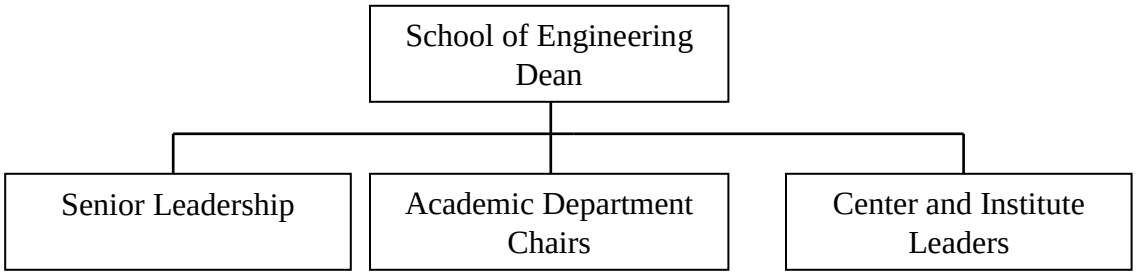
Expenditure Category	HDCT	FY2017-18 Current School Budget	FY2018-19 Proposed College Budget	FY2019-20 Proposed College Budget	FY2020-21 Proposed College Budget
Personnel					
Faculty	111	13,281,576	13,281,576	13,281,576	13,281,576
Fringe		4,966,539	4,966,539	4,966,539	4,966,539
Full-time Staff	42	2,039,759	2,039,759	2,039,759	2,039,759
Fringe		751,452	751,452	751,452	751,452
Part-time Staff	161	993,808	993,808	993,808	993,808
Fringe		30,485	30,485	30,485	30,485
Grad assistant stipends	137	1,306,680	1,306,680	1,306,680	1,306,680
Postdoc wages	23	196,459	196,459	196,459	196,459
Other personnel costs[1]		136,403	136,403	136,403	136,403
Sub-total	474	23,703,162	23,703,162	23,703,162	23,703,162
Operating					
Instructional supplies		1,286,059	1,286,059	1,286,059	1,286,059
Property lease & installment purchase		1,176,123	1,176,123	1,176,123	1,176,123
Travel and education		1,062,665	1,062,665	1,062,665	1,062,665
Services-on campus		759,152	759,152	759,152	759,152
Services-off campus		595,724	595,724	595,724	595,724
Grad assistant tuition/fees		329,770	329,770	329,770	329,770
Scholarships /fellowship		96,870	96,870	96,870	96,870
Other expenses		1,348,021	1,348,021	1,348,021	1,348,021
Sub-total		6,654,385	6,654,385	6,654,385	6,654,385
TOTAL BUDGET		30,357,548	30,357,548	30,357,548	30,357,548

[1] Moving expenses, early retirement and short-term disability.

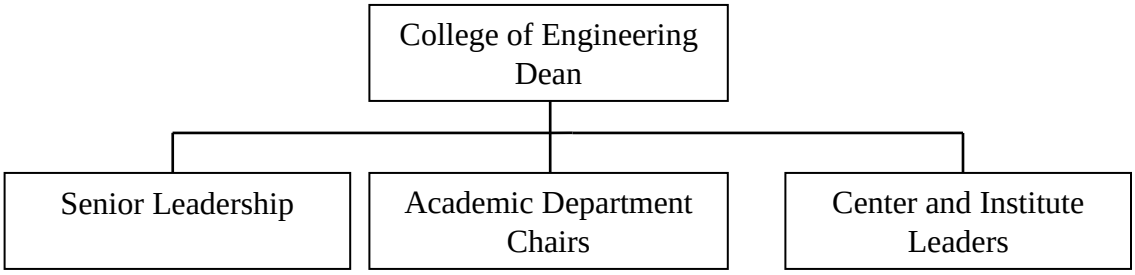
Appendices

Appendix A: Organizational Structure Before and After Proposed Change

Organizational Structure Before Change



Organizational Structure After Change



Appendix B: Letters of Support

VCU School of Engineering

Department of Biomedical Engineering

Henry J. Donahue, PhD
Foundation Professor and Chair
Institute of Engineering & Medicine
Room 294
601 West Main Street
P. O. Box 843067
Richmond, VA 23284-3067

Office: (804) 828-7956
TDD: (800) 828-1120

Web: biomedical.engr.vcu.edu

February 16, 2017

Dr. Barbara Boyan
Dean, School of Engineering
Virginia Commonwealth University

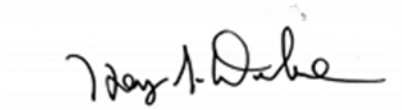
Dear Dean Boyan,

I am writing in strong support of changing the name of the VCU School of Engineering to the VCU College of Engineering.

The School of Engineering has undergone tremendous growth during the last several years. The number of faculty has increased 67% since 2010 years. And faculty growth is accelerating. In Biomedical Engineering alone the number of faculty has increased 33% in the last year. The School's sponsored research program has also increased significantly with collaborations across both VCU campuses as well as the Biotechnology Research Park and with leading universities throughout the nation. Our recent new research grants from the Gates Foundation, from NIH, from NSF and from DoD has resulted in our engineering programs reaching national recognition.

As a result, our School of Engineering has blossomed to the point where we have exceeded our original designation as a School. Our national prominence strongly suggests that we should be renamed the College of Engineering at Virginia Commonwealth University. Our programs have reached the level of other nationally recognized programs who are also entitled Colleges of Engineering. We are now at the point where the new name designation is worthy of our new status as one of the stronger engineering programs in the nation.

Sincerely,



Henry J. Donahue, Ph.D.
Professor and Chair

VIRGINIA COMMONWEALTH UNIVERSITY

VCU School of Engineering

Make it real.

February 23, 2017

School of Engineering
Chemical and Life Science Engineering

601 West Main Street
P.O. Box 843028
Richmond, Virginia 23284-3028

804 828-7789 Fax: 804 828-3846
TDD: 1-800-828-1120
www.egr.vcu.edu

Provost Gail Hackett
Ginter House
901 West Franklin Street
Richmond, VA 23284

Dear Provost Hackett,

I am writing you with my enthusiastic support of Dean Boyan's proposal to change the name of the VCU School of Engineering to the **VCU College of Engineering**. This request comes at a point in time when our university's engineering program has experienced remarkable advancements in enrollment and research expenditures. The proposed name change is part of an effort to increase the visibility of the engineering program and in doing so, significantly improve our national ranking.

We have benchmarked our program against comparable institutions and believe that the proposed name change is well justified and the term College is a more accurate representation of the diverse programming currently offered in the VCU School of Engineering. Changing to the College of Engineering will also assist in our interactions with our current and future external stakeholders as well as to national and international institutional peers. Please feel free to contact me if you have any questions or concerns with my support of this name change.

Best regards,

B. Frank Gupton

B. Frank Gupton, Ph.D.
Floyd D. Gottwald Professor and Chair
Department of Chemical and Life Science Engineering
Virginia Commonwealth University

VIRGINIA COMMONWEALTH UNIVERSITY

VCU

September 15, 2017

Department of Computer Science

School of Engineering East Hall, 4th Floor
401 West Main Street, Rm E4225
P.O. Box 843019
Richmond, Virginia 23284-3019

804 828-0575 • Fax: 804 828-2771
TDD: 1-800-828-1120

kcios@vcu.edu
computer-science.egr.vcu.edu

To Whom It May Concern:

I write this letter to support the name change from the VCU School of Engineering to the VCU **College of Engineering.**

The proposed change is in line with the names used at many other universities. For instance, I worked at Colleges of Engineering at the University of Toledo, Ohio, and at the University of Colorado Denver prior to joining VCU in summer of 2007.

In addition, several colleges of engineering in the last few years changed their names from College of Engineering to College of Engineering and Computing, or similar; they can be easily found by googling the web.

Should you need any additional information you can contact me at kcios@vcu.edu.

Sincerely,

Krzysztof Cios, PhD, DSc, MBA
Professor and Chair

VCU

School of Engineering
Department of Electrical and Computer Engineering

School of Engineering, West Hall
601 West Main Street
P.O. Box 843072
Richmond, Virginia 23284-3072

804 828-0181 • **Fax: 804 827-0006**
TDD: 1-800-828-1120

February 24, 2017

RE: Letter of Support

To Whom It May Concern:

I am writing in support of changing the name of the "**School of Engineering**" to the "**College of Engineering**". Currently, the Department of Electrical and Computer Engineering has 294 undergraduate and 55 graduate students. We are anticipating a 30% growth in student population and 20% growth in faculty in the next 4-5 years. Majority of the academic institutions in the world with sizable engineering discipline presence, use the name **"College"** instead of **"School"** including my past two institutions - University of Michigan College of Engineering and Mississippi State University College of Engineering. VCU School of Engineering is on an upward trajectory with substantial growth already achieved in the past four years. As we continue to build our reputation nationally and internationally and improve our rankings, I strongly believe that we must adopt a universally recognizable name.

I wholeheartedly support the name change. Please feel free to contact me with any questions or concerns.

Sincerely,

Erdem Topsakal, Chair and Professor
Virginia Commonwealth University
Electrical and Computer Engineering Dept.
601 W Main Street
Richmond, VA, 23284
Phone: 804-828-1313
Email: etopsakal@vcu.edu

VIRGINIA COMMONWEALTH UNIVERSITY

VCU School of Engineering

February 14, 2017

Re: Proposal to change the name of the VCU School of Engineering to the VCU College of Engineering

Dear Dean Boyan,

The VCU Department of Mechanical and Nuclear Engineering strongly supports the proposal to change the name of the VCU **School** of Engineering to the VCU **College** of Engineering. The proposed name change is merited by the broad range of academic disciplines currently organized within Engineering. The designation of "College' will more accurately reflect and convey the diverse array of departments, programs, centers and institutes that constitute Engineering at VCU. An analysis of peer institutions with comparable engineering programs and the widely accepted distinction between a "college" and a "school" strongly supports the "college" designation as a much more accurate representation. We have had unprecedented growth and expansion in all departments and programs during the 20 years since the establishment of the School and we have simply outgrown our initial name and, therefore, should make this change to more accurately reflect the size and diversity of our engineering programs at VCU.

Respectfully Submitted,

Gary Tepper, Ph.D.
Professor and Chair
VCU School of Engineering
Mechanical & Nuclear Engineering
401 West Main Street, Room E3221
P.O. Box 843015
Richmond, Virginia 23284-3015

Appendix C: Peer Institutions

1. Institutional Peers as defined by the VCU Quest for Distinction (http://www.quest.vcu.edu/success/peers/) (**2 schools, 4 colleges**):

University of Alabama – Birmingham: http://www.uab.edu/engineering/home/ (school)
University of Cincinnati: http://ceas.uc.edu/.html (college)
University of Illinois – Chicago: http://engineering.uic.edu/COE/WebHome (college)
University of Louisville: http://louisville.edu/speed/ (school)
University of South Carolina:
http://www.sc.edu/study/colleges_schools/engineering_and_computing/ (college)
University of South Florida: http://www.usf.edu/engineering/ (college)

2. Academic Peers as defined by the VCU School of Engineering: (**3 schools, 8 colleges**)

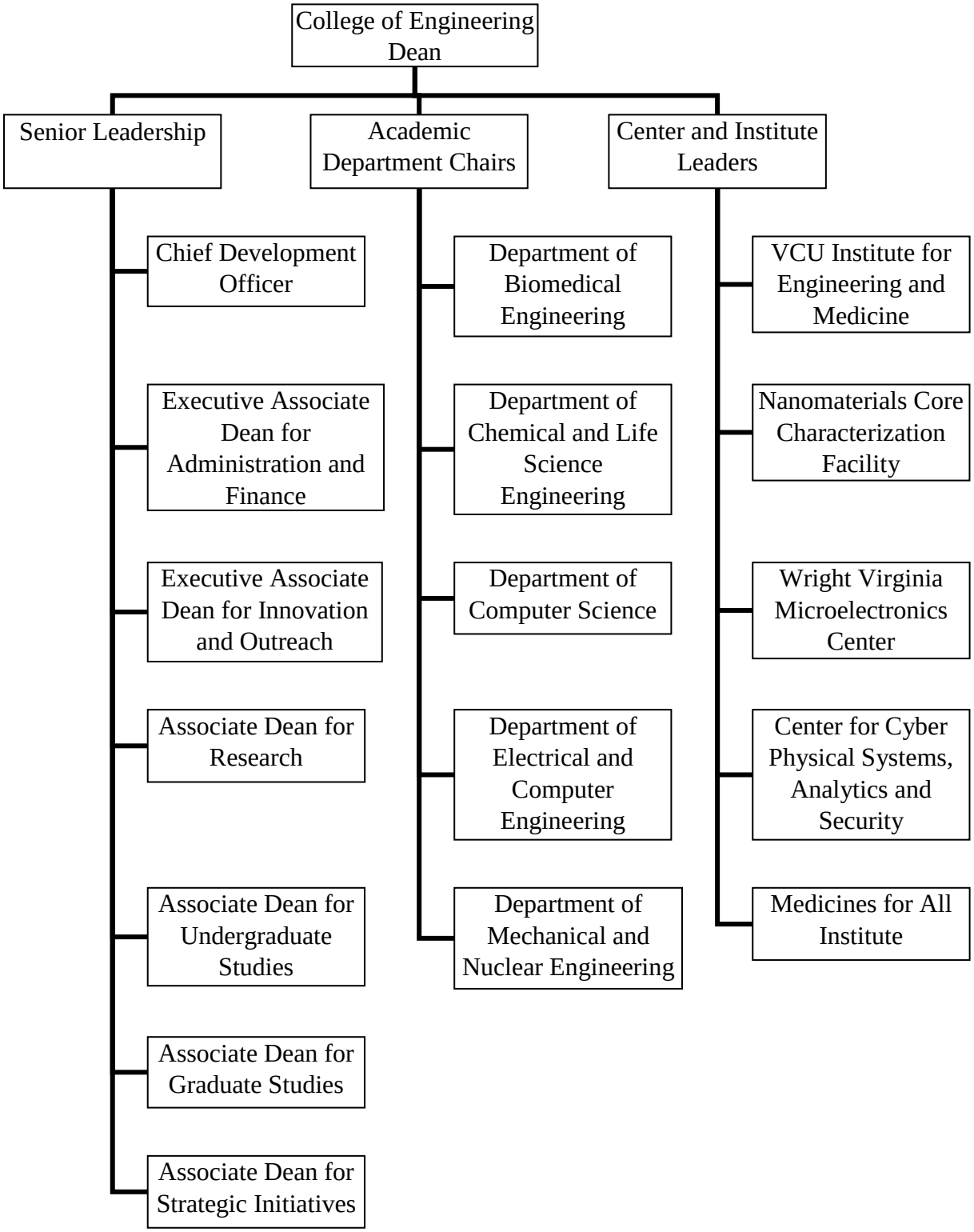
This peer group was established by analyzing data from Carnegie Classification of Institutes of Higher Education released February 2016 for the period covering FY2014 and the ASEE annual survey released April 2017 for the period covering FY 2016 and Fall 2015. The following Carnegie classifiers were used to identify institutions similar to VCU which were then mapped against ASEE data to apply the classifiers only to institutions with engineering programs.

Carnegie classifiers used to identify similar institutions to VCU with engineering programs:
BASIC2015 = Highest Research: Research level. VCU is Highest Research.
CONTROL = Public: Control of institution. VCU is Public.
LOCALE = Any City (SM,MED,LRG): Degree of urbanization. VCU is City-midsize.
CCE2015 = Classified: Community Engagement Elective Classification. VCU is Classified.
MEDICAL = Yes: Institution grants a medical degree, either yes or no. VCU is Yes.
LANDGRNT = No: Land-grant institution, either yes or no. VCU is No.

The following SoEgr peers are engineering programs at public institutions with highest research in any size city that are community engaged, offer medical degrees and are not land grant institutions:

Florida A&M University/Florida State University: http://www.eng.famu.fsu.edu/ (college)
Temple University: http://engineering.temple.edu/ (college)
University of Alabama – Birmingham: http://www.uab.edu/engineering/home/ (school)
University of California – Los Angeles: http://engineering.ucla.edu/ (school)
University of Cincinnati: http://ceas.uc.edu/ (college)
University of Iowa: https://www.engineering.uiowa.edu/ (college)
University of Kansas: http://engr.ku.edu/ (school)
University of South Carolina:
http://www.sc.edu/study/colleges_schools/engineering_and_computing/ (college)
University of South Florida: http://www.usf.edu/engineering/ (college)
University of Utah: http://www.coe.utah.edu/ (college)
Wayne State University: https://engineering.wayne.edu/ (college)

Appendix D: Organizational Structure of Proposed College



Virginia Commonwealth University
Proposed Program Brief
Proposal to Create a New Graduate Certificate in Public History

Overview

VCU seeks approval to offer a 15 credit graduate certificate in public history.

This field of "public history" is a relatively new and important historical field. Public history is the practice of history outside the classroom, including the scholarly work of documentary editors, journal editors, publishers, and digital media specialists in addition to the professional work of archivists, museum curators, historic preservationists, and others.

The purpose of the proposed certificate is three-fold, building on the History Department's strengths. The first aim is to formalize into this certificate existing and popular courses and internships. Second, this certificate will attract public-history-minded students to the Department of History's graduate program. The third purpose is to enable graduates to better market themselves for public history related jobs.

Method of Delivery

All courses will be taught in traditional classroom format, except for the internship, which will be conducted on-site at a host institution.

Target Implementation Date

Fall 2018

Demand and Workforce Need

Admissions data for the History M.A. program show that applicants are interested in public history. For example, of the thirty-five applications for admission since the fall of 2016, fifty percent of the applicants in their personal statement mention public history directly as one of the motivation for pursuing graduate study in History. Additionally, alumni data show that at least sixteen of the department's recent M.A. graduates have found work in the public history field. These include jobs at the Virginia Historical Society, the Richmond Times-Dispatch, Monticello, Wilton House, Richmond National Battlefield Park, and the Valentine Richmond History Center.

Central Virginia is an ideal location to pursue and practice public history. The region hosts dozens of museums, historical societies, preservation organizations, archives, historic sites, film crews, and tour operations. One of the primary campaigns of the Virginia Tourism Corporation entails the state's history. Tourists spent $23 billion dollars in the state in 2015 which directly supported 222,000 jobs within Virginia making the travel industry the fifth largest private employer in the Commonwealth. Accordingly, dozens of jobs are advertised each year in this field for the central Virginia region alone. In March 2017, for example, the Virginia Association of Museums listed eighteen related job postings.

External Competition

University of Virginia, James Madison University, University of Mary Washington, and Longwood University have undergraduate programs with public history topics. Among graduate history programs, the College of William and Mary offers students "apprenticeships" in related career fields but does not offer a degree or certificate in public history. The University of Richmond has recently begun offering a public history

certificate through its School of Professional & Continuing Studies rather than its History Department; hence it does not integrate public history with the activities of established scholars nor does it offer the opportunity for an accompanying master's degree. Moreover, U.R.'s internship program has not developed the range of internship placements in comparison to VCU's Department of History.

Target Population

The target population for the Public History Graduate Certificate would include: educators seeking to move from a teaching position to an educational position at a museum or historical society; recently graduated humanities or social science majors, seeking to develop practical applications for their studies; exiting military service personnel, mid-career professionals in another field, or retirees; and employees in public-history institutions seeking to advance their training and credentials.

Impact on Existing Programs/Policies

This proposed graduate certificate is not similar to any other program at VCU. The proposed certificate is related to the departments of Art History, Public Administration, and Urban Studies insofar as restricted electives for this certificate includes graduate courses from these departments. These departments have reviewed and support this proposal.

Impact on Faculty

The Department of History has three faculty members who regularly teach public history courses and supervise internships. These three hold the Ph.D. in History and have extensive experience working for or with public history institutions. Since 2005, the department's faculty have taught 21 sections of six different public history graduate courses; these have been among the History Department's highest-enrolled graduate courses. Additionally, the department has placed graduate students in internships at over twenty different institutions.

Benefit to University

A graduate certificate in public history will enable VCU to fill a niche, culturally and economically, unoccupied by other graduate programs in Virginia. Additionally, given the context of historical institutions in Richmond, this certificate enhances VCU's commitment to community engagement and being a public, urban, research university.

Funding

The Department of History needs no additional resources or revenue to operate the program. All courses are currently offered as electives for the History, M.A.

Next Steps

University Council	October 5
President's Cabinet	October 16
Board of Visitors	December 8
Submit to SCHEV	December 13

Full Proposal

The full proposal for a Graduate Certificate in Public History is attached.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
PROGRAM PROPOSAL COVER SHEET

1. Institution Virginia Commonwealth University	2. Academic Program (Check one): New program proposal _____ Spin-off proposal _____ Certificate document ___X_
3. Name/title of proposed program Public History	4. CIP code 54.0105
5. Degree/certificate designation Graduate Certificate	6. Term and year of initiation Fall 2018
7a. For a proposed spin-off, title and degree designation of existing degree program 7b. CIP code (existing program)	
8. Term and year of first graduates Spring 2019	9. Date approved by Board of Visitors
10. For community colleges: date approved by local board date approved by State Board for Community Colleges	
11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)	
12. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices). Departments(s) or division of History School(s) or college(s) of College of Humanities and Sciences Campus(es) or off-campus site(s) Monroe Park Mode(s) of delivery: face-to-face 100% distance (51% or more web-based) _____ hybrid (both face-to-face and distance) _____	

13. Name, title, telephone number, and e-mail address of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding this program proposal.

Dr. Deborah S. Noble-Triplett, Sr. Vice-Provost for Academic Affairs, 804-828-8883, noble-triplett@vcu.edu
Dr. Scott F. Oates, Director, Academic Integrity and Assessment, 804-828-9124 sfoates@vcu.edu

Proposal for a Graduate Certificate in Public History

Table of Contents

Virginia Commonwealth University
Graduate Certificate

Name of Certificate: Public History

CIP Code: 54.0105

Initiation Date: August 15, 2018

Description of Proposed Certificate:

The purpose of the proposed graduate certificate program is to prepare students for professional work in the field of public history. "Public history" can be defined as the practice of history outside the classroom, including the scholarly work of documentary editors, journal editors, publishers, and digital media specialists in addition to the professional work of archivists, museum curators, historic preservationists, and others.

Public history offers students a wide range of career opportunities. Federal and state agencies employ public historians as park rangers, interpreters, researchers, archivists, curators, administrators, and historic preservation specialists. Nonprofit institutions, including museums, libraries, historical societies, and historical sites, likewise offer such employment. Public historians are also equipped to work in the film industry as writers, producers, or actors. They work in the publishing field as editors, authors, or digital content specialists. Public historians are active in the tourism industry and within large businesses.

This is a relatively new and important historical field. The National Council on Public History, an affiliated society of the American Historical Association, is the field's primary professional organization. More than two hundred universities offer training in public history, drawing on interdisciplinary methods and emphasizing practical experiences.

The Public History graduate certificate will be administered by the Department of History.

Target Audience:

The target audience for the Public History Graduate Certificate would include:

- educators seeking to move from a teaching position to an educational position at a museum or historical society;
- recently graduated humanities or social science majors, seeking to develop practical applications for their studies;
- exiting military service personnel, mid-career professionals in another field, or retirees; and
- employees in public-history institutions seeking to advance their training and credentials.

Time to Complete:

The proposed certificate requires fifteen credit hours. These could be completed in one year, or two semesters. Part-time students taking as little as one course per semester could complete the

certificate in two and one-half years. The certificate program would accommodate those working full time and those who are not. Students would have a maximum of six years to complete the certificate.

See Appendix A for Plan of Study

Admission criteria:

Students applying for the Public History Graduate Certificate must:

- meet general admission requirements of the VCU Graduate School;
- hold a bachelor's degree, with some prior experience in the humanities;
- provide a statement of intent, undergraduate transcripts, and three letters of recommendation from references.

Three graduate-level transfer credits would be accepted toward the certificate, with the history department's approval of the credits.

Curriculum requirements:

The focus of the curriculum is the keystone course, HIST 651 Public History: Theory and Practice, which provides a foundation for restricted electives in areas such as documentary editing, oral history, material culture, and museum curation. All students complete an internship of 135 hours.

Certificate Program Requirements

Total Number of Credit Hours: 15 graduate credits

Required Courses (6 credits)

HIST 651	Public History: Theory and Practice (3 credits)
HIST 693	Internship: 135 hours per semester course (3 credits) The Department of History has developed relationships with many public history institutions in central Virginia (such as the Virginia Historical Society, the Library of Virginia, and the Valentine Richmond History Center) which host our interns and offer opportunities to do work outside the above strengths, such as archival processing and educational programming.

Restricted electives – (9 credits)

HIST 623	Readings in Virginia and Southern History (3 credits)
HIST 652	Documentary Editing and Scholarly Publishing (3 credits)
HIST 653	American Material Culture (3 credits)
HIST 654	Oral History: Theory and Practice (3 credits)
HIST 691	Topics courses with a public history focus (3 credits)
HIST 693	Internship (3 credits maximum, in addition required internship)

*ARTH 621	Historical Preservation (3 credits) OR URSP 517 Historic Preservation in Planning (3 credits)
*ARTH 681	Museums and Communities (3 credits)
*ARTH 682	The Museum as Educational Institution (3 credits)
*ARTH 683	Museum Collections (3 credits)
*ARTH 684	Curating Museum Exhibitions (3 credits)
*PADM 650	Principles of Nonprofit Management (3 credits)
*URSP 647	Adaptive Reuse of Buildings (3 credits)

- No more than six elective credits can come from the asterisked list.

Faculty:

Faculty appointments in the certificate program are established by recommendation of the chair of the Department of History. Three faculty members in the departments teach public history courses and supervise internships. These three hold the Ph.D. in History and have extensive experience working for or with public history institutions.

Faculty from Art History, Public Administration, and Urban Studies offering eligible electives for this certificate hold terminal degrees in their fields.

Adjunct faculty may be utilized to offer occasional, discrete courses in subjects, for example, a HIST 691 topics course on archives. Adjunct faculty will have a terminal degree appropriate to a course topic.

No graduate assistants will be utilized.

Course delivery format:

All courses will be taught in traditional classroom format, except for the internship, which will be conducted on-site at a host institution.

Resources:

The department needs no additional resources to offer this certificate. It is offering all the courses including the internship at this time. Current resources include support services (clerical assistance with application processing, scheduling, etc.) and faculty services with course delivery and program administration.

Gainful Employment:

This certificate program meets the statutory definition for Gainful Employment. VCU has processes in place to meet DOE reporting requirements regarding Gainful Employment.

Course Descriptions:

HIST 623. Readings in Virginia and Southern History

Semester course; 3 lecture hours. 3 credits. Analysis of major studies and interpretative trends in a particular area of Virginia or Southern history through readings and class discussions. See the Schedule of Classes for specific topics to be offered each semester.

HIST 651. Public History: Theory and Practice

Semester course; 3 lecture hours. 3 credits. An overview of the field of public history, intended to introduce students to the range of professional historical activities practiced outside the classroom. Explores methods and skills including archival work, documentary editing, historic preservation, museum studies, and oral history. The course also involves a sustained consideration of the theoretical issues that arise from public history work, defined as history of, for, by, and/or with the public.

HIST 652. Documentary Editing and Scholarly Publishing

Semester course; 3 lecture hours. 3 credits. An overview of the processes by which historical scholarship is disseminated by publication. Students will practice editing scholarly editions of historic documents and reviewing manuscripts for publication in academic media. Special consideration will be given to the digital humanities and new technology's relation to the traditional publishing trade.

HIST 653. American Material Culture

Semester course; 3 lecture hours. 3 credits. Material culture is a term encompassing all things created or modified by people - such as clothing, tools, furniture, works of art, buildings, and even landscapes. This course introduces students to the field of material culture studies and challenges them to study the American past through examination of its artifacts and architecture. Students will explore a range of disciplinary approaches and time periods, as well as the role of politics in the preservation and exhibition of material culture.

HIST 654. Oral History: Theory and Practice

Semester course; 3 lecture hours. 3 credits. An introduction to the practice and theories of oral history, a method employing interviews or sound recordings of people with personal knowledge of past events. Students will consider the benefits and limitations of the method as well as learn the general legal issues involved. Students will conduct their own interviews and practice the transcription of oral history.

HIST 691. Special Topics in History

Semester course; 1-3 lecture hours. 1-3 credits. May be repeated for a maximum of 9 credits. An intensive study of a selected topic in history.

HIST 693. Internship in History

Semester course; variable hours. 2-4 credits per semester. Maximum of 6 credits. Determination of the amount of credit and permission of departmental internship coordinator must be procured prior to registration for this course. Students receive credit for work on historical projects with approved agencies.

Course descriptions for non-HIST courses:

ARTH 621. Historical Preservation and Architectural History

Semester course; 3 lecture hours. 3 credits. An introduction to the methods or research, record keeping and reporting used in architectural history, and to the evolution of the discipline, especially in relation to historic preservation.

ARTH 681. Museums and Communities

Semester course; 3 seminar hours. 3 credits. An examination of relationships between museums and communities, focusing on critical/theoretical analyses of how museums have constructed community identities, histories of place and cross-cultural relations. Also provides understanding of organizational structures and the roles and responsibilities of museum administrators.

ARTH 682. The Museum as Educational Institution

Semester course; 3 seminar hours. 3 credits. An overview of the history, theory and practice of museums as educational institutions, focusing on education philosophies and teaching methods as well as criteria for evaluating the educational merit of exhibits and programs. Also provides an understanding of the roles and responsibilities of museum educators and the structural organization of museum departments of education.

ARTH 683. Museum Collections

Semester course; 3 seminar hours. 3 credits. An examination of the history, motivations and procedures of museums collecting. Considers the ethical and logistical issues involved in acquiring objects (through bequests and purchase), in releasing objects (through restitution and deaccessioning) and in stewardship of objects (through conservation and registration). Also provides understanding of the roles and responsibilities of curators, collections managers, registrars and conservators, as well as an understanding of the structural organization of curatorial/collections staff.

ARTH 684. Curating Museum Exhibitions

Semester course; 3 seminar hours. 3 credits. Prerequisite: ARTH 681, ARTH 682, ARTH 683 or ARTH 691. Students work collaboratively to develop an exhibit script that reflects a contemporary museological issue through the display of artworks and/or artifacts.

PADM 650. Principles of Nonprofit Management

Semester course; 3 lecture hours. 3 credits. Explores the history, theories and dynamics of not-for-profit organizations in the United States, with focus on organizations with local or regional

services areas. Emphasizes political, legal, cultural and constituent environments; revenue generation; decision-making, communications leadership; and organizational models. Compares the mission and operations of nonprofit organizations, government organizations, and for-profit enterprises in the delivery of services.

URSP 517. Historic Preservation in Planning

Semester course; 3 lecture hours. 3 credits. The course surveys the process of historic preservation that includes the evaluation of sites, identification of architectural styles, the adaptive use of sites and structures, and the various sources available for implementing preservation proposals in government or the private sector. Preservation is considered as a tool in the planning process; and its application to neighborhoods, downtowns, and other city districts is considered.

URSP 647. Adaptive Reuse of Buildings

Semester course; 3 lecture hours. 3 credits. Describes from a public sector perspective identification for new uses, evaluation of benefits and preparation of implementation proposals for recycling older buildings. Discusses methods used to develop the necessary design guidelines as well as analyze these opportunities that can be a catalyst for urban revitalization.

Appendices

Appendix A

Plan of Study

Public History, Graduate Certificate

Full Time Plan of Study

Fall Semester (9 credit hours):

HIST 651	(3) required keystone course
ARTH 683	(3) Elective
HIST 693	(3) Internship

Spring Semester (6 credit hours)

HIST 653	(3) Elective
HIST 693	(3) Elective
Total:	15 credit hours

Part-Time Plan of Study

Fall Semester (6 credit hours)

HIST 651	(3) required keystone course
URSP 517	(3) Elective

Spring Semester (6 credit hours)

HIST 654	(3) Elective
PADM 650	(3) Elective

Fall Semester (3 credit hours)

HIST 693	(3) Internship
Total:	15 credit hours

Report from the Provost
December 2017

PRESENTATION TITLE: Committee Dashboard Review	
Presenter Name and Title: Gail Hackett, Provost & VP for Academic Affairs	
Responsible University Division: Academic Affairs and Health Sciences **BOV Committee:** Academic and Health Affairs Committee	
Quest Theme(s) and Goal(s) to be Addressed: All themes addressed	
Key Presentation Messages	Each committee of the VCU Board of Visitors is required to develop and discuss a dashboard of metrics that are aligned to its respective oversight responsibilities and Quest for Distinction. The current dashboard format was approved at the September 2016 meeting.

AHAC Dashboard for 2017-18 (for December 8, 2017 meeting)

Student Success					Quest Peer Comparisons[1]		
Measure	2017-2018	2016-2017	2015-2016	2014-2015	UAB 2015-2016	USC-Columbia 2015-2016	USF 2015-2016
6-year graduation rate	Available fall 2018	63% *(fall 2011 cohort)*	62%	62%	55%	72%	60%
4-year graduation rate	Available fall 2018	45% *(fall 2013 cohort)*	45%	40%	31%	55%	30%
Student safety Clery Act reports *(in jurisdiction)*	Info to come on 12/1/17	22	12	17	N/A	N/A	N/A
5-year graduation rate for full- time transfer students	Available fall 2018	67% *(fall 2012 cohort)*	67%	62%	N/A	N/A	N/A
% of recent baccalaureate degree graduates working full-time *(6 months post-graduation)*	Available Dec. 2018	54%	53%	60%	N/A	N/A	N/A
Avg. in-state UG debt at graduation *(thousands)*	Available spring 2019	Available spring 2018	$29,257	$28,425	N/A	N/A	N/A
UG student satisfaction (*somewhat satisfied + satisfied + very satisfied) [Note: Tri-annual survey]*	Next survey spring 2018	N/A	76%	N/A	80% *(NSSE 2014 survey)*	N/A	Not Public *(NSSE 2011 survey)*
Faculty Success							
T&R faculty turnover *(est. using fall Census II data)*	8.2%	8.0%	8.9%	7.6%	N/A	N/A	N/A
Global satisfaction with VCU as a good place to work *(strongly agree + agree response rate): faculty (f) / staff (s) [Note: Bi-annual survey]*	Next survey in fall 2018	N/A	73% (F) / 76% (S)	N/A	N/A	N/A	N/A

[1] Remaining Quest peers include University of Cincinnati, University of Illinois at Chicago, and the University of Louisville.

AHAC Dashboard for 2017-18 (for December 8, 2017 meeting)

Research Productivity					Quest Peer Comparisons[1]		
Measure	2017-2018	2016-2017	2015-2016	2014-2015	UAB 2014-2015	USC-Columbia 2014-2015	USF 2014-2015
Sum of federal research awards *(millions) (CMUP AY 2013 for est. of Nat'l Ranking) follows federal FY Oct-Sept*	Info to come on 12/5/17	$157.0	$144.1 / fall 2016 ranking	$156.5/ approx. 70th	$309.9/ approx. 36th	$160.8/ approx. 76th	$193.6/ approx. 65th
Federal R&D expenditures *(millions) (NSF AY2015 for peers/Nat'l Ranking) follows federal FY Oct-Sept*	Info to come on 12/1/17	$147.6	$143.8/ fall 2016 ranking	$142.4/81st	$328.5/34th	$90.5/107th	$218.3/55th
Invention disclosures/ *(AUTM FY2015 for peers)*	Info to come on 12/1	134	134	93	42	46	185

					Quest Peer Comparisons[1]		
Measure	2017-2018	2016-2017	2015-2016	2014-2015	UAB 2014-2015	USC-Columbia 2014-2015	USF 2014-2015
Inter-professional student contact hours	13,670 *(fall term)*	25,549	27,865	14,962	N/A	N/A	N/A
# of 1st time students enrolling from diversity pipeline programs into health professions training programs	18	27	14	25	N/A	N/A	N/A

[1] Remaining Quest peers include University of Cincinnati, University of Illinois at Chicago, and the University of Louisville.

Academic and Health Affairs Committee: Dashboard Measures for 2017-18

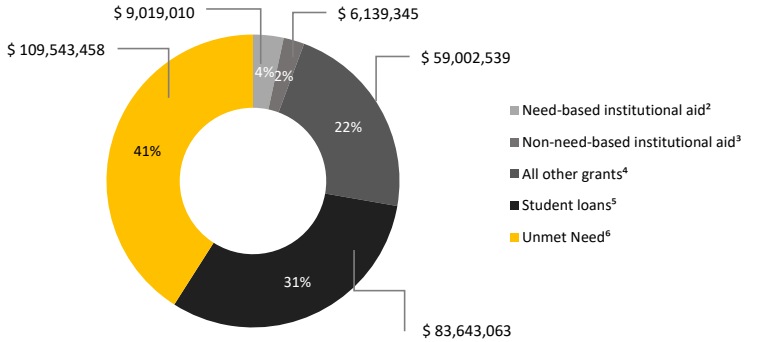
Goal Addressed: Student Success				
Performance Measure	**Description**	**Data Significance**	**Data Source**	**Data Frequency**
6-year Graduation Rate	The graduation rates in this indicator are calculated to meet requirements of the 1990 Student Right-to-Know Act, which requires postsecondary institutions to report the percentage of first-time, full-time undergraduate degree-seeking students who complete their program within 150 percent of the normal time for completion (within 6 years for students pursuing a bachelor's degree). Students who transfer into the institution, or who may complete their bachelor's degree at another institution are not included as completers in these rates. (nces.ed.gov)	This is an indicator of student completion; reflects effectiveness of student success programs; higher rates have favorable impact on affordability / debt levels upon graduation. (includes comparison ranges for other institutions: Quest peers and/or instate peers)	National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) for trailing fall / spring / summer terms	Annual (September)
4-year Graduation Rate	This is not a standard measurement but does inform internal progress toward 6-year graduation rate. It is used as a primary success measure by elite public and private universities, where 4-year graduation rates are traditionally >90%.	Same as above	Same as above: NCES:IPEDS	
Student safety Clery Act reports (robberies and burglaries within VCUPD jurisdiction)	The Jeanne Clery Act, a consumer protection law passed in 1990, requires all colleges and universities that receive federal funding to share information about crime on campus and their efforts to improve campus safety as well as inform the public of crime in or around campus. This information is made publicly accessible through the university's annual security report. (clerycenter.org) Institutions are required to disclose 3 general categories of crime statistics: • Criminal offenses: criminal homicide, sex offenses, robbery, aggravated assault, burglary, motor vehicle theft, and arson; • Hate crimes; • Arrests and referrals for disciplinary action for weapons violations, drug abuse violations and liquor law violations	Robbery data was selected because (in 2013) robberies were among the most serious crimes on campus. In FY2010, there were 28 reported cases. YTD FY2016 robberies total 8. Crime data speaks to aspects of campus climate and student perceptions of safety.	VCUPD maintains daily incidence logs. Data on crime statistics available on daily "real time" basis.	
5-Year Graduation Rate for for Transfer Students from Virginia Community Colleges	The Student Achievement Measure (SAM) tracks student movement across postsecondary institutions to provide a more complete picture of undergraduate student progress and completion within the higher education system. SAM provides data on 5 categories of students: • Students graduated from reporting institution; • Students who transferred and graduated from another institution; • Students who are enrolled at reporting institution; • Students who transferred an are enrolled at another institution; • Students whose current status is unknown. (studentachievementmeasure.org)	SAM is an alternative to the federal graduation rate, which is limited to tracking the completion of first-time, full-time students at one institution.	SAM model draws upon inputs from National Student Clearing House Student Tracker and the Voluntary System of Accountability (including College Portrait).	Updated annually (fall) with two-year lag
% of Recent Graduates Working Full-time	Information collected from post-graduation surveys which track graduate results over the course of 1st year post-graduation. While outcomes questions address a broad range of issues, highest level data represent occupation status by degree level (undergraduate, graduate and 1st professional): • Working full-time; • Enrolled in additional education; • Military or volunteer service full-time; • Working part-time; • Seeking additional education; • Unemployed	Employment data considered to be a key indicator of post-completion success and can be used to inform student application / selection decisions.	The Outcomes Survey and VCU Office of Planning & Decision Support. Data collected quarterly for December and May graduates for 1st year post-graduation.	Updated semi-annually.
Average debt at graduation	Student debt (in-state bachelor's degree holders)	Will Include in subcategory unmet need (with number of students) and % of met need (all sources)		
Student Satisfaction	From student exit survey include 2 measures: 1. Global Student Satisfaction with Advising; and 2. Global Student Satisfaction with VCU education.			
Goal Addressed: Faculty Success				
Performance Measure	**Description**	**Data Significance**	**Data Source**	**Data Frequency**
T&R faculty turnover (replacement positions)	This measures annual change in # of Teaching and Research (T&R) faculty. NOTE: VCU's participation in the COACHE study and the subsequent work on turnover and job satisfaction will provide an opportunity for us to benchmark our performance and place it in context	Measures the change in this number at one point in time annually (updated for Dec. meeting and remains static until following Dec.)	Human Resources Information System (HRIS) and Office of Planning & Decision Support (OPDS)	Annual (mid-October)
Global satisfaction with VCU as a good place to work		This will include subcategories by demographic: Staff, Tenure-Track faculty, Teaching & Research faculty, etc.	Two information sources – alternate years: Collaborative on Academic Careers in Higher Education (COACHE) faculty satisfaction survey; VCU Diversity & Inclusion Climate Survey	2015 COACHE results available; 2016 D&I survey results available July 2016
Goal Addressed: Research Productivity				
Performance Measure	**Description**	**Data Significance**	**Data Source**	**Data Frequency**
Sum of federal research awards and comparison to prior year	This is the sum of awards from all federal agencies and how this compares to prior year performance for the same period.	Federal awards traditionally represent >70% of VCU's research portfolio and are closely aligned with VCU goals around interdisciplinary research	VCU Office of VP for Research & Innovation (OVPRI) and Click Commerce reports	Daily report updates
Federal R&D Expenditures	$s expended on basic scientific research funded by federal agencies and awarded to an institution.	Measure of successful investment in basic scientific research	National Science Foundation and OVPRI	Annual (mid-October)
Invention Disclosures	An invention disclosure is a confidential document written by a scientist or engineer for use by a company's patent department, or by an external patent attorney, to determine whether patent protection should be sought for the described invention. VCU's Innovation Gateway office supports preparation and submission of these disclosures and tracks progress.	Represents a critical measure of research output and potential translation to a commercial application.	VCU OVPRI and Innovation Gateway	Monthly report available
Goal Addressed: Health Sciences				

Academic and Health Affairs Committee: Dashboard Measures for 2017-18

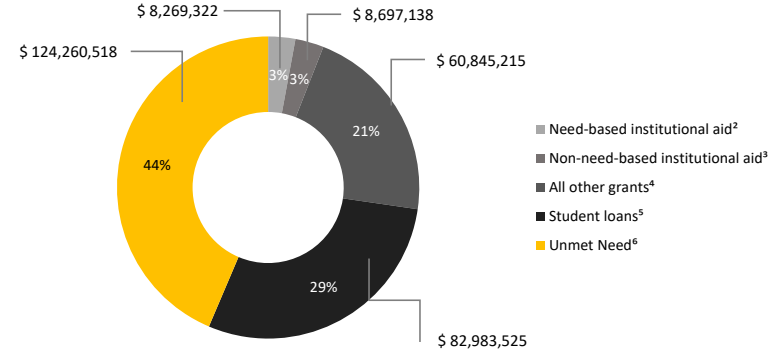
Performance Measure	Description	Data Significance	Data Source	Data Frequency
Interprofessional student contact hours	IPE Student engagement identifies # of direct student contact hours in formal interprofessional education activities by which they learn together by working in teams. Students participating in IPE activities are from the Schools of Allied Health Professions, Dentistry, Medicine, Nursing, Pharmacy and Social Work.	Health care delivery is shifting to an interdisciplinary, team-based approach. IPE contact hours present a high-level view into the degree to which IPE is embedded into the education of VCU's 1st professional and other healthcare workers.	VCU Center for Interprofessional Education and Collaborative Care and SIS	Twice per year at the conclusion of the fall and spring terms.
Multi-School Research Awards	# of funded research projects for which key research personnel have at least one home department within VCU health sciences schools or units, plus clinical psychology and social work AND additional key personnel in departments outside VCU health sciences schools or units	Provides a measure of interdisciplinary effort for which health sciences-related research is a principle component	OVPRI	Ongoing (year-to-date)
% of students enrolling from diversity pipeline programs	Reflects the percentage of students enrolled at VCU Health Sciences and programs nationally who come from two local, structured, college-level programs: VCU Acceleration and Summer Academic Education Program (SAEP).	Provides view into success of VCU efforts to encourage students from all backgrounds to pursue a career in the health sciences	Student Information System (SIS) and Division for Health Sciences Diversity	Annual (fall Census II, mid-October)

Financial Need and Aid
Degree-seeking In-state Undergraduates[1]
AY 2014-15 through AY 2016-17

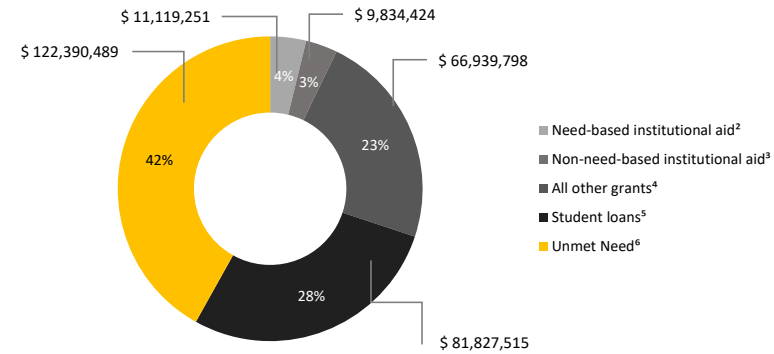
	AY 2014-2015				
	Pell Eligible			Non-Pell	
	Poverty	Non-Poverty	Total	(Submitted FAFSA)	Total
# of Students by Cohort	3,283 (21.3%)	4,158 (26.9%)	7,441 (48.2%)	7,989 (51.8%)	15,430 (100%)
Need-based institutional aid[2]	$ 2,627,958	$ 3,794,881	$ 6,422,840	$ 2,596,171	$ 9,019,010
Non-need-based institutional aid[3]	$ 808,138	$ 1,161,531	$ 1,969,670	$ 4,169,676	$ 6,139,345
All other grants[4]	$ 22,186,131	$ 25,073,957	$ 47,260,088	$ 11,742,451	$ 59,002,539
Student loans[5]	$ 19,624,342	$ 23,854,622	$ 43,478,964	$ 40,164,099	$ 83,643,063
Unmet Need[6]	$ 31,910,299	$ 43,780,637	$ 75,690,936	$ 33,852,522	$ 109,543,458



	AY 2015-2016				
	Pell Eligible			Non-Pell	
	Poverty	Non-Poverty	Total	(Submitted FAFSA)	Total
# of Students by Cohort	3,145 (20.4%)	4,165 (27.1%)	7,310 (47.5%)	8,084 (52.5%)	15,394 (100%)
Need-based institutional aid[2]	$ 2,629,453	$ 3,294,659	$ 5,924,111	$ 2,345,210	$ 8,269,322
Non-need-based institutional aid[3]	$ 1,044,359	$ 1,856,170	$ 2,900,528	$ 5,796,610	$ 8,697,138
All other grants[4]	$ 24,543,776	$ 25,003,170	$ 49,546,947	$ 11,298,268	$ 60,845,215
Student loans[5]	$ 18,865,533	$ 24,149,688	$ 43,015,221	$ 39,968,304	$ 82,983,525
Unmet Need[6]	$ 33,747,610	$ 50,048,754	$ 83,796,364	$ 40,464,154	$ 124,260,518



	AY 2016-2017				
	Pell Eligible			Non-Pell	
	Poverty	Non-Poverty	Total	(Submitted FAFSA)	Total
# of Students by Cohort	3,187 (20.4%)	4,107 (26.3%)	7,295 (46.7%)	8,330 (53.3%)	15,625 (100%)
Need-based institutional aid[2]	$ 4,552,932	$ 3,756,502	$ 8,309,433	$ 2,809,817	$ 11,119,251
Non-need-based institutional aid[3]	$ 1,275,549	$ 2,079,188	$ 3,354,737	$ 6,479,687	$ 9,834,424
All other grants[4]	$ 27,019,478	$ 25,716,772	$ 52,736,250	$ 14,203,547	$ 66,939,798
Student loans[5]	$ 18,482,655	$ 22,490,416	$ 40,973,071	$ 40,854,444	$ 81,827,515
Unmet Need[6]	$ 32,017,859	$ 47,736,796	$ 79,754,655	$ 42,635,835	$ 122,390,489



[1] In-state, degree-seeking undergraduate students, excluding those who did not submit FAFSA

[2] Need-based institutional aid (institutional grants/scholarships) reflect centrally-administered, need-based institutional funds

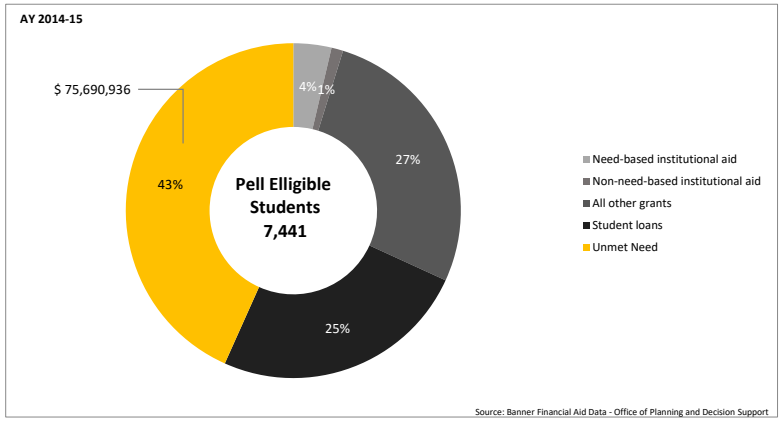
[3] Non-need-based institutional aid (grants/scholarships) reflect merit and other institutional funds that are not solely based on need

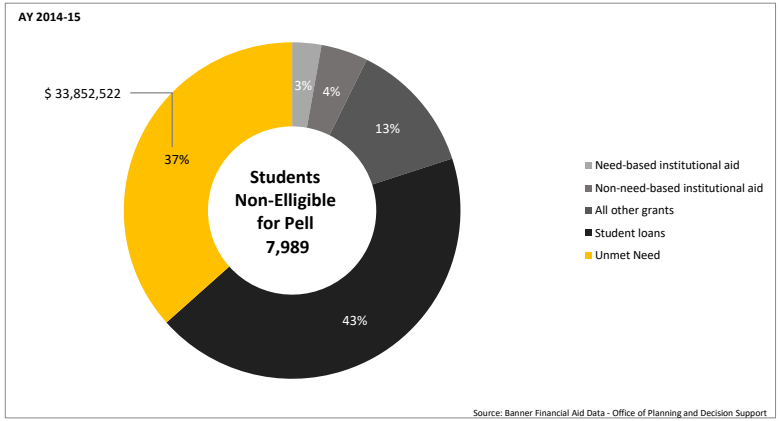
[4] All other grants include all grants/scholarships that are provided from federal, state, private, athletic and endowment funds

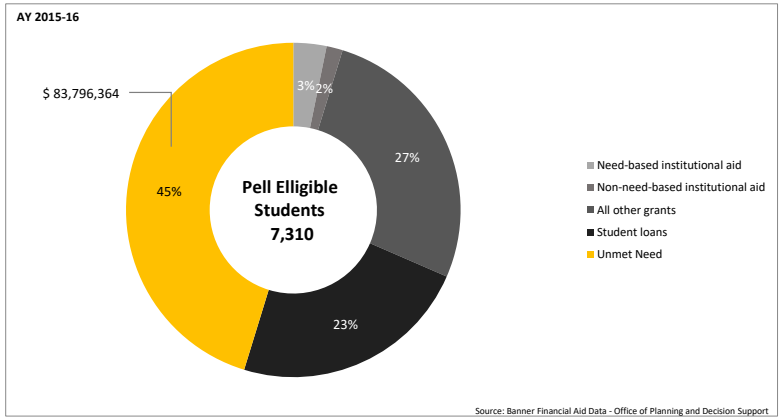
[5] Student loans reflect all student loans from public funding sources, excluding parent PLUS and private loans

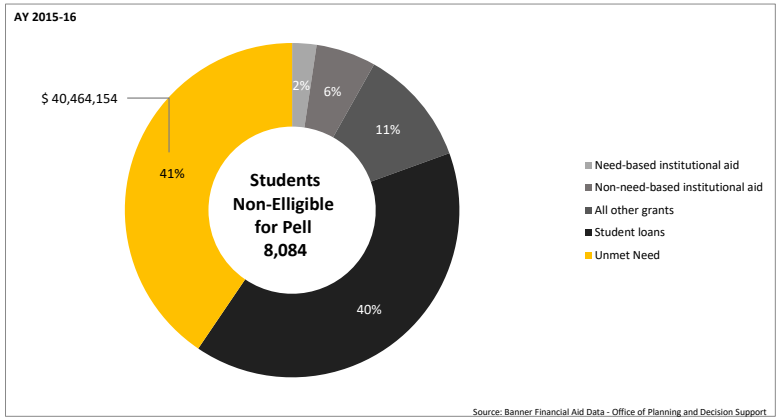
[6] Unmet need relects net cost less all grants/scholarships and loans for families with remaining unmet need

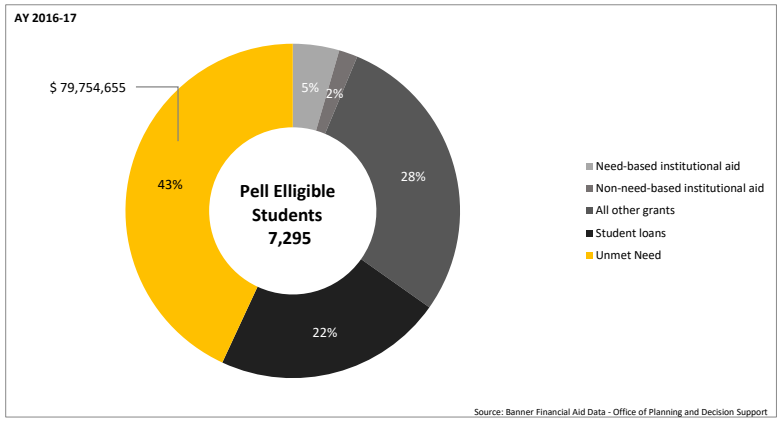
Financial Need and Aid
Degree-seeking In-state Undergraduates[1]
AY 2014-15 through AY 2016-17

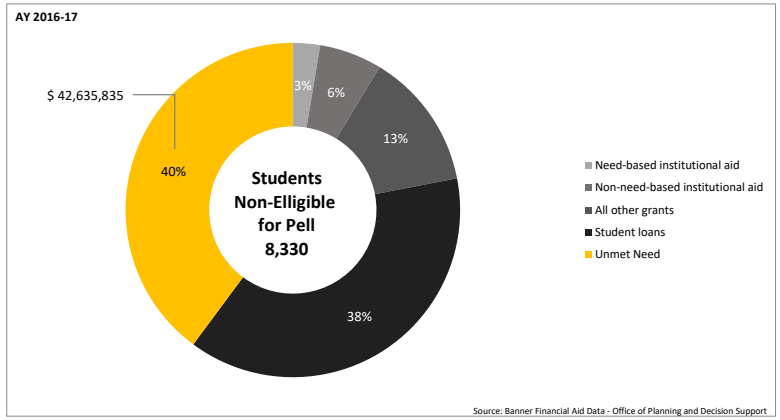












[1]In-state, degree-seeking undergraduate students, excluding those who did not submit FAFSA

Scholarship Accounts - Summary Report

Count of scholarship accounts per fiscal year

Unit	<FY10	FY10		FY11		FY12		FY13		FY14		FY15		FY16		FY17	
	Total	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
College of Humanities & Sciences	89	4	93	2	95	6	101	2	103	9	112	22	134	4	138	8	146
Community Engagement	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1
Global Education Office	1	0	1	0	1	0	1	2	3	0	3	0	3	0	3	0	3
Graduate School	1	0	1	0	1	0	1	0	1		1		1	1	2	0	2
Honors College	21	0	21	0	21	0	21	0	21	2	23	1	24		24	0	24
L. Douglas Wilder School	14	0	14	1	15	0	15	0	15		15	1	16	4	20	0	20
School of Allied Health Professions	34	2	36	5	41	4	45	4	49	6	55	2	57	6	63	0	63
School of Business	95	3	98	4	102	7	109	0	109	14	123	4	127	5	132	6	138
School of Dentistry	29	2	31	5	36	16	52	13	65	15	80	3	83	10	93	3	96
School of Education	35	1	36	6	42	3	45	5	50	2	52	3	55	3	58	4	62
School of Engineering	36	1	37	1	38	3	41	16	57	1	58	1	59	2	61	3	64
School of Medicine	88	0	88	9	97	8	105	7	112	12	124	18	142	8	150	6	156
School of Nursing	41	6	47	3	50	7	57	6	63	10	73	8	81	5	86	13	99
School of Pharmacy	44	5	49	4	53	4	57	1	58	3	61	4	65	1	66	1	67
School of Social Work	26	2	28	3	31	1	32	2	34	3	37		37	1	38	2	40
School of the Arts	103	9	112	3	115	3	118	14	132	9	141	12	153	4	157	6	163
Strategic Enrollment Management	20	0	20	0	20	0	20	1	21	3	24	4	28	1	29	3	32
Student Affairs	3	0	3	0	3	0	3	0	3	2	5	1	6	0	6	0	6
University	8	0	8	0	8	1	9	0	9	0	9	1	10	0	10	1	11
VCU Alumni	13	0	13	1	14	0	14	0	14	0	14	0	14	0	14	0	14
VCU Athletics	9	1	10	5	15	2	17	1	18	0	18	2	20	1	21	0	21
VCU Foundation	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1
VCU Health System	2	0	2	0	2	0	2	0	2	1	3	0	3	1	4	1	5
VCU Life Sciences	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	1
Total	**714**	**36**	**750**	**52**	**802**	**65**	**867**	**74**	**941**	**92**	**1,033**	**88**	**1,121**	**57**	**1,178**	**57**	**1,235**

Scholarship account - Financial account created for student scholarship. Some scholarship accounts award multiple scholarships.

New - Count of scholarship accounts created in specified fiscal year

Total - Count of all scholarship accounts in this and all previous fiscal years

Source: RADAR, DAR Database

as of 11/20/17

Scholarship Fundraising - Summary Report

Fundraising contributions to scholarship accounts (dollars in thousands)

Unit	<FY10	FY10		FY11		FY12		FY13		FY14		FY15		FY16		FY17	
	Total	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
College of Humanities & Sciences	$1,163	$61	$1,224	$82	$1,306	$110	$1,416	$149	$1,565	$499	$2,064	$192	$2,256	$264	$2,520	$560	$3,080
Community Engagement	$1	$0	$1	$0	$1	$0	$1	$0	$1	$0	$1	$0	$1	$6	$7	$0	$7
Global Education Office	$50	$0	$50	$0	$50	$0	$50	$11	$61	$1	$61	$0	$61	$0	$61	$0	$61
Graduate School	$23	$0	$23	$0	$23	$0	$23	$0	$23	$0	$23	$0	$23	$0	$23	$3	$25
Honors College	$2,472	$0	$2,472	$0	$2,472	$0	$2,472	$5	$2,477	$100	$2,577	$41	$2,618	$1,476	$4,094	$30	$4,124
L. Douglas Wilder School	$281	$10	$291	$29	$320	$35	$356	$23	$379	$29	$408	$107	$515	$207	$722	$50	$772
School of Allied Health Professions	$3,013	$41	$3,054	$285	$3,339	$161	$3,500	$99	$3,599	$111	$3,709	$176	$3,885	$145	$4,031	$268	$4,299
School of Business	$4,023	$194	$4,217	$161	$4,378	$338	$4,716	$188	$4,904	$278	$5,183	$265	$5,448	$344	$5,792	$393	$6,186
School of Dentistry	$1,017	$386	$1,403	$204	$1,607	$885	$2,492	$1,421	$3,913	$713	$4,625	$504	$5,129	$448	$5,578	$403	$5,981
School of Education	$1,025	$30	$1,055	$159	$1,214	$132	$1,346	$405	$1,751	$65	$1,816	$461	$2,277	$146	$2,423	$442	$2,865
School of Engineering	$5,512	$157	$5,669	$49	$5,718	$178	$5,897	$120	$6,017	$210	$6,227	$85	$6,312	$44	$6,357	$5,077	$11,434
School of Medicine	$10,901	$199	$11,101	$757	$11,858	$660	$12,518	$1,948	$14,466	$2,280	$16,746	$2,875	$19,621	$6,027	$25,648	$6,212	$31,860
School of Nursing	$5,591	$509	$6,100	$408	$6,508	$562	$7,070	$553	$7,623	$769	$8,391	$729	$9,120	$893	$10,013	$854	$10,867
School of Pharmacy	$3,337	$186	$3,523	$401	$3,924	$156	$4,080	$139	$4,219	$126	$4,345	$155	$4,500	$272	$4,772	$242	$5,014
School of Social Work	$1,003	$29	$1,032	$26	$1,058	$22	$1,080	$32	$1,112	$50	$1,162	$42	$1,205	$111	$1,316	$101	$1,417
School of the Arts	$2,400	$44	$2,444	$207	$2,651	$86	$2,737	$1,085	$3,823	$348	$4,171	$105	$4,276	$2,095	$6,371	$1,021	$7,392
Strategic Enrollment Management	$4,065	$70	$4,136	$39	$4,174	$39	$4,213	$42	$4,255	$404	$4,659	$461	$5,120	$743	$5,863	$367	$6,230
Student Affairs	$43	$0	$43	$1	$43	$0	$43	$0	$43	$171	$214	$11	$225	$7	$232	$0	$232
University	$322	$2	$324	$16	$339	$91	$430	$6	$436	$4	$440	$10	$450	$6	$456	$1	$457
VCU Alumni	$842	$28	$869	$20	$889	$10	$899	$11	$910	$10	$920	$17	$937	$7	$944	$13	$957
VCU Athletics	$541	$39	$580	$233	$813	$29	$842	$64	$906	$8	$914	$100	$1,014	$491	$1,505	$243	$1,748
VCU Foundation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
VCU Health System	$73	$10	$83	$10	$93	$5	$98	$15	$113	$28	$142	$14	$156	$25	$180	$116	$296
VCU Life Sciences	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$41	$41	$59	$100	$1	$101
Total	**$47,698**	**$1,995**	**$49,694**	**$3,086**	**$52,779**	**$3,500**	**$56,280**	**$6,315**	**$62,595**	**$6,205**	**$68,799**	**$6,391**	**$75,190**	**$13,819**	**$89,009**	**$16,396**	**$105,405**

Fundraising contributions - Includes outright cash gifts as well as promised pledges and planned gift commitments during the fiscal year

New - Scholarship fundraising during the fiscal year (000s)

Total - Scholarship fundraising for this and all previous fiscal years (000s)

Source: RADAR, DAR Database

as of 11/20/17

Strategic Plan Update
December 2017

PRESENTATION TITLE: VCU Strategic Planning Update	
Presenter Name and Title: Gail Hackett, Ph.D., Provost and Vice President for Academic Affairs and Marsha Rappley, M.D., Vice President for Health Sciences and CEO VCU Health	
Responsible University Division: Academic Affairs **BOV Committee:** Academic and Health Affairs Committee	
Quest Theme(s) and Goal(s) to be Addressed: All themes	
Key Presentation Messages	This presentation will provide an update on progress of the planning process for the university's next strategic plan (2019-2025).

VCU Strategic Plan 2025

Update to Academic & Health Affairs Committee

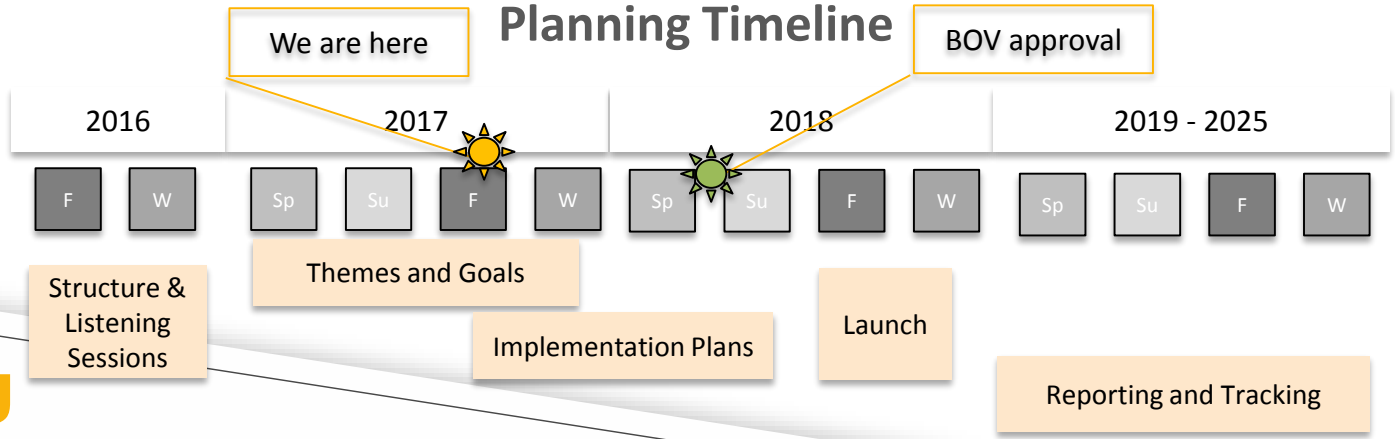
December 8, 2017

VCU

Overview

Background:

- Current plan, Quest for Distinction, in its final year
- Next plan designed to build upon Quest's legacy
- Focus on access, excellence, innovation, and distinction
- Set VCU direction and priorities through FY 2025



National Prominence

Our aim:

Our strength and distinction lies in playing to our collective strengths as a research-intensive, community-engaged, young urban university that is both comprehensive and well-positioned to promote our interdisciplinary research, including both campuses working together

Our goals:

- Achieve national prominence in research, scholarship and creative expression, honorific recognitions for our trainees and faculty, and the quality of our students as they perform in a diverse, modern workforce
- Leverage existing research strengths by broadening our collaborations through a more expansive research funding portfolio and through innovative and entrepreneurial research that has an impact both nationally and in our community
- Communicate our compelling story strategically, uniformly, and with a VCU “make it real” impact-fullness that is supported and projected locally, nationally and to the world

VCU

Student Success

Our aim:

VCU is distinctive for providing students access and opportunities by leveraging our presence as a premier national research university and capitalizing on our urban location to connect students' academic learning with real world experiences to prepare them as global citizens and leaders

Our goals:

- Prepare students to be creative innovators and entrepreneurs who make a difference in an increasingly diverse and connected world
- Enhance the university culture supporting student success

VCU

Activating & Living Diversity

Our aim:

VCU is committed to, reflects and pursues inclusive excellence in all that it is, does and aspires to be. To leverage diversity is to take full advantage of the unique character and quality of VCU to make the whole greater than the individual parts

Our goals:

- Embracing, engaging and empowering difference
- Becoming a role model for other universities

VCU

Culture of Appreciation

Our aim:

- Strive to develop a university-wide culture of appreciation that is reflected in day-to-day behaviors, activities and campus life, which will be enhanced by formal and informal recognition and awards
- Develop and maintain a climate that fosters a sense of belonging, where all students and employees see themselves as an integral and important part of the VCU community
- Nurture a university environment where all people feel pride what they do, have mutual trust with colleagues and are treated fairly and with respect

Our goals:

- Embed a culture of appreciation in daily interactions
- Develop a climate based on trust and respect that fosters a sense of belonging

VCU

Collective Urban Transformation

Our aim:

Connect VCU resources with partners in the arts, environmental sustainability, education, social services, and economic development sectors to address community-identified needs and opportunities.

Our Goals:

- Engage students, faculty, and staff in initiatives that improve critical education and workforce development indicators that present challenges for the Greater Richmond region
- Align VCU's assets to contribute to specific metrics focused on enhancing the health and wellbeing of Central Virginia's residents
- Enhance access to VCU's resources to improve the Richmond region's economic and cultural vitality to businesses and residents

VCU

Roadmap for VCU's new strategic plan

Key landmarks

September 2017:	Themes and goals to be reviewed
October 2017:	Implementation planning begins
December 2017:	Themes and goals finalized, implementation plan drafts reviewed
February 2018:	Implementation plans finalized
April 2018:	Full strategic plan finalized

Steering committee meeting dates

September 28, 2017
December 7, 2017
February 15, 2018
April 5, 2018

VCU

Presentation

December 2017

PRESENTATION TITLE: Update on Online@VCU	
Presenter Name and Title: Gail Hackett, Ph.D., Provost and Vice President for Academic Affairs and Monica Orozco, Ph.D., Executive Director of Online@VCU	
Responsible University Division: Academic Affairs **BOV Committee:** Academic and Health Affairs Committee	
Quest Theme(s) and Goal(s) to be Addressed: All themes addressed	
Key Presentation Messages	This presentation will provide an overview and update of Online@VCU. ● Pre-reads include: a) Digital Learning Compass: Distance Education Enrollment Report 2017 b) Build vs. Buy Self-Diagnostic for Scaling Online Programs c) Introduction to Working with Online Enablement Vendors

Dr. Monica Orozco
Executive Director
morozco@vcu.edu

Online@VCU

Where are we today?

What is our strategy?

Online@VCU

IPEDS Fall 2015
undergraduate students

2.1m undergraduates study exclusively online 12%

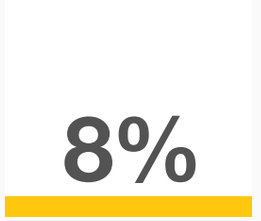
Another 2.8 million take at least one online class 17%

Online@VCU

IPEDS Fall 2015
graduate students

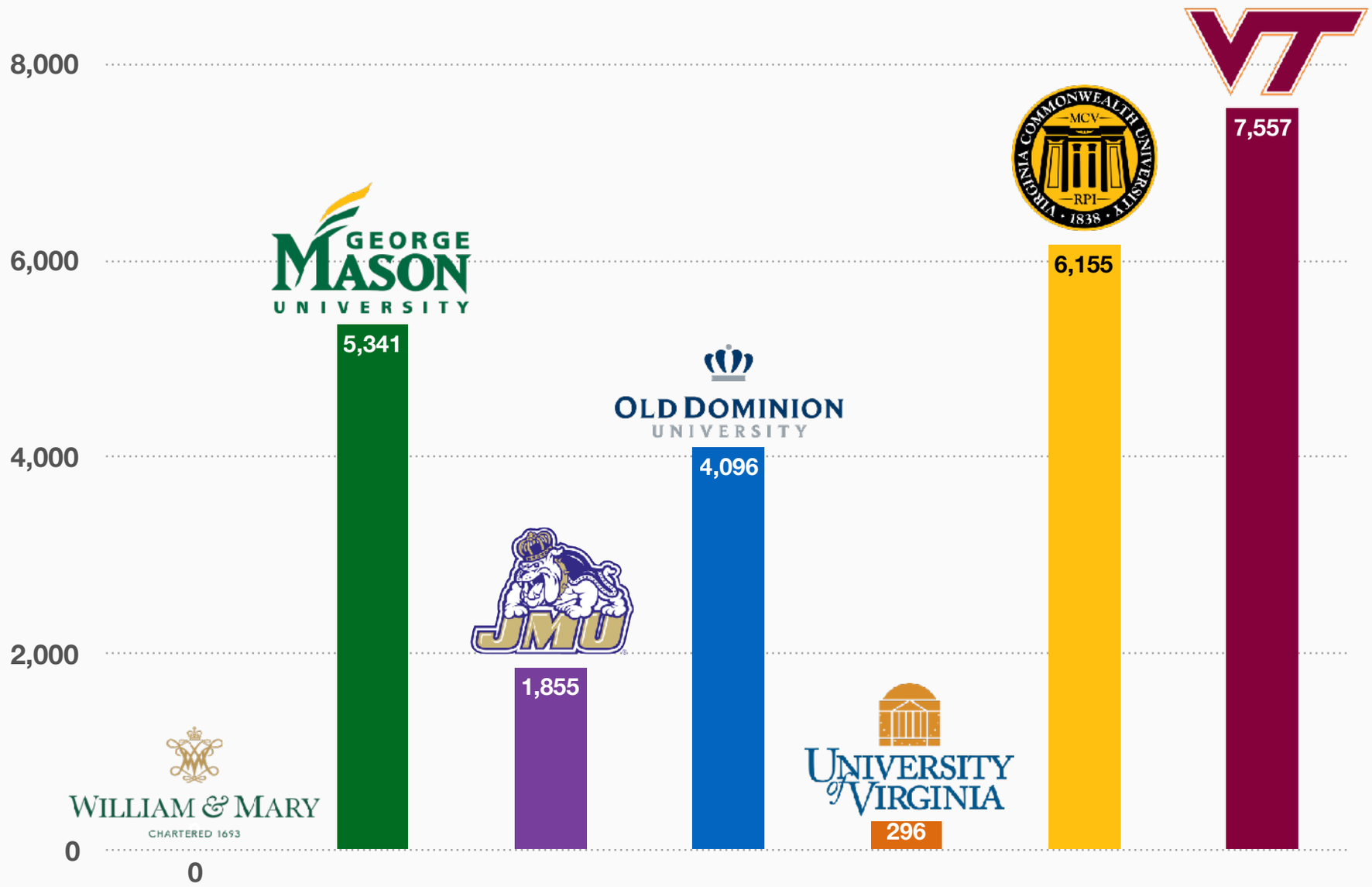
770k **graduate** students study exclusively online

Another 243k take at least one online class



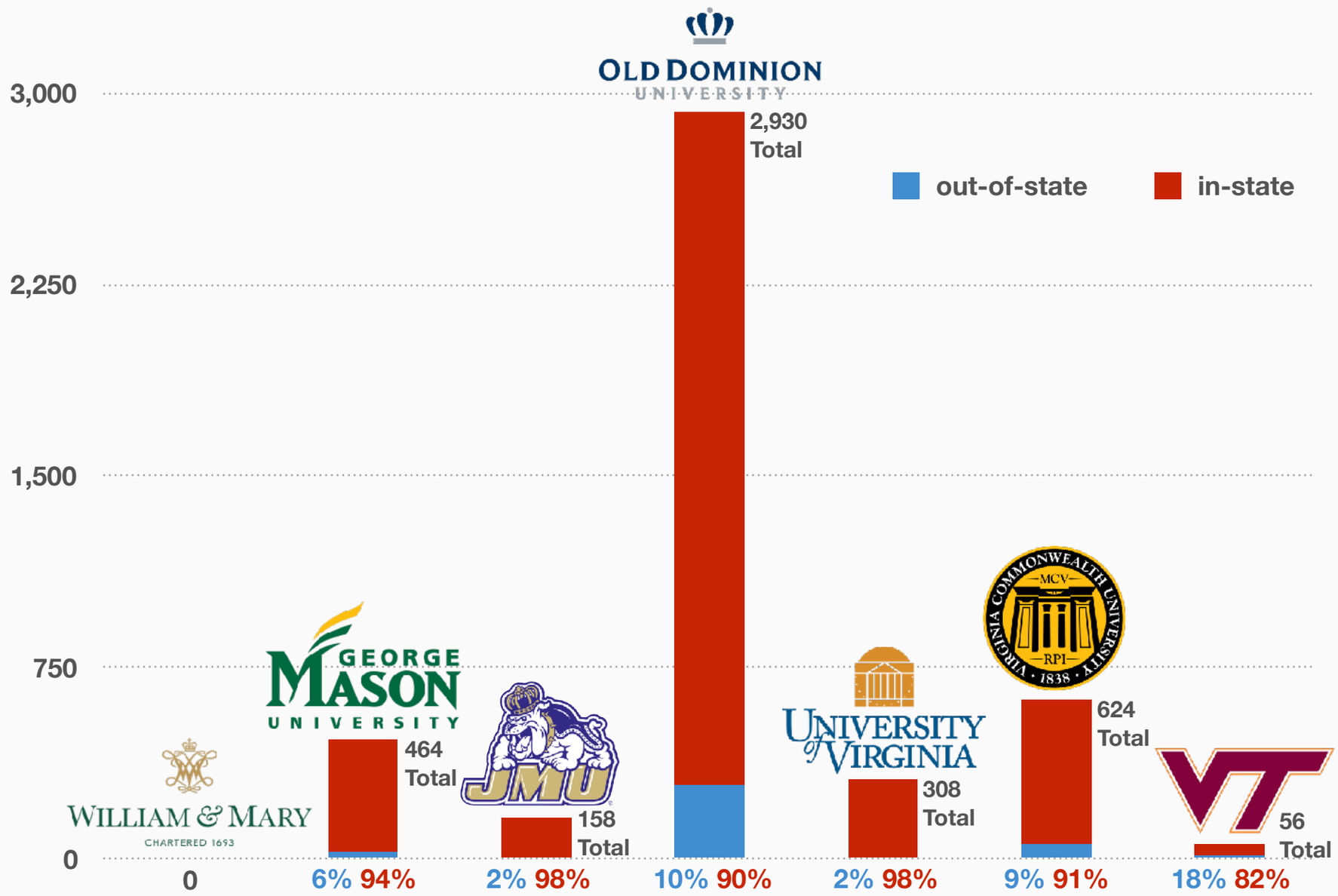
Online@VCU

IPEDS Fall 2015
undergraduate (at least one distance course) students



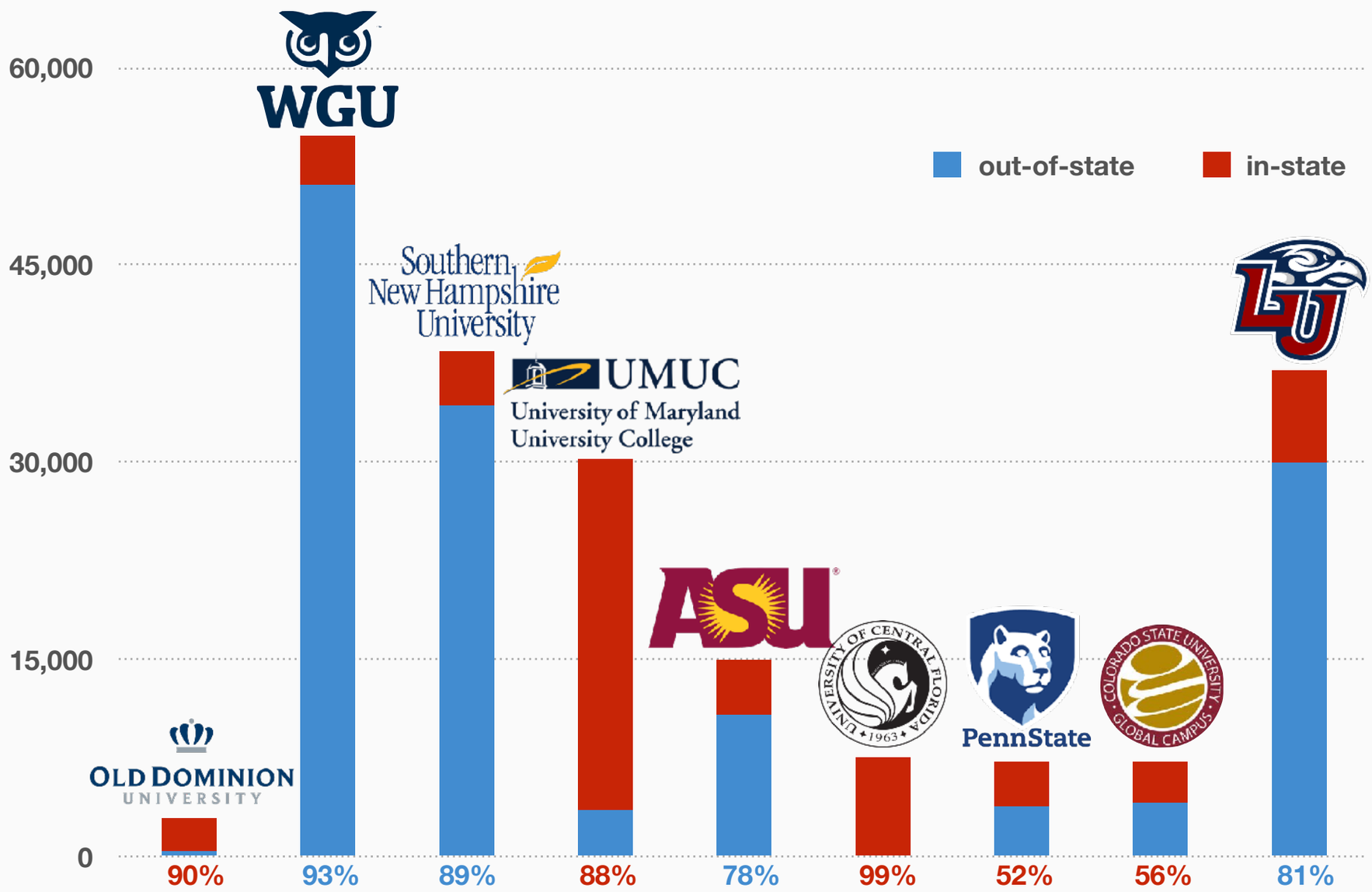
Online@VCU

IPEDS Fall 2015
exclusively distance undergraduate students



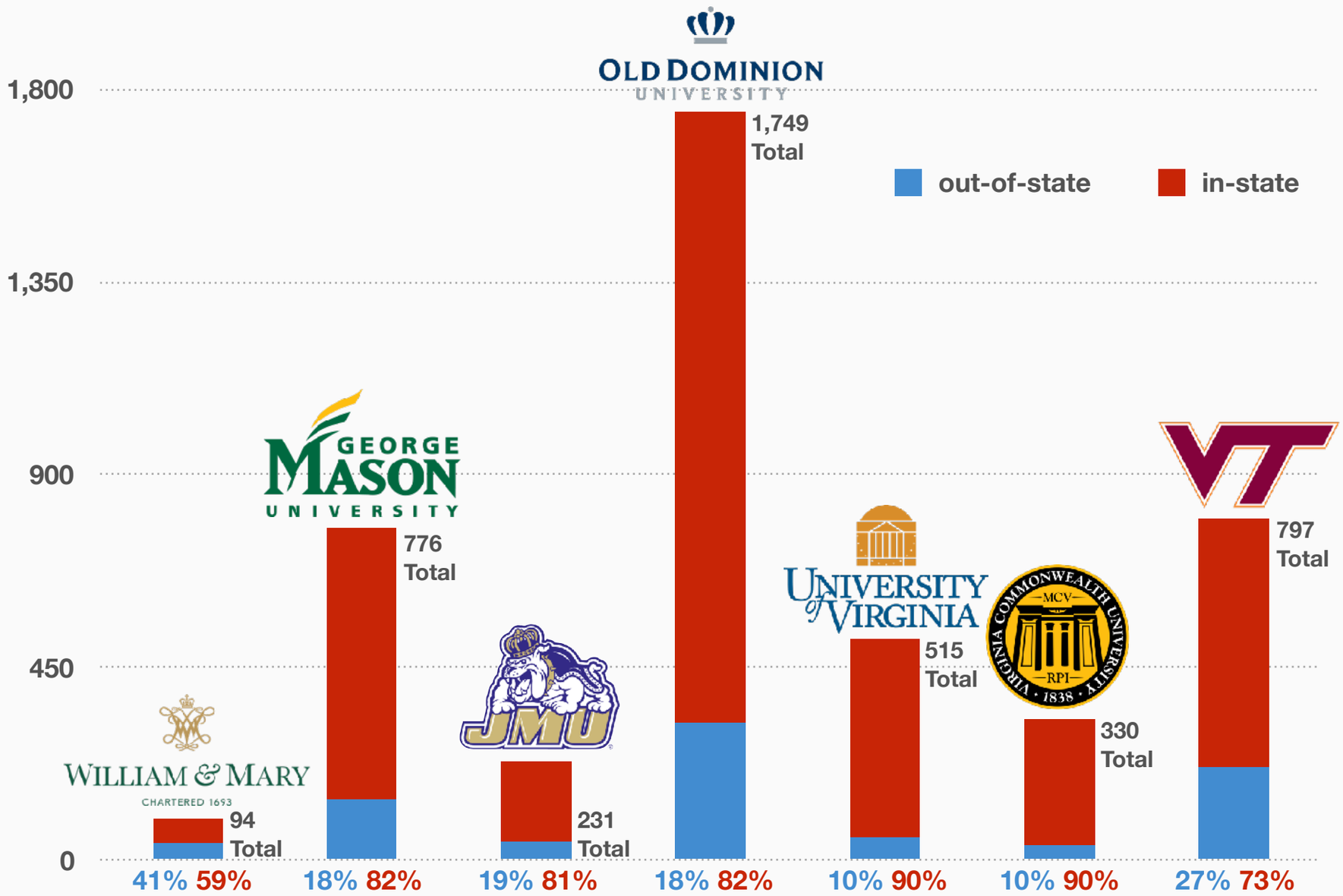
Online@VCU

IPEDS Fall 2015
exclusively distance undergraduate students



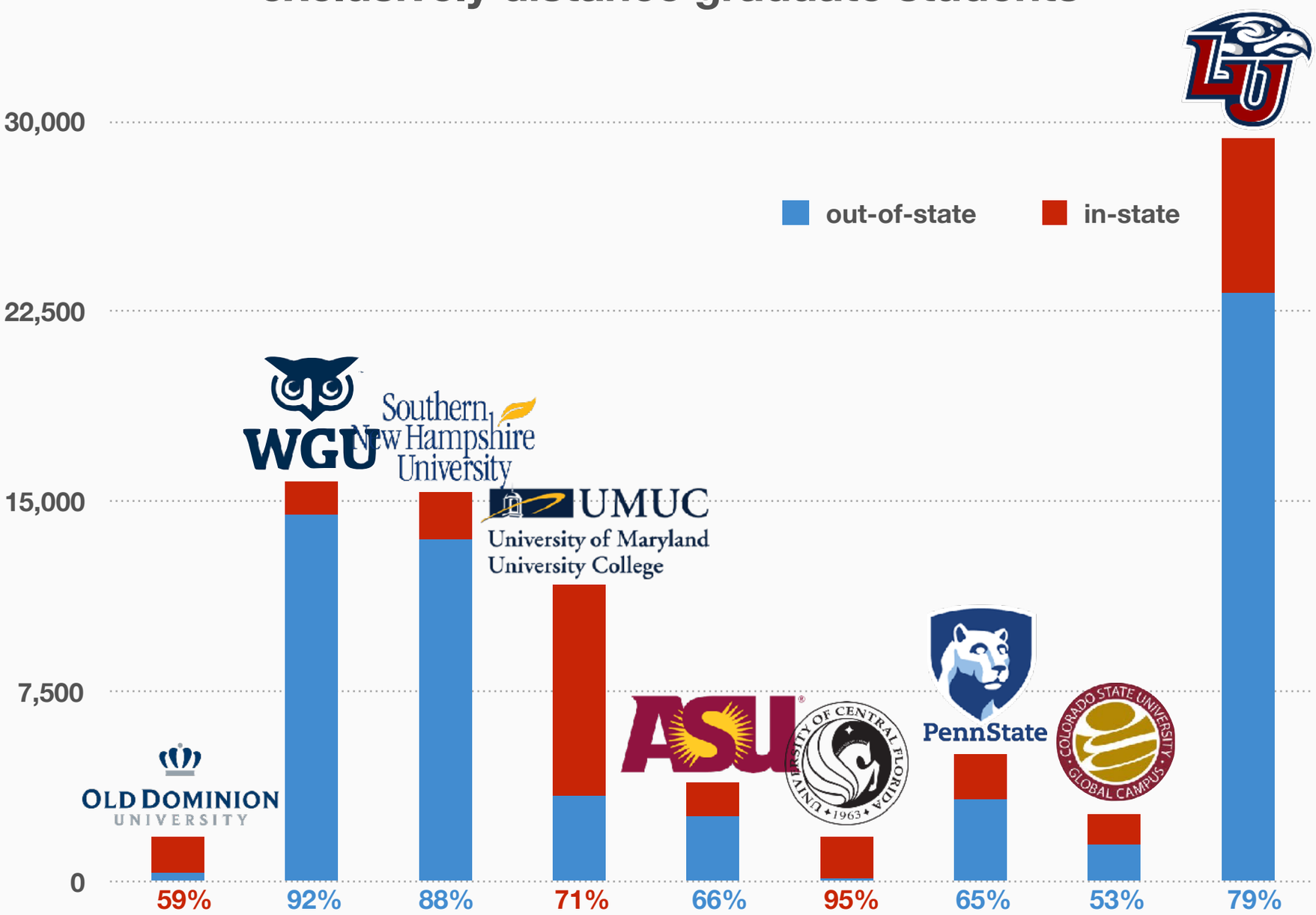
Online@VCU

IPEDS Fall 2015
exclusively distance graduate students



Online@VCU

IPEDS Fall 2015
exclusively distance graduate students



Online@VCU Strategy

:

Pragmatic, Fast, Flexible

- Secure external services provider(s)
- Focus on optimizing existing, high-demand online programs first
- Build a pipeline for future program approvals
- Develop internal capacities

Potential Phase I programs

Master

- Addiction Studies
- Gerontology
- Health Administration
- Homeland Security & Emergency Preparedness
- Mechanical & Nuclear Engineering
- Nursing Administration & Leadership
- Social Work
- Sociology
- Special Education - Severe Disabilities
- Sports Leadership
- Business Administration

Doctoral

- Nursing
- Occupational Therapy

Undergraduate

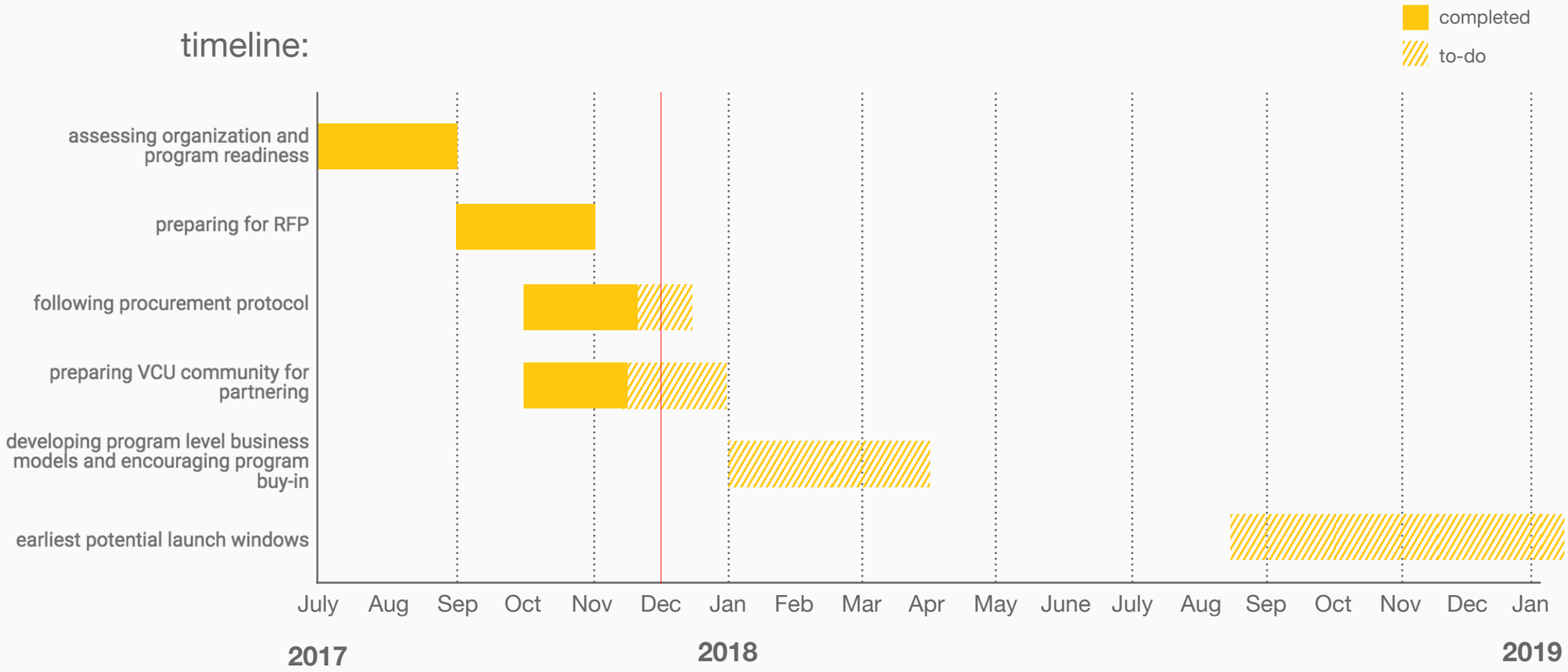
- Clinical Laboratory Sciences
- RN to BS

Certificates

- Aging Studies
- Autism Spectrum Disorder
- Homeland Security & Emergency Preparedness
- Online Teaching for K-12 Teachers

Online@VCU Strategy

Pragmatic, Fast, Flexible



Digital Learning Compass:

Distance Education Enrollment Report 2017

Partners:

Sponsors:

I. Elaine Allen and Jeff Seaman

Distance Education Enrollment Report 2017

I. Elaine Allen, Ph.D.
Professor of Biostatistics & Epidemiology, UCSF
Co-Director, Babson Survey Research Group

Jeff Seaman, Ph.D.
Co-Director, Babson Survey Research Group

May 2017

CONTENTS

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Online Learning Consortium

The Online Learning Consortium (OLC) is the leading professional organization devoted to advancing the quality of online learning worldwide. The member-sustained organization offers an extensive set of resources for professional development and institutional advancement of online learning. Visit onlinelearningconsortium.org for more information.

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Digital Learning Compass:

e-Literate

e-Literate is a weblog about educational technology and related topics that is co-published by Michael Feldstein and Phil Hill, who are also partners at MindWires, an educational technology analyst and consulting firm. It covers a broad range of topics related to trends in education—particularly teaching and learning in higher education—that are impacted by technology.

WCET (WICHE Cooperative for Educational Technologies)

WCET is the leader in the practice, policy, & advocacy of technology-enhanced learning in higher education. WCET is a, member-driven, non-profit which brings together colleges and universities, higher education organizations and companies to collectively improve the quality and reach of e-learning programs. Visit wcet.wiche.edu.

Babson Survey Research Group

The Babson Survey Research Group (BSRG) is a survey design, implementation, and analysis organization. BSRG has worked on a number of large surveys including the annual survey of global entrepreneurship (GEM) involving more than 70 countries and 160,000 respondents worldwide and the thirteen annual surveys of online education covering all colleges and universities in the US.

ACKNOWLEDGEMENTS

Digital Learning Compass: Distance Education Enrollment Report 2017 is the first in a series of publications from the new research partnership of the Babson Survey Research Group, e-Literate, and WCET. This study takes a detailed look at the trends and patterns of distance education enrollments among U.S. degree-granting higher education institutions. Additional publications in the Digital Learning Compass series will provide detailed examinations of multiple facets of U.S. distance education.

The Digital Learning Compass partnership builds on the combined efforts of the three partner organizations. The Babson Survey Research Group began its studies in 2004 with support from the Alfred P. Sloan Foundation. The Foundation continued that commitment for eight years, supporting an independent study, offering full privacy for all respondents, and providing free distribution of all report publications. Most recently, we have partnered with both WCET and e-Literate, as each of these organizations contributed to the report series.

The current approach expands on our prior partnership. The three organizations now use a pooled approach to all data and analysis – we all use the same definitions and criteria, and we all see each other's work. Each Digital Learning Compass publication has a single lead organization, with the others available to comment, offer suggestions, and add their voice.

Digital Learning Compass wants to thank our current partners, the Online Learning Consortium, Pearson, and Tyton Partners for contributing to our research and their strong support for our efforts in making this transition.

This report was edited and reviewed by Nate Ralph and we thank him for his suggestions, corrections, and careful attention to detail.

Finally, we need to thank those in the higher education community who have continued to provide us with ideas and requests. These reports are the better because of your input, and we hope you find them useful.

Co-Directors, Babson Survey Research Group, May 2017

FOREWORD

This report marks the first in the new series of reports from Digital Learning Compass on the state of distance education among U.S. institutions from Digital Learning Compass. Digital Learning Compass is a research partnership composed of the Babson Survey Research Group, e-Literate, and WCET.

The authors of this particular report previously produced a series of annual reports, largely supported by the Alfred P. Sloan Foundation, and known originally as the Sloan Online Learning Reports. We have now embraced a cooperative approach, partnering with e-Literate and WCET to create a suite of related publications. This report may appear similar to our previous efforts, but the behind-the-scenes work has been quite different. The advantages of this partnership will become evident as additional Digital Learning Compass works are released during the coming year.

Over the course of fourteen annual reports, we have seen the pattern of the number of students taking at least one distance course show a steep rise over time. More recently, there has been a decline in the percent of students studying at a distance at for-profit institutions, while the overall numbers of distance student have continued to grow.

Our previous reports tracked a number of indicators of the role of distance education for higher education institutions. Some of these changed considerably, such as the proportion of institutions that considered distance education as critical for their long-term strategy, while others barely moved (e.g., there was no change in the lack of faculty acceptance of the value and legitimacy of online education). Look for further examinations of these and other factors in upcoming Digital Learning Compass publications.

This report relies on the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) tracking of distance education. This resource will now provide regular, comprehensive information on the extent and role of online and distance education among U.S. institutions.

EXECUTIVE SUMMARY

Distance education continued its pattern of growth for yet another year. Fall 2015 saw more than 6 million students taking at least one distance course, having increased by 3.9% over the previous year. This growth rate was higher than seen in either of the two previous years.

In higher education, 29.7% of all students are taking at least one distance course. The total distance enrollments are composed of 14.3% of students (2,902,756) taking exclusively distance courses and 15.4% (3,119,349) who are taking a combination of distance and non-distance courses. The vast majority (4,999,112, or 83.0%) of distance students are studying at the undergraduate level.

Public institutions continue to educate the largest proportion of distance students (4,080,565, or 67.8%), while private non-profit institutions passed the private for-profit sector for the first time.

Year-to-year changes in distance enrollments have been very uneven, with continued steady growth for the public sector, greater levels of growth (albeit on a much smaller base) for the private non-profit sector, and continuation of the decline in total enrollments for the private for-profit sector for the third year in a row.

The large-scale trends show the growing importance of the private non-profits as a key player in providing distance education. The top-level trends, however, do mask the wide variety of changes happening across all of higher education. Even though each of the three sectors grew at a different rate, the proportion of institutions within each sector reporting increases was very similar; two-thirds of the members of each sector reported more distance enrollments in 2015 than 2014. The large-scale declines in enrollments in the for-profit sector were driven by substantial decreases among a few of the largest institutions, not by an overall decline among most for-profit institutions.

Distance education enrollments remain highly concentrated in a relatively small number of institutions. Almost half of the distance education students are concentrated in just five percent of the institutions, while the top 47 institutions, only 1.0% of the total, enroll 23.0% (1,385,307) of all distance students.

The total number of students studying on campus (those not taking any distance course or taking a combination of distance and non-distance courses) dropped by almost one million (931,317) between 2012 and 2015. The largest declines came at for-profit institutions, which saw a 31.4% drop, followed by 2-year public institutions, which saw a 10.4% decrease.

The picture of change in distance enrollments is composed of a relatively few institutions having large gains or large losses, with most institutions showing modest changes in either direction. Among those institutions showing large gains, Southern New Hampshire University (a private non-profit) led the list with an increase of just under 400% between 2012 and 2015, growing by 45,085 students (from 11,286 to 56,371). Four other institutions grew their distance enrollments by more than 10,000 students during this period (Western Governors University, Brigham Young University-Idaho, University of Central Florida, and Grand Canyon University). The largest drops were recorded by the University of Phoenix and Ashford University, two for-profit institutions.

DEFINITIONS

This report uses data collected under the U.S. Department of Education's National Center for Educational Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS) Fall Enrollment survey. Beginning with Fall 2012, the data includes distance education enrollments.

The definitions used for this data collection are:

Item	*Definition*
Distance education	Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously. Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices; audio conferencing; and video cassette. DVDs, and CD-ROMS, if the cassette, DVDs, and CD-ROMS are used in a course in conjunction with the technologies listed above.
Distance education course	A course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.
Distance education program	A program for which all the required coursework for program completion is able to be completed via distance education courses.

IPEDS collects distance education enrollments in two categories:

- "Exclusively" distance education: All of the student's enrollments for the term were through distance education courses.
- "Some but not all" distance education: The student enrolled in a mix of course modalities, including some distance education courses.

This report creates a third category – composed of the sum of "exclusively" and "some but not all" distance education courses:

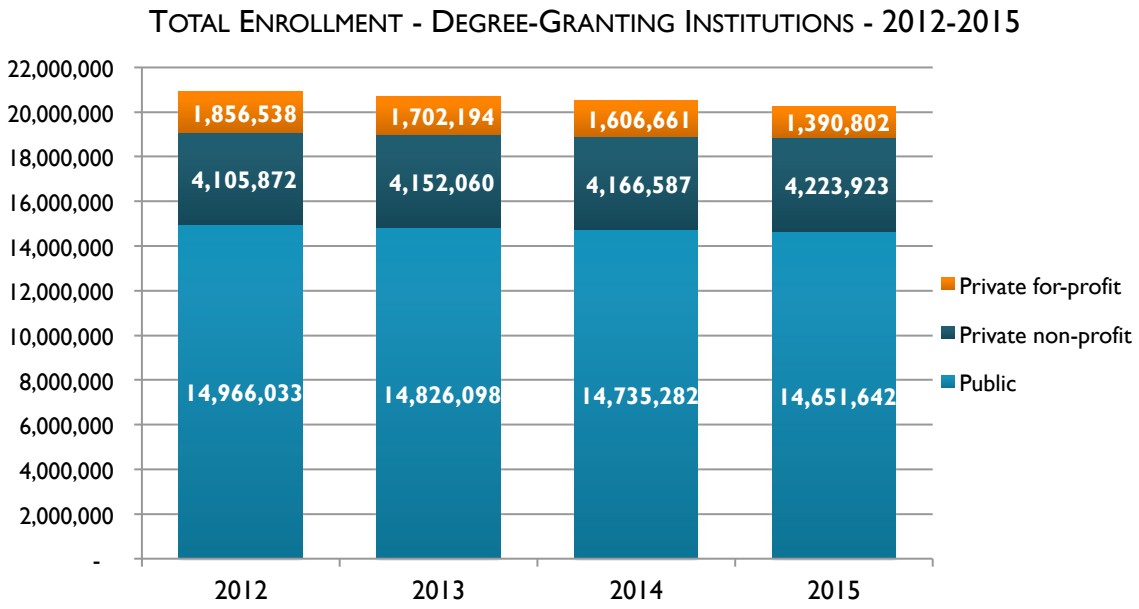
- "At least one" distance education course: A new data field created as the sum of the above two categories. This category matches the historical data reported prior to the fall of 2012, when the BSRG survey was the *de facto* data available.

Patterns in Overall Enrollments

Overall Higher Education Enrollments are Down

An understanding of the higher education context is important when examining the patterns and trends for distance education enrollments. After years of growth in the numbers of students enrolling in higher education, the industry is now facing a very different situation: the total number of students enrolled has dropped in each of the past three years.

There were 20,928,443 total students in fall 2012 at all levels enrolled across all degree-granting institutions that were active and open to the public. Three years later in the fall of 2015, this number had decreased by 662,076, or 3.2%, to 20,266,367. Overall enrollments decreased by 248,091 students from 2012 to 2013, by 171,822 from 2013 to 2014, and by a further 242,163 from 2014 to 2015. This pattern represents a new set of conditions for higher education institutions; the previous period of 2002 through 2012 averaged a 2.7% compound annual growth rate for overall enrollments. For the first time in over a decade, higher education institutions find themselves competing for a smaller pool of students.

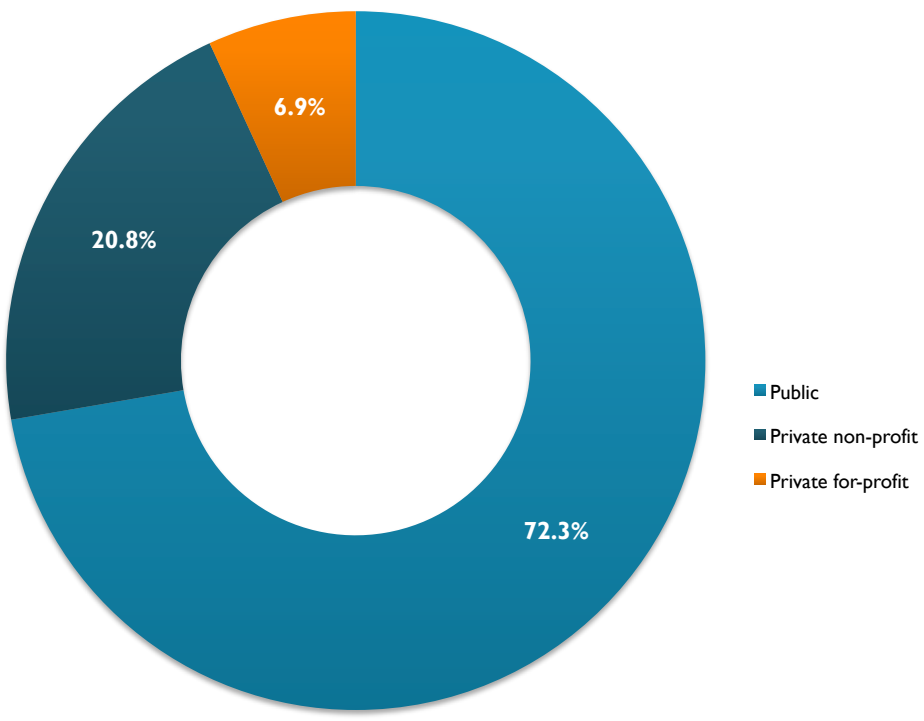


Overall Enrollment Changes Have Been Uneven

Not all areas of higher education are feeling the same pinch. Graduate enrollments actually grew, showing a small 1.0% gain over the three-year period. Undergraduate enrollments at four-year institutions remained steady. The decline stems from undergraduate enrollments at two-year institutions, where there was a nearly 10% drop – down 688,887, or 9.5% between 2012 and 2015.

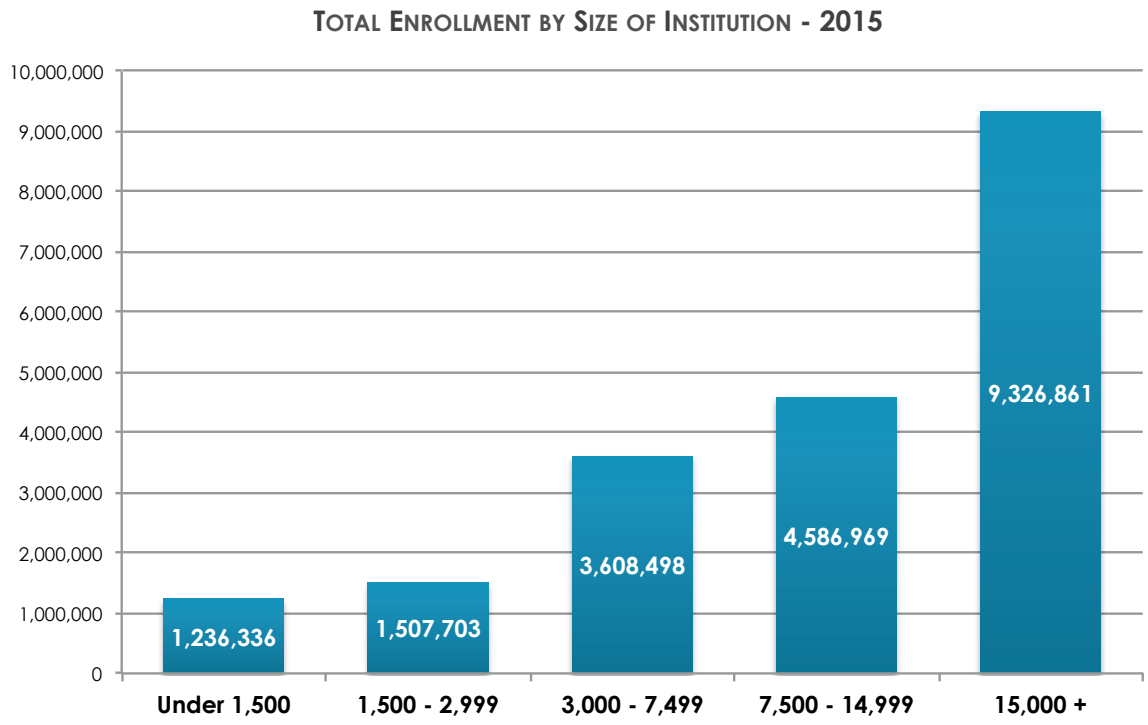
Percentage Change in Total Enrollment - 2012-15				
Level of institution	*Percentage Change 2012 - 2015*	*Change 2012 - 2015*	*2012 Enrollment*	*2015 Enrollment*
Undergraduate: 4 year school	0.0%	4,920	10,763,773	10,758,853
Undergraduate: 2 year school	-9.5%	688,887	7,214,275	6,525,388
Graduate	1.1%	(31,731)	2,950,395	2,982,126

Based on data from fall 2015, the vast majority of all U.S. higher education students attend public institutions. Public institutions represented 72.3% of all fall 2015 enrollments. Private non-profits represented 20.8%, while for-profit institutions enrolled only 6.9% of all students. It's important to keep the relative size of these higher education sectors in mind when reviewing the following data on distance education. Public institutions represent nearly three-quarters of enrollments, so even a small percentage change in that sector can have a large impact on the totals.



Most Distance Enrollments are at Larger Institutions

Larger institutions make up a small portion of all active degree-granting institutions, but command the lion's share of student enrollments. Schools with 15,000 or more total enrollments comprise only 7.1% of all institutions (341 of 4,836), yet they enroll over nine million students (9,326,861, or 46.0% of all student enrollments).

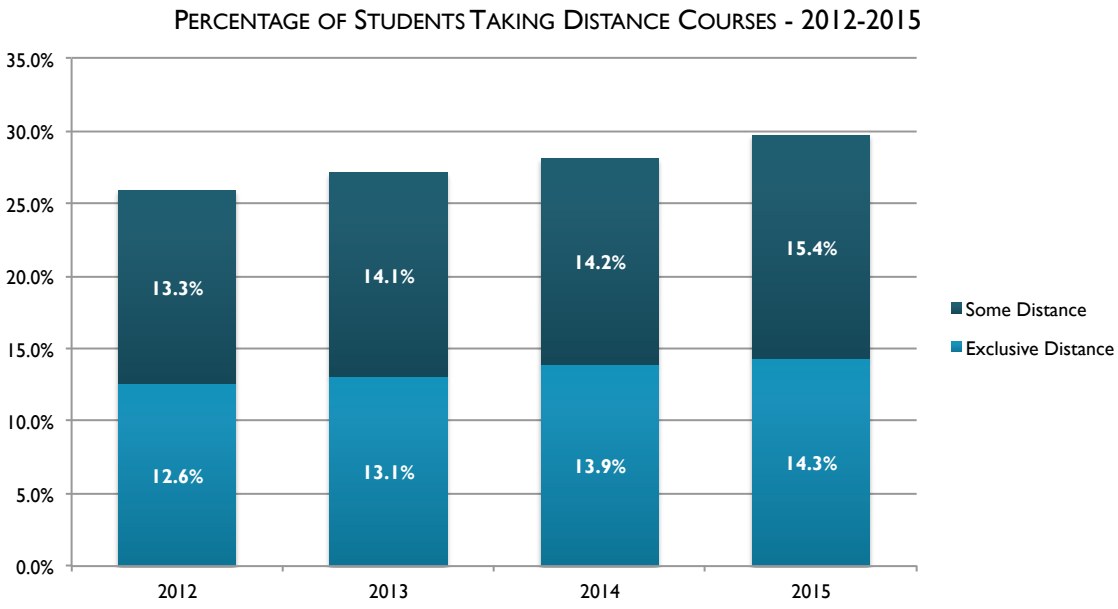


DISTANCE ENROLLMENTS

Distance Education Enrollment Growth is Increasing

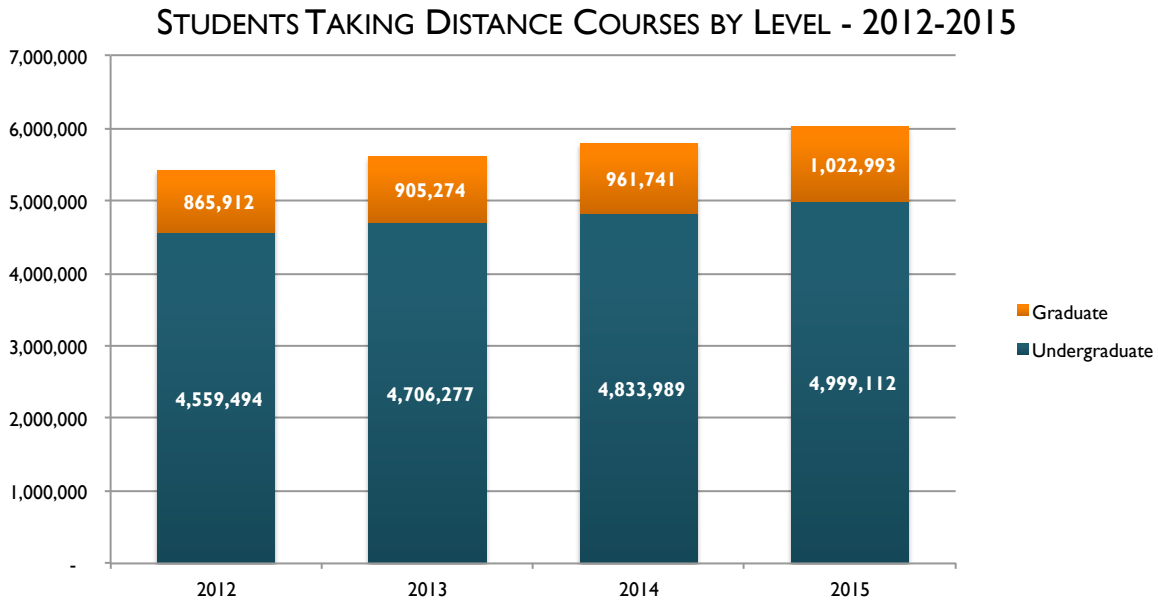
Students who are taking at least one distance education course comprise 29.7% of all higher education enrollments as of fall 2015. This share represents the total of those who are taking all of their courses at a distance, and those who are taking a combination of distance and non-distance courses. The proportion of the higher education student body taking advantage of distance education courses has increased each of the last three years. It stood at 25.9% in 2012, at 27.1% in 2013, and at 28.3% in 2014.

To put these figures in context, the proportion of students taking at least one online course for fall 2002 was under ten percent, at 9.6%[1]. This fraction has grown as institutions introduced online programs and existing distance programs grew their enrollments.



[1] Allen, I.E. and Seaman, J, Grade Change: Tracking Online Education in the United States, Babson Survey Research Group, 2014

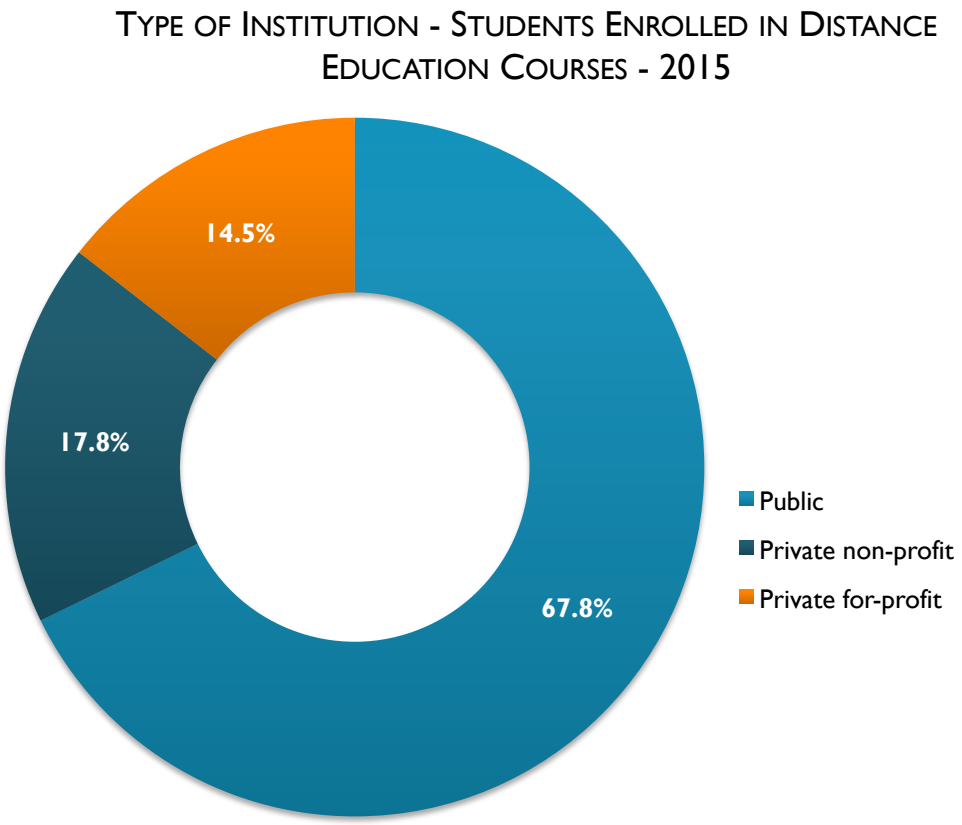
The number of students taking at least one distance education course increased 3.9% over the previous year, and grew by 11.0% in the three years since 2012. The 3.9% growth rate exceeds that observed between 2012 and 2013 (3.4%) and between 2013 and 2014 (3.3%). The 6,022,105 total of distance education students for 2015 includes 4,999,112 who are studying at the undergraduate level, and 1,022,993 who are studying at the graduate level.



The most recent growth rates are impressive, as they come at a time of decreasing overall enrollments. That said, they remain well below the percentage growth rates observed a decade ago when many institutions were first moving to embrace distance learning. Year to year percentage increases from 2002 to 2012 were typically in double digits, helped by the large numbers of institutions introducing new programs, the growing of the overall student population, and the pent-up demand by students for these types of programs. The smaller base numbers also played a role, as the most recent increase would have translated to a double-digit rate of growth if this same number of additional students had been added to the base of distance students in 2003 or 2004.

Public Institutions Host Two-thirds of All Distance Learners

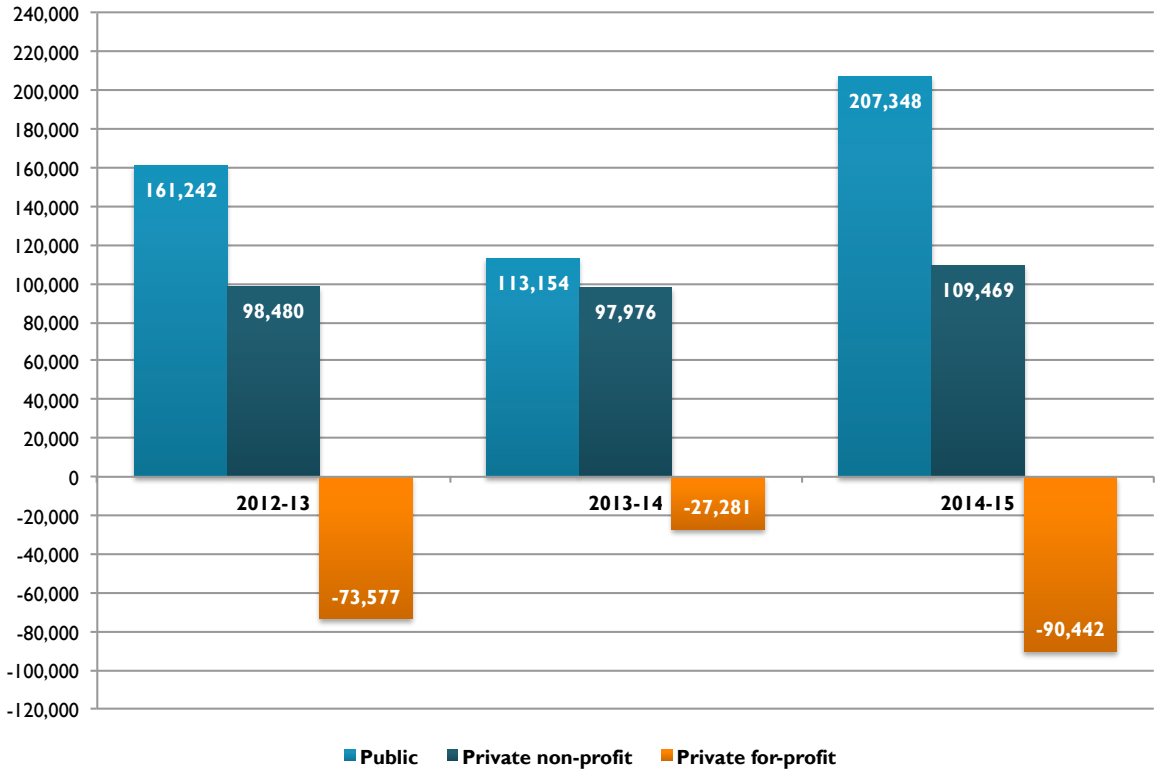
Among all students who were taking at least one distance course in fall 2015, 1,020,622 (17.8%) were at a private non-profit institution, 870,918 (14.5%) were at a for-profit institution, and the vast majority, 4,080,565 (67.8%), were at a public institution. Most distance enrollments at public institutions were at four-year institutions, with 2,254,708 students (55.3%), while 1,825,857 (44.7%) enrolled at two-year institutions. Thus, while the public perception has often equated distance education with the for-profit sector of higher education, public institutions actually command the market.



Changes in Distance Enrollments Have Been Uneven

For each one-year period (2012 to 2013, 2013 to 2014, and 2014 to 2015), the number of distance students at public institutions has shown the greatest numeric increase. For-profit institutions, by contrast, have seen their total distance education enrollments decrease in each of these time periods. The net effect has been an increase every year in the overall number of students taking at least one distance course.

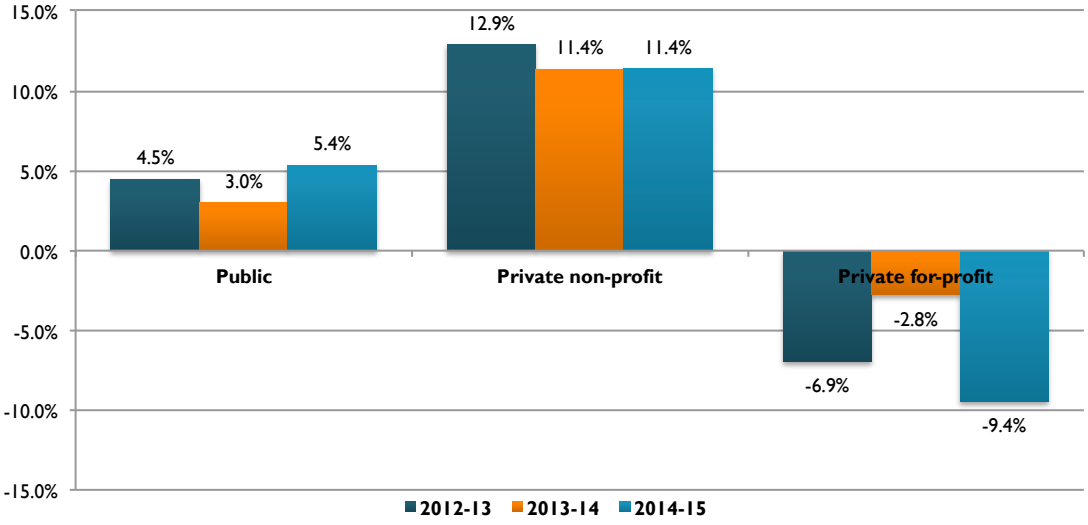
YEAR-TO-YEAR CHANGE IN DISTANCE ENROLLMENTS - DEGREE-GRANTING INSTITUTIONS - 2012-2015



While the year-to-year increases in the number of distance students for the public sector have always been the largest among the three sectors, the size of this advantage has varied from year to year. Public institutions enjoyed their largest enrollment gain advantage during the most recent period, with enrollment growth close to 100,000 more than the increase among private non-profits. The growth among the private non-profit sector has been very steady, with increases hovering around 100,000 additional students each year. The for-profit sector had a decrease in distance enrollments for each period, but these are very uneven, with the largest drop coming in the most recent time period.

Private non-profit institutions have shown the largest percentage change in distance student enrollments, with double-digit percentage increases for each time period. The rate of growth among the public sector was lower than for the private non-profits, but those non-profits began with a lower base. The public growth rate is still higher than the overall level of growth for all distance education students. The clear outlier here is the for-profit sector with decreases noted each year, the most recent being -9.4%.

YEAR-TO-YEAR PERCENTAGE CHANGE IN DISTANCE ENROLLMENTS - DEGREE-GRANTING INSTITUTIONS - 2012-2015



The 2012 to 2015 growth represents 596,699 additional distance students in 2015 over the number in 2012. Comparing 2015 distance enrollments to data from 2012 highlights the great disparities by sector:

- The non-profit sector experienced tremendous growth (40.0%, or 305,925 students).
- The for-profit sector experienced a significant decrease (-18.0%, or -191,300 students).
- Public institutions continued their history of steady growth (13.4%, or 482,074 students).

The for-profit sector fell to last place among sectors enrolling the most distance education students. This is a remarkable outcome, considering the for-profit sector led the private, non-profit sector by more than one-quarter million (297,521) enrollments in 2012. In 2015, that difference is now 199,704 students in the other direction.

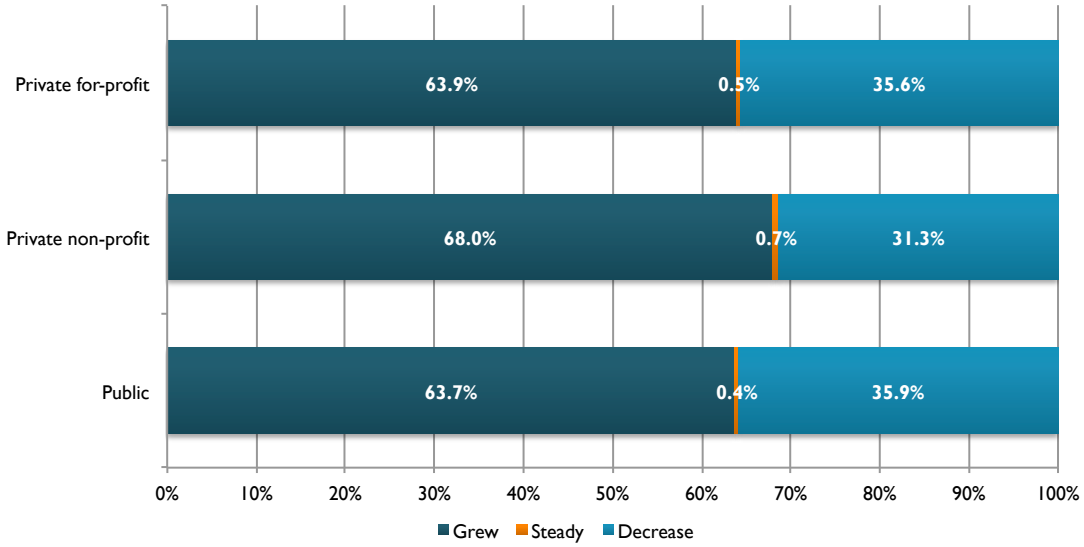
The declines among for-profit institutions have been overwhelmingly at the undergraduate level; whereas private non-profits have shown substantial growth for both undergraduate and graduate levels. The number of graduate students taking at least one distance education course dropped by only a few thousand between 2012 and 2015 at four-year for-profit institutions, while their number at the undergraduate level showed a decline of 177,735 students. Conversely, distance enrollments at private non-profit institutions grew by a third in their graduate level distance enrollments, and even more for their undergraduate distance students.

Undergraduate Distance Enrollments – 2012-2015				
Sector of institution	*Change 2012 to 2015*	*Percent Change 2012 to 2015*	*Distance - undergraduate 2012*	*Distance - undergraduate 2015*
Public, 4-year or above	425,714	29.8%	1,428,051	1,853,765
Private non-profit, 4-year or above	197,739	41.7%	474,356	672,095
Private for-profit, 4-year or above	(177,735)	-22.7%	782,697	604,962
Public, 2-year	(11,462)	-0.6%	1,837,319	1,825,857
Private non-profit, 2-year	13,181	460.2%	2,864	16,045
Private for-profit, 2-year	(7,819)	-22.9%	34,207	26,388
Total	439,618	9.6%	4,559,494	4,999,112
Graduate Distance Enrollments – 2012-2015				
Sector of institution	*Change 2012 to 2015*	*Percent Change 2012 to 2015*	*Distance - graduate 2012*	*Distance - graduate 2015*
Public, 4-year or above	67,822	20.4%	333,121	400,943
Private non-profit, 4-year or above	95,005	33.0%	287,477	382,482
Private for-profit, 4-year or above	(5,746)	-2.3%	245,314	239,568
Total	157,081	18.1%	865,912	1,022,993

All of these large-scale changes mask the variety of experiences happening at the individual institutional level. The rapid growth for the total number of distance enrollments in the non-profit sector, for example, does not mean that all such institutions saw growth. Likewise, the decrease in the total number of distance students among the for-profit sector does not translate to all for-profit institutions losing distance enrollments.

Roughly two-thirds of institutions in all three sectors reported that their distance enrollments increased between 2012 and 2015, with the remaining one-third reporting a decrease. The private non-profit sector did have the greatest proportion of institutions reporting growth, but at 68.0% this is not hugely different from the rate for the other two sectors. The private for-profit sector, where the overall number of distance students dropped every year between 2012 and 2015, had nearly the same proportion of institutions (63.9%) reporting that their enrollments grew. The proportion of for-profit institutions growing was actually ever so slightly higher than that of public institutions. It is clear that the drop in overall number of for-profit distance enrollments has been driven by large losses at a small number of the very biggest institutions – not by an overall decrease across the entire sector.

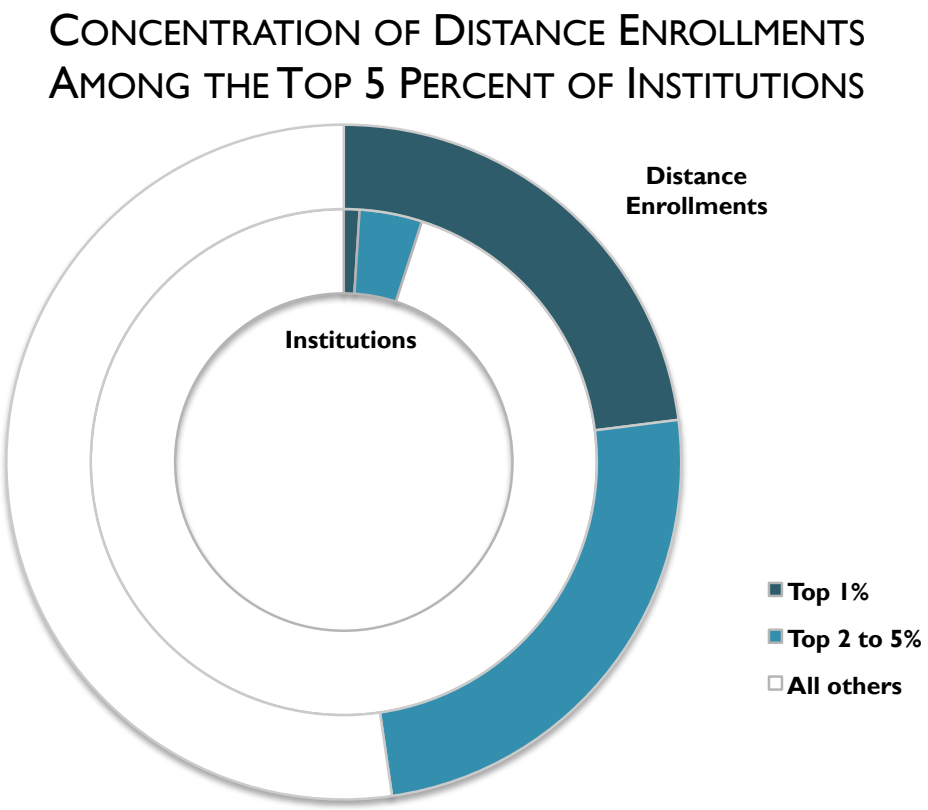
CHANGE IN DISTANCE ENROLLMENTS BY CONTROL OF INSTITUTION - 2012-2015



Distance Enrollments Are Concentrated in Relatively Few Institutions

This report examines data from all 4,836 degree-granting institutions that were active and open to the public in the fall of 2015. Of these, 3,354 (69.3%) institutions reported having at least one distance education student. The 6,022,105 distance education students are not equally distributed among all institutions.

Students enrolled in distance education are highly concentrated in a relatively small number of institutions. Almost half of distance education students are concentrated in just 5% of institutions: the 235 institutions that represent only 5.0% of the higher education universe command 47.7% (2,873,710) of the student distance enrollments. The top 47 institutions represent only 1.0% of all institutions, yet they enroll 23.0% (1,385,307) of all distance enrollments. A mere 9 institutions account for over 10% of all distance education enrollments, representing only 0.19% of higher education institutions.



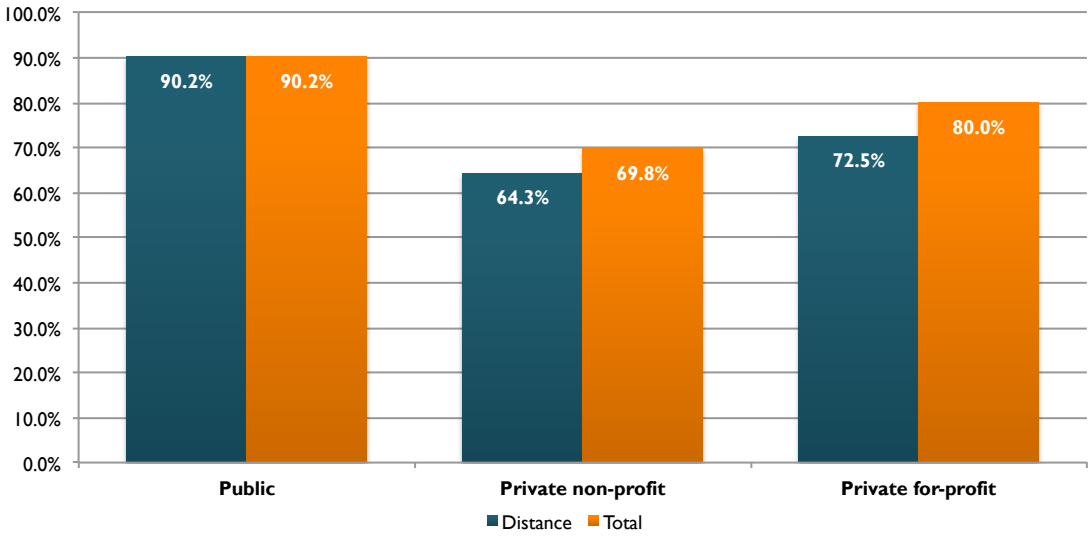
Concentration of Distance Enrollments - 2015			
Number of Institutions	*Percentage of Institutions*	*Distance Enrollments*	*Percentage of Distance Enrollments*
9	0.19%	615,045	10.2%
47	1.0%	1,385,307	23.0%
235	5.0%	2,873,710	47.7%
471	10.0%	3,845,675	63.9%
3,354	69.3%	6,022,105	100.0%
4,836	100.0%	6,022,105	100.0%

An important implication of this high degree of distance enrollment concentration is that decisions of a relatively small number of academic leaders will have a very large impact on the overall distance education universe. For example, the opinions of key leaders among the top 471 institutions (the top 10%) on how they market and evolve their distance programs will impact nearly two-thirds of all distance students. From the student perspective, the concentration of large numbers of students in a small number of schools means that most distance students are enrolled in institutions with large numbers of fellow distance classmates.

Distance Enrollments Are Primarily Undergraduate

There are nearly five times as many undergraduate enrollments (4,999,112) as graduate enrollments (1,022,993) among students taking at least one distance education course. The proportion of undergraduates (83.0%) among students taking at last one distance course is only slightly less than the proportion among the overall higher education population (85.3%). The proportion of undergraduate distance students is highest at public institutions (90.2%), a figure that exactly matches the proportion of their overall student body that is made up of undergraduates. Other types of institutions have a somewhat smaller proportion of undergraduates among their distance students than their overall student body, with for-profit institutions having 72.5% undergraduate among distance students, and 80.0% for the full student body. Similarly, private non-profit institutions have 64.3% undergraduates among their distance students as compared to 69.8% overall.

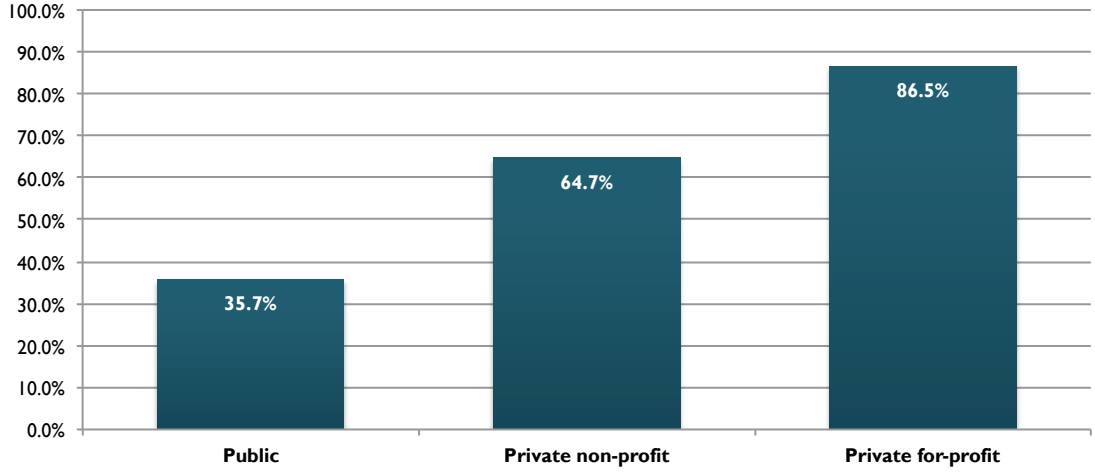
DISTANCE AND TOTAL ENROLLMENTS PERCENTAGE UNDERGRADUATE - 2015



Students Taking Exclusively Distance Courses

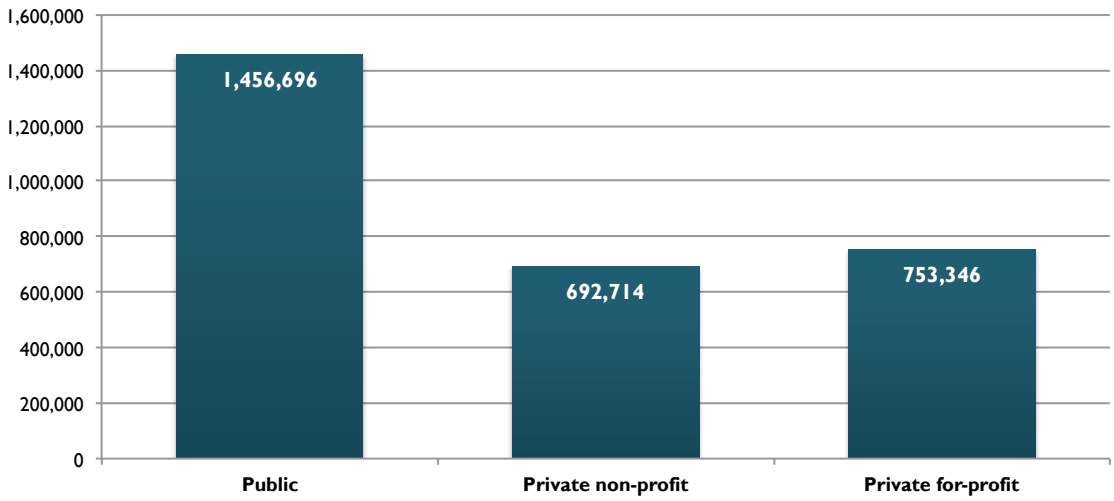
Slightly less than one-half of students taking at least one distance course are taking *only* distance courses (48.2%, or 2,902,756 out of 6,022,105). Approximately one-half of these exclusively distance students are enrolled at public institutions, with the remaining portion evenly spilt between non-profit and for-profit institutions. While public institutions host the majority of exclusively distance students, they make up a much smaller portion of their "at least one" distance enrollments than found at other institution types. Only 35.7% of all distance students at public institutions are taking exclusively distance courses. This compares to 64.7% at private non-profit institutions and 86.5% at private for-profit institutions. Clearly both of the private sectors have decided on an increased focus on the "fully" distance student.

PERCENTAGE OF DISTANCE STUDENTS TAKING EXCLUSIVELY DISTANCE COURSES - 2015



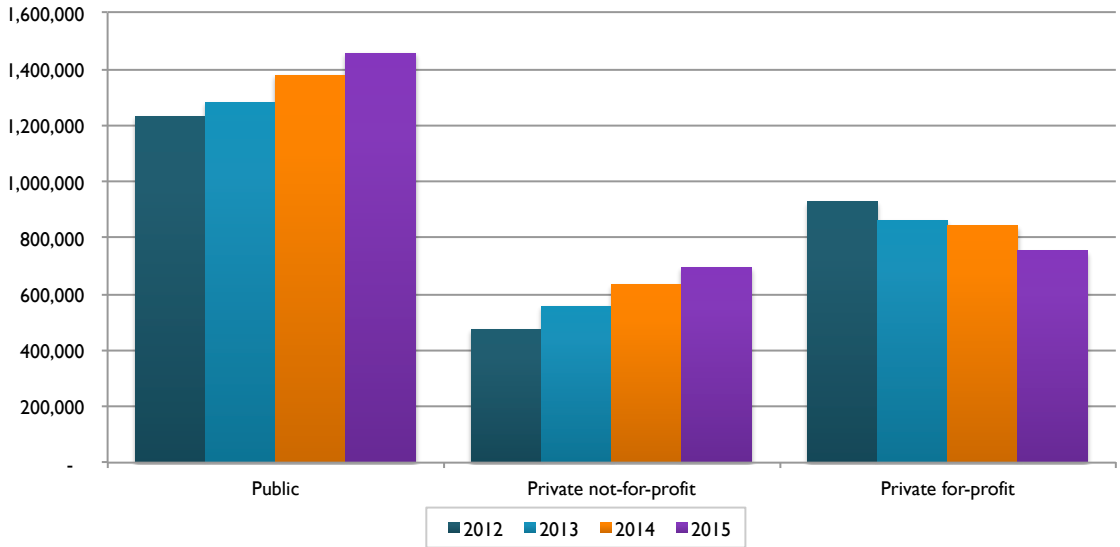
While both the private for-profit and the private non-profit sectors have larger proportions of their students taking exclusively distance courses, the public sector has a very large base of distance students, resulting in a population of about as many exclusively distance students as the other two sectors combined. With over 4 million distance students, even a low percentage yields a sizable total.

NUMBER OF STUDENTS TAKING EXCLUSIVELY DISTANCE COURSES - 2015



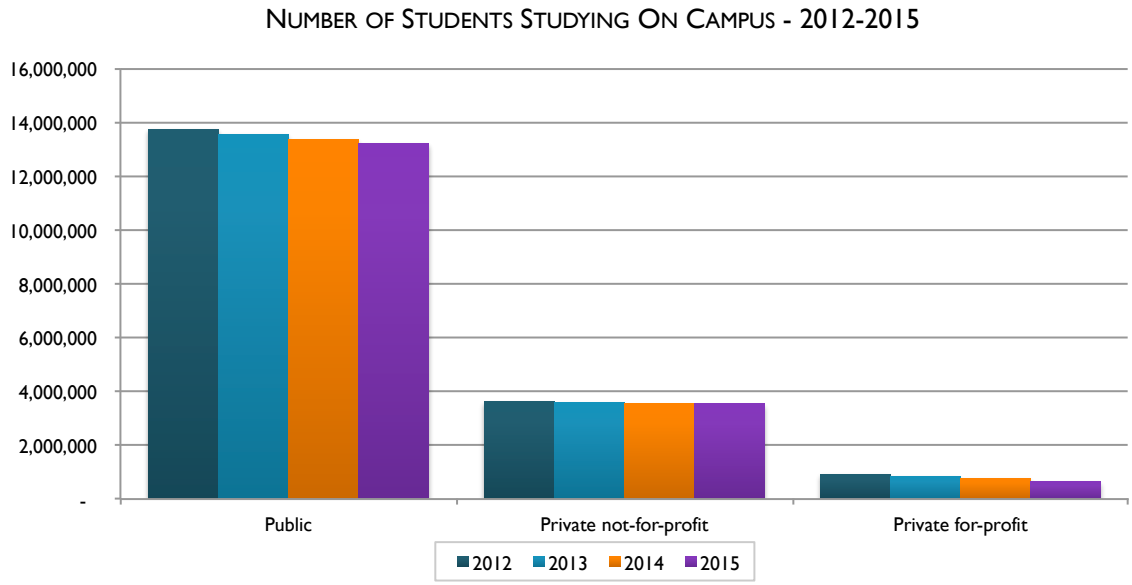
As has been the case with the other year-to-year comparisons of distance enrollments, the pattern of change over time of exclusively distance student enrollments is very different in the for-profit sector than in the other two sectors. For-profit institutions lost students taking exclusively distance courses for each time period examined, while public and private non-profit institutions had gains for each of these periods. Both the public and private non-profit institutions gained over 200,000 such students between 2012 and 2015, while the private for-profits lost 174,553.

NUMBER OF STUDENTS TAKING EXCLUSIVELY DISTANCE COURSES - 2012-2015



The On-campus Student

The growth in the number of students who are taking only distance courses, coupled with the overall decline in the overall number of students enrolled, has resulted in far fewer students on campus in 2015 than in 2012. The total number of students who are physically on campus (those not taking any distance course or taking a combination of distance and non-distance courses) dropped by almost one million students (931,317) over this time period.



Change in Number of On Campus Students – 2012 to 2015		
Control of institution	*Change 2012 to 2015*	*Percent Change 2012 to 2015*
Public	(539,271)	-3.93%
Private non-profit	(100,863)	-2.78%
Private for-profit	(291,183)	-31.36%
Total	(931,317)	-5.09%

Private for-profit institutions began the period with less than a million total students on campus (928,639 of their total of 1,856,538 students in fall 2012), and had the largest percentage change, with a decrease of 31.4%. Public institutions lost far more on-campus students (down 539,271 between 2012 and 2015), but this is from a much larger base and represents only a 3.9% decrease.

The rate of decrease among for-profit institutions was similar for both the four-year and two-year schools, with both reporting the same 31.4% decrease. The picture is very different at public institutions, however, where four-year public institutions remained relatively stable (a small percentage increase) but two-year public institutions lost 10.4% of their on-campus enrollments.

On Campus Students – 2012 to 2015		
Sector of institution	*Change 2012 to 2015*	*Percent Change 2012 to 2015*
Public, 4-year or above	101,445	1.3%
Private non-profit, 4-year or above	(113,063)	-3.1%
Private for-profit, 4-year or above	(181,680)	-31.4%
Public, 2-year	(640,716)	-10.4%
Private non-profit, 2-year	12,200	32.2%
Private for-profit, 2-year	(109,503)	-31.4%
Total	(931,317)	-5.1%

Understanding the Key Players – The Top 50 Institutions in 2012

To get a better understanding of the dynamics of the distance education market we can examine the top players (by number of distance enrollments) in both 2012 and 2015. As noted above, distance enrollments are highly concentrated in a small number of institutions, so while an examination of the top 50 institutions in any given year reflects only one percent of all high education institutions, they do represent over one-quarter of all distance enrollments.

In 2012 the top 50 institutions by distance enrollments reported a total of 1,453,709 students taking at least one distance course – this represented 26.8% of all distance enrollments at that time.

These top 50 in 2012 are composed of 27 public institutions (with a total of 513,842 distance enrollments, 10 private non-profit institutions (258,164) and 13 private for-profit institutions (681,703). The University of Phoenix is by far the largest, with 256,346 distance enrollments. Southern New Hampshire University sits in 50th position, with 11,286 distance enrollments.

The private for-profit institutions on the list are all very focused on distance education: their distance enrollments represent 98.4% of their overall enrollments. The private non-profit institutions are only slightly less focused on distance education (83.8% of their enrollments are at a distance). Public institutions on the list are very different, however. Among these 27 institutions, the distance enrollments represent less than one half (46.2%) of their overall enrollments.

Top 50 Institutions by Number of Students Taking at Least One Distance Course - 2012

Rank	*Institution*	*ST*	*2012 Total Enroll-ment*	*2012 Distance Students*	*Percent Distance*	*Control*
1	University of Phoenix	AZ	256,402	256,346	100.0%	Private for-profit
2	Ashford University	CA	77,734	76,722	98.7%	Private for-profit
3	Liberty University	VA	74,372	69,935	94.0%	Private non-profit
4	American Public University System	WV	58,115	58,115	100.0%	Private for-profit
5	Walden University	MN	50,209	50,209	100.0%	Private for-profit
6	Kaplan University-Davenport Campus	IA	48,865	46,374	94.9%	Private for-profit
7	Grand Canyon University	AZ	48,650	44,006	90.5%	Private for-profit
8	Ivy Tech Community College	IN	100,272	42,821	42.7%	Public
9	University of Maryland-University College	MD	42,268	42,165	99.8%	Public
10	Western Governors University	UT	41,369	41,369	100.0%	Private non-profit
11	Excelsior College	NY	39,728	39,728	100.0%	Private non-profit
12	Arizona State University-Tempe	AZ	73,378	36,095	49.2%	Public
13	Capella University	MN	35,754	35,754	100.0%	Private for-profit
14	Everest University-South Orlando	FL	33,852	33,239	98.2%	Private non-profit
15	Pima Community College	AZ	32,988	27,677	83.9%	Public
16	Florida International University	FL	46,171	25,028	54.2%	Public
17	Full Sail University	FL	23,497	23,486	100.0%	Private for-profit
18	University of Florida	FL	49,913	23,180	46.4%	Public
19	Colorado Technical University-Online	CO	22,608	22,608	100.0%	Private for-profit
20	University of Central Florida	FL	59,601	21,782	36.5%	Public
21	DeVry University-Illinois	IL	24,246	21,616	89.2%	Private for-profit
22	Thomas Edison State University	NJ	20,606	20,456	99.3%	Public
23	Columbia Southern University	AL	19,933	19,933	100.0%	Private for-profit
24	Northern Virginia Community College	VA	51,864	19,152	36.9%	Public
25	Lone Star College System	TX	64,872	18,602	28.7%	Public
26	Houston Community College	TX	58,476	17,524	30.0%	Public
27	Rio Salado College	AZ	24,342	16,902	69.4%	Public
28	St Petersburg College	FL	32,612	16,669	51.1%	Public
29	CUNY Borough of Manhattan Community College	NY	24,537	16,546	67.4%	Public
30	University of South Florida-Main Campus	FL	41,116	16,241	39.5%	Public
31	Troy University	AL	22,554	15,444	68.5%	Public
32	Nova Southeastern University	FL	26,808	14,983	55.9%	Private non-profit
33	American InterContinental University-Online	IL	14,170	14,170	100.0%	Private for-profit
34	Valencia College	FL	42,915	13,985	32.6%	Public
35	College of Southern Nevada	NV	35,678	13,270	37.2%	Public
36	Pennsylvania State University-Main Campus	PA	45,783	13,238	28.9%	Public
37	Tidewater Community College	VA	30,134	13,164	43.7%	Public
38	National University	CA	17,898	12,775	71.4%	Private non-profit
39	Northern Arizona University	AZ	25,991	12,544	48.3%	Public
40	Cuyahoga Community College District	OH	29,701	12,418	41.8%	Public
41	South University Savannah Online	GA	12,364	12,364	100.0%	Private for-profit
42	Tarrant County College District	TX	50,439	12,290	24.4%	Public
43	Wake Technical Community College	NC	20,440	11,853	58.0%	Public
44	Portland Community College	OR	33,767	11,822	35.0%	Public
45	Brigham Young University-Idaho	ID	23,261	11,763	50.6%	Private non-profit
46	Columbia College	MO	17,830	11,718	65.7%	Private non-profit
47	Columbus State Community College	OH	25,863	11,558	44.7%	Public
48	Middle Tennessee State University	TN	25,394	11,416	45.0%	Public
49	Embry-Riddle Aeronautical University-Worldwide	FL	15,562	11,368	73.0%	Private non-profit
50	Southern New Hampshire University	NH	17,454	11,286	64.7%	Private non-profit

Understanding the key players – The Top 50 Institutions in 2015

A listing of the top 50 institutions by distance education enrollments in 2015 includes many of the same names as were present in 2013, with considerable changes. Virtually all who remained on the list find themselves in a different position than the one they were in 3 years earlier. Of the 50 schools with the largest distance enrollments in 2012, 17 were replaced by faster growing institutions in 2015.

Several of the largest enrollment institutions remained at the top of the list. The University of Phoenix is number 1 on both lists (albeit with considerably lower enrollments in 2015), and Liberty University has remained near the top, rising from number 3 in 2012 to number 2 in 2015. Many of the other top institutions in 2015 came from much further down the list. Southern New Hampshire University moved from number 50 in 2012 to number 4 in 2015, while Western Governors University moved up from number 10 to number 2.

Other large movers were Brigham Young University-Idaho, up 31 places from 45 to 14, Thomas Edison State University dropping 18 places from 22 to 40, and Northern Virginia Community College dropping 14 places from 38 to 24. Only 4 institutions in the top 50 in 2012 were in the same place on the 2015 list. Most institutions that are present on both lists changed by 3 of more places between 2012 and 2015.

The level of concentration of distance education enrollments was slightly reduced between 2012 and 2015. In 2012 the top 50 represented 26.8% of all distance enrollments. In 2015, the total of 1,422,136 distance students accounted for by the top 50 represented only 23.6%. This still represents a high degree of concentration, though not as extreme as three years earlier.

The number of public institutions on the top 50 list increased from 27 in 2012 to 30 in 2015, and the proportion of their students studying at a distance remained the lowest of the three sectors (46.2% in both 2012 and 2015). The number of private for-profit institutions on the list decreased by one from 13 to 12, and the proportion of distance students remained very high, dropping from 98.4% in 2012 to 96.1% in 2015. The number of private non-profit institutions on the list dropped by two, from 10 to 8, while the proportion distance education students among these 8 institutions was 92.4%, up from the 83.8% figure in 2012.

Top 50 Institutions by Number of Students Taking at Least One Distance Course - 2015

Rank	Institution	ST	2015 Total Enrollment	2015 Distance Students	Percent Distance	Control
1	University of Phoenix-Arizona	AZ	165,743	162,003	97.7%	Private for-profit
2	Liberty University	VA	80,494	72,519	90.1%	Private non-profit
3	Western Governors University	UT	70,504	70,504	100.0%	Private non-profit
4	Southern New Hampshire University	NH	61,285	56,371	92.0%	Private non-profit
5	Grand Canyon University	AZ	69,444	54,543	78.5%	Private for-profit
6	Walden University	MN	52,799	52,799	100.0%	Private for-profit
7	American Public University System	WV	52,361	52,361	100.0%	Private for-profit
8	University of Maryland-University College	MD	50,248	48,677	96.9%	Public
9	Kaplan University-Davenport Campus	IA	45,355	45,268	99.8%	Private for-profit
10	Excelsior College	NY	43,123	43,123	100.0%	Private non-profit
11	Ashford University	CA	42,452	42,046	99.0%	Private for-profit
12	Capella University	MN	34,365	34,365	100.0%	Private for-profit
13	Ivy Tech Community College	IN	81,668	34,103	41.8%	Public
14	Brigham Young University-Idaho	ID	43,803	33,551	76.6%	Private non-profit
15	University of Central Florida	FL	62,953	33,034	52.5%	Public
16	University of Florida	FL	50,645	28,838	56.9%	Public
17	Florida International University	FL	49,782	26,341	52.9%	Public
18	Arizona State University-Tempe	AZ	51,984	22,809	43.9%	Public
19	Colorado Technical University-Online	CO	22,757	22,757	100.0%	Private for-profit
20	Chamberlain College of Nursing-Illinois	IL	23,250	22,114	95.1%	Private for-profit
21	Lone Star College System	TX	70,724	21,811	30.8%	Public
22	University of South Florida-Main Campus	FL	42,067	20,993	49.9%	Public
23	Columbia Southern University	AL	20,823	20,823	100.0%	Private for-profit
24	DeVry University-Illinois	IL	22,273	20,458	91.9%	Private for-profit
25	Full Sail University	FL	20,025	19,939	99.6%	Private for-profit
26	Houston Community College	TX	56,522	19,111	33.8%	Public
27	Arizona State University-Skysong	AZ	20,273	19,094	94.2%	Public
28	The University of Texas at Arlington	TX	41,988	17,541	41.8%	Public
29	Valencia College	FL	44,050	17,216	39.1%	Public
30	American College of Financial Services	PA	16,764	16,764	100.0%	Private non-profit
31	St Petersburg College	FL	31,767	16,501	51.9%	Public
32	California State University-Northridge	CA	41,548	16,130	38.8%	Public
33	College of Southern Nevada	NV	33,313	14,906	44.7%	Public
34	Texas Tech University	TX	35,859	14,826	41.3%	Public
35	Pennsylvania State University-Main Campus	PA	47,307	14,355	30.3%	Public
36	University of Cincinnati-Main Campus	OH	36,042	13,992	38.8%	Public
37	Kent State University at Kent	OH	30,067	13,754	45.7%	Public
38	Northern Virginia Community College	VA	52,078	13,421	25.8%	Public
39	Utah State University	UT	28,622	13,360	46.7%	Public
40	Thomas Edison State University	NJ	13,093	13,093	100.0%	Public
41	University of Houston	TX	42,704	12,961	30.4%	Public
42	Florida State University	FL	40,830	12,858	31.5%	Public
43	Embry-Riddle Aeronautical University	FL	13,740	12,857	93.6%	Private non-profit
44	University of Iowa	IA	30,844	12,784	41.4%	Public
45	Wilmington University	DE	15,002	12,745	85.0%	Private non-profit
46	University of North Texas	TX	37,299	12,517	33.6%	Public
47	University of Alabama at Birmingham	AL	18,333	12,371	67.5%	Public
48	North Carolina State University at Raleigh	NC	34,015	12,321	36.2%	Public
49	Cuyahoga Community College District	OH	25,449	12,266	48.2%	Public
50	Pennsylvania State University-World Campus	PA	12,242	12,242	100.0%	Public

Understanding the Key Players – Change in the Top 50 Institutions 2012-15

There are a variety of dynamics at play across the distance education universe with different factors impacting the enrollment changes at different institutions. The forces at work at the few very large private for-profit institutions are different from those that are driving most other for-profit institutions. In 2015, after three years, these top 50 institutions from 2012 reported only 1,338,514 distance students, a decrease of 115,195 (or 7.9%) from their 2012 distance enrollments. The pattern of change was extremely varied. Southern New Hampshire University (a private non-profit) led the list with an increase of just under 400% (growing by 45,085 from 11,286 to 56,371). Four other institutions grew their distance enrollments by more than 10,000 students during this period: Western Governors University, Brigham Young University-Idaho, University of Central Florida, and Grand Canyon University. The University of Maryland-University College and the University of Florida each added over 5,000 distance students. The University of South Florida-Main Campus and Valencia College did not reach the 5,000-student mark but did grow their enrollments by nearly 25%.

On the other end of the scale were the University of Phoenix (down 93,343 from 256,346 to 162,003 for a 36.8% decline) and Ashford University (down 34,676 from 76,722 to 42,046 for a 45.2% decline). These two institutions, with a combined loss of 129,019 distance students, account for more than the entire drop (115,195) among these 50 institutions.

Distance Enrollment Change 2012 to 2015 - Top 50 Distance Enrollments 2012

Institution	*ST*	*2012*	*2015*	*Change 2012-15*	*Control*
Southern New Hampshire University	NH	11,286	56,371	45,085	Private non-profit
Western Governors University	UT	41,369	70,504	29,135	Private non-profit
Brigham Young University-Idaho	ID	11,763	33,551	21,788	Private non-profit
University of Central Florida	FL	21,782	33,034	11,252	Public
Grand Canyon University	AZ	44,006	54,543	10,537	Private for-profit
University of Maryland-University College	MD	42,165	48,677	6,512	Public
University of Florida	FL	23,180	28,838	5,658	Public
University of South Florida-Main Campus	FL	16,241	20,993	4,752	Public
Excelsior College	NY	39,728	43,123	3,395	Private non-profit
Valencia College	FL	13,985	17,216	3,231	Public
Lone Star College System	TX	18,602	21,811	3,209	Public
Walden University	MN	50,209	52,799	2,590	Private for-profit
Liberty University	VA	69,935	72,519	2,584	Private non-profit
College of Southern Nevada	NV	13,270	14,906	1,636	Public
Houston Community College	TX	17,524	19,111	1,587	Public
Embry-Riddle Aeronautical University-	FL	11,368	12,857	1,489	Private non-profit
Florida International University	FL	25,028	26,341	1,313	Public
Pennsylvania State University-Main Campus	PA	13,238	14,355	1,117	Public
Columbia Southern University	AL	19,933	20,823	890	Private for-profit
Columbus State Community College	OH	11,558	11,907	349	Public
Colorado Technical University-Online	CO	22,608	22,757	149	Private for-profit
Cuyahoga Community College District	OH	12,418	12,266	(152)	Public
St Petersburg College	FL	16,669	16,501	(168)	Public
National University	CA	12,775	12,116	(659)	Private non-profit
Northern Arizona University	AZ	12,544	11,769	(775)	Public
Portland Community College	OR	11,822	10,849	(973)	Public
Kaplan University-Davenport Campus	IA	46,374	45,268	(1,106)	Private for-profit
DeVry University-Illinois	IL	21,616	20,458	(1,158)	Private for-profit
Capella University	MN	35,754	34,365	(1,389)	Private for-profit
South University Savannah Online	GA	12,364	10,781	(1,583)	Private for-profit
Columbia College	MO	11,718	9,870	(1,848)	Private non-profit
Tarrant County College District	TX	12,290	10,377	(1,913)	Public
American InterContinental University-Online	IL	14,170	11,560	(2,610)	Private for-profit
Nova Southeastern University	FL	14,983	12,147	(2,836)	Private non-profit
Tidewater Community College	VA	13,164	9,989	(3,175)	Public
Wake Technical Community College	NC	11,853	8,642	(3,211)	Public
Full Sail University	FL	23,486	19,939	(3,547)	Private for-profit
Rio Salado College	AZ	16,902	12,092	(4,810)	Public
Middle Tennessee State University	TN	11,416	6,088	(5,328)	Public
Northern Virginia Community College	VA	19,152	13,421	(5,731)	Public
American Public University System	W	58,115	52,361	(5,754)	Private for-profit
Troy University	AL	15,444	8,824	(6,620)	Public
Thomas Edison State University	NJ	20,456	13,093	(7,363)	Public
Ivy Tech Community College	IN	42,821	34,103	(8,718)	Public
Arizona State University-Tempe	AZ	36,095	22,809	(13,286)	Public
CUNY Borough of Manhattan Community	NY	16,546	1,465	(15,081)	Public
Pima Community College	AZ	27,677	7,425	(20,252)	Public
Everest University-South Orlando	FL	33,239	8,851	(24,388)	Private non-profit
Ashford University	CA	76,722	42,046	(34,676)	Private for-profit
University of Phoenix	AZ	256,346	162,003	(94,343)	Private for-profit

METHODOLOGY

The sample for this analysis is comprised of all active, degree-granting institutions of higher education in the United States that are open to the public.

The enrollment data for this report uses information from the U.S. Department of Education's National Center for Educational Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS) database[2]. IPEDS is a national census of postsecondary institutions in the U.S., which represents the most comprehensive data available. Through the IPEDS Data Center, individuals can download data files for one or more institutions with information from any of the IPEDS components or download complete data files, produce reports, or create group statistics.

In February 2017, NCES released the fourth year of IPEDS Fall Enrollment data that includes distance education enrollments. In addition, IPEDS data is occasionally revised, and the enrollment data for fall 2014 represent one such revised data set. The enrollment figures in this report use the recently released revised data for fall 2014 and will therefore vary slightly from those previously published, including those in prior reports from the Digital Learning Compass members. Institutional descriptive data for the current year also come from the National Center for Educational Statistics' IPEDS database.

The focus of this report is the distance education data that has been collected by IPEDS for the fall 2012, fall 2013, fall 2014 and fall 2015 terms. IPEDS reporting includes a number of other variables that describe the size, sector, and focus of each institution of higher education. This data allows us to compare institutions using a consistent set of definitions provided by the IPEDS survey.

Previous reports from the Babson Survey Research Group that predate IPEDS distance education enrollment data used a somewhat different definition. The BSRG measure of "online offerings" was defined as broadly as possible; any offering of any length to any audience at any time. IPEDS takes a much narrower view. For example, IPEDS counts undergraduate offerings for "a student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate."[3] Non-credit courses (e.g., courses for continuing education units that are not credit-bearing, informational courses for alumni, and non-credit MOOCs) do not qualify for the IPEDS definition.

[2] http://nces.ed.gov/ipeds/datacenter/DataFiles.aspx
[3] http://nces.ed.gov/ipeds/glossary/?charindex=D

TABLES

Overall Higher Education Enrollment

TOTAL ENROLLMENT - DEGREE-GRANTING INSTITUTIONS - 2012-2015

	2012	*2013*	*2014*	*2015*
Overall enrollment	20,928,443	20,680,352	20,508,530	20,266,367
Year to year change		(248,091)	(171,822)	(242,163)
Year to year % change		-1.2%	-0.8%	-1.2%
2012 to 2015 change				(662,076)
2012 to 2015 % change				-3.2%

DISTANCE ENROLLMENT - DEGREE-GRANTING INSTITUTIONS - 2012-2015

	2012	*2013*	*2014*	*2015*
At least one distance course	5,425,406	5,611,551	5,795,730	6,022,105
Year to year change		186,145	184,179	226,375
Year to year % change		3.4%	3.3%	3.9%
2012 to 2015 change				596,699
2012 to 2015 % change				11.0%

TOTAL ENROLLMENT - DEGREE-GRANTING INSTITUTIONS - 2012-2015

Control of institution	*2012*	*2013*	*2014*	*2015*
Public	14,966,033	14,826,098	14,735,282	14,651,642
Private non-profit	4,105,872	4,152,060	4,166,587	4,223,923
Private for-profit	1,856,538	1,702,194	1,606,661	1,390,802
Total	20,928,443	20,680,352	20,508,530	20,266,367

PERCENTAGE CHANGE IN TOTAL ENROLLMENT - DEGREE-GRANTING INSTITUTIONS - 2012-2015

Level of institution	*Percentage Change 2012 - 2015*	*Change 2012 - 2015*	*2012 Enrollment*	*2015 Enrollment*
Undergraduate: 4 year school	0.0%	4,920	10,763,773	10,758,853
Undergraduate: 2 year school	-9.5%	688,887	7,214,275	6,525,388
Graduate	1.1%	-31,731	2,950,395	2,982,126

TOTAL ENROLLMENT BY CONTROL OF INSTITUTION - 2015

Control of institution	*2015*
Public	14,651,642
Private non-profit	4,223,923
Private for-profit	1,390,802
Total	20,266,367

TOTAL ENROLLMENT BY SIZE OF INSTITUTION - 2015

Overall enrollment 2015	*Total - All students 2015*
Under 1,500	1,236,336
1,500 - 2,999	1,507,703
3,000 - 7,499	3,608,498
7,500 - 14,999	4,586,969
15,000 +	9,326,861
Total	20,266,367

Distance Enrollments

PERCENTAGE OF STUDENTS TAKING DISTANCE COURSES - 2012-2015

	2012	*2013*	*2014*	*2015*
Exclusive Distance	12.6%	13.1%	13.9%	14.3%
Some Distance	13.3%	14.1%	14.2%	15.4%

STUDENTS TAKING DISTANCE COURSES BY LEVEL - 2012-2015

Control of institution	*2012*	*2013*	*2014*	*2015*
Undergraduate	4,559,494	4,706,277	4,833,989	4,999,112
Graduate	865,912	905,274	961,741	1,022,993
Total	5,425,406	5,611,551	5,795,730	6,022,105

TYPE OF INSTITUTION - STUDENTS ENROLLED IN DISTANCE EDUCATION COURSES - 2015

Control of institution	*Distance All 2015*
Public	4080565
Private non-profit	1070622
Private for-profit	870918

YEAR-TO-YEAR CHANGE IN DISTANCE ENROLLMENTS - DEGREE-GRANTING INSTITUTIONS - 2012-2015

	2012-13	*2013-14*	*2014-15*
Public	161242	113154	207348
Private non-profit	98480	97976	109469
Private for-profit	-73577	-27281	-90442

YEAR-TO-YEAR PERCENTAGE CHANGE IN DISTANCE ENROLLMENTS - DEGREE-GRANTING INSTITUTIONS - 2012-2015

	2012-13	*2013-14*	*2014-15*
Public	4.5%	3.0%	5.4%
Private non-profit	12.9%	11.4%	11.4%
Private for-profit	-6.9%	-2.8%	-9.4%

DISTANCE AND TOTAL ENROLLMENTS PERCENTAGE UNDERGRADUATE - 2015

Control of institution	*Distance*	*Total*
Public	90.2%	90.2%
Private non-profit	64.3%	69.8%
Private for-profit	72.5%	80.0%
Total	83.0%	85.3%

PERCENTAGE OF DISTANCE STUDENTS TAKING EXCLUSIVELY DISTANCE COURSES - 2015

Control of institution	*Distance - total - exclusively distance 2015*
Public	35.7%
Private non-profit	64.7%
Private for-profit	86.5%

NUMBER OF STUDENTS TAKING EXCLUSIVELY DISTANCE COURSES - 2015

Control of institution	*Distance - total - exclusively distance 2015*
Public	1,456,696
Private non-profit	692,714
Private for-profit	753,346

NUMBER OF STUDENTS TAKING EXCLUSIVELY DISTANCE COURSES - 2012-2015

Control of institution	*2012*	*2013*	*2014*	*2015*
Public	1,231,816	1,282,687	1,378,395	1,456,696
Private not-for-profit	473,800	556,434	632,660	692,714
Private for-profit	927,899	862,563	844,143	753,346
Total	2,633,515	2,701,684	2,855,198	2,902,756

NUMBER OF STUDENTS STUDYING ON CAMPUS - 2012-2015

Control of institution	*2012*	*2013*	*2014*	*2015*
Public	13,734,217	13,543,411	13,356,887	13,194,946
Private not-for-profit	3,632,072	3,595,626	3,533,927	3,531,209
Private for-profit	928,639	839,631	762,518	637,456
Total	18,294,928	17,978,668	17,653,332	17,363,611

Build vs. Buy Self-Diagnostic for Scaling Online Programs

Evaluating Internal Need for and Compatibility with Vendor Solutions

Many institutions with ambitions to significantly grow their online programs lack the necessary infrastructure for instructional design, marketing, recruiting, student support, and other critical functions. Each of these areas presents an opportunity to utilize the expertise and resources of an outside provider to speed launch, avoid capital expenditures, or improve service quality. However, vendor partnerships are not appropriate for everyone—institutions without a sound framework to rigorously assess whether an outside vendor is necessary or advisable for growing their online programs risk entering a long-term partnership that provides little benefit over what could have been accomplished in-house and costs significantly more. In other words, before rushing to the question of “Which vendor is right for us?”, college and university decision makers should ask themselves, “Is a vendor partnership right for us at all?”

Tool Summary: This diagnostic will help members assess their current capabilities and decide which component(s) of their online infrastructure, if any, could most benefit from a vendor partnership.

To the best of your ability, answer each of the following questions to determine whether, and in what areas, you might consider contracting support from an outside vendor.

How to Interpret Your Answers: Each section concludes with an explanation of how your answers affect the likelihood that a vendor partnership could be beneficial to your campus.

Program Type, Discipline Attributes, and Target Markets

Program Types	Does your institution have an interest in offering or growing an online version of this program type?		If yes, how would you rank your experience offering an online version of this program type?		
Graduate / Master's Degree	O Yes	O No	O Extensive	O Moderate	O Minimal
Graduate / Certificate	O Yes	O No	O Extensive	O Moderate	O Minimal
Traditional Undergraduate	O Yes	O No	O Extensive	O Moderate	O Minimal
Adult Degree Completion	O Yes	O No	O Extensive	O Moderate	O Minimal

Discipline Attributes, Enrollment Potential, and Pricing	How would you characterize the academic discipline in which you wish to grow an online program?			
Scale of the Academic Field	O Niche field (e.g., rare language, unique local focus)	O Subfield within a larger discipline (e.g., Negotiation and Leadership, offered within business or government)	O Major academic discipline inclusive of other subfields (e.g., business, nursing, psychology)	
Estimated Annual New Enrollment Potential	O Less than 10	O 10 to 25	O 25 to 50	O 100 or more
Student Placements Required?	O Yes (e.g., nursing, teaching)		O No	
Program Pricing	O Somewhat lower than typical online degree or certificate (e.g., criminal justice)	O Similar to typical online degree or certificate	O Somewhat higher than typical online degree or certificate (e.g., nursing)	

Target Markets	Does your school or institution have an interest in reaching this market segment?		If yes, how would you rank your institution's current level of experience in offering online options in this area?		
Local	O Yes	O No	O Extensive	O Moderate	O Minimal
Regional	O Yes	O No	O Extensive	O Moderate	O Minimal
National	O Yes	O No	O Extensive	O Moderate	O Minimal
International	O Yes	O No	O Extensive	O Moderate	O Minimal
Corporate Employees (through direct partnerships)	O Yes	O No	O Extensive	O Moderate	O Minimal

Key Takeaways

Program Type and Attributes

Many vendors are unwilling to support certain types of offerings—there is a fairly narrow band of program types that most deem profitable enough to partner on. The vast majority of vendor-supported online programs are online master's degrees—for the most part, vendors will not support undergraduate, graduate certificate, or individual courses, though some of the largest vendors are experimenting with non-master's pilots. From a profitability perspective, it makes sense that these vendors focus on master's programs, which typically have high price points and high completion rates, securing more top-line revenue. On the other hand, a few vendors (such as *Academic Partnerships* and *2U*) do support certain undergraduate or other non-master's degree programs. And within the master's space, degrees that lend themselves to automation and scale (e.g., computer science) are generally more appealing to vendors than ones that require smaller class sizes or physical placements (e.g., education). Finding appropriate local placements for online nursing programs was commonly cited as a barrier to growth, and a cause of vendor reluctance to create a partnership.

Desired Market

As institutions move from traditional regional and undergraduate markets into offering new types of programs to students who are farther afield, many find an increasing benefit to partnering with a vendor. Traditional marketing methods (e.g., mailings, high school recruitment, local advertisements) are less effective in reaching potential online students, who are often savvy online shoppers and want quick access to information on the web. In general, the farther the potential student from the home campus, the less likely a traditional marketing apparatus can effectively reach them.

Online enablement vendors are particularly experienced in the kinds of mass-market, regional, and national marketing campaigns that can help significantly grow online enrollments by bringing in students from alternative regions. On the other hand, our research has found that enablement vendors are less critical when it comes to reaching local markets, offering little value beyond what an institution could achieve in-house. Somewhat surprisingly, we found that very few vendors had any significant international recruitment expertise. Finally, schools looking to reach corporate employees through direct partnerships with companies found little value in using an enabler, as corporate partners can provide recruits directly (eliminating the need for a large marketing operation), and are sometimes willing to provide upfront capital to create the program.

Summary: Program Type, Discipline Attributes, and Target Markets

Factors Correlated with Significant Vendor Interest	Factors Correlated with Minimal Vendor Interest
High program price point and margins	Low program price point and margins
High enrollment	Low enrollment with limited growth potential
Master's degree programs	Undergraduate, certificate, and individual courses
Large national market	Niche or purely local market

Factors Correlated with Beneficial Partnerships	Factors Correlated with Unsatisfactory Partnerships
Low campus experience in offering programs and reaching online students in target areas	High campus experience in reaching target students with online programs

Institutional Capabilities

To avoid ignoring key areas of need or overinvesting in already sufficient capabilities, institutions should identify the *specific* areas in which their current infrastructure is not adequate to support the growth of online programs. To answer the questions in this section of the diagnostic, members may wish to consult various campus leaders including the CFO, CIO, Director of Academic Technology, and Director of Marketing.

Institutional Capabilities				
Existing instructional design staff and IT infrastructure				
	Does your institution have a central staff of instructional designers trained in online course design?	O Yes	O No	
	Is your institution willing and financially able to create or expand a central staff of in-house instructional designers to meet future online course design workload?[1]	O Yes	O No	
	Do the academic units looking to launch or expand online programs have instructional designers already on staff?	O Yes	O No	
	Do your institution's servers have capacity to host a significantly greater number of online courses and users or can you access significantly greater capacity through your cloud-based LMS provider without incurring major additional cost?	O Yes	O No	
Market research capability				
	Does your institution currently have staff fully or partly dedicated to market sizing and competitive analysis for potential new programs (online or face-to-face)?	O Yes	O No	
	If yes, how would you rank your ability to expand this capability to serve a growing online portfolio?	O Fairly Low Cost / Minimal Changes	O Moderate Cost / Some Organizational Adjustment	O High Cost / Difficult Implementation
	If no, how would you rank your ability to build this capability in-house?	O Fairly Low Cost / Minimal Changes	O Moderate Cost / Some Organizational Adjustment	O High Cost / Difficult Implementation

[1] While costs vary by region, starting instructional designer salaries in higher education typically fall between $45,000 and $65,000, with the most experienced designers (10 or more years of experience) exceeding $80,000 or even $90,000. Source: eLearning Guild Salary Calculator, Indeed.com, Glassdoor.com.

	Does your institution currently utilize advanced labor market analytics to determine employer demand for graduates of particular programs?	O Yes	O No	
	If yes, how would you rank your ability to expand this capability to serve a growing online portfolio?	O Fairly Low Cost / Minimal Changes	O Moderate Cost / Some Organizational Adjustment	O High Cost / Difficult Implementation
	If no, how would you rank your ability to build this capability in-house?	O Fairly Low Cost / Minimal Changes	O Moderate Cost / Some Organizational Adjustment	O High Cost / Difficult Implementation
Marketing and recruiting capability[2]				
	Do you have marketing staff with experience promoting hybrid or fully online programs?	O Yes	O No	
	If yes, how would you rank your ability to expand this capability to serve a growing online portfolio?	O Fairly Low Cost / Minimal Changes	O Moderate Cost / Some Organizational Adjustment	O High Cost / Difficult Implementation
	If no, how would you rank your ability to build this capability in-house?	O Fairly Low Cost / Minimal Changes	O Moderate Cost / Some Organizational Adjustment	O High Cost / Difficult Implementation
	Does your institution currently have the following capabilities in-house, supporting either face-to-face programs or online programs?[3]	*Website design?*	O Yes	O No
		Search Engine Optimization (SEO)?[4]	O Yes	O No

[2] As a point of reference, the average continuing/online education unit employs 5.89 full-time and 2.12 part-time staff members devoted to marketing, with the following variation by revenue:

	Annual revenue		
	$5 million or less	*$5.1 to 15 million*	*More than $15 million*
Full-time staff	4.40	3.33	11.04
Part-time staff	1.69	2.07	2.62

Source: Fong, Jim. "The University Professional and Continuing Educational Association (UPCEA) Management Survey: 2011 Marketing Survey Findings." University Professional & Continuing Education Association, 2011.

[3] The average continuing/online education unit spends between 5 and 7 percent of gross revenue on marketing, while smaller units (with less than $5 million in gross revenue) spend between 11 and 14 percent.

Source: Fong, Jim. "The University Professional and Continuing Educational Association (UPCEA) Management Survey: 2011 Marketing Survey Findings." University Professional & Continuing Education Association, 2011.

[4] Search engine optimization (SEO) is an internet marketing strategy designed to enhance a webpage's visibility in search results (in this case, your institution's homepage for its online program[s]). Successful SEO requires an expertise in the specific terms your target students are using in their online searches, the search algorithms of the most used search engines, and HTML coding to optimize your webpage accordingly.

		Online / banner ads?[5]	O Yes	O No
		E-mail-based marketing?	O Yes	O No
		Marketing campaign analytics?[6]	O Yes	O No
		Customer relationship management platform or other infrastructure to manage information on leads and stop-outs?[7]	O Yes	O No
Student supports				
	Does your institution currently provide any of the following?	Student community portal?	O Yes	O No
		Online tutoring platform?	O Yes	O No
		Online coaching / mentoring?	O Yes	O No
		LMS-based retention risk monitoring?[8]	O Yes	O No
		Proactive stop-out outreach?[9]	O Yes	O No
		24/7 online tech support with chat?	O Yes	O No
Available capital				

[5] Online and banner ads are advertisements purchased from a search engine or website, paid for either on a per-click or flat-rate basis. These become particularly expensive at the national level, especially when competing against for-profits offering similar programs.

[6] Marketing campaign analytics are the set of any metrics that tie a prospective student action (such as event attendance, follow-up information request, email open or clickthrough) with a specific marketing campaign (email blast, online banner ad purchase).

[7] In the context of higher education recruiting, Customer Relationship Management is a system (typically a software platform) that organizes prospective and current student information in order to optimize recruiters' outreach strategy. It can be used for both new prospects as well as "stop-outs" (formerly enrolled students who might enroll again). Example third-party providers are Ellucian, Intelliworks, and Jenzebar.

[8] Some LMS's can calculate an individual student's risk of failing a course or dropping out of a major based on past grades and current course performance (including not just grades, but other activities like login frequency and on-time submissions). While many institutions collect the underlying student performance data, few have taken the next step toward active risk scoring and strategic advisor intervention.

[9] Students may drop out or suspend their studies for a number of reasons, not all of them academic-related. The most advanced institutions focus not only on recruiting entirely new students, but also bringing back those "stop out" students most likely to return. This strategy is often enabled by a CRM that can track when a stopped out student has indicated he or she would like to be contacted again regarding re-enrollment.

	Do the academic units looking to launch or expand online programs have sufficient capital to launch new online programs without central support?	O Yes	O No
	Does your institution have centrally available capital or "seed funding" to finance new programs?	O Yes	O No

Key Takeaways

Instructional Design and IT Infrastructure

The presence of an instructional design team already experienced with online course design on your campus can be a major advantage when looking to significantly scale online offerings. Numerous contacts shared with us the difficulty of building an instructional design staff from scratch, particularly at rural campuses where it is harder to recruit individuals with the needed skill sets. For those campuses without any established instructional design staff, partnering with an online enablement vendor can potentially save years of staff-building and significant financial expenditure.

While our research found few examples of current IT infrastructure limiting online growth, it is important to verify with the CIO, instructional technology head, or other staff whether the current LMS and servers are ready for the scale of online growth your institution or program has in mind.

Market Research

The traditional approval process for new face-to-face programs only occasionally includes a rigorous market analysis. New programs are chosen based on faculty interest, the perception of a "hot" new field, or anecdotal evidence of local or regional interest from students or employers. With the higher cost of internally building and recruiting for a new online program, however, it becomes critical to ensure that enrollment projections are accurate and that expected tuition revenues will be collected as planned. Our research has found that some advanced institutions with an existing market research staff found little additional benefit to using the student market analysis of a vendor partner, typically using it only as a check against their own data.

Marketing and Recruiting

Marketing and recruiting are considered by most to be the strongest suit of many enablement vendors. For those campuses unfamiliar with advertising and recruiting for fully online master's or certificate programs, vendors can provide a ready, highly efficient, and experienced staff that could take years to replicate in-house. Another major advantage of using an external vendor's staff is the ability to rapidly staff up (or down) depending on enrollment needs—something difficult to do within some campus's hiring policies. A vendors' expertise or financial wherewithal in technical areas like Search Engine Optimization or building lead portals can be prohibitively difficult to replicate without existing expertise.

Student Supports

Our research found little evidence that vendors could provide a student retention experience that was significantly better or came at a significantly reduced cost from what institutions could accomplish on their own. One effective strategy is to use a vendor's LMS analytics capacity to enable in-house advisors or mentors to target at-risk online students for outreach. However, for those campuses not willing, or financially able, to build a staff of dedicated online advisors before seeing significant enrollments, using a partner's retention supports has been an effective strategy.

Available Capital

Lack of available capital is the factor that can most limit an institution from growing online programs at the pace it wants. All of the aspects mentioned above depend on the ability to deploy financial resources not only in the right amounts, but to the right places to enable growth. See the section below on *Revenue Need* and *Growth Expectations* for a fuller explanation of the revenue and cost implications of partnering with a vendor.

Summary: Institutional Capabilities

Factors Correlated with Beneficial Partnerships	Factors Correlated with Unsatisfactory Partnerships
Low available capital	Plentiful and flexible startup capital
Decentralized, inexperienced, or nonexistent instructional design staff and supports	Instructional design team experienced in developing online courses for multiple academic units
Market research / demand analysis not a typical or important part of program approval; few staff or little expertise in market sizing	Have a centralized “shared service” staff experienced in market demand analysis (sizing and pricing)
Marketing and recruiting staff primarily or exclusively experienced with traditional outreach methods to local, regional, and other established catchments for on-campus degree offerings; insufficient funds to build in-house capacity to support online program growth	Existing marketing staff dedicated to promoting distance offerings; sufficient funds and institutional will to scale staff as programs grow

Revenue Need and Growth Expectations

Program Goals				
Revenue Need				
Is your institution or the relevant academic unit(s) or both willing to risk multiyear losses on new online programs before tuition revenues match instructional and operational expenses?	O Yes		O No	
If yes, what is the longest that your institution and/or the relevant academic unit(s) would be willing to sustain negative cash flow for new online programs?	O One term	O One year	O Two years	O Three years or more
How important is it to avoid incurring significant new fixed costs related to online education (servers, LMS, design and recording facilities)?	O Very important	O Somewhat important	O Not at all important	
Growth Expectations				
By how much do you or the relevant academic units hope to expand online enrollments over existing face-to-face enrollments in the next five years?	O 1 to 10 percent	O 11 to 50 percent	O 51 to 100 percent	O Over 100 percent
How many programs does your institution plan to move or grow online in the next five years?	O 1 to 5	O 6 to 10	O Over 10	
How willing are faculty to increase online section sizes over face-to-face standards?	O Unwilling	O Somewhat willing	O Very willing	

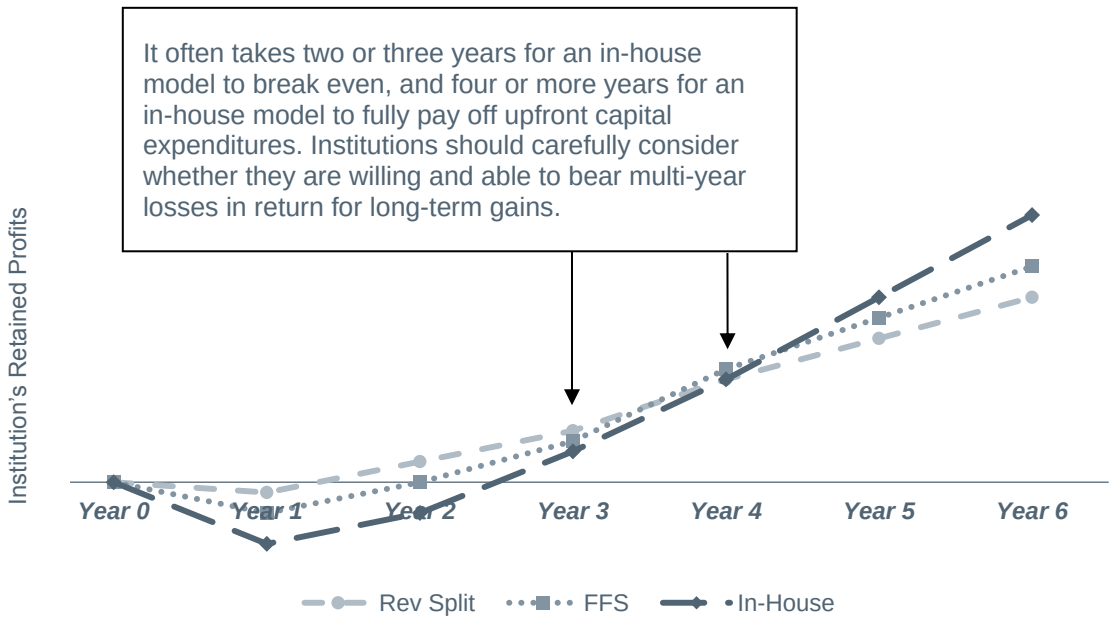
Key Takeaways

Revenue Need

The decision whether or not to use an outside vendor, whether full "turnkey" or piecemeal, can significantly affect your cost structure and both short- and long-term profit potential. Institutions seeking to minimize financial risk may find full turnkey, long-term vendor contracts a good fit, while institutions with aggressive long-term revenue ambitions may be more comfortable bearing initial cost outlays in return for retaining profits down the road.

Short- and Long-Term Profit Implications of Three Models:

Revenue Split, Fee-for-Service, and In-House[10]



Growth Expectations

Another critical factor in determining the need for outside support is the desired level of enrollment that the academic unit is willing to accommodate. Vendor partnerships can be quite helpful in dramatically scaling a small number of unrelated programs, for which building in-house supports would be inefficient. On the other hand, institutions that have successfully scaled a larger number of programs at once tended to find that in-house supports could be delivered fairly efficiently. Additionally, deans and department chairs often have limited growth ambitions that tend to clash with vendors' more aggressive targets.

[10] This model is illustrative, and could vary significantly for your institution depending on the exact fees or revenue split, as well as your internal cost structure.

Summary: Revenue Need and Growth Expectations

Factors Correlated with Beneficial Partnerships	Factors Correlated with Unsatisfactory Partnerships
Immediate need for positive cash flow	Willingness to bear short-term losses in return for retaining long-term profits
Faculty and dean willingness to embrace rapid growth and the potential effects on start dates, section sizes, and admissions policies and standards	Faculty and deans desire to keep online offerings “at the margins,” only incrementally increasing enrollments and maintaining a traditional academic calendar

Introduction to Working with Online Enablement Vendors

Synopsis

This brief outlines the "online enablement" industry and the reasons that some colleges and universities are opting to partner with external vendors to promote online program growth, outlining the potential advantages of working with an enablement vendor, and the potential pitfalls of poorly structured partnerships. For a decision guide on whether partnering with a vendor is right for your institution and specific advice on structuring, maintaining, or even exiting such partnerships, see the EAB complete toolkit: Evaluating and Implementing Partnerships with Online Program Enablement Vendors.

Online *Evolution*, Not Revolution

Amidst the MOOC "tsunami," a more fundamental and arguably more lasting shift has been occurring in higher education. Instead of witnessing the immediate disruption (or destruction) of traditional colleges and universities, with students choosing low-cost or free online education providers in droves, higher education leaders are increasingly seeing online and hybrid models as necessary *supplements* to the traditional, face-to-face experience on their campuses.

While few traditional campuses will have to (or want to) offer fully online degree options across every academic area, nearly all will feel pressure to provide more online options at both the graduate and undergraduate levels. Whether it be online curricula for liberal arts students studying abroad, asynchronous options for working adult degree completers, or hybrid master's programs for working professionals, chances are good that your campus will offer more content in an online or hybrid format over the next few years. The question, then, is not *"Should we go online?"* but rather, *"How do we deliver high-quality content online at a reasonable cost, and in a manner consistent with our mission?"*

Living in Two Worlds—Are You Ready?

Many colleges and universities, unfortunately, have found that the internal infrastructure that has served them well in attracting and teaching on-campus students is simply not sufficient to support the kinds of flexible online and hybrid programs that today's students are demanding. More and more administrators are realizing that growing online courses and programs require new investments in everything from marketing, to instructional design, to student retention services. While it is possible to overcome each of the common challenges listed below, it is often very difficult to conjure the necessary financial resources, staff expertise, and institutional will to do so.

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Most Common Online Infrastructure Gaps

- **Insufficient capital** to seed new programs
- **Inability to accurately forecast demand** for potential new online or hybrid programs
- **Unfamiliarity with the necessary technology** and learning platforms
- **Inability to accelerate course development and program launch** to desired pace
- **Lack of expertise in marketing and recruiting** for online programs
- **Inadequate online student services**, both academic and administrative

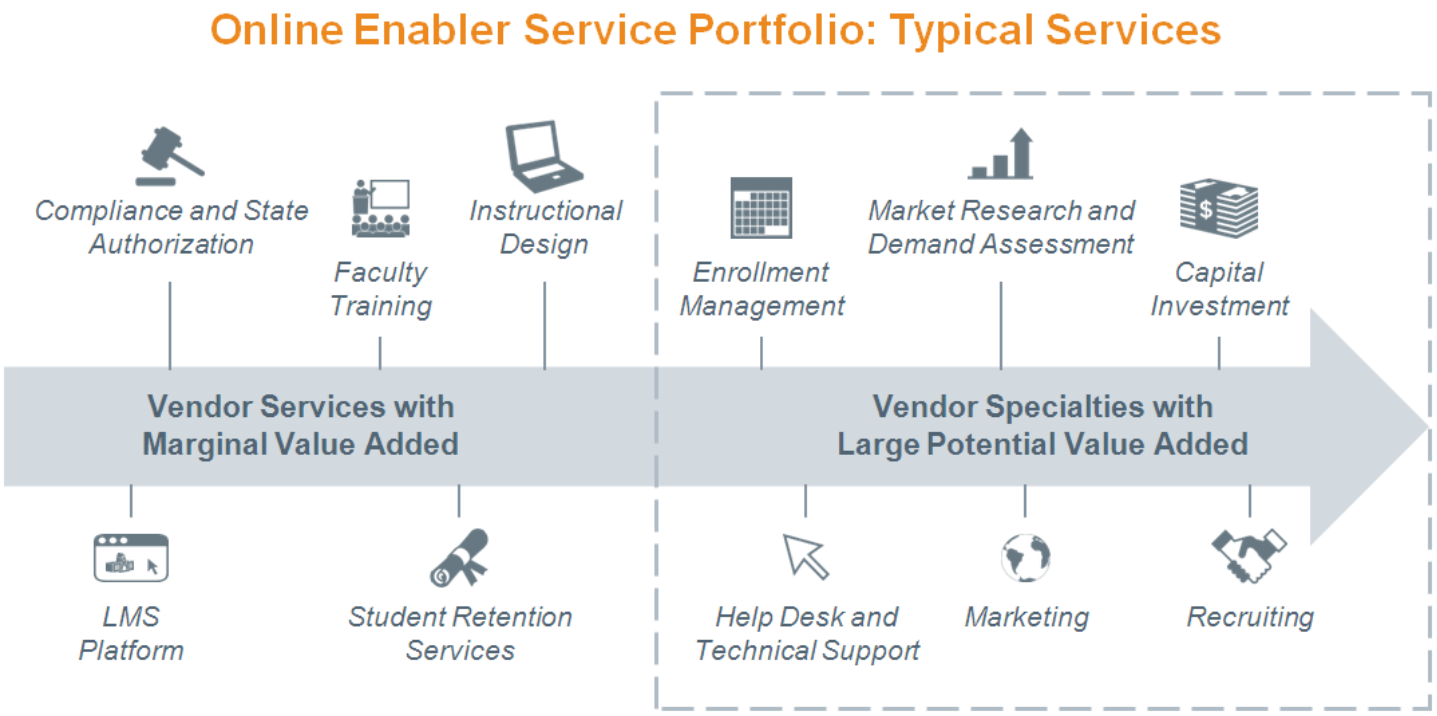
A Support Industry Is Born

In the past two decades, an array of private sector solutions has emerged to fill this need, as startups and established players alike have sought to enable (and ultimately profit from) the growth of online offerings at traditional non-profit institutions.

Growth in the online "enablement" industry has been rapid, with the sector now serving a few hundred higher education clients and taking in annual revenues of about $400 million. Two large-scale acquisitions in the past year (*Deltak* by John Wiley & Sons, and *Embanet Compass* by Pearson) highlight the high hopes for the enablement industry amongst education companies and investors.

Understanding the Enabler's Service Portfolio

Some of these vendors provide full "turnkey" service—an all-or-nothing suite of supports including everything from instructional design and market research to recruiting and student retention services. In return for providing startup capital and guaranteed service levels, these vendors typically receive a share of gross tuition revenues through contracts lasting three, five, or even ten years. Other vendors provide specialty services within a specific niche, such as online branding or student support, and often operate on a fee-for-service model.



Vendor Differentiation

In 40+ interviews with institutions and enablement clients, we noticed clear patterns of vendor strengths and weaknesses. While there are notable variations in service quality between vendors, it is arguably more important to distinguish particular services that almost all enablement vendors deliver quite well from others, which many struggled to deliver at a level of quality beyond what a typical institution can provide internally. Vendors typically add the most value in services that lend themselves to scale and require unique expertise in an online environment, such as demand analysis, marketing, recruiting, and enrollment management.

See below for a list of the largest full-service enablement vendors, including their market focus and unique capabilities. There are many more niche service providers that qualify as online enablers, though they may only provide one or a few of the services listed above, and tend to focus on regional, not national, markets.

The Major Full-Service Vendors: Service Differentiators and Market Focus

Online Enabler		Unique Characteristics
2U	**2U**	Exclusive disciplinary partnerships with highly selective partners; able to achieve very high enrollment in target programs
Academic Partnerships	**Academic Partnerships**	Focused on public universities in the southern U.S.
Apollidon	**Apollidon**	Focused on marketing and recruiting services
Bisk Education	**Bisk**	Specialty in marketing business programs
Blackboard	**Blackboard**	Fairly new entrant to online program enablement; differentiating on service flexibility and contract length
Colloquy	**Colloquy360 (Kaplan)**	Sophisticated marketing and recruiting; experience facilitating university-corporate partnerships
Deltak	**Deltak (Wiley)**	Numerous faith-based partner institutions
Educators Serving Educators	**Educators Serving Educators**	Seeks to build in-house capacity and build eventual self-sufficiency
Embanet	**Embanet Compass (Pearson)**	Focused on mass-market programs with top-200 partner institutions
Learning House	**Learning House**	Focused on small, teaching-oriented schools; willing to support individual courses and small programs

Vendor Partnerships Not for Every Institution

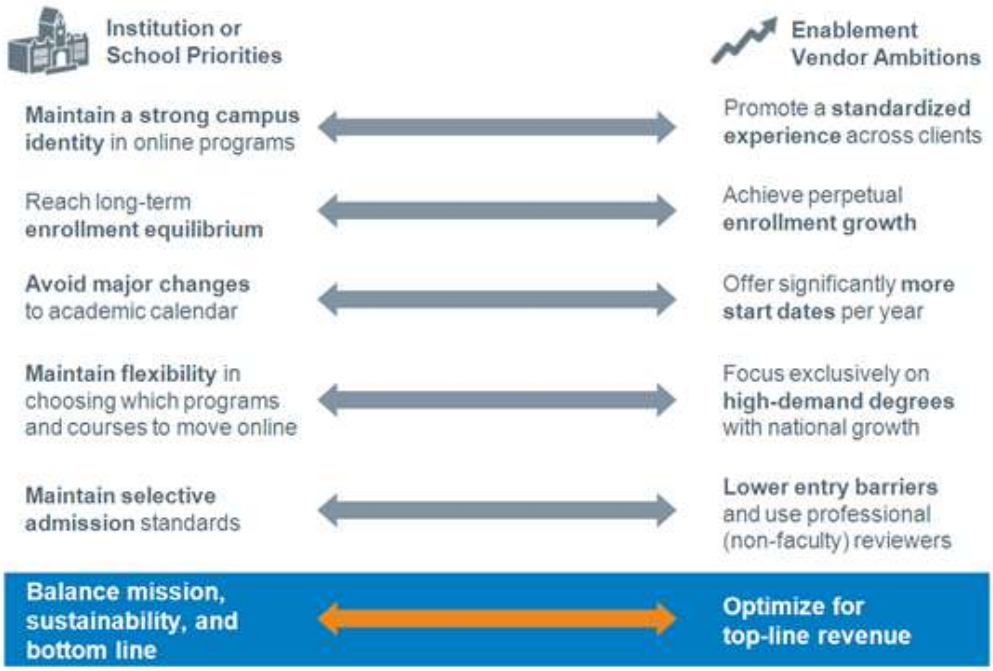
It's no secret that enablement vendors are motivated by increasing enrollments and, ultimately, maximizing tuition revenue. This means that nearly all vendors are highly selective in the online offerings they are willing to support. Most vendors, particularly those with a revenue-split model, are unwilling to support individual online courses, online certificate programs, or (at least for now) undergraduate programs. Instead, these providers are overwhelmingly focused on online graduate degree programs—particularly high-growth, mass-market professional master's degrees like nursing, business, computer science, and criminal justice. Moreover, some vendors focus exclusively on selective institutions, high-enrollment institutions, or particular regional markets.

Vendors Attracted to High-Enrollment, High-Margin Programs

Is Outsourcing Viable for Your Institution?

Even if an enablement vendor is interested in taking your program(s) online, a partnership could still be a poor decision for your campus. For some institutions, their error was not choosing the *wrong* vendor—it was the decision to use an outside vendor at all. A variety of internal factors can turn a vendor partnership into a major source of conflict with faculty, deans, the registrar, admissions, and other units on campus. See below for an outline of the top internal causes of strife in vendor partnerships—all rooted in the divergence between the vendors' profit motivation and the institutions' need to balance revenue and mission considerations.

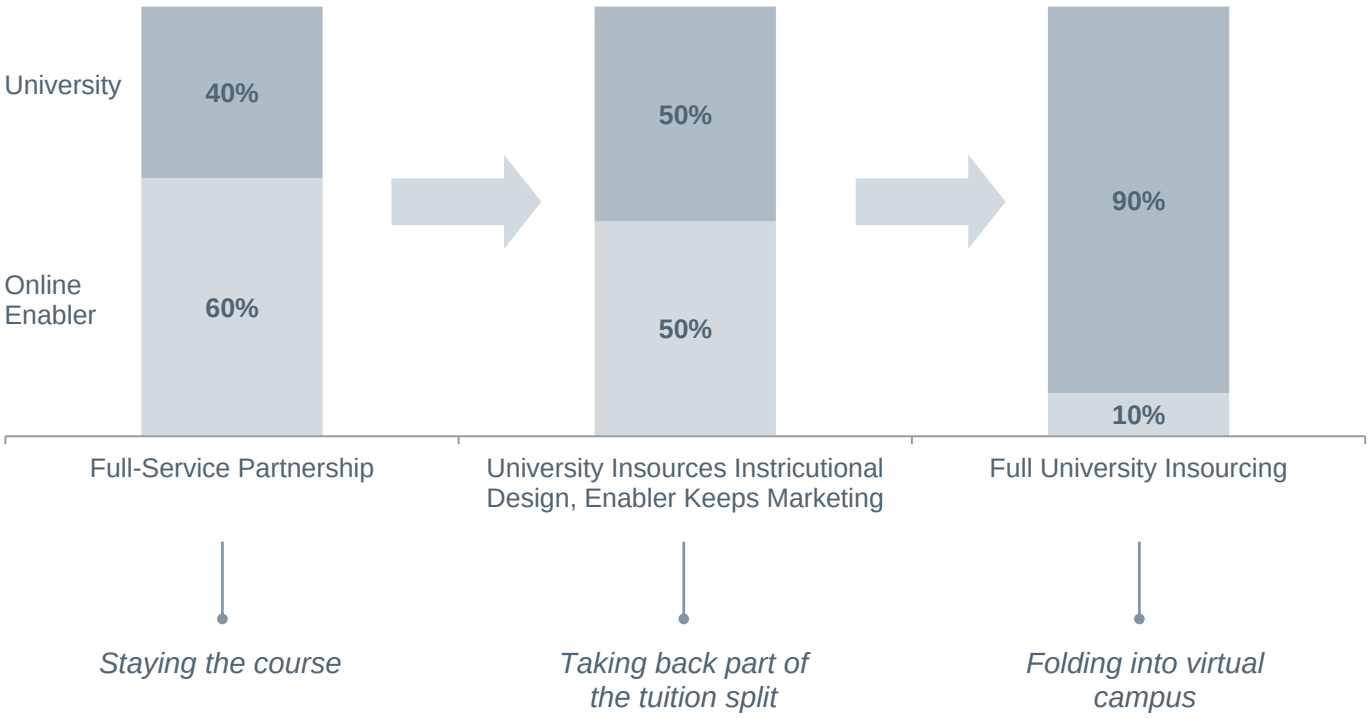
An Uneasy Alliance—Is It Right for You?



The Good News: Service Unbundling, Pressure on Revenue Splits In Your Favor

As the online enablement market has matured, and the initial round of contracts from the late 1990s and early 2000s has come up for renewal, we are witnessing increased pressure on full turnkey providers to offer their services in a more flexible à la carte model, reducing their cut of revenue splits as clients opt for smaller packages of select services. In particular, we observed a noticeable shift toward pulling instructional design responsibilities into the institution, while continuing to rely on vendors for marketing and recruiting support—traditionally perceived as the vendors' greatest areas of strength. Most (but not all) vendors have accepted this shift, and are increasingly willing to allow client schools to pick and choose which services to partner on.

Second-Wave Partnerships Change Service Mix, Retain More Revenue



The vendor sales pitch of ten years ago—"we're the only show in town"—has lost much of its appeal. Many more vendors have entered the space and institutions now have at least a few years of online course experience under their belts, reducing uncertainty about the competencies required to support online offerings. This, combined with service unbundling, has created pressure on vendors to offer more favorable revenue splits. While 70/30 or 60/40 splits in favor of the vendor were common from 2000 to 2005, our research is showing an increasing prevalence of 50/50 splits or better.

Struggling to Find a Strategic Approach to Structuring Partnerships

Given the size and duration of typical service contracts, many colleges and universities fail critically evaluate contracts and business plans. In our conversations with vendor clients, we encountered stories of deans locked into unfavorable contracts for years, clauses that severely penalized client schools for premature exit, an absence of service guarantees, and enrollment goals unfulfilled after clearly subpar marketing campaigns by the vendor. Many, if not all of these outcomes could have been avoided through a more coordinated approach to vendor assessment (including through a formal RFP process) and a rigorous evaluation of contract terms and language.

Top Mistakes in Structuring Vendor Partnerships

- **Long-term budgeting ramifications ignored** in face of short-term revenue potential
- **Contracts signed without proper vetting** by legal or finance leaders or a formal RFP process
- **Insufficient planning for scaling in-house services** not included in the contract as online programs grow
- **No clear point person** for overseeing day-to-day vendor progress and adherence to institutional goals and culture
- **Revenue splits locked in** over time even as enrollments grow or service utilization shifts
- **No mechanism to force service-level fixes** in vendor contract
- **Lack of plausible, pre-arranged exit strategy** in event of dissatisfaction

Beyond the details of structuring a contract, however, is a larger issue: working with an online enablement vendor involves a complex and potentially long-term partnership, making this much more than a one-time procurement decision. To maximize the academic and financial benefit of a potential partnership, it is critical for campus leaders to treat “build vs. buy” decisions as strategic priorities demanding cabinet-level involvement.

EAB Toolkit on Build vs. Buy Decision Making and Vendor Management

The following toolkit, assembled after a year of research and 40+ interviews with leaders in online education, aims to guide members through the critical questions for every campus considering online enablement partnerships, leveraging the experience of institutions that have gone before them in working with online enablers—both to imitate their successes and avoid their missteps. Whether your campus is looking to launch its first fully online program, you have been approached by an online enablement vendor, or you are evaluating whether to renew an existing contract, we have designed this toolkit to help maximize the effectiveness of your online strategy meetings and task force reports toward the ultimate question, “Does a vendor partnership make sense for our institution?”

Update

December 2017

PRESENTATION TITLE: Update on Student Athletes	
Presenter Name and Title: Ed McLaughlin, Associate Vice President & Director of Athletics	
Responsible University Division: Academic Affairs **BOV Committee:** Academic and Health Affairs Committee	
Quest Theme(s) and Goal(s) to be Addressed: Student Success	
Key Presentation Messages	1. Each December the AHAC receives a report on the status of student athletes. 2. This report covers: a. Competitive success b. Academic success c. Finance report d. External review success e. National college basketball issues

Student Athletics Update

Academic and Health Affairs Committee

presented by Ed McLaughlin

December, 2017

Competitive success

- Most successful fall season to date for VCU Athletics
  - Won 76 percent of games in fall season
  - Two NCAA Tournament teams: women's volleyball and men's soccer
  - Two A10 championships: women's volleyball regular season and tournament
- Overall competitive success
  - VCU Athletics has won 18 A10 team championships, earned 33 NCAA appearances and won 55 A10 individual championships

Academic success

- Five consecutive semesters above a 3.0 GPA for the entire department of 300 student-athletes
- Spring semester of 2017 GPA was 3.12, our highest yet
- All academic measures are climbing, including Academic Progress Rate and Graduation Success Rate, due to improving retention

Finance report

- Reliance on student fee as part of VCU Athletics budget 52%
  - Well-below JLARC recommended legislation
  - Down from 80% in 2009
- Balanced budget five consecutive years
- Budget increased to $34m for FY 2018 without proportional increase to student fee

External revenue success

- Continued growth in external revenue areas, including development
- Generated more than $12 million in external revenue in FY 2017, an all-time high
- Launched affinity campaigns for legacy gifts, cost of attendance and basketball enhancement
- Raised external revenue for facility projects such as First Tee renovation and locker rooms for all Olympic sports

National college basketball issues

- VCU Athletics has been diligent over the last five years with compliance culture to avoid issues seen on national scene
- Completed overall review of program compliance in October of 2017 and found no issues
- Head coaches meet with AD and President Rao once a year and with AD another team annually to review compliance expectations
- Steps in place to monitor through the head coach control process

Update to the Board of Visitors
December 2017

PRESENTATION TITLE: Inclusive Excellence Report	
Presenter Name and Title: Kevin Allison, Ph.D., Interim Vice President for Inclusive Excellence	
Responsible University Division: Inclusive Excellence **BOV Committee:** Academic and Health Affairs Committee	
Quest Theme(s) and Goal(s) to be Addressed: All themes	
Key Messages	This report will cover: 1. Brief update on implementation of VCU's Diversity and Inclusion Strategic Plan 2. Search for permanent VP for Inclusive Excellence 3. Note on Honor for Dr. Wanda Mitchell
Governance Implications	Boards hold responsibility to support and ensure the development of appropriate strategic vision and priorities for institutions of higher education. In light of VCU's student diversity, institutional failure to effectively engage students, faculty and staff in supporting and strengthening VCU's inclusive climate and culturally-informed teaching and research could negatively affect core mission-based outcomes in student success, research quality/relevance and patient care. Specific instances of institutional failure could place the university at risk of not being in regulatory compliance.
Governance Discussion Questions	Is the university appropriately and adequately identifying, developing, implementing and resourcing strategic efforts that support mission-relevant inclusive and compliant learning and work environments?
Updates	1. Vice presidents have each been provided the specific set of goals and objectives for which they and their divisions have responsibility within the Diversity and Inclusion Strategic Plan, which was approved by the BOV in May, 2017. VPs will develop detailed implementation plans by Jan 2018. 2. VP Search: Four candidates were invited for campus visits; senior leadership is reviewing candidates. 3. Award: Dr. Wanda Mitchell was awarded the 2017 CADE Distinguished Service Award, from the Commission on Access, Diversity and Excellence of the Association of Public and Land Grant Universities
Next Steps for Management	Continued implementation of Diversity and Inclusion Strategic Plan
Next Steps for Governance	AHAC/BOV Committee's Future Update (Spring 2018) of Draft Diversity and Inclusion Plan Implementation Process and progress on hiring new VP

Faculty Report for BOV
December 2017

PRESENTATION TITLE: Faculty Representative Report	
Presenter Name and Title: Holly Alford Faculty Representative; Scott Street alternate	
Responsible University Division: Faculty Senate **BOV Committee:** Academic and Health Affairs Committee	
Quest Theme(s) and Goal(s) to be Addressed:	
Key Presentation Messages	1. Faculty Senate President Scott Street and Staff Senate President Lauren Katchuk are co-chairing a task force on inclusive governance that is reviewing the current opportunities for representative governance at the university level. The current structures of both the Faculty Senate and the Staff Senate are being studied with respect to the upcoming human resources redesign, and recommendations will be made to both organizations for restructuring and/or revising their governance documents. It is anticipated that the results of this process will be shared with the Board at their meeting in May. 2. The Faculty Senate is also actively involved with the new budget model implementation (several members have served on various task force working groups, and President Scott Street has joined Recording Secretary Brian Daugherity on the steering committee) and the process for developing the University's new strategic plan (Past President Holly Alford and President Scott Street are on the steering committee, and members are involved in several of the working groups). 3. The Faculty Senate, with support from the Provost's Office, will be sponsoring a symposium on academic freedom and freedom of speech in early April. The tentative title of the symposium is "Academic Freedom vs. Freedom of Speech: How do we think about it? How do we live it?" The purpose of this symposium is to engage VCU Faculty members in a robust discussion surrounding the issues of academic freedom and freedom of speech in higher education within (or in regard to) university communities. The agenda will include a keynote address followed by a panel discussion and then roundtable discussions during lunch followed by group discussions and a closing session. Faculty Senate Vice President Nancy Jallo is chairing the planning committee, and she is currently seeking commitments from a keynote

	speaker and several panel participants. 4. The Senate wishes to thank Vice President of Finance and Budget, Karol Kain Gray and Provost Gail Hackett for coming to the Senate to explain the New Budget model. 5. The Senate would also like to congratulate the 26 faculty and staff who finished their 14 month training and were certified as Building Inclusive Communities Facilitators.
Governance Implications	TBA
Governance Discussion Questions	**TBA**
Next Steps for Management (Responsible Division Head; Timeframe for Action)	TBA
Next Steps for Governance (Responsible Board Member; Timeframe for Action)	TBA

Staff Report for
BOV December 2017

PRESENTATION TITLE: Staff Senate Report	
Presenter Name and Title: Lauren Katchuk, Staff Representative	
Responsible University Division: Finance and Administration **BOV Committee:** Academic and Health Affairs Committee	
Quest Theme(s) and Goal(s) to be Addressed: All themes	
Key Presentation Messages	• Update on Committee Work: Shared Governance, VCU Health, Professional Development & Awards and Recognition

Presentation

December 2017

PRESENTATION TITLE: Report from the Student Representatives	
Presenter Name and Title: Sarah Izabel and Katie Pumphrey, Student Representatives to the Board of Visitors	
Responsible University Division: Academic Affairs **BOV Committee:** Academic and Health Affairs Committee	
Quest Theme(s) and Goal(s) to be Addressed: Theme 1	
Key Presentation Messages	1. Qatar Leadership Exchange 2. Mini-Medical Family Day & Wellness Block Party 3. SGA Fall Review