

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
EXECUTIVE COMMITTEE MEETING
JANUARY 7, 2008
MINUTES NO. 517**

Mr. Clement called the meeting of the Executive Committee to order at 2:10 p.m. in Conference Room B, James Monroe Building, Richmond, Virginia. Council members present: Bob Ashby, Gilbert Bland, Whittington Clement, Helen Dragas, Jim Dyke (arrived at 5:00), Mimi Elrod, Eva Hardy, Margaret Lewis (arrived at 2:50), Susan Magill, and Alan Wurtzel. Staff members present: Jim Alessio, Ellie Boyd, Tom Daley, Joe DeFilippo, Alan Edwards, Dan Hix, Daniel LaVista, Tod Massa, Kirsten Nelson, and Lee Ann Rung.

DISCUSSION OF PROPOSED REVISIONS TO COUNCIL BYLAWS

Mr. Clement re-opened the discussion from the October meeting of the proposed amendments to the Council bylaws. He reminded the Committee that, between meetings, he had been in contact with Council members regarding additional amendments. The draft distributed with the agenda books reflected all member-proposed amendments, with one exception. Section 5 should indicate that, in appointing a secretary to the Council, the director shall do so with the consent of the Council (rather than of the Council's chair).

On motion by Mr. Wurtzel and seconded by Ms. Dragas, the following resolution was unanimously approved to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia (SCHEV), pursuant to the SCHEV Bylaws Section Eight, following presentation in writing and discussion at the September 10, 2007 Council meeting, and following a three-quarters vote of the total Council membership at the January 8, 2008 SCHEV Council meeting, adopt the amended version of the SCHEV Bylaws dated January 8, 2008.

UPDATE ON AGENCY BUDGET

Ms. Boyd distributed information on the July-November 2007 agency budget and answered questions from members. Ms. Hardy asked whether staff could provide information on the number of SREB-State Doctoral Scholars Program students that had applied for and received financial aid. Staff responded that the requested information would be shared with Council members prior to the next meeting.

Ms. Boyd also provided an update on the ARMICS initiative and informed the Council that staff's work with the consultant had entered phase II of the project.

The Committee requested that staff provide summary tables indicating how the executive budget as introduced related to the Council's capital outlay recommendations. Mr. Daley agreed to provide the information to the Council at its January 8 meeting.

EXECUTIVE SESSION

In accordance with Section 2.2-3711(A)(1) of the *Code of Virginia*, the Executive Committee convened in executive session at 2:50 p.m. to discuss the performance and personnel matters related to the Executive Director.

The Council reconvened from the executive session at 3:15 p.m. A roll call vote was taken on a motion certifying that, to the best of each member's knowledge, only public business matters lawfully exempted from open meeting requirements and only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed, or considered in the executive session. The motion was carried by a vote of 9-0 and is attached to these minutes.

DISCUSSION AGENDA

Dr. LaVista provided background information and introduced the three panelists who opened a discussion of college affordability and total cost.

Mr. L'Orange, vice president for research and information resources for the State Higher Education Officers (SHEEO), opened the discussion by providing background on cost, price, and affordability. He noted the large number and great variety of drivers of college cost, and he highlighted efforts made by selected states, organizations, and the federal government to address costs. His remarks concluded with a set of questions for the Council to consider as it addresses issues of college costs.

Dr. Cheryl Blanco, executive director of the Pathways to College Network for The Education Resources Institute (TERI), focused on affordability as both a subjective and an objective concept. She discussed different perceptions of the term, as well as various potential and in-practice means of defining and measuring affordability. She also offered insights into the connections between affordability and access and into strategies employed in other states to address these two issues. Her remarks closed with some "nagging questions" for the Council's consideration.

Dr. Barry Simmons, director of university scholarships and financial aid at Virginia Tech, addressed the roles that students, families, institutions, the Commonwealth, and the federal government play in determining total cost and the roles that each can play in working toward maintaining, if not improving, affordability. He presented institutional examples from Virginia and elsewhere, finishing with a list of policy questions and potential implications for access, cost, and affordability in Virginia.

Council members asked questions of the panelists. Panelists were thanked and applauded for their presentations. Staff was asked by Council to utilize the presented information, as well as information from other sources and its own expertise, to prepare a summary of potential models and strategies that the Council could consider in its development of both an action plan for itself and a set of recommendations for students, families, institutions, the Governor, and the General Assembly.

The meeting was adjourned at 5:15 p.m.

Whittington Clement
Chairman

Lee Ann Rung
Council Secretary

RESOLUTION NO. 47
MEETING DATE: January 7, 2008

CERTIFICATION OF EXECUTIVE MEETING

WHEREAS, the Executive Committee of the State Council of Higher Education for Virginia has convened an executive meeting on this date pursuant to an affirmative recorded vote and in accordance with the provisions of The Virginia Freedom of Information Act; and

WHEREAS, §2.2-3712 (D) of the *Code of Virginia* requires a certification by the State Council of Higher Education for Virginia that such executive meeting was conducted in conformity with Virginia law;

NOW, THEREFORE, BE IT RESOLVED that the State Council of Higher Education for Virginia hereby certifies that, to the best of each members' knowledge, (i) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the executive meeting to which this certification resolution applies, and (ii) only such public business matters as were identified in the motion convening the executive meeting were heard, discussed or considered by the State Council of Higher Education for Virginia.

VOTE

YES: 9 (Ashby, Bland, Clement, Dragas, Elrod, Hardy, Lewis, Magill, Wurtzel)

NAYS: 0

Whittington Clement
Chairman
State Council of Higher Education for Virginia

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
JANUARY 8, 2008
MINUTES NO. 518**

Mr. Clement called the Council meeting to order at 8:40 a.m. in the SHCEV offices, Richmond, Virginia. Council members present: Bob Ashby, Gilbert Bland, Whittington Clement, Helen Dragas, Jim Dyke, Mimi Elrod, Eva Hardy, Margaret Lewis, Susan Magill, and Alan Wurtzel. Staff members present: Jim Alessio, Lee Andes, Ellie Boyd, Tom Daley, Joe DeFilippo, Alan Edwards, Dan Hix, Daniel LaVista, Tod Massa, Kirsten Nelson, Lee Ann Rung, and Linda Woodley.

PUBLIC COMMENT PERIOD

Mr. Clement indicated that one request for public comment had been received, and he introduced Dr. Barry Simmons as President of the Virginia College Access Network (VCAN). Dr. Simmons introduced Mr. Thomas Morehouse, who provided information about VCAN.

APPROVAL OF MINUTES

The minutes from the October 15 and October 16, 2007 meetings were unanimously approved as submitted.

REMARKS BY PRESIDENT MOORE

Mr. Eddie Moore, president of Virginia State University (VSU) thanked the Council for its invitation to speak and for its support. He indicated that, like Virginia Tech, Virginia State has a 100% land grant mission. Mr. Moore provided background information on the university's growth over its 125-year history and during his 15-year presidency. Mr. Moore recognized Mr. Dyke for his efforts on behalf of Virginia State University during his tenure as Secretary of Education. Over the decades, VSU has seen several name changes as well as mission changes. It began as Virginia State College for Negroes. Key to its development was the Office of Civil Rights (OCR) Accord that was negotiated and signed under the Gilmore administration. The Accord required certain state funding as well as updating and adding undergraduate programs. Mr. Moore provided information about VSU's rankings in *U.S. News and World Report*, saying that VSU ranked 15th among all historically black colleges and universities (HBCUs), and 5th among public HBCUs. It was ranked #1 among master's granting public institutions. The *U.S. News* rankings also credited the VSU administration's leadership of the university, while indicating that VSU's student services exceed norms as well.

Mr. Moore informed the Council that VSU is a leader in diversity, and he provided information about several of its top programs. He updated the Council on current and upcoming projects, including an additional 500-bed dormitory and a recent renovation to the library. He also discussed VSU's financial aid programs and answered questions from Council members. Mr. Dyke and Ms. Hardy commended Mr. Moore for his leadership of the university and indicated that he has done a fine job of moving the institution forward. Ms. Hardy and Mr. Dyke indicated that the Commonwealth owes Mr. Moore a debt of gratitude.

Mr. Moore also introduced VSU's provost, W. R. "Eric" Thomas.

EXECUTIVE DIRECTOR'S REPORT

Dr. LaVista shared information about the New College Institute (NCI), the Institute for Advanced Learning and Research (IALR) and the Southern Virginia Higher Education Center (SVHEC) via a multi-media presentation. His remarks highlighted the numerous and varied activities undertaken individually and collaboratively by these three Southside institutions.

The NCI in Martinsville was created in 2006 as a specialized institution offering baccalaureate courses toward degree completion and full, on-site graduate (master's) programs. He reviewed the highlights of NCI in its multiple roles. Dr. LaVista indicated that NCI executive director Barry Dorsey had done an excellent job of demonstrating that college is within reach of the residents of Martinsville.

The IALR in Danville was created in 2002 as a multi-purpose institute consisting of instructional, research/lab, and conference space. Former executive director Tim Franklin was noted as having been instrumental in building the programs. IALR highlights were reviewed, and research expenditures were detailed.

The SVHEC in South Boston was created in 2005 to provide degree and continuing education opportunities as well as to serve as an educational resource and referral center. The fast-growing enrollment numbers for 2006-08 were highlighted. Director Ted Bennett was commended for his leadership.

Dr. LaVista discussed the largely non-competitive relationships and collaborative efforts between the three Southside institutions and reviewed some of the new outreach programs that the NCI, IALR, and SVHEC have developed recently.

BRIEFINGS AND DISCUSSION

Update on the Governor's Introduced Budget

Mr. Hix distributed an updated summary of the higher education items included in the Governor's introduced budget and projected items and issues forthcoming in the 2008 General Assembly session. He mentioned that the Finance Advisory Committee (FAC) had recently expressed a concern about the lack of any increase to faculty salaries in the Governor's budget for FY2009, and the negative impact it would have on the Commonwealth's long-standing goal of reaching the 60th percentile of national peer salaries. The fact that the budget cuts taken by institutions were not represented in the Governor's figures was also a concern that the FAC wished to be pointed out.

A discussion arose among Council members regarding several of the SCHEV initiatives that had not been included in the Governor's budget. Members expressed a desire to continue to emphasize to members of the legislature the importance of these SCHEV priority initiatives, particularly value-added assessment, nursing education, graduate financial aid, and course redesign. After further deliberations, the Council requested that staff prepare budget amendment bill requests for assessment, the three nursing programs, and course redesign. Staff agreed to prepare these amendment requests and to work with legislative staff and relevant appropriate subcommittee chairs to bring the amendments to their attention.

Regarding capital outlay – Mr. Daley (who had been asked at the January 7 meeting to prepare summary tables indicating how the executive budget as introduced related to the Council's capital outlay recommendations) provided the requested information to members and the items were briefly discussed.

Update on Pre-filed Legislation

Ms. Nelson distributed the latest list of relevant pre-filed legislation and indicated that additional bills were being filed daily.

She speculated that immigration would be an important issue in the legislative session, and Mr. Andes answered questions about his informal poll of public institutions regarding their admission and enrollment policies for undocumented applicants/students. Discussion of this issue occurred among the Council members. Also, SCHEV staff was directed to conduct a financial feasibility study on HB165 (automatic admission for high-school top 10%).

The Chairman called for a recess from 10:45-10:55 a.m.

Academic Affairs Update

Dr. DeFilippo provided brief updates and/or overviews of various Academic Affairs items and distributed handouts of the items discussed.

Annual Report on Private and Out-of-state Post-secondary Education (POPE) Institutions

Dr. DeFilippo presented a report on past-year POPE-unit activities. He explained that this first of what would become annual POPE reports had been developed in response to a 2006 Council request. Ms. Hardy requested additional information on the number of POPE institutions that have earned and/or been granted exemption from SCHEV certification and asked that the names of these institutions be provided to Council members.

Federal Challenge Grants

Mr. Andes provided information about an interesting opportunity for SCHEV to apply for funds from the U.S. Department of Education's College Access Challenge Grant (CACG) program and indicated that SCHEV had submitted a letter expressing interest in administering such a grant for Virginia. The CACG is a federal matching program for access-related activities. He advised that information on the grant would be forthcoming from Washington and that the Council would be kept informed.

Domicile Guidelines

Mr. Andes distributed information on the findings of the Domicile Guideline Review Committee and answered questions from members.

ACTION ITEMS

Action on Proposed Revisions to Council Bylaws

Mr. Clement informed the Council that the proposed revisions to the bylaws had been approved by the Executive Committee with one exception. Section 5 should indicate that the executive director, with the consent of the Council (rather than of the Council's chair) shall appoint a secretary. On motion by Ms. Hardy and seconded by Ms. Dragas, the following resolution was unanimously approved by the Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia (SCHEV), pursuant to the SCHEV Bylaws Section Eight, following presentation in writing and discussion at the September 10, 2007 Council meeting, and following a three-quarters vote of the total Council membership at the January 8, 2008 SCHEV Council meeting, adopt the amended version of the SCHEV Bylaws dated January 8, 2008.

Action on Virginia Commonwealth University's Request for Construction of New Medical School Building

Mr. Daley provided details about the request and answered questions from members. Members requested information from staff regarding the approval process and regarding the fit of new medical schools into the context of the

statewide system. Dr. Trani provided information on VCU's request and introduced Dr. Jerome Strauss and Mr. Don Gehring to provide additional information. After further discussion, on motion by Ms. Hardy and seconded by Dr. Ashby, the following resolution was approved (9-1). Mr. Clement abstained:

BE IT RESOLVED that the State Council of Higher Education for Virginia recommends the authorization of \$70,000,000 from the general fund and \$88,615,000 from nongeneral funds to support the construction of a new School of Medicine Building at VCU.

Action on Programs at Public Institutions

Doctoral Program Approvals

Dr. DeFilippo provided information on the three degree-program proposals. After some discussion, on motion by Dr. Ashby and seconded by Ms. Magill, the following resolutions were unanimously approved by the Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Doctor of Philosophy (Ph.D.) degree program in Social, Political, Ethical, and Cultural Thought (CIP: 45.9999), effective spring 2008.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Doctor of Philosophy (Ph.D.) degree program in Clinical and Translational Sciences (CIP: 26.0102), effective fall 2008.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Doctor of Philosophy (Ph.D.) degree program in Sociology (CIP: 45.1101), effective fall 2008.

Degree-escalation Requests

Virginia State University Degree Escalation

After some discussion, the following resolution was unanimously approved by the Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia authorizes staff to work with Virginia State University to identify an external review team and objectives for the external review of the proposed Doctor of Philosophy (Ph.D.) degree program in Health Psychology.

Radford University Doctor of Physical Therapy and Master of Occupational Therapy programs

Dr. DeFilippo reported on an external review by staff and others, and he indicated that, following two site reviews, staff was recommending approval. On motion by Ms. Hardy and seconded by Dr. Ashby, the following resolution was unanimously approved by the Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Radford University to initiate a Doctor of Physical Therapy (DPT) degree program (CIP: 51.2308), effective summer 2009.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Radford University to initiate a Master of Occupational Therapy (MOT) degree program (CIP: 51.2306), effective summer 2009.

Action on Private and Out-of-State Postsecondary Education Institution

Revocation of Bernelli University

Dr. DeFilippo indicated that the school had requested an informal, fact-finding conference; therefore, this item was necessarily removed from the agenda.

CONSENT AGENDA

Mr. Clement queried whether any items required discussion or removal from the consent agenda. No requests were made and on motion by Ms. Hardy and seconded by Ms. Lewis, the following items were moved for approval by consent:

Action on Programs at Public Institutions Below Doctoral Level

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Master of Science (M.S.) degree program in Biomedical Technology Development and Management (CIP: 51.2006), effective summer 2008.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Master of Science (M.S.) degree program in Clinical and Translational Sciences (CIP: 26.0102), effective fall 2008.

Assessment Implementation Plan

BE IT RESOLVED that the State Council of Higher Education for Virginia accept and endorse the attached plan for implementing the recommendations of the Report of the 2007 Assessment Task Force.

SCHEV Review of Career and Technical Academy Proposals

BE IT RESOLVED that the State Council of Higher Education for Virginia authorizes staff to participate in the review of proposals for new Career and Technical Academies. The SCHEV review and approval will focus on postsecondary and business/industry elements of the proposed academies. SCHEV approval will be conveyed to the Department of Education for final review.

Request for Extension of George Mason University's Loudoun Site

BE IT RESOLVED that the State Council of Higher Education for Virginia grants to George Mason University (GMU) an extension of the Council's 2007 preliminary-approval extension for GMU to continue its plans for a campus in Loudoun County. This second extension is granted for a period of up to one year, no later than January 31, 2009.

ITEMS DELEGATED TO STAFF

Dr. LaVista reported on the following items that had been reviewed and approved by staff, as delegated by the Council. As required, this information is included as part of these minutes:

- Progress Report of the Virginia Generalist Initiative Program
- Program Title and Degree Changes
- Organizational Changes/Off-campus Instructional Sites (October-December 2007)
- Financial Feasibility Study

NEW BUSINESS

Council of Independent Colleges in Virginia (CICV) Study Request

Dr. LaVista discussed the letter that SCHEV staff received from CICV president Robert Lambeth seeking SCHEV's endorsement of a legislative study. On motion by Ms. Hardy and seconded by Mr. Dyke, the Council approved the following resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia endorses a study proposed by the CICV to examine new ways in which Virginia's private, nonprofit colleges could partner with the Commonwealth to serve its citizens and meet its higher education goals.

EXECUTIVE SESSION

Mr. Clement announced that the Council convened in executive session on January 7, 2008 to discuss the performance and personnel matters related to the Executive Director. On motion by Mr. Wurtzel and seconded by Ms. Magill, the following resolution was unanimously approved:

BE IT RESOLVED that the State Council of Higher Education for Virginia, pursuant to the 2007 Virginia Acts of Assembly, Chapter 847, Section 4-6.01, and after consideration of additional income from outside sources, including, but not limited to, service on boards of directors or such other services, and in further consideration that the last bonus for the Executive Director was awarded on September 12, 2006, hereby approves a ten percent (10%) bonus to its Executive Director, Daniel J. LaVista, for the time period from July 1, 2007 through June 30, 2008.

The meeting was adjourned at 12:00 p.m.

Whittington Clement
Chairman

Lee Ann Rung
Council Secretary

ITEMS DELEGATED TO STAFF

2007 Progress Report of the Virginia Generalist Initiative Program

In recognition of a downward trend nationwide in the production of generalist physicians, the General Assembly, in collaboration with the Robert Wood Johnson Foundation, began funding the Virginia Generalist Initiative program (VGI) in 1994. The purpose of the program is to enhance generalist physician education in the Commonwealth and to increase the number of medical school graduates entering generalist medical fields at the Eastern Virginia Medical School (EVMS), the University of Virginia (UVA), and the Virginia Commonwealth University (VCU). Since the program's inception in 1994, the General Assembly has provided over \$33.3 million from the general fund for the VGI program, or approximately \$2.4 million per year on average.

When the program was established, the Commonwealth set two specific goals for VGI and funding was contingent upon school performance.

- a. At least 50 percent of Virginia medical school graduates shall enter generalist residency programs; and
- b. At least 50 percent of Virginia generalist residency graduates shall enter generalist practice upon completion of residency training and at least 50 percent of those graduates shall practice in Virginia.

Since 1996, the program has produced about 1,600 generalist physicians and over 900 of them practice generalist medicine in Virginia upon graduation. The VGI program has thus been successful, particularly in retention of graduates practicing generalist medicine in Virginia. Besides meeting the statistical goals set forth by the General Assembly, the VGI program has fundamentally changed the pedagogy of medical education at the three medical schools. The curricula constructed under the VGI program has become part of the core learning objectives for all medical students regardless of the careers they eventually choose. In addition, all students are provided with clinical experience throughout the entire training period.

Between 1995 and 2003, the three medical schools provided annual reports to the General Assembly to demonstrate their achievements in meeting the state goals. In 2003, the General Assembly changed the measure of success from using the reporting year data to three-year averages so as to smooth the fluctuation in the annual production, and changed the progress reporting from annual to biennial.

Student choices are largely influenced by national trends and the supply and demand in the health care market. Fluctuations in marketplace changes make it difficult to predict student demands. At the request of the three medical schools, the General Assembly changed the requirements of the VGI program in the 2006 Appropriation Act. There are no longer specific state goals to meet and VGI

program funding is folded into the institutions' operating appropriations. Instead, the three medical schools are required to educate and train sufficient generalist physicians to meet the needs of the Commonwealth, and to support medical education for all undergraduate medical students, regardless of their chosen specialty or field of study.

In addition, the General Assembly directs the State Council of Higher Education for Virginia (SCHEV) to "monitor the results of the Generalist Initiative, especially the decisions of the graduates from the undergraduate medical programs to enter generalist residencies, and the composition of the residencies in the two associated academic health centers" (Item 145.F, Chapter 847). It further directs SCHEV to work with institutions to set reporting requirements that allow for flexibility and the recognition of the national trends as part of the program review, and make a biennial progress report to the General Assembly by November 1, which shall include policy and funding recommendations, as appropriate, to address the need for medical education and training in the Commonwealth.

Based on the revised requirements to the VGI program, SCHEV decided to continue the program report format for the 2007 biennial report. The rationale is the current report format demonstrates the level of achievement that the VGI program attains and provides benchmarks for policy decisions. EVMS, UVA and VCU submitted their program reports to SCHEV in October. The following is the VGI program progress report.

Table 1 shows the 3-year average of undergraduate medical school students entering generalist residencies between 2005 and 2007. The statewide average percent of total graduates entering generalist residencies has increased over the 2003-2005 performance level (45% versus 43%).

Table 1
3-Year (2005-2007) Average of
Medical School Graduates Entering Generalist Medicine Residencies

| Medical School | Number of Graduates | Number of Graduates Entering Generalist Residencies | Percent of Graduates Entering Generalist Residencies |
|----------------|---------------------|---|--|
| EVMS | 100 | 48 | 48% |
| UVA | 131 | 60 | 46% |
| VCU | 171 | 75 | 44% |
| Total | 402 | 182 | 45% |

Medical students' career choices are influenced by a variety of factors including the health care market supply and demand, managed care requirements and cost concerns. Fluctuations in marketplace changes make it difficult to predict student demands. It is more constructive to compare Virginia's performance with national trends and factors related to the supply and demand of the health care market. Table 2 shows that the student choice for the generalist program at Virginia

medical schools has mirrored the national trends. But Virginia medical schools have outperformed the national average on this issue over the years.

Table 2
Student Residency Choice for the Generalist Program

| Year of Graduation | Percent of graduates entering generalist residency program at Virginia medical schools | Percent of graduates entering generalist residency program nationwide |
|--------------------|--|---|
| 1995 | 49% | 47% |
| 1996 | 51% | 51% |
| 1997 | 59% | 52% |
| 1998 | 55% | 52% |
| 1999 | 56% | 50% |
| 2000 | 51% | 48% |
| 2001 | 50% | 46% |
| 2002 | 48% | 42% |
| 2003 | 43% | 40% |
| 2004 | 43% | 41% |
| 2005 | 44% | 41% |
| 2006 | 48% | 40% |
| 2007 | 41% | 40% |
| 2005-07 Average | 44% | 40% |

Table 3 shows the percent of residency graduates practicing generalist medicine and Table 4 shows the percent of residency graduates practicing generalist medicine in Virginia.

Table 3
3-Year (2005-2007) Average of
Generalist Residency Graduates Entering Generalist Practice

| Medical School | Total Residency Graduates | Number of Residency Graduates Choosing Generalist Practice | Percent of Residency Graduates Entering Generalist Practice |
|----------------|---------------------------|--|---|
| EVMS | 40 | 22 | 55% |
| UVA | 73 | 37 | 50% |
| VCU | 73 | 40 | 55% |
| Total | 186 | 99 | 53% |

Table 4
3-Year (2005-2007) Average of
Generalist Residency Graduates Entering Generalist Practice in Virginia

| Medical School | Number of Residency Graduates Choosing Generalist Practice | Number of Residency Graduates Entering Generalist Practice In Virginia | Percent of Residency Graduates Entering Generalist Practice In Virginia |
|----------------|--|--|---|
| EVMS | 22 | 12 | 55% |
| UVA | 37 | 22 | 60% |
| VCU | 40 | 28 | 70% |
| Total | 99 | 62 | 63% |

Table 3 shows that more than half of the residency graduates from the three medical schools are practicing generalist medicine. Table 4 reveals that of those residency graduates practicing generalist medicine, nearly two-thirds practice in Virginia. The outcome in Table 4 indicates the success of the VGI program and demonstrates the importance of the establishment of the VGI program.

In addition to the statistical achievements, the three institutions provided qualitative program evaluation in the areas of their graduates' responses to the annual Graduation Questionnaire administered by the Association of American Medical Colleges (AAMC), student evaluation of their programs, and faculty and community preceptors' evaluation of student learning and skills. All three medical schools reported that their graduates gave positive evaluations of the VGI program in the annual survey. Virginia students' ratings were higher than the national average to questions regarding how well the program provides the introductory courses, sufficient clinical skill preparation, and adequate coverage of subjects such as community health, geriatrics, health care systems, and professionalism. Students also gave high remarks for their community-based educational experiences for enhanced clinical skills. In addition, all three schools actively and regularly seek community preceptors' feedback regarding the student's medical knowledge, clinical skills and professional attitudes and behaviors. Overall, faculty and community preceptors have given good evaluations of the students' quality. The community-based experiences help students in their decision to serve medically underserved areas -- a major concern and goal of the Commonwealth. In sum, the VGI program has enhanced the quality of the medical education by producing competent and caring physicians.

All three medical schools reported that recruitment focus had been placed on identifying and tracking applicants who have potential to become generalist physicians, especially from rural or medically underserved areas of Virginia. Research was also conducted to identify and recruit students who would choose generalist careers upon graduation, particularly those interested in serving rural and medically underserved communities. However, institutions reported that despite efforts to recruit students from rural Virginia areas, small applicant pools from rural areas persist.

Overall, in the past two years, the VGI program has continued to be successful in recruiting and training students for generalist medicine, and producing graduates who practice generalist medicine in Virginia. In addition, the program has provided support to medical education and training in the principles of generalist medicine for all undergraduate medical students regardless of their chosen specialty or field of study.

Program Title and Degree Changes

| Institution | Action | Effective Date |
|----------------------------------|---|----------------|
| George Mason University | Change the program title from the Master of Science degree program in Bioinformatics (CIP: 26.1101) to the Master of Science degree program in Bioinformatics and Computational Biology (CIP: 26.1101). | Fall 2007 |
| George Mason University | Change the program title from the Doctor of Philosophy degree program in Bioinformatics (CIP: 26.1101) to the Doctor of Philosophy degree program in Bioinformatics and Computational Biology (CIP: 26.1101). | Fall 2007 |
| Virginia Commonwealth University | Change the CIP code for the Doctor of Philosophy degree program in Business (CIP: 52.0201) to a Doctor of Philosophy degree program in Business (CIP: 52.0101) | Fall 2007 |
| Virginia Commonwealth University | Change the CIP code for the Bachelor of Science degree program in Business (CIP: 52.0201) to the Bachelor of Science degree program in Business (CIP: 52.0101) | Fall 2007 |

Organizational Changes / Off-campus Instructional Sites October – December 2007

| Institution | Change / Site | Effective Date |
|----------------------------------|--|------------------|
| Virginia State University | Establishing an off-campus instructional site at the Misr University of Science and Technology (Al-Motamayez District P.O. Box: 77 6th of October City, Egypt) | January 1, 2008 |
| Virginia Commonwealth University | Reorganizing the School of Nursing from three to two departments and renaming the remaining departments by merging the Department of Integrative Systems, the Department of Adult Health, and the Department of Maternal Child Health to create the Department of Adult Health and Nursing Systems and the Department of Family and Community Health Nursing | November 9, 2007 |

State Council of Higher Education for Virginia

Assessment Implementation Plan

December 14, 2007

At its October 16th 2007 meeting Council resolved to accept the Report of the 2007 Assessment Task Force—including its proposed *Guidelines for the Assessment of Student Learning* (the *Guidelines*)—and directed staff to propose an implementation plan for consideration at its January 8, 2008 meeting. This document has been developed in response to Council's charge and to provide guidance for administrators at Commonwealth institutions responsible for implementing the new assessment program. Each section below addresses specific recommendations of the Task Force Report as they relate to implementing value-added assessment in fall 2008 and beyond.

- A. Reiteration of six core areas
- B. Operating conception of value added assessment
- C. Timetables for conducting and reporting on assessment of student learning
- D. Assessment Plan Reporting Template (APRT)
- E. Cost modeling
- F. Communication audit

A. Reiteration of the six core areas

Virginia's public colleges and universities will continue to use the six core subject areas established as competencies by the 1999 *Governor's Blue Ribbon Commission on the Future of Higher Education* for conducting value-added assessment. These core areas are as follows:

- Written Communication
- Quantitative Reasoning
- Scientific Reasoning
- Critical Thinking
- Oral Communication
- Information Technology Literacy (Information Technology Literacy may be substituted for by an emerging area of interest specific to the institution.)

While the new assessment program is focused on value-added, institutions are encouraged to incorporate competency assessment into their plans. Thus competency assessment is referenced in the *Guidelines* and in the reporting template below in section D.

B. Operating conception of value added assessment

The *Guidelines* document proffers the following operating conception of value-added

Value-added assessment measures indicate progress, or lack thereof, as a consequence of the student's institutional experience.

Consistent with the principle of diversity, and as recommended in the *Guidelines*, each institution must define the methodologies it proposes to employ, while providing substantive explanation and justification. It must also identify any specific challenges inherent in the proposed method(s) and address the mechanisms for overcoming them so as to ensure the most rigorous results possible. Section C. below sets forth timetables to be followed during the first cycle of value-added assessment. Section D. contains a reporting template that will be used by SCHEV to solicit institutions' proposals for their annual assessment plans, including justification of methodologies to be employed.

C. Timetables for conducting and reporting on assessment of student learning

The Academic Year timetables below indicate the pre- and post-assessment of the six core areas through the first cycle of value-added assessment. These timetables were developed to place institutions on a common schedule beginning in AY 2009-2010. Institutions should pay specific attention to both the analytical approach and data collection methods of value added assessment, for those decisions will greatly influence the date of post assessment and reporting to SCHEV. The Virginia Community College System (VCCS) timetable is moved forward by one year due to their current assessment process.

Timetable for four-year institutions and Richard Bland College

| PRE-ASSESSMENT | CORE AREAS | POST-ASSESSMENT (no later than) |
|-----------------------|--|--|
| AY 2007-08 | Written Communication or Quantitative Reasoning | AY 2010-11 |
| AY 2008-09 | Written Communication or Quantitative Reasoning AND Scientific Reasoning | AY 2011-12 |
| AY 2009-10 | Critical Thinking AND Oral Communication | AY 2012-13 |
| AY 2010-11 | Information Technology Literacy or Institution-Specific Emerging Issue | AY 2013-14 |

Timetable for the Virginia Community College System

| PRE-ASSESSMENT | CORE AREAS | POST-ASSESSMENT (no later than) |
|-----------------------|--|--|
| AY 2008-09 | Written Communication or Quantitative Reasoning | AY 2011-12 |
| AY 2009-10 | Written Communication or Quantitative Reasoning AND Scientific Reasoning | AY 2012-13 |
| AY 2010-11 | Critical Thinking AND Oral Communication | AY 2013-14 |
| AY 2011-12 | Information Technology Literacy or Institution-Specific Emerging Issue | AY 2014-15 |

Intra-Year Timetable (Dates are approximate)

| DATE | ACTIVITY and/or REPORTING |
|---|--|
| February 1 st | Assessment Plan Reporting Template (APRT) PART B Due <ul style="list-style-type: none"> This document refers to the value added data |
| March 1 st | Assessment Plan Reporting Template (APRT) PART A Due <ul style="list-style-type: none"> This document refers to the assessment plan for the next academic year. |
| March 1 st - March 31 st | SCHEV Internal Review and Virginia Institutional Peer Review |
| April 1 st | SCHEV returns feedback to institutions |
| April 1 st -April 30 th | Institutions incorporate feedback into APRT PART A in preparation for External Review |
| May 1 st | Institutions submit revised APRT PART A for External Review |
| May 1 st - May 15 th | External Review Period |
| May 15 th | SCHEV Returns feedback from External Review to institutions |
| June 1 st | Institutions submit final version of the APRT PART A to SCHEV |

D. Assessment Plan Reporting Template (APRT)

Assessment Plan Reporting Template (APRT)
[Institution]
[Senior Officer responsible for this report]
[Core Area addressed in this report (Academic Year)]

PART A

1.0 Definition of Terms

- 1.1: Identify the core area to be assessed. How is it defined? How does it relate to the institution's mission and goals?
- 1.2: Identify the criterion or criteria that indicate competency in the core area. This could be a cutoff score, performance benchmark, or rubric that will be used to mark a competent student performance.
- 1.3: Describe the learning objectives for the defined core area.

2.0 Methodology

- 2.1 Describe the value added analytic approach being used, with reference to the *Guidelines* (p. 8, ff.)
- 2.2 Explain how educational experiences at the institution produce student learning and reasons for choosing the analytical approach in 2.1.
- 2.3 Elaborate upon the expected reliability and validity of the analytical approach mentioned in 2.1.
- 2.4 Explain generally the student population from which samples, cohorts, or groups will be drawn. This section should include specific mention of factors relevant to assessment, such as student population size, completion rates, number of transfers that are relevant to assessment.
- 2.6 Explain the technique used for data collection with reference to the *Guidelines* (p. 11, ff.), including such factors as whether the data will be collected in the classroom (course embedded) or outside the classroom (single setting).
- 2.7 Describe and explain measurement strategies to be applied during the pre assessment with reference to the *Guidelines* (p. 13, ff.).
- 2.8 Describe and explain measurement strategies to be applied during the post assessment with reference to the *Guidelines* (p. 13, ff.).
- 2.9 Explain the nature of value added given 2.7 and 2.8.

3.0 Process evaluation

- 3.1 Describe and explain how the results will be reported to institutional units, students, and external constituents.
- 3.2 Describe how the results have been and will be used to improve educational experiences and advance the mission of the college or university.
- 3.3 Estimate the costs of the proposed assessment. Provide a narrative of the calculation as well as pertinent statistics.

PART B

4.0 Data Presentation (leave blank until data is due)

- 4.1 Explain any challenges to data collection, and how they were addressed..
- 4.2 Describe the value-added (or competency) information/data that was collected. This information should include, but is not limited to, quantitative or qualitative summaries of the differences between pre and post assessments or any performance data
- 4.3 Describe any additional evidence of value added (or competency); this might include faculty testimony, student retention, or post graduation evidence.

E. Cost Estimation

Pursuant to the Council's October 16th resolution, SCHEV has submitted a request for \$2.975M in each year of the 2008-10 biennium to support estimated incremental costs associated with implementation of value-added assessment. As institutions proceed with value-added in fall 2007 and beyond, SCHEV will survey actual costs incurred in the interest of developing an accurate model of systemwide costs and promoting cost-saving efforts.

F. Communication Audit

SCHEV is currently reviewing institutional reporting requirements within the context of national reporting movements such as the Voluntary System of Accountability (VSA) and The College Portrait Project. Simultaneously, SCHEV is cooperating with the Council of Presidents in reviewing the totality of reporting requirements to which institutions are subject within the Commonwealth. Once these reviews are complete, SCHEV will convene a group to address the issue of efficacious reporting of assessment data to Commonwealth higher education stakeholders.