



Universities Collaborating to Achieve Virginia's Goals for Higher Education

ANNUAL REPORT

2013 – 2014

Showcasing the mutual relationship between the missions of the four universities and 4-VA

TABLE OF CONTENTS

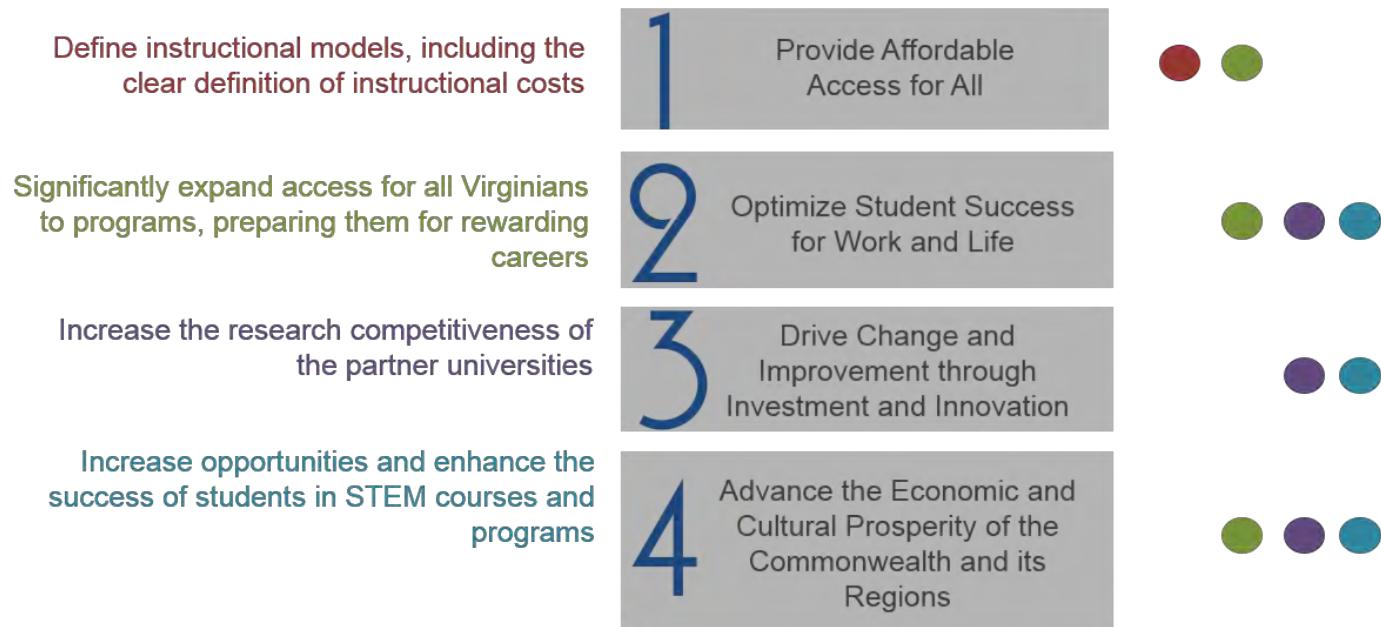
Contents

Executive Summary	1
Executive Office Report	4
4-VA Administration and Financials	6
Course Sharing	8
Collaborative Research	11
Course Redesign	14
Degree Completion	17
Technology	19
Successes	20
Challenges	22
Assessment and Evaluation	23
George Mason University	28
James Madison University	31
Virginia Tech	35
University of Virginia	39
Contact Information	42
Appendices	44

EXECUTIVE SUMMARY

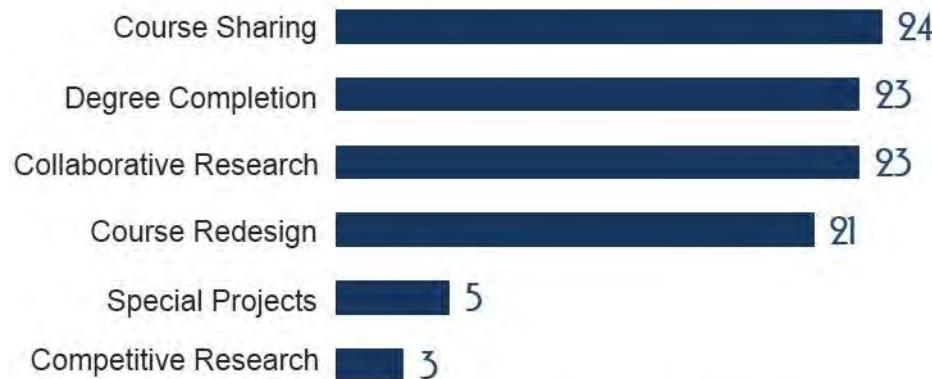
4-VA is a statewide initiative dedicated to fostering collaboration among Virginia universities with the goal of improving all Virginians' access to higher education. 4-VA is advancing initiatives to increase the number of college graduates, especially in fields important to the state's economic development. By working together, faculty from the 4-VA schools can share ideas, create an online library of shared resources, and collaborate on course re-design to reduce duplicate efforts and free up time that can then be spent on expertise-specific courses.

Aligning 4-VA to the State Council of Higher Education of Virginia's (SCHEV) Strategic Plan for Higher Education



EXECUTIVE SUMMARY

2013-2014 was a productive year with **99** total Initiative projects



\$1,811,914 contributed to funding 4-VA Initiatives

Since 4-VA was founded, the number of projects has nearly **DOUBLED**



Course Sharing



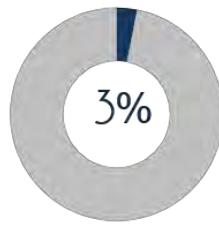
Degree Completion



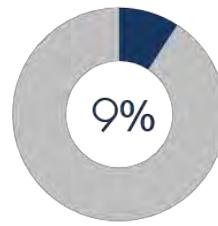
Collaborative and Competitive Research



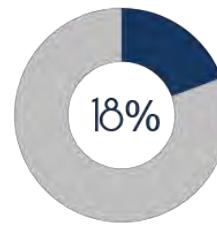
Course Redesign



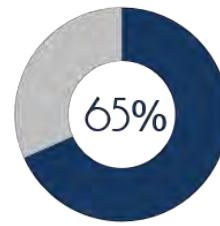
\$52,730



\$157,704



\$331,472



\$1,171,083

% of total initiative funding ¹

EXECUTIVE SUMMARY

4-VA's mission is to promote inter-university collaborations that leverage the strengths of each partner university in order to accomplish much more than any individual university could achieve alone.

4-VA MISSION

Founding principles

Define instructional models, including the clear definition of instructional costs

Significantly expand access for all Virginians to programs, preparing them for rewarding careers

Increase the research competitiveness of the partner universities

Increase opportunities and enhance the success of students in STEM courses and programs

INITIATIVES

Putting our mission into action

Course Sharing



Degree Completion



Collaborative and Competitive Research



Course Redesign



EXECUTIVE OFFICE REPORT

4-VA EXECUTIVE OFFICE

The executive office of 4-VA is housed at George Mason University and provides support for the ongoing operations of 4-VA. As the Collaborative matured this past year, an increasing number of executive office duties transitioned to the 4-VA partner institutions. Moving forward, partner institutions will take responsibility for establishing agendas, facilitating meetings, managing contracts associated with non-institutional projects, and developing funding proposals.

ACHIEVEMENTS

The 2013-2014 academic year saw a significant advance in 4-VA activities. The four universities are in a strong position to meaningfully advance the number of grants, course sharing, collaborations, and assessment activities with a greatly increased understanding of needs, robust documentation and processes, and increased opportunities for collaboration with partners.

The executive office:

- Redesigned the 4-VA website, working to create back-end infrastructure that allowed content updates from each partner institution and directed traffic to burgeoning 4-VA activities on the 4-VA websites of the partner institutions.
- Facilitated discussions among partner institutions to identify solutions and frameworks for continued organizational and programmatic maturity.
- Worked to support the development of the course sharing Memorandum of Understanding (MOU). See Appendix A.
- Worked with leadership from Old Dominion University to support formal participation in the 4-VA Collaborative. See the membership proposal in Appendix B. See the proposed resolution to accept the membership proposal in Appendix C.
- Represented the 4-VA Collaborative to the Secretary of Education and the State Council of Higher Education of Virginia (SCHEV), especially through leadership change in the governor's office.
- Represented the 4-VA Collaborative at recognition ceremonies and events of the partner institutions.

EXECUTIVE OFFICE REPORT

LOOKING AHEAD

To date, the planned overhaul of 4-VA activities, processes, and procedures has been highly effective for improving the understanding of the current state, preparing for future activities, and developing closer collaboration with partner institutions. The Collaborative is working together to determine how to most effectively improve documentation, accountability, and planning.

For the 2014-2015 year, the 4-VA Executive Office will seek to place 4-VA on a continuous path to operational maturity, to include the graceful de-mantling of the executive office and transitioning leadership to the partner institutions via a new governance structure. See Appendix D.

SECOND ANNUAL REPORT

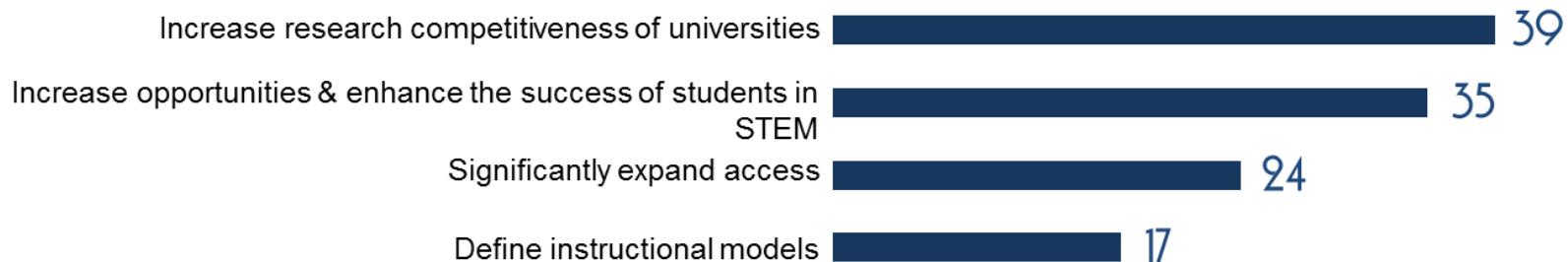
In order for 4-VA's mission of innovation and collaboration in higher education to materialize, we must be willing to evaluate the work of the individual universities in order to better understand the work across the Collaborative.

This report serves three purposes:

1. Formal documentation of processes and programmatic data;
2. A resource for current and future member institutions; and
3. An opportunity to reflect on the past year while making plans for the next.

Advancing the 4-VA Mission Advances Higher Education in Virginia

Number of projects working toward the 4-VA goals



*Based on grantee self-reports

4-VA ADMINISTRATION AND FINANCIALS

ADMINISTRATIVE PROFILE

Sharon P. Pitt (in-kind), Executive Director: provides oversight of 4-VA activities and focuses on strategic directions.

Amy Brener (in-kind), Deputy Director: provides logistical and operational support for 4-VA activities, assists in the development of strategic directions, and oversees 4-VA finances.

Pamela Auble (fully funded by 4-VA), Technical Writer: creates and edits 4-VA publications and website content.

Kim Raley (partially-funded by 4-VA), 4-VA Executive Assistant: supports operational activities of 4-VA.

EXECUTIVE OFFICE FINANCIALS

<i>Income</i>	<i>Amount</i>	<i>% of Income</i>
<i>Allocation from Participating Universities</i>	\$75,000.00	43%
<i>In-kind salaries and fringe</i>	\$99,811.00	57%

<i>Direct Expenses</i>	<i>Amount</i>	<i>% of Direct Expenses</i>
<i>Part-time salaries and fringe</i>	\$34,884.00	87%
<i>Conferences and Travel</i>	\$1,453.00	4%
<i>Equipment</i>	\$419.00	1%
<i>Supplies</i>	\$1,208.00	3%
<i>Contractual Services</i>	\$2,249.00	6%

4-VA ADMINISTRATION AND FINANCIALS

4-VA FUNDING DISTRIBUTION	# of Projects	Amount	% of Total Spending
Initiatives			
Course Sharing	24	\$52,730	2%
Degree Completion	23	\$157,704	5%
Collaborative Research	23	\$290,254	10%
Course Redesign	21	\$1,171,083	39%
Special Projects	5	\$98,922	3%
Competitive Research (One Institution)	3	\$41,217	1%
Resources and Infrastructure			
Technology Telepresence Rooms	11	\$850,348	28%
Operating 4-VA Staff and Student Support	11	\$330,409	11%
Total		\$3,109,527	

COURSE SHARING

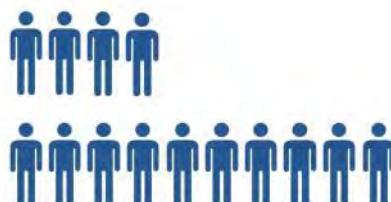
SUMMARY

Course sharing promotes specialized courses and allows faculty to engage in content areas where they have specific expertise but not a large enough demand at any one institution. James Madison University (JMU), for example, did not have a Korean language instructor; George Mason University (GMU) filled the gap and allowed 20 students to enroll in the shared course. GMU also shared Mandarin Chinese lessons, which students at Virginia Tech would otherwise have been unable to take.

The program has matured to the point where faculty routinely participate and offer shared courses. Students and faculty largely appear satisfied with course sharing and are benefitting from the offerings. In one partner university, demand has exceeded capacity of the available Telepresence spaces.

2013-2014 saw attempts among the 4-VA partner institutions to better standardize processes, procedures, and documentation. Processes are in place that will increase efficiencies and assessment. There remains room for outreach to more disciplines, growth in the number of courses, and timelines to make course sharing easier logically—it is currently a major, ongoing administrative time commitment.

A survey—developed to better understand student perceptions of the learning environment—was created and administered to students enrolled in course sharing during the Fall 2013 and Spring 2014 semesters.



In-Kind Administrative Support

Providing leadership and advancement of 4-VA initiatives

GRANTS

Course sharing grants support faculty interested in sharing a STEM or a foreign language course with 4-VA partner institutions. Grants require the support of the applicant's department and college. Funding varies across institutions.

COURSE SHARING

RETURN ON INVESTMENT

Course sharing allows the four universities to offer students courses that would otherwise be unavailable to them. The initiative increases efficiency and promotes collaboration among the partner institutions to provide students greater access. Faculty expertise and knowledge is shared across universities.

The program also fulfills a critical need for languages not available at other institutions within the collaborative. In the past, for example, Virginia Tech lost students who wanted to major in a STEM field and pursue a Chinese minor—an option that Virginia Tech was unable to offer. Sharing in foreign languages has helped resolve this recruiting challenge and made accessible classes that were previously unavailable for Virginia Tech students. This is perceived as a major benefit by the Foreign Languages department, which has a sincere and ongoing appreciation for the opportunities course sharing has provided.

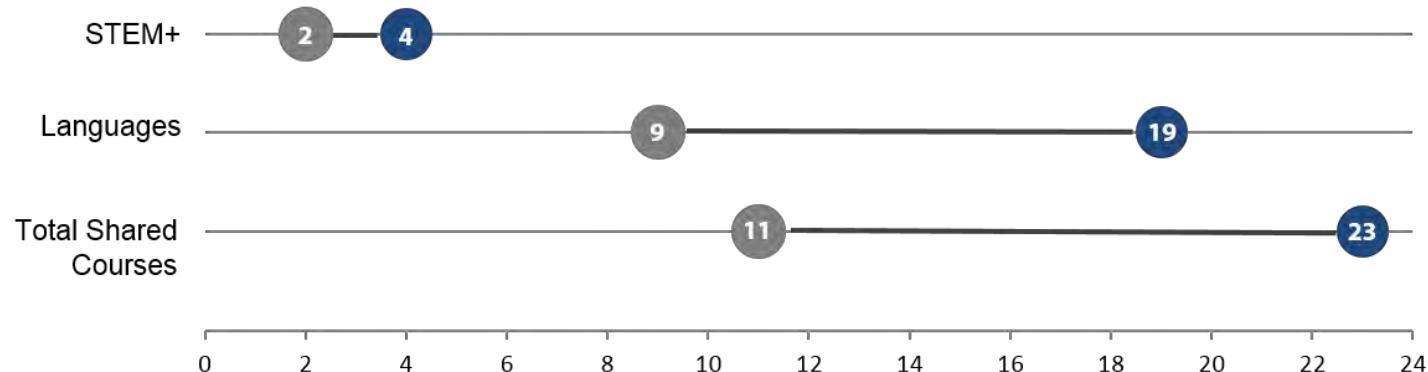
Without 4-VA—the Telepresence technology, the staff, and the lines of communication—the course sharing initiative never would have been realized.



Course Sharing has doubled the number of course offerings

Spring, Summer, Fall of 2012 and Spring 2013

Fall 2013 and Spring 2014



COURSE SHARING

FUTURE DIRECTIONS AND GOALS

In order to fulfill the course sharing obligation of the Collaborative and expand opportunities for students around the Commonwealth, all four schools will develop additional shared courses within the following disciplines: foreign language, STEM, political science, and a possible graduate course that maps to both History and Education.

4-VA at Virginia Tech expects to offer \$5,000 per course in unrestricted funds (within state and university rules) to incentivize and reward faculty effort in translating their courses to a 4-VA course sharing environment. These grants can be packaged with a course redesign grant.

4-VA at James Madison University will move into a new building in 2015. The new location includes a larger 35-seat Telepresence room to support course sharing. The original 4-VA Telepresence equipment does not support hands-on STEM courses; the university is currently creating its own Shared STEM Lab.

Telepresence Rooms are
Being Used



hours per week for course
sharing, 4-VA meetings, and
university-related events

COLLABORATIVE RESEARCH

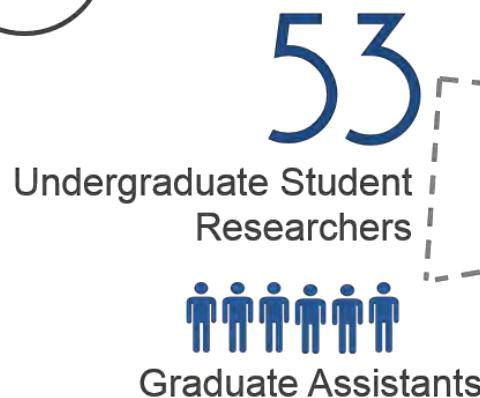
SUMMARY

The first annual reports from the collaborative research grantees show the positive impact of shared research among the Collaborative. This initiative has kick-started research interests among faculty; a number of faculty have participated in the initiative for the first time, including some participating in their first-ever research projects. Collaborative research is proving to be an excellent opportunity for professors early in their careers looking to pilot research that can be used as a springboard for subsequent major federal grants.

2013-2014 saw plans for improved coordination, documentation, and process requirements for collaborative research requests as a result of the previously highly manual and primarily *ad hoc* management of this initiative. This will continue to be refined in 2014-2015 as the Collaborative increases the research competitiveness of its partner universities and creates stronger, more reliable connections.



Making an Impact on student participation in original scholarship and increasing the scholarly impact of Virginia faculty



COLLABORATIVE RESEARCH

GRANTS

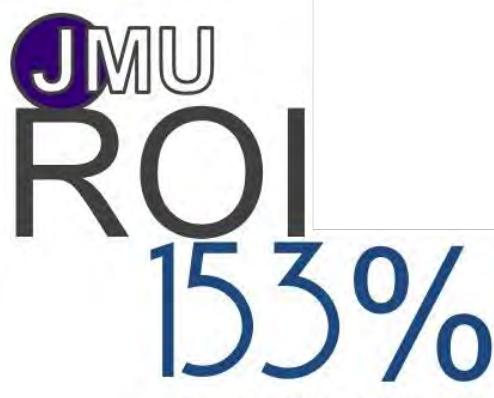
The universities' grant programs place a strong emphasis on developing undergraduate research opportunities in order to increase retention rates in STEM disciplines. At least one undergraduate at a partner university has decided to pursue a graduate degree at the University of Virginia as a result of an undergraduate research experience enabled by a 4-VA collaborative research grant. Another university's research collaboration has secured a \$100,000 external grant owing to the initial work.

RETURN ON INVESTMENT

Several grantees have indicated a desire to apply for subsequent 4-VA funding based on initial, smaller collaborative research funding. For the 2014-2015 cycle, two 2013-2014 collaborative research grantees applied for additional funding to significantly scale up their research projects with the intention of applying for subsequent, external funding based on a strong pilot proof of concept. Because most grants are ongoing, grantees have not yet applied for additional, external funding, although one grantee applied for additional internal funding elsewhere and another grantee received over \$100,000 in matching support from his department for a major course redesign effort.

These grants have furthered relationships across the partner institutions, with several grantees expressing interest in future collaboration and the intention to apply jointly for subsequent, external grants. While the program was relatively new for 2013-2014—and will change for 2014-2015 in terms of processes and procedures—the initial investment in these grants has had a positive payoff for the Collaborative and the researchers. It is reasonable to expect that external funding will follow on several of these grants, the likelihood of which will increase with future grant cycles as a clarification for research seed funding is made clearer across the Collaborative.

The grants also provide incentives for faculty at more research-intensive universities to partner with their colleagues at universities with a more undergraduate-focus, to the benefit of faculty, undergraduates, and graduate students at all institutions. New research interests have been fostered, new productive lines of inquiry have been opened, and students have been engaged in areas of research that would have otherwise been unknown to them.



COLLABORATIVE RESEARCH

The faculty member at James Madison University who transformed her research area and her career—as a result of a collaborative grant with a faculty member at the University of Virginia (UVa)—is a great example of the power of these collaborations.

FUTURE DIRECTIONS AND GOALS

The four universities will continue to support, develop, and increase collaboration among the 4-VA institutions. The James Madison University Office of Research and Scholarship recently went through a restructuring, renaming, and hiring of a new Vice Provost. 4-VA recently started to partner with this office more closely on its collaborative research grant program.

The University of Virginia is interested in hosting a summit on undergraduate research experiences.

The universities will continue to improve upon their grant application processes, which will reduce the burden on faculty initiating collaborative research proposals. As the program matures, we will take a look at delineating between collaborative research grants and competitive research grants, the latter being grants that are viewed as precursors to eligibility for outside grant awards. Until now these projects have been co-mingled.

53 Presentations and Publications
resulting scholarship
(planned and presented)

Faculty members seeking additional funding opportunities in an effort to increase funding awarded to faculty **37**

COURSE REDESIGN

SUMMARY

The Collaborative has noticed substantial positive results from course redesign, especially in the sciences. At George Mason University, the Physics course redesign in particular has shown promising results; there are several other projects in the implementation stage. The University of Virginia is especially pleased with the Nucleus program, which is focused on redesigning high-impact STEM courses to improve student engagement and outcomes.

RETURN ON INVESTMENT

The Physics and Astronomy department at GMU redesigned courses with two main goals: to increase retention and graduation rates by increasing the effectiveness of teaching in lower division physics and astronomy courses, and to increase STEM interest by invigorating these courses with 21st century ideas from science, thus making the science more enjoyable and applicable to the students. To accomplish these goals, courses were remodeled using the newest pedagogical and technological tools. An analysis from fall 2013 and spring 2014 courses shows a marked increase in student attendance and student performance and a decrease in student failure rates. The introductory Physics course offered in the fall saw, on average, a decreased failure rate of 25.5% on exams.



*Average for the active learning
Physics course exams*

COURSE REDESIGN

Preliminary reports show that the redesigned courses can be delivered in a hybrid format—online/in person and at-a-distance—potentially providing the Collaborative with access to courses that would otherwise not be available.

In addition to the major Biology and Math overhauls that were funded by 4-VA at Virginia Tech for 2013-2014, several of the collaborative research grants had a course redesign focus. Some of these projects are ongoing and are anticipated to impact thousands of students at Virginia Tech.

FUTURE DIRECTIONS AND GOALS

Course redesign grants predominantly support the redesign of courses in STEM or in those foreign languages that will be taught as part of 4-VA's course sharing initiative, increasing the number of ways to deliver content. 4-VA at Virginia Tech expects to offer no fewer than ten—and no more than twenty-five—course redesign grants in a given academic year. The expected minimum allocation is \$10,000, while the expected maximum allocation is \$25,000.

James Madison University will pilot two classes in the spring of 2015 with the intent of adding these courses to 4-VA's course sharing initiative. The two classes are an interdisciplinary problem-solving course focused on health sciences (engineering, biology, and nursing) and a graduate-level instructional design course.

10

Presentations and Publications
resulting scholarship
(planned and presented)

Faculty members seeking additional funding opportunities in an effort to increase funding awarded to faculty

6

COURSE REDESIGN



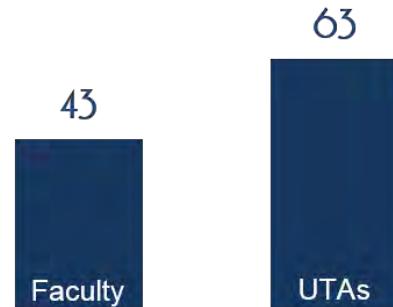
Making an impact on undergraduate students and academic degrees through high-impact course redesign

7,795
Students

209 Academic Degree Programs

Were impacted by redesigned courses
Many serve as introductory courses to STEM degrees

Not all courses reported academic degree data



Course redesign supports faculty in creating a dynamic and active learning environment that often involves Undergraduate Teaching Assistants, giving upperclassmen a mentorship opportunity

DEGREE COMPLETION

SUMMARY

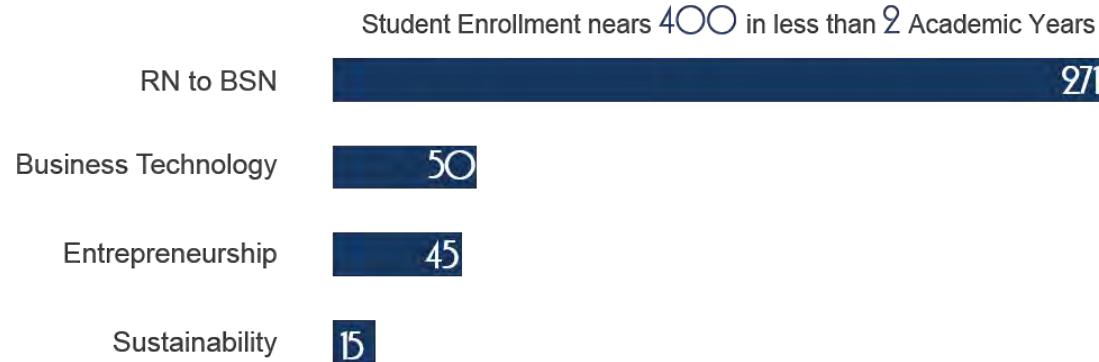
Both James Madison University and George Mason University are pursuing the degree completion initiative. JMU worked with its Office of Outreach and Engagement to identify areas of high demand for local businesses and entrepreneurs. That information was subsequently used to create online courses and modules that meet the needs of both employers and students. GMU's program targets recipients of specific Applied Associates degrees from the Virginia Community College System (VCCS).

RETURN ON INVESTMENT

JMU's Office of Outreach and Engagement determined the largest demand in this region to be a program that would help non-traditional students transition from Registered Nurse (RN) to Bachelor of Science in Nursing (BSN). Prior to 4-VA, this program did not exist. In the first year of the program, four courses were developed, and they were immediately filled to capacity. During 2013-2014, four additional courses were implemented; all eight are fully subscribed and enrollment in this program has exceeded 200 students.



Creating and funding courses with increased employment opportunities



Course enrollment data was collected solely at JMU

DEGREE COMPLETION

George Mason University's program offers a unique opportunity to students who have obtained an Applied Associates degree in designated VCCS programs, degrees that normally do not transfer to 4-year institutions. 4-VA at GMU continues to support GMU's OASIS project, a website funded in part from a grant from SCHEV that assists adult learners in matching their previous academic experiences with continuation opportunities. 4-VA at GMU funds also supported the production of online BAS courses, provided marketing and promotional materials to six targeted community college systems, and helped in the development of pre-admission counseling and advising infrastructure.

FUTURE DIRECTIONS AND GOALS

Both James Madison University and George Mason University are looking forward to expanding offerings available in their respective degree completion programs.

TECHNOLOGY

TRANSITION FROM NATIONAL LAMBDA RAIL (NLR)

The National Lambda Rail (NLR) was the research network used by the 4-VA schools for call routing and connection of the shared 4-VA Telepresence classes. This fiscal year, NLR ceased operations. George Mason University's Information Technology Unit (ITU) was instrumental in finding an alternative (Internet2), and took the lead in organizing the switch for the other 4-VA schools.

In February 2014, the 4-VA Universities successfully migrated to the new network with no loss in service.

TELEPRESENCE

Each university has, at a minimum, two rooms fitted with Cisco Telepresence technology that are used primarily for course sharing. A three-screen Cisco-1300 classroom with 18 seats and a one-screen Cisco-3210 with six-to-eight seats provide state-of-the-art video conferencing and cutting edge learning technologies for students at each university. For an enhanced learning environment, each of these classrooms has a networked printer/copier/fax machine that connects with other Telepresence rooms. Course sharing faculty are provided tablets to increase mobility and optimize the Telepresence technology. Beam mobile videoconferencing units have been purchased to foster a more interactive learning environment with potential use in STEM labs.

The Telepresence rooms are integral to the continuation of 4-VA as the campus coordinators meet monthly to conduct business, and research collaborators connect with faculty across the Commonwealth to advance their work in an effort to increase research competitiveness. Telepresence rooms and technology have also been used for university-related events that have facilitated statewide conversations.

113+

Telepresence
seats available for
students, faculty,
and staff

11

Rooms dedicated
to Telepresence

SUCCESSES

COURSE SHARING

Previous enrollments totaled fewer than 200 students; this year, 394 students enrolled in a shared course. As evident from the large increase in course sharing enrollment, great success has come from this initiative. The number of courses offered through course sharing has also doubled this year and is expected to continue to increase as more STEM faculty are brought on board.

The true successes and real potential of course sharing is apparent in the bi-annual meetings with foreign language department heads from three of the universities, planning shared courses for the coming semester. Through this, students are able to have increased access to language courses that are either not offered or are limited at their home universities, as well as access to more advanced courses. Foreign language departments are able to augment courses with low enrollment by offering them as shared courses, further advancing the goal to define instructional models.

COLLABORATIVE RESEARCH

This initiative has undoubtedly become a huge success for the Collaborative. Faculty from all four member institutions are interested in collaborating on research. Funding in this area has connected undergraduates, graduate students, and faculty members across the Commonwealth and fostered as many as 53 presentations and publications in resulting scholarship. Collaborative research funds have created an outlet for faculty to develop preliminary data to increase the competitiveness of their research proposals as they apply to external granting agencies.

394

Students enrolled in
Course Sharing during
2013-2014

SUCCESSES

COURSE REDESIGN

The Collaborative has dedicated over a million dollars this year to increasing opportunities and enhancing the success of students in STEM courses. This aligns closely with the missions of 4-VA universities such that existing efforts and resources support this initiative. Universities have targeted high impact introductory courses in STEM fields that ultimately benefit a multitude of STEM degrees. A significant number of faculty are investing in course redesign by using the newest pedagogical and technological tools. Some courses have documented increases in student attendance and performance and a decrease in student failure rates. Other course outcomes will not be realized for three to four years; with more than 7,000 students having experienced a 4-VA course redesign, however, it is clear that many have been impacted by this initiative.

DEGREE COMPLETION

With 23 courses created during 2013-2014, degree completion is focused on identifying areas of high demand for local and regional businesses and responding to such needs with this 4-VA initiative. James Madison University has seen real success with the RN to BSN program, which has expanded access to over 270 non-traditional students. Demand continues for these and other courses that prepare students for rewarding careers. George Mason University has created a robust transfer student database for students looking to apply their credits toward earning a Bachelor's degree at GMU.

28

Total degree
completion courses
funded

*Course total is compiled based
on JMU and GMU data*

CHALLENGES

GRANTS

The universities cite the lack of process surrounding funds to support faculty research; grant administration crosses multiple departments and institutions, leading to confusion and delays.

TECHNOLOGY

Member institutions have encountered a lack of flexibility within their respective universities: processes are slow, faculty is resistant to change, and the Telepresence technology can be confusing. Many faculty see this innovation as a competitive threat to their current programs or as a challenge to established processes. The technology is sometimes viewed as deceptively complex and not necessarily reliable; many are unfamiliar, intimidated, and distrustful.

COMMUNICATIONS & ADMINISTRATION

Communication about the 4-VA program to faculty, staff, and students has proven difficult; a more thorough communications and marketing plan would benefit each institution.

Executive Officers and Campus Coordinators conduct their (in-kind) work on top of their university jobs.

Each university has its own operating procedures, administrative procedures, financial procedures, academic calendars, strengths/focuses/weaknesses, and organizational structures. Coordinating these differences—in order to determine the baseline and converse in a common language—is the Collaborative's biggest challenge.

ASSESSMENT AND EVALUATION

PROCESS EVALUATION REPORT

The Assessment Coordinator conducted informal interviews with a wide range of stakeholders including the 4-VA executive office staff, 4-VA leadership at each university, members of the management board, faculty, and administrators involved in 4-VA initiatives. The purpose of these interviews was to collect information about current projects, processes, successes, and challenges working within the Collaborative. Interview data, in addition to 4-VA documents, reports, and observations, informed the evaluation. This evaluation adheres to the evaluation standards set forth by the Joint Committee on Standards for Educational Evaluation. The report has been used to create a program logic model—as seen on page 24 of this report—and to inform administrative goals, outcomes, and improve processes.

ASSESSMENT AND EVALUATION

Logic Model: 4-VA Collaborative

Inputs	Outputs		Outcomes		
	Activities	Participation	Short-Term Goals	Intermediate Goals	Strategic Aims
Program Investments					
Telepresence Technology Infrastructure	Course Sharing	Commonwealth 4-VA Universities	Project-Specific Goals	Operational Maturity	Define Instructional Models
4-VA Leadership	Collaborative Research	Students	Communication and Outreach	External Grants	Expand Access
4-VA Staff	Course Redesign	Faculty	Formalized Processes	Establishing Indicators of Forward Progress	Increase Research Competitiveness
Cisco, Commonwealth, and Institutional Financial Resources	Degree Completion	Departments K-12 Community Colleges Industry			Increase and Enhance STEM Success

ASSESSMENT AND EVALUATION

Define roles and responsibilities of campus coordinators and shared positions.

Promote 4-VA's progress to stakeholders, faculty, administration, and students.

Establish procedures for matching funds and financial rewards for multi university projects.

Discuss and operationalize the 4-VA goals in relation to the current projects.

Establish formal reporting processes and specific timelines for faculty and campus coordinators.

Responsibilities of the Assistant Deputy Campus Coordinators are focused at the university level. The Assessment Coordinator is a shared position across the Collaborative whose focus and services are across universities.

A majority of member institutions have websites that share news and information about the Collaborative. Each university has also created an annual report that can be shared with university stakeholders.

A matching fund template has been created and shared across universities to enhance communication and improve internal grant management processes.

A bottom-up approach has been established to guide the future direction of 4-VA. Goals for each university—in alignment with the mission of 4-VA—will aid in the articulation of our future work, which is appropriate for the nature and purpose of the Collaborative.

A multilevel annual reporting infrastructure was developed and implemented. Timelines will be revised to accommodate academic calendars and 4-VA funding schedules.

ASSESSMENT AND EVALUATION

PROCESS EVALUATION RECOMMENDATIONS AND ACTION PLAN

The Process Evaluation report included a series of key findings based on the recommendations provided by 4-VA stakeholders and staff. Since the report, the five key findings were moved into action by the Collaborative. The visual on the previous page highlights these actions.

ASSESSMENT AND REPORTING INFRASTRUCTURE

A major undertaking of the 4-VA Assessment Coordinator was focused on creating and establishing mechanisms for programmatic assessment and reporting. In collaboration with Campus Coordinators and the Executive Office, an annual reporting template was developed in order to document, track, and assess the progress of 4-VA funded grantees. Additionally, an annual report template was created for each member institution that focuses on the university and its 4-VA activities. As a result, the Collaborative has created a multilevel reporting infrastructure.

EVALUATION CRITERIA INCLUDED IN GRANTS PROPOSALS

Language was added to the Request For Proposals (RFP) at each university to include evaluation plans as part of the grant application. Campus Coordinators have included evaluation plans as a criterion for awarding funds. As a result, evaluation has become a focus for grantees in an effort to maintain accountability and to enhance data collection across the Collaborative.

ASSESSMENT AND EVALUATION

FUTURE DIRECTIONS AND GOALS

The focus of assessment will begin to shift toward understanding the outcomes of 4-VA. This upcoming year's assessment efforts will have two areas of focus. The first will be on creating assessment resources and supporting the Campus Coordinators at each of the four member institutions. This is essential to ensuring that grantees are conducting formative and summative evaluations assessments. The resources and support include, but are not limited to, the following:

- A Memorandum of Understanding (MOU) will be developed that highlights assessment requirements for all grantees. This can be used in a letter of agreement between grantees and the Campus Coordinators.
- Grant evaluation resources will be created in order to build assessment capacity amongst grantees.
- A data audit will be conducted to determine the pre-existing reporting and data collection mechanisms that are already in place at each university. This will be conducted in an effort to reduce duplicative reporting on behalf of the Campus Coordinators and grantees.
- Support will be provided for the onboarding of new member institutions on assessment and reporting responsibilities.

Another area of focus will be dedicated to conducting an evaluation of the program initiatives. This evaluation will focus on the effectiveness of the 4-VA Collaborative by asking questions about the impact of program initiatives on students, faculty, and universities. Collaboration across the member institutions will also be evaluated using adapted instruments from the Collaboration Evaluation and Improvement Framework (CEIF) developed by Woodland and Hutton (2012). Collaboration was determined to be an area of added value for 4-VA.



GEORGE MASON UNIVERSITY

UNIVERSITY NARRATIVE

The George Mason University 4-VA goals mirror the goals of the Collaborative.

Additionally, GMU is interested in goals that match to the GMU Strategic Plan, including a focus on innovation, increasing its reach to degree completers, and enhancing partnerships throughout the Commonwealth.

STRENGTHS

- Substantially good results from course redesign, especially in the sciences
- Increased good will and collaboration with other entities in the Commonwealth, including the 4-VA institutions, Governor's School faculty, and community partners
- Development and promotion of more online programs for adult learners

CHALLENGES

- Processing of funds to support faculty research
- Coordination across institutions (both in rewarding research grants and sharing courses)
- Conducting this work on top of regular work duties (in-kind services)

PLANNING PROCESS

The planning process is handled by the Office of the Provost-Undergraduate Education in collaboration with the Instructional Technology Unit. An Advisory Board meets each semester to provide input and review research proposals.

FUTURE DIRECTIONS AND GOALS

- Continue to establish a solid infrastructure
- Increase collaboration among the 4-VA institutions
- Develop more shared courses with additional disciplines
- Support course redesign and other ways to deliver content

FUNDING

Funding is provided automatically each year as a regular budget line item. Additional funds are negotiated through the Instructional Technology Unit. This process is informal and is usually handled through a simple email process. The GMU 4-VA grant process is as follows: the RFPs are received by the 4-VA staff and then disseminated to the GMU 4-VA Advisory Board. The board reviews each grant with a rubric that emphasizes the goals of 4-VA.

The rubrics are tallied, and the Campus Coordinator makes the final decision based on the board results. Grant award recipients receive GMU 4-VA funds through the creation of a budget code attached to GMU 4-VA. If a grant includes undergraduate research, a budgeted amount is given to OSCAR (Students as Scholars).

The details of the award are disseminated in a letter to each grantee. Each grantee is given a subcode and access to his/her grant that is tied to the 4-VA at GMU organization budget. The GMU Deputy Campus Coordinator maintains access to each subcode.

The Deputy Campus Coordinator monitors grantee funds, and annual and final reports are required. The reports have templates with required information on assessment, fund allocation, and presentation/publication tracking.

There were several challenges in this first year as GMU created a new workflow to accommodate the grant awards process. There was a time gap between creation of the grantee subcodes and the funding of the

GEORGE MASON UNIVERSITY

grants. This gap caused a great deal of frustration for the grantees. Regular communication with the Provost financial analysts, grantees and the Deputy Campus Coordinator is key to a more timely process with the next round of grants.

ADMINISTRATIVE PROFILE

Janette Kenner Muir (in-kind), 4-VA Campus Coordinator: responsibilities include coordinating campus 4-VA activities, liaising with other institutions, developing calls for grant funding and follow-up, and crafting the annual report.

Linda Lane Sheridan (fully funded by 4-VA), 4-VA Deputy Campus Coordinator: responsible for shared course coordination, budget processing, attending regular coordination meetings, website design and maintenance, and grant monitoring.

Hazel Moon (partially funded by 4-VA), graduate student: writes articles about grant activities.

FINANCIAL STATEMENT

<i>Initiatives</i>	<i># of Projects</i>	<i>Amount</i>	<i>% of Total Spending</i>
<i>Course Sharing</i>	7	\$24,730.62	3%
<i>Degree Completion</i>	3	\$57,704.78	7%
<i>Collaborative Research</i>	5	\$57,704.78	7%
<i>Course Redesign</i>	6	\$90,678.94	11%
<i>Special Projects</i>	5	\$98,922.48	12%
<i>Competitive Research</i>	3	\$41,217.70	5%
<i>Technology</i>	n/a	\$337,985.14	41%
<i>Operating 4-VA</i>	n/a	\$115,409.56	14%
<i>Total</i>	29	\$824,354.00	100%

JAMES MADISON UNIVERSITY

UNIVERSITY NARRATIVE

The goals of 4-VA at James Madison University are strongly aligned with the overall goals of 4-VA.

The 4-VA program at JMU works closely with the Office of Outreach and Engagement to create online courses and modules that meet the needs of employers and citizens in order to help students realize their goals, increase earning potential, and make them more productive members of the Commonwealth.

They hold articulation conferences and workshops to review Advanced Placement, dual enrollment, and community college STEM courses to ensure there is a clear path to corresponding programs at JMU. They also support the Center for Faculty Innovation's yearly workshop on course redesign—jmUDESIGN STEM workshop—which assists faculty with realigning their objectives with the articulation events.

STRENGTHS

- The grant program puts a strong emphasis on competitive research, particularly developing undergraduate research in order to increase retention rates in STEM disciplines.
- Strategic direction placed on the Innovation-Collaboration-Entrepreneurship (ICE) collaborative—a new cooperative alliance between the College of Business's Center for Entrepreneurship, JMU Technology Innovation, and 4-VA.
- 9th Period: a pilot program that provides computer science professional development to K-12 educators. Immediately after attending the workshop, teachers were able offer dual enrollment CS courses to high school students in rural communities. The credits are transferrable and apply directly to a degree in CS.

CHALLENGES

- The biggest challenge is streamlining processes and coordinating resources between the four universities.
- As with any state-appropriated funded program, there are numerous rules, regulations, and challenges associated with acquisition and expending funds.

JAMES MADISON UNIVERSITY

PLANNING PROCESS

Dale Hulvey, the Associate VP of Information Technology, and Nick Swayne, the 4-VA Campus Coordinator, meet bi-weekly. Bi-weekly meetings are also held between the IT staff and the 4-VA staff.

Once a quarter, Dale and Nick meet with Jerry Benson, JMU's Provost.

On a yearly basis, stakeholders gather for several meetings: a budget meeting, a strategic planning meeting, and a Strengths-Weaknesses-Opportunities-Threats (SWOT) analysis. The results of the meetings are presented to JMU's Provost and President.

FUTURE DIRECTIONS AND GOALS

- In 2014-2015, the 4-VA staff is moving to a new location on campus with dedicated office space, a larger Telepresence room, a shared STEM lab, and a testing lab.
- They will continue developing the entrepreneurial ecosystem, expanding the offerings available in the degree completion program, and supporting and promoting the collaborative research program.

FUNDING

When awarding funds, an RFP is distributed to faculty, who then submit their proposals. The proposals are reviewed to be sure they meet basic screening criteria and a survey is sent out to Steering Committee members for review. The 4-VA Campus Coordinator meets members to discuss and review grants and options for funding. A merit review is accomplished through the Collaborative partnership with faculty at the other 4-VA institutions. Funds are then awarded to grantees.

ADMINISTRATIVE PROFILE

Nick Swayne (in-kind), Director of Outreach and Engagement for College of Education, 4-VA Campus Coordinator: responsible for coordinating campus 4-VA activities, meeting with stakeholders, and managing 4-VA funds.

JAMES MADISON UNIVERSITY

Dale Hulvey (in-kind), Associate VP for Information Technology: manages the annual budget and the 4-VA funds.

David Lamm (in-kind), JMU Network Manager: responsibilities include supporting Telepresence and technology in 4-VA spaces.

Jim West (in-kind), Director of Classroom Technology Services: supports Telepresence and instructional technology.

Kailynn Brokamp (fully funded by 4-VA), 4-VA Deputy Campus Coordinator: responsible for implementing, monitoring, supervising, and supporting all 4-VA programs at JMU, and coordinating with the other 4-VA schools.

Tom Wilcox, Inventor in Residence: responsible for supporting faculty innovation and the ICE Maker Space.

Chris Ashley, Technology Assistant: responsible for supporting technology in 4-VA spaces, such as Telepresence, ICE Maker Space, and various labs on campus.

Claire Fulk, ICE Space Assistant: responsible for supporting instructional technology and Maker Space technology in the ICE Maker Space.

Katy Watt, undergraduate student assistant: responsible for marketing, reporting, and social media presence.

Tess Wilbur, undergraduate student assistant: responsible for assisting David Lamm with all videoconferencing aspects.

JAMES MADISON UNIVERSITY

FINANCIAL STATEMENT

<i>Initiatives</i>	<i># of Projects</i>	<i>Amount</i>	<i>% of Total Spending</i>
<i>Course Sharing</i>	14	\$28,000.00	3%
<i>Degree Completion</i>	20	\$100,000.00	12%
<i>Collaborative Research</i>	21	\$157,000.00	19%
<i>Course Redesign</i>	9	\$50,000.00	6%
<i>Technology</i>	n/a	\$300,000.00	35%
<i>Operating 4-VA</i>	n/a	\$215,000.00	25%
<i>Total</i>	64	\$850,000.00	100%

UNIVERSITY NARRATIVE

2013-2014 saw 4-VA at Virginia Tech seeking to clearly articulate goals and structures for 4-VA activities.

Funding for 4-VA grants at Virginia Tech is intended to support activities that further the goals of both Virginia Tech and the Collaborative through four activities: course sharing, competitive research grants, collaborative research grants for researchers working with a 4-VA grantee at a partner institution, and course redesign grants.

Course sharing grants support the faculty interested in sharing a STEM or a foreign language course with 4-VA partner institutions.

Competitive research grants are intended to improve research competitiveness within the Commonwealth and at Virginia Tech by providing funding for faculty to engage in pilot research that could be used as a springboard for subsequent, major federal grants.

Collaborative research grants support work between faculty at Virginia Tech and the 4-VA partner institutions and generally involve funds-matching for research where the primary or principal investigator (PI) is housed at one of the 4-VA partner institutions and a Co-PI or investigator is located at Virginia Tech.

Course redesign grants support the redesign of courses in STEM or a foreign language and connect to the Virginia Tech's Pathways to General Education program.

STRENGTHS

- The self-study and overhaul puts them in a strong position to meaningfully advance the number of grants, course sharing opportunities, collaborations, and assessment activities in the coming fiscal year.
- They have greatly increased their understanding of needs, developed robust documentation and processes, and identified new opportunities for collaboration with partners.

CHALLENGES

- Need to increase the coordination and communication—and some implementation—of new processes and procedures to simplify previously complex activities (with more upgrades planned) and improve documentation across partner institutions.
- Because grant administration currently crosses multiple departments, grantees noted that points of contact can be confusing and that some delays can result. In 2014-2015, grantees will primarily work with the Technology-enhanced Learning and Online Strategies (TLOS) committee to receive and manage funding, reducing the points of contact for grantees.

PLANNING PROCESS

The President charged the Provost and the Vice President for Information Technology with responsibility for providing executive-level oversight of 4-VA activities. The operation of 4-VA at Virginia Tech is managed by IT in coordination with the Provost's Office and academic units through the TLOS Stakeholders Committee. For 2014-2015, the TLOS Stakeholders Committee has five responsibilities in the context of the 4-VA Collaborative:

1. Providing input on and approval of proposed grant funding allocations to each of the four Virginia Tech 4-VA grant areas on an annual basis.
1. Providing input on and approval of the 4-VA grant RFPs and process for course sharing, competitive research, and course redesign grants before each grant cycle.
2. Approving recommended 4-VA grant recipients during each grant application cycle.
3. Approving on an annual basis the continuation of funding for multi-year 4-VA grants.
4. Annually reviewing and providing input on grant progress and outcome reports.

A small group of faculty will help the Campus Coordinators review and provide feedback on competitive research and course redesign grants as part of the proposal review process. Where appropriate, other faculty and units at Virginia Tech may also be consulted. This will occur prior to grant approvals. The 4-VA Campus Coordinators are responsible for administering and managing 4-VA grants.

FUTURE DIRECTIONS AND GOALS

As noted in the University Narrative, 2013-2014 saw a comprehensive focus on defining processes, procedures, and focuses for the coming year. The result of this work has been the determination of four major activities for the coming year that will further the goals of the Collaborative and the institution: course sharing, competitive research grants, collaborative research grants, and course redesign grants.

For 2014-2015, new processes are planned for implementation:

- A defined RFP process for three of the major grant activities.
- A proposal evaluation rubric for peer evaluators on two of the programs.
- New funding models that involve primary management and oversight of grant funding by TLOS to simplify oversight and ongoing management of the increased number of anticipated grants.

FUNDING

Processes in 2013-2014 were primarily related to funding appropriate collaborative requests that came in from partner institutions and finishing commitments to existing 4-VA grants from previous fiscal years.

Collaborative requests were evaluated based on the recommendation of partner institutions sponsoring the PI and 4-VA VT leadership evaluation of proposals' alignment with 4-VA aims. Grantees were notified of approvals and funds were primarily managed and distributed by the Provost's Office.

ADMINISTRATIVE PROFILE

Dale Pike (in-kind), Executive Director of TLOS, 4-VA Campus Coordinator: provides oversight of 4-VA activities and focuses on strategic directions.

Claire Krendl Gilbert (in-kind), Associate Director for Strategy and Analysis, 4-VA Deputy Campus Coordinator: provides logistical and operational support for 4-VA activities; assists in the development of strategic directions.

Kelsey Brunton (fully funded by 4-VA), 4-VA Assessment Coordinator: dedicated to advancing assessment and reporting for the entire Collaborative. The 4-VA Assessment Coordinator is housed on campus within the Office of Assessment and Evaluation.

John Krallman (in-kind), IT Finance Director: oversees 4-VA finances.

Cindy Keister, (fully funded by 4-VA) Instructional Design Support: hired at the end of the 2013-2014 academic year to assist with instructional/course redesign efforts.

Technology and Technical Operations staff (in-kind): provide technical oversight and technical support for 4-VA technical operations.

TLOS student support (fully funded by 4-VA): provide logistical and operational support for shared course activities.

FINANCIAL STATEMENT

<i>Initiatives</i>	<i># of Projects</i>	<i>Amount¹</i>	<i>% of Total Spending</i>
<i>Collaborative Research</i>	6	\$30,550.00	4%
<i>Course Redesign</i>	2	\$490,405.00 ²	58%
<i>Technology</i>	n/a	\$206,363.00	24%
<i>Operating 4-VA</i>	n/a	\$116,855.00	14%
<i>Total</i>	8	\$844,173.00	100%

¹ Amounts shown are approximate based on categorization of report budget categories. Itemized breakdowns of funding allocation and spending are available upon request. Any carryover of unused funds from these distributions are intended to support 4-VA activities in 2014-2015.

² Amount allocated in funding plan for this program of course redesigns.

UNIVERSITY OF VIRGINIA

UNIVERSITY NARRATIVE

The University of Virginia seeks to advance the goals of 4-VA by aligning 4-VA activities with the UVa Cornerstone Plan to accelerate progress toward both sets of goals by focusing on effectiveness and efficiency in residential undergraduate instructional activities, and by focusing on the impact of research and scholarship activities around the globe.

STRENGTHS

- The Nucleus program, which is focused on redesigning high-impact STEM courses to improve student engagement and outcomes.
- The number and variety of faculty collaborative research awards.

CHALLENGES

The major challenge faced by UVa is getting the word out about the program and its benefits. In spite of that, they have a good level of engagement from the faculty.

PLANNING PROCESS

Archie Holmes and Mike McPherson consult regularly to plan for current year activities and look forward to future activities and priorities.

FUTURE DIRECTIONS AND GOALS

- Continue with the large-scale initiatives under way.
- Implement an application process to enable UVa faculty to initiate collaborative research proposals.
- Host a summit on undergraduate research experiences.

UNIVERSITY OF VIRGINIA

FUNDING

The Campus Coordinator has full authority over and responsibility for all 4-VA funds at the University of Virginia.

UVa does not at present have an independent grant process. They receive matching requests for projects at other 4-VA schools and provide matching funds for the UVa portion of the projects.

Funds are transferred to grantee accounts as soon as the awards are made.

The Campus Coordinator follows up at the termination of the grant to ensure that the goals were met.

ADMINISTRATIVE PROFILE

Mike McPherson (in-kind), Associate VP for Research, 4-VA Campus Coordinator: all duties related to 4-VA at the University of Virginia.

Archie Holmes (in-kind), Vice Provost for Educational Innovation and Interdisciplinary Studies, Professor of Electrical and Computer Engineering: participates in planning for the overall priorities of 4-VA.

UNIVERSITY OF VIRGINIA

FINANCIAL STATEMENT

<i>Initiatives</i>	<i># of Projects</i>	<i>Amount</i>	<i>% of Total Spending</i>
<i>Course Sharing</i>	3	\$0	0%
<i>Collaborative Research</i>	8	\$45,000.00	8%
<i>Course Redesign</i>	4	\$540,000.00	91%
<i>Technology</i>	n/a	\$6,000.00	1%
<i>Total</i>	15	\$591,000.00	100%

CONTACT INFORMATION

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APPENDICES

APPENDIX A

**MEMORANDUM OF UNDERSTANDING
BETWEEN
GEORGE MASON UNIVERSITY
JAMES MADISON UNIVERSITY
THE RECTOR AND VISITORS OF THE UNIVERSITY OF VIRGINIA
AND
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY**

George Mason University (Mason), James Madison University (JMU), the Rector and Visitors of the University of Virginia (UVA), and Virginia Polytechnic Institute and State University (VT) (hereafter collectively referred to as "the Institutions") hereby enter into this Memorandum of Understanding ("MOU") to continue the Virginia Consortium for the 4-VA Course Sharing Initiative ("4-VA").

This MOU replaces and supersedes in its entirety the memorandum of understanding executed by the Institutions in December of 2011 (the "2011 MOU").

This MOU defines the procedures for administering the registration of students from the participating Institutions in on-line courses offered by one of the other Institutions ("Courses").

A. Definitions. The Home Institution is the Institution at which a participating student is enrolled; the Offering Institution is the Institution offering the Course.

B. Offering Courses. At least three months prior to the start of any academic term in which Courses will be offered, the Institutions will jointly determine which Courses will be open to 4VA registration. Each Course will meet according to the calendar of the Offering Institution. The number of students allowed to register for a Course will be governed by the Home and Offering Institutions in accordance with Sections E and F below. Each Course will be listed at the participating Home Institutions under the Home Institutions' subject code. Students from the Home Institution will enroll in the Course through the Home Institution and will remain enrolled at the Home Institution.

APPENDIX A

The Course instructor at the Offering Institution (“Instructor”) may be appointed as an unpaid instructor at the Home Institution and be listed as the instructor of record for the Course at the Home Institution. The Home Institution may also appoint a co-instructor for the Course at the Home Institution.

The Institutions agree that only faculty who meet the qualifications standards of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) will teach a Course. Because all Institutions are accredited by SACSCOC and must meet identical standards for faculty qualifications, the Institutions will exchange faculty transcripts and curriculum vitae only when such documents are needed to demonstrate compliance with accreditation requirements.

C. Institutional Academic Oversight Official. Each Institution will designate an institutional academic oversight official (“Academic Official”) in its Provost’s Office who will be responsible for addressing questions of academic policy at his/her institution as they relate to 4-VA.

D. Registrar Coordinator. Each Institution will designate its registrar or the registrar’s designee (“Registrar Coordinator”) in its University Registrar Office who will be responsible for verifying the eligibility of its students to register for a Course, working with the Registrar Coordinators of the other Institutions to insure that participating students are properly registered at both the Offering Institution and the Home Institution, and reporting any changes in enrollment of its participating students to the Registrar Coordinator at the Offering Institution. The Registrar Coordinator will also act as the reporter and/or receiver of grades to his/her counterparts at the other Institutions. The Registrar Coordinator will provide reports of courses offered through 4-VA and the number of students enrolled as required by the Institutions.

E. Responsibilities of the Offering Institution. For each Course, the Offering Institution will provide to each of the other Institutions at least four (4) weeks prior to the start of the applicable academic term the Course description, a draft syllabus, and pre-requisite requirements. The Offering Institution may limit the number of students who may register for each Course through other Institutions.

Instructors will assign grades in accordance with the grading system of the Offering Institution. Registrar Coordinators at each Offering Institution will post grades on the secure 4VA grade site maintained by VT as soon as possible after Instructors report the grades.

APPENDIX A

The Offering Institution will ensure that students who register for each Course will have access to the necessary systems and services, including textbook information, learning management systems such as Blackboard, and e-mail, if required by the Offering Institution. (Students may need to complete paperwork for the Offering Institution.) The Offering Institution will ensure that course materials are accessible to students who register for each Course. On-site accommodations for students at the Home Institution, including interpreter services, will be arranged and paid for by the Home Institution.

F. Responsibilities of the Home Institution. For each Course, the Home Institution will determine which of its students are eligible to register and will ensure that each student meets the prerequisites, whether through prior coursework or appropriate degree level. The Home Institution will also determine what academic approval processes must be followed by its students in order to register for a Course. Such approvals may include the advisor, dean, and/or department chair of the area of instruction. The Home Institution may limit the number of Courses taken by its students.

The Registrar Coordinator at each Home Institution will post reported grades to each student's record. The Registrar Coordinator may adjust grades received for Pass/Fail, Credit/No Credit, or Audit as needed to conform to the grading system of the Home Institution.

The Offering Institution will provide access to required course materials for 4VA students, coordinating library services with the Home Institution as needed to ensure students' access to learning materials required for the Course.

G. Academic Policies. The academic policies of the Home Institution will govern changes in registration of its students in a Course in the following circumstances: dropping Courses, withdrawal from Courses, and change of grade type (from A-F to Pass/Fail or Credit/No Credit or Audit). Permission to register in a Course in a Pass/Fail or Credit/No Credit or Audit grading mode will be given only by the Home Institution and only if the requested grading mode is allowed by the Offering Institution. Students will adhere to the academic calendar of the Offering Institution and may not enroll in a Course once the Offering Institution's deadline has passed for adding courses.

Grade appeal and grievance policies will be those of the Offering Institution. Students at the Home Institution will be notified when they register in the Course that another institution's policies may apply and will be directed to the Offering Institution's 4-VA information site for students.

Time limits for addressing incomplete grades will not exceed those of the Home Institution.

APPENDIX A

H. Academic Integrity and Conduct. Students registered in a Course will be required to follow the policies governing academic integrity and personal conduct at the Home Institution. In the event of academic dishonesty or misconduct by a student registered in a Course, the Instructor has the authority to proceed according to the Home Institution's policies regarding such student's continuation in the Course. The Offering Institution has the authority to proceed according to its policies regarding such student's eligibility for future Courses at that Institution. If the problem results in a change in the student's status in the Course, the Offering Institution's Registrar Coordinator will report the change in status to the Home Institution's Registrar's Coordinator and provide any applicable supporting documentation regarding the problem. The Home Institution may take any additional action it deems appropriate.

I. Academic Transcripts and Degrees/Certificates. The official record of students' participation in Courses will be maintained only at the Home Institution. All work completed through Courses will be treated as resident credit by the Home Institution. For federal and state reporting purposes, a student registered in a Course will be counted only in the student enrollment statistics of the Home Institution. Degrees or certificates will be awarded only by the Home Institution.

J. Tuition and Fees. Payment of tuition for Courses will be made through the regular procedures and in accordance with the tuition and fee rates of the Home Institution. There will be no transfer of funds among the Institutions in conjunction with the Courses.

K. Term and Termination. This MOU shall be effective for a period of six (6) years commencing on August 1, 2014, and ending on May 31, 2020. Thereafter, this MOU may be renewed for additional periods upon mutual written agreement of the Institutions. Any Institution may terminate its participation in the program established by this MOU for any reason upon sixty (60) days written notice to the other Institutions. Unless otherwise agreed by the Institutions in writing, termination will not affect students who are registered in Courses at the date of termination.

L. Status of the Institutions. The Institutions agree that none of its faculty members who participate in a Course shall be considered an employee, agent, contractor, or representative of any of the other Institutions for any purpose including, but not limited to, workers compensation, employee benefits, salary, and professional liability. The Institutions expressly understand and agree that this MOU is not intended and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture or association among the Institutions, but is, rather, an agreement by and among independent parties.

M. Nondiscrimination. The Institutions subscribe to the policy of equal opportunity and do not discriminate on any basis prohibited by state or federal law.

N. Accreditation Status. This MOU is contingent upon each Institution's good standing with SACSCOC.

APPENDIX A

O. Entire Agreement. This MOU constitutes the entire understanding of the Institutions with respect to the subject matter herein, and supersedes all prior oral and written agreements.

P. Publicity. Each Institution may reference the course-sharing initiative established by this MOU and its affiliation with the other participating Institutions on any website or in any informational literature developed to publicize 4-VA courses. Except as set forth herein, no Institution will use the name or trademarks of any other Institution in any advertising or publicity material without first having obtained written permission from the Institution to be named.

Q. Notices. Any notice or other communication required or permitted by this MOU shall be directed to appropriate contacts at the Institutions as listed in Attachment A.

IN WITNESS THEREOF, the parties hereby cause this MOU to be executed by their duly authorized representatives.

For George Mason University

S. David Wu
Provost and Executive Vice President

Date: _____

For James Madison University

A. Jerry Benson
Provost and Senior Vice President

Date: _____

**For Virginia Polytechnic Institute
and State University**

Mark G. McNamee
Senior Vice President and Provost

Date: _____

**For The Rector and Visitors of the
University of Virginia**

John D. Simon
Executive Vice President and Provost

Date: _____

APPENDIX A

MOU Contacts

George Mason University

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APPENDIX A

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APPENDIX B



Introduction

- President John Broderick

ODU 4-VA Leadership Team:

- Carol Simpson, Provost and VP for Academic Affairs
- Rusty Waterfield, VP for Administration and CIO
- Andy Casiello, Associate VP for Distance Learning
- Jim Shaeffer, Dean, College of Continuing Education and Professional Development

APPENDIX B

ODU Strengths for 4-VA:

- Degree Completion
 - Over 30 years of distance learning experience
 - 70 degree programs offered at a distance
 - 20 years of collaboration with VCCS
 - Over 12,000 graduates from ODU distance learning programs
 - 8,000 FTE currently in distance programs
- Collaborative Research
 - Virginia Modeling, Analysis and Simulation Center
 - Mitigation and Adaptation Research Institute for sea level rise
 - Center for Educational Partnerships
 - Frank Reidy Center for Bioelectronics
- Academic Strengths
 - Modeling and Simulation
 - Civil and Electrical Engineering
 - Mechanical Engineering
 - Computer Science
 - Bioelectronics
 - Oceanography
 - Physical Therapy PhD
 - Counseling
 - RN to BSN
 - Monarch Teach
- Course Redesign
- Distance Learning
 - Centralized operation serving all seven colleges
 - Telepresence used for live connection between sites
 - WebEx and Adobe Connect
 - Eight design teams building online programs
- Center for Learning and Teaching
 - Part of the Distance Learning operation
 - Instructional design and development
 - Faculty development for all modalities
 - Serves entire university
- Potential Course Sharing
 - Graduate Nursing/VA Consortium
 - Cybersecurity of Critical Infrastructures
 - Foreign languages
 - Center for Learning and Teaching
 - Summer Institute web conference
- Technology (4-VA Video Connector):
 - Multiple Cisco Endpoints both on and off campus
 - Over 100 Cisco Video Bridging Ports
 - Multiple Cisco Telepresence Support Systems
 - Involvement in MARIA
 - Commitment of Network Engineer

APPENDIX B

ODU's 4-VA Team

- Campus Coordinator and Academic Liaison
Andy Casiello, Associate Vice President for Distance Learning
- Deputy Campus Coordinator and Academic Liaison
James Shaeffer, Founding Dean, College of Continuing Education and Professional Development
- Information Technology
 - *Rusty Waterfield, Vice President for Administration and CIO*
 - *Wayne Jones, Director of Network Technology and Operations*
- Academics
 - *Brian Payne, Vice Provost, Academic Affairs*
- Distance Learning Engineering
 - *Miguel Ramlatchan, Assistant Vice President for Distance Learning*

Summary

- ODU's history of collaboration
- 4-VA's mission and activities align with ODU's strengths
 - Bring immediate strengths to the Collaborative
 - Distance Learning expertise and infrastructure
 - Statewide collaboration with VCCS
 - STEM-H strengths
 - Research faculty interest
 - Research labs
 - ODU team ready to participate

APPENDIX C

4-VA Welcomes Old Dominion University as a Member Institution

WHEREAS the mission of 4-VA is to promote inter-university collaboration; and

WHEREAS the President of Old Dominion University has proposed that institution's desire and capability to join the 4-VA Collaborative as a member institution; and

WHEREAS Old Dominion University is eligible to become a member of 4-VA; and

WHEREAS Old Dominion University is committed to meeting requirements of full 4-VA membership as outlined in the membership expansion white paper prepared by the 4-VA Working Group; and

WHEREAS Old Dominion University holds academic and technical resources necessary to fully participate in 4-VA;

THEREFORE BE IT RESOLVED that the 4-VA Management Board approves the entry of Old Dominion University as a full member of the 4-VA Collaborative, while reaffirming the need for all member institutions to work collaboratively towards achieving 4-VA's defined goals.

APPENDIX D

Recommendation from the 4-VA Campus Coordinators Role of the Executive Director (ED)

1. The role of the Executive Director will rotate among the Campus Coordinators of the institutions involved in the collaboration.
2. The ED will shift to a different institution as Management Board chair shifts (so that both ED and MBC are not at same location). The ED will serve a two-year term with a potential for reapplying after two years. The ED should not be at the same institution as the Management Board Chair, unless this is agreed upon by all institutions in the collaborative.
3. It is expected that duties of the ED will include: handling state queries as they arise; working with the assessment director to compile the annual report; planning monthly and quarterly meetings; website maintenance; and other duties as defined.
4. Resources needed for this position will be absorbed by the 4-VA budget at the ED's institution. No additional resources are required to host this coordination. The local institution, however, may determine that a stipend is appropriate for this additional work and adjust its budget accordingly.
5. Since the Management Board Chair has shifted to George Mason University, the coordinators recommend that the ED position shift to Nick Swayne at James Madison University, effective January 2, 2015.

APPENDIX E

Appendix E

Assessment and Evaluation Report

This section of the report outlines and describes the work of the Assessment Coordinator. The Assessment Coordinator was hired in August 2013 to evaluate the efforts of the 4-VA across universities.

Process Evaluation Report

The Assessment Coordinator conducted informal interviews with a wide range of stakeholders including the 4-VA Executive Office staff, 4-VA leadership at each university, members of the management board, faculty, and administrators involved in 4-VA initiatives. The purpose of these interviews was to collect information about current projects, processes, successes, and challenges working within the Collaborative. Interview data, in addition to 4-VA documents, reports, and observations, informed the evaluation. This evaluation adheres to the evaluation standards set forth by the Joint Committee on Standards for Educational Evaluation. The report has been used to create a program logic model (see figure on the next page) and to inform administrative goals, outcomes, and improve processes.

APPENDIX E

Logic Model: 4-VA Collaborative

Inputs	Outputs			Outcomes		
	Program Investments	Activities	Participation	Short-Term Goals	Intermediate Goals	Strategic Aims
Telepresence Technology Infrastructure	Course Sharing	Commonwealth 4-VA Universities	Project-Specific Goals	Operational Maturity	Define Instructional Models	
4-VA Leadership	Collaborative Research	Students	Communication and Outreach	External Grants	Expand Access	
4-VA Staff	Course Redesign	Faculty Departments	Formalized Processes	Establishing Indicators of Forward Progress	Increase Research Competitiveness	
Cisco, Commonwealth, and Institutional Financial Resources	Degree Completion	K-12 Community Colleges Industry			Increase and Enhance STEM Success	

APPENDIX E

Define roles and responsibilities of campus coordinators and shared positions.

Promote 4-VA's progress to stakeholders, faculty, administration, and students.

Establish procedures for matching funds and financial rewards for multi university projects.

Discuss and operationalize the 4-VA goals in relation to the current projects.

Establish formal reporting processes and specific timelines for faculty and campus coordinators.

Responsibilities of the Assistant Deputy Campus Coordinators are focused at the university level. The Assessment Coordinator is a shared position across the Collaborative whose focus and services are across universities.

A majority of member institutions have websites that share news and information about the Collaborative. Each university has also created an annual report that can be shared with university stakeholders.

A matching fund template has been created and shared across universities to enhance communication and improve internal grant management processes.

A bottom-up approach has been established to guide the future direction of 4-VA. Goals for each university—in alignment with the mission of 4-VA—will aid in the articulation of our future work, which is appropriate for the nature and purpose of the Collaborative.

A multilevel annual reporting infrastructure was developed and implemented. Timelines will be revised to accommodate academic calendars and 4-VA funding schedules.

APPENDIX E

Process Evaluation Recommendations and Action Plan

The Process Evaluation report included a series of key findings based on the recommendations provided by 4-VA stakeholders and staff. Since the report, the five key findings were moved into action by the Collaborative. The visual above highlights these actions.

Assessment and Reporting Infrastructure

A major undertaking of the 4-VA Assessment Coordinator was focused on creating and establishing mechanisms for programmatic assessment and reporting. In collaboration with Campus Coordinators and the Executive Office, a template for project-level annual reporting was developed in order to document, track, and assess the progress of 4-VA grants. The report was distributed and collected in July and August of 2014. Additionally, a template for university-level annual reporting was created for each member institution that focuses on the university and its 4-VA initiatives. This report served three purposes: 1) formal documentation of processes and programmatic data at each member institution; 2) a resource for current and future member institutions; and 3) an opportunity to reflect on the past year while making plans for the next. As a result, the Collaborative has created a multilevel reporting infrastructure.

Grants Proposals Include Evaluation Criteria

Language was added to the Request For Proposals (RFP) at each university to include evaluation plans as part of the grant proposal. Campus Coordinators have included evaluation plans as criteria for awarding funds. As a result, evaluation has become a focus for grantees in an effort to maintain accountability and to enhance data collection across the Collaborative.

Course Sharing Survey

A course sharing survey was created and administered to students enrolled in shared courses during the Fall 2013 and Spring 2014 semester. The survey was developed to better understand student perceptions of the learning environment.

Key Findings and Resulting Actions

Student responses provided evidence for the value added experience elicited from a shared course. Students mentioned that the unique learning environment provided them with expanded course opportunities, diverse perspectives, and larger social networks. A majority of students commented positively on the courses; some desired a greater connection to their professors. The survey results have helped to

APPENDIX E

inform faculty of best practices for teaching in the Telepresence classrooms. Campus coordinators have conducted training and orientation programs with insights gathered from survey results.

Case Study: Biology Course Redesign

An assessment plan was developed with faculty on the biology course redesign grant at Virginia Tech. The plan includes a mixed methods approach that is separated into three phases. This work has provided valuable insight into the assessment resources needed for course redesign projects across universities.

The first phase of the plan was conducted in the first year of the grant, fall 2013-spring 2014. The focus was primarily on gathering qualitative data. After IRB approval was granted, a pre-test was created for the biology course redesign in order to determine previous experiences related to biological concepts and teamwork. The pre-test also asked some demographic questions that helped the biological sciences faculty to better understand the population of students in their courses. Focus groups were conducted with course redesign faculty, undergraduate teaching assistants, and students enrolled in the traditional biology courses and the active learning courses. A survey was created and administered at the end of the fall 2013 semester to determine student perceptions of the course.

The second phase of the assessment plan focuses on gathering and analyzing quantitative and longitudinal data. Faculty members are now working with the Center for Instructional Design and Educational Research (CIDER) at Virginia Tech and the 4-VA Assessment Coordinator to develop a matrix for course embedded assessment and student learning outcomes. Faculty are also working with Institutional Research and the Registrar's Office to gain access to student data in order to analyze long term impacts of the course redesign.

The third phase will focus on making meaning from the data collection and analysis in the first and second phases of the biology course redesign assessment plan. The qualitative and quantitative data will be used to inform course curriculum and design. Longitudinal data will be analyzed to determine student retention and success in STEM programs.

Key Findings and Resulting Actions from Phase I

A majority of students commented on the video lectures that were created for the active learning course. They suggested making the lectures more dynamic, concise, and shorter in length. Students also suggested greater alignment between in-class activities and video lectures.

APPENDIX E

As a result, course lectures are being revised and recreated. The biology course redesign instructors and curriculum coordinator are working to help students connect the dots between online course content and the in-class application of content.

Future Directions and Goals

The focus of assessment will begin to shift toward understanding 4-VA outcomes. This year's assessment efforts will have two areas of focus. The first will be on creating assessment resources and supporting the Campus Coordinators at each of the four member institutions. This is essential to ensuring that grantees are conducting formative and summative evaluations assessments. The resources and support include, but are not limited to, the following:

- A Memorandum of Understanding (MOU) will be developed that highlights assessment requirements for all grantees. This can be used in a letter of agreement between grantees and the campus coordinators.
- Grant evaluation resources will be created in order to build assessment capacity amongst grantees.
- A data audit will be conducted to determine the pre-existing reporting and data collection mechanisms that are already in place at each university. This will be conducted in an effort to reduce duplicative reporting on behalf of the Campus Coordinators and grantees.
- Provide support for the onboarding of new member institutions on assessment and reporting responsibilities.

The second area of focus will be dedicated to conducting an evaluation of program initiatives: course sharing, collaborative research, course redesign, and degree completion. This evaluation will focus on the effectiveness of the 4-VA Collaborative by asking questions about the impact of program initiatives on students, faculty, and universities. Collaboration across the four member institutions will also be evaluated using adapted instruments from the Collaboration Evaluation and Improvement Framework (CEIF) developed by Woodland and Hutton (2012). Collaborative work was determined to be an area of added value for 4-VA.

