



Agenda Book

March 18 - 19, 2019

Location: Virginia Tech - Blacksburg, VA





March 18-19, 2019, Council Meetings Schedule of Events

Virginia Tech
The Inn at Virginia Tech
Blacksburg, VA

March 18, 2019

- 2:00 – 3:50 **Academic Affairs Committee (Solitude Room #307) - [Section A on the agenda](#)**
(Committee members: Katie Webb (chair), Carlyle Ramsey (vice chair), Ken Ampy, Rosa Atkins, Gene Lockhart)
- 2:00 – 3:50 **Resources and Planning Committee (Cascades Room #309) - [Section B on the agenda](#)**
(Committee members: Marge Connelly (chair), Henry Light (vice chair), Victoria Harker, Stephen Moret, Bill Murray, Tom Slater, Minnis Ridenour)
- 4:00 – 4:45 **Educational Session - [Section C on the agenda](#)**
- 5:00 – 6:15 **Campus Tour (transportation provided)**
- 6:15 – 6:30 **Transportation to The Grove**
- 6:30 – 8:30 **Dinner at The Grove (President Sands' residence)**
Transportation provided to the Inn

March 19, 2019

- 9:00 – 12:30 **Council Meeting (Cascades Room #309) - [Section D on the agenda](#)**
(Continental breakfast will be available for Council members and staff)

NEXT MEETING: May 20-21, Mary Baldwin University, Staunton, VA
(May 20 will include a meeting with the Private College Advisory Board)

Council meeting



Time: March 18, 2019 2:00 PM - March 19, 2019 12:30 PM EDT

Location: Virginia Tech

Description:

Committee meetings on March 18; Council meeting on March 19.

Section	Time	Agenda Item	Presenter	Page
		--Cover sheet		1
		--Meeting timeframes		2
		--March 18-19 agendas		3
A.	2:00	ACADEMIC AFFAIRS COMMITTEE (March 18, 2019) Solitude Room #307		
A.1	2:00	--Call to order	Ms. Webb	
A.2	2:05	--Approval of minutes (January 14, 2019)	Ms. Webb	6
A.3	2:10	--Action on programs at public institutions	Dr. DeFilippo	9
A.4	2:25	--Program proposals in the review pipeline	Dr. DeFilippo	19
A.5	2:45	--Action on provisional certification of Virginia Business College	Dr. DeFilippo/Ms. Rosa-Casanova	21
A.6	3:05	--Action on report of audit: Virginia International University	Dr. DeFilippo/Ms. Rosa-Casanova	26
A.7	3:20	--Update on graduate outcome survey	Dr. DeFilippo	41
A.8	3:35	--Report of the staff liaison to the committee	Dr. DeFilippo	47
A.9	3:50	--Motion to adjourn	Ms. Webb	
B.	2:00	RESOURCES AND PLANNING COMMITTEE (March 18, 2019) Cascades Room #309		
B.1	2:00	--Call to order	Ms. Connelly	
B.2	2:00	--Approval of minutes (January 14, 2019)	Ms. Connelly	50
B.3	2:05	--Action on institutions' implementation of license plate scholarship program	Mr. Andes	53
B.4	2:15	--Preview of Commonwealth Research and Technology Strategic Roadmap	Dr. Edwards/Ms. Salmon	56
B.5	2:35	--Report on 2018 fall enrollment at public two-year institutions	Mr. Massa	62

Section	Time	Agenda Item	Presenter	Page
B.6	2:50	--Update on strategic finance plan	Ms. Kang	70
B.7	3:10	--Report on the six-year plan process	Dr. Huskey	74
B.8	3:25	--Discussion of financial aid study process	Ms. Kang	76
B.9	3:40	--Annual report on the New Economy Workforce Credentials Grant	Ms. Kang/Mr. Massa	79
B.10	3:50	--Motion to adjourn	Ms. Connelly	
C.	4:00	EDUCATIONAL SESSION (March 18, 2019) Cascades Room #309		
C.1	4:00	--Call to order	Chairman Fralin	
C.2	4:05	--Remarks by Frank Beamer	Mr. Beamer	
C.3	4:45	--Motion to adjourn	Chairman Fralin	
	5:00	--CAMPUS TOUR AND DINNER		
D.		COUNCIL MEETING , March 19, 2019 Cascades Room #309		
D.1	9:00	--Call to Order and announcements	Chairman Fralin	
D.2	9:05	--Approval of minutes (January 14, 2019)	Chairman Fralin	81
D.3	9:10	--Remarks from Timothy Sands, President, Virginia Tech	Dr. Sands	
D.4	9:30	--Report from SCHEV Student Advisory Committee	Ms. Robinson	93
D.5	9:50	--Report of the agency director	Mr. Blake	95
D.6	10:00	--Discussion of annual report on The Virginia Plan for Higher Education	Ms. Kang	98
	10:25	BREAK		
D.7	10:40	--Update on the 2019 General Assembly session	Mr. Blake/Ms. Rebar	111
D.8	11:00	--Report from committees		
D.8a	11:15	--Summary of academic affairs committee actions and discussions	Ms. Webb	122
D.8b	11:25	--Summary of resources and planning committee actions and discussions	Ms. Connelly	123
D.8c	11:40	--Summary of ad hoc attainment committee	Dr. Murray	124

Section	Time	Agenda Item	Presenter	Page
D.9	11:50	--Receipt of delegated items	Mr. Blake	126
D.10	11:55	--Old business	Chairman Fralin	
D.11	12:00	--New business	Chairman Fralin	
D.12	12:10	--Receipt of public comment	Chairman Fralin	
D.13	12:30	--Motion to adjourn	Chairman Fralin	

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
ACADEMIC AFFAIRS COMMITTEE
JANUARY 14, 2019
MINUTES**

Mr. Fralin appointed Mr. Ampy Chair for the meeting in Ms. Webb's absence. The meeting was called to order at 10:01 a.m., at the State Council of Higher Education for Virginia in Richmond, Virginia. Committee members present: Ken Ampy, Henry Light, and Heywood Fralin.

Committee members absent: Rosa Atkins, Gene Lockhart, Carlyle Ramsey, and Katie Webb.

Staff members present: Beverly Rebar, Joseph G. DeFilippo, Jodi Fisler, Ashley Lockhart, Sylvia Rosa-Casanova, Paul Smith, and Susan Yale.

APPROVAL OF MINUTES

On motion by Mr. Fralin, and seconded by Mr. Light, minutes from the October 29, 2018, meeting were approved unanimously.

Mr. Ampy introduced and invited staff to present information on the following topics:

ACTION ON PROGRAMS AT PUBLIC INSTITUTIONS

In attendance:

Dr. Tamara Wallace, Interim Dean of the College of Education and Human Development

Dr. Brad Bizzell, Educational Leadership Program Coordinator

Dr. DeFilippo introduced the program proposal from Radford University, for a Doctor of Education (Ed.D.). He explained Radford's status as a limited doctoral institution and went on to describe how the program could assist with the workforce demands in the region.

On motion by Mr. Light, seconded by Mr. Fralin, the following resolution was approved unanimously to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Radford University to initiate a Doctor of Education (Ed.D.) program in Education (CIP 13.0401), effective fall 2019.

DISCUSSION OF PROGRAM PROPOSALS IN THE REVIEW PIPELINE

Dr. DeFilippo introduced a report of the program proposals that are currently under review as of January 10, 2019. There was some discussion about the typical amount of time a program may be under consideration. Dr. DeFilippo then introduced the upcoming BSEd programs in education and the accommodations that are being made

in order to allow for a facilitated approval process, due to the statewide teacher shortage.

ACTION ON PRIVATE POSTSECONDARY INSTITUTIONAL CERTIFICATIONS

Dr. DeFilippo introduced the resolution from Eastern Kentucky University to be certified to operate as a degree-granting postsecondary institution in Virginia. He explained that they are a public institution in Kentucky that is accredited by SACCSCOC and that staff recommends the committee adopt the resolution.

On motion by Mr. Fralin, seconded by Mr. Light, the following resolution was approved unanimously to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Eastern Kentucky University to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective January 14, 2019.

ACTION ON GUIDELINES FOR PROCEDURES RELATED TO AUDITS OF CERTIFIED INSTITUTIONS

Dr. DeFilippo explained that staff seek Council's endorsement in order to change SCHEV processes when staff encounter serious non-compliance from an institution that could lead to suspension or revocation of certification. He described how this process change would make SCHEV guidelines more explicit and would provide Council information at the beginning of the process, rather than at the end. There was some discussion on the legal background of the process change and how it will help Council be more proactive in bringing these schools into compliance.

On motion by Mr. Light, seconded by Mr. Fralin, the following resolution was approved unanimously to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the Guidelines for Procedures Related to Audits of Certified Institutions, to become effective January 14, 2019.

ACTION ON POLICY FOR DUAL ENROLLMENT TRANSFERABILITY

Dr. DeFilippo introduced the extensive bill passed in 2018 on dual enrollment and transferability to ensure quality. He explained that staff were already working on this issue when it was passed by the General Assembly, and that the proposed policy has been vetted by diverse institutional groups.

Dr. DeFilippo described the key features of the policy, and emphasized that according to the policy dual enrollment courses must not be treated differently for purposes of transfer than any other courses. There was some discussion about the intention of the legislation and its impact on reduction of time to graduation.

On motion by Mr. Light, seconded by Mr. Fralin, the following resolution was approved unanimously to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia, in accord with Code of Virginia § 23.1-905.1, adopts the Virginia Public Higher Education Policy for Dual Enrollment Transferability, effective immediately.

UPDATE ON TRANSFER

Dr. DeFilippo introduced Dr. Paul Smith to preview the transfer tool and Dr. Patricia Parker to present on Transfer Virginia. Dr. Smith explained the history behind the transfer tool and demonstrated its complete overhaul.

Dr. Parker then described her role as Project Director of Transfer Virginia. She went on to explain the enormous gap in the number of students that declare intent to transfer and those that actually achieve transfer success. There was some discussion on improving transfer statistics, including a common template map, reverse transfer awards for associate's degrees, and creating an umbrella portal that serves all students.

RECEIPT OF INTERIM REPORT ON POST-COLLEGE OUTCOMES TASK FORCE

Dr. DeFilippo introduced Dr. Jim Ellis from VCU, who has participated on the task force and contributed to its interim report. He explained that the project is, in fact, feasible, and that there are two main methodologies of implementation. He went on to describe the significant cost due to the scale of the research and that the survey is best implemented as a longitudinal survey. There was some discussion on funding levels and the possibility of a budget amendment.

REPORT OF THE STAFF LIAISON TO THE COMMITTEE

Dr. DeFilippo reported on staff activities, including the Virginia SARA advisory committee meeting and the Virginia College closure.

ADJOURNMENT

Mr. Ampy adjourned the meeting at 11:50 a.m.

Ken Ampy
Acting Chair, Academic Affairs Committee

Ashley Lockhart
Staff, Academic Affairs

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee #A3 – Action on Programs at Public Institutions

Date of Meeting: March 18, 2019

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

Most Recent Review/Action:

- ☒ No previous Council review/action
☐ Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

Programs Presented for Consideration

- University of Mary Washington, Bachelor of Arts (B.A.) in Communication and Digital Studies (CIP: 09.0100)
- University of Virginia, Master of Public Safety (M.P.S.) in Public Safety (CIP: 43.0103)

Financial Impact: See program summaries below.

Timetable for Further Review/Action: N/A

Resolutions:

University of Mary Washington
Bachelor of Arts (B.A.) in Communication and Digital Studies
(CIP: 09.0100)

Program Description

The University of Mary Washington (UMW) is proposing the creation of a Bachelor of Arts (BA) degree program in Communication and Digital Studies to be initiated fall 2019. The program would be located in the College of Arts and Sciences, Department of English, Linguistics, and Communication.

The proposed BA in Communication and Digital Studies degree program focuses on new theoretical directions in the field of communications. Centrally concerned with the development of a liberal education, the proposed degree will work to empower students and “prepares them to deal with complexity, diversity, and change.” Students will be provided a dynamic understanding of how communication practices currently work through digital means and how those practices can be adapted to meet the future needs of this emergent field. The focus of the core curriculum “is to provide students with a strong foundation in contemporary communications in a digital environment. Students will develop the critical skills to study and use digital technology to effectively communicate in dynamic and new media environments.” Graduates seeking employment will be prepared to: a) manage communication within organizations through the use of electronic and print publications, e-communications distribution, and social media; b) develop a personal brand, or digital identity, for use in contemporary digital networks and platforms; c) develop social media and digital marketing strategies for personal or workplace use, to increase engagement while understanding how to develop and manage a digital identity; and d) write effectively to communicate through contemporary digital networks and platforms.

The BA in Communication and Digital Studies will require 120 credit hours of coursework: 24 credit hours of core coursework; 12 credit hours for restricted electives; 37 credit hours of general education coursework; and 47 credit hours of electives.

Justification for the Proposed Program

UMW has offered a major in Communication and Digital Studies within the BA degree program in General Liberal Arts and Studies since 2014. UMW notes that “the current degree name, General Liberal Arts and Studies, reflects the current program’s grouping into a set of interdisciplinary majors at Mary Washington. The current degree name draws attention away from the focus of the program, which is the subject matter of Communication and Digital Studies (rather than “general” liberal arts). The proposed BA in Communication and Digital Studies is thus a clearer degree name and will more accurately reflect what students will be studying in their degree program.... The proposed degree program will be more recognizable to prospective employers in communication fields. This will enable students to more easily show how their degree matches the workplace needs of open positions in communication and in jobs advertising for public relations specialists.”

UMW indicates that the Virginia Plan for Higher Education establishes a goal of making the Commonwealth the best-educated state by 2030. Achieving that goal means that “Virginians will need deeper and broader knowledge and skills to be engaged, productive, participants in our evolving Commonwealth and its economy” (<http://www.schev.edu/index/statewide-strategic-plan/annual-report>). UMW contends that “communication skills and knowledge of digital communication networks and how they influence communication interactions are at the forefront of what students will need to be competitive in emerging and evolving workplaces. With learning outcomes attuned to the employment outcomes that are sought after in the current economy, the proposed degree program will help advance the economic and cultural prosperity of the Commonwealth and its regions, helping the Commonwealth meet the fourth goal of its Plan for Higher Education.”

UMW notes that “given the important set of skills tied to the study of communication, it is not surprising to find that employers seek candidates with these skills.” In their study of trends in desired workplace competencies, Bertelsen and Goodboy reported that “interpersonal communication, teamwork, leadership, intercultural or multicultural communication, and some level of reasoning, critical thinking or analysis are regularly listed as highly desirable workplace communication competencies” (<https://doi.org/10.1080/03634520902755458>). In support of the Bertelsen and Goodboy report, UMW affirms that “coursework in the proposed degree program prepares students to perform well in each of these areas. Additionally, graduates of the proposed degree program will develop mastery in digital studies, providing them with an understanding of how digital tools, platforms, and processes are developed and utilized.”

Student Demand

Student demand is indicated by existing enrollment in the Communication and Digital Studies major under the BA in General Liberal Arts and Studies. In fall 2014, eight students were enrolled in the major. Enrollment increased to 55 in 2015, 105 in fall 2016, 122 in fall 2017, and 143 in fall 2018.

In fall 2018, UMW surveyed first-year students to determine interest in majoring in communication and digital studies. Of the 926 students, 48 (approximately 5%) indicated a preference to major in communication and digital studies; 19 students indicated a major in communication and digital studies would be their first choice and 29 students indicated it would be their second choice.

Enrollment projections show a full-time equated student enrollment (FTES) of 119.0 in the program’s first year (2019-20). The projections continue as follows: FTES 2020-21, 122.0; 2021-22, 124.0; and 2022-23, 126.0. UMW anticipates 40 graduates each year beginning in 2023-24. If these enrollment and graduation projections are met, then this program will meet Council’s productivity/viability standards within five years, as required.

Market/Employer Demand

UMW notes that employer demand for graduates in the field is evidenced by the low unemployment rate for students who have majored in communications. “According to the Federal Reserve Bank of New York in January 2018, employees who had majored in this area were only unemployed at the rate of 3.9%.... The Federal Reserve Bank showed that unemployment rate was significantly lower than majors in sociology (4.8%), history (5.5%), or English (6.4%)” (https://www.natcom.org/sites/default/files/publications/NCA_C-Brief_2018_February_11.pdf). Recent graduates from the BA in General Liberal Arts and Studies, Communications and Digital Studies major have been successful in finding positions such as: US/Canada Press Secretary, ORISE Research Fellow, Program Support Specialists for the Department of Army, and Sales and Marketing Associate. The Bureau of Labor Statistics (BLS) projects that between 2016 and 2026 employment of public relations specialists is expected to grow 9% or “about as fast as average for all occupations” (<https://www.bls.gov/ooh/media-and-communication/public-relations-specialists.htm>). The Virginia Employment Commission (VEC) projects that between 2016 and 2026 employment of public relations specialists expected to increase 16.05% or 1.5% annually (available at <https://data.virginialmi.com/vosnet/analyzer/>).

Issues of Duplication

Five public institutions (CNU, JMU, LU, RU, and Virginia Tech) offer related or similar degree programs. Christopher Newport University (CNU) offers a BA in Communication Studies. “Both programs include a general study of communication. Similar to the proposed degree program at UMW, CNU also includes public speaking, introduction to rhetoric, communication theory, and communication research as required courses. The primary difference between CNU’s program and the proposed degree program is that CNU does not include a designated core of courses in digital studies.”

James Madison University (JMU) offers a BA in Communication. “Both programs include public speaking, communication research, and communication theory as required courses. The primary difference between JMU’s programs and the proposed degree program is that JMU does not include a designated core of courses in digital studies; JMU’s program does not include courses in the study of digital studies or digital communication. UMW’s proposed program will offer such courses. JMU’s program offers six concentrations whereas UMW’s proposed program does not offer concentrations.”

Longwood offers a BA in Communication Studies. “Both programs include public speaking, communication research methods, and an introduction to communication as required courses.” Longwood’s program differs from the proposed program in that two concentrations are offered: public relations and digital media. UMW’s proposed program does offer concentrations. “LU’s program does not include a designated core of courses in digital studies. UMW’s proposed program will require core courses in digital studies.”

Radford University (RU) offers a BA in Communications Studies. “Both programs include public speaking, communication theory, and research methods as required

courses. The primary difference between RU's programs and the proposed degree program is that RU does not include a designated core of courses in digital studies."

Virginia Polytechnic Institute and State University (Virginia Tech) offers a BA in Communication with a major in Communication Studies. "Virginia Tech's program includes three required courses, two of which have some overlap with required courses in the proposed degree program... The primary difference between Virginia Tech's program and the proposed degree program is that Virginia Tech does not include a designated core of courses in digital studies."

Resource Needs

The proposed program will be funded primarily through reallocations within the Department of English, Linguistics, and Communication with support from resources reallocated from the College of Arts and Sciences and the institution. Resources currently used to support the existing BA in General Liberal Arts and Studies, Communications and Digital Studies major will be reallocated to support the proposed program. Faculty from a department within the College of Natural and Behavioral Sciences will teach core and required courses in the program. The reallocation of resources including faculty time to the program will not negatively affect existing programs in the departments, college, or institution. UMW affirms that the institution will not seek additional state resources to initiate and sustain the proposed program.

Board Approval

The UMW Board of Visitors approved the proposed program on September 27, 2018.

Staff Recommendation

Based on a review of the application, staff recommends that the Academic Affairs Committee vote to approve, disapprove, or approve with condition the **Bachelor of Arts (B.A.) degree program in Communication and Digital Studies (09.0100)**. If approved, adopt the following resolution and transmit it to Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Mary Washington to initiate a Bachelor of Arts (B.A.) degree program in Communication and Digital Studies (09.0100), effective fall 2019.

University of Virginia
Master of Public Safety (M.P.S.) in Public Safety
(CIP: 43.0103)

Program Description

The University of Virginia (UVA) is proposing the creation of a Master of Public Safety (MPS) degree program in Public Safety to be initiated fall 2019. The program would be located in the School of Continuing and Professional Studies.

UVA noted that “the purpose of the proposed program is to prepare graduates to develop and implement effective responses to modern safety challenges. The program will provide students with a deep understanding of public safety and its vital components of law and public policy, community engagement, emergency preparedness, and resource management.” The curriculum will include coursework in the constitutional framework of public safety, local impact of global issues, developing and implementing systems of emergency preparedness, creating and sustaining community dialogue, and stewardship of public assets and managing human capital. Students will complete a capstone course that will require teams of students to complete a real-world public safety project, produce a 50 page final report, and present findings and recommendations for necessary reforms and implementation. Graduates will be prepared to: 1) make informed leadership decisions linked to public safety operations and strategies, and community goals; 2) apply community relations and leadership skills to develop and communicate solutions to complex public safety issues; 3) analyze and apply constitutional and statutory law case holdings; and 4) analyze and apply public safety research to identify and solve complex community challenges and recommend solutions.

The proposed degree program will require 30 credit hours of graduate coursework. All students would be required to complete: 15 credit hours of core coursework; 12 credit hours of restrictive elective coursework; and three credit hours for a capstone experience.

Justification for the Proposed Program

UVA indicates that the “proposed program responds to current needs within the Commonwealth of Virginia and the nation as a whole. A need exists for highly trained public safety officials to ably respond to the increasingly complex and sensitive issues and situations their organizations are called upon to address.” UVA notes that “the United States faces an urgent need to ensure that the men and women entrusted to respond to emergencies, secure communities, and protect Constitutional liberties, are equipped with the knowledge, skills, and abilities to carry out these essential tasks.” For public safety professionals, “understanding the Constitutional and legal framework that guides their work is critical.” To support their assertion, UVA cites an article in which the author wrote: “For the vast majority of police officers, the only legal training they receive before being empowered to deprive citizens of their liberty is in the police academy.... When police officers do not understand the constitutional constraints on their actions, they cannot enforce criminal laws legally.... An increase in the amount and quality of legal training will better equip law enforcement officers to deal

appropriately with the citizens they encounter and improve the state of American policing and police-community relations” (<https://digitalrepository.unm.edu/nmlr/vol48/iss1/2/>). In 2015, the Presidential Task Force on 21st Century Policing emphasized the need for more focused, more consistent community dialogue and engagement noting: “law enforcement agencies should develop and adopt policies and strategies that reinforce the importance of community engagement in managing public safety” (https://cops.usdoj.gov/pdf/taskforce/taskforce_finalreport.pdf). UVA contends that graduates of the proposed program will possess a sophisticated understanding of the governing legal framework, and the ability to incorporate this high order expertise into impactful policy analysis and action. Further, the proposed MPS in Public Safety will “prepare graduates to engage their communities in developing policies and strategies that foster trust and communication, and deliver safe and effective public safety services.”

UVA writes that “evaluating agency policies and strategies based on evidence-based best practices is a critical cornerstone of modern public safety practice.” UVA cites the International Association of Chiefs of Police who stressed that “EBP [Evidence-based Policing] encourages police to use proven strategies and methods to improve crime control, community relations, and internal management.... [T]he law enforcement profession should use tactics and strategies that have been proven through reliable research to be effective in reducing, preventing, controlling, and detecting crime, while doing as little harm as possible to the citizens they are protecting and serving (http://dnn9ciwm8.azurewebsites.net/Portals/0/pdfs/IACP_PI_EBP.pdf). The proposed MPS in Public Safety program will prepare individuals with the expertise to analyze and incorporate the best available research when developing and executing critical policies and programs. UVA affirms that “students will graduate with enhanced knowledge of emerging public safety threats and responses, strong analytical problem-solving skills, and the ability to identify and implement proven, evidence-based policies and strategies for improving public safety.”

Student Demand

In June 2018, the School of Continuing and Professional Studies surveyed students in the FBI National Academy certificate program. Of the 223 respondents, 48 (approximately 22%) indicated they would be “very interested” in applying to the proposed program. When asked whether they would enroll if offered admission, 44 (approximately 20%) indicated “very likely.”

In December 2018, the School of Continuing and Professional Studies surveyed graduates of the National Criminal Justice Command certificate program. Of the 54 respondents, 26 (approximately 48%) indicated they would be “very interested” in applying to the proposed program; 15 indicated that they would be “interested” (approximately 28%) in applying to the proposed program. When asked if offered admission would they enroll, 23 (approximately 43%) indicated “very likely” and 22 (approximately 41%) indicated “likely.”

The summary of projected enrollment for the proposed program shows a headcount (HDCT) of 24 in the program’s first year, rising to a HDCT of 43 by the target year. The proposed program will enroll 100% of students on a part-time basis. Enrollment

projections show a full-time equated student enrollment (FTES) of 12.0 in the program's first year (2019-20). The projections continue as follows: FTES 2020-21, 22.0; 2021-2022, 22.0; and 2022-23, 22.0. UVA anticipates 19 graduates per year beginning in 2023-24. If these enrollment and graduation projections are met, this program will meet Council's productivity/viability standards within five years, as required.

Market/Employer Demand

UVA notes that "neither the Bureau of Labor Statistics nor the Virginia Employment Commission have job title matches specific to police or fire executives above the first-line supervisor level – such as police corporals, sergeants, lieutenants, captains, deputy chiefs – all relevant titles are predicted to show positive growth...." The Bureau of Labor Statistics (BLS) projects that between 2016 and 2026 employment of police and detectives is expected to grow 7% or "about as fast as average for all occupations" (<https://www.bls.gov/ooh/protective-service/police-and-detectives.htm>). The BLS notes that "applicants with a bachelor's degree and law enforcement or military experience, especially investigative experience... should have the best job opportunities." UVA notes that "with public safety agencies increasingly seeking a bachelor's degree for entry-level positions, graduate education may be expected to attract and benefit professionals seeking to advance within their field organization." The Virginia Employment Commission (VEC) projects that between 2016 and 2026 employment of first-line supervisors of police and detectives will increase 8.52% or (<https://data.virginialmi.com/vosnet/lmi/default.aspx?pu=1&plang=E>). Employment advertisements in Virginia and nationally indicate a master's degree is preferred for positions such as: chief of police, director of emergency management and campus security, assistant director for the police department, and associate director security operations.

Issues of Duplication

Five institutions (GMU, NSU, RU, VCU, and VSU) offer a similar or related degree program. George Mason University (GMU) offers two degree programs. GMU offers a MA in Criminology, Law, and Society. The program is similar to the proposed program in that GMU requires a course in Justice Organizations, which includes topic areas covered in UVA's core course, Stewardship of Public Assets and Managing Human Capital. The programs differ in that the GMU program requires courses in criminological theory, law and social science, research methods, and statistics, which UVA will not require. UVA will require coursework in constitutional law and emerging issues, which GMU does not require. GMU requires a 6-credit research thesis, whereas UVA will require a 3-credit capstone.

George Mason University (GMU) also offers a MS in Criminal Justice. The program is similar to the proposed program in that content in GMU's course in Legal and Ethical Issues in Criminal Justice "is partially covered in UVA's core course Constitutional Framework of Public Safety." Both programs require a capstone course. The programs differ in that GMU requires coursework in policy implementation, organizational leadership, research methods and data analysis, and policy evaluation. UVA notes that "while some of these topics will be offered as electives in the UVA program, they will not be required." UVA's program will require courses in emerging issues and public sector budgeting and management, which GMU does not require.

Norfolk State University (NSU) offers a MA in Criminal Justice. NSU's program differs from UVA's proposed program in that coursework is required in criminological theory, research methods, quantitative analysis, and policy analysis; these courses are not required in UVA's proposed program. Conversely, UVA's program will require coursework in constitutional law and emerging issues, which NSU does not require. NSU's program offers two concentration areas; UVA will not offer sub areas. Further, NSU's program requires students complete a comprehensive exam or a thesis, whereas UVA will require a capstone course.

Radford University (RU) offers MA/MS in Criminal Justice. RU's program is similar to the proposed program in that a course in constitutional law is required. RU's program requires courses in research methods, quantitative methods, criminological theory, and public policy, which are not required in UVA's proposed program. Conversely, UVA's proposed program will require courses in emerging issues, and public sector budgeting and management, which RU's program does not require. To complete RU's program, students in the MA program must write a thesis and students in the MS program must take comprehensive written and oral examinations and complete six credit hours of coursework. UVA's proposed degree program culminates in a capstone course.

Virginia Commonwealth University (VCU) offers a MS in Criminal Justice. VCU's program is similar to the proposed program in that "both programs include a required course that covers management topics." VCU's program differs from the proposed program in that VCU requires coursework in research methods, principles of criminal justice, criminology theory, and jurisprudence, which UVA's proposed program will not require. UVA's program will require a course in constitutional law and VCU does not require the course. The culminating activity of the VCU program is submission of a portfolio of work, whereas UVA will require a 3-credit capstone course.

Virginia State University (VSU) offers a MS in Criminal Justice. VSU's program is similar to the proposed program in that core coursework in contemporary criminal justice and the constitutional framework of public safety is required. VSU's program differs from UVA's proposed program in that it requires courses in policy analysis, ethics, research methods, criminological theory, and statistics and data analysis. UVA's proposed program will not require such courses. However, UVA's program will require coursework in emerging issues and public sector budgeting and management, which VSU's program does not require. Additionally, VSU requires a 6-credit thesis or additional coursework to complete the program whereas UVA's proposed program will require a capstone course.

UVA notes that the proposed program differs from the other degree programs in that it is the only program to require coursework in emergency preparedness and community dialogue. Moreover, it is the only degree program offered "in a hybrid format that combines online coursework with 14 residential sessions."

Resource Needs

The proposed program will be funded primarily by tuition revenue. UVA anticipates approximately \$373,252 will be used to initiate and sustain the proposed degree program. Reallocations in the School of Continuing and Professional Studies and the institution will also be used to support the proposed program. UVA affirms that none of the reallocations will have a negative effect on existing programs. The institution will not seek additional state resources to initiate and sustain the program.

Board Approval

The UVA Board of Visitors approved the proposed program on June 8, 2018.

Staff Recommendation

Based on a review of the application, staff recommends that the Academic Affairs Committee vote to approve, disapprove, or approve with condition the **Master of Public Safety (M.P.S.) degree program in Public Safety (CIP: 43.0103)**. If approved, adopt the following resolution and transmit it to Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Virginia to initiate a Master of Public Safety (M.P.S.) degree program in Public Safety (CIP: 43.0103), effective fall 2019.

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee #A4 – Program Proposals in the Review Pipeline

Date of Meeting: March 18, 2019

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

Most Recent Review/Action:

- ☒ No previous Council review/action
☐ Previous review/action

Date:

Action:

Background Information/Summary of Major Elements: Presented here is a table showing new degree program proposals from Virginia public institutions, as of March 2, 2019. The table shows programs in the review “pipeline” at SCHEV, including the date of submission and whether feedback has been provided to the institution.

Materials Provided:

Academic degree program proposals in the review pipeline, as of March 2, 2019.

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A

Academic degree program proposals in the review pipeline, as of 3/2/2019.

Date Received	Institution Name	Degree	Title	CIP Code	Comments
9/12/18	College of William and Mary	B.S.	Computational & Applied Mathematics & Statistics	27.0503	Feedback provided.
10/15/18	College of William and Mary	B.A.	Japanese Studies	16.0302	Feedback provided.
1/7/19	George Mason University	Ph.D.	Business	52.0201	Under review.
1/23/19	George Mason University	M.S.	Climate Science	40.0401	Under review.
1/15/19	George Mason University	L.L.M.	Cyber, Intelligence, and National Security	22.0209	Under review.
8/7/18	James Madison University	M.S.	Athletic Training	51.0913	Review complete; facilitated approval awaiting final submission.
8/22/18	Norfolk State University	M.S.	CyberPsychology	30.2501	Feedback provided
1/7/19	Norfolk State University	MHA	Healthcare Administration	51.0701	Under review
10/10/18	Old Dominion University	B.S.	Exercise Science	31.0505	Feedback provided
10/4/18	University of Mary Washington	B.A.	Communication & Digital Studies	09.0100	On March agenda.
1/7/19	University of Virginia	M.A.	Media, Culture, and Technology	09.0199	Under review
8/27/18	University of Virginia	M.P.S.	Public Safety	43.0103	On March agenda
7/5/18	Virginia Commonwealth University	Ph.D.	Special Education & Disability Policy	13.1099	External review in April
12/6/18	Virginia Tech	M.S.	Nutrition and Dietetics	51.3101	Review complete; facilitated approval awaiting final submission.

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs #A5 – Action on Provisional Certification of Virginia Business College

Date of Meeting: March 18, 2019

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

Most Recent Review/Action:

- ☒ No previous Council review/action
☐ Previous review/action

Date:

Action:

Background Information/Summary of Major Elements: Virginia Business College (VBC) is a new, private, nonprofit institution of higher education seeking certification to operate in Virginia at the former location of Virginia Intermont College in Bristol, Virginia. The location needs renovation and VBC will invest funds to restore and repair the campus prior to opening its doors to students. As SCHEV's certification procedure requires completion of a site visit prior to approval of a school's certificate to operate, the site visit cannot be accomplished until the renovations are complete.

Staff recommends that VBC be granted **provisional certification** to operate in Virginia for one (1) calendar year. The terms of this provisional certification, which are detailed in the resolution, would allow the school to complete the intended renovations. During the period of provisional certification, VBC would be allowed to advertise and receive student applications, thus beginning its introduction into the community. The institution will be prohibited from enrolling students until such time that it meets the requirements for full certification. The proposed resolution enumerates conditions necessary for conferral of full certification and delegates authority to the SCHEV Director to confer certification.

Materials Provided:

Virginia Business College summary

Financial Impact: Virginia Business College has submitted the required certification fee to operate as a postsecondary institution in Virginia.

Timetable for Further Review/Action: If the provisional certification is approved, the Director of SCHEV would determine within one year, i.e., prior to March 19, 2020,

whether VBC has satisfied conditions necessary for full certification and, if so, confer full certification.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia provisionally certifies Virginia Business College to operate a postsecondary institution in the Commonwealth of Virginia, effective immediately and for a period of one (1) year, in accordance with the conditions enumerated below:

1. that, during the period of provisional certification, Virginia Business College shall be allowed to advertise and receive student applications, but not enroll or instruct students;
2. that, during the period of provisional certification, Virginia Business College shall be allowed to recruit and hire faculty and staff;
3. that, during the period of provisional certification, Virginia Business College may not collect tuition from prospective students, though it may collect initial non-refundable fees of no more than \$100, as per 8 VAC 40-31-130(E) of the *Virginia Administrative Code*;
4. that, during the period of provisional certification, all publicity, advertisement, and promotional material must include a statement that the school is provisionally certified to operate in Virginia by SCHEV;
5. that, prior to the expiration of the period of provisional certification, SCHEV staff shall conduct a final review of faculty and administrator credentials hired during the provisional certification period;
6. that, prior to the expiration of the period of provisional certification, Virginia Business College shall satisfy a site visit conducted by SCHEV staff demonstrating that the facility conforms to all federal, state and local building codes and that it is equipped with classrooms, instructional and resource facilities, and laboratories adequate for the size of the faculty and student body and adequate to support the educational programs to be offered by the school;
7. that, prior to the expiration of the period of provisional certification, Virginia Business College shall submit a surety instrument in the amount of \$20,000, which is adequate to provide refunds to students in the event of school closure during the first year of operation; and
8. that Virginia Business College's provisional certification shall lapse if conditions #5, #6, and #7 are not fulfilled prior to March 19, 2020.

BE IT FURTHER RESOLVED that Council delegates to the SCHEV Director authority to confer full certification on Virginia Business College upon his determination, at a point in time prior to March 19, 2020, that the conditions enumerated above have been fulfilled.

Virginia Business College **Application Summary**

School Overview

Virginia Business College is a new, nonprofit institution of higher education seeking provisional certification to operate in Virginia. It will operate out of the former Virginia Intermont College location in Bristol, Virginia. The school, founded by Mr. Zhiting Zhang of U.S. Magis International Education Center Inc., plans to complete the remaining steps to full certification in time to open in fall 2019. The institution intends to seek accreditation from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

School Officers

- Dr. Randall Blevins, President
- Wenyuan “William” Teng, Executive VP and CFO
- Jerry Wood, VP Academic Affairs

School Mission Statement

The mission statement of Virginia Business College is as follows:

Virginia Business College (VBC) prepares students to excel in the business world and to be productive, responsible members of society. VBC provides educational programs and opportunities focused on developing and nurturing students’ personal and professional achievement. The faculty and staff at VBC support and guide students into becoming active learners and confident leaders by creating a welcoming learning environment.

Proposed Educational Programs and Credentials

Bachelor of Business Administration

Proposed Location

Virginia Business College will operate at the following address:

191 Magis Drive
Bristol, VA 24201

Financial Stability Indicator

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

Guaranty Instrument

As there are no students enrolled, a new institution is not required to maintain a surety instrument during the period of provisional certification. Prior to being granted full certification, Virginia Business College will submit a \$20,000 surety instrument.

Evidence of Compliance

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

Staff Recommendation

Based on a thorough review of the application, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia provisionally certifies Virginia Business College to operate a postsecondary institution in the Commonwealth of Virginia, effective immediately and for a period of one (1) year, in accordance with the conditions enumerated below:

1. that, during the period of provisional certification, Virginia Business College shall be allowed to advertise and receive student applications, but not enroll or instruct students;
2. that, during the period of provisional certification, Virginia Business College shall be allowed to recruit and hire faculty and staff;
3. that, during the period of provisional certification, Virginia Business College may not collect tuition from prospective students, though it may collect initial non-refundable fees of no more than \$100, as per 8 VAC 40-31-130(E) of the *Virginia Administrative Code*;
4. that, during the period of provisional certification, all publicity, advertisement, and promotional material must include a statement that the school is provisionally certified to operate in Virginia by SCHEV;
5. that, prior to the expiration of the period of provisional certification, SCHEV staff shall conduct a final review of faculty and administrator credentials hired during the provisional certification period;
6. that, prior to the expiration of the period of provisional certification, Virginia Business College shall satisfy a site visit conducted by SCHEV staff demonstrating that the facility conforms to all federal, state and local building codes and that it is equipped with classrooms, instructional and resource facilities, and laboratories adequate for the

size of the faculty and student body and adequate to support the educational programs to be offered by the school;

- 7. that, prior to the expiration of the period of provisional certification, Virginia Business College shall submit a surety instrument in the amount of \$20,000, which is adequate to provide refunds to students in the event of school closure during the first year of operation; and**
- 8. that Virginia Business College's provisional certification shall lapse if conditions #5, #6, and #7 are not fulfilled prior to March 19, 2020.**

BE IT FURTHER RESOLVED that Council delegates to the SCHEV Director authority to confer full certification on Virginia Business College upon his determination, at a point in time prior to March 19, 2020, that the conditions enumerated above have been fulfilled.

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs #A6 – Action on Report of Audit: Virginia International University

Date of Meeting: March 18, 2019

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

Sylvia Rosa-Casanova
Director of Private Postsecondary Education
SylviaRosaCasanova@schev.edu

Most Recent Review/Action:

- ☒ No previous Council review/action
☐ Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

On August 12-14, 2018, SCHEV staff conducted an audit of Virginia International University (VIU). The resulting report of audit details five categories of noncompliance, two of which are repeat violations from prior audits and one of which adversely affects the quality of education.

According to *Guidelines for Procedures Related to Audits of Certified Institutions* (adopted by Council on January 15, 2019) staff shall report audit results to Council if it is determined that if one or more of the following is present:

- any violation that adversely affects the quality of education;
- any violation that adversely impacts students financially; or
- any repeat violation from an audit conducted in the past five years.,

Staff hereby submits the attached Report of Audit, and advances a recommendation that SCHEV pursue administrative processes that may lead to revocation of Virginia International University's certificate to operate. The report of audit documents numerous concerns, including:

- limited peer-to-peer and student-faculty interaction;
- failure of instructors to adhere to standards outlined in course syllabi;
- uncorrected plagiarism;
- insufficient academic rigor in graduate level courses, particularly in online offerings;
- grade inflation; and

- admission of large numbers of students without sufficient English proficiency to participate in postsecondary education with English as the language of instruction.

Council shall determine the next actions to be pursued by staff according to the Virginia Administrative Code 8VAC 40-31-200(D) and Council's January 15, 2019 *Guidelines*. Specifically, Council may:

1. determine no action is necessary and instruct staff to file the report;
2. instruct staff to pursue changing the status of VIU to conditional certification and require remedial action(s) within a specified timeframe; or
3. instruct staff to initiate the revocation of the school's certificate to operate in accordance with the Administrative Process Act.

Materials Provided

- February 2019 Letter of Notification to Virginia International University
- August 2018 Report of Audit –Virginia International University (Redacted)

Financial Impact: SCHEV would have to bear costs of a formal hearing if such occurs.

Timetable for Further Review/Action: If Council accepts staff's recommendation to pursue option 3, Virginia International University is entitled to further administrative steps, including an informal fact-finding conference and a formal hearing before an officer appointed by the Supreme Court of Virginia. Once those administrative processes have been fulfilled, the matter would be referred back to Council for final determination.

Resolution:

Staff recommends that the Academic Affairs Committee vote to authorize pursuing administrative processes that may lead to revocation of Virginia International University's certificate to operate. If the Committee concurs, adopt the following resolution and transmit it to Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia instructs staff to initiate procedures to consider revocation of Virginia International University's certificate to operate, in accordance with requirements of the Administrative Process Act.

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Peter Blake
Director

COMMONWEALTH of VIRGINIA
STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
James Monroe Building, 101 North Fourteenth Street, Richmond, VA 23219

(804) 225-2600
www.schev.edu

February 8, 2019

Dr. Isa Sarac, President
Virginia International University
4401 Village Drive
Fairfax, VA 22030

Certified Mail: 7018 0360 0000 6304 6905

Dear Dr. Sarac:

I write to inform you that the staff of the State Council of Higher Education for Virginia (SCHEV) will report the results of Virginia International University's (VIU) most recent audit at the next feasible Council meeting, pursuant to 8VAC40-31-200(D) of the Virginia Administrative Code and in accordance with "Guidelines for Procedures Related to Audits of Certified Institutions" adopted by Council on January 14, 2019.

Staff will prepare a report recommending revocation of VIU's certificate to operate, and Council will review the report and determine the next actions to be pursued by staff. The options for action will include (but are not necessarily limited to): (i) allowing VIU to maintain its certification status; (ii) changing the VIU's certification to "conditional;" or (iii) initiating procedures, consistent with the Administrative Process Act, to revoke the school's certificate to operate.

SCHEV staff's recommendation to revoke VIU's certificate to operate is based on the following:

1. SCHEV staff conducted an audit of Virginia International University (VIU) on August 14-16, 2018.
2. SCHEV staff found five items of non-compliance.
3. Two of the non-compliant items were repeat violations from the October 2014 audit.
4. One item of non-compliance is of special significance because it adversely affects the quality of education at VIU.

The next Council meeting is scheduled for March 18-19, 2019 at Virginia Polytechnic Institute and State University (Virginia Tech) located in Blacksburg, VA. I have enclosed a Report of Audit detailing the five items of non-compliance that will be reported to Council. You are encouraged to attend the meeting on behalf of VIU to respond to any questions that may arise. Once the agenda for the meeting has been finalized, I will provide additional information regarding the meeting times and locations.

If you have any questions, you may contact me at 804-225-3399 or via e-mail at SylviaRosaCasanova@schev.edu.

Sincerely,

Sylvia Rosa Casanova

Sylvia Rosa-Casanova
Director, Private Postsecondary Education

Enclosures

c: The Honorable Atif Qarni, Secretary of Education
Mr. Peter Blake, SCHEV
Dr. Joseph G. Defilippo, SCHEV
Ms. Deborah Love, Senior Assistant Attorney General, Education
Ms. Michelle Edwards, President and CEO ACICS
Mr. Kipling Doan, Special Agent, DHS/ICE/ Homeland Security Investigation
Mr. Jason Kanno, Adjudicator, SEVP Analysis and Operations Center, DHS/ICE
Special Agent Matthew Schmitt, Homeland Security Investigation (HSI)

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

Report of Audit Virginia International University (VIU) Audit Date: August 14-16, 2018

Report Date: February 8, 2019

ITEMS OF NON-COMPLIANCE

1. INSTRUCTORS NOT QUALIFIED TO TEACH ASSIGNED COURSES (Repeat Finding: October 2010 & October 2014)

8 VAC 40-31-140(D)(4)

All instructional faculty teaching in a program at the master's level or higher shall hold a doctoral or other terminal degree in the discipline being taught from an accredited college or university. Exception to academic preparation requirements for instructional faculty may be made in instances where substantial documentation of professional and scholarly achievements and/or demonstrated competences in the discipline can be shown. The institution must document and justify any such exception.

Finding:

The faculty file reviewed by SCHEV staff did not support [REDACTED]'s qualification to teach CMP557 or MBA640. The file does not include evidence of academic preparation to teach graduate level healthcare-related subjects.

2. INSTITUTION DOES NOT COLLECT ALL ITEMS JUSTIFYING ADMISSION (Repeat Finding: October 2010 & October 2014)

8 VAC 40-31-160(E)(1)

The postsecondary school shall maintain records on all enrolled students. At a minimum, these records shall include each student's application for admission and admissions records containing information regarding the educational qualifications of each regular student admitted that are relevant to the postsecondary school's admissions standards. Each student record must reflect the requirements and justification for admission of the student to the postsecondary school.

Finding:

I. VIU is not collecting relevant and proper documentation to prove that students are meeting its admissions policy. The following student files were reviewed and found to be missing documents:

Student	Missing documents
[REDACTED]	No Proof of English Proficiency

Student	Missing documents
	No Proof of English Proficiency
	No Proof of English Proficiency
	Degree from foreign country not evaluated for equivalency
	Degree from foreign country not evaluated for equivalency
	Degree from foreign country not evaluated for equivalency
	Degree from foreign country not evaluated for equivalency
	Degree from foreign country not evaluated for equivalency
	Degree from foreign country not evaluated for equivalency

II. In order to enroll in certain master's level programs at VIU, students who are identified as not having the "required background" must take some or all prerequisite undergraduate courses before enrolling in core courses. In some cases prerequisite courses may be waived at the Academic Advisor's discretion.

SCHEV staff noted the following items during the review of student records:

- Transcripts indicate students are granted undergraduate "transfer" credit for courses taken at foreign institutions. The file does not provide proof that the foreign degree was evaluated for equivalency to a US degree, nor does it indicate how VIU determined the foreign course is equivalent to the course the student was granted credit for.
- Transcripts reflect the undergraduate courses taken at VIU along with the undergraduate courses taken at a foreign institution for which a student was granted "transfer" credit. In some cases, VIU did not account for all prerequisites.
- Students are allowed to enroll in the prerequisite undergraduate courses simultaneously with graduate courses.
- The student record did not reflect sufficient information regarding the student's qualification to enroll in the master's program in the first place.

Student	Program
	MS Computer Science
	MS Info Systems Management
	MS Info Technology
	MPA
	MS International Relations

3. ADMINISTRATORS ARE NOT APPROPRATELY QUALIFIED

8 VAC 40-31-140 (F) (5)

Administrative personnel must be appropriately experienced and educated in the field for which they are hired, or receive documented, relevant training within the first year of Employment. Administrative personnel generally encompass individuals who oversee areas as outlined in operational and administrative standards. This includes by function, but is not limited to, titles of financial aid administrator; director of admissions; director of education; business officer or manager; director of student services (including counseling and placement), and the registrar.

Finding:

SCHEV staff determined [REDACTED] was not qualified to act as Registrar at the time of hire in 2010 as she did not have the appropriate experience or training. In addition, there is no indication in the personnel record that she received training through a relevant group. The lack of training and experience may be a contributing factor in the lack of consistency of VIU's student records maintenance.

4. STUDENT FINANCIAL RECORDS ARE INADEQUATELY MAINTAINED; REFUNDS IMPROPERLY CALCULATED

8 VAC 40-31-160(E) (4)

The postsecondary school shall maintain records on all enrolled students including a record of all financial transactions between each individual student and the school including payments from the student, payments from other sources on the student's behalf, and refunds.

8 VAC 40-31-160(N) (1-12)

In accordance with § 23-276.3 B of the Code of Virginia, the school shall establish a tuition refund policy and communicate it to students. Each school shall establish, disclose, and utilize a system of tuition and fee charges for each program of instruction. These charges shall be applied uniformly to all similarly circumstanced students.

Finding:

Based on the student financial information provided at the time of audit, SCHEV staff determined the following:

- [REDACTED] should have received a refund at the time of withdrawal.
- SCHEV staff was unable to verify whether refunds were due for the following four students due to incomplete student files: [REDACTED]; [REDACTED]; [REDACTED]; [REDACTED].

5. ON-LINE COURSE OFFERINGS DO NOT MEET STANDARDS OF TRAINING

8VAC40-31-160 L (1-5)

All programs offered via telecommunications or distance education must be comparable in content, faculty, and resources to those offered in residence, and must include regular student-faculty interaction by computer, telephone, mail, or face-to-face meetings.

8VAC 40-31-140(C)

The course, program, curriculum and instruction must be of quality, content and length to adequately achieve the stated objective.

Overview:

SCHEV staff found the quality and content of the online education provided by VIU to be patently deficient. Notable concerns include: limited peer-to-peer and student-faculty interaction; failure of instructors to adhere to standards outlined in course syllabi; rampant plagiarism; graduate level courses lacking academic rigor; online courses that are not comparable in content to those offered in residence; and grade inflation. Inadequacies found in the online course offerings reviewed by staff were not limited to one area of study or one instructor. Instead, the low quality of education passing as online education at VIU affects all programs of study on the undergraduate and graduate level.

Audit Process:

Online classes reviewed were randomly selected and included:

- Undergraduate and graduate offerings
- Courses in business, computer science, project management, general education and Teaching English to Speakers of Other Languages (TESOL)
- Courses taught by nineteen different faculty members

Auditor review included:

- Online platform from the administrator point of view
- Student assignment submissions
- Student to student and faculty to student interactions
- Time students and faculty spent on the online platform
- Student grades

Statistics for online courses reviewed by SCHEV Staff

Period of review: Fall 2017, Spring 2018, Summer I 2018 and Summer II 2018

Total number of courses offered during period (excluding ESL): 385

Total number of online courses offered during period: 98 (25% of total offerings)

Number of online courses reviewed by SCHEV staff: 27 (26% of online offerings)

Number of online courses reviewed with no issues to report: 3 (11% of online offerings)

Findings

Limited peer-to-peer interaction - Online classes require peer-to-peer interaction and a portion of the grade received is based on the quality of these interactions.

- A. Peer-to-peer interaction was severely limited or impossible due to the number of students enrolled in certain classes. Out of the 98 online classes offered during the period reviewed, 26 (27%) had enrollments of three students or less. Eight classes (8%) had enrollments of one student. Even under the best circumstances, students cannot benefit from peer-to-peer interaction in classes this small.
- B. Courses with more than three students did not fare better in peer-to-peer interaction. SCHEV staff noted very little peer-to-peer interaction in the courses reviewed. In many cases peer exchanges were inconsequential; such as “hello there, you explained very clear and easy to understand,” (sic). SCHEV found no original, meaningful communication between peers in courses where peer interaction was reviewed.

II. Limited faculty-student interaction - Online courses require faculty engagement.

- A. Out of the 27 online courses reviewed by SCHEV staff, only three (11%) were noted to have good faculty to student engagement.
- B. Feedback provided by instructors was random and was not helpful in improving the learning experience. Instructors did not provide constructive feedback or comments on assignments and quizzes.
- C. SCHEV staff randomly selected 11 courses and evaluated the amount of time each faculty member spent on the online platform for the class assigned.
 - 1. Hours clocked in by the eleven faculty members ranged from a low of 3 hours 34 minutes to a high of 78 hours 42 minutes.
 - 2. Four faculty members (36%) clocked into the class more than 42.5 hours during the 8-week online session. (Note: 42.5 hours is the actual time a 3 credit face-to-face class meets during a 15 week semester.)
 - 3. Four (36%) clocked in between 20 and 40 hours during the 8-week online session.
 - 4. Three faculty members (27%) clocked in for less than 10 hours during the entire 8-week session.

III. Failure of instructors to adhere to standards outlined in course syllabi or school policy

- A. While the discussion forum is part of the online learning experience, student responses did not reflect a clear understanding the topic of study, yet students were not penalized for substandard postings.
- B. Although there's a clear policy on academic integrity, in most cases instructors did not follow policy when instances of plagiarism were detected. In some cases, the instructor would warn the student and in one case, two students received zeros for plagiarized work. This was not the norm, however.
- C. Although course syllabi instruct students to submit work in APA format, many students that did not follow the policy were not penalized.

IV. Rampant plagiarism - VIU has a policy for academic misconduct which includes a process by which plagiarism is to be handled by instructors. SCHEV found many instances of plagiarism that were not penalized although it was obvious to the auditors

that the material submitted as students' work was not original. In many cases, students' own words, determined through student postings on the online platform, indicated a poor command of English including errors in grammar, spelling, word usage and punctuation. Yet the same students submitted assignments that were highly complex in word choice, vocabulary and organization. While these assignments raised red flags with the auditors, faculty either ignored the signs of obvious plagiarism or chose not to penalize the student.

A. SCHEV staff found:

1. Rampant examples of plagiarism in work submitted by students in 11 out of the 27 (41%) courses reviewed at the time of audit.
2. In all, 50 separate cases of plagiarism were detected during the audit. In only two of these cases did students receive a zero for the plagiarized work. None of the other plagiarized work reviewed by the audit team was penalized.
3. One student submitted plagiarized work for all assignments in one graduate level class. Even though he submitted no original work, he still received an A for the course.

V. **Graduate level courses lacking academic rigor**

- A. In one 600-level graduate course in computer science, the assigned textbook was described as "intended for use in a one- or two-semester undergraduate course in operating systems for computer science, computer engineering and electrical engineering majors."
- B. The answers to the multiple choice midterm exam for a graduate level course were readily available via an internet search.
- C. An instructor's solution sheet for a graduate level course included referenced articles obtained from Wikipedia.
- D. Student responses in several cases did not answer the question posed by instructor, but the students still received a full grade.
- E. In one course, a student submitted an assignment that was clearly for another class and still received a full grade for it.

VI. **Online courses are not comparable in content to those offered in residence**

- A. As noted in IIA above, only three out of 27 courses reviewed indicated an acceptable level of faculty to student engagement.
- B. Student engagement with classmates in online classes is also poor. Items I A&B above support SCHEV's finding that VIU's online courses lack peer-to-peer engagement.
- C. SCHEV staff randomly selected 11 courses and evaluated the amount of time each enrolled student spent signed into the online platform to complete assignments and peer-to-peer engagement. In comparison to class attendance of 42.5 hours if the student had enrolled in a comparable face-to-face class, online students' "attendance" hours were far less.
 1. There were 28 students enrolled in the 11 courses. Hours spent online ranged from a low of 7.5 hours to a high of 158 hours.
 2. Four students (14%) clocked in more than 40 hours during the 8-week course.

3. Fifteen students (54%) clocked in between 21 and 40 hours during the 8-week online session.
4. Nine students (32%) clocked in for less than twenty hours during the entire 8-week session. SCHEV questions how a comparable level of work, peer-to-peer engagement and student-faculty interaction can take place in less than half the time it takes to attend a face-to-face class.

VII. Grade Inflation

- A. Overall observations regarding grade inflation
 1. Late submissions even when penalized did not affect the overall grade
 2. Some students did not turn in assignments and class projects but the final grade did not reflect missed work
 3. Instructors did not detect plagiarized submissions or chose to ignore the obvious signs. Surprisingly, in some cases where the work submitted was clearly not the student's own, the instructor feedback was positive, e.g. "well explained" or "good work."
 4. Students responded incorrectly to questions on assignments and still receive full grades for the assignment.
- B. Specific examples of grade inflation (Note: The examples below do not constitute all the instances of grade inflation found by SCHEV staff.)
 1. CMP 570 - A graduate level computer class:
 - a. SCHEV staff reviewed a portion of the assignments submitted by students and detected 11 plagiarized assignments. Every student in the class submitted at least one plagiarized item. Five of the six students enrolled received final grades of A. The sixth student received an A-.
 2. CMP 641- A graduate level computer class:
 - a. SCHEV staff reviewed three assignments for this course with the following results
 - i. Week 1 - None of the students followed the instructions for the assignment; all submissions included some plagiarism; three out of four students received 100% on the assignment and the fourth student received 70%.
 - ii. Week 2 - All four students plagiarized; all received 100% on the assignment.
 - iii. Week 6 (Research Paper) - All four students plagiarized; one student plagiarized an entire research paper found on the internet, including its sources.
 - b. Three out of four students received final grades of A, the fourth student received an A-.
 3. CMP 650- A graduate level computer course:
 - a. One student plagiarized every assignment, the midterm exam and the final exam and received a final grade of A.

- b. The second student in the class plagiarized one assignment and received a final grade of A.
- 4. MBA500- A graduate level business course in “Managerial Communication”:
 - a. All three students submitted writing assignments that contained errors in grammar, sentence structure, word usage, spelling and intelligibility.
 - b. Two students received final grades of A; one student received a B+.
- 5. MBA611- a graduate level business course:
 - a. The assignment directions instructed students to respond to questions in their own words but none did. Responses were directly plagiarized from other sources. SCHEV auditors concluded that students did not understand the material well enough to paraphrase what they read.
 - b. Nearly all students submitted work that contained plagiarism, poor grammar, incorrect word usage, misspellings and incorrect sentence structure.
 - c. Four final papers reflected students with extremely low levels of English proficiency. In their attempts to hide plagiarism, students substituted synonyms for words in their reports and created strings of nonsensical sentences in the process. Three of these students received final grades of A, one received a C. The following represent examples of wording from 2 different final papers:
 - i. “However, if the situation is happened even the company protected, the occupational disease is seeking so they need to get treatment earlier.” (sic)
 - ii. “Faircheck will use Justice theory as battleship with the conflict of interests.” (sic)
- 6. PMP620- a graduate level course in project management:
 - a. The assignment directions instructed students to respond to questions in their own words, but none did. Responses were simply plagiarized and the students were penalized for not following directions.
 - b. One student cited a source that he did not use. Instead, the submitted work was entirely plagiarized from a different source. The instructor called it a “perfect paper” and graded it “A.”
 - c. On student submitted a totally unintelligible paper by substituting synonyms throughout a plagiarized paper. The paper received a grade of 90. The student repeated this same technique for the midterm exam.
 - d. Another student in the class submitted a paper filled with grammatical errors, incorrect word usage and non-standard formatting.

- e. There were five students enrolled in the course. Four received final grades of A, the fifth student received an A-.

VIII. Factor contributing to substandard quality of online education

The single most important factor contributing to the substandard quality of online education at VIU is the institution's acceptance of international students with an abysmally poor command of the English language. This is especially true for graduate level programs. It is unclear whether this an intentional recruiting decision or if it is the result of an admission policy that does not properly assess whether a candidate has sufficient mastery of the English language to engage in genuine graduate level work.

SCHEV's review of VIU's online course content indicates that the admission of unqualified students is the first of many impediments to a quality online education system. Unqualified students regularly submit plagiarized or inferior work; faculty turn a blind eye and lower grading standards (perhaps to avoid failing an entire class); and administrators do not effectively monitor the quality of online education being provided. That such substandard coursework could continue with no complaints from students, faculty or administrators raises concerns about the purpose of education at VIU.

Final SCHEV staff recommendation:

In accordance with "*Guidelines for Procedures Related to Audits of Certified Institutions*" adopted by Council at the January 14, 2019, meeting, SCHEV staff will prepare a report for review by Council at its March 18-19, 2019, meeting recommending revocation of Virginia International University's certificate to operate. The basis for this recommendation is that VIU was found to have (i) a violation that adversely affects the quality of education; and (ii) repeat violations from an audit conducted in the past five years.

This report concludes that the courses and instruction by VIU Online fail to meet quality and content to adequately achieve the stated objectives of the programs offered. Additionally, SCHEV staff believe that the deficiency of the education provided by VIU is not limited to online courses. This conclusion is based on the following:

- Students who regularly plagiarize in online classes are equally likely to submit plagiarized work in face-to-face classes.
- The lack of English proficiency in the student population of VIU would not only affect their online courses, but their face-to-face courses as well.
- Faculty teaching online courses also teach face-to-face classes. SCHEV staff conclude that faculty members who ignore or cannot identify flagrant plagiarism in an online class will not be better equipped to recognize and penalize such academic violations in a classroom setting.
- SCHEV reviewed over 60 student transcripts and noted no discernible difference in the grades received for online courses versus face-to-face coursework. If all factors are equal, including submission of inferior work by students, the limited English proficiency of enrolled students, and faculty inability or unwillingness to penalize plagiarism, then the quality of face-to-face instruction would also likely be of unacceptable quality. As such,

SCHEV concludes that the only reasonable recommendation staff can make to Council is revocation of the certificate to operate.

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs #A7 – Update on Graduate Outcome Survey

Date of Meeting: March 18, 2019

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

Most Recent Review/Action:

- ☐ No previous Council review/action
☒ Previous review/action

Date: January 14, 2019

Action:

Background Information/Summary of Major Elements: The General Assembly passed an amended budget allocating \$750,000 for the administration of a onetime survey of graduates of public institutions of higher education. This funding allocation was based on a request from Council for \$1.25M for a survey to determine the success of Virginia graduates in securing employment, earning wages, and contributing to the civic life of their communities.

Based on Council feedback from its March 20, 2018, meeting, SCHEV staff convened a task force to advise on the planning and implementation of a systematic analysis of post-college outcomes of its graduates of Virginia public institutions. The task force met several times over the period of May to December 2018, to identify questions to be addressed and consider appropriate methodologies of inquiry. An “Interim Report” of findings was presented to Council at its January 14, 2019, meeting. Broad outcomes from the report were:

1. Such a project (i.e., a systematic survey of graduates) is, in fact, feasible, as well as groundbreaking in its scope and scale;
2. There are essentially two major methodologies of implementation from which to choose;
3. Either option comes with a significant cost due to the scale of the research required to provide sufficient depth of information; and
4. This survey is best implemented as a longitudinal study, and not a one-off venture.

With this agenda item staff is presenting for committee discussion and guidance the conference report budget amendment, a draft project description, and an inventory of broad “question domains” that would form the basis of the survey. Staff recommends engaging a Virginia public university research unit with sufficient capacity and expertise

to design, administer, and analyze results of the survey. This approach would support the design of a highly customized instrument focusing specifically on Council's strategic priorities.

Materials Provided:

- Budget Amendment - HB1700 (Conference Report) – Item 143 #1c
- Draft Project Description Language
- Post-College Outcomes Question Domains

Financial Impact: Funding from the General Assembly for \$750,000 is in the amended budget to survey a representative sample of graduates of all public institutions. An estimated amount of \$1.25M was determined necessary to support a survey that would yield comprehensive program-level results.

Timetable for Further Review/Action: Survey results and analyses will need to be accomplished before the end of FY 2020. Staff expects to provide progress reports at each Council meeting through that period.

Resolution: N/A

VIRGINIA STATE BUDGET

2019 Session

Budget Amendments - HB1700 (Conference Report)

Bill Order » Item 143 #1c

SCHEV - Graduate Survey

"Q. Out of this appropriation \$750,000 in the second year from the general fund is designated for the administration of a onetime survey of graduates of public institutions of higher education. The survey shall be designed to enable Virginia to answer fundamental questions about the value and impact of undergraduate education and complement existing research on wages of college graduates derived from the Virginia Longitudinal Data System. The results of the survey may be used to guide future policy decisions in alignment with the priorities of the Governor and the General Assembly."

Explanation

(This amendment facilitates, as part of the State Council of Higher Education for Virginia's effort to better assess and communicate the value of higher education, funding for the one-time administration of a graduate survey. The survey is expected to enable Virginia to assess the value and impact of higher education through direct student feedback. SCHEV plans to combine this information with the wage data it currently produces through the Virginia Longitudinal Data System. The funding will support surveying public institution graduates with sufficient sampling to yield results at the state, institution, and program level, as well as student demographic information.)

Draft Project Description Language

Purpose and Background:

For the second year of the 2018-20 biennial budget, the General Assembly has allocated \$750,000 from the general fund to administer a onetime survey of graduates of public institutions of higher education. The State Council of Higher Education for Virginia (SCHEV), in order to advocate effectively for public higher education, intends to document the success of Virginia graduates in securing appropriate employment, earning wages that justify the cost of their education, and contributing to the health of their communities.

This information, combined with institutional assessments of student learning, wage and debt data, and other performance measures, will yield a realistic and nuanced picture of the quality and value of higher education in Virginia, while aligning with the goals of the Virginia Plan for Higher Education.

SCHEV will engage with a public university-based research unit to:

1. Design survey instruments with input from universities and important stakeholders;
2. Disseminate and implement survey instruments for completion;
3. Guard sensitive and proprietary information regarding alumni and students;
4. Develop a plan for integrating collected data with existing SCHEV data, including (but not necessarily limited to) student success, wage, and debt data.
5. Analyze data regarding responses;
6. Author summary reports;
7. Create and deliver summary presentations; and
8. Determine steps for further and future research and analysis.

Proposed Question Domains for the Post-College Outcomes Survey

Basic Identifying Info

- Ethnicity
- Gender
- Age
- Locality of Residence
- Locality of Work
- Level(s) of education completed
- Marital status
- Did you have dependents while in college?

Basic Employment Info

- Employment Status (employed or not, self-employed, FT/PT)
 - If not employed or PT, by choice?
 - Gig economy participation?
- Occupation
- Are you currently paid hourly or salaried?
- Locality of employer (How is this different from “locality of work” above?)
- Industry of employer
- Income (By range? Net/Gross? From all paid employment? From primary paid employment? Including bonuses and other benefits?)

Employment-Education Relation

- Occupation directly related to undergraduate field of study?
- To what extent does current occupation align with professional interests? (Is this an appropriate question for a seasoned employee - i.e., mid-career or older?)
- Undergraduate education useful to occupation/career path?
- Graduate education useful to occupation/career path?
- If you were able to do it again, would you:
 - Go to the same college or not?
 - Major in the same subject or not?
- How many full-time jobs have you had since graduating?
- Were you connected to a future employer while attending college? (e.g., internship)
Were you offered a job as a result of an internship/externship you had in college?
- Did you work while in college? How many hours, on average?
- Did you work full-time during the summer?

Satisfaction

- How satisfied are you with the education you received at a Virginia college
 - If yes, which characteristics mattered the most:
 - Academic
 - Personal growth
 - Social life

- Connections
- If no, which characteristics mattered the most:
 - Academic
 - Personal growth
 - Social life
 - Connections
- [HIPs—should try to drill down to specific kinds of experiences?] Intramural athletics, intercollegiate athletics, fraternities/sororities, ROTC, study abroad

Debt

- How much debt at graduation (by range)? (all educational sources)
- Did your debt have a significant limiting effect on decisions/actions/choices post-graduation?
- How long did it take for your college debt to stop affecting post-graduation options?
- If you had to do it over again, would you borrow the same, more, less?
- Have you used some form of income-based repayment for federal student loans?
- If you have federal student loans, are you participating in public service loan forgiveness?

Civic Engagement

- Outside of your (primary?) paid employment, do you participate regularly in activities and/or organizations to benefit your community? (Need to define “regularly.”)
- How important is it to you to stay informed of current affairs (e.g., news, politics, social issues) (1) in your local community, (2) in the country, (3) in the world?
- How do you engage in the political process, if at all? (Voting in national elections; voting in state and/or local elections; running for/serving in public office; volunteering for a political campaign or advocacy organization; contacting elected representatives on matters of concern; attending town hall meetings, rallies or demonstrations; donating money to political candidates and/or advocacy organizations that reflect your values)
- Did you participate in full-time service activity at any time after college? Check all that apply.
 - Peace Corps
 - Teach for America
 - AmeriCorps
 - Military
 - Religious mission

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee #A8 – Report of the Staff Liaison to the Committee

Date of Meeting: March 18, 2019

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

Most Recent Review/Action:

- ☒ No previous Council review/action
☐ Previous review/action

Date:

Action:

Background Information/Summary of Major Elements: N/A

Materials Provided: “Report of the Staff Liaison to the Academic Affairs Committee,”
by Dr. Joseph G. DeFilippo.

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A

Report of the Staff Liaison to the Academic Affairs Committee, January 2019

Dr. Joseph G. DeFilippo
Director of Academic Affairs & Planning

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Staff Activities and Recognition

Jodi Fisler

- Attended the annual meeting of the Association of American Colleges & Universities (AAC&U) in Atlanta, GA (January 23-26). Dr. Fisler presented a session on Virginia's efforts to promote faculty development through assignment-design workshops; co-presented a session with representatives from Massachusetts, Maryland, and AAC&U on state-wide initiatives to enhance civic learning.

Ashley Lockhart

- Hosted the Sexual Violence Advisory Committee at Hampden-Sydney College in Farmville, VA, to finalize the committee's response to the U.S. Department of Education's Proposed Title IX Regulations (January 22). The finalized response was submitted on January 29.
- Attended the Virginia Higher Education Substance Use Advisory Council (VHESUAC) Executive Committee meeting (February 8) at Virginia ABC headquarters in Richmond, VA. The Executive Council meets biannually and is the governing body responsible for setting overall direction in order to reduce college substance misuse.
- Attended the annual Campus Safety and Violence Prevention Forum hosted by the Department of Criminal Justice Services in Portsmouth, VA (March 5-6). Ms. Lockhart presented as part of a panel on the Proposed Title IX regulations submitted by the Sexual Violence Advisory Committee.

Monica Osei

- Attended the annual conference of the Council for Higher Education (CHEA) in Washington, DC (January 28-30). Topics and presentations covered current issues and challenges for accreditation, free speech on campuses, and the value of accreditation and responses to issues and challenges. The session on programmatic accreditation practices provided information concerning accreditors' evaluation of degree programs and how programs assess student competencies and preparation for employment.
- Visited George Mason University and met with the SCHEV liaison and administrators to discuss SCHEV Academic Affairs policies (February 10-13). The Program Approval and Organizational Changes policies were discussed, as well as format and content requirements for proposals submitted to SCHEV.

Beverly Rebar

- Accepted as part of the 2019 cohort for Lead Virginia. Lead Virginia is a nonprofit and nonpartisan organization that educates proven leaders about regional differences, opportunities, and challenges across the Commonwealth. Over the course of seven class sessions between April and November, each held in a different region in Virginia, participants meet with regional leaders to learn about assets and innovations unique to each region, best practices, and how each region contributes to the whole of the Commonwealth.

Sylvia Rosa-Casanova

- Attended the Board of Directors meeting of the National Association of State Administrators and Supervisors of Private Schools (NASASPS) in Charleston, SC (January 7-9). Ms. Rosa-Casanova assisted with updating the organization's strategic plan for 2019-2020.

Paul Smith

- Attended the Western Interstate Commission for Higher Education's (WICHE) annual Interstate Passport Review Board Meeting in Boulder, CO (January 30-February 1). The Interstate Passport Initiative is a nationwide network of regionally accredited, nonprofit, public and private two- and four-year institutions dedicated to the block transfer of lower-division general education coursework based on learning outcomes rather than course-to-course transfer. Virginia received a grant from WICHE to pilot the Interstate Passport concept. Dr. Smith updated WICHE on Virginia's progress.

Academic Affairs Staff:

Dr. Joseph G. DeFilippo, Director, Academic Affairs & Planning
Ms. Darlene Derricott, Senior Coordinator, Academic Services
Dr. Jodi Fisler, Associate for Assessment Policy & Analysis
Ms. Emily Hils, Academic Programs and Services Specialist
Ms. Ashley Lockhart, Coordinator for Academic Initiatives
Dr. Monica Osei, Associate Director for Academic Programs & Instructional Sites
Ms. Beverly Rebar, Senior Associate for Academic & Legislative Affairs
Ms. Sylvia Rosa-Casanova, Director, Private Postsecondary Education
Dr. Paul Smith, Senior Associate for Student Mobility Policy & Research

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
RESOURCES AND PLANNING COMMITTEE
JANUARY 14, 2019
MINUTES**

Ms. Connelly called the meeting to order at 10:00 a.m. in the Main Conference room of the State Council of Higher Education offices on the 9th floor of the James Monroe Building in Richmond, Virginia. The committee members present: Marge Connelly, Minnis Ridenour, William Murray, Stephen Moret and Tom Slater.

Committee members absent: Henry Light.

COMMITTEE MEMBER Victoria Harker participated by phone.

Staff members present: Peter Blake, Wendy Kang, Kristin Whelan, Jean Mottley-Huskey, Lee Andes, Tod Massa, Pam Currey, Laura Osberger, Yan Zheng, Beverly Rebar, Alan Edwards, Lynn Seuffert, Emily Salmon and Bernadette LeMasters.

APPROVAL OF MINUTES

On a motion by Dr. Murray and seconded by Mr. Slater, the minutes from the October 29, 2018, meeting were approved unanimously.

DISCUSSION OF 2019 ENROLLMENT PROJECTION AND DEGREE ESTIMATE PROCESS

Mr. Massa summarized and explained the enrollment projection and degree estimate process. SCHEV conducts workshops and offers advice, but does not prescribe methodology for the institutions to make their calculations on enrollment projections. The six-year planning meeting occurs this summer to help institutions devise their plans.

Enrollment forecasts are used for budget and space allocation and as part of our evaluation of the current status of The Virginia Plan. Institutions are required to be within 95% of stated projections. These limits encourage institutions to be as accurate as possible. There are concerns that when an institution exceeds enrollment projections, it impacts the enrollment at other institutions. A cap of 105% was considered by the Council in the fall but staff recommended that it be revisited at a later time.

DISCUSSION OF 2018 FALL ENROLLMENT AT PUBLIC FOUR-YEAR INSTITUTIONS

Mr. Massa presented fall 2018 enrollment data. Enrollment is 220,225, the largest in state history, but with a little bit of softening. High school graduation rates are flattening and expected to decrease.

For the institutions whose enrollment is markedly different than their projections, it is the result of overly aggressive projections. For the institutions with large gains, this reflects

a conservative bias towards projections and hitting their targets. It is challenging to predict student behavior, the actions of other institutions, and national trends.

Transfer enrollment is down slightly. This is reflective of the growing economy. Students who would have enrolled are choosing not to as jobs are more plentiful. Graduate school enrollment is also slightly up. This, similar to transfer enrollments, is tied to a strong economy.

REVIEW OF GOVERNOR’S INTRODUCED BUDGET

Ms. Kang provided a summary and initial analysis of the Governor’s proposed budget. This is an initial review as House and Senate amendments are due on January 15.

Nearly 100% of SCHEV financial aid request was met in the budget recommendations. SCHEV also recommends monies to support faculty excellence and funding specific to tuition predictability but these were not funded. The Governor added budget language for creating tuition predictability plans and included other institution-specific support.

Workforce development issues relevant to SCHEV, such as providing for more computer tech degrees, are also part of the proposed budget. A few things that SCHEV requested as one-time spending were not funded – maintenance, graduate outcome survey.

Dr. Huskey has formed a 6-year plan group to discuss updating the 6-year plan and to create predictability plans with the goal of helping institutions make better informed assumptions.

Among SCHEV policy recommendations are the following:

- Provide funding in support of tech talent. The Governor provided funding for this in his budget.
- A study of financial aid. This was not included. We will plan to study even without requested budget language. We are working closely with the General Assembly and have it included in their versions of the budget.

We will be looking for feedback for the budget recommendations in the fall.

UPDATE ON STRATEGIC FINANCE PLAN/RESOURCE MAP PROJECT

Staff is working closely with HCA and Lumina Foundation to provide funding alignment with the Resource Map and our goal of becoming the best educated state.

Ms. Kang presented updates in the process. We are getting ready to kick-off a listening process and will present to presidents at the end of this month and work with colleges in February and March.

There is little projected growth in high school graduates and our population is shifting to serving more minority students. About 72% of students enrolling are within 16 months of high school graduation, but the rate within demographics varies. We are increasing the

attainment rates, but not closing the gaps between lower, middle and higher income students.

The HCA identified strategies and issues to address include the following:

- Address issues with pre-K-12 pipeline.
- Retain and graduate more students who enter and reduce time to degree. We need to re-engage adults, shorter time to degree, stackable credentials.
- Award financial aid to students earlier. Other programs have demonstrated double the graduation rates for the same dollar when students told in 9th grade that they would be receiving the aid.
- Provide emergency financial aid and use other social services to support students.

Less effective strategies include those that only rely on information, such as publications and financial literacy.

DISCUSSION OF INSTITUTION'S IMPLEMENTATION OF LICENSE PLATE SCHOLARSHIP PROGRAM

Mr. Andes provided an update license plate scholarship. Each license plate purchased with an institutional mascot represents a \$15 contribution. Only Virginia Tech, the University of Virginia and James Madison University have reached \$50,000. We would like a policy or guideline prohibiting the use of the funds for legacy scholarships. The members agreed to have SCHEV present guidelines at the next Council meeting.

MOTION TO ADJOURN

The Chair adjourned the meeting at 11:55 a.m.

Marge Connelly
Committee Chair

Kristin Whelan
Coordinator, Executive & Board Affairs

State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #B3 – Action on Proposed Virginia License Plate Scholarship Guidelines

Date of Meeting: March 18, 2019

Presenter: Lee Andes
Associate Director for Financial Aid
leeandes@schev.edu

Most Recent Review/Action:

- ☐ No previous Council review/action
☒ Previous review/action

Date: January 14, 2019

Action: Review

Background Information/Summary of Major Elements: The purpose of this agenda item is for Council to approve instructions to staff for the administration of the Virginia License Plate Scholarship program. This program was created in 1988 to utilize revenue gained from the sale of state license plates displaying an institution's seal, symbol, emblem, or logotype. These license plates are available for \$25 to any Virginia resident desiring to affix it to their vehicles. Institutions receive \$15 for every sold license plate after the initial 1,000 in sales. Since 1992, the program has raised nearly \$11.5 million for student scholarships.

According to the Department of Motor Vehicles, 38 colleges and universities received proceeds from the sale of such license plates in 2018. Of those receiving funds, 25 were below \$10,000, 5 between \$10,000 and \$20,000, 5 between \$20,000 and \$40,000, and 3 received over \$50,000. The three institutions receiving over \$50,000 are Virginia Tech, University of Virginia, and James Madison University. While each of those receiving funds has had their plans reviewed previously, staff is implementing a regular review process.

The statute requires that all scholarship recipients be "(i) bona fide domiciliaries of Virginia as defined in § 23.1-502 and (ii) enrolled in educational programs whose primary purpose is not to provide religious training or theological education." Beyond these criteria, the statute permits institutions to create plans for distribution of funds that must then be reviewed and approved by SCHEV. The plans shall include, but need not be limited to, criteria for the awarding of the scholarships and procedures for determining the recipients.

Council delegated this process to staff for any institution with less than \$50,000 in scholarship proceeds.

Institutional plans vary, but common components include whether the recipient must demonstrate need, maintain a minimum grade point average, and have full-time enrollment. Less frequent but still common criteria include some include a form of leadership, service component or student essay.

The proposed instructions on the following page offer additional structure to the program and are intended to assist SCHEV staff when working with institutions.

They are intended to ensure consistency in implementation and that state funds are awarded in a manner consistent with state priorities. It provides criteria for Council to consider including that all students complete the FAFSA and maintain Satisfactory Academic Progress and/or that legacy-based awards be prohibited.

Materials Provided: Proposed instructions to staff and statutory language.

Financial Impact: This process has no financial impact on SCHEV and only impacts the usage of existing funds by the institutions.

Timetable for Further Review/Action: Some institutional plans are awaiting review and approval pending Council action; therefore, final Council action by no later than March 2019 would be optimal.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the proposed Virginia License Plate Scholarship guidelines.

Council instructions to staff for administration of the Virginia License Plate Scholarship Program:

The Virginia License Plate Scholarship Program is authorized under § 46.2-749. Pursuant to the statute, Council directs staff to review and approve the institutional plans for expenditure of license plate funds. Plans from those institutions receiving \$50,000 or more in annual proceeds shall be subject to a final review by Council.

To be approved, each institution's submission shall include the following components:

- A. General description of the plan for the awarding of funds.
- B. Compliance with Code; verify that recipients are:
 - 1. Domiciled in Virginia pursuant to § 23.1-502.
 - 2. Enrolled in educational programs whose primary purpose is not to provide religious training or theological education
 - 3. Enrolled into an undergraduate degree program during the term of the award.
- C. Award criteria; indicate whether the plan requires:
 - 1. Financial need and, if so, provide the required measure and the process for determining need.
 - 2. Merit-based criteria, such as a minimum grade point average, and, if so, provide the required measure.
 - 3. Minimum enrollment and, if so, provide the required minimum enrollment level.
 - 4. Additional criteria considered for determining student eligibility and, if so, provide the specific requirement.
- D. Selection procedures; identify the following:
 - 1. If an application is required: the method of making the application available and the deadline.
 - 2. If an application is not required: the process conducted to identify potential awardees.
 - 3. If there are insufficient funds to award all eligible students: the methodology of prioritizing students.
 - 4. The institution office responsible for determining awards.
- E. Council directed requirements; verify the following concerning recipients:
 - 1. Requirement to complete the federal FAFSA.
 - 2. Requirement to maintain federal Satisfactory Academic Progress standards.
 - 3. No requirement to demonstrate a familial "legacy" relationship with the institution.
 - 4. Estimated number of annual recipients and average award amount.

State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #B4 – Preview of the Commonwealth Research and Technology Strategic Roadmap

Date of Meeting: March 18, 2019

Presenters: Alan Edwards
Director of Policy Studies
alanedwards@schev.edu

Emily Salmon
Roadmap Coordinator
emilysalmon@schev.edu

Most Recent Review/Action:

- ☒ No previous Council review/action
☐ Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

§23.1-203 and §23.1-3134 of the *Code of Virginia* assign to Council the duty to develop “a comprehensive research and technology strategic roadmap for the Commonwealth.” This framework should identify research areas worthy of economic development and public university focus. Additionally, the roadmap should facilitate collaboration among the institutions of higher education and be used to determine areas of focus for awards from the Virginia Research Investment Fund (VRIF) and the Commonwealth Research Commercialization Fund (CRCF). Upon completion of the roadmap, Council is to submit it for approval by the Virginia Research Investment Committee (VRIC).

Prior to Council’s receipt of this statutory responsibility on July 1, 2018, the roadmap was required of the Center for Innovative Technology (CIT), which produced the most-recent version in December 2017. The existing statute requires development of a roadmap at least every three years.

SCHEV hired a dedicated roadmap coordinator, Emily Salmon, in October 2018. Ms. Salmon oversees this effort and seeks to build on and from the work completed by TEconomy Partners during the transition of the roadmap to Council. Over the past five months, Ms. Salmon has conducted numerous meetings with individual stakeholders and has conducted various research efforts.

The following staff document proposes and outlines the context for the next Commonwealth Research and Technology Strategic Roadmap. It offers a potential

path forward in terms of roadmap development. It also summarizes for Council and the public the work performed to date by Ms. Salmon relative to stakeholder engagement and feedback. The focus of this content is to guide Council discussion and generate feedback from Council members concerning the roadmap process and timeline.

Materials Provided: Proposed Workplan for the Commonwealth Research and Technology Roadmap

Financial Impact: The state budget allocates general funds to SCHEV specifically for development of the roadmap and support to VRIC.

Timetable for Further Review/Action: Council will receive updates at subsequent meetings.

Resolution: N/A

Proposed Workplan for the Commonwealth Research and Technology Roadmap

Introduction

Over the past year, the Commonwealth has expended considerable effort and has accomplished much toward better understandings of Virginia's innovation ecosystem, academic research and areas of industry strength and opportunity. The State Council of Higher Education (SCHEV) and the Virginia Research Investment Committee (VRIC) contracted with consulting firm TEconomy Partners on revealing assessments of the Commonwealth's research assets. VRIC's Implementation Advisory Team (IAT) developed sound recommendations for translating ideas and proposals into strategic actions to enhance and expand commercialization, entrepreneurship, job growth and economic development.

The next Commonwealth Research and Technology Strategic Roadmap (the roadmap) should build upon these achievements while the topic is relatively fresh and while stakeholders are willing to engage. With these factors in mind, SCHEV staff outlines below for Council discussion and input a potential roadmap workplan.

Overarching Elements of a Roadmap

Why a roadmap? A roadmap should enable its user(s) to proceed - from a starting point to an intended destination. It should be a visual, user-friendly tool to focus various activities on goal fulfillment. Roadmaps should not be narrowly specific, allowing different means to achieve goals while at the same time including specific timelines and identifying responsible parties to ensure accountability. Scientists, engineers and the like routinely employ roadmaps to yield innovative solutions and outcomes.

"The roadmapping process provides a way to identify, evaluate, and select strategic alternatives that can be used to achieve desired objectives."

- From "Science and Technology Roadmaps" by Ronald N. Kostoff
and Robert R. Schaller

Without a roadmap, activities can become fractured or even function counter to goals. Roadmaps work to keep stakeholders pulling their efforts in the same direction toward desired, shared outcomes.

A strategic roadmap should include core elements. Council's feedback on these components is critical to shaping and supporting the strategic roadmap. Therefore, staff provides the following outline of core components in a way expected to generate maximum feedback:

1. Identify Baseline Conditions: Already in progress with work done by TEconomy and the SCHEV roadmap coordinator. What baseline conditions are most important to Council that offer the greatest potential or need addressed critically? Based on feedback from stakeholders and various data from TEconomy and other sources the following baseline trends exist.
 - Strong talent pipeline in the sciences, engineering and technology;
 - Increased R & D and entrepreneurship activities at public institutions;

- Increased university licensing and startups, but at small scale;
 - Five compelling research domain areas complimenting industry sector strengths and offering promise in commercialization;
 - Fragmented entrepreneurship resources – no one stop point of entry and regional mismatch tendencies;
 - Minimal venture capital and declining funding of early stage and seed investments;
 - Declining Virginia industry patent activity, counter to nationwide trends; and
 - Slower job growth in the Virginia knowledge economy than in the nation as a whole.
2. Purpose of Roadmap: Define success beyond statutory language. Where does the Council want the roadmap and its strategic actions to lead? An agreed upon purpose is fundamental to the roadmap's existence and use. § 23.1-3134 outlines the purpose of the Commonwealth Research and Technology Strategic Roadmap: "to identify research areas worthy of economic development and institutional focus." Roadmap success is fulfilling its purpose while intentionally fostering comprehensive and collaborative efforts between the institutions, industry and economic development.
 3. Alignment with *The Virginia Plan for Higher Education*: The roadmap should align with the higher education strategic plan, six-year capital outlay institutional plans and other potential strategic efforts to maximize impact.
 4. Goals of the Roadmap: A process to establish goals, timelines to achieve those goals and responsible parties is essential.
 5. Metrics: Define metrics to measure success of goal attainment. Management guru, Peter Drucker, has said, "What's measured gets improved." (Source: <https://www.inc.com/soren-kaplan/why-every-company-needs-an-innovation-dashboard.html>)
- TEconomy Partners has suggested metrics and the institutions' six-year plans include similar metrics.

Proposed Workplan for the Roadmap

The statute prescribes that the Council's roadmap-development process include the selection and oversight of a panel of independent experts. The roadmap coordinator has begun to engage groups that have sourced prior independent review panels and that contain subject matter experts. These subject matter experts can in turn weigh in on the roadmap process.

Summary of next steps for Council feedback:

1. Identify and engage expert panel for consultation on process, domains and with stakeholders.
2. Engage stakeholders for feedback on roadmap framework.
3. Disseminate draft roadmap to appropriate parties for review. Should the target date be December 2019? At that time, two years will have passed since the last update of the Roadmap by the Center for Innovative Technology (CIT).

Looking Forward – Workplan for Inventory Assessment/Development

The statute also outlines the requirement to establish an R & D inventory process. Roadmap development should inform the inventory process and the overarching elements are similar.

1. Allow Roadmap development to inform inventory process;
2. Define the inventory's purpose and success;
3. Align with higher education, VEDP and other needs;
4. Establish goals of the inventory;
5. Define metrics to measure success;
6. Identify inventory expert(s) to provide feedback on process;
7. Convene various stakeholders for feedback regarding inventory/portal; and
8. Determine scope/type of inventory process desired and move towards implementation.

A summary of existing statutory requirements and the roadmap coordinator's work to date is included below. These influence the roadmap process and workplan.

Brief Summary of Existing Statutory Requirements

§ 23.1-3134 outlines the purpose of the Commonwealth Research and Technology Strategic Roadmap: "identify research areas worthy of economic development and institutional focus." It set the roadmap's goal as: "develop a cohesive and comprehensive framework through which to *encourage collaboration* between the Commonwealth's institutions of higher education, private sector industries, and economic development entities in order to focus on the *complete life cycle of research, development and commercialization*." The statute references several objectives, and it outlines the process for roadmap development. A summary of these key objectives and processes are below.

The Roadmap framework should:

1. Identify sectors where investments should be made by the Commonwealth;
2. Identify basic and applied research opportunities within such sectors that have commercial promise;
3. Encourage commercialization and economic development in these sectors;
4. Ensure prudent use of public funds to support the above; and
5. Focus areas of funding for the Virginia Research Investment Fund (VRIF) and the Commonwealth Research Commercialization Fund (CRCF).

Roadmap process under the statute:

1. Be developed at least every three years;
2. Include a panel of independent experts to oversee the process;
3. Engage stakeholders: universities, economic development, industry, etc.;
4. Identify and recommend sectors of focus;
5. Establish a research and development inventory process; and
6. Make recommendations to the Six-Year Capital Outlay Plan Advisory Committee regarding research related capital needs.

Roadmap Activities, 2018 to Date

CIT's December 2017 release of its final Research and Technology Roadmap started more than a year of intensive assessment of Virginia's research and technology infrastructure, performance, opportunities and shortcomings. On behalf of VRIC, SCHEV contracted with TEconomy Partners to assess Virginia's research, development, commercialization and entrepreneurship efforts. Part of this process created a working group – the Implementation Advisory Team (IAT) -- of diverse stakeholders. The IAT focused on how to implement recommendations made in TEconomy's assessment report.

In October 2018, SCHEV hired a dedicated Roadmap Coordinator, Emily Salmon, whose employment commenced with that month's VRIC meeting. In addition to extensive review of TEconomy's various reports, CIT's prior roadmaps, etc., Ms. Salmon conducted in-depth stakeholder interviews across the state for further and enhanced feedback regarding TEconomy's assessment, the roadmap and structure of resources to grow Virginia's innovation ecosystem. Stakeholders interviewed included: legislative staff, members of VRIC, CIT, vice presidents/provosts of research for the six public research universities and other stakeholders involved in the IAT etc.

Concurrently, Ms. Salmon researched best practices and model programs, including but not limited to those referenced in TEconomy's report. She conducted research and analysis pertaining to research inventories/ innovation exchange portals. These efforts included literature searches, online portal reviews/testing, stakeholder feedback, and independent-expert interviews. She prepared a synopsis of stakeholder feedback, innovation ecosystem infrastructure and research inventories.

Next Steps

After the March 18-19 meetings, the Roadmap Coordinator will incorporate Council's feedback into the workplan. Communication will be sent out requesting recommendations for the expert panel. The roadmap process will commence per the guidance by Council. The Roadmap Coordinator will provide updates at subsequent Council meetings on progress made.

State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #B5 – Discussion of 2018 Fall Enrollment at Public Two-Year Institutions

Date of Meeting: March 19, 2018

Presenter: Tod Massa, Director of Policy Analytics
todmassa@schev.edu

Most Recent Review/Action:

- ☒ No previous Council review/action
☐ Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

In January, Council received a report on enrollment at public four-year institutions. This item is the corresponding report for public two-year institutions.

Materials Provided: Highlights and briefing, with enrollment data at public two-year institutions. The data also are available on the SCHEV website's Research section (<http://research.schev.edu/apps/info/Reports.Guide-to-the-Fall-Headcount-Enrollment-Reports.ashx>).

Financial Impact: None

Timetable for Further Review/Action: Additional and updated information on Fall 2018 enrollment will be posted on the SCHEV website.

Resolution: None.

Fall 2018 Enrollment at Public Two-Year Institutions

Overview

The information below details student enrollment at Virginia's 23 community college and Richard Bland College in Fall 2018. Since enrollment is a predicate to degree completion, ensuring that the Commonwealth has policies aligned to support enrollment is a key element to meeting the degree goals of the Top Jobs Act and becoming the best-educated state in the nation by 2030.

These and other data related to enrollment can be found on the SCHEV research website (<http://research.schev.edu/apps/info/Reports.Guide-to-the-Fall-Headcount-Enrollment-Reports.ashx>).

Highlights

Enrollment in the public two-year colleges has continued to decline following its highest point ever in 2011. In Fall 2018, total enrollment in the sector was 163,945 or 5,089 students fewer (-3%) than the prior year. Losses were spread across the colleges, with only five institutions experiencing increased enrollment. The enrollment declines of the last six years reflect national trends and appear to be related to an improving economy and dropping unemployment. They also may be influenced by smaller growth in the number of recent high school graduates.

Virginia public two-year college enrollment hit its highest point 198,850 students in 2011-12 following the most recent peak in unemployment for the Commonwealth of 7.1% in 2010. The declining enrollment tracks with declines in the unemployment rate.

Seven community colleges had increased enrollment over 2017. Eastern Shore, 10 students; Germanna, 516 students; Patrick Henry, 3 students; Southwest Virginia, 69 students; and Virginia Highlands, 59 students.

While two-year colleges primarily serve Virginia residents, they did enroll 6,707 students from out-of-state, a decrease of only 155 students from 2017. Thus, of the 5,089 student decrease from 2017, 4,934 of those students were Virginia residents.

Regarding enrollment of new students, specifically those that are enrolled for first time in college, enrollment increased 122 students for those that had graduated high school in the previous 12 months and decreased by 98 students for those that had completed high school more than 12 months prior to enrollment.

Dual enrollment of high school students taking courses at public two-year colleges has increased tenfold since the fall of 1992 to an all-time high of 37,754 students. This now represents 22% of the fall headcount enrollment in the sector.

Finally, enrollment losses have not been spread evenly across student demographics. Overall, between 2011 and 2018, we see an 18% decrease in enrollment. However, once we account for the growth of dual enrollment, we see the decrease is closer to 23%, which is about the same as observed for White, non-Hispanic students. Unfortunately, enrollment by Black, non-Hispanic students decreased by 33% from

43,571 to 29,171 without any increases observed at the four-year colleges and universities. This represents a significant obstacle in becoming the best-educated state in the nation by 2030. Likewise American Indian/Native American student enrollment decreased by 44% from 1,033 to 529 students. The good news is that enrollment of Hispanic students increased by 44% from 13,573 to 19,580 students.

Conclusions

The public two-year sector, most notably the community colleges, enjoyed significant growth over the last 20 years. In Fall 2011, enrollment in the sector hit a peak of 198,850 students. As the economy improved, unemployment dropped and the growth in high school graduates slowed, enrollment has declined and may be closer to a point that would have been achieved over the same time period had the unemployment rate held more or less constant.

There is concern about the student populations we have lost. SCHEV and VCCS staff will work closely together to attempt to determine the reasons we have lost these students, where they might have gone, and what can be done to improve retention and student success.

Table 1: Fall 2018 Undergraduate Enrollment at Total Public Two-year Institutions			
Institution	Enrollment in 2017-18		
	N	Change from 2016-17	
		N	%
Total Public Two-Year Institutions	163,945	-5,089	-3%
Virginia Community College System	161,587	-5,299	-3%
Blue Ridge CC	4,099	-101	-2%
Central Virginia CC	4,047	-81	0%
Dabney S. Lancaster CC	981	-279	-8%
Danville CC	2,828	-273	-9%
Eastern Shore CC	654	10	2%
Germanna CC	7,208	516	8%
J. Sargeant Reynolds CC	8,737	-597	-6%
John Tyler CC	10,144	-236	-2%
Lord Fairfax CC	6,798	-93	-1%
Mountain Empire CC	2,505	-179	-7%
New River CC	4,419	-207	-5%
Northern Virginia CC	50,929	-261	-0.5%
Patrick Henry CC	2,266	3	0%
Paul D Camp CC	1,288	-116	-8%
Piedmont Virginia CC	5,445	-163	-3%
Rappahannock CC	3,082	-147	-5%
Southside Virginia CC	3,430	-181	-5%
Southwest Virginia CC	2,373	69	3%
Thomas Nelson CC	7,685	-601	-7%
Tidewater CC	20,941	-1,835	-8%
Virginia Highlands CC	2,387	59	3%
Virginia Western CC	6,827	-444	-6%
Wytheville CC	2,514	-162	-6%
Richard Bland College	2,358	210	-10%

Table 2: Total, First-Time-in-College Enrollment at Public Two-year Institutions

Institution	Graduated High School within Past 12 months			Out of High School Greater than One Year		
	N	Change from 2017-18		N	Change from 2017-18	
		N	%		N	%
Total Public Two-Year Institutions	19,235	122	1%	8,471	-98	-1%
Virginia Community College System	18,897	109	1%	8,369	-127	-1%
Blue Ridge CC	607	-32	-5%	214	-27	-11%
Central Virginia CC	470	43	10%	226	-9	-4%
Dabney S. Lancaster CC	139	12	9%	40	-14	-26%
Danville CC	318	23	8%	175	28	19%
Eastern Shore CC	75	-9	-11%	36	4	13%
Germanna CC	1,013	116	13%	345	9	3%
J. Sargeant Reynolds CC	786	0	0%	451	27	6%
John Tyler CC	1,002	-61	-6%	465	-1	0%
Lord Fairfax CC	834	34	4%	323	22	7%
Mountain Empire CC	240	-51	-18%	142	-3	-2%
New River CC	511	95	23%	191	-36	-16%
Northern Virginia CC	6,539	145	2%	2,243	44	2%
Patrick Henry CC	368	62	20%	134	2	2%
Paul D Camp CC	134	29	28%	52	-18	-26%
Piedmont Virginia CC	511	-10	-2%	239	4	2%
Rappahannock CC	248	-10	-4%	141	6	4%
Southside Virginia CC	239	-12	-5%	185	10	6%
Southwest Virginia CC	273	-14	-5%	165	20	14%
Thomas Nelson CC	932	22	2%	375	-63	-14%
Tidewater CC	2,261	-184	-8%	1,654	-112	-6%
Virginia Highlands CC	303	25	9%	137	6	5%
Virginia Western CC	813	-69	-8%	286	-62	-18%
Wytheville CC	281	-45	-14%	150	36	32%
Richard Bland College	338	13	4%	102	29	40%

Table 3: Enrollment of High School Dual Enrolled Students at Public Two-Year Colleges								
Year	African American or Black (NH)	American Indian/ Native American (NH)	Asian/ Pacific Islander (NH)	Hispanic	White/ Caucasian American (NH)	International/ Unknown/ Unreported (NH)	Multi-Race (NH)	Total
1992-93	535	9	59	14	3,137	4	0	3,758
1993-94	603	12	55	24	3,028	1	0	3,723
1994-95	663	10	74	35	3,704	5	0	4,491
1995-96	769	11	91	45	4,422	3	0	5,341
1996-97	767	12	91	40	4,799	4	0	5,713
1997-98	908	32	130	57	6,355	17	0	7,499
1998-99	982	28	148	71	6,886	11	0	8,126
1999-00	1,061	26	151	87	7,641	17	0	8,983
2000-01	1,153	26	158	100	8,235	29	0	9,701
2001-02	1,424	53	211	126	9,691	18	0	11,523
2002-03	1,584	42	248	146	10,771	33	0	12,824
2003-04	1,980	49	356	189	13,444	29	0	16,047
2004-05	2,392	75	468	302	14,688	28	0	17,953
2005-06	2,736	82	526	372	16,050	11	0	19,777
2006-07	3,775	122	750	564	18,866	19	0	24,096
2007-08	3,790	103	699	579	19,511	36	0	24,718
2008-09	4,640	108	821	730	20,518	796	0	27,613
2009-10	3,868	132	797	651	20,311	677	0	26,436
2010-11	3,371	103	750	877	19,442	771	462	25,776
2011-12	3,235	113	736	989	19,760	618	793	26,244
2012-13	3,327	99	714	1,117	19,616	369	907	26,149
2013-14	3,710	95	910	1,390	20,286	455	1,089	27,935
2014-15	3,296	87	984	1,513	20,110	455	1,119	27,564
2015-16	3,880	104	1,345	1,917	22,136	586	1,362	31,330
2016-17	4,225	113	1,710	2,362	24,126	631	1,649	34,816
2017-18	4,478	101	2,127	2,816	25,279	752	2,021	37,574

Table 4: Enrollment by Changes of Selected Characteristics Between Fall 2011 and Fall 2018			
Public Two-Year Colleges	Fall 2018	Difference	Percentage Difference
Total Enrollment	163,945	-34,905	-18%
Total In-State Enrollment	157,238	-32,623	-17%
Total Out-of-State Enrollment	6,707	-2,282	-25%
Total New First-time in College (FTIC)	27,706	-3,232	-10%
In-State New FTIC	26,223	-2,890	-10%
Out-of-State New FTIC	1,483	-342	-19%
Total New Transfers	7,790	-8,152	-51%
In-State New XFR	6,888	-6,866	-50%
Out-of-State New XFR	902	-1,286	-59%
Total Men	70,525	-13,232	-16%
Total Women	92,962	-21,973	-19%
Foreign/ International	3,422	-394	-10%
African American or Black (NH)	29,171	-14,400	-33%
American Indian/ Native American (NH)	529	-504	-49%
Asian/ Pacific Islander (NH)	11,616	849	8%
Hispanic	19,580	6,007	44%
White (NH)	89,489	-26,978	-23%
Multi-Race	7,788	3,854	98%
Unknown/ Unreported (NH)	2,350	-3,339	-59%
Total Part-Time Students	111,487	-16,279	-13%
Total Full-Time Students	52,458	-18,626	-26%

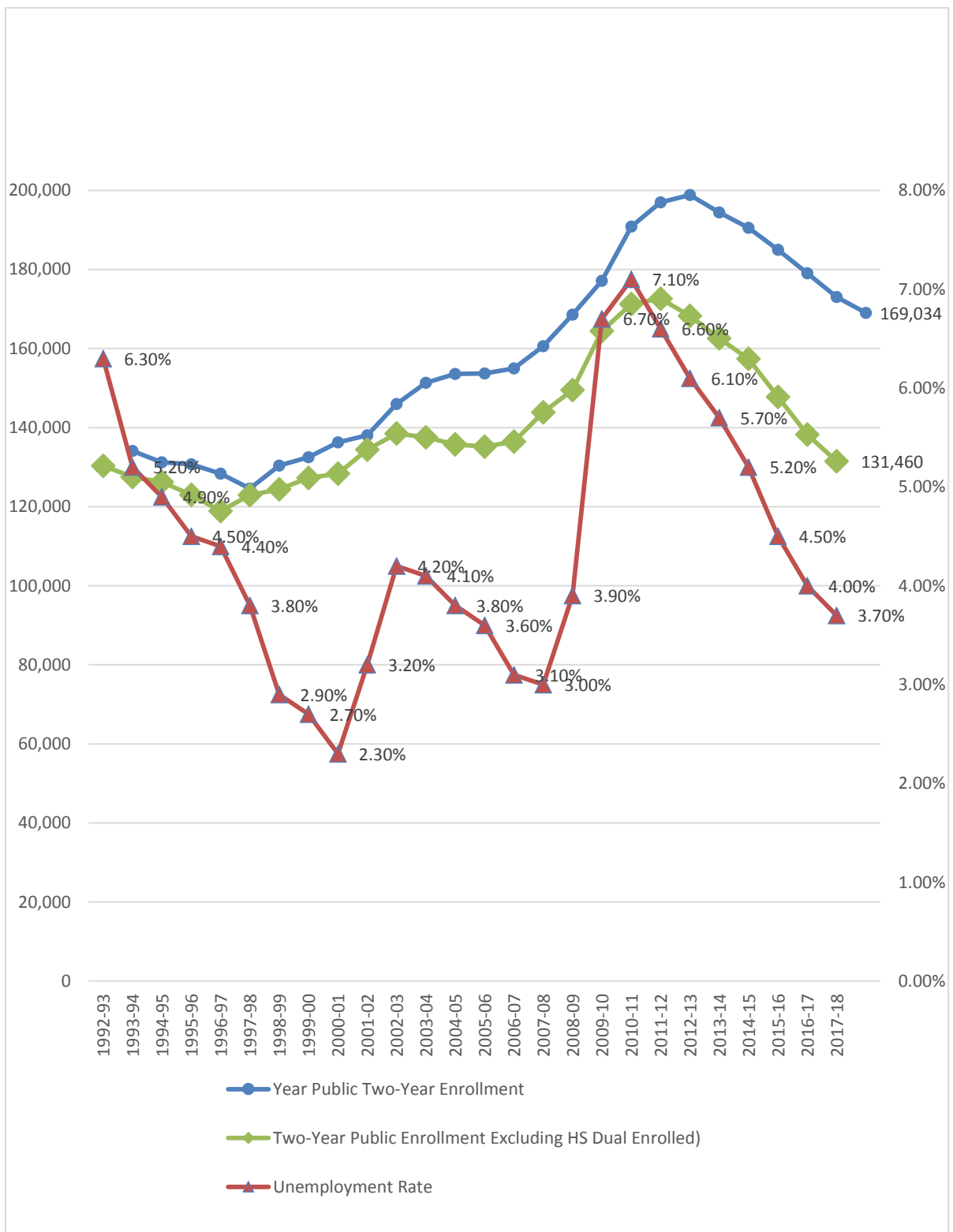


Figure 1: Trends in Public Two-Year College Enrollment, Total and Enrollment excluding High School Dual Enrollment, and annual unemployment rate

State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #B6 – Update on the Strategic Finance Plan

Date of Meeting: March 18, 2019

Presenter: Wendy Kang
Director of Finance Policy and Innovation
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Most Recent Review/Action:

- ☐ No previous Council review/action
☒ Previous review/action

Date: January 2019

Action: Council received an update on the plan at the January Council meeting

Background Information/Summary of Major Elements: The purpose of this agenda item is to discuss updates to the strategic finance plan/resource map project. This process began in March 2018 and is supported by HCM Strategists--a national higher education consultancy group supported by the Lumina Foundation. The focus of this initial phase is primarily on undergraduate operational support and financial aid.

To date, SCHEV and HCM have completed the following:

- Analyzed current attainment data and expected growth needed to reach the 2030 goal of best-educated state
- Identified educational attainment gaps by region, race/ethnicity, income and other variables to determine target populations to improve the attainment rate moving forward
- Calculated expenditure per degree data for VA and compared it with other states to determine Virginia's relative efficiency rate and to determine potential cost of additional degrees
- Held four meetings with staff from the Department of Planning and Budget, the Secretaries of Finance and Education, the Chief Workforce Development Advisor and the money committees. These sessions focused on reviewing educational attainment data, identifying gaps, and assessing costs
- Used results of the preliminary analysis to drive conversations on improvements to the six-year plan process to include an increased focus on state needs related to the gaps identified above
- Recommended a review of financial aid policies (recommended by Council and passed in the 2019 Session)
- Identified promising practices in other states that have shown to increase educational attainment and further align funding to goals

- Presented the current status of the project to the Joint Subcommittee on the Future Competitiveness of Higher Education in October 2018
- Provided updates to finance officers, provosts and presidents at their regularly scheduled meetings with SCHEV

During the 2019 General Assembly session, the House and Senate included budget language for the finance plan to align with priorities of Joint Subcommittee on the Future Competitiveness of Higher Education. The language is included below. SCHEV staff plan to work with interested legislators and General Assembly staff to identify any additional expectations based on this language.

"Q. The State Council of Higher Education for Virginia shall work with the Lumina Foundation to develop a statewide higher education finance plan that incorporates the priorities of the Joint Subcommittee on the Future Competitiveness of Higher Education and provides strategies to achieve higher education outcomes."

The next step in the process is to receive input from institutions and other stakeholders. On March 26th, SCHEV and HCM will host a day of dialogue meeting with lead staff at institutions. Members of staff engaged in this process (Department of Planning and Budget, the Secretaries of Finance and Education, the Chief Workforce Development Advisor and the money committees) plan to attend as well.

This event focuses on four key areas of interest. Attendees will discuss state and institutional level strategies that will:

- Increase access: students enrolling in postsecondary through the pre-K-12 pipeline, engagement of adults with some or no college
- Improve completion: retention, graduation and time-to-degrees, especially those from underrepresented populations
- Identify stable funding models: cost and tuition predictability, efficiencies, innovations
- Align economic and cultural prosperity efforts: program alignment with demand, work-based learning, internships, keeping students employed in Virginia to meet workforce demands

Based on the topics identified above, SCHEV and Strategy Labs will begin to:

- Identify funding and policy strategies to address needs at a state and institution level that will help Virginia be the best-educated state by 2030
- Inform budget and policy recommendations
- Update existing processes, including the 6-year plans, enrollment projections and degree estimates, institutional performance measures and other initiatives passed during the 2019 General Assembly

After the meeting on the 26th, SCHEV and HCM will begin working on a report that will include recommendations for policymakers to consider. This report is expected to be ready in May 2019.

Materials Provided: No materials provided.

Financial Impact: This has not financial impact at this time.

Timetable for Further Review/Action: Staff will provide an update on the input process at the March meeting.

Resolution: None.

Code of Virginia

§ 46.2-749. Issuance of license plates bearing seal, symbol, emblem, or logotype of certain institutions of higher education; fees.

A. On receipt of an application, the Commissioner may develop and issue for any accredited institution of higher education in the Commonwealth, in accordance with policies and procedures established by the Commissioner and in accordance with an agreement between the institution and the Department, special license plates bearing the seal, symbol, emblem, or logotype of that institution of higher education.

On receipt of a minimum of 350 prepaid applications and a design therefor, the Commissioner may develop and issue special license plates bearing the seal, symbol, emblem or logotype of such institutions that are located outside Virginia, in accordance with policies and procedures established by the Commissioner and in accordance with an agreement between the institution and the Department.

For each set of license plates issued hereunder, the Commissioner shall charge, in addition to the prescribed cost of state license plates, an annual fee of \$25.

B. Any institution of higher education that enters into an agreement with the Department pursuant to this section thereby waives any royalty fees to which it might otherwise be entitled for use of its seal, symbol, emblem, or logotype as provided in this section. However, any such institution located in Virginia shall annually receive an allocation of \$15 for each set of license plates in excess of 1,000 registrations pursuant to the institution's agreement with the Department during the term of the agreement. The allocated funds shall be deposited by the Department into the state treasury and credited to the relevant institution to be used to support scholarships for eligible undergraduate students enrolled in the institution. Only students who (i) are bona fide domiciliaries of Virginia as defined in § 23.1-502 and (ii) are enrolled in educational programs whose primary purpose is not to provide religious training or theological education shall be eligible to receive such scholarships.

The State Council of Higher Education for Virginia shall review and approve plans for each participating institution for the implementation of these scholarship programs. These plans shall include, but need not be limited to, criteria for the awarding of the scholarships and procedures for determining the recipients.

The provisions of subdivisions B 1 and 2 of § 46.2-725 shall not apply to license plates issued under this section for any institution of higher education in the Commonwealth. The provisions of subdivision B 1 of § 46.2-725 shall not apply to license plates issued under this section for any institution of higher education located outside Virginia.

State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #B7 – Report on the Six-year Plan Process

Date of Meeting: March 18, 2019

Presenter: Dr. Jean Huskey
Assistant Director of Planning and Finance
jeanmottley@schev.edu

Most Recent Review/Action:

- ☒ No previous Council review/action
☐ Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

The purpose of this agenda item is to report on the process for the 2019 Six-year Plans. The Higher Education Opportunity Act of 2011 reaffirmed institutional six-year plans that were first adopted in the Restructured Higher Education Financial and Administrative Operations Act of 2005. Each plan is structured in accordance with objectives and purposes set forth in [§ 23.1-306](#). The plans include information about institutional strategies, projected costs, tuition and fees, financial aid, economic development, and other timely topics. In 2015, joint resolutions approved by the House and Senate require that institutional six-year plans align with the Virginia Plan.

The form and manner for the plan is prescribed by the Council in consultation with the Secretary of Finance, the Secretary of Education, the Director of the Department of Planning and Budget, the Staff Director of the House Committee on Appropriations, and the Staff Director of the Senate Committee on Finance, or their designees. This review group is sometimes referred to as the Op Six. In preparation for the 2019 plans, two meetings were held with this group in late 2018. A final meeting will be held on March 28.

In the odd-numbered years, such as 2019, institutions develop their six-year plans. In the even-numbered years, institutions update or affirm their plans. Since this year is a development year, institutions will meet with the review group to discuss their initial plans.

Here is the projected timeline for the six-year plan process:

March	SCHEV staff develops draft templates and instructions
March 28	Op Six meets
May 1	Templates and instructions sent to institutions

July 1	Initial plans submitted by institutions
Mid-July	Plans posted for Op Six review
Summer	Institutional Meetings with Op Six
September 1	Op Six comments sent to institutions
October 1	Responses to comments and final plans submitted
December 1	Plans posted on SCHEV's website

This process requires communication and coordination with the institutions. Therefore, staff formed an institutional work group to discuss projected plan requirements and to identify opportunities for streamlining the plans and the process. Staff has held two meetings with the institutional work group in 2019.

Staff must always remain aware of other projects or activities that can impact the instructions for the plans. For example, recent legislative action allows institutions to submit one innovative proposal with clearly defined performance measures, including any request for necessary authority or state support, for a performance pilot. This proposal will be submitted in conjunction with the six-year plans. The aforementioned review group will comment on any proposed performance pilot in accordance with the six-year plan review and comment process.

The six-year plan process has many moving parts and various deadlines. Staff is committed to providing timely communication, coordination and support to institutions to ensure that this process proceeds on schedule.

Materials Provided: None.

Financial Impact: This has no financial impact at this time.

Timetable for Further Review/Action: Staff will provide updates on the six-year plan process at future meetings.

State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #B8 – Discussion of the Commonwealth's Financial Aid Funding Model

Date of Meeting: March 18, 2019

Presenter: Lee Andes
Associate Director for Financial Aid
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Most Recent Review/Action:

- ☒ No previous Council review/action
☐ Previous review/action

Date:

Action:

Background Information/Summary of Major Elements: The purpose of this agenda item is to receive input from Council members on the SCHEV review of financial aid funding models and award practices that will take place this year.

SCHEV staff proposed a review as part of the budget and policy recommendations passed by the Council in the fall. During the 2019 session, SCHEV staff worked with general assembly staff to include budget language for the study.

The following is the language included in the budget that is now before the Governor.

"K. 1. The State Council of Higher Education for Virginia, in consultation from representatives from House Appropriations Committee, Senate Finance Committee, Department of Planning and Budget, Secretary of Finance and Secretary of Education, as well as representatives of public higher education institutions, shall review financial aid funding models and awarding practices.

2. The Council shall review current and prospective financial aid funding models including, but not limited to, how the various models determine individual and aggregate student financial need, the recommended state portion of meeting that need, how funding is most efficiently and effectively allocated among the institutions, how financial aid allocations can be aligned with other funding for higher education and how these funds are used to address student affordability and completion of a degree. The review shall also assess how the utilization of tuition and fee revenue for financial aid, pursuant to the Top Jobs Act, prioritizes and addresses affordability for low- and middle-income students.

3. By November 1, 2019, the Council shall submit a report and any related recommendations to the Governor and the Chairmen of the House Appropriations and Senate Finance Committees."

The Virginia Student Financial Assistance Program (VSFAP) is the primary means by which the state provides need-based aid. VSFAP includes the Commonwealth Award and the Virginia Guaranteed Assistance Program (VGAP). Each year the Council uses a funding model to make recommendations for systemic and institutional funding. The current "Partnership" model has been in place since 2005-06. It replaced the former 50% of "Remaining Need" model after as the new model was better aligned with the institutions most in need of funding.

The primary function of the funding model is to provide a basis for making overall funding recommendations and allocation of available funds. The current model does not make a statement on what is "affordable" but does provide a directional indicator about whether higher education is becoming "more" or "less" affordable. In addition, the model does not calculate a definitive total of "financial need" at any institution and does not determine individual student awards.

VSFAP programs are restricted to tuition and fees, and, for VGAP awards, books; however, the model considers all components of the Cost of Attendance (COA) in order to determine what portions of other gift aid and Expected Family Contribution (EFC) may be available to cover tuition and fees. The resulting aggregate tuition and fee "need" forms the basis for Council recommendations.

While the model is effective for some of its tasks, there are concerns about the model's construction that include: (1) the amount of costs assigned to other stakeholders; (2) the amount of weight the other COA components may carry in the funding model despite the fact that VSFAP awards are restricted to tuition & fees; (3) the lack of an explicit statement about affordability; and (4) the reactive nature to institution/student actions since recommendations are based on historic data.

In addition to VSFAP, over the past decade, the use of tuition and fee revenue for use as financial aid has increased dramatically, capturing legislative and public attention. Staff will review the practice to determine how effective the strategy is for each institution.

Currently staff is surveying other state funding methodologies and has engaged in institutional discussions on the COA calculations. Meetings with the review participants will begin this spring and staff will provide an update to, and opportunity for discussion with, Council at its July meeting. Final proposals will be provided to Council at the September meeting. The scope of the review will center on the VSFAP funding model and use of tuition/fee revenue used for aid but will expand as needed.

Materials Provided: None.

Financial Impact: This review will be conducted using existing resources.

Timetable for Further Review/Action: No action at this time. Final Council action is anticipated in October 2019.

State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #B9 – Annual Report on the New Economy Workforce Credential Grant

Date of Meeting: March 18, 2019

Presenter: Wendy Kang
Director of Finance Policy and Innovation
wendykang@schev.edu

Most Recent Review/Action:

- ☐ No previous Council review/action
☒ Previous review/action

Date: March 2018

Action: Council received an the annual report for FY 2017

Background Information/Summary of Major Elements:

The purpose of this agenda item is to provide an update on New Economy Workforce Credential grant program. This program was established during the 2016 General Assembly session. This grant, the first of its kind, provides a pay-for-performance model for funding noncredit workforce training that leads to a credential in a high-demand field.

The grant is offered by community colleges throughout Virginia and the Southern Virginia Higher Education Center. The State Council of Higher Education for Virginia serves as the grant administrator and reports annually on the progress of the program. Additional information is available through the [Code of Virginia](#)

SCHEV annually provides a report on the program. The following is a summary of findings for FY 2018. A full copy of the report is available on the SCHEV website schev.edu/reports

- Institutions offered training in nine high-demand occupational fields.
- Collectively, these institutions enrolled 3,760 students. Of those, 3,457 completed training and 2,518 reported a credential attained.
- The top training programs lead to high-demand jobs as commercial truck drivers, welders, highway construction workers, medical assistants, phlebotomy technicians, certified nurse's aides, power line workers and machinists. These programs accounted for over 80% of credentials attained.
- The average student cost of the program was \$904. The average state cost per credential attained was \$2,004.
- Training completion rates averaged 92% and credential completion rates averaged 73%.

- The majority of students tend to be male with an average age of 35 years.
- A preliminary review of earnings indicates that they increased in all occupational fields with the exception of computer and mathematical for individuals in those programs. In addition, individuals earning less than \$20,000 prior to enrollment had the highest increase in earnings.
- Program demand continues to exceed current funding levels.
- Given the positive outcomes of the program over the last two years, SCHEV recommended for FY 2020 an additional \$4 million in funding for the program and an additional \$1 million in need-based financial aid for students enrolled in training. The recently approved state budget included this additional funding.

Materials Provided:

No additional materials provided

Financial Impact:

This has not financial impact at this time.

Timetable for Further Review/Action:

SCHEV staff will provide annual updates on the program.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
JANUARY 14, 2019
MINUTES**

Mr. Fralin called the meeting to order at 12:10 p.m. in the SCHEV main conference room, 101 N. 14th Street, Richmond, Virginia. Council members present: Ken Ampy, Marge Connelly, Heywood Fralin, Henry Light, Stephen Moret, William Murray, Minnis Ridenour and Thomas Slater.

Council members absent: Rosa Atkins, Gene Lockhart and Katharine Webb.

COUNCIL MEMBERS Victoria Harker and Carlyle Ramsey participated by phone due to the snow emergency.

Staff members present: Lee Andes, Alan Edwards, Peter Blake, Pam Currey, Joseph DeFilippo, Jodi Fisler, Jean Mottley Huskey, Wendy Kang, Scott Kemp, Ashley Lockhart, Tod Massa, Laura Osberger, Beverly Rebar, Sylvia Rosa-Casanova, Lee Ann Rung, Emily Salmon, Kristin Whelan and Yan Zheng.

Al Wilson from the Office of the Attorney General was also in attendance.

AMAZON PRESENTATION

Mr. Moret provided a presentation about the recent Amazon negotiation and explained how it will impact Virginia. A copy of his presentation is available on the website. Mr. Moret also mentioned several pieces of legislation related to Amazon that will be introduced during the current General Assembly session.

APPROVAL OF MINUTES

On a motion by Dr. Murray and seconded by Mr. Slater, the minutes from the October 23-24, 2018, Board of Visitors orientation, the October 29 educational session and the October 30, 2018, Council meeting were approved unanimously (10-0). Mr. Blake also requested that Council approve the January 7, 2019, ad hoc committee on attainment minutes. On a motion by Dr. Murray and seconded by Mr. Slater, these minutes were also approved unanimously (10-0).

PRESENTATION: CIVIC DISCOURSE, LEADERSHIP AND HIGHER EDUCATION

Mr. Fralin read his bio and Mr. Blake introduced Justice John Charles Thomas. Justice Thomas spoke about educational freedom.

Judge Thomas noted his experiences regarding access and finances in higher education from his experience in serving on the College of William & Mary's board of visitors.

Judge Thomas provided the following ideas for which he felt SCHEV could advocate that could have an impact: 1. Promote community colleges as an entry into higher

education; 2. Request that colleges keep tuition at the same rate for students for their four-year enrollment, much like the William & Mary Promise. He stressed that SCHEV is well respected enough to promote ideas that work well at some institutions; 3. Access – attract as many students as possible and increase diversity; 4. Allow institutions to charge market prices.

REMARKS FROM DR. PAULA PANDO, PRESIDENT, REYNOLDS COMMUNITY COLLEGE

Dr. Fralin read Dr. Pando's bio and she presented a history of Reynolds. Since the college opened 47 years ago, it has served over 325,000 students, averaging 15,000 students each year. She spoke about the demographic shift that has occurred in the region, which has resulted in a large migration of communities that had not previously been served.

Dr. Pando provided information on the future plans for Reynolds, particularly The Kitchens at Reynolds. This culinary program is one of the college's crown jewels that will open the doors to all educational opportunities. It will be located 1.2 miles from the downtown campus, with a shuttle service to connect the two. Reynolds is adding career coaches at the east end site.

Credit and non-credit education lines are more blurred now than ever. Dr. Pando stressed the need to work together and noted that the Workforce Alliance is a unique partnership of John Tyler Community College and Reynolds. Under her leadership, Reynolds is adopting a culture of care and organizing around the characteristics of the students that are currently enrolled.

REPORT OF THE AGENCY DIRECTOR

Mr. Blake highlighted the following items from his written report:

SREB report on affordability: A recent report from the Southern Regional Education Board confirms what SCHEV's own measurements have shown: that a college education in Virginia is becoming less affordable, Better news is that Virginia has increased need-based financial aid, and the ratio of state appropriations and tuition and fee revenues appears to have stabilized.

Virginia College closure: On December 5, the Education Corporation of America (ECA) announced that it was closing all its campuses as of the end of December, including its one college in Virginia, Virginia College, located in Richmond. SCHEV organized and hosted a transfer fair; 15 colleges and universities participated, along with the U.S. Department of Education, the Veteran's Approving Agency and the Department of Professional and Occupational Regulation (DPOR). Over 100 students attended the fair.

Outstanding Faculty Awards: The 2019 awards ceremony will take place March 7 at the Jefferson Hotel in Richmond. There are 13 recipients this year; awardees will be announced in March closer to the date of the awards luncheon. Institutions submitted

nominations for 86 faculty members. Council members Bill Murray and Katie Webb served on the final selection committee.

OECD study: The Organization for Economic Co-operation and Development, a Paris-based international organization, has accepted Virginia's participation in a four-state review of American higher education. The study asks this question of policy makers: what can states do to ensure that their higher education graduates develop the skills needed for good labor market outcomes? The work will take about 16 months and will culminate in a publication of one consolidated United States report, which will contain analysis and recommendations for each of the four participating states. Other states in the study are Ohio, Texas and Washington. OECD staff will visit Virginia in April 2019.

Virginia Research Investment Committee (VRIC): On December 10, VRIC received a report from Virginia Tech President Tim Sands on the Commonwealth Cyber Initiative (CCI). VRIC also established a working group to begin the development of the certification process for CCI "node" sites. VRIC members received the final report from TEconomy Partners on a reformation of the Commonwealth's commercialization and entrepreneurial organization and initiatives. Council members Henry Light and Tom Slater participated in the meeting.

UPDATE ON 2019 GENERAL ASSEMBLY SESSION

Ms. Rebar distributed a list and provided a brief update of the bills SCHEV is tracking during this legislative session. She noted that SCHEV's most intense work on the bills will continue until February 6. Ms. Rebar reviewed the Governor's bills and answered questions from members.

The Chairman called for a break at 1:40. The meeting resumed at 1:50.

UPDATE ON THE VIRGINIA PLAN FOR HIGHER EDUCATION

Ms. Kang discussed the report and provided a one-page summary. Both documents are posted on the website. She reviewed individually educational attainment; access and affordability; student success; innovation and investment; and economic and cultural prosperity. Ms. Kang reviewed the strengths and areas for improvement listed in the summary sheet. She noted comments from members and explained some items that are currently being addressed. Ms. Kang reported that staff will come back with more information. Mr. Fralin suggested that staff plan a retreat for members to focus on components of The Virginia Plan.

REPORT FROM THE COMMITTEES

Report from Academic Affairs Committee

Mr. Ampy chaired the committee meeting in Ms. Webb's absence and provided the following report:

Action on Programs at Public Institutions

The committee's recommendation was seconded by Mr. Light and the following resolution was approved unanimously (10-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Radford University to initiate a Doctor of Education (Ed.D.) program in Education (CIP 13.0401), effective fall 2019.

Action on Private Postsecondary (PPE) Institutional Certification

The committee's motion was seconded by Mr. Slater and the following resolution was approved unanimously (10-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Eastern Kentucky University to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective January 14, 2019.

Action on Guidelines for Procedures Related to Audits of Certified Institutions

Dr. DeFilippo provided a brief explanation and the following resolution was seconded by Mr. Light and approved unanimously (10-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the *Guidelines for Procedures Related to Audits of Certified Institutions*, to become effective January 14, 2019.

Action on Policy for Dual Enrollment Transferability

The following Committee recommendation was seconded by Dr. Murray and the following resolution was approved unanimously (10-0). Dr. DeFilippo said this is the first action on transfer activities that resulted from legislation in 2018, and more will be forthcoming:

BE IT RESOLVED that the State Council of Higher Education for Virginia, in accord with Code of Virginia § 23.1-905.1, adopts the *Virginia Public Higher Education Policy for Dual Enrollment Transferability*, effective immediately.

Mr. Ampy said the Committee also discussed the following items:

Discussion of Program Proposals in the Review Pipeline

Update on Transfer

Interim Report on Post-College Outcomes Task Force

ACTION ON CHANGES TO COUNCIL BYLAWS

Mr. Wilson provided a summary and reminded members that the item was discussed at the October meeting and in accordance with SCHEV bylaws, the item requires action at this time. On a motion by Mr. Slater and seconded by Dr. Murray the following resolution was approved unanimously (10-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia, pursuant to the SCHEV Bylaws Section Eight, following presentation in writing and discussion at the October 30, 2018, Council meeting, and following a three-quarters vote of the total Council membership, adopts the amended version of the SCHEV Bylaws dated January 14, 2019. Council also requests that staff distribute the amended bylaws to the members and post a copy on the SCHEV website.

Ms. Blake informed Council that Mr. Wilson had to relinquish SCHEV as his client as he will be representing Radford University on a full-time basis. Ms. Deb Love, who has been with the Office of the Attorney General for 33 years and currently serves as attorney for the College of William & Mary, will now represent SCHEV. Ms. Love was introduced and welcomed.

Report from Resources and Planning Committee

Ms. Connelly summarized the following items addressed by the Committee and noted that there were no action items:

Discussion of 2019 Enrollment and Degree Projection Process
Discussion of 2018 Fall Enrollment at Public Four-Year Institutions

Ms. Connelly summarized the report, noting that after 24 years of stable enrollment, Virginia may be reaching a peak.

Review of Governor's Introduced Budget and General Assembly Session

Ms. Connelly reviewed the comparison chart on page 68 of the agenda book and noted the institution-specific funding on page 70. Members discussed some of the items in the Governor's introduced budget and provided feedback to staff.

Update on Strategic Finance Plan/Resource Map Project

Ms. Connelly encouraged members to read this item that was provided in the agenda book and noted there were several exciting ideas that should be of interest to Council.

Discussion of Institution's Implementation of License Plate Scholarship Program

Report from the Ad Hoc Committee on Attainment

Dr. Murray said the ad hoc committee proposed broad as well as targeted recommendations. He thanked the outside experts and other Council members and staff who attended the three ad hoc committee meetings. Dr. Murray distributed a copy of the nine key opportunities and themes for higher education that was discussed by the ad hoc committee.

Mr. Blake thanked Dr. Murray, expert speakers and other members for their contributions to the ad hoc committee. He requested feedback from members in order

for staff to prepare a final report and action plan that will be transmitted to the Governor, legislators, presidents, etc.

After receiving comments from members, Mr. Blake agreed to work with Dr. Murray to prepare a revised document that will be sent to Council members before it is transmitted.

RECEIPT OF ITEMS DELEGATED TO STAFF

Mr. Blake informed members that the items Council delegated to staff were included in the agenda book. As required, a copy of these items is attached to the minutes.

OLD BUSINESS

No old business was brought forward.

NEW BUSINESS

No new business was brought forward.

RECEIPT OF PUBLIC COMMENT

There were no requests for public comment.

MOTION TO ADJOURN

The meeting adjourned at 3:45 p.m.

Ken Ampy
Council Secretary

Lee Ann Rung
Director, Executive and Board Affairs

Items Delegated to Director/Staff

Pursuant to the Code of Virginia, § 23.1-203 and Council's "*Policies and Procedures for Program Approval and Changes*," the following items were approved/not approved as delegated to staff:

Degree Program Actions

Institution	Degree/Program/CIP	Effective Date
Blue Ridge Community College	New Degree Programs Approved: <ul style="list-style-type: none"> Associate of Applied Science degree program in Automotive Analysis and Repair (47.0604) [Conferral: Fall 2019] Associate of Applied Science degree program in Emergency Medical Services (51.0904) [Conferral: Fall 2019] 	Spring 2019
Blue Ridge Community College	Program Proposal Withdrawn from Review: Associate of Fine Arts (AFA) degree program in Visual Arts (50.0701)	October 16, 2018
Central Virginia Community College	New Degree Program Approved: Associate of Applied Science degree program in Mechatronics (15.0613) [Conferral: Fall 2019]	Spring 2019
George Mason University	Program Merger Approved: Merge five degree programs: 1) Bachelor of Science in Accounting (52.0301); 2) Bachelor of Science in Finance (52.0801); 3) Bachelor of Science in Information Systems and Operations Management (52.1399); 4) Bachelor of Science in Management (52.0201); and 5) Bachelor of Science in Marketing (52.1401) to create the new Bachelor of Science degree program in Business (50.0101)	Fall 2019
George Mason University	Facilitated Staff Approval: Master of Professional Studies degree program in Applied Industrial and Organizational Psychology (42.2804) [Conferral: Spring 2020]	Spring 2019
George Mason University	CIP Code Change Approved: Change the CIP Code of the Graduate Certificate Program in Applied Behavior Analysis from 13.1001 to 42.2814	Spring 2019
George Mason University	CIP Code Change Not Approved: Change the CIP Code of the Graduate Certificate in Federal Statistics from 27.0501 to 27.0502	November 6, 2018

Institution	Degree/Program/CIP	Effective Date
George Mason University	Program Name Change Approved: Graduate Certificate in Women's Studies (05.0207) to the Graduate Certificate in Women and Gender Studies (05.0207)	Spring 2019
George Mason University	Program Name Changes Not Approved: <ul style="list-style-type: none"> • Graduate Certificate in Advanced Studies in Information Policy and Administration (44.0401) to a Graduate Certificate in Public Management (44.0401) • Master of Science in Computer Forensics (43.0116) to a Master of Science in Digital Forensics and Cyber Analysis (43.0116) 	October 5, 2018
John Tyler Community College	Spin-Off Programs Approved: <ul style="list-style-type: none"> • Associate of Science (A.S.) degree program in Computer Science (11.0701) from the existing A.S. in General Studies (24.0102) • Associate of Arts (A.A.) degree program in Liberal Arts Secondary Teacher Education (13.1205) from the existing A.A. in Liberal Arts (24.0103) • Associate of Science (A.S.) degree program in Mass Communications (09.0102) from the existing A.S. in General Studies (24.0102) • Associate of Science (A.S.) degree program in Psychology (42.0101) from the existing A.S. in General Studies (24.0102) • Associate of Science (A.S.) degree program in Science (30.0101) from the existing A.S. in General Studies (24.0102) • Associate of Science (A.S.) degree program in Teacher Education (13.1202) from the existing A.S. in General Studies (24.0102) 	Spring 2019
Norfolk State University	Name/Title Changes Approved: <ul style="list-style-type: none"> • Bachelor of Science (B.S.) degree program in Building Construction Technology (15.1001) to the Bachelor of Science (B.S.) degree program in Construction Management Engineering Technology (15.1001) 	Spring 2019

Institution	Degree/Program/CIP	Effective Date
	<ul style="list-style-type: none"> Bachelor of Science (B.S.) degree program in Computer Technology (CIP code: 15.1201) to the Bachelor of Science (B.S.) degree program in Computer Engineering Technology (15.1201) Bachelor of Science (B.S.) degree program in Electronics Technology (15.0303) to the Bachelor of Science (B.S.) degree program in Electronics Engineering Technology (15.0303) 	
Piedmont Virginia Community College	Program Title Change Approved: Associate of Applied Science in Electronics and Computer Technology to Industrial Electronics Technology (47.0105)	Spring 2019
Radford University	Facilitated Staff Approvals: [Conferral: Spring 2022] <ul style="list-style-type: none"> Bachelor of Science degree program in Allied Health Sciences (51.0000) Bachelor of Science degree program in Cybersecurity (11.1003) Bachelor of Science degree program in Sport Management (31.0504) 	Spring 2019
University of Virginia	CIP Code Change Approved: Change the CIP Code of the Master of Architecture in Architecture from (04.0201) to (04.0902)	Spring 2019
Virginia Commonwealth University	Facilitated Staff Approval: Doctor of Occupational Therapy degree program in Occupational Therapy (51.2306) [Conferral: Spring 2019]	Spring 2019
Virginia Polytechnic Institute and State University	Facilitated Staff Approval: Master of Science degree program in Translational Biology, Medicine, and Health (26.0102) [Conferral: Spring 2019]	Spring 2019

Pursuant to the Code of Virginia, § 23.1-203 and Council's "*Policies and Procedures for Program Approval and Changes*," the following items were reported:

Diploma, Certificate, Discontinued and Modified Programs

Institution	Degree/Program/CIP	Effective Date
George Mason University	Program Discontinuances: <u>Degree Programs</u> <ul style="list-style-type: none"> Bachelor of Science in Accounting (52.0301) [Council Approval: May 9, 1980] 	Fall 2019

Institution	Degree/Program/CIP	Effective Date
	<ul style="list-style-type: none"> • Bachelor of Science in Finance (52.0801) [Council Approval: May 9, 1980] • Bachelor of Science in Information Systems and Operations Management (52.1399) [Council Approval: 1980] • Bachelor of Science in Management (52.0201) [Council Approval: May 9, 1980] • Bachelor of Science in Marketing (52.1401) [Council Approval: May 9, 1980] <p><u>Graduate Certificate Programs:</u></p> <ul style="list-style-type: none"> • Advanced Skills (30.0501) • Biological Threats and Defense (26.9999) • Chief Learning Officer (52.1099) • Database Management (11.0802) • Educational Technology (13.0501) • Enterprise Engineering Policy (30.9999) 	
George Mason University	Initiate a new Graduate Certificate Program in Conflict Analysis and Resolution (30.0501) [Conferral Spring 2019]	Spring 2019
James Madison University	Initiate a new Graduate Certificate Program in Cyber Intelligence (43.0116) [Conferral Fall 2019]	Spring 2019
Longwood University	Degree Designation Discontinuance: Discontinue the Bachelor of Arts (BA) degree designation in the Bachelor of Arts (BA)/Bachelor of Science (BS) degree program in Economics (45.0601)	Spring 2019
Old Dominion University	Program Discontinuance: Discontinue the Master of Science in Athletic Training (51.0913) [Council Approval: March 18, 2014]	Spring 2019
Old Dominion University	Initiate a new Undergraduate Certificate Program in Teaching English as a Second Language (13.1401) [Conferral Spring 2019]	Spring 2019
Paul D. Camp Community College	Initiate a new Certificate Program in Emergency Medical Services (51.0904) [Conferral Fall 2019]	Spring 2019
University of Virginia	Initiate New Graduate Certificate Programs: <ul style="list-style-type: none"> • Digital Humanities (09.0702) [Conferral Fall 2019] 	Spring 2019

Institution	Degree/Program/CIP	Effective Date
	<ul style="list-style-type: none"> Historic Preservation (04.9999) [Conferral Fall 2019] 	
University of Virginia	Initiate a new Undergraduate Certificate Program in National Criminal Justice Command College (43.0107) [Conferral Summer 2019]	Summer 2019
University of Virginia	Initiate a new Graduate Certificate Program in National Criminal Justice Command College (43.0107) [Conferral Summer 2019]	Summer 2019
University of Virginia	Initiate a new Undergraduate Certificate Program in Procurement and Contracts Management (52.0299) [Conferral Fall 2019]	Spring 2019

Pursuant to the Code of Virginia, § 23.1-203 and Council's *"Policies and Procedures for Internal and Off-Campus Organizational Changes,"* the following item is approved as delegated to staff:

Institution	Change/Site	Effective Date
James Madison University	Rename the Department of Integrated Science and Technology to the School of Integrated Sciences . The Department has been re-named to reflect the inclusion of multiple academic programs and to distinguish the department from one academic degree program. The new name will align the unit with nomenclature used on campus to distinguish <i>departments</i> , which typically support one degree program and <i>schools</i> , which are units with "a somewhat more diverse collection of academic programs."	November 15, 2018

Pursuant to the Code of Virginia, Section § 23.1-211 and Council's *"Commonwealth of Virginia Policy on the Reciprocal Authorization of Distance Education and Related Activities,"* the following item is approved as delegated to staff:

National Council for State Authorization Reciprocity Agreements (NC-SARA) Approvals

Institution	Effective Date
Patrick Henry Community College	October 15, 2018

Pursuant to the Code of Virginia § 23.1-213 to 230 and 8VAC-40-31-90 of the Virginia Administrative Code, the following items were approved as delegated to staff:

Postsecondary, Non-Degree Institutions Certified to Operate in the Commonwealth of Virginia

Institution	Location	Effective Date
ABP Doula Training Center	Richmond, VA	November 19, 2018
Norfolk Allied Health Training Center	Norfolk, VA	November 19, 2018
Sylvain Melloul International Hair Academy (New instructional site)	Lynchburg, VA	September 26, 2018

Institutions of Higher Education Certified to Operate in the Commonwealth of Virginia—Approval of Additional Locations

Institution	Location	Effective Date
Sentara College of Health Sciences	Harrisonburg, VA	November 15, 2018
University of Phoenix	Virginia Beach, VA	October 1, 2018

State Council of Higher Education for Virginia Agenda Item

Item: Council #D4 – Report from Student Advisory Committee Chairs

Date of Meeting: March, 19, 2019

Presenter: Paula Robinson
Assistant Director of College Access & PK12 Outreach
paularobinson@schev.edu

Most Recent Review/Action:

- ☒ No previous Council review/action
☐ Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

SCHEV is required by Code to coordinate a student advisory committee comprised of students enrolled in public and private institutions of higher education in the Commonwealth.

SCHEV convenes a representative student committee consisting of one full-time student from all four-year public colleges and universities in the Commonwealth of Virginia; four students representing the Virginia Community College System; and two students representing Virginia private institutions. Student members are identified by their college presidents. The committee assembles two to four times annually to advise the Council on system-wide issues of concern to Virginia's college students.

The 2018-19 committee has met twice and will convene for its final meeting on Friday, April 12, at the SCHEV office. Topics of discussion are both brought to the group for student input and received from the students in order to provide a student perspective on policies, resources and priorities. To date, meeting discussions revolved around the topics of campus safety, the transfer process, dual enrollment, underrepresented and “nontraditional” student services, services for students with disabilities, freedom of speech, mental health services, tuition, the evolution of higher education and the Virginia legislative and budget processes. Throughout discussions the following areas of concern resonated with the entire student group:

- Campus safety
- Support services for non-traditional and underrepresented students

SAC co-chairs, Jewel Hurt (James Madison University) and Cody Hartley (Radford University), will present these concerns and share suggestions for improvement on behalf of the Committee.

Presenter Bios:

Cody Hartley is a senior at Radford University, majoring in Political Science with a concentration in Public Affairs. He serves as the Vice President of Student Government as well as the Co-Chair for the Student Affairs Council for SCHEV. Cody interned for the Department of Homeland Security over the summer in Washington D.C. He will be graduating in 2019 with aspirations of becoming involved in public policy/government relations work for the Federal or Virginia State Government. Cody is from Lexington, Virginia.

Jewel Hurt is a senior at James Madison University, majoring in Political Science. She has been an active leader throughout her time at Madison and is currently in her second term as President of the Student Government Association. As a student in the Honors College, she earned the opportunity to receive a Hillcrest Scholarship and spent a summer in Philadelphia conducting research alongside MicroSociety, a non-profit that seeks to bring real-world issues to the classroom. Jewel will be graduating in May and describes her time at JMU as "transformative"! Jewel is from Roanoke, Virginia.

Materials Provided: A handout will be provided onsite

Financial Impact:

Timetable for Further Review/Action:

Resolution: No resolution at this time.

State Council of Higher Education for Virginia Agenda Item

Item: Council #D5 – Report of the Agency Director

Date of Meeting: March 19, 2019

Presenter: Peter Blake
Director
peterblake@schev.edu

Most Recent Review/Action:

- ☒ No previous Council review/action
☐ Previous review/action

Date:

Action:

Background Information/Summary of Major Elements: N/A

Materials Provided: Report of the Agency Director.

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A

State Council of Higher Education
Director's report
March 19, 2019

Six-year-plan workgroup meeting: Over the last two months, staff member Jean Huskey has convened three meetings of public-institution staff to prepare for the six-year plan process, which usually kicks off in May. She also will lead an upcoming meeting of individuals designated through legislation to participate in the six-year plan process. The aim is to make the plans as streamlined, efficient and valuable as possible, within the framework of the mandated contents and the direction of the Council, the Governor and the General Assembly.

General Professional Advisory Committee (GPAC): The January meeting included discussion of: (i) ongoing work with HCM Strategists on a strategic finance plan and upcoming listening sessions regarding the plan; (ii) the annual report of progress on *The Virginia Plan for Higher Education*; and (iii) the results of Council's ad hoc committee on educational attainment. The March meeting included an update on the 2019 legislative session and featured remarks from Secretary of Education Atif Qarni regarding diversity and inclusiveness in higher education.

Student Advisory Committee: Staff member Paula Robinson convened the second meeting of the 2018-19 Student Advisory Committee. The agenda included discussion of relevant 2019 legislation, discussion of issues and recommendations brought forward by members (such as transfer, access and campus safety) and planning for the Committee's presentation to Council in March and to college and university presidents in April. The Committee's final meeting of the academic year will be April 12.

Outstanding Faculty Awards: The 2019 awards ceremony took place March 7 at the Jefferson Hotel in Richmond. Institutions submitted nominations for 86 faculty members. The 13 recipients represented public and private nonprofit four-year and two-year institutions. Council members Bill Murray and Katie Webb served on the final selection committee. Council members Heywood Fralin, Marge Connelly and Henry Light participated in the luncheon.

OECD study: The Organization for Economic Co-operation and Development, a Paris-based international organization, has accepted Virginia's participation in a four-state review of American higher education. Staff engaged in a conference call with OECD leaders in early February. OECD representatives will be in Virginia from May 13-22. Staff has developed a detailed agenda for the representatives.

Virginia Research Investment Committee (VRIC): The committee met March 12. The primary topics related to the Commonwealth Cyber Initiative, which the General Assembly authorized last year. Budget language directs VRIC to undertake certain duties related to certification of CCI sites and approval of budget

requests. VRIC members also discussed the outcome of the 2019 legislative session and related future activities.

SCHEV activities: All agency staff participated in training sessions on either January 31 or March 11. Laura Osberger coordinated these required, daylong workshops on the agency's new Style Guide for professional communications and formal reports. Instruction was provided by Jada Banks, a trainer with the Community College Workforce Alliance.

SCHEV Talk: On January 22, staff received a presentation from Susan Lord with CommonHealth on how to boost metabolism, including exercises that employees can do at and during work and the importance of healthy diet and adequate sleep. On February 26, staff member Reshaud Rich organized a well-attended staff training session on cultural awareness and sensitivity. On March 20, Delegate Lashrecse Aird will meet with staff to discuss the 2019 General Assembly session.

Student Intern: On January 16, VCU senior undergraduate Divya Vashisht began a semester-long, 10-hour/week internship at SCHEV. She assisted with the legislative session and has now turned her attention to student access programs. Her credit-earning internship is sponsored through the university's History department.

Editorial board visits: We are scheduling meeting with the editorial boards of newspaper across the state, beginning March 19 at *The Roanoke Times*. Chairman Heywood Fralin will participate in the meeting in Roanoke. We will invite other Council members for other meetings. Additional editorial board visits are being scheduled from later in March through May, and include meetings with the *Richmond Times-Dispatch*, *The Virginian Pilot*, *The Daily Progress*, the *Daily Press*, *The Washington Post* and several Richmond-area television stations. On March 1, the *Richmond Times-Dispatch* published an op-ed on college and university transfer, co-written by President Jon Alger, Chancellor Glenn Dubois and Director Peter Blake.

Out and about: With the end of the legislative session, I will be back on the road, visiting institutions, legislators and others. On March 1, I presented to the board of visitors at Norfolk State University. On March 6, I participated in the Hunt-Kean Leadership Fellows Higher Education Summit at Duke University. At the end of March, I will participate in the State Higher Education Leaders forum, sponsored by the American Enterprise Institution, in Washington.

New Council responsibilities: SCHEV quietly amassed a number of new or expanded activities during the short 2019 General Assembly session. A report on the new assignments is included in the 2019 General Assembly report.

State Council of Higher Education for Virginia Agenda Item

Item: Council #D6 - Discussion of Annual Report on the Virginia Plan for Higher Education

Date of Meeting: March 19, 2019

Presenter: Peter Blake, Director
peterblake@schev.edu

Wendy Kang, Director of Finance Policy and Innovation
wendykang@schev.edu

Most Recent Review/Action:

- ☒ No previous Council review/action
☐ Previous review/action

Date:

Action:

Background Information/Summary of Major Elements: The State Council of Higher Education for Virginia adopted The Virginia Plan for Higher Education in 2014. The General Assembly endorsed the plan in 2015 (House Joint Resolution 555 and Senate Joint Resolution 228). Each year, SCHEV completes a review of its progress towards reaching the objective and goals of The Virginia Plan for Higher Education. SCHEV also summarizes this review in a report that is submitted to the General Assembly and Governor.

As reported in January, Virginia continues to make progress toward the plan's goals, although progress is slower in some areas than in others. The complete report is available at www.schev.edu/vaplanreport

The Code of Virginia directs the Council to update a statewide strategic plan at least every six year. Even if periodic updates were not required by the Code, the Council would want to assess periodically the status of The Virginia Plan in light of a changing environment.

In anticipation of putting Council in a better position to meet its mission "to advocate and promote the development of an educationally and economically sound, vigorous, progressive and coordinated system of higher education in Virginia," Chair Heywood Fralin has scheduled a Council retreat for June 14.

The purpose of this agenda item is to seek feedback from Council members regarding future modifications and updates to The Virginia Plan for Higher Education. Such

guidance should include matters such as process, organization, priorities and tone. Staff also seeks Council guidance on the June 14 retreat, including matters related to format, speakers, topics and materials.

Materials Provided: Included with this item is an update on the status of The Virginia Plan and information on state appropriations, financial aid, student debt, enrollment, degrees conferred and other data relevant to the progress of The Virginia Plan. Also included is an inventory of policy documents in which Council has been involved since adoption of The Virginia Plan in 2014.

Financial Impact: None

Timetable for Further Review/Action: SCHEV will take the Council's guidance to propose a draft agenda for the June 14 retreat and as a starting point for the next iteration of The Virginia Plan for Higher Education.

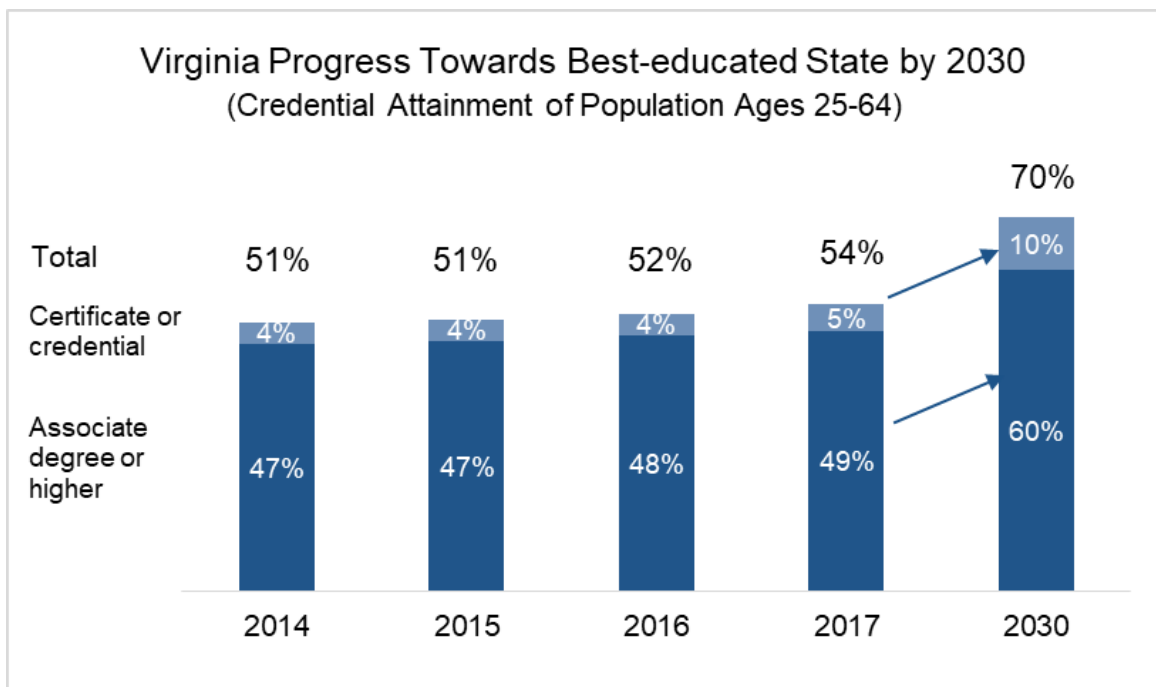
Progress on The Virginia Plan for Higher Education

The following document provides an update on the progress of The Virginia Plan for Higher Education since its establishment in 2014. It includes an update on the best-educated state status, measures and targets and other indicators of interest. It also includes an inventory of various reports and policy documents.

Best-educated State Status

The objective of The Virginia Plan is to place Virginia as the best-educated state by 2030. This objective is based on reaching an educational attainment rate of 70% for the population ages 25-64 where approximately 60% will hold an associate degree or higher and 10% will have a certificate or credential. Virginia has consistently ranked 6th in the nation since 2014.

Virginia has increased its educational attainment rate by three percentage points over the last four years—an average of .8% per year. Virginia will need to increase this rate by 1.3% annually to meet its objective.



Source: [Stronger Nation](#) | Lumina Foundation

The following pages includes updated data on the measures and other data of interest as the Council begins to review progress to date on the goals of the Virginia Plan.

Measures Update

The following table provides an update the progress towards meeting the measures approved by the Council in 2015.

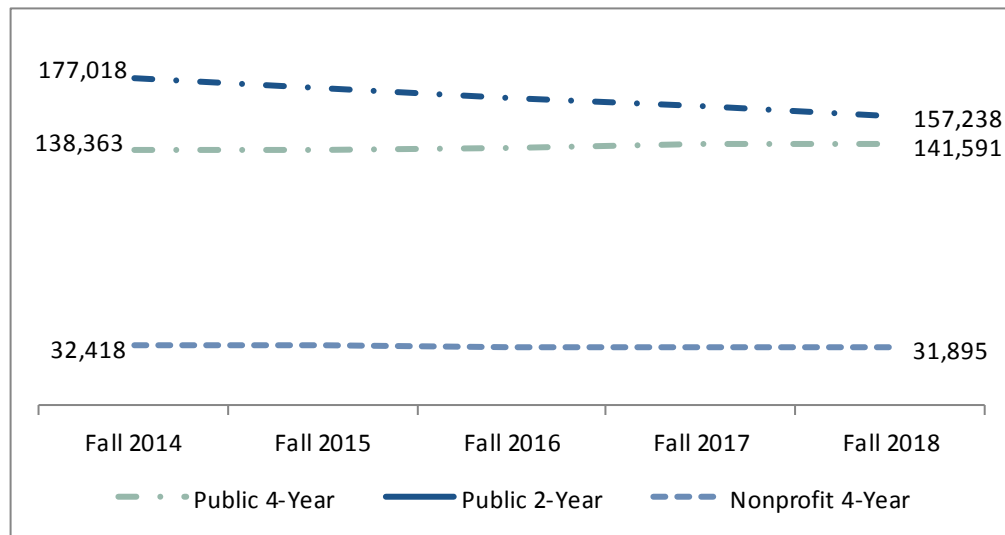
The Virginia Plan for Higher Education Measures and Targets to Be the Best-educated State by 2030				
	Type	Baseline	2018 Update	Target by 2030
By 2030.....				
Objective: Be the best-educated state in the nation	National ranking	*	6th	1st
Awards Grant 1.5 million cumulative undergraduate degrees and workforce credentials, including those that fill the gap in high demand occupations	Degrees and workforce credentials	0	357,741	1.5 million
Student Success Annually improve the completion rates of students that close the success gap between underrepresented populations (URP) and non-URP students	2-year public gap	9.2%	14.1%	0%
	4-year public gap	7.3%	10.8%	0%
Affordability Meet half the cost of attendance for low-and middle-income students through expected family contribution and state and federal grant aid	% of cost of attendance	38%	33%	50%
Research Increase Virginia's research expenditures as a percent of national totals by 30%	% increase	0	-3%	30%
Annual Commitments	Type	Baseline	2018 Update	Target
Price Keep public 4-year undergraduate tuition and fees as a percentage of family income lower than the national average and less than 10% for low- and middle-income students	National average	+1%	+1.1%	Below national average
	Low-income	10.1%	13.7%	10%
	Middle-income	8.7%	10.4%	10%
Economic Returns Ensure that 75% of graduates earn sustainable wages after 3 years	% of graduates	71%	73%	75%

Other Data Indicators: Trends Since 2014 Related to Enrollments, Awards, Funding, Financial Aid, Debt and Earnings

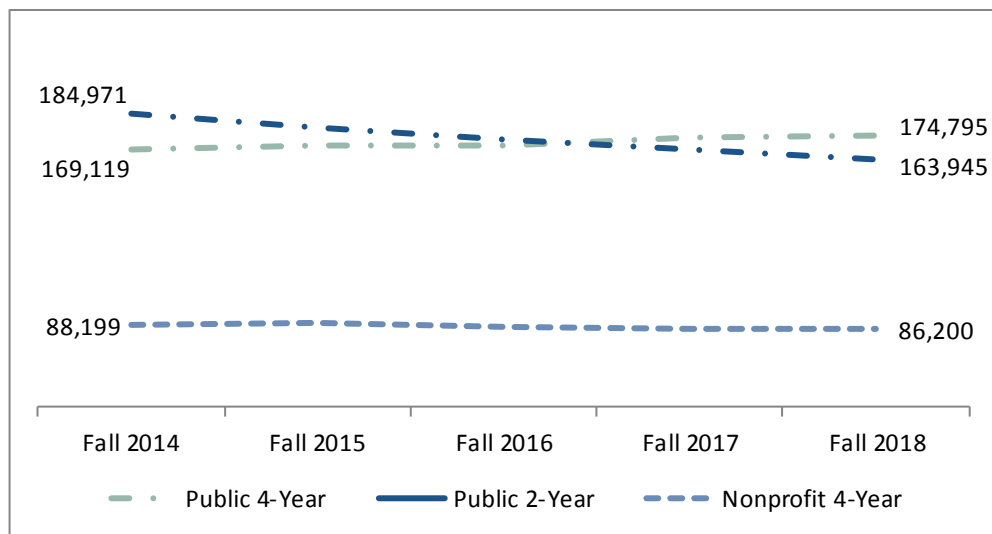
Enrollments

Since 2014, annual in-state undergraduate enrollments (fall headcount) at public 2-year institutions has declined by 19,780, public 4-year enrollments have increase by about 3,200 and nonprofit 4-year rates have declined by about 500. The tables below include enrollments for in-state and total undergraduate students over the last four years.

In-State Undergraduate Headcount Enrollment



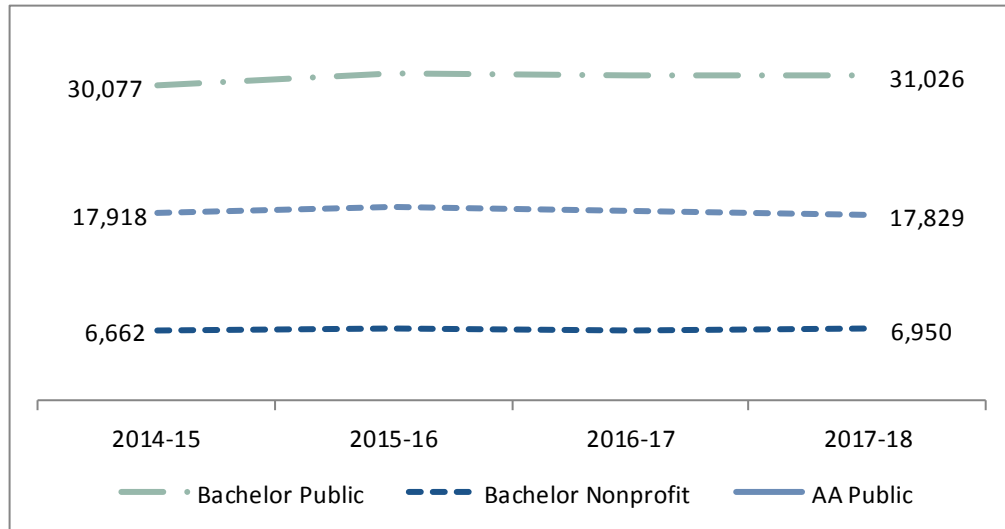
Total Undergraduate Headcount Enrollment



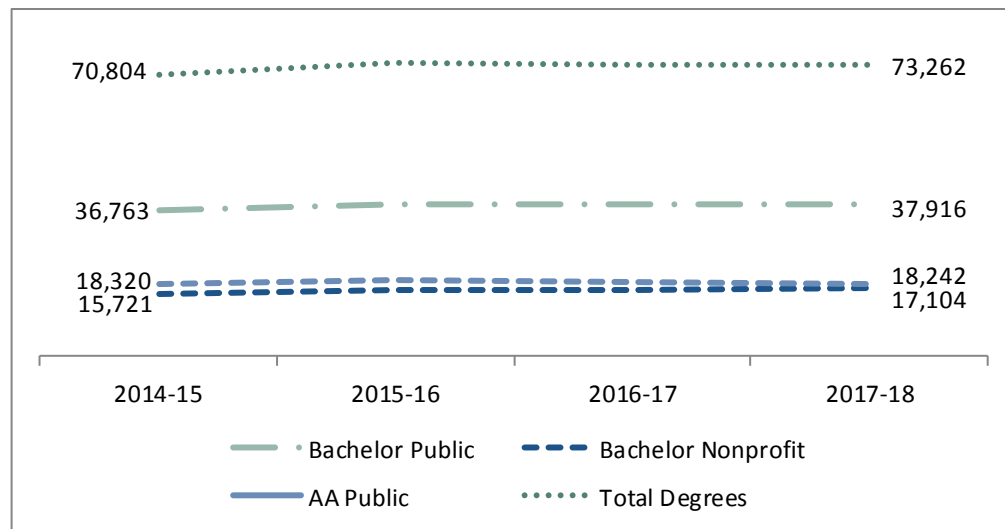
Awards

Overall awards have increased slightly. Similar to the enrollment decline, awards at public two-year institutions also decreased.

In-State Undergraduate Degrees Conferred



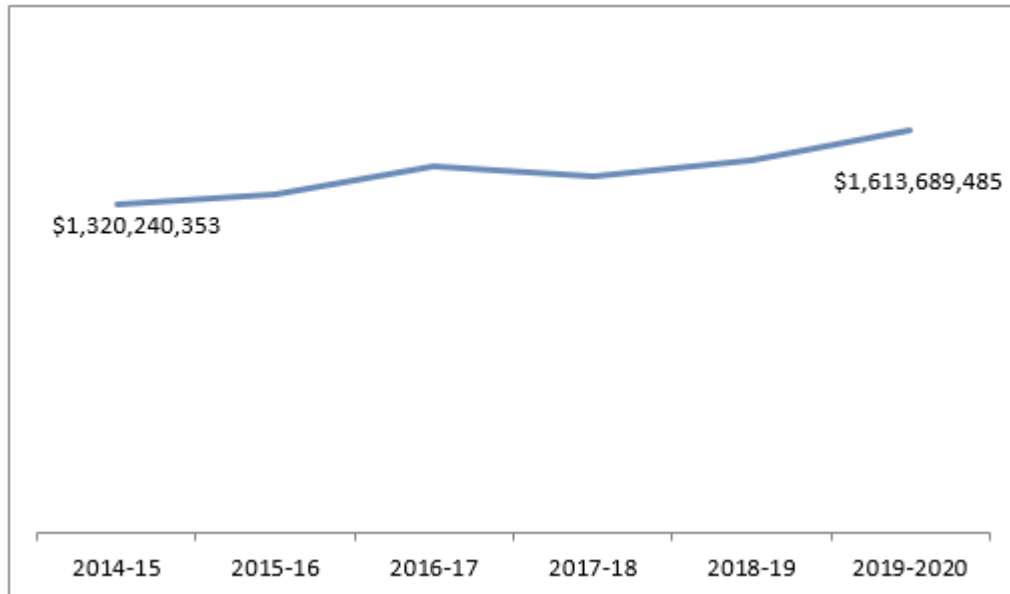
Total Undergraduate Degrees Conferred



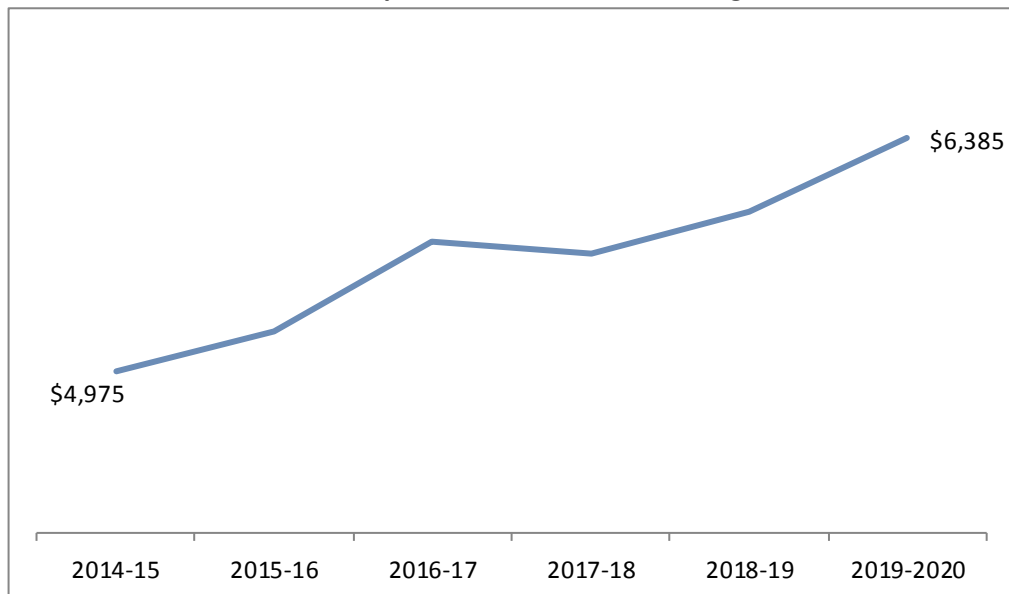
State Funding

Since 2014, the General Assembly funding for education and general (E&G) programs grew from \$1.3 billion in 2014 to \$1.6 billion in 2019- an increase of \$293 million. The average general fund per in-state FTE for education and general programs (E&G) also increased from \$4,975 to \$6,385.

General Fund Appropriations for E&G Programs



General Fund per In-State FTE for E&G Programs



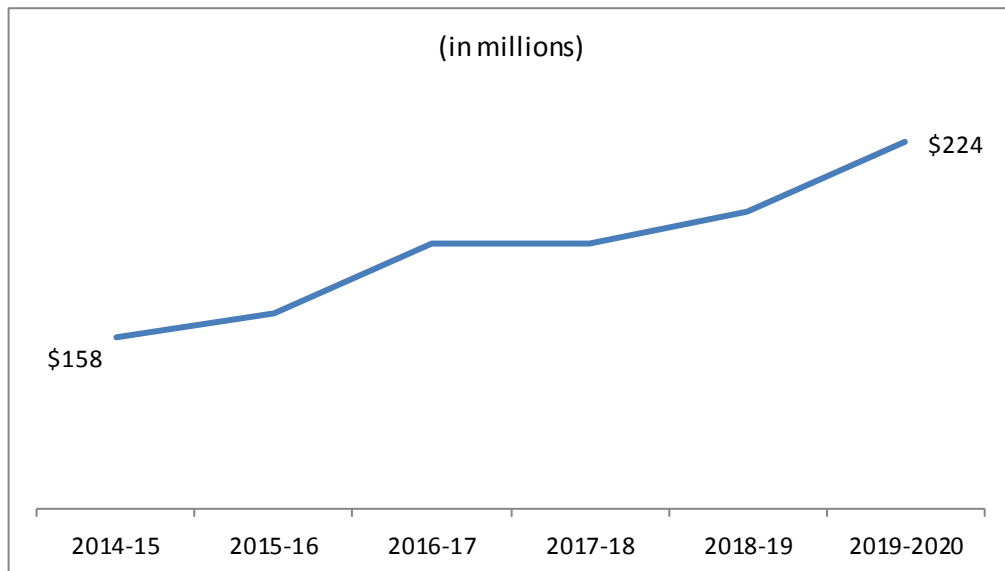
Notes:

- (1) FY2020 includes additional general fund from the 2019 General Assembly.
- (2) In-state FTE in FY2019 and FY2020 were projected.

Need-based Financial Aid

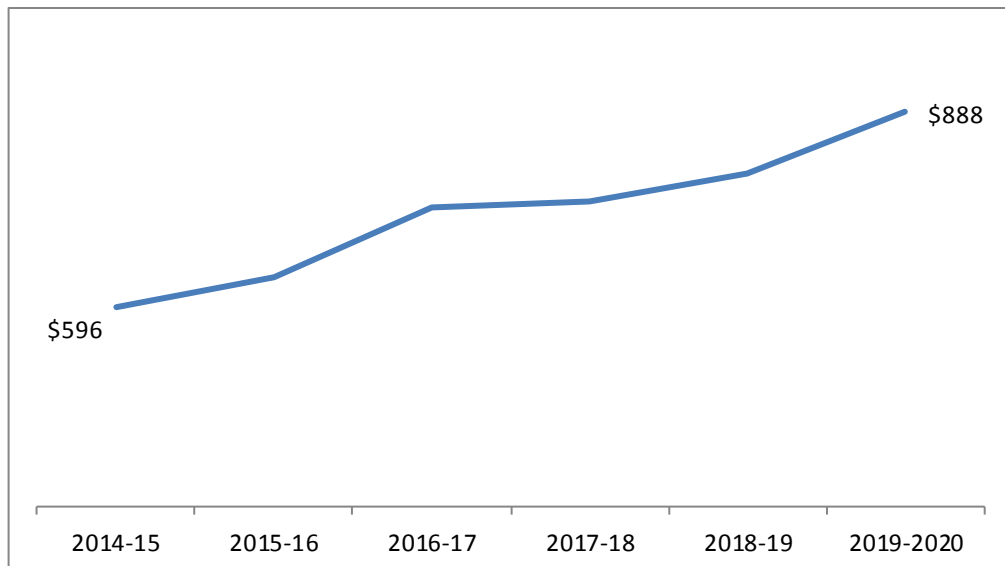
In addition to general fund support for operational costs provided through education and general programs, the state also provides support for need-based financial aid. Since 2014, the state has increased funding for need-based aid from \$158 million to \$224 million. This equates to an average increase of \$292 per student (from \$596 in 2014 to \$888 in 2019).

General Fund Appropriations for Need-Based Financial Aid



Note: FY2020 includes additional funding from the 2019 General Assembly in which \$1 million is for noncredit education at VCCS.

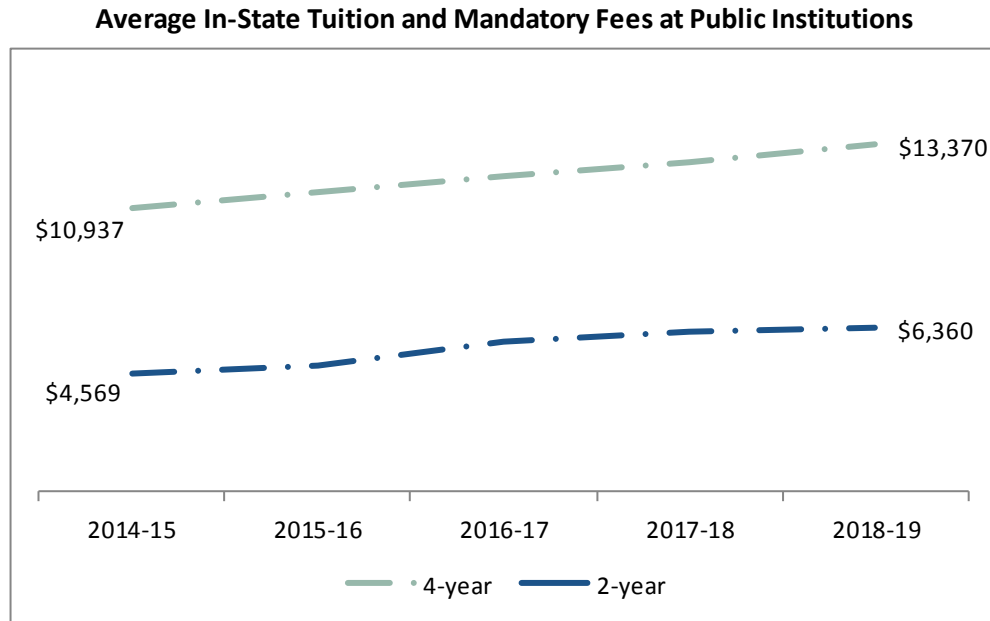
General Fund Appropriations per In-State FTE for Need-Based Financial Aid



Note: FY2020 includes additional funding from the 2019 General Assembly, in which \$1 million is for noncredit education at VCCS.

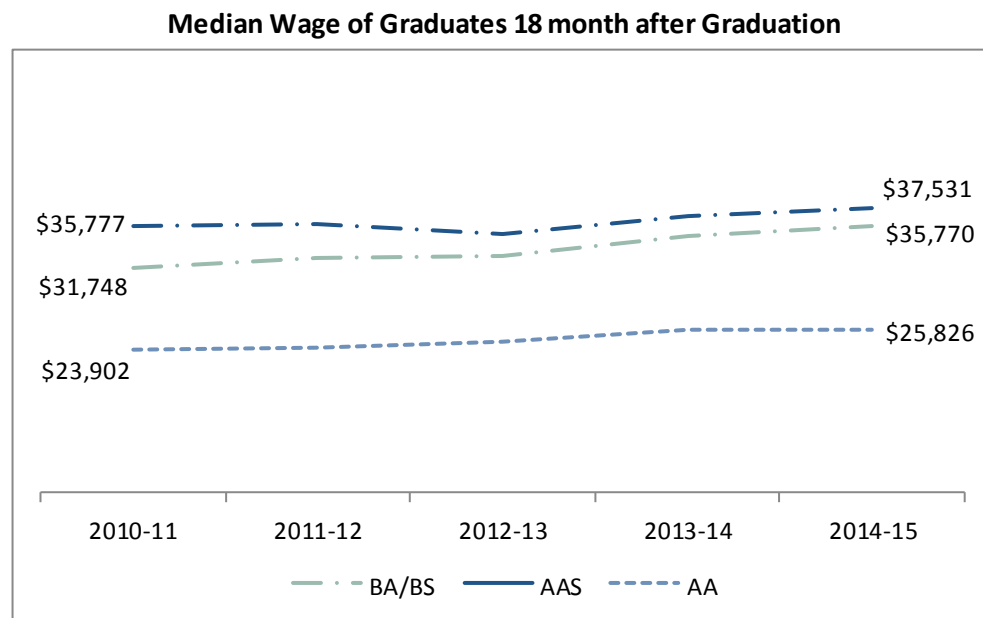
Tuition and Fees

Tuition and mandatory fees for students rose \$2,400 from 2014 to 2019 at public 4 year institutions and 1,800 at public 2-year institutions.

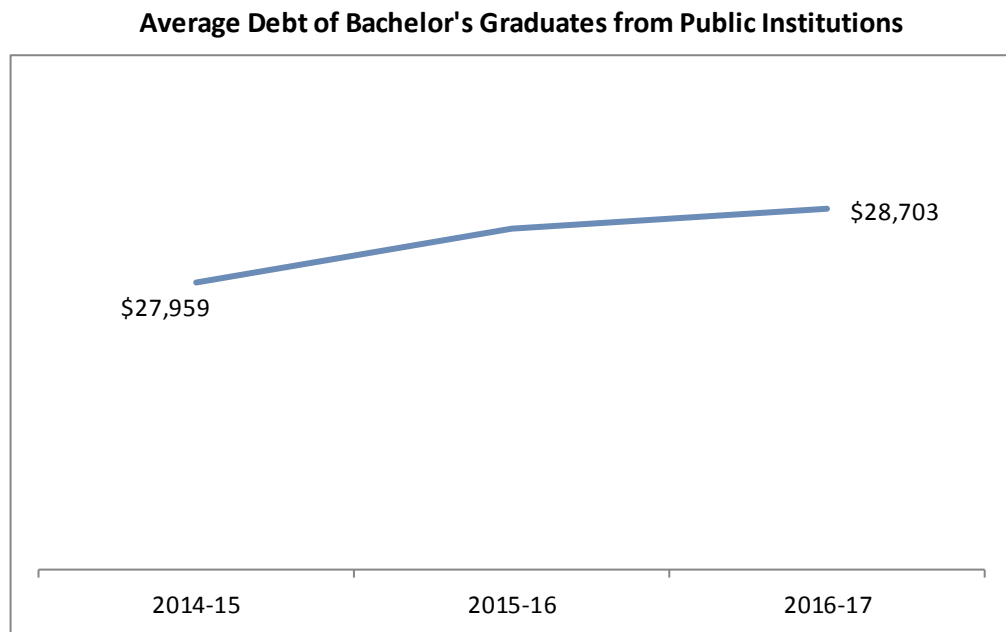


Student Wages and Debt

Student earnings 18 months after graduation grew for each degree type.



The average debt of graduates also by degree has increased slightly.



Inventory of reports, presentations and other materials related to The Virginia Plan for Higher Education that Council members have received and discussed since 2014

(Note: All underlined documents include a direct hyperlink to the report in the online version of this agenda item.)

Virginia Plan Annual Reports

[Annual Report on The Virginia Plan for Higher Education \(January 2017\)](#)

[Annual Report on The Virginia Plan for Higher Education \(January 2018\)](#)

[The Virginia Plan Measures and Initiatives Update \(May 2018\)](#)

[Annual Report on The Virginia Plan for Higher Education \(January 2019\)](#)

Tuition and Fee Reports

[2015-16 Tuition and Fee Report \(August 2015\)](#)

[2016-17 Tuition and Fee Report \(August 2016\)](#)

[2017-18 Tuition and Fee Report \(August 2017\)](#)

Degree and Award Completions

[2013-14 Degree Completions by In-state Undergraduate Students \(January 2015\)](#)

[Annual Report on the New Economy Workforce Grant \(January 2018\)](#)

[2017-18 Degree Completions and Other Credentials \(November 2018\)](#)

[Annual Report on the New Economy Workforce Grant \(January 2019\)](#)

Budget Recommendations/Funding

[Systemwide Operating Budget and Financial Aid Recommendations for 2014-16 \(November 2014\)](#)

[Virginia Higher Education Budget Recommendations \(October 2016\)](#)

[2018-2020 Capital Outlay Budget Recommendations \(November 2017\)](#)

[Systemwide Operating Budget and Financial Aid Recommendations for 2018-20 \(November 2017\)](#)

Annual Report on Higher Education Funding (September 2018)
From the September 2018 agenda book

Other Studies/Reports

[Mid-career Wage Outcomes \(September 2014\)](#)

[The Effects of Rising Student Costs \(September 2014\)](#)

[Update on Virginia College Access Provider Activity \(November 2015\)](#)

[Aspects of Student Transfer and Post-transfer Success at Virginia Public Institutions \(February 2016\)](#)

[Workgroup on Shared Services and Efficiencies \(January 2017\)](#)

[Virginia Areas of Research Strength \(February 2017\)](#)

Report on Virginia Public Higher Education Policy on Course Credit for Advanced Placement, Cambridge and International Baccalaureate (September 2017)
From the September 2017 agenda book

[Assessment of Virginia's Research Assets \(January 2018\)](#)

[Dual Enrollment Quality and Transferability \(March 2018\)](#)

Presentations

[Presentation on Student Financial Aid to the Joint Subcommittee on the Future Competitiveness of Virginia Higher Education \(October 2016\)](#)

[Positioning the Commonwealth for Healthy Economic Growth \(January 2018\)](#)

[Opportunities to Increase Student Success in Higher Education and Improve Degree Attainment \(April 2017\)](#) (State Superintendent and State Board of Education President)

[Higher Education and Economic Development \(July 2017\)](#) (Council member Stephen Moret)

[Remarks by former Governor Baliles \(September 2018\)](#)

[Remarks by Speaker of the House Kirk Cox \(October 2018\)](#)

[Amazon HQ2 Briefing \(January 2018\)](#)

Training and Awareness Events:

Boards of Visitors Orientation
October 2014, 2015, 2016, 2017 and 2018

[Summit on Access, Completion, and Student Success](#)

Quality in Education: [2015 Quality Summit](#) [2017 Civic Engagement Education and Assessment](#) [2018 Developing Core Competencies](#)

Council Committee and Projects:

Strategic Finance Plan: [Selected Overview of Initial Objectives, Data Analysis and Resource Map Outline \(June 2018\)](#) [Educational Attainment and Economic Prosperity \(November 2018\)](#) Virginia Postsecondary Strategic Finance Planning (January 2019)
From the January 2019 agenda book

Ad hoc data and policy committee: [Data Policy Goals \(July 2018\)](#)

Ad hoc committee on educational attainment: [Draft Report from the Ad Hoc Committee on Educational Attainment](#)

State Council of Higher Education for Virginia Agenda Item

Item: Council #D7 – Update on the 2019 General Assembly Session

Date of Meeting: March 19, 2019

Presenter: Peter Blake
Director

peterblake@schev.edu

Most Recent Review/Action:

- ☒ No previous Council review/action
☐ Previous review/action

Date:

Background Information/Summary of Major Elements: Mr. Blake will provide an overview of legislative issues affecting higher education in the 2019 General Assembly.

The 2019 General Assembly session ended on February 24. The Governor is in the process of reviewing the budget and will present any additional items for legislative consideration at a reconvened session April 3.

Budget Actions

The General Assembly increased higher education funding by \$120.1 million (excluding the general fund contributions for faculty and staff increases listed below). More than half of the funding (\$69 million) goes to the priority areas for the Commonwealth related to tuition moderation and tech talent investment. Another \$23 million goes to financial aid. The remaining funding goes to institution- and SCHEV-specific initiatives. Below is more detail on these areas.

- **Tuition:** The General Assembly established a \$52.5 million tuition moderation fund to keep tuition and educational and general fees at their current levels. Institutions opting out will need to seek approval from their board. SCHEV is responsible for certifying if each institution met the conditions of the funding.
- **Financial aid:** The General Assembly approved an additional \$23 million in funding for financial aid, the Tuition Assistance Grant and the Workforce Credential Grant.
- **Faculty and staff increases:** The General Assembly approved an additional faculty salary increase of 1% (bringing the planned increases to 3%). It also increased state staff salaries to 2.75% and merit increases to 2.25%.
- **Tech Talent/Amazon:** The General Assembly provided \$16.6 million for this initiative and added code language for how the funds will be distributed.

- **SCHEV initiatives:** The General Assembly funded the graduate outcomes survey, increased funding for a statewide internship initiative and added funding for SCHEV to hold an annual meeting of legislators to discuss education issues. The General Assembly also added new funding and responsibilities for other priorities.

Legislative Actions

Key legislation focused on the following topics:

- Institutional tuition and management decisions
- Restructuring and institutional performance
- Tech talent pipeline and research

The General Assembly approved legislation that requires institutions to allocate time for the public to comment on tuition and fee proposals. New legislation also requires institutions to submit reports on executive staff who are paid by state funds above a certain level. Institutions also will no longer be able to employ someone who, within the last two years, had served on its governing board. The prohibition does not apply to presidents.

The General Assembly approved legislation that creates the Innovative Internship Fund, made up of institutional grants and a statewide initiative to facilitate the readiness of students, institutions and employers to participate in internship and other work-based learning opportunities. The same legislation also authorizes institutions to submit a proposal for a performance pilot program. Such pilot programs would address key state priorities and include performance measures and a request for institutional authority or support from the Commonwealth.

Finally, the General Assembly approved legislation creating the Tech Talent Investment Program. The purpose of the program is to support the goal of the creation of at least 25,000 new computer science and closely related degrees by 2039. It describes a process whereby institutions can enter into a memorandum of understanding with the Commonwealth to establish or expand degree or certificate programs. The General Assembly also introduced legislation relating to the Commonwealth's research assets, programs and funding streams. In the end, the General Assembly did not reach an agreement on a final piece of legislation.

Materials Provided: List of Bills that Passed the 2019 General Assembly, Budget Comparison Tables and Table of New SCHEV Duties.

Financial Impact: None.

Timetable for Further Review/Action: None.

Resolution: None.

Preliminary Comparison of Budget Amendments of SCHEV, Governor, and Conference for FY2020
(In Millions)

Recommendations	SCHEV Budget	Governor's Budget	Conference Budget
Commonwealth's priorities			
Provide support keep tuition increase low and to support faculty recruitment and retention that align with the needs of the Commonwealth	\$ 50.0		\$ 52.5
Provide education funds for workforce development initiatives ¹		\$ 8.3	\$ 16.6
Subtotal Fund for Institutions and Commonwealth Needs	\$ 50.0	\$ 8.3	\$ 69.1
Providing Student Financial Aid			
Undergraduate Need-based Financial Aid	\$ 15.4	\$ 15.5	\$ 15.5
Graduate Commonwealth Award (Graduate Aid):	\$ 6.0		
Tuition Assistance Grant (TAG)	\$ 5.0	\$ 5.2	\$ 3.5
New Economy Workforce Credential Grant Program	\$ 4.0	\$ 4.0	\$ 4.0
Subtotal Financial Aid	\$ 30.4	\$ 24.7	\$ 23.0
Supporting Institutional Excellence			
Higher Education Equipment Trust Fund - Allocation ² (\$20.7)	\$ -		
Maintenance Reserve Program	\$ 38.3		
Commonwealth Graduate Engineering Program	\$ 0.2	\$ 0.3	\$ 0.3
Higher education research initiatives (Commonwealth Cyber Initiative)			
Institution-specific funding		\$ 14.1	\$ 26.2
Subtotal Institutional Excellence	\$ 38.5	\$ 14.4	\$ 26.5
Credential Attainment			
Graduate outcome reporting and increase data analysis: Increase staff capacity for data analysis and communications and one-time funds to conduct a study of graduate outcomes, focused on improved reporting of higher education outcomes. (\$1.25 million in one-time funds to conduct a survey of graduate outcomes)	\$ 2.0		\$ 0.8
Access and completion support for Virginians	\$ 1.5		
Other initiatives for SCHEV (Education Summit, K12 teachers, Internship)			\$ 0.8
Subtotal Council initiatives	\$ 3.5		\$ 1.6
Total	\$ 122.4	\$ 47.4	\$ 120.1

Notes:

(1) The Governor's budget included funding of \$8.3 million for higher education and \$2.7 million for K-12 education for a total of \$11 million.

(2) Debt service for additional funding is not expected until FY2021.

**Preliminary Comparison of Proposed Budget Amendments of Governor and Conference for FY2020
(General Fund)**

Inst	In-State Undergraduate Moderation	Financial Aid		Institution-Specific Funding		Total Additions	
	Conference	Governor	Conference	Governor	Conference	Governor	Conference
CNU	\$1,654,000	\$664,882	\$664,882			\$664,882	\$2,318,882
CWM	\$1,450,000	\$38,855	\$38,855		\$570,000	\$38,855	\$2,058,855
GMU	\$6,524,000	\$2,920,393	\$2,920,393		\$725,000	\$2,920,393	\$10,169,393
JMU	\$6,100,000	\$1,173,512	\$1,173,512			\$1,173,512	\$7,273,512
LU	\$975,000	\$535,893	\$535,893			\$535,893	\$1,510,893
NSU	\$971,000	\$907,275	\$907,275		\$298,000	\$907,275	\$2,176,275
ODU	\$3,124,000	\$597,234	\$597,234		\$395,000	\$597,234	\$4,116,234
RU	\$1,659,000	\$628,345	\$628,345	\$1,707,422	\$1,707,422	\$2,335,767	\$3,994,767
UMW	\$957,000	\$134,119	\$134,119			\$134,119	\$1,091,119
UVA ¹	\$5,520,000	\$67,384	\$67,384	\$2,008,692	\$1,508,692	\$2,076,076	\$7,096,076
UVAW	\$235,000	\$398,527	\$398,527	\$2,600,000	\$2,000,000	\$2,998,527	\$2,633,527
VCU	\$6,797,000	\$2,204,146	\$2,204,146		\$235,000	\$2,204,146	\$9,236,146
VMI	\$661,000	\$11,071	\$11,071		\$610,548	\$11,071	\$1,282,619
VSU	\$1,250,000	\$480,861	\$480,861	\$299,286	\$533,286	\$780,147	\$2,264,147
VT	\$6,306,000	\$991,397	\$991,397		\$173,000	\$991,397	\$7,470,397
RBC	\$183,000	\$238,536	\$238,536		\$512,000	\$238,536	\$933,536
VCCS ²	\$8,093,000	\$3,474,453	\$3,474,453	\$5,630,000	\$4,738,650	\$9,104,453	\$16,306,103
Financial benefits				\$687,601	\$687,601	\$687,601	\$687,601
Tech Talent				\$8,300,000	\$16,600,000	\$8,300,000	\$16,600,000
Hi Ed Research Initiative							
Institutional Total	\$52,459,000	\$15,466,883	\$15,466,883	\$21,233,001	\$31,294,199	\$36,699,884	\$99,220,082
VIMS				\$386,668	\$886,668	\$386,668	\$886,668
VT-extension ³				\$548,924	\$1,173,924	\$548,924	\$1,173,924
EVMS					\$2,500,000		\$2,500,000
So. Univ. Res. Asso. ⁴				\$500,000	\$500,000	\$500,000	\$500,000
Ctr Adv Manufacture					\$2,700,000		\$2,700,000
Hampton Road Res					\$4,000,000		\$4,000,000
SCHEV							
TAG		\$5,200,000	\$3,500,000			\$5,200,000	\$3,500,000
Wkfrce credential		\$4,000,000	\$4,000,000			\$4,000,000	\$4,000,000
Graduate survey					\$750,000		\$750,000
Education summit					\$75,000		\$75,000
K12 teachers					\$240,000		\$240,000
Internship					\$500,000		\$500,000
Grand Total	\$52,459,000	\$24,666,883	\$22,966,883	\$22,668,593	\$44,619,791	\$47,335,476	\$120,045,674

Notes:

(1) Includes \$808,692 state share of the UVA health insurance plan.

(2) Includes transferred 550,000 to DOE in FY2019.

(3) Includes \$129,557 in FY2019.

(4) Formerly called Jefferson Lab

**Preliminary Comparison of Proposed Budget Amendments of Governor and Conference for FY2020
(General Fund)**

Inst	In-State Undergraduate Moderation	Financial Aid		Institution-Specific Funding		Total Additions	
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GMU	\$6,524,000	\$2,920,393	\$2,920,393		\$725,000	\$2,920,393	\$10,169,393
JMU	\$6,100,000	\$1,173,512	\$1,173,512			\$1,173,512	\$7,273,512
LU	\$975,000	\$535,893	\$535,893			\$535,893	\$1,510,893
NSU	\$971,000	\$907,275	\$907,275		\$298,000	\$907,275	\$2,176,275
ODU	\$3,124,000	\$597,234	\$597,234		\$395,000	\$597,234	\$4,116,234
RU	\$1,659,000	\$628,345	\$628,345	\$1,707,422	\$1,707,422	\$2,335,767	\$3,994,767
UMW	\$957,000	\$134,119	\$134,119			\$134,119	\$1,091,119
UVA ¹	\$5,520,000	\$67,384	\$67,384	\$2,008,692	\$1,508,692	\$2,076,076	\$7,096,076
UVAW	\$235,000	\$398,527	\$398,527	\$2,600,000	\$2,000,000	\$2,998,527	\$2,633,527
VCU	\$6,797,000	\$2,204,146	\$2,204,146		\$235,000	\$2,204,146	\$9,236,146
VMI	\$661,000	\$11,071	\$11,071		\$610,548	\$11,071	\$1,282,619
VSU	\$1,250,000	\$480,861	\$480,861	\$299,286	\$533,286	\$780,147	\$2,264,147
VT	\$6,306,000	\$991,397	\$991,397		\$173,000	\$991,397	\$7,470,397
RBC	\$183,000	\$238,536	\$238,536		\$512,000	\$238,536	\$933,536
VCCS ²	\$8,093,000	\$3,474,453	\$3,474,453	\$5,630,000	\$4,738,650	\$9,104,453	\$16,306,103
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Hi Ed Research Initiative							
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Hampton Road Res					\$4,000,000		\$4,000,000
SCHEV							
TAG		\$5,200,000	\$3,500,000			\$5,200,000	\$3,500,000
Wkfrce credential		\$4,000,000	\$4,000,000			\$4,000,000	\$4,000,000
Graduate survey					\$750,000		\$750,000
Education summit					\$75,000		\$75,000
K12 teachers					\$240,000		\$240,000
Internship					\$500,000		\$500,000
Grand Total	\$52,459,000	\$24,666,883	\$22,966,883	\$22,668,593	\$44,619,791	\$47,335,476	\$120,045,674

Notes:

(1) Includes \$808,692 state share of the UVA health insurance plan.

(2) Includes transferred 550,000 to DOE in FY2019.

(3) Includes \$129,557 in FY2019.

(4) Formerly called Jefferson Lab

Bills that passed the 2019 General Assembly.

Boards of Visitors Tuition-Setting and Management Decisions

- HB 2173 (Miyares)/SB 1118 (Petersen) Public institutions of higher education; tuition and fee increases; public comment. Requires the governing board of each public institution of higher education to permit public comment on a proposed tuition increase at a meeting, as that term is defined in section 2.2-3701, of the governing board. Each governing board shall establish policies for such public comment, which may include reasonable time limitations.
- HB 2336 (Landes) Public institutions of higher education; executive officers; salaries. Requires the governing board of each public institution of higher education to report by September 1 on each year to the Chairmen of the House Committees on Appropriations and Education and the Senate Committees on Finance and Education and Health the salary by position of any executive officer of such institution that exceeds for the previous fiscal year the salary limit for the chief executive officer for such institution set forth in Part 4 of the general appropriation.
- HB 2337 (Landes) Governing boards of public institutions of higher education; tuition and mandatory fee rates. Requires the governing board of each public institution of higher education to provide and discuss certain information relating to the rate of undergraduate tuition and mandatory fees at meetings preceding the meeting at which it sets such rate, including the factors that it expects will influence such rate and a projected range of the increase in such rate. The bill requires the State Council of Higher Education to submit to the Governor and the Chairmen of the House Committee on Appropriations, the House Committee on Education, the Senate Committee on Education and Health, and the Senate Committee on Finance an annual report that contains an assessment of such information.
- HB 2620 (Miyares)/SB 1234 (DeSteph). Governing boards of public institutions of higher education; educational programs. Requires educational programs for the governing boards of public institutions of higher education to include presentations relating to Board members' primary duty to the citizens of the Commonwealth and on student debt trends.
- SB 1068 (Obenshain) Members of boards of visitors; employment waiting period. Prohibits a baccalaureate public institution of higher education from employing an individual appointed by the Governor to the board of visitors of such institution within two years of the expiration of such member's term. The prohibition does not apply to presidents.

Restructuring and Institutional Performance

- HB 2653 (Cox)/SB 1628 (Dunnavant) Public institutions of higher education; institutional partnership performance agreements; Innovative Internship Fund and Pilot Program. Permits any public institution of higher education to propose in conjunction with the six-year plan process, and the General Assembly to adopt by reference in the general appropriation act, an institutional partnership

performance agreement that advances the objectives of the Virginia Higher Education Opportunity Act of 2011 by aligning the strategies, activities, and investments of the institution, the Commonwealth, and any identified partners concerning (i) college access, affordability, cost predictability, and employment pathways for undergraduate Virginia students and (ii) strategic talent development and other high-priority economic initiatives of the Commonwealth. The bill contains provisions relating to mandatory and permissive contents of, the approval process for, and the legal effect of any such agreement.

Tech Talent Pipeline and Research

- **HB 2490 (Rush)/SB 1617 (Ruff) Tech Talent Investment Program.** Creates a grant program to assist qualified public institutions of higher education, defined in the bill, in reaching, by 2039, a goal of increasing, in the aggregate, the number of bachelor's and master's degrees awarded in computer science, computer engineering, and closely related fields by at least 25,000 degrees. To be eligible for an annual grant, a qualified institution is required to enter into a memorandum of understanding setting forth specific criteria for eligible degrees, eligible expenses, and degree production goals. The bill requires qualified institutions that are grant recipients to report annually on progress towards meeting such goals and that grants issued pursuant to the program are subject to appropriation.

Note that the following bills, related to consolidating various research programs under a new entity, did not pass, but will be the subject of further discussions among the various stakeholders.

HB 2550 (Jones) Research and development in the Commonwealth. Creates the Commonwealth of Virginia Research Consortium Authority (the Consortium) to oversee and support research and commercialization in the Commonwealth. The Consortium will be advised by an Investment Advisory Committee and a Research and Technology Advisory Committee. Existing grant, loan, and investment funds currently administered by the Innovation and Entrepreneurship Investment Authority and the Virginia Research Investment Committee would be consolidated under the Consortium, and the Consortium would be responsible for the Commonwealth Research and Technology Strategic Roadmap. The Consortium would also be responsible for allocating research-related funds to the Virginia Biosciences Health Research Consortium and the Commonwealth Center for Advanced Manufacturing. The bill repeals the existing Virginia Research Investment Committee.

SB 1651 (Howell) Research and development in the Commonwealth. Creates the Partnership for Innovation and Entrepreneurship Authority (the Partnership) to oversee and support research and commercialization in the Commonwealth. The Partnership will be advised by an Investment Advisory Committee, an Entrepreneurship Advisory Committee, and a Research Advisory Committee. Existing grant, loan, and investment funds currently administered by the Innovation and Entrepreneurship Investment Authority and the Virginia Research Investment Committee would be consolidated under the Partnership. The bill repeals the existing Virginia Research Investment Committee.

	Item	Description	Notes
1.	Innovative Internship Fund and Program (HB 2653/SB 1628)	The program is designed to “expand paid or credit-bearing student internship and other work-based learning opportunities in collaboration with Virginia employers.” It includes both institutional grants and a statewide initiative.	SCHEV is designated as administrator of the fund. \$500,000 is included in FY 2020 for the fund.
2.	Financial aid study and report (Item 141)	In consultation with others, SCHEV shall review financial aid funding models and awarding practices.	Report and recommendations due November 1, 2019.
3.	Graduate outcomes survey (Item 143)	SCHEV received \$750,000 in one-time funding for a survey of graduates of public institutions of higher education.	This is a SCHEV priority initiative.
4.	Education summit (Item 143)	SCHEV received \$75,000 to conduct an education summit for legislators to include policy experts and educational leaders.	No date is specified, but previous “education summits” have occurred in September and October.
5.	Grow Your Own Teacher scholarship program (Item 141)	The program will provide scholarships to low-income high school graduates who are committed to attend a baccalaureate institution of higher education in the Commonwealth and to subsequently teach in high-need public schools in the school divisions in which they graduated from high school.	SCHEV, in collaboration with VDOE, shall administer the program. \$240,000 is included in FY 2020 for the program.
6.	Higher education finance plan (Item 143)	SCHEV is directed to “develop a statewide higher education finance plan” and provide “strategies to higher education outcomes.”	This assignment is consistent with existing work with Lumina Foundation to align long-term finance planning with The Virginia Plan for Higher Education.

	Item	Description	Notes
7.	Tuition and fee transparency and predictability plan (Item 143)	SCHEV is directed to develop instructions for institutions to use in submitting plans.	The instructions will be included in the six-year plan process, which will take place this year.
8.	Performance pilot plan ((HB 2490/SB 1617)	As part of the six-year plan process, institutions are authorized to submit “one innovative proposal, with clearly defined performance measures, including any request for necessary authority or support from the Commonwealth, for a performance pilot.”	As a “designated reviewer,” SCHEV director will be involved in assessing the proposed plans. Also, while not stated in the legislation, presumably SCHEV would be the entity that monitors the agreements and reports on their progress.
9.	Tech Talent Investment Fund (HB 2490/SB 1617)	The purpose of the program is to “support the efforts of qualified institutions to increase by fiscal year 2039 the number of new eligible degrees by at least 25,000 more degrees...”	The SCHEV director is one of the “designated reviewers” who will establish memoranda of understanding with institutions to advance the purpose of the program.
10.	Tuition moderation fund (Item 253.50)	Allocations in the fund (\$52,459,000) shall be granted to public colleges and universities in fiscal year 2020 so long as they maintain tuition and mandatory Educational and General (E & G) fee charges for in-state undergraduate students to fiscal year 2019 levels. Another \$5 million is designated specifically for the VCCS.	By July 2019, SCHEV shall “certify” which institutions have met the conditions of the fund.
11.	Public comment (HB 2337)	Language directs institutions to provide an opportunity for the public to comment to the governing board on proposed tuition increases.	By August 1 of each year, SCHEV shall provide a report on the public comment and on any deviation in the

	Item	Description	Notes
			tuition increase from the range projected by the institution.
12.	Board of visitors' orientation (HB 2620/SB 1234)	As part of its orientation for new board members, SCHEV shall include information on student debt and on a board member's "primary duty to the citizens of the Commonwealth."	The orientation takes place in October.
13.	Grants for foster youth (HB 2350)	Legislation expands the program to include baccalaureate-level institutions. It previously applied only to the VCCS.	The State Board for Community Colleges and SCHEV shall develop regulations regarding the program.
14.	Certification of private institutions (SB 1461)	Legislative changes to the section of Code dealing with certification of private institutions.	SCHEV may need to modify its regulations to account for this change.
15.	Financial aid award letters (SB 1593)	Legislation requires public and private institutions of higher education to "meet the requirements and best practices established by the Council in its Financial Aid Award Letters Policies and Guidance."	SCHEV will have to monitor institutional financial aid award letters to ensure that they meet the requirements.
16.	Virginia Center for School and Campus Safety (SB 1591)	Legislation directs the Virginia Center for School and Campus Safety to develop guidelines for the sharing of information regarding a student whose behavior may pose a threat to the safety of a school, institution or community.	A representative of SCHEV shall serve on a work group.

Council #D.8a - Summary of Academic Affairs Committee Actions & Discussions
(Chair: K. Webb)

#A3, Action on programs at public institutions

#A4, Program proposals in the review pipeline

#A5, Action on provisional certification of Virginia Business College

#A6, Action on report of audit: Virginia International University

#A7, Update on graduate outcome survey

#A8, Report of the staff liaison to the committee

Council #D.8b - Summary of Resources and Planning Committee Actions & Discussions

(Chair: M. Connelly)

#B3, Action on institutions' implementation of license plate scholarship program

#B4, Preview of Commonwealth Research and Technology Strategic Roadmap

#B5, Report of 2-18 fall enrollment at public two-year institutions

#B6, Update on strategic finance plan

#B7, Report on the six-year plan process

#B8, Discussion of financial aid study process

#B9, Annual report on the New Economy Workforce Credentials Grant

State Council of Higher Education for Virginia Agenda Item

Item: Council #D.8c – Summary of the Ad Hoc Committee on Educational Attainment

Date of Meeting: March 19, 2019

Presenters: Bill Murray, Committee Chair

Alan Edwards, Staff Lead

alanedwards@schev.edu

Most Recent Review/Action:

- ☐ No previous Council review/action
☒ Previous review/action

Date: January 14, 2019

Action: Discussion of first draft of committee report.

Background Information/Summary of Major Elements:

At its October 2018 meeting, Council formed an ad hoc committee on educational attainment with membership comprised of Marge Connelly, Victoria Harker, Henry Light and Bill Murray (chair). Chairman Fralin directed the ad hoc committee to prepare a comprehensive plan of action to address the geographic, economic and socio-cultural differences in educational attainment across the Commonwealth. He requested at least a draft report for review by the full Council at its January 2019 meeting.

The ad hoc committee on educational attainment reviewed materials provided by staff and met with experts on multiple relevant topics in November and December 2018 and early-January 2019. In mid-January, Dr. Murray presented a draft report of the committee's deliberations, findings and recommendations to the full Council.

As reflected in the minutes of the January 14, 2019, meeting, Council members provided feedback on the draft report and offered suggestions for soliciting additional input. Mr. Fralin advised the committee to share a revised document with key stakeholders for their input and to incorporate this feedback into a final draft for Council review and action at the March meeting.

Staff worked with Dr. Murray to revise the draft and to disseminate to various stakeholders. In late-January, Dr. Murray discussed an updated version with the chief executive officers of the public institutions at the meeting of the General Professional Advisory Committee (GPAC).

In February and early-March, staff worked with Dr. Murray, Mr. Fralin, committee members and others to incorporate the additional input into a final draft, which is enclosed here.

Materials Provided:

“Report of Council’s Ad Hoc Committee on Educational Attainment (Revised Draft – March 19, 2019”

Note: The meeting agendas, minutes and materials of the ad hoc committee on educational attainment are accessible on Council’s “Meetings and Agendas” webpage at: <http://www.schev.edu/index/agency-info/council-information/agenda-books>

Financial Impact:

The work of the committee had minimal financial impact due to the generous provision of meeting space and lunches by Dominion Resources for the meetings in December and January. The committee held its November meeting at SCHEV offices, and the agency provided lunch from agency funds.

Timetable for Further Review/Action:

The committee and staff request action at this meeting.

Resolution:

BE IT RESOLVED, that the State Council of Higher Education for Virginia approves the “Report of Ad Hoc Committee on Educational Attainment” pending any revisions required as a result of discussion at this meeting, which are hereby delegated to the agency director.

BE IT FURTHER RESOLVED, that the Council directs staff to disseminate the final report to constituents and stakeholders in the public and private sectors and to ensure that the document is freely and readily accessible to the public.

AND FINALLY, BE IT RESOLVED, that the Council extends its appreciation to Dr. Murray, Ms. Connelly, Ms. Harker and Mr. Light for their service on the committee and especially to the expert contributors who provided outstanding information, experience and perspectives throughout the committee’s work and who contributed directly and substantively to the quality of the final report.

State Council of Higher Education for Virginia Agenda Item

Item: Council #D8 – Receipt of Items Delegated to Staff

Date of Meeting: March 19, 2019

Presenter: Peter Blake
Director
peterblake@schev.edu

Most Recent Review/Action:

☐ No previous Council review/action

☒ Previous review/action

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

Action: The Council approved delegation of certain items to staff

Background Information/Summary of Major Elements:

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

Materials Provided:

Program Actions:

Christopher Newport University
Dabney S. Lancaster Community College
Germanna Community College
George Mason University
Old Dominion University
University of Virginia
Virginia Commonwealth University
Virginia Western Community College

Diploma, Certificate, Discontinued and Modified Programs:

George Mason University
Longwood University
Old Dominion University
University of Virginia
Virginia Commonwealth University
Virginia Polytechnic Institute and State University
Virginia State University

Policies and Procedures for Internal and Off-Campus Organizational Changes:

Longwood University
Virginia Polytechnic Institute and State University

National Council for State Authorization Reciprocity Agreements (NC-SARA) Approvals:
Atlantic University

Institutions of Higher Education Certified to Operate in the Commonwealth of Virginia—
Approval of Additional Locations:
University of Fairfax-Salem

Items Delegated to Director/Staff

Pursuant to the Code of Virginia, § 23.1-203 and Council's "*Policies and Procedures for Program Approval and Changes*," the following items were approved/not approved as delegated to staff:

Degree Program Actions

Institution	Degree/Program/CIP	Effective Date
Christopher Newport University	Facilitated Staff Approval: Master of Financial Analysis degree program in Financial Analysis (52.0801) [Conferral: Spring 2020]	Fall 2019
Dabney S. Lancaster Community College	New Degree Program Approved: Associate of Applied Science degree program in Electrical and Instrumentation Technology (47.0105) [Conferral: Fall 2019]	Spring 2019
Germanna Community College	New Degree Program Approved: Associate of Applied Science degree program in Cybersecurity (11.1003) [Conferral: Fall 2019]	Spring 2019
George Mason University	Program Merger Approved [Correction]: Merge five degree programs: 1) Bachelor of Science in Accounting (52.0301); 2) Bachelor of Science in Finance (52.0801); 3) Bachelor of Science in Information Systems and Operations Management (52.1399); 4) Bachelor of Science in Management (52.0201); and 5) Bachelor of Science in Marketing (52.1401) to create the new Bachelor of Science degree program in Business (52.0101)	Fall 2019
George Mason University	Facilitated Staff Approval [Correction]: Master of Professional Studies degree program in Applied Industrial and Organizational Psychology (42.2804) [Conferral: Spring 2020]	Spring 2019
Old Dominion University	Facilitated Staff Approval: Bachelor of Science degree program in Cybersecurity (11.1003) [Conferral: Fall 2019]	Fall 2019
Old Dominion University	Facilitated Staff Approval: Master of Library and Information Studies degree program in Library and Information Studies (25.0101) [Conferral: Summer 2020]	Fall 2019

Institution	Degree/Program/CIP	Effective Date
Old Dominion University	Facilitated Staff Approval: Bachelor of Science in Public Health degree program in Public Health (51.2201) [Conferral: Fall 2019]	Fall 2019
Old Dominion University	Facilitated Staff Approval: Master of Science degree program in Athletic Training (51.0913) [Conferral: Spring 2021]	Summer 2019
University of Virginia	CIP Code Changes Approved: Change the CIP Code of the following degree programs: <ul style="list-style-type: none"> • Bachelor of Science in Commerce from 52.0101 to 52.1399 • Master of Science in Commerce from 52.0101 to 52.1399 • Master of Landscape Architecture in Landscape Architecture from 04.0601 to 03.0103 • Master of Science in Management of Information Technology from 52.0101 to 11.1005 	Spring 2019
Virginia Commonwealth University	Facilitated Staff Approval: Doctor of Philosophy degree program in Chemical and Life Science Engineering (14.0702) [Conferral: Spring 2020]	Fall 2019
Virginia Western Community College	Program Title Change Approved: Associate of Applied Science in Communication Design to the new title of Visual Design (50.0401)	Spring 2019

Pursuant to the Code of Virginia, § 23.1-203 and Council's "Policies and Procedures for Program Approval and Changes," the following items were reported:

Diploma, Certificate, Discontinued and Modified Programs

Institution	Degree/Program/CIP	Effective Date
George Mason University	Initiate a new Graduate Certificate Program in Data Analytics (11.0802) [Conferral: Fall 2019]	Fall 2019
George Mason University	Initiate a new Graduate Certificate Program in Learning Technologies (13.0501) [Conferral: Spring 2019]	Spring 2019
George Mason University	Program Discontinuances: <u>Graduate Certificate Programs</u> <ul style="list-style-type: none"> • Command, Control, Communications, Computing and Intelligence (14.2701) 	Summer 2019

Institution	Degree/Program/CIP	Effective Date
	<ul style="list-style-type: none"> • International Sports Management (31.0504) • Nursing Administration (51.3801) 	
George Mason University	Program Discontinuance: Discontinue the Graduate Certificate Program in Software Engineering (14.0903)	Fall 2019
Longwood University	Degree Designation Discontinuances: Remove the Bachelor of Arts degree designation from the following programs: <ul style="list-style-type: none"> • Bachelor of Arts (BA)/Bachelor of Science (BS) degree program in Biology (26.0101) [Council Approval: BCHE] • Bachelor of Arts (BA)/Bachelor of Science (BS) degree program in Chemistry (40.0501) [Council Approval: BCHE] • Bachelor of Arts (BA)/Bachelor of Science (BS) degree program in Liberal Studies (24.0101) [Council Approval: March 9, 1993] • Bachelor of Arts (BA)/Bachelor of Science (BS) degree program in Mathematics (27.0101) [Council Approval: BCHE] 	Summer 2019
Old Dominion University	Modified Degree Program Approved: Initiate a modified Master of Public Health degree program in Public Health (51.2201)	Fall 2019
University of Virginia	Initiate a new Undergraduate Certificate Program in Criminal Justice Education (43.0104) [Conferral: Spring 2019]	Spring 2019
University of Virginia	Initiate a new Graduate Certificate program in Urban Design (04.0301) [Conferral: Spring 2020]	Fall 2019
University of Virginia	Initiate New Post-Professional Certificate Programs: Conferral, Spring 2021: <ul style="list-style-type: none"> • Adult-Gerontology Acute Care Clinical Nurse Specialist (51.3813) • Adult-Gerontology Acute Care Nurse Practitioner (51.3814) • Psychiatric-Mental Health Nurse Practitioner (51.3810) Conferral, Summer 2020: <ul style="list-style-type: none"> • Family Nurse Practitioner (51.3805) 	Fall 2019

Institution	Degree/Program/CIP	Effective Date
	<ul style="list-style-type: none"> Neonatal Nurse Practitioner (51.3806) Pediatric Nurse Practitioner-Acute Care (51.3899) Pediatric Nurse Practitioner (PNP-PC) (51.3809) 	
Virginia Commonwealth University	Program Discontinuance: Discontinue the Master of Science and Master of Science in Occupational Therapy in Occupational Therapy (51.2306) [Council Approval: January 18, 1963]	Summer 2019
Virginia Polytechnic Institute and State University	Initiate a new Graduate Certificate Program in Arts Leadership (50.0704) [Conferral: Spring 2019]	Spring 2019
Virginia State University	Initiate a new Undergraduate Certificate Program in International Agriculture (01.0701) [Conferral: Spring 2020]	Spring 2019

Pursuant to the Code of Virginia, § 23.1-203 and Council's *"Policies and Procedures for Internal and Off-Campus Organizational Changes,"* the following item is approved as delegated to staff:

Institution	Change/Site	Effective Date
Longwood University	Rename the Department of Education and Special Education to the Department of Education and Counseling . The Department has been re-named to eliminate redundancy in the name, provide "a more accurate" description of the department's curricular offerings, and highlight the availability of counseling programming at the university.	February 1, 2019
Virginia Polytechnic Institute and State University	Record the instructional site, Virginia Tech Research Center-Arlington at 900 Glebe Road, Floors 2-6, Arlington, Virginia 22203 as an officially-recognized off-campus instructional site.	Spring 2019

Pursuant to the Code of Virginia, Section § 23.1-211 and Council's *"Commonwealth of Virginia Policy on the Reciprocal Authorization of Distance Education and Related Activities,"* the following item is approved as delegated to staff:

National Council for State Authorization Reciprocity Agreements (NC-SARA) Approvals

Institution	Effective Date
Atlantic University	December 19, 2018

Pursuant to the Code of Virginia § 23.1-213 to 230 and 8VAC-40-31-90 of the Virginia Administrative Code, the following item is approved as delegated to staff:

Institutions of Higher Education Certified to Operate in the Commonwealth of Virginia—Approval of Additional Locations

Institution	Location	Effective Date
University of Fairfax-Salem	Salem, VA	November 29, 2018