Council and committee meetings

Time: July 18, 2017 @ 10:00am - 3:00pm EDT

Location: John Tyler Community College, 800 Charter Colony Parkway, Midlothian, VA

Description:

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<td>A.</td>
<td>COUNCIL MEETING&lt;br&gt;July 18 - 12:00 PM - 3:00 PM&lt;br&gt;(Hamel Hall, Room H109)</td>
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<td>A1.</td>
<td>--Call to Order and Announcements/ Introductions</td>
<td>Chairman Fralin</td>
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<td>A2.</td>
<td>--Receipt of Public Comment</td>
<td>Chairman Fralin</td>
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<td>A3.</td>
<td>--Approval of Minutes: PCAB May 15, 2017</td>
<td>Chairman Fralin</td>
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<td>A3a.</td>
<td>--Council meeting minutes May 16, 2017</td>
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<td>A3b.</td>
<td>--Executive Committee meeting minutes May 15, 2017</td>
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<td>--Ad Hoc Research Committee minutes May 16, 2017</td>
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<td>A3d.</td>
<td>--Special Council meeting minutes June 27, 2017</td>
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<td>A4.</td>
<td>--Remarks from Dr. Edward &quot;Ted&quot; Raspiller, President, John Tyler Community College</td>
<td>Dr. Raspiller</td>
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<td>A5.</td>
<td>--Report of the Agency Director</td>
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<td>A6.</td>
<td>--Briefing on the Role of Higher Education in Economic Development</td>
<td>Mr. Moret</td>
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<td>--Report from Committees</td>
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<td>--Summary of Academic Affairs Actions and Discussions</td>
<td>Ms. Webb, Dr. DeFilippo</td>
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<td>--Summary of Resources and Planning Actions and Discussions</td>
<td>Ms. Connelly, Mr. Hix</td>
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<td>--Old Business</td>
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<td>--Action on 2018 Meeting Schedule</td>
<td>Mr. Blake</td>
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<td>A11.</td>
<td>--Action on Resolution for Departing Council Member</td>
<td>Chairman Fralin</td>
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<td>A12.</td>
<td>--Receipt of Items Delegated to Staff</td>
<td>Mr. Blake</td>
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<tr>
<td>A13.</td>
<td>--Motion to Adjourn</td>
<td>Chairman Fralin</td>
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<td>B.</td>
<td>ACADEMIC AFFAIRS COMMITTEE 10:00 AM - 11:30 AM (Hamel Hall, Room H105)</td>
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<td>B1.</td>
<td>--Call to Order</td>
<td>Mr. Lockhart</td>
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<td>B2.</td>
<td>--Approval of Minutes (May 15, 2017)</td>
<td>Mr. Lockhart</td>
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<td>B3.</td>
<td>--Action on Programs at Public Institutions</td>
<td>Dr. DeFilippo</td>
<td>50</td>
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<td>B4.</td>
<td>--Action on Policy on Student Learning Assessment and Quality in Undergraduate Education</td>
<td>Dr. DeFilippo</td>
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<td>B5.</td>
<td>--Status Report on ACICS Schools Operating in Virginia</td>
<td>Dr. DeFilippo</td>
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<td>B6.</td>
<td>--Briefing on Private Sector Regulation by SCHEV</td>
<td>Dr. DeFilippo</td>
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<td>B7.</td>
<td>--Discussion of Updates to The Virginia Plan for Higher Education</td>
<td>Dr. DeFilippo</td>
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<td>B8.</td>
<td>--Report of the Staff Liaison to the Committee</td>
<td>Dr. DeFilippo</td>
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<td>B9.</td>
<td>--Motion to Adjourn</td>
<td>Mr. Lockhart</td>
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<td>C.</td>
<td>RESOURCES AND PLANNING COMMITTEE 10:00 AM - 11:30 AM (Hamel Hall, Room H109)</td>
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<td>C1.</td>
<td>--Call to Order</td>
<td>Ms. Connelly</td>
<td>84</td>
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<td>C2.</td>
<td>--Approval of Minutes (May 15, 2017)</td>
<td>Ms. Connelly</td>
<td>86</td>
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<td>C3.</td>
<td>--Action on the 2017-18 Full Cost Report</td>
<td>Dr. Zheng</td>
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<td>C4.</td>
<td>--Action on Financial Assistance for Industry-Based Certification and Related Programs - SCHEV Guidance Document</td>
<td>Mr. Andes</td>
<td>97</td>
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<tr>
<td>C5.</td>
<td>--Briefing on Enrollment Projections and Degree Estimates</td>
<td>Mr. Massa</td>
<td>104</td>
</tr>
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<td>C6.</td>
<td>--Discussion of VGAP Regulation Amendments</td>
<td>Mr. Andes</td>
<td>122</td>
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<td>C7.</td>
<td>--Discussion of Updates to The Virginia Plan for Higher Education - Initiatives #2 and #3</td>
<td>Mr. Hix</td>
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<td>C8.</td>
<td>--Motion to Adjourn</td>
<td>Ms. Connelly</td>
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Mr. Minor called the meeting to order at 3:20 p.m. in Salons A and C at the Institute for Advanced Learning and Research, Danville, Virginia. Council members present: Ken Ampy, Marge Connelly, Heywood Fralin, Henry Light, Gene Lockhart, G. Gilmer Minor, III, Stephen Moret, William Murray, Carlyle Ramsey, Minnis Ridenour, and Katharine Webb.

Council members absent: Pamela Moran and Tom Slater.


A list of other attendees is attached.

INTRODUCTIONS

Mr. Lambeth asked each participant to introduce themselves and the institution they represented. Mr. Blake provided an overview of the agenda and provided logistical information.

UPDATE ON TUITION ASSISTANCE GRANT (TAG) PROGRAM

Mr. Andes presented an update on the approved increases in TAG and reported that the awards were secure for the next year. He provided a handout that provided details.

ENROLLMENT TRENDS: WHAT DO THEY MEAN FOR VIRGINIA

Mr. Massa provided a presentation on enrollment trends and forecasts for public and private institutions. He reviewed the following conclusions and answered questions from the members:

- It appears that a market shift is occurring.
- Enrollment of in-state first-time-in-college students directly from high school did not keep pace with the number of high school graduates.
- More graduates may be attending out-of-state or bypassing college.
**LEGISLATIVE ISSUES**

Dr. DeFilippo provided an overview of legislative actions related to dual enrollment and transfer and answered questions from members.

Mr. Andes updated the group on the directive in the 2017 state budget to review the financial aid award letters and determine opportunities for improvement as well as best practices. This review covers public institutions and private institutions participating in tuition assistance grants. The review process will take place in 2017 with policies to be finalized by December 1, 2018. Mr. Andes indicated that SCHEV will work closely with representatives of the institutions in developing appropriate policies.

The meeting adjourned at 5:05 p.m. and attendees boarded trollies for a tour of Averett University.

__________________________
Minnis Ridenour
Council Secretary

__________________________
Lee Ann Rung
Director, Executive and Board Affairs
The following executives were in attendance at the Joint PCAB meeting with Council on May 15, 2017:

PRIVATE COLLEGE PRESIDENTS:

President Tiffany Franks, Averett University  
President David Bushman, Bridgewater College  
President David Olive, Bluefield College  
President Susan Schultz Huxman, Eastern Mennonite University  
President Joseph Spooner, Ferrum College  
President Larry Stimpert, Hampden-Sydney College  
President Nathaniel Bishop and Trustee Steve Musselwhite, Jefferson College of Health Sciences  
President Ken Garren, Lynchburg College  
President Pamela Fox, Mary Baldwin University  
President Brad Bateman and Trustee Hank Hubbard, Randolph College  
President Robert Lindgren, Randolph-Macon College  
President Mike Maxey and Trustee Mike Haley, Roanoke College  
President Meredith Woo, Sweet Briar College  
President Scott Miller, Virginia Wesleyan College  
President Nancy Gray, Hollins University

CICV STAFF:

Robert Lambeth, Carrie Caumont, Connie Pesavento, Anita Girelli, Lora Toothman

OTHERS:

Al Wilson, Office of the Attorney General  
Nathalie Mollet-ribet, Deputy Secretary of Education
Mr. Minor called the meeting to order at 9:00 a.m. in the President’s Suite, Frank R. Campbell Stadium, Averett University North Campus, Danville, Virginia. Council members present: Ken Ampy, Marge Connelly, Heywood Fralin, Henry Light, Gene Lockhart, G. Gilmer Minor, III, Stephen Moret, William Murray, Carlyle Ramsey, Minnis Ridenour, and Katharine Webb.

Council members absent: Pamela Moran and Thomas Slater.

Staff members present: Lee Andes, Peter Blake, Beverly Covington, Joe DeFilippo, Dan Hix, Alan Edwards, Jodi Fisler, Wendy Kang, Tod Massa, Sylvia Rosa-Casanova, Lee Ann Rung, and Lynn Seuffert. Al Wilson from the Office of the Attorney General was also in attendance.

CALL TO ORDER AND ANNOUNCEMENTS

Mr. Minor thanked President Franks for hosting the Council meetings as well as the joint meeting with private college presidents.

RECEIPT OF PUBLIC COMMENT

Mr. Minor reported that no requests for public comment had been received. He invited comments from those in attendance; no one came forward.

APPROVAL OF MINUTES

On a motion by Dr. Murray and seconded by Ms. Webb, the minutes from the March 20, 2017, and April 12, 2017, special meeting were approved unanimously.

REMARKS FROM TIFFANY M. FRANKS, PRESIDENT, AVERETT UNIVERSITY

Mr. Minor introduced Dr. Franks and acknowledged her impressive accomplishments at Averett.

Dr. Franks spoke about the Frank R. Campbell stadium in which the meeting was held. The stadium was opened in fall 2016 and was made possible by the Averett Foundation, friends, and alumni. She provided a presentation that included the history of Averett and its mission. Averett’s mission since 1859 has been Virginia Baptist faith based. The university has now grown into an organization that has a measurable impact on the region and local economy of Danville. Dr. Franks provided student
demographics, saying that Averett is a comprehensive university educating both undergraduate and graduates, half of traditional age and half adult learners. She spoke of the university’s international diversity, including over 300 alumni from Finland. This year’s graduating class ages from 18-77. Dr. Franks said she is proud of the fact that 40% of students are the first generation in their families to attend college. Approximately 65% of Averett’s adult enrollment is online.

She summarized the Averett experience as “access,” saying that students are granted an all-access pass that results in student success and creates lasting relationships. University faculty members hold nothing back to support those who work, study, and grow at Averett. Dr. Franks provided information about the university’s recent comprehensive campaign, reporting that it raised more than $4 million dollars over target. She highlighted some of Averett’s signature programs and summarized the Averett 2020 roadmap, which focuses on students in four areas: academic innovation; student success; brand excellence; and strategic growth.

She answered questions from members and expressed thanks to the Council for its work on behalf of higher education in the Commonwealth.

**REPORT OF THE AGENCY DIRECTOR**

Mr. Blake highlighted some of the recent activities from his written report:

**GPAC meeting:** Council chair Gil Minor and SCHEV staff met with the public college and university presidents (General Professional Advisory Committee) in March. The agenda included discussion with Rosemary Trible on her Fear 2 Freedom organization for victims of sexual assault.

**Board of visitors planning:** Staff convened the first meeting of the planning group for the 2017 board of visitors orientation session. Council members Tom Slater and Katie Webb participated in the planning. He encouraged members to provide ideas for the orientation to the Council representatives. The group also includes two university presidents and other institutional representatives. This year’s event will be held October 24-25 at the Virginia Historical Society in Richmond.

**Student Advisory Committee:** SCHEV staff convened the final meeting of the 2016-17 Student Advisory Committee. Secretary of Education Dietra Trent and Secretary of the Commonwealth Kelly Thomasson discussed college access and board appointments. Virginia 21 director Jared Calfee shared information on a summer leadership camp.

**Presentations of The Virginia Plan for Higher Education:** The Virginia Plan and the Council’s priority initiatives have been presented to the following groups: the State Board of Education; the State Board for Community Colleges; and the Virginia Business Council. Upcoming appointments have been scheduled with the Greater Richmond Chamber of Commerce and the Charlottesville Regional Chamber of Commerce.
GO Virginia and the Virginia Research Investment Committee and Fund. Mr. Blake continues to represent the Council at GO Virginia planning group meetings and chairs the Virginia Research Investment Committee. Work related to VRIC is accelerating as it nears several key decision points by the end of May.

University-based Economic Developers: Virginia Economic Development Partnership President (and Council member) Stephen Moret, Center for Innovative Technology President Ed Albrigo and Council staff Wendy Kang presented to institutional economic development leaders.

Agency audit: SCHEV is in the beginning stages of an audit. The Auditor of Public Account recently developed a new process for auditing agencies that are not required to be under audit every year.

Public Service Week: At the annual staff meeting celebrating public service, Clerk of the House of Delegates G. Paul Nardo spoke about the value of commitment of public service.

Mr. Blake also summarized the meetings he has attended over the last several weeks.

The chairman called for a break at 10:05. The meeting resumed at 10:20 a.m.

REPORTS FROM THE COMMITTEES

Report from Executive Committee

Mr. Minor informed members that the Executive Committee discussed the timing of the Council’s election of officers. Because the Governor has not made his appointments/reappointments for the upcoming year, the Committee decided to postpone the election. A special meeting will be scheduled for June 27 at 1:00 in the SCHEV offices. Members were reminded that a quorum must be physically present before others can join by telephone. Ms. Rung will prepare the public notice for this meeting.

The Executive Committee also discussed the agency director’s annual performance evaluation. Mr. Blake presented to the Committee the agency’s accomplishments over the last year. Mr. Minor said the Executive Committee agreed that the Director be awarded a 5% bonus. On a motion by Mr. Light and seconded by Ms. Webb, the following resolution was approved unanimously:

BE IT RESOLVED that pursuant to the terms of Council’s Employment Agreement with the Director, the Director be awarded a performance bonus of 5% to be paid as soon as practicable, based on the Director’s performance over the past year.
Report from Academic Affairs Committee

Mr. Lockhart asked Dr. DeFilippo to review the actions of the Committee.

Action on Programs at Public Institutions

Dr. DeFilippo introduced Mary Gowan and Julie Wallace Carr from James Madison University and provided a brief overview of the program. The Committee’s recommendation was seconded by Ms. Webb and the following resolution was approved unanimously (11-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to James Madison University to initiate a Master of Science (M.S.) degree program in Sport and Recreation Leadership (CIP: 31.0504), effective fall 2017.

Action on Private and Out-of-State Post-secondary (POPE) Institutional Certifications

Dr. DeFilippo reminded members that Council action is required when ownership of an institution changes. The Committee’s recommendation was seconded by Mr. Ridenour and the following resolution was approved unanimously (11-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies University of Phoenix to operate a degree-granting postsecondary institution with branches in Virginia Beach, Arlington, and Richmond in the Commonwealth of Virginia, effective May 16, 2017.

There was some discussion about the for-profit education sector in Virginia. Dr. DeFilippo informed Council that a presentation would be provided at the July meeting regarding the status of the Accrediting Council for Independent Colleges and Schools (ACICS). He agreed to include information on the status of SCHEV’s oversight of for-profit institutions. Mr. Lockhart reported that the Committee also reviewed two initiatives from The Virginia Plan.

Report from Resources and Planning Committee

Ms. Connelly reported that the Committee discussed various options presented by staff to increase sustainability and offset declines in state funding. Mr. Blake summarized the options that were presented to the Committee and included on page 49 of the agenda book. Ms. Connelly stressed the importance of keeping costs as low as possible and informed the members that this matter would be further discussed at the July meeting.

Ms. Connelly reported that representatives from the Virginia Community College System (VCCS) will present to the Committee in July findings from their study related to the possible expansion of shared services to other public institutions of higher education and receive a briefing by the director of the Virtual Library of Virginia (VIVA)
on the Zepheira/Atlas linked data pilot study—and an estimate of potential institutional savings.

Report from Ad Hoc Committee on Research

Action on Proposed Call for Proposals (Round 1 of the Virginia Research Investment Fund)

Dr. Murray asked Ms. Seuffert to recap the Committee’s discussion. She indicated that the Committee tied up loose ends from the last meeting.

The Committee’s recommendation was seconded by Ms. Webb and the following resolution was approved unanimously (11-0):

BE IT RESOLVED, that the State Council of Higher Education for Virginia, in fulfillment of its responsibility in § 23.1-3133, approves the Call for Proposals for Round 1 of the Virginia Research Investment Fund grant competition, as presented or amended on May 16, 2017; and

BE IT FURTHER RESOLVED, that Council delegates to the agency director, who also is chairman of the Virginia Research Investment Committee, authority to approve technical corrections and clarifications to the Call for Proposals throughout the application process.

Dr. Murray thanked the Committee members and staff for their work. Mr. Blake read the following resolution thanking the members of the ad hoc committee. Ms. Connelly moved approval of the resolution, which was seconded by Mr. Ridenour and approved unanimously:

WHEREAS, pursuant to § 23.1-203.29 of the Code of Virginia, the State Council of Higher Education is charged with a duty to assist the Virginia Research Investment Committee with its administration of the Virginia Research Investment Fund; and

WHEREAS, pursuant to § 23.1-3133, the Council is charged to establish the guidelines, procedures, and objective criteria for the application for and award of grants and loans from the Fund; and

WHEREAS, pursuant to Council bylaws, Chairman Gil Minor established the Ad Hoc Committee on Research in December 2016 to execute the establishment of the Fund guidelines prior to June 30, 2017, and appointed as its members Ken Ampy, Gene Lockhart, Bill Murray and Minnis Ridenour; and

WHEREAS, in carrying out its charge, the Ad Hoc Committee on Research met seven times in six months, including four meetings separate from Council meetings; and
WHEREAS, the Ad Hoc Committee collaborated with the Virginia Research Investment Committee, with representatives of the public institutions of higher education, with other Council members and with agency staff; and

WHEREAS, in fulfillment of its charge and in a most timely manner, the Committee has produced and approved the Call for Proposals for Round 1 of the Virginia Research Investment Fund grant competition; now, therefore, be it

RESOLVED by the State Council of Higher Education for Virginia, that the 2016-17 Ad Hoc Committee for Research is recognized for its outstanding work in completion of its assigned task; and, be it

RESOLVED FURTHER, That Henry Light also is recognized for his dedication and contributions to the Committee and hereby is named an honorary member of the Ad Hoc Committee on Research; and, be it

RESOLVED FINALLY, That Ken Ampy, Gene Lockhart, Bill Murray, Minnis Ridenour and Henry Light are acknowledged for service above and beyond the call of duty in their expeditious, conscientious and thorough fulfillment of their individual and collective responsibilities to and on behalf of the 2016-17 Ad Hoc Committee on Research.

RECEIPT OF ITEMS DELEGATED TO STAFF

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

NEW BUSINESS

Ms. Connelly noted that in recognition of the increasing complexities facing higher education in the Commonwealth, the Council finds that staff development is particularly important. She moved the following motion which was seconded by Mr. Light and approved unanimously (11-0):

BE IT RESOLVED that the Executive Director provide the Council with a staff development progress report at each Council meeting over the next 12 months, beginning at the meeting in July 2017.

ACTION ON RESOLUTION FOR DEPARTING COUNCIL MEMBER

Mr. Fralin reminded members that Mr. Minor will have served two full terms on the Council as of June 30. As this was Mr. Minor’s last Council meeting, Mr. Fralin read the following resolution, which was seconded by acclamation and approved unanimously (11-0):
WHEREAS, G. Gilmer Minor III served as a tireless, active, dedicated and hard-working member of the State Council of Higher Education for Virginia since 2009; and

WHEREAS, he ably led the Council as Chairman from 2014-2017, held the positions of Vice Chairman and Secretary, and served on each of the Council’s Committees during his tenure; and

WHEREAS, Mr. Minor’s leadership and personal involvement helped to strengthen the Council’s relationships with Virginia colleges and universities, the Office of the Governor, the General Assembly, the Department of Education, and others in Virginia higher education; and

WHEREAS, his business acumen and former service as President of the board of Virginia Military Institute served the Council well in making public higher education more accountable to the citizens of Virginia; and

WHEREAS, Mr. Minor regularly reminded Council members of the importance of addressing the “value proposition” and the “return on investment” within the Commonwealth’s esteemed higher education system; and

WHEREAS, his diligent efforts of bringing together multiple constituencies helped formulate and advance The Virginia Plan for Higher Education, which will continue to have a strong and positive impact on future generations in the Commonwealth; and

WHEREAS, Mr. Minor effectively worked to enhance an already robust and vigorous higher education system and consistently demonstrated his unwavering commitment to the best interest of Virginia’s outstanding system of higher education; and

WHEREAS, his good humor, amiable personality, gentlemanly manner, and personal commitment to collaboration has inspired confidence and respect from the institutions and the entire higher education community, and support and gratitude among fellow Council members who have had the privilege of serving with him; now therefore be it

RESOLVED, that the State Council of Higher Education for Virginia expresses its sincere gratitude and appreciation to G. Gilmer Minor III for his distinguished service and commitment to advancing Virginia’s system of higher education, and extends to him best wishes for continued success in all future endeavors.

Mr. Fralin concluded by saying that in addition to his leadership in the higher education community, Mr. Minor has gained the respect of the legislature, the business community, and all who have worked with him and consider him to be the ultimate Virginia gentleman. Mr. Fralin stated that Mr. Minor’s integrity and ethics are beyond question and noted that he has set a high standard for all to follow.
Mr. Blake presented Mr. Minor with gifts from the Council and staff. He also read a letter of commendation from the Governor, Delegate M. Kirkland Cox, and the president of Radford University. Mr. Blake expressed his thanks to Mr. Minor for his guidance and support during his tenure on the Council. He expressed gratitude for Mr. Minor’s regular attendance at SCHEV staff meetings and for his integrity, openness and inclusiveness, his collaborative spirit, and the trust he established among everyone he encountered, which has been an asset to SCHEV.

Mr. Minor thanked his fellow members and encouraged them to continue the good work that the Council has been doing over the last several years. He said he has been fortunate to be surrounded by people who helped him understand that good things happen when people work together as a team. Mr. Minor took no credit for his accomplishments, instead saying he has been smart enough to listen and learn from others. He expressed gratitude for the recognition of his tenure on the Council and said he will continue to do what he can to advance higher education in the Commonwealth.

**ADJOURNMENT**

Mr. Blake reminded members that the next meeting will be held on July 18 at John Tyler Community College, Midlothian Campus. Members were reminded that this will be a one-day meeting, with committee meetings in the morning. The full Council will meet after lunch. He also reminded members of the special meeting on June 27 to discuss the election of officers.

On a motion by Ms. Connelly, seconded by Dr. Murray, and approved unanimously, the meeting was adjourned at 11:45 a.m.

________________________________________

Minnis Ridenour
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 as delegated to staff:

Program Actions

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<th>Institution</th>
<th>Degree/Program/CIP</th>
<th>Effective Date</th>
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<tr>
<td>Radford University</td>
<td><strong>Substantial Program Modification Approved:</strong> Increase the credit hours and change the name/title of the Master of Science (M.S.) in Corporate and Professional Communication (09.0101) with 30 credit hours to a Master of Science (M.S.) in Strategic Communication (09.0101) with 36 credit hours.</td>
<td>Fall 2017</td>
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<tr>
<td>University of Mary Washington</td>
<td><strong>Simple Program Modification Approved:</strong> Increase the credit hours of the Undergraduate Certificate in Geographic Information Science (45.0799) from 18 to 19 credit hours.</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td><strong>Simple Program Modification Approved:</strong> Decrease the credit hours of the Master of Interdisciplinary Studies (M.I.S.) degree program in Interdisciplinary Studies (30.9999) from 39 to 36 credit hours.</td>
<td>Fall 2017</td>
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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 and Discontinued Programs

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<th>Institution</th>
<th>Degree/Program/CIP</th>
<th>Effective Date</th>
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<tr>
<td>Norfolk State University</td>
<td>Discontinue the Bachelor of Arts (B.A.) degree program in Journalism (09.0401) [Council Approval: May 7, 1974]</td>
<td>Spring 2018</td>
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<td>Old Dominion University</td>
<td>Initiate two new Certificate programs [Conferral: Spring 2018]</td>
<td>Fall 2017</td>
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<td><strong>Undergraduate:</strong> Entrepreneurship (52.0701)</td>
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<td><strong>Graduate:</strong> Online Teaching for K-12 Teachers (13.9998)</td>
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<tr>
<td>Radford University</td>
<td>Discontinue the Post-Baccalaureate Certificate program in Professional</td>
<td>Summer 2017</td>
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Pursuant to the Code of Virginia, § 23.1-203 and Council’s “Policies and Procedures for Internal and Off-Campus Organizational Changes,” the following items were approved as delegated to staff:

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<th>Institution</th>
<th>Change/Site</th>
<th>Effective Date</th>
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<tr>
<td>Longwood University</td>
<td>Close the <strong>Southside Virginia Education Center</strong>, an off-campus instructional site located at 1300 Greensville County Circle Emporia, VA 23847</td>
<td>August 19, 2019</td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td>Create the <strong>Department of Focused Inquiry</strong>. The Department will reside in the University College. The creation of the Department will provide the infrastructure for the management of foundational courses required for the General Education program. The Department will have direct management of its budget, department leadership, faculty, curriculum committees, bylaws, and promotion and tenure policies and procedures.</td>
<td>April 30, 2017</td>
</tr>
</tbody>
</table>

Pursuant to the Code of Virginia, § 23.1-213 to 229 and section 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**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Location(s)</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOVA Training Center</td>
<td>Centreville, VA</td>
<td>March 7, 2017</td>
</tr>
<tr>
<td>Star Beauty School</td>
<td>Winchester, VA</td>
<td>March 27, 2017</td>
</tr>
<tr>
<td>The New York Code and Design Academy</td>
<td>Ashburn, VA</td>
<td>March 21, 2017</td>
</tr>
</tbody>
</table>
### Approved Changes for Private Institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Description of Change</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia Wesleyan College</td>
<td>Name Change: Virginia Wesleyan University</td>
<td>March 21, 2017</td>
</tr>
<tr>
<td>Webster University</td>
<td>New Branch Campus: Arlington, VA</td>
<td>March 6, 2017</td>
</tr>
<tr>
<td>Nova Southeastern University</td>
<td>New Instructional Site: Tysons Corner, VA</td>
<td>March 29, 2017</td>
</tr>
</tbody>
</table>
Mr. Minor called the meeting to order at 11:40 a.m. in the Salon E, Institute for Advanced Learning and Research, Danville, Virginia. Council members present: Ken Ampy, Marge Connelly, Heywood Fralin, Henry Light, Gene Lockhart, G. Gilmer Minor, William Murray, Carlyle Ramsey, Minnis Ridenour and Katharine Webb. Al Wilson from the Office of the Attorney General was also in attendance.

Staff members present: Peter Blake, Wendy Kang and Lee Ann Rung.

**APPROVAL OF MINUTES**

On a motion by Mr. Minor and seconded by Ms. Webb, the minutes from the March 21, 2017, meeting were approved unanimously.

**REPORT OF NOMINATING PROCESS**

Mr. Minor reminded members that the bylaws state that Council elections will be held at the May meeting. However, because the Governor has not made his appointments for the year, Mr. Minor suggested that this item be delayed. He requested input from members on how to proceed.

Mr. Light reported that in his individual conversations with members, he was prepared to propose a slate of officers. However, he agreed that the Council elections should be delayed. **It was the consensus of the group to postpone the Council elections and to schedule a special meeting at the end of June.** Ms. Rung was asked to collect members' availability during the last two weeks of June. The information would be compiled and the results provided at the May 16 Council meeting.

**CLOSED SESSION**

At 11:55 a.m., Mr. Minor asked that Mr. Lockhart read the attached motion which stated that in accordance with Virginia Code §2.2-3711(A)(1), the Executive Committee would convene in closed session for the purpose of addressing personnel matters and the performance evaluation of the Executive Director. The motion stated that Al Wilson, legal counsel to SCHEV, should be present in the closed meeting and that Peter Blake should be present in a portion of the closed session. The motion was seconded by Ms. Connelly and approved unanimously (9-0).

The Committee resumed in open session at 2:10 p.m. The attached certification was approved unanimously (10-0), and signed by all members (Dr. Ramsey joined the closed session after it was convened). A copy is attached to these minutes. On a
motion by Mr. Light and seconded by Ms. Webb, the following resolution was approved unanimously to be forwarded to the full Council:

    BE IT RESOLVED that pursuant to the terms of Council’s Employment Agreement with the Director, the Director be awarded a performance bonus of 5% to be paid as soon as practicable, based on the Director’s performance over the past year.

DISCUSSION OF UPDATES TO THE VIRGINIA PLAN FOR HIGHER EDUCATION

Due to the lateness of the hour, this item was not addressed.

MOTION TO ADJOURN

The Chair adjourned the meeting at 2:10 p.m.

__________________________
Minnis Ridenour
Council Secretary

__________________________
Lee Ann Rung
Director, Executive & Board Affairs
State Council of Higher Education for Virginia
Closed Meeting Procedures

Personnel Matters

Motion for Closed Meeting:

I move that, pursuant to Virginia Code § 2.2-3711(A)(1), the State Council for Higher Education of Virginia convene in a closed meeting for the purposes of addressing the personnel issues:

the performance evaluation of the Executive Director

AND

that Al Wilson, legal counsel to SCHEV, as well as staff member,

Peter Blake

whose presence will aid in the Council’s consideration of this matter, participate in the closed meeting.

Movant: H. Eugene Lockhart

Second: Marge Connelly

Date: May 15, 2017

Certification of Closed Meeting

We convened today in a Closed Meeting pursuant to a recorded vote on the motion above and in accordance with the Freedom of Information Act. Section 2.2-3711 of the Code of Virginia requires that SCHEV certify that, to the best of each member’s knowledge (i) only public business matters lawfully exempt from open meeting requirements under this chapter and (ii) only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed or considered.

Any member who believes there was a departure from these requirements shall so state prior to the vote, indicating the substance of the departure that, in his or her judgment, has taken place. The statement of the departure will be recorded in the minutes.

Vote of certification: Ayes: 9 Nays: 0

***Written certification attached.***
Freedom of Information Act Certification (Personnel Exception)

We, the members of the State Council for Higher Education of Virginia, do hereby certify that, to the best of our knowledge, (i) only public business matters lawfully exempted from open meeting requirements pursuant to the exception in Virginia Code § 2.2-3711(A)(1) of the Virginia Freedom of Information Act and (ii) 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 closed meeting.

Date: 5/15/17

1. [Signature]

2. [Signature]

3. [Signature]

4. [Signature]

5. [Signature]

6. [Signature]

7. [Signature]

8. [Signature]

9. [Signature]

10. [Signature]

11. [Signature]

12. [Signature]

13. [Signature]
Dr. Murray called the meeting to order at 8:00 a.m. in the President’s Suite of Frank R. Campbell Stadium on the North Campus of Averett University, 707 Mount Cross Rd., Danville, Virginia.

Committee members present: Ken Ampy, H. Eugene Lockhart, William Murray, Minnis E. Ridenour

Council members present: Marge Connelly, Heywood Fralin, Henry Light, Gil Minor, Katherine Webb

Council member present for part of the meeting: Carlyle Ramsey

Staff present: Peter Blake, Alan Edwards, Lynn Seuffert. Al Wilson, SCHEV counsel from the Office of the Attorney General, also was in attendance.

**APPROVAL OF THE MINUTES**

Mr. Lockhart motioned to approve the minutes of the March 20, 2017, and April 12, 2017, meetings. Mr. Ridenour seconded the motion. The minutes were approved unanimously.

**ACTION ON PROPOSED CALL FOR PROPOSALS (ROUND 1 OF THE VIRGINIA RESEARCH INVESTMENT FUND)**

Dr. Murray asked Mr. Blake to introduce the topic. After doing so, Mr. Blake asked Dr. Edwards to provide an overview.

Dr. Edwards highlighted the three areas of the Call for Proposals that were outstanding from the prior meeting: the use of general funds to meet the match requirement, the scoring weights, and the Freedom of Information Act (FOIA) provisions.

Dr. Murray asked Mr. Wilson if new language in the FOIA section was acceptable. Mr. Wilson indicated that it was.

Ms. Seuffert informed members about a conversation with institutions regarding the use of E&G funds to meet the match requirements. The resulting language is on page 79 of the Agenda Book, which states that while the use of E&G funds to meet the match requirement is not prohibited, it should be rare. She also provided an
overview of the changes to the scoring, the result of which was to increase the weight allotted to economic development outcomes and reduce the weight of the two summaries, the overall impact, and the timelines.

Mr. Ridenour asked whether VRIC would implement Item 14 of the Organizing Principles regarding the use of VRIF funds to award small grants for research and development projects at the proof-of-concept stage.

Dr. Edwards informed members that VRIC had not yet had an opportunity to discuss that option. Dr. Murray asked whether the issue could be raised at the VRIC meeting on Friday. Mr. Fralin also expressed interest in ensuring the issue was raised with VRIC. Mr. Blake agreed.

Dr. Murray suggested that Mr. Ridenour write a letter to Mr. Blake, in his capacity as chair of VRIC, to tee up the issue for discussion by VRIC.

Dr. Murray offered an amendment to the Call for proposals, in the paragraph that spans the bottom of page 74 and the top of page 75 of the Agenda Book, along with any conforming amendments required, if any, as follows:

“Nothing herein is intended to limit the Virginia Research Investment Committee’s discretion to reserve or otherwise identify funding for proof of concept proposals below the minimum and apart from the limited submission concepts expressed herein. It is recommended that all proposals, including but not limited to proof of concept proposals, speak to the entire research and development cycle, including commercialization.” However, as of the publication date of this Call for Proposals, VRIC retains has not exercised its discretion to reserve funding for proof of concept proposals.”

Dr. Murray asked Ms. Seuffert to read the resolutions, which she did. Mr. Ridenour motioned to approve the resolutions with amendments. Mr. Lockhart seconded the motion. The following resolutions were approved unanimously (4-0).

BE IT RESOLVED, that the State Council of Higher Education for Virginia, in fulfillment of its responsibility in § 23.1-3133, approves the Call for Proposals for Round 1 of the Virginia Research Investment Fund grant competition, as presented and amended on May 16, 2017; and

BE IT FURTHER RESOLVED, that Council delegates to the agency director, who also is chairman of the Virginia Research Investment Committee, authority to approve technical corrections and clarifications to the Call for Proposals throughout the application process.

UPDATES FROM STAFF
Dr. Murray asked Dr. Edwards to provide the updates.

Dr. Edwards reiterated that VRIC will discuss the Call for Proposals at the May 19 meeting and vote on whether to issue the Call for Proposals at the VRIC meeting on May 24.

Dr. Edwards updated members on the status of the study of the assessment of the Commonwealth’s research assets. He stated that a Request for Information (RFI) was issued and six responses were received. Those responses informed the draft Request for Proposals (RFP) for the study, which will also be discussed at the VRIC meeting on Friday. Preliminary information from the study would be available in the fall to inform both the Commonwealth’s Research and Technology Strategic Roadmap and awards resulting from the Call for Proposals.

Mr. Lockhart asked for clarification whether the inventory of research assets included only education-based assets or other assets?

Dr. Edwards stated that the budget language authorizing the study includes an assessment of federal labs and the private sector.

Mr. Lockhart asked whether spinoff companies associated with intellectual property developed at academic institutions would be part of the study.

Dr. Edwards responded that that was the intention.

Dr. Murray requested that Council’s ad hoc committee on research be provided an opportunity to meet with consultants and provide input into study.

Mr. Blake responded that Council’s role in academic research extends beyond VRIF and, therefore, such a meeting would certainly be appropriate.

Continuing with the update, Dr. Edwards stated that INOVA’s partnerships with universities on the Global Genomics and Bioinformatics Research Institute would be on the agenda at the May 24 VRIC meeting.

Finally, Dr. Edwards highlighted increases in federal research funding in the recent federal budget. Dr. Murray stated that the Virginia congressional delegation worked well across the aisle to support those budget items.

Mr. Blake concluded by recognizing the complexity of what the ad hoc committee and staff have done over the past six months. He stated that, now that the task is done, future leadership of Council will determine whether to continue the ad hoc committee.
Mr. Light, Mr. Lockhart, and Dr. Murray all spoke in support of retaining a committee focused on research.

**ADJOURNMENT**

Dr. Murray adjourned the meeting at 8:37 a.m.

William Murray
Chair, SCHEV Ad Hoc Committee on Research

Lynn Seuffert
Associate for Research Investment
Mr. Minor called the meeting to order at 1:05 p.m. in the SCHEV 10th floor conference room, 101 N. 14th Street, Richmond, Virginia. Council members present: Ken Ampy, Marge Connelly, Henry Light, Gene Lockhart, G. Gilmer Minor, Stephen Moret, William Murray, Carlyle Ramsey, Thomas Slater, and Katharine Webb.

Committee member absent: Pamela Moran.

Heywood Fralin and Minnis Ridenour participated by phone.

Staff members present: Peter Blake, Beverly Covington, Joe DeFilippo, Wendy Kang, and Lee Ann Rung. Al Wilson from the Office of the Attorney General was also present.

On request of the Chair, Ms. Rung took a roll call vote to document attendance.

**ACTION ON COUNCIL ELECTIONS**

Mr. Minor reminded members that the Council’s election of officers was postponed from the last meeting because the Governor’s appointments had not been made at that time. Mr. Minor and Mr. Light contacted all members individually to determine a slate of officers. Mr. Minor offered to take nominations from the floor or to provide the recommendations that were based on his conversations with members. Mr. Slater suggested that Mr. Minor provide the recommendations provided by the members. Mr. Light said the group was unanimous in recommending that Mr. Fralin be appointed Chair, now that he has been reappointed by the Governor. Dr. Murray moved to close the nominations. The motion was seconded by Dr. Ramsey and approved unanimously.

Mr. Light said the Vice Chair position was one that members felt needed to be discussed. Mr. Lockhart was the lead candidate, and Mr. Light reported that Mr. Lockhart was enthusiastic about filling this role. Mr. Light made a motion to nominate Mr. Lockhart for Vice Chair. Dr. Murray made a motion to close the nominations. The motion was seconded by Mr. Webb and approved unanimously. **Dr. Murray made a motion to approve in block the appointment of Heywood Fralin as Chairman and Gene Lockhart as Vice Chair. The motion was seconded by Mr. Slater and approved unanimously.**

On a motion by Dr. Murray and seconded by Mr. Slater, Mr. Light was nominated to fill the role of Council Secretary. Dr. Murray moved to close the nominations. The motion was seconded by Ms. Webb and approved unanimously. Dr. Murray renewed his motion to approve **Mr. Light's appointment as Secretary.** The motion was seconded by Dr. Ramsey and approved unanimously.
Per Council’s bylaws, committee chairs are appointed by the Council Chair. Mr. Fralin appointed Ms. Connelly to continue serving as Chair of the Resources and Planning Committee and Ms. Webb to chair the Academic Affairs Committee.

Mr. Fralin thanked members for their confidence in him and thanked Mr. Minor for his leadership as Chair over last three years. Mr. Fralin expressed his desire to work as a team with members and staff to continue SCHEV’s good work.

**PRELIMINARY DISCUSSION OF MEETING DATES AND LOCATIONS FOR CALENDAR YEAR 2018**

Mr. Blake asked members to review their availability on the proposed dates. He also suggested that the Council consider meeting at Richard Bland College or at a community college near Richmond in July 2018. Mr. Moret proposed that Richard Bland College be contacted about the possibility of hosting the July 2018 meeting. Members requested that Ms. Rung send a poll with all of the proposed dates.

Mr. Minor thanked the Council members for their hard work and dedication during his tenure and said he expects to remain involved in higher education.

**MOTION TO ADJOURN**

Mr. Fralin adjourned the meeting at 1:30 p.m.

Minnis Ridenour  
Council Secretary

Lee Ann Rung  
Director, Executive & Board Affairs
Dr. Edward “Ted” Raspiller
President, John Tyler Community College President

Dr. Edward “Ted” Raspiller joined John Tyler Community College in August 2013, becoming its seventh president.

Dr. Raspiller has more than two decades of experience in higher education that includes roles in college leadership and administration, teaching, workforce development, fundraising, and counseling. Before coming to Tyler, he served as president of Blinn College’s Brazos County Campuses in Texas, a college where he also taught and, earlier in his career, served as dean of technical and workforce education. Prior to becoming president of Blinn’s Brazos County Campuses, Dr. Raspiller served as the graduate program director of Old Dominion University’s (ODU) Community College Leadership Program, as chair of ODU’s Department of Educational Foundations and Leadership, and as a member of ODU’s faculty. In addition, he has held a variety of positions at two-year colleges, including interim president and also vice president of Waukesha County Technical College in Wisconsin; campus dean and director of adult continuing education at Texas State Technical College; and director of the Integrating Work & Learning Project at Southeastern Community College in Iowa.

Dr. Raspiller currently serves on the Editorial Board for the Community College Review research journal, the Virginia Board of Workforce Development and the Chesterfield Chamber of Commerce Board of Directors.

He holds a Doctor of Education in Leadership and Educational Policy Studies, Adult Continuing Education and a Master of Science in Education in Adult Continuing Education from Northern Illinois University; a Bachelor of Arts from Governors State University; and an Associate of Arts from College of DuPage.
State Council of Higher Education for Virginia
Agenda Item

**Item:** Council #A5– Report of the Agency Director

**Date of Meeting:** July 18, 2017

**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
July 18, 2017

2017-18 tuition and fees: Public colleges and universities set tuition rates this spring for the 2017-18 academic year. Based on preliminary data, average tuition and mandatory fees at four-year institutions will be approximately $12,702, an increase of about $565 over last year. Community college prices will increase by $120 to $4,508. As we have done annually for decades, SCHEV will produce a detailed tuition and fee report by August 1. The average increase for room and board at 4-year institutions is 3%, the lowest annual increase since 2001.

2018-20 budget and policy preparation. Over the next few months, staff will be working on the various operating and capital budget calculations necessary to prepare for the fall Council meetings – with review and discussion planned for September and action expected in October. This action will be the first step in the 2018-20 biennial budget process which will be followed in December by the last budget to be introduced by Governor McAuliffe, and the 2018 legislative session in January, a 60-day “long” budget session. Staff will work collaboratively with the institutions, including the Six-Year Plan meetings scheduled to begin July 24, to identify core operating budget needs such as faculty salaries, instructional and research equipment, the maintenance of new academic space and other initiatives that support the goals of The Virginia Plan for Higher Education. Student financial aid needs will continue to be a high priority. Finally, the need to for new academic and administrative space will be evaluated and prioritized based on the Council’s Fixed Asset Guidelines and the accumulated backlog of deferred maintenance will be reviewed for potential funding through the Commonwealth’s Maintenance Reserve Program.

Board of visitors planning. We convened the third meeting of the planning group for the 2017 board of visitors orientation session. Council members Tom Slater and Katie Webb participated in the planning. The group also includes two university presidents and other institutional representatives. This year’s event will be held October 24-25 at the Virginia Historical Society in Richmond, with an evening reception on October 24 at the Virginia Museum of Fine Arts.

Organization and work of committees. With new members and officers in place, the Council has an opportunity to review how it is organized and how its committees work. For the first meeting of the year, the committee structure essentially is the same, but with the following changes:

- Dr. Rosa Atkins replaces Dr. Pam Moran on the Academic Affairs Committee.
- Ms. Katie Webb replaces Mr. Gene Lockhart as chair of the Academic Affairs Committee.
- As chair, Mr. Heywood Fralin is not assigned to any committee (yet remains a member of both committees).

The chair may make other changes prior to the next meeting. Please let Mr. Fralin or me know if you are interested in serving on a different committee.
Also, Council members discussed the idea of establishing a permanent committee on research. I recommend incorporating the subject matter into one of the existing committees.

Finally, we have made small changes to the agenda book and will make others to improve how we present material for Council member consideration and discussion. We welcome input on the format and presentation of agenda materials.

**Communications.** SCHEV continues its work to improve communications with policy makers, students and families. We are collaborating with General Assembly staff to develop common background information on higher education value, cost, restructuring and governance. These materials will be made broadly available to institutions, legislators and executive staff. SCHEV also is collaborating with college-access providers and the Department of Education to develop resources to help student plan for college. The resources will include a compilation of “affordable pathways” options for students. The goal is to develop resource that can be used by access providers, counselors and teachers across the state.

**Out and about:** After 200 miles of walking across England, one might think that I had time to think lofty thoughts. In fact, it was far more tactical. I spent most of the time looking at maps and watching my feet. Miles of steep slopes of round rocks left me exhausted at the end of the day. Every morning, however, I jumped out of bed, laced on my boots and set off on another adventure. We walked from the craggy hills of Cumbria, across the high moors and verdant fields of North Yorkshire and finally along the dramatic cliffs near the North Sea. The English have a long tradition of allowing public access to private land, which makes possible wide-ranging hikes in many directions. Single-track trails, some of which follow sacred paths that pre-date the Roman invasion, crisscross the island. In addition to the striking views that never grew old, we met dozens of people along the hike – folks from the US, Canada, England, Australia, Belgium and elsewhere. Some hikers had done the “coast to coast” more than once. One couple was celebrating their 50th wedding anniversary, and 80-year-old Edward Dennison was completing the walk for his fourth – “and probably my last” – time. I managed to lose a little weight, in spite of my best efforts to eat a huge English breakfast most every day (eggs, bacon, sausage, tomato, baked beans, mushrooms, toast, cereal, fruit and yogurt). Our dinners consisted mostly of "pub grub," notably lamb, fish and chips, and pizza. Even if I did not have a lofty thought, the walk gave me rare experiences about humankind and the environment that I can adapt to my more routine life. I waited this long to undertake an adventure of this duration and magnitude. I recommend that all of you do it sooner (and more often) than I have!
Stephen Moret
President and CEO, Virginia Economic Development Partnership

Stephen Moret joined the Virginia Economic Development Partnership (VEDP) in 2017. VEDP is the economic-development authority for the Commonwealth of Virginia.

Prior to VEDP, Moret served as president and CEO of the LSU Foundation. Concurrently he served as executive director of the LSU Property Foundation.

From 2008 through early 2015, Moret served as secretary of the Louisiana Department of Economic Development. In that role he directed business-development efforts and cultivated higher-education partnerships that helped secure a diverse array of economic development projects including software/IT, food/agricultural-processing facilities, and a few of the largest foreign direct investment manufacturing projects in U.S. history. Altogether, Dr. Moret and his team helped secure private-sector capital investments in excess of $62 billion. He also established LED FastStart, which The Economist called “probably the most notable statewide workforce-development initiative [in America].”

During Moret’s tenure, LED repeatedly was recognized as one of the top-performing state economic development agencies in the U.S., and Louisiana improved to its highest-ever position in every national ranking of state business climates. Business Facilities ranked LED FastStart the best state workforce-training program in the United States every year from 2009 through 2015. Moret previously served as president and CEO of the Baton Rouge Area Chamber of Commerce; a management consultant with McKinsey & Company; a public policy fellow with the Public Affairs Research Council of Louisiana (a good-government think tank); a consultant to Harvard Business School; assistant to the chancellor of LSU; and an environmental consultant to industry at Trinity Consultants.

Moret earned a B.S. in mechanical engineering from LSU and an MBA from Harvard Business School. He earned a doctorate (Ed.D.) in higher education management, with Distinction for Dissertation, from the University of Pennsylvania, where his research focused on linkages between higher education and the labor market in the United States.
Summary of Academic Affairs Committee Actions & Discussions (Chair: K. Webb)

#B3, Action on Programs at Public Institutions
- BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Master of Science (M.S.) degree program in Criminal Justice (CIP: 43.0104), effective spring 2018.
- BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Old Dominion University to initiate a Master of Science (M.S.) degree program in Sport Management (CIP: 31.0504), effective fall 2017.
- BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Thomas Nelson Community College to initiate an Associate of Fine Arts degree program in Visual Arts (CIP: 50.701), effective fall 2017.

#B4, Action on Policy on Student Learning Assessment and Quality in Undergraduate Education
- BE IT RESOLVED that the State Council of Higher Education for Virginia approves the Policy on Student Learning Assessment and Quality in Undergraduate Education, effective immediately, and directs staff to implement its provisions collaboratively with public institutions of higher education.

#B5, Status Report on ACICS Schools Operating in Virginia

#B6, Briefing on Private Sector Regulation by SCHEV

#B7, Discussion of Updates to The Virginia Plan for Higher Education

#B8, Report of the Staff Liaison to the Academic Affairs Committee, by Dr. Joseph G. DeFilippo
Summary of Resources and Planning Committee Actions & Discussions (Chair: M. Connelly)

#C3, Action on Full Cost Report
- BE IT RESOLVED that the State Council of Higher Education for Virginia approves the 2017-18 Full Cost Report.

#C4, Action on Financial Assistance for Industry-Based Certification and Related Programs – SCHEV Guidance Document
- BE IT RESOLVED that the State Council of Higher Education for Virginia approves the amended guidelines for usage of state need-based financial aid for industry-based certification and related programs that do not qualify for other sources of student financial assistance. Council delegates to staff to make future non-substantive administrative changes to the program as needed.

#C5, Briefing on Enrollment Projections and Degree Estimates

#C6, Discussion of VGAP Regulation Amendments

#C7, Discussion of Updates to The Virginia Plan for Higher Education
State Council of Higher Education for Virginia
Agenda Item

Item: Council #A10 – Action on 2018 Meeting Schedule

Date of Meeting: July 18, 2017

Presenter: Peter Blake, Director
peterblake@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
  Date: June 27, 2017
☐ Action:

Background Information/Summary of Major Elements:

- The Council meets regularly in the months of January, March, May, July, September, and October. Additional meetings may be held with reasonable public notice for ad hoc committee meetings and/or retreats at the call of the Council chair.

- Since 2009, the Council has included in its schedule a meeting with the public college presidents. The date of that meeting will be coordinated with the Council of Presidents (COP) but will coincide with the regular Council meeting in September, as noted below.

- The General Assembly session begins on Wednesday, January 10, 2018.

- The proposed schedule includes one-day meetings (committee meetings and the full Council) in January and July instead of the usual day-and-a-half schedule that is typical in other months.

- Meetings generally are held on the third Monday/Tuesdays except for all-day meetings and as follows:
  - The January meeting date was chosen to occur before the General Assembly session.
  - The October date was chosen to allow staff additional time between the September and October meetings to prepare final budget recommendations.
As requested at the special meeting on June 27, staff conducted a poll to determine members’ availability on the proposed dates. Most members are available on the proposed dates.

Staff has confirmed that the institutions noted below have agreed to host the meetings on the dates provided. Staff will collaborate with the Council of Independent Colleges in Virginia to determine a private college location for the May 21-22 meetings.

**Materials Provided:** None.

**Financial Impact:** None.

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

**Resolution:**

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following meeting schedule for calendar year 2018 and requests that staff distribute the information to all Council members:

**Briefings and/or committee meetings on Monday afternoon - meetings on Tuesday (with the exception of one-day meetings):**

- January 9 – SCHEV Offices (Richmond)
- March 19-20 – travel to public institution (CNU)
- May 21-22 – travel to private institution TBD – May 21 will include a meeting with private college presidents)
- July 17 – SCHEV Offices (Richard Bland College)
- September 17-18 – travel to public institution (UMW) – September 17 will include a meeting with public college and university presidents)
- October 29-30 – SCHEV Offices (Richmond)
State Council of Higher Education for Virginia
Agenda Item

Item: Council #A12 - Receipt of Items Delegated to Staff

Date of Meeting: July 18, 2017

Presenter: Peter Blake, Director
peterblake@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
  Action: The Council approved delegation of certain items to staff

Background Information/Summary of Major Elements:

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

Materials Provided:

Program actions approved:
  • The College of William and Mary
  • George Mason University
  • Longwood University
  • Old Dominion University
  • Virginia Tech

Program actions reported:
  • George Mason University
  • Old Dominion University
  • Radford University
  • University of Virginia
  • Virginia Commonwealth University
  • Virginia Tech

National Council for State Authorization Reciprocity Agreements approved:
  • University of Fairfax

Internal and Off-Campus Organizational Changes approved:
  • University of Virginia
  • Virginia State University
Postsecondary, Non-Degree Institutions Certified to Operate in the Commonwealth of Virginia
  • Agile 1 Tech IT Training School
  • Byers Technical Institute
  • Coding Dojo
  • Greenlink Training Institute

Approved Changes for Certified Institutions
  • Embry Riddle Aeronautical University

Institutional Financial Aid Plans
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:

**Program Actions**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree/Program/CIP</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College of William and Mary</td>
<td><strong>CIP Code Approved:</strong> Change the CIP code of the Doctor of Philosophy in Computer Science from 11.0101 to 11.0701</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>George Mason University</td>
<td><strong>Facilitated Staff Approval:</strong> Bachelor of Science degree program in Statistics (27.0501). [Conferral: Spring 2020]</td>
<td>Spring 2018</td>
</tr>
<tr>
<td>George Mason University</td>
<td><strong>Substantial Program Modification Approved:</strong> Modify the credit hours of the Master of Science in Biostatistics (26.1102) from 36 to 30</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Longwood University</td>
<td><strong>Title Change Approved:</strong> Change the title of the Bachelor of Arts and Bachelor of Science degree program in Anthropology (45.0201) to Anthropology and Archaeology (45.0201)</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td><strong>Substantial Program Modification Approved:</strong> Modify the credit hours, add a new delivery format, and change the name of the Doctor of Philosophy in Public Administration and Urban Policy (44.0401) with 60 credit hours to a Doctor of Philosophy in Public Administration and Policy (44.0401) with 49 credit hours</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td><strong>Spin-Off Program Approved:</strong> Spin-off a Master of Science degree program in Speech-Language Pathology (51.0203) from the existing Master of Science in Education in Speech-Language Pathology (51.0204)</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td><strong>Title Change Not Approved:</strong> Change the title of the Bachelor of Arts degree program in Theatre and Dance (50.0501) to a Bachelor of Arts degree program in Theatre Arts (50.0501)</td>
<td>June 26, 2017</td>
</tr>
<tr>
<td>Virginia Tech</td>
<td><strong>CIP Code Approved:</strong> Change the CIP code of the Graduate Certificate in Technology Management from 52.1206 to 14.3501</td>
<td>Summer 2017</td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree/Program/CIP</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Mason University</td>
<td><strong>Simple Program Modification:</strong> Modify the credit hours and change the name of the Graduate Certificate program in Teaching Students with Autism (13.1013) with 12 credit hours to a Graduate Certificate program in Autism Spectrum Disorders (13.1013) with 15 credit hours</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td>Initiate two new Graduate Certificate programs [Conferral: Spring 2018]</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Radford University</td>
<td>Initiate two new Undergraduate Certificate programs [Conferral: Spring 2018]</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>Initiate a new Graduate Certificate in Teaching Gifted Learners in PreK-12 Education (13.1004) [Conferral: Spring 2018]</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td>Initiate a new Graduate Certificate in Health Behavior Coaching (51.2207) [Conferral: Summer 2018]</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td><strong>Simple Program Modification:</strong> Add an online delivery format to the Doctor of Education in Leadership (13.0401) [Conferral: Spring 2020]</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td><strong>Simple Program Modification:</strong> Modify the credit hours of the Doctor of Philosophy degree program in Biostatistics (26.1102) with 77 credit hours to 78 credit hours</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Virginia Tech</td>
<td>Initiate three new Graduate Certificate programs [Conferral: Spring 2018]:</td>
<td>Fall 2017</td>
</tr>
<tr>
<td></td>
<td>- Economic Risk and Global Inequality (44.0504);</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Human Sexuality Studies (30.1701);</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Urban Computing (11.0199)</td>
<td></td>
</tr>
</tbody>
</table>
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 items were approved as delegated to staff:

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Fairfax</td>
<td>April 27, 2017</td>
</tr>
</tbody>
</table>

Pursuant to the Code of Virginia, § 23.1-203 and Council’s “Policies and Procedures for Internal and Off-Campus Organizational Changes,” the following items were approved as delegated to staff:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Change/Site</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Virginia</td>
<td>Create the <a href="#">Department of the Carter G. Woodson Institute for African American and African Studies</a></td>
<td>June 7, 2017</td>
</tr>
<tr>
<td>Virginia State University</td>
<td>Create the <a href="#">Department of Educational Leadership</a> from the Department of Administrative and Organizational Leadership and the Department of Doctoral Studies</td>
<td>June 1, 2017</td>
</tr>
</tbody>
</table>

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[Department of the Carter G. Woodson Institute for African American and African Studies](#): The Department will be located in the College and Graduate School of Arts and Sciences. The Department will oversee undergraduate course offerings in African American and African Studies, make it possible for tenure-track and tenured faculty to have their tenure home in a department, and will enhance the recruitment of faculty and students.

[Department of Educational Leadership](#): The Department will reside in the College of Education. The Department will administer and coordinate two academic degree programs. The reorganization of the two departments will facilitate faculty collaboration on research and grant activities, allow for a more seamless approach to maintain curricular offerings, and reduce operating costs.
Pursuant to the Code of Virginia, § 23.1-213 to 229 and section 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**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Location(s)</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agile 1 Tech IT Training School</td>
<td>Manassas, VA</td>
<td>June 12, 2017</td>
</tr>
<tr>
<td>Byers Technical Institute</td>
<td>Buena Vista, VA</td>
<td>May 22, 2017</td>
</tr>
<tr>
<td>Coding Dojo</td>
<td>McLean, VA</td>
<td>June 26, 2017</td>
</tr>
<tr>
<td>Greenlink Training Institute</td>
<td>Arlington, VA</td>
<td>May 24, 2017</td>
</tr>
</tbody>
</table>

**Approved Changes for Certified Institutions**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Name Change/Additional Location(s)</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Embry Riddle Aeronautical University</td>
<td>Branch Campus: Quantico, VA</td>
<td>May 24, 2017</td>
</tr>
</tbody>
</table>

**Institutional Student Financial Aid Plans**

Pursuant to §4-5.01.b.1.a of the Virginia Acts of Assembly, staff has reviewed each individual institution’s plan for expenditure of its appropriation for undergraduate student financial assistance and assumptions and calculations for determining the cost of education and student financial need. The institutions' reports have been received and reviewed in accordance with the Appropriation Act.
Mr. Lockhart (Chair) called the meeting to order at 2:12 p.m. at the Institute for Advanced Learning (IALR) in Danville, Virginia. Committee members present: Gene Lockhart, Carlyle Ramsey, Heywood Fralin, Ken Ampy, Katherine Webb.

Staff members present: Joe DeFilippo, Sylvia Rosa-Casanova, Beverly Covington, Wendy Kang, and Jodi Fisler.

APPROVAL OF MINUTES

On motion by Mr. Ampy, and seconded by Ms. Webb, minutes from the March 20, 2017, meeting were approved unanimously.

ACTION ON PROGRAMS AT PUBLIC INSTITUTIONS

James Madison University, Master of Science (M.S.) in Sport and Recreation Leadership (CIP: 31.0504)

In attendance:
Dean Mary Gowan, Dean of College of Business
Dr. A.J. Morey, Associate Vice Provost for Cross Disciplinary Studies
Dr. Julia Wallace Carr, Associate Professor of Sport & Recreation Management

Dr. DeFilippo provided an overview of the proposed program. He said that it has a concentration that is the only program of its kind in the country and is well aligned with current employment demands and job opportunities. ODU and VSU have programs in the broad area, but the program is not specifically duplicative. The program will not involve new investment as it is being elevated to program status from a major within the kinesiology program.

On motion by Mr. Ampy and seconded by Dr. Ramsey, 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 James Madison University to initiate a Master of Science (M.S.) degree program in Sport and Recreation Leadership (CIP: 31.0504), effective Fall 2017.
ACTION ON PRIVATE AND OUT-OF-STATE POSTSECONDARY (POPE) INSTITUTIONAL CERTIFICATIONS

Dr. DeFilippo provided an overview of the proposed certification of University of Phoenix to operate three campuses in Virginia. The institution is owned by Apollo Education Group, Inc., which was purchased by AP VII Queso Holdings, L.P., earlier this year. Pursuant to Virginia Code, the certification to operate does not transfer upon an ownership change, so the new owner must re-apply. The new certification will not alter the institution’s locations or program mix in Virginia. Committee members discussed what would happen if the school wished to add locations and whether the officers will remain the same as before the sale.

On motion by Mr. Ampy and seconded by Ms. Webb, 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 University of Phoenix to operate a degree-granting postsecondary institution with branches in Virginia Beach, Arlington, and Richmond in the Commonwealth of Virginia, effective May 16, 2017.

Update on Pathways Initiative 1 – Wendy Kang presented updates regarding the High School to Postsecondary Transitions Task Force and a grant submission to the Jameel – Poverty Action Lab North America at MIT to study low cost college preparation interventions. SCHEV will utilize grant funding to develop a student and parent focused website for use in high schools along with informational videos.

Update on Quality Initiative 4 – Dr. DeFillippo presented updates, including the preparation of a sample report on wage and debt outcomes which was requested by Council at the April meeting. There was discussion about providing a clear message regarding the report and to what extent the study would be correlated to specific jobs. Dr. Jodi Fisler provided updates regarding the upcoming meeting on civic engagement and the progress on development of the assessment policy. Discussion took place regarding the metric/rubric that would apply to civic engagement within the assessment policy. Dr. Fisler said that the competencies lend themselves to different assessment methods and the policy will allow the institutions to choose an appropriate measure.

Ms. Webb asked for written follow-up on the ODU proposal from last meeting. Dr. DeFilippo said staff is working with the institution and expects to bring it back in July.

REPORT OF THE STAFF LIAISON TO THE COMMITTEE

Dr. DeFilippo referred members to page 42 of the agenda for the liaison report. He specifically highlighted the item congratulating Sylvia Rosa-Casanova for completing a two-year term as the president of The National Association of State Administrators and Supervisors of Private Schools (NASASPS).
ADJOURNMENT

Mr. Lockhart adjourned the meeting at 2:32 p.m.

Gene Lockhart
Chair, Academic Affairs Committee

Beverly Covington
Staff, Academic Affairs
State Council of Higher Education for Virginia
Agenda Item

Item: Academic Affairs Committee #B3 – Action on Programs at Public Institutions

Date of Meeting: July 18, 2017

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:

- George Mason University, Master of Science (M.S.) in Criminal Justice (CIP: 43.0104)
- Old Dominion University, Master of Science (M.S.) in Sport Management (CIP: 31.0504)
- Thomas Nelson Community College, Associate of Fine Arts (A.F.A.) in Visual Arts (CIP: 50.701)

Financial Impact: See individual program summaries below.

Timetable for Further Review/Action: N/A

Resolutions:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Master of Science (M.S.) degree program in Criminal Justice (CIP: 43.0104), effective spring 2018.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Old Dominion University to initiate a Master of Science (M.S.) degree program in Sport Management (CIP: 31.0504), effective fall 2017.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Thomas Nelson Community College to initiate an Associate of Fine Arts degree program in Visual Arts (CIP: 50.701), effective fall 2017.
Program Description
George Mason University (GMU) is proposing the creation of a Master of Science (MS) degree program in Criminal Justice to be initiated in spring 2018. The program would be located in the College of Humanities and Sciences, Department of Criminology, Law and Society. Designed to prepare students to serve as practitioners in the criminal justice system, the proposed program will provide advanced study in evidence-based practices that will help to resolve problems in areas such as crime prevention, law enforcement, juvenile delinquency, forensics, and corrections. The program would prepare students to implement and evaluate policies and practices that promote effectiveness, fairness, and justice in the criminal justice system. The curriculum will provide a comprehensive grounding in applied criminal justice and include core coursework in evidence-based crime and justice policy, policy and practices evaluation, leadership in justice organizations, legal and ethical issues, and criminal justice research methods and data analysis. A required research practicum would provide students with the opportunity to integrate and apply knowledge in a semester-long research project. Graduates will possess knowledge and skills to collect and analyze data on criminal justice issues, develop and implement evidence-based programs, write policy briefs, and manage projects to improve organizational performance. GMU developed 15 new courses for the degree program. The courses include all of the core courses and eight of the restricted elective courses.

The program would require 30 credit hours of graduate coursework. All students would be required to complete: 21 credit hours of core coursework; and nine credit hours for restricted electives.

Justification for the Proposed Program
GMU contends that “criminal justice practitioners and policy makers have come to rely increasingly on analysts to provide reviews of operational data and help translate research for frontline implementation.” In 2016, Bloomberg et al. noted, “the growing recognition of the importance of criminal justice policies that are efficient, cost-effective, and evidence-based has been reflected in the actions of the local, state, and national policymakers and researchers. With increasing frequency... policymakers have sought to incorporate evidence-based research into their criminal justice policy and practice decisions” (Bloomberg, Thomas et al. Advancing Criminology and Criminal Justice Policy. Routledge, 2016). In 2013, the Center for Court Innovation conducted a survey of criminal justice leaders. On average, the 624 respondents had over 26 years of experience in the criminal justice system. A key finding of the survey was that “46% of respondents reported “always” using research or evaluation findings to guide programmatic decisions, with an additional 43% reporting that research [was] used “sometimes....” 39% of respondents reported employing researchers on their staff to evaluate performance” (https://www.bja.gov/Publications/CCI-InnovationSurveyReport.pdf). In a letter of support, the Vice President of Strategic
Initiatives for a policing organization noted, “there is a critical gap or lack of practical skills in our collective efforts to educate the next generation of criminal justice leaders.... Programs that focus substantially on the theoretical aspects of criminal justice ... leave graduates entering the workforce without any real understanding of how the theories are actually applied and simply does not prepare them to lead smartly.... [The proposed program] focuses on preparing students to identify and to leverage evidenced-based policies and practices... and would be an ideal contribution to our professional community.” GMU affirms that graduates of the proposed program will possess knowledge of data and crime analysis and will be able to address the industry’s need for experts to analyze and evaluate research and policy for immediate and practical use.

GMU possesses the capacity to offer the proposed degree program. The Department of Criminology, Law and Society has three research centers. The Center for Justice Leadership and Management conducts justice-related research, provides professional technical assistance and training, and disseminates research findings through publications and at conferences. The Center for Evidence-Based Crime Policy was established in 2008 and works to make scientific research a key component in crime and justice policies and practices. The Center for Advancing Correctional Excellence works to advance knowledge of how to improve correctional outcomes and advance scientific understanding of effective interventions. GMU notes that the centers “will provide support for the proposed program” and will be beneficial to students by “providing learning and networking opportunities.”

**Student Demand**

In spring 2016, GMU surveyed undergraduate students enrolled in 400-level undergraduate criminology, law, and society courses. Of the 140 juniors and seniors, 131 were majoring in criminology, law and society. When asked how likely would they be to apply to the proposed program, of the 140 respondents 23 (approximately 16%) indicated “extremely likely” to apply and 61 (approximately 44%) indicated “likely” to apply.

In spring 2016, GMU surveyed employees of seven criminal justice agencies in the Northern Virginia area. Of the 222 respondents, 206 had two or more years of college education. When asked how likely would they be to apply to the proposed program, of the 206 respondents 25 (approximately 12%) indicated “extremely likely” to apply and 65 (approximately 32%) indicated “likely” to apply.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 12 in the program's first year (2017-18). The projections continue as follows: FTES 2018-19, 29.0; 2019-20, 42.0; and 2020-21, 46.0. GMU anticipates having 26 graduates each year beginning in 2021-22. If these projections are met, this program will meet Council’s productivity/viability standards within five years, as required.
**Market/Employer Demand**

The proposed program will prepare students for entry-level and junior-level positions in the criminal justice field. Graduates will be able to fill positions as data, crime, or policy analysts, program developers, management analysts, supervisors, and project managers. Organizations and agencies such as police departments, state crime commissions, courts, police foundations, probation and parole offices, and corrections boards are seeking academically trained professionals to conduct research on evidence-based programs and practices, research and analyze public policy issues relating to criminal justice and public safety, and draft reports and policies. Employment announcements, in Virginia and nationally show demand for graduate-level trained professionals. Data specific to future employment demand was not available as the Bureau of Labor Statistics (BLS) and the Virginia Employment Commission, Virginia Workforce Connection (VAWC) do not have a job category for crime analysts or policy analysts. However, in a related area the BLS predicts that between 2014 and 2024 employment of management analysts is expected to grow “much faster than the average” for all occupations or 14% (https://www.bls.gov/ooh/business-and-financial/management-analysts.htm#tab-2). The BLS notes that “job opportunities are expected to be best for those who have a graduate degree or a certification, specialized expertise, fluency in a foreign language, or a talent for sales and public relations.” The Virginia Employment Commission (VEC) predicts that between 2014 and 2024, employment of management analysts is expected to increase 15.72% or 1.47% annually (available at: https://data.virginialmi.com/http://www.vawc.virginia.gov/).

**Issues of Duplication**

Four public institutions (NSU, RU, VCU, and VSU) offer similar degree programs. Norfolk State University (NSU) offers a MA in Criminal Justice. NSU's program is similar to the proposed program in that courses are required in research methods, data analysis, and legal ethical issues in criminal justice. NSU's program differs from the proposed program in that coursework in theories of crime delinquency and policy analysis are required. GMU's program will require a course in evidence-based crime and justice policy. NSU's program does not require such a course.

Radford University (RU) offers a MA/MS in Criminal Justice. RU's MA and MS programs are similar to the proposed program in that courses are required in research methods, quantitative analysis, and criminal justice and crime policy. RU's programs differ from the proposed program in that courses in criminological theory, constitutional law, and the policymaking process are required. GMU's program will require a course in legal and ethical issues and courses in leadership and program implementation; RU's programs do not require such courses.

Virginia Commonwealth University (VCU) offers a MS in Criminal Justice. VCU's program is similar to the proposed program in that courses are required in research methods, organizational and management issues, legal and ethical issues, and criminal justice and crime policy. VCU's program differs from the proposed program in that a course in criminological theory is required. GMU's program will require a course in leadership in criminal justice organizations. VCU's program does not require such a course.
Virginia State University (VSU) offers a MS in Criminal Justice. VSU's program is similar to the proposed program in that core courses are required in research methods, data analysis, and legal and ethical issues. VSU's program differs from the proposed program in that it requires courses in criminological theory and the policy making process. VSU's program also includes four areas of concentration. GMU's program will require a course in evidence-based crime and justice policy program. VSU's program does require such a course. GMU's program does not include concentration areas.

GMU's proposed MS in Criminal Justice differs from the other programs in that it has a particular focus on applying evidence-based standards to the formulation, implementation, and evaluation of policies and practices. Moreover, GMU's program requires a course in program evaluation and research practicum course and no other programs require such coursework. GMU stressed that “the proposed program will be the only program physically located in and directly serving Northern Virginia and the Washington, DC metropolitan area.”

**Resource Needs**
The proposed program will be funded primarily through reallocations in the Department of Criminology, Law and Society. The institution will reallocate resources to support library costs. 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 degree program.

**Board Approval**
The GMU Board of Visitors approved the proposed program on October 13, 2016.

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

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Master of Science (M.S.) degree program in Criminal Justice (CIP: 43.0104), effective spring 2018.**
Program Description
Old Dominion University (ODU) is proposing the creation of a Master of Science (MS) degree program in Sport Management to be initiated in fall 2017. The proposed program would be located in the Darden College of Education, Department of Human Movement Sciences. The program will be offered via three delivery formats: traditional, face-to-face; fully online; and hybrid.

The program will provide students with an understanding of the theories and principles of sport management and their application to a variety of sport business environments. The core curriculum will include courses in sport finance, management and leadership in sport, research methods, strategic marketing in sport, applied statistics and data analysis, and sport law. The program would enable students to focus on the business aspects of the sport industry and provide students with the skills to function as managers and leaders in the field. Graduates would possess knowledge and skills to: 1) plan, organize, lead, and evaluate programs and functions of a sport organization; 2) conduct research, analyze data, and prepare reports that identify business opportunities and address critical challenges; 3) administer financial operations; 4) develop data-based and innovative strategies to meet organizational objectives; and 5) create and execute promotional campaigns. ODU developed two new courses for the program.

The proposed degree program is designed to be accredited by the Commission on Sport Management Accreditation (COSMA). The program will include required coursework to meet the accrediting standards. ODU plans to initiate the application process for accreditation in fall 2018 and anticipates accreditation in 2020.

The program would require 36 credit hours of coursework. All students would be required to complete: 12 credit hours of coursework in core courses; six credit hours for research; 12 credits of restrictive elective coursework; and six credit hours for a capstone experience. A thesis, internship, or project option will be offered to fulfill the capstone requirement.

Justification for the Proposed Program
ODU has offered the MSED in Physical Education, Sport Management concentration since 1996. Although students enrolled in the degree program complete the sport management curriculum, graduates receive a MSED in Physical Education. ODU declares that the expansion of the concentration to a stand-alone degree program is needed “to eliminate curricular restraints… and allow students to earn a degree that more clearly matches the coursework and job opportunities.” Moreover, “a stand-alone [degree program] allows for a core curriculum that extends the knowledge, skills and abilities of students related to sport business concepts.” In the 2013 article, “Educational Programs for a Smoother Career Path: An Interview with Robin Ammon,
Ph.D.,” Dr. Ammon stated, “to succeed in the business of sport and in the execution of events, organizations need professionals with a specific knowledge base and skill set…. The demand for a better education, fueled by the need for professionals who are ready to handle the challenges the sport industry can offer, has led to an increase in the number of academic programs offered both at the undergraduate and graduate levels." Further, “it was not until the field expanded and grew more complex that employers -- and with them, educational institutions -- became cognizant of the need for individuals with specialized skill sets” (https://www.sportsdestinations.com/management/education/educational-programs-smoother-career-path-intervie-6069). ODU asserts that graduates of the proposed program will have breadth and depth of knowledge and skills in sport management and with advanced training, be able to serve as competent leaders, managers, and innovators within the sport industry.

Student Demand
Student enrollment in the MSED in Physical Education, Sport Management concentration demonstrates student demand. In 2014-2015, 41 students were enrolled in the concentration; in 2015-2016, 44 students were enrolled; and in fall 2016, 43 students were enrolled in the concentration.

In spring 2016, ODU surveyed undergraduate juniors and seniors enrolled in sport management courses. Of the 70 respondents, 24 (approximately 34%) indicated that they were “very likely” to apply to the proposed program; 14 (approximately 20%) indicated that they were “likely” to apply to the proposed program.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 30 in the program’s first year (2017-18). The projections continue as follows: FTES 2018-19, 32.0; 2019-20, 33.0; and 2020-21, 34.0. ODU anticipates having 12 graduates each year beginning in 2021-22. If these projections are met, this program will meet Council’s productivity/viability standards within five years, as required.

Market/Employer Demand
Graduates of the proposed program will be prepared to work in public and private sport-related industries and institutions of higher education. Graduates will be qualified to fill positions such as coordinator of athletics marketing and promotions, associate athletic director for business and internal operations, account executive for sport activations, assistant director of athletic and facility operations, coordinator for sport club and risk management, and assistant director for recreational sports. Employment advertisements show demand for master-level graduates in Virginia and nationally. Data specific to future employment demand was not available as the Bureau of Labor Statistics (BLS) and the Virginia Employment Commission do not have a job category for sport management. However, in a related area the BLS projects between 2014 and 2024 employment of advertising and promotions managers is projected to grow “about as fast as average” or 5%; employment of marketing managers is expected to grow “faster than average” or 9% (https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-
The LMI projects that between 2014 and 2024 employment of marketing managers is expected to increase 12.79% or 1.21% annually; employment of advertising, marketing, promotions, public relations, and sales managers is expected to increase 9.20% or .88% annually (available at: http://www.vec.virginia.gov/#lmi-section).

Issues of Duplication
Three public institutions (GMU, VCU, and VSU) offer a similar or related degree program. George Mason offers a MS in Sport and Recreation Studies. GMU's program is similar to the proposed program in that courses in sport marketing, sport law, sport finance, and sport administration are required. GMU's program differs from the proposed program in that three credit hours are required for research methods and statistics; ODU requires six credit hours. GMU requires a course in foundations of sport and recreation studies. ODU will not require an equivalent foundation course.

Virginia Commonwealth University (VCU) offers a MEd in Sport Leadership. VCU's program is similar to the proposed program in that courses in sport marketing, sport law, leadership and management, and research methods are required. VCU's program differs from the proposed program in that coursework in sport finance and statistics is not required.

Virginia State University (VSU) offers a MS in Sport Management. VSU's program is similar to the proposed program in that courses in sport marketing, sport law, management of athletics, and statistics are required. VSU's program differs from the proposed program in that it requires core coursework in physical education. VSU's program does not require coursework in research methods and sport finance. ODU's program will require such coursework.

Resource Needs
The proposed program will be funded primarily through reallocations in the Department of Human and Movement Sciences. All of the resources used to support the MSEd in Physical Education, Sport Management concentration will be reallocated to the proposed program. The reallocation will not have a negative effect on existing programs. The institution will not seek additional state resources to initiate and sustain the program.

Board Approval
The ODU Board of Visitors approved the proposed program on December 3, 2015.

Staff Recommendation
Based on a thorough review of the application, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the Council:
BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Old Dominion University to initiate a Master of Science (M.S.) degree program in Sport Management (CIP: 31.0504), effective fall 2017.
Thomas Nelson Community College
Associate of Fine Arts (A.F.A.) in Visual Arts
(CIP: 50.701)

Program Description
Thomas Nelson Community College (TNCC) is proposing the creation of an Associate of Fine Arts (AFA) degree in Visual Arts to be initiated in the fall 2017. The proposed program would be housed in the Department of Communications, Humanities, and Social Sciences located on the Hampton Campus.

The proposed degree program provides a seamless pathway for students aspiring to transfer to a Bachelor of Fine Arts (BFA) program at a four-year institution. This program and its course of study is intended to parallel the freshman and sophomore years of BFA programs at most colleges and universities. The 62-credit hour requirement for the degree falls within the range of 60-63 credit hours authorized by SCHEV and the VCCS. Graduates of the program will possess the knowledge to 1) utilize the elements and principles of design; 2) apply specific technical, conceptual, and critical skills using art materials, media, and tools; 3) apply knowledge of art history as a foundation to visual literacy; 4) develop a comprehensive and professional portfolio; and 5) demonstrate aesthetic and technical skills that are required for the fine arts community or transfer to a four-year college. The proposed program requires 23 credit hours of general education coursework and 39 credit hours of core coursework.

Justification for the Proposed Program
TNCC asserts that programs currently offered in the fine arts are not adequately serving students interested in transfer into a BFA program. Currently TNCC offers an Associate of Applied Arts (AAA). The AAA is a career technical degree program that is “not designed for transfer and therefore the curriculum does not align with the curricula at receiving institutions.” Furthermore, students pursuing transfer with an AAA to a BFA program accumulate credits that do not count towards the bachelor’s degree, which increases time to completion and cost of education for the student.

Student Demand
In April and May of 2016, TNCC surveyed all students enrolled in “ART” classes. A total of 34 Fine Arts students completed the survey. Seventy-nine percent of the respondents indicated a preference for the proposed AFA degree over the current AAA degree. Additionally, 71% of the survey participants indicated an interest in transferring to a BFA program.

TNCC reports a growth of 10.8% in art programs between fall 2013 and fall 2015 while overall institutional enrollment fell by 16%. Enrollment projections for the proposed program show a full-time equivalent student enrollment (FTES) of 39 in the first year (2017-2018), 59 in the second year (2018-2019), and 69 by the third year (2019-2020). TNCC anticipates having 19 graduates each year beginning in 2019-2020. If these projections are met, this program will meet Council’s productivity/viability standards within five years.
Market/Employer Demand/Transfer Benefits
The AFA is designed to streamline transfer to BFA programs. The existing applied programs do not transfer seamlessly into BFA programs. The development of the AFA as a dedicated transfer degree offers the following benefits to students: 1) tuition savings at the community college compared to a four-year school, 2) tuition savings at the four-year school by reduced credit loss upon transfer, and 3) ease of transfer through the development of guided transfer pathways from the AFA to the BFA.

Christopher Newport University, Hampton University, James Madison University, Norfolk State University, Old Dominion University, Radford University, and Virginia Wesleyan College have expressed their support for the proposed AFA and a willingness to develop articulation agreements following approval of the proposed degree.

Issues of Duplication
TNCC would be the second VCCS institution to offer the AFA but the first to offer an AFA in Visual Arts. TNCC would, of course, be the only community college offering the program within its service area.

Resource Needs
The proposed program will be funded primarily through tuition revenue and reallocation from within the Department of Communication Studies and Theater (CST). The reallocation of funds will be utilized to fund a new full-time faculty position. Modest additional funding for renovations to existing space and the addition of fixtures, furniture and equipment will be drawn from the College’s annual facilities support budget and repurposed from the dissolution of the AAA in Fine Arts. TNCC affirms it will not seek additional state resources to initiate and sustain the program; with the exception of the addition of one faculty member, the courses and faculty needed to offer the program are in place.

Board Approval
The State Board for Community Colleges approved the proposed program on March 16, 2017.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Thomas Nelson Community College to initiate an Associate of Fine Arts degree program in Visual Arts (CIP: 50.701), effective fall 2017.
State Council of Higher Education for Virginia
Agenda Item

Item: Academic Affairs Committee #B4 – Action on Policy on Student Learning Assessment and Quality in Undergraduate Education

Date of Meeting: July 18, 2017

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

Dr. Jodi Fisler  
Associate for Assessment Policy and Analysis  
JodiFisler@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action  
☒ Previous review/action  
  Date: January 10, 2017  
  Action: Draft of new policy presented to Academic Affairs Committee

  Date: May 18, 2010  
  Action: Approval by Council of the Virginia Public Higher Education Policy on the Assessment of Student Learning (previous assessment policy)

Background Information/Summary of Major Elements:
The Task Force on Quality and Assessment was convened in May 2016, with representatives from 14 four-year institutions, Richard Bland College, three community colleges, and the Virginia Community College System, as well as one representative from the Association of American Colleges & Universities (AAC&U). (See task force membership roster appended below.) The task force was charged with developing a new policy to fulfill Council’s Duty #10 in the Code of Virginia, § 23.1-203:

In cooperation with public institutions of higher education, develop guidelines for the assessment of student achievement. Each such institution shall use an approved program that complies with the guidelines of the Council and is consistent with the institution’s mission and educational objectives in the development of such assessment.
The task force met six times over the course of one year. Early meetings were spent discussing the definition of “quality” and how the new policy could best promote quality improvement throughout Virginia. Several prominent themes emerged from these meetings: (1) the policy should serve as a vision statement for quality in undergraduate education; (2) in keeping with the code’s emphasis on cooperation and consistency with institutional missions, the policy should provide structure but also respect the diversity of institutions and educational priorities; (3) expectations set forth in the policy should complement regional accreditation standards such that assessments conducted for one agency could also be useful for the other; and (4) the policy should promote effective communication about student achievement.

Drafts of the proposed policy were distributed to task force members in advance of each meeting. At two points in the process, task force members were asked to disseminate the draft to others at their institutions for broader feedback. In November 2016, members of SCHEV staff presented an early draft of the policy at the annual meeting of the Virginia Assessment Group and requested feedback from that body as well. The Instructional Programs Advisory Committee (IPAC), consisting of provosts of the public institutions, was briefed on the content of the policy several times as it developed.

The proposed policy articulates a common vision of a high-quality undergraduate education. It establishes four core competencies common to the education of all Virginia students, regardless of major—critical thinking, written communication, quantitative reasoning, and civic engagement—and requires institutions to identify two additional competencies that reflect institutional priorities for student learning. Institutions will design and conduct rigorous assessments appropriate to the specific outcomes they expect students to achieve, and use the results of those assessments to enhance the quality of their educational programs. All institutions will be required to report assessment findings in a public format, using accessible language that can be understood by a layperson. These public reports must address the following questions for each of the six assessed competency areas:

1. What does an institution expect students to learn or do within this competency area?
2. What courses, experiences, or activities allow students to develop their knowledge and/or abilities in this competency?
3. How do faculty and staff know whether—and how well—students have learned?
4. Are the institution’s expectations being met?
5. How does the institution use this information to improve students’ educational experience and enhance future achievement?
6. Have changes made on the basis of previous assessment findings had the desired effect?

SCHEV will review institutional assessment plans and reports to ensure consistency and rigor and will provide feedback to institutions.
Materials Provided:

- Task Force Membership
- Policy on Student Learning Assessment and Quality in Undergraduate Education

Financial Impact: N/A

Timetable for Further Review/Action: Staff will work with institutional representatives to develop institutional-specific schedules for assessment and reporting on each of the required competencies.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the Policy on Student Learning Assessment and Quality in Undergraduate Education, effective immediately, and directs staff to implement its provisions collaboratively with public institutions of higher education.
Membership of Task Force on Quality and Assessment (May 2016 – April 2017)

Donna Alexander, Rappahannock CC
Aris Bearse, VCCS
Susan Bosworth, William & Mary
Kimberly Britt, Eastern Shore CC
Andrew Carrington, Norfolk State U.
Joe DeFilippo, SCHEV
Milton Faison, Virginia State U.
Cat Finnegan, VCCS
Jodi Fisler, SCHEV
Mildred Fuller, Norfolk State U.
Linda Halpern, James Madison U.
Rachel Holloway, Virginia Tech
Archie Holmes, UVA
Aimee Joyaux, Richard Bland College
Jason Lyons, Christopher Newport U.
Jeanne Mekolichick, Radford U.
Janette Muir, George Mason U.
A. Clifton Myles, Norfolk State U.
Scott Oates, Virginia Commonwealth U.
Tisha Paredes, Old Dominion U.
Lee Rakes, Virginia Military Institute
Terrel Rhodes, AAC&U
Debra Schleef, U. of Mary Washington
Kellie Sorey, Tidewater CC
Linda Townsend, Longwood U.
Ann Woolford, VCCS
Policy on Student Learning Assessment and Quality in Undergraduate Education

The Code of Virginia § 23.1-203 defines the duty of Council with regard to assessment as follows:

“[The Council shall...] in cooperation with public institutions of higher education, develop guidelines for the assessment of student achievement. Each such institution shall use an approved program that complies with the guidelines of the Council and is consistent with the institution’s mission and educational objectives in the development of such assessment. The Council shall report each institution’s assessment of student achievement in the revisions to the Commonwealth’s statewide strategic plan for higher education.”

Goal #2 of the Virginia Plan for Higher Education directs SCHEV to “optimize student success for work and life,” and, specifically, to “strengthen curricular options to ensure that graduates are prepared with the competencies necessary for employment and civic engagement.” Priority Initiative #4 for 2016 includes a commitment to “collaborate with institutions to measure the quality of undergraduate education, including civic engagement of graduates and relevance to demand occupations across regions of the state.”

This policy identifies critical competencies for student success and establishes guidelines for the assessment of student achievement in accordance with Goal #2 and Initiative #4 of the Virginia Plan and in fulfillment of Council’s statutory duty as cited above. The policy is grounded in the belief that good assessment is a valuable tool that, properly wielded, helps to improve and enhance teaching and facilitate greater levels of student learning.

Glossary

“Assessment” refers to a systematic effort to gather and analyze information in order to make broader judgments about quality or level of performance. For the purposes of this policy, assessment will focus primarily on student learning and development.

“Competency” is used primarily as a general term for an area of knowledge or skill.

“Outcomes” are specific and measurable expectations for performance. “Learning outcomes” refer to expectations about what students will know or be able to do after participating in a given educational experience.

I. Aspirational Statement on Quality

A high-quality college education must promote students’ intellectual and personal growth in ways that equip them to succeed in work and life. Higher education seeks to impart learning that is broadly relevant, intellectual skills that are rigorous and widely adaptable, and dispositions and knowledge that contribute to a productive role in one’s personal and social relations. To that end, a college education in Virginia—regardless of major or specialized field of study—ideally should emphasize

- **Broad learning** about science, society, technology, arts and humanities, human diversity, and global cultures and interdependence;
• **Intellectual and practical skills** that support evidence-based reasoning and innovation—including analysis, communication, critical and creative thinking, quantitative fluency, information literacy, and collaborative problem solving;

• **Integrative and adaptive learning**, including the demonstrated ability to apply knowledge, skills, and responsibilities to complex problems and new settings;

• **Personal and social responsibility**, including ethical reasoning, civic and democratic knowledge and engagement, global acumen, and the capacity to work productively with diverse people and perspectives.\(^1\)

II. **Principles Guiding Assessment and Quality Assurance**

In fulfilling Council’s statutory duty and advancing toward the goals of the *Virginia Plan for Higher Education*, Council and Virginia institutions jointly affirm and are guided by the following principles:

• Student learning is the core mission of higher education.

• A high-quality education is about more than access, completion, and post-college wages. Consistent with the “Aspirational Statement on Quality” above, undergraduate education must equip students with the tools and skills they need to succeed in their chosen professions and to lead lives of meaning and purpose.

• Students attending Virginia institutions may have different needs based on their personal histories, identities, and life circumstances. It is essential that institutions pay attention to educational quality as it pertains to various subgroups to ensure all students—regardless of their background, identities, or circumstances—receive a high-quality education.

• The skills and preparation of incoming students vary greatly, as do institutional missions. Consequently, assessment should focus on outcomes, student learning, and program improvement rather than on single or common standards for all students and/or institutions.

• Quality assessment helps institutions communicate their value. By appropriately sharing information about assessment findings and plans for improvement, institutions contribute to building public trust in higher education.

• High-quality learning is facilitated by high-quality teaching. To that end, institutions should make deliberate efforts to support faculty and other teaching staff in deepening their understanding of effective teaching, learning, and assessment.

• Quality enhancement is a shared responsibility, involving institutional leaders, faculty and staff, students, families, governmental and non-governmental entities, and the public. True improvement can occur only when all parties look beyond mere compliance to engage in a collaborative process of genuine quality enhancement.

\(^1\) These four hallmarks of a quality education and their descriptions were taken—and slightly modified—from the *LEAP Employer-Educator Compact*, published in 2013 by the Association of American Colleges & Universities (AAC&U). [http://www.aacu.org/sites/default/files/files/LEAP/compact.pdf](http://www.aacu.org/sites/default/files/files/LEAP/compact.pdf)
● Good assessment is a tool, not an end in itself, and it can take many forms. Regardless of the specific approach adopted, assessment should provide meaningful information that can be used to validate effective practices, identify areas where change is needed, and verify whether improvement has occurred.

● Institutional assessment processes benefit from periodic review. By reviewing the assessment process itself (rather than simply assessment results), institutions can be confident that their assessment strategies in fact provide the information faculty and institutional leaders need, or they can adjust those processes as necessary to improve their effectiveness.

III. Parameters for Assessment

This policy focuses on core competencies that are critical to the success of all Virginia undergraduates, regardless of their field of study or which institution they attend. The Council recognizes that all Virginia public institutions are required to conduct comprehensive assessments of their educational programs in order to maintain their accreditation with regional and specialized accrediting agencies. As accrediting agencies and Council share a goal to ensure the quality and effectiveness of postsecondary education, institutions are encouraged to optimize their assessment efforts by integrating assessment activities being done in fulfillment of each agency’s requirements.

1. Expectations for Student Learning and Development

   A. Competencies

   Each institution will assess student achievement in at least six competency areas, representing several different types of knowledge and/or skills.

   Four core competencies will be assessed by all institutions:

   1) Critical thinking – the ability to subject one’s own and others’ ideas, arguments, assumptions, and evidence to careful and logical scrutiny in order to make an informed judgment, draw a sound conclusion, or solve a problem.

   2) Written communication – the ability to develop and communicate ideas effectively in writing as appropriate to a given context, purpose, and audience. It includes a variety of styles, genres, and media, including computer-mediated communications.

   3) Quantitative reasoning – the ability to manipulate, analyze, and/or evaluate numbers and numerical data. It may involve calculation and/or analysis and interpretation of quantitative information derived from existing databases or systematic observations, and may be based in a variety of disciplines, not limited to mathematics and the natural and physical sciences.

   4) Civic engagement – an array of knowledge, abilities, values, attitudes, and behaviors that in combination allow individuals to contribute to the civic life of their communities. It may include, among other things, exploration of one’s role and responsibilities in society; knowledge of and ability to engage with political systems and processes; and/or course-based or extra-curricular efforts to identify and address issues of public or community concern.
Two competencies will be selected by the institutions themselves. These competencies shall reflect ongoing institutional priorities for student learning and development, and shall be broadly applicable across an institution’s student population. Each 4-year institution and Richard Bland College shall select its own two competencies. The State Board for Community Colleges will determine how these two competencies will be identified for Virginia Community College System (VCCS) institutions. Institutions may change their selected competencies if their educational priorities shift, but otherwise, it is expected that the same two competencies will be assessed over multiple assessment cycles.

B. Outcomes

Each institution shall articulate one or more student-focused outcomes—i.e., what students are expected to know or be able to do—within each of its chosen competencies and within each of the core competencies of critical thinking, written communication, and quantitative reasoning. Institutions may tailor the descriptions of the core competencies provided above to align more closely with their mission and curriculum, if necessary.

Outcomes for civic engagement may address dimensions other than student learning (e.g., student attitudes, voting behavior, participation in civic engagement activities). However, when institutions provide learning experiences specifically designed to enhance students’ capacity for civic engagement, the assessment of this competency should address the quality of student learning. As with the other competency areas, institutions may tailor the description of civic engagement provided above to align more closely with the mission and curriculum of the institution.

Expectations for achievement in all six competencies shall be articulated as institution-level outcomes (for competencies developed through general education or across departments) or as program-level outcomes (for competencies developed primarily through students’ majors or other defined curricular and co-curricular programs).

2. Assessment Strategies and Methods

In assessing critical thinking, written communication, quantitative reasoning, and the two additional chosen competencies, institutions shall employ rigorous strategies that rely primarily on direct measures (i.e., using actual student work or student performance) and that allow for inferences about the abilities of the general student population. (It is not appropriate, for example, to limit the assessment of quantitative reasoning to students who are majoring in mathematics.) Indirect measures and logical inferences may be used to complement direct assessments.

Similarly rigorous assessment strategies should be used for civic engagement to the extent that those strategies are appropriate for the outcome(s) being assessed. Proxy indicators (e.g., participation rates) and indirect measures (e.g., student self-reports) are acceptable for this competency, particularly for the assessment of non-cognitive outcomes. Assessments of student learning and development in civic engagement may focus on the students who participate in relevant learning experiences, even if those students represent a self-selected group.

Assessment strategies for all six competencies must produce information that can be used to (1) substantiate judgments about the degree to which the stated outcomes have been achieved, and (2) guide changes to enhance teaching and learning.

Identifying and attending to possible disparities in student achievement is critical to ensuring a high-quality education for all students. To that end, assessment data should be disaggregated where possible and to the extent that comparisons among student groups would be meaningful.
Disaggregated data ideally should address characteristics used to define underrepresented populations in the *Virginia Plan*’s Measures and Targets (non-white; Pell grant recipient; age 25 or older; or from a Virginia locality with low undergraduate attainment rates), in addition to any other characteristics of particular interest to the institution.

Assessment of the six competencies may be done at the level of general education, disciplinary and interdisciplinary degree programs, curricular and co-curricular programs, or a combination of these, depending on the needs and priorities of the institution and the particular outcome being assessed. Assessment strategies may include methods that generate quantitative data, qualitative data, or both.

Institutions may collaborate in their assessments if doing so offers mutual benefit and is appropriate for the outcome(s) being assessed. However, each institution—including each VCCS institution—is required to report its assessment plans and activities separately, as described below.

**IV. Schedule of Reporting and Review**

1. **Assessment Plans**

Each 4-year and 2-year institution shall submit a plan to SCHEV articulating the following:

- The specific outcome(s) it intends to assess within each competency;
- The assessment strategies and methods to be used for each competency, including plans for the disaggregation of data;
- The schedule for assessing each outcome and reporting the results. Institutions may use their discretion as to the schedule and length of the assessment cycle for each individual outcome. However, all outcomes must be assessed at least once in a given 6-year period.

Plans will be reviewed and approved by SCHEV to ensure appropriate scope and rigor.

2. **Assessment Reports**

Assessment offers a means for communicating with the public about the quality of Virginia institutions. Assessment reports, therefore, must be accessible to the public and must clearly answer the following questions:

- What does an institution expect students to learn or do?
- What courses, experiences, or activities allow students to develop their knowledge and/or abilities in these areas?
- How do faculty and staff know whether—and how well—students have learned?
- Are the institution’s expectations in these areas being met?
- How does/will the institution use this information to improve students’ educational experience and enhance future achievement?\(^2\)
- Have changes made on the basis of previous assessment findings had the desired effect?

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\(^2\) This may be more relevant for some competencies than others, depending on the assessment findings and institutional priorities.
Institutions shall generate and maintain a publicly available document and/or website providing answers to these questions in language that can be understood by a general audience. This document/website may also include other performance metrics or information that addresses the quality of students’ educational experience (e.g., standardized exam scores, rates of participation in high-impact practices). The document/website shall be updated annually to reflect new findings as institutions cycle through their assessments of the six competencies.

SCHEV will provide guidance regarding the content and structure of the public assessment report. Assessment plans and reports will be reviewed by SCHEV as they are submitted/posted, and feedback will be provided. Institutions will be advised of any identified deficiencies and may be required to make revisions or develop a corrective plan of action.
State Council of Higher Education for Virginia
Agenda Item

Item: Academic Affairs Committee #B5 – Status Report on ACICS Schools Operating in Virginia

Date of Meeting: July 18, 2017

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

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

Most Recent Review/Action:
☐ No previous Council review/action
☑ Previous review/action
  Date: September 20, 2016
  Action: Council passed a resolution maintaining the authorization status of Virginia institutions accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) in the event that the U.S. Department of Education (USED) should remove ACICS’ “recognition.” The resolution allowed the continued authorization of these schools for an 18-month period following ACICS’ loss of recognition (which occurred on December 12, 2016). During this time, the institutions must achieve accreditation with another recognized accreditor. The Director of SCHEV may continue the period of provisional authorization in particular instances if necessary.

Background Information/Summary of Major Elements: See under “Materials Provided.”

Materials Provided:
- Status Report on ACICS Institutions Operating in Virginia

Financial Impact: N/A

Timetable for Further Review/Action: Staff will provide further updates at intervals through at least June 2018.

Resolution: N/A
Status Report on ACICS Institutions Operating in Virginia

At the September 2016 Council meeting, SCHEV staff presented a “Contingency Plan for Continuing Authorization of ACICS Institutions Operating in Virginia” with the purpose of ensuring continued authorization of 16 Virginia institutions in the event that the Accrediting Council for Independent Colleges and Schools (ACICS) lost its recognition as an accrediting agency recognized by the US Department of Education (USED). Council’s resolution would enable affected institutions to maintain Title IV eligibility for up to 18 months while seeking accreditation with another USED-recognized agency.

On December 12, 2016, then Secretary of Education John King—following recommendations of the National Advisory Committee on Institutional Quality and Integrity (NACIQI), USED staff, and senior department official (SDO) Emma Vadehra—announced his decision that ACICS’ recognition as an accreditor be terminated. On January 10, 2017, SCHEV staff instituted a plan by which institutions provide regular updates reporting the progress they have made toward achieving accreditation with another agency recognized by USED.

The status of the 16 affected institutions as of June 14, 2017, is as follows:

- One has achieved initial accreditation with a recognized accrediting agency;
- One institution with two locations in Virginia has received notification of initial accreditation for one location and is awaiting the results for its second location;
- Two institutions are scheduled to come before a recognized accrediting agency in July 2017;
- 10 institutions have submitted applications to new accrediting agencies and are awaiting additional instructions; and
- Two institutions have not yet begun the process to obtain new accreditation.

The table below provides additional details for each institution.
## Current Status of ACICS Accredited Institutions in Virginia

<table>
<thead>
<tr>
<th>Institution</th>
<th>Accreditation Status (June 14, 2017)</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>American College of Commerce &amp; Technology</td>
<td>Has not submitted a viable plan for accreditation.</td>
<td>1179</td>
</tr>
<tr>
<td>American National University</td>
<td>Distance Education Accrediting Commission (DEAC) accepted application on March 3, 2017.</td>
<td>533</td>
</tr>
<tr>
<td>Bon Secours Memorial College of Nursing</td>
<td>On agenda to be considered by Accrediting Bureau of Health Education Schools (ABHES) July 19-20, 2017</td>
<td>542</td>
</tr>
<tr>
<td>California University of Management and Sciences</td>
<td>Accrediting Commission of Career Schools and Colleges (ACCSC) received application on May 3, 2017.</td>
<td>595</td>
</tr>
<tr>
<td>Columbia College</td>
<td>ACCSC received application on April 18, 2017.</td>
<td>414</td>
</tr>
<tr>
<td>Everest College</td>
<td>ACCSC granted initial 3 year accreditation to Woodbridge branch. Decision on Chesapeake branch has not yet been received.</td>
<td>184</td>
</tr>
<tr>
<td>Fortis College</td>
<td>ACCSC received application on March 13, 2017.</td>
<td>469</td>
</tr>
<tr>
<td>Global Health College</td>
<td>Has not submitted a viable plan for accreditation.</td>
<td>292</td>
</tr>
<tr>
<td>IGlobal</td>
<td>Submitted application for accreditation to ACCSC on November 2, 2016. No further updates.</td>
<td>349</td>
</tr>
<tr>
<td>Miller-Motte Technical College</td>
<td>ACCET received application on March 10, 2017</td>
<td>503</td>
</tr>
<tr>
<td>Sentara College of Health Sciences</td>
<td>On agenda to be considered by Accrediting Bureau of Health Education Schools (ABHES) July 19-20, 2017</td>
<td>636</td>
</tr>
<tr>
<td>Stratford University</td>
<td>Revised application to SACSCOC to be submitted June 2017; application to ACCSC to be submitted July 1, 2017</td>
<td>3075</td>
</tr>
<tr>
<td>University of North America</td>
<td>ACCSC received application on March 11, 2017.</td>
<td>377</td>
</tr>
<tr>
<td>Virginia College</td>
<td>ACCET received application March 6, 2017.</td>
<td>391</td>
</tr>
<tr>
<td>Virginia International University</td>
<td>ACCSC received application December 20, 2016.</td>
<td>1570</td>
</tr>
<tr>
<td>Virginia University of Oriental Medicine</td>
<td>Has institutional accreditation with Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM).</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>11,109</strong></td>
<td></td>
</tr>
</tbody>
</table>
State Council of Higher Education for Virginia

Agenda Item

Item: Academic Affairs Committee #B6 – Briefing on Private Sector Regulation by SCHEV

Date of Meeting: July 18, 2017

Presenter:

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

Date:
Action:

Background Information/Summary of Major Elements: As a result of discussion at Council’s May 16, 2017, meeting regarding the regulation of the for-profit sector, Council members asked SCHEV staff to prepare a presentation on SCHEV’s responsibilities in regulating private postsecondary education. The attached presentation responds to this request and covers the following topics:

- Statutory basis of SCHEV’s responsibility
- Operations and functions related to private sector regulation
- Institutional data
- Role of types of accreditation
- SCHEV responsibilities according to federal law
- Legislation/regulation to improve student protections

Materials Provided: PowerPoint: Private Institution Regulation by SCHEV

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A
Private Institution Regulation by SCHEV
Statutory Authority

Code of Virginia § 23.1-217

No person shall open, operate, or conduct any postsecondary school in the Commonwealth without certification to operate such postsecondary school issued by the Council. The Council shall certify those postsecondary schools in compliance with Council regulations issued pursuant to this article.
Responsibilities (1)

1. Initial certification of institutions to operate in Virginia.
2. Ongoing review of institutional compliance with standards of quality and student protections.
3. Student Complaint Resolution Process (for all institutions).
Responsibilities (2)

4. Closures

- Oversee “teachout” and/or placement of students
- Reimbursements to students (Student Tuition Guaranty Fund or surety instrument)
- Preservation of student records
- Transcript requests
Sustainability

Private institution regulation is self-supporting through fees established in the Virginia Administrative Code.
Institutional Data (1)

203 institutions at 302 locations

In-State — 143
Out-of-State — 60
Degree-Granting — 78
Non-Degree — 125
Institutional Data (2)

• 78 degree-granting institutions offer 311 degree programs.
  • Non-Profit: 47 (60%)
  • For-profit: 31 (40%)

• 2015 Statistics
  • Enrollment: 38,441
    Traditional age (<25): 9,886 (26%)
    Non-Traditional age (25+): 28,555 (74%)
  • Degrees awarded: 13,501
Accreditation

• By law:
  • All institutions of higher education operating in Virginia must be (or become) fully accredited by an accrediting agency recognized by the US Department of Education (USED).
  • New degree-granting institutions have 6 years to become fully accredited.

• Accreditation Status
  • Regionally accredited: 40 (30 non-profit; 10 for-profit)
  • Nationally accredited: 20 (10 non-profit; 10 for-profit)
  • No accreditation: 18 (13 ACICS; 5 new)
Institutions not regulated by SCHEV

• Institutions that meet all of these conditions:
  • Formed, chartered, or established in the Commonwealth and maintained main campus in the Commonwealth for at least 20 calendar years under same ownership;
  • Continuously certified to operate by the Council during those 20 years; and
  • Fully accredited by an accrediting agency recognized by the U.S. Department of Education.

• Any postsecondary school whose primary purpose is to provide religious or theological education.
The “Triad”

Postsecondary education is overseen by the triad of states, accrediting agencies, and USED. These roles are embodied in federal regulation:

• **States** authorize institutions to offer postsecondary education, ensure quality & student protections, and respond to student complaints.

• **Accrediting agencies** ensure academic quality, continuous improvement, governance legitimacy, and creditworthiness of programs.

• **USED** certifies institutions to participate in federal student aid programs and enforces civil rights regulation.
Important Accessory Functions

• Title IV eligibility for all Virginia institutions depends on SCHEV fulfilling its role in the triad.
  • 2012-13: $3B aid disbursed to students of Virginia institutions.

• Department of Defense financial aid programs also require certification by SCHEV.
2017 Legislation: HB2040

Student protections improved by required enrollment agreements:

• Certified schools must have an enrollment agreement in writing with each student.
  
  • Institution required to make disclosures, including transferability of credits and pass rates on licensure exams.
  
  • Student required to acknowledge receipt of disclosures.
Two Recommendations

• **Surety Instruments**: create statutory language to allow SCHEV to use surety instrument funds for administrative costs associated with closures.

• **Distance Education**: create statutory language requiring SARA membership for any institution offering online education to Virginians from out of state.
State Council of Higher Education for Virginia
Agenda Item

Item: Academic Affairs Committee #B7 – Discussion of Updates to The Virginia Plan for Higher Education

Date of Meeting: July 18, 2017

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

Mr. Tod Massa
Director of Policy Analytics
TodMassa@schev.edu

Ms. Wendy Kang
Director of Higher Education Innovation
WendyKang@schev.edu

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

Date:

Background Information/Summary of Major Elements: At its September 2015 meeting Council approved six priority initiatives in support of goals of The Virginia Plan. Staff will provide information and receive feedback from the Academic Affairs Committee on activities related to Initiatives 1 & 4:

Initiative 1: “Coordinate the development and implementation of programs that align resources from Pre-K-12, colleges, universities and other public sources to ensure affordable, efficient and effective pathways for students in all parts of the state.”

Initiative 4: “Collaborate with institutions to measure the quality of undergraduate education, including civic engagement of graduates and relevance to demand occupations across regions of the state.”

Materials Provided:

• Update on Pathways Initiative 1
• Update on Quality Initiative 4

**Financial Impact:** N/A

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

**Resolution:** N/A
Update on Pathways Initiative 1

I. Higher Ed. Partnership Building with Pre-K-12

- **Collaborations and promising practices identified at Affordable Pathways Partnership grant kick off meeting**: SCHEV hosted a meeting on June 14 with the 5 grantees, and their program partners, from the Affordable Pathways Partnership grants. These grants were funded through The Fund for Excellence and Innovation that was established by the General Assembly in 2016 and is administered by SCHEV to support affordable pathways from Pre-K-12 to higher education and efficiencies/shared services at institutions. The Affordable Pathways Partnership grants run through FY 2018.

- **Meeting held to increase Virginia College Advisory Corps**: SCHEV and the Virginia College Advising Corps, operated by the University of Virginia, partnered to host a one-day meeting to identify opportunities to expand the existing advisory corps model to more high schools through increased partnerships with other public 4-year institutions. SCHEV plans to extend the College Advising Corps services to up to 12 additional school divisions in the coming year.

- **Report released to identify college access needs in Virginia and strategies to improve services**: SCHEV released a report on the landscape of college access needs in Virginia this month. The report, written by the Metropolitan Educational Research Consortium at VCU, assessed the number and services provided by access providers across the state, identified school divisions with high need for college support services and recommended strategies to increase college access across the state. SCHEV will use this report to promote strategies both with K-12 and higher education. The report can be found on the SCHEV reports page: [http://schev.edu/index/reports/schev-reports](http://schev.edu/index/reports/schev-reports)
Update on Quality Initiative 4

I. Report on Wages and Debt of Graduates
   • SCHEV has developed a web-based report on wages by institution and program area: Tod Massa will present this report for discussion and feedback at the July Academic Affairs Committee meeting

II. Assessment Policy
   • The Policy on Student Learning Assessment and Quality in Undergraduate Education has been fully developed and approved through all institutional consultations: See Academic Affairs Committee Agenda Item #C4 for full details and recommended Council action.
State Council of Higher Education for Virginia
Agenda Item

Item: Academic Affairs Committee #B8 – Report of the Staff Liaison to the Committee

Date of Meeting: July 18, 2017

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
Sexual Assault Advisory Committee
Beverly Covington and Ashley Lockhart convened a meeting of the Sexual Violence Advisory Committee on June 8 at SCHEV. The group heard from SCHEV’s Associate for Communications, Gregory Weatherford, on media strategies for Title IX offices. The committee also provided further institutional feedback on SB 1389 and the draft pilot program for the Regional Center for Sexual Assault Investigations.

Civic Engagement
Jodi Fisler facilitated a day-long meeting on civic engagement education and assessment on June 9 at the College of William & Mary. Approximately 150 representatives from Virginia institutions attended in person or via livestream. Materials from the meeting are available at: http://schev.edu/index/agency-info/additionalactivities/civic-engagement-education-and-assessment-meeting

P-20 Council/Dual Enrollment
Secretary Trent convened the P-20 Council on June 25, to receive its advice on reports from three dual enrollment workgroups. Joe DeFilippo and Paul Smith presented policy recommendations of the quality workgroup. The P-20 Council endorsed the recommendations. Staff will present recommendations for implementation for Council at an upcoming meeting.

Virginia Women Veterans Summit
SCHEV co-sponsored with the Department of Veterans Services the 2017 Virginia Women Veterans Summit, held in Chesapeake on June 23, 2017. Beverly Covington represented SCHEV at the event, which featured speeches and panel discussions by female veterans who are successfully engaging in entrepreneurship and non-traditional careers.

Teacher Shortage Workgroup
Governor McAuliffe has requested Billy Cannaday and Gil Minor to co-chair an Advisory Committee on Teacher Shortages, and to submit preliminary recommendations by October 1, 2017. Secretary Trent convened a group, including Joe DeFilippo, Ashley Lockhart, and Monica Osei on June 23 to discuss strategies for fulfilling the Governor’s request. SCHEV staff are working on scheduling the committee’s first meeting in July.

Staff Activities and Recognition

Jodi Fisler
- Co-presented a session at Old Dominion University’s Faculty Summer Institute on May 17 with fellow members of the OpenLearning17 steering committee.
The committee developed and led a “connectivist MOOC” (cMOOC) on open learning in Spring 2017.

- Attended the annual conference of the Association for the Assessment of Learning in Higher Education in Louisville, KY June 12-14
- Through the month of June, served as a reviewer for the Excellence in Assessment designation, which recognizes institutions of higher education nation-wide for outstanding work in conducting and using student learning outcomes assessment. The project is led by the National Institute of Learning Outcomes Assessment (NILOA).

Joseph G. DeFilippo
- On May 31 at the College of William and Mary, Dr. DeFilippo made a presentation to the Education subcommittee of the Senate Finance Committee on criteria for approval of new degree programs. The presentation, “New Program Approvals at Virginia Four-Year Institutions,” is available online at http://sfc.virginia.gov/pdf/education/2017/2017%20Interim/053117_No2_SCHE_V.pdf.

Darlene Derricott
- Attended, with Ms. Angela Patterson, the Southern Regional Education Board’s SARA Steering Committee Meeting held in Atlanta, June 5-6. Participating states nominated four members, including Ms. Derricott, for the Vice President position. Dr. Marshall Hill, Executive Director of the National Council-State Authorization Reciprocity Agreements (NC-SARA) briefed members on projects for June-November 2017 including enrollment reporting data, the establishment of working groups for financial composite scores, physical presence and experiential learning, and support for students and institutions which will include the addition of a web-based site and new staff. The committee approved the U.S. Virgin Islands’ application to participate in NC-SARA and renewal applications for Arkansas, Oklahoma and Tennessee.

Monica Osei
- Visited NSU to consult on degree program development. Meetings included the new SCHEV Academic Affairs liaison, faculty, a dean, and a department chair to discuss bachelor level degree programs in the arts, health administration, and a doctoral level program in Psychology.

Academic Affairs Staff:
- Ms. Beverly Covington, Senior Associate for Academic & Legislative Affairs
- Dr. Joseph G. DeFilippo, Director, Academic Affairs & Planning
- Ms. Darlene Derricott, Senior Coordinator, Academic Services
- Dr. Jodi Fisler, Associate for Assessment Policy & Analysis
- Ms. Ashley Lockhart, Regional Center Study Project Manager
- Dr. Monica Osei, Associate Director for Academic Programs & Instructional Sites
- Ms. Angela Patterson, Specialist for Academic Programs & Services
- Ms. Sylvia Rosa-Casanova, Director, Private and Out of State Postsec. Education
- Dr. Paul Smith, Senior Associate for Student Mobility Policy & Research
Ms. Connelly called the meeting to order at 2:15 p.m. in Salon E, Institute of Advanced Learning and Research, Danville, Virginia. Committee members present: Marge Connelly, Henry Light, William Murray and Minnis Ridenour. Chairman G. Gilmer Minor also was present.

Committee members absent: Stephen Moret and Thomas Slater.

Staff members present: Lee Andes, Peter Blake, Alan Edwards, Dan Hix, Tod Massa and Lee Ann Rung.

APPROVAL OF MINUTES

On a motion by Mr. Light and seconded by Dr. Murray the minutes from the March 20, 2017, meeting were approved unanimously.

DISCUSSION OF UPDATES TO THE VIRGINIA PLAN FOR HIGHER EDUCATION

Ms. Connelly requested staff input on the sustainable funding initiative as discussed at the last meeting. Mr. Blake recounted that at the April 12 special meeting members were presented with a list of initiatives from other states, along with their national rankings on General Fund support per student. Staff is currently looking at targeted funding options for institutions by sector. Mr. Blake reviewed the options offered for consideration that were listed in the agenda book and requested feedback from members.

Mr. Ridenour suggested that the items be considered under the umbrella of expanding restructuring. He also said consideration should be made for institutions who wish not to participate in whichever option is chosen. With regard to shared services, Mr. Ridenour indicated that he requested information from Virginia Tech and will bring the results to the July meeting.

Ms. Connelly suggested a “straw man” approach that could provide an example of what the results might look like.

The July Committee meeting will include further discussion of shared services and efficiencies. Representatives from the Virginia Community College System (VCCS) and their Shared Services Center (SSC) will present findings from their study related to the possible expansion of shared services to other public institutions of higher education and the Director of the Virtual Library of Virginia (VIVA) will present findings from the pilot study focused on converting library catalog records into linked data.
records that would enable them to be sought and found on the internet through common search engines—thus expanding student access.

Mr. Minor suggested that the private colleges also may have experiences related to shared services that might be worth considering.

**MOTION TO ADJOURN**

The Chair adjourned the meeting at 2:30 p.m.

Marge Connelly  
Committee Chair

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

Item: Resources and Planning Committee #C3 - Action on the 2017-18 Full Cost Report

Date of Meeting: July 18, 2017

Presenter: Yan Zheng, Assistant Director for Finance Policy, YanZheng@schev.edu

Most Recent Review/Action:
- No previous Council review/action
- Previous review/action
  
  Date: 7/19/2016
  Action: Approval of the 2016-17 Full Cost Report

Background Information/Summary of Major Elements:

Commonwealth policy states that nonresident students should pay no less than the full cost of their education and thus receive no general fund support from the state. This policy has been in the General Provisions of the Appropriation Act since 1992-93.

SCHEV is directed to monitor the institutions' compliance with this policy annually.


Financial Impact: None.

Timetable for Further Review/Action: None.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the 2017-18 Full Cost Report.
The 1990 Appropriation Act states, “the objective of the Commonwealth is to ultimately charge nonresident students the full cost of their education.” By 1992, every Virginia state-supported college and university had come into compliance with the requirement that nonresident tuition equal or exceed 100 percent of average educational cost.

During the first half of the 1990’s, many institutions also relied heavily on double-digit increases in tuition and fees to pay for operations. These tuition increases, combined with meeting the requirement that nonresident students pay the full cost of their education, made a number of institutions less financially attractive to non-Virginians.

During the 1996 Session, the Council staff and the affected institutions noted that substantial state general fund increases for 1996-98 would increase average educational costs and result in large increases in nonresident tuition at some institutions if they were to continue to meet the 100 percent requirement. To address this, the General Assembly included the following language in the Appropriation Act:

“The determination of proper tuition, fees and charges shall be made by the Board of Visitors or other governing bodies of institutions of higher education provided, however, that the tuition and fee charges to nonresident students shall be not less than 100 percent of the average cost of education as calculated by the State Council of Higher Education in consultation with the Department of Planning and Budget. The State Council of Higher Education may authorize a phased approach to meeting this requirement when, in its judgment, it would result in annual tuition and fee increases for nonresident students that would discourage their enrollment.”

To examine institutions’ compliance with the policy, Council staff compared each institution’s nonresident tuition and mandatory educational and general (E&G) fee charges as a percent of its E&G appropriations per student.

In 2003, the Joint Subcommittee on Higher Education Funding Policies revised the 2001 funding guidelines and developed a fund-split model to be used in conjunction with the base adequacy guidelines for higher education institutions. This model identifies the cost of an institution’s base operation and calculates the fund share of the cost by student level, domicile and program.

As a result, the 2004 Appropriation Act includes the following revised tuition policy, Item 4-2.01.b.2:

b) “The Boards of Visitors or other governing bodies of institutions of higher education may set tuition and fee charges at levels they deem to be appropriate for all nonresident student groups based on, but not limited to, competitive market rates, provided that: I) the tuition and mandatory educational and general fee rates for
nonresident undergraduate and graduate students cover at least 100 percent of the average cost of their education, as calculated through base adequacy guidelines adopted, and periodically amended, by the Joint Subcommittee Studying Higher Education Funding Policies.”

c) “For institutions charging nonresident students less than 100 percent of the cost of education, the State Council of Higher Education for Virginia may authorize a phased approach to meeting this requirement, when in its judgment, it would result in annual tuition and fee increases for nonresident students that would discourage their encouragement.”

2004-05 became the first year that the full cost study was based on the base adequacy guidelines. That is, the study examines the nonresident tuition and mandatory educational and general (E&G) fee rates as a percent of the guideline calculated cost per-FTE student rather than the E&G appropriations at an institution. At that time, the vast majority of our institutions were funded below guideline levels.

However, the 2017 base adequacy calculation, based on projected 2017 enrollment, showed that all institutions but one are at or above the full funding level. As institutions are setting the tuition charges based on the resources they currently have, it is more appropriate to use appropriations rather than the calculated funding need to determine the per FTE cost. Therefore, SCHEV staff returned to the original methodology of the per FTE cost calculation by using the 2017-18 E&G appropriations as the resources for all but Old Dominion University that continues to be funded below guideline levels.

Based on institutions’ 2017-18 tuition charges, it is estimated that all institutions will have met the requirement that nonresident tuition and mandatory E&G fee rates cover at least 100 percent of the average cost of their education in 2017-18 (Table 1).
Table 1

2017-18 Average Nonresident Tuition
As a Percent of Average Cost of Education

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Average Per Student Cost (1)</th>
<th>Average Nonresident Tuition (2)</th>
<th>% of Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>GMU</td>
<td>$17,036</td>
<td>$31,058</td>
<td>182%</td>
</tr>
<tr>
<td>ODU(3)</td>
<td>$14,875</td>
<td>$25,420</td>
<td>171%</td>
</tr>
<tr>
<td>UVA</td>
<td>$24,297</td>
<td>$37,601</td>
<td>155%</td>
</tr>
<tr>
<td>VCU</td>
<td>$18,475</td>
<td>$28,767</td>
<td>156%</td>
</tr>
<tr>
<td>VT</td>
<td>$18,734</td>
<td>$28,365</td>
<td>151%</td>
</tr>
<tr>
<td>CWM</td>
<td>$22,636</td>
<td>$33,793</td>
<td>149%</td>
</tr>
<tr>
<td>CNU</td>
<td>$13,802</td>
<td>$20,192</td>
<td>146%</td>
</tr>
<tr>
<td>UVAW</td>
<td>$14,194</td>
<td>$22,759</td>
<td>160%</td>
</tr>
<tr>
<td>JMU</td>
<td>$14,678</td>
<td>$23,048</td>
<td>157%</td>
</tr>
<tr>
<td>LU</td>
<td>$13,322</td>
<td>$22,595</td>
<td>170%</td>
</tr>
<tr>
<td>UMW</td>
<td>$15,260</td>
<td>$23,411</td>
<td>153%</td>
</tr>
<tr>
<td>NSU</td>
<td>$16,791</td>
<td>$17,963</td>
<td>107%</td>
</tr>
<tr>
<td>RU</td>
<td>$13,240</td>
<td>$19,112</td>
<td>144%</td>
</tr>
<tr>
<td>VMI</td>
<td>$19,383</td>
<td>$34,572</td>
<td>178%</td>
</tr>
<tr>
<td>VSU</td>
<td>$13,968</td>
<td>$16,487</td>
<td>118%</td>
</tr>
<tr>
<td>RBC(4)</td>
<td>$8,629</td>
<td>$19,680</td>
<td>228%</td>
</tr>
<tr>
<td>VCCS</td>
<td>$7,804</td>
<td>$10,421</td>
<td>134%</td>
</tr>
<tr>
<td>TOTAL(5)</td>
<td>$14,061</td>
<td>$27,285</td>
<td>163%</td>
</tr>
</tbody>
</table>

(1) Derived by dividing 2017-18 appropriations by 2017-18 projected enrollment approved by SCHEV in 2015.
(2) Enrollment-weighted tuition averages of both undergraduate and graduate students.
(3) ODU average per student cost is based on the funding need from the base adequacy calculation divided by projected enrollment.
(4) RBC out-of-state student cost share is at 228% because it changed the base for tuition charge from 24 credit hours to 30 credit hours.
(5) Total percent of cost calculation has been weighted by level-specific (doctoral, comprehensive, and two-year) enrollments.
State Council of Higher Education for Virginia
Agenda Item

Item: Resources and Planning Committee #C4 - Action on Financial Assistance for Industry-Based Certification and Related Programs - SCHEV Guidance Document

Date of Meeting: July 18, 2017

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

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
  Date: July 21, 2015
  Action: Council approved program policies

Background Information/Summary of Major Elements:

As part of a new emphasis on increasing student credential completion, the 2015 Act of Appropriation, Chapter 665, authorized institutions to redirect a portion of their appropriations for the Virginia Student Financial Assistance Program ("VSFAP" - the state’s primary need-based aid program) for “industry-based certification and related programs that do not qualify for other sources of student financial assistance.” In addition, the Virginia Community College System (VCCS) was appropriated $1,075,000 to be used specifically for this purpose.

This provision for industry-based certification (IBC) programs continues to be authorized in the 2017 Act of Appropriation, chapter 836, as follows (italics added for highlighting purposes):

f) The provisions of this act under the heading "Student Financial Assistance for Higher Education" shall not apply to (1) the soil scientist scholarships authorized under § 23.1-615, Code of Virginia and (2) need-based financial aid programs for industry-based certification and related programs that do not qualify for other sources of student financial assistance, which will be subject to guidelines developed by the State Council of Higher Education for Virginia.
On July 21, 2015, Council approved the governing language for this new provision. Over the first two years of implementation, staff has identified areas where clarification and amendment would be helpful or needed, as follows:

1. Initially, the offices responsible for implementing the new provision did not have a process in place for determining the domicile of applicants and so the eligibility standard was set for “Virginia residency” rather than “Virginia domicile.” This was resolved after the first year of the program and the institutions have been confirming Virginia domicile beginning with the 2016-17 award year. The amendment to the guidelines reflects current practice.

2. By law, the program is reserved for those programs that do not have any other source of assistance available. The amendment to the guidelines merely serves to offer some clarification and simplify administration. With this change, the institutions are no longer required to verify that the student is not eligible for any other source of aid.

3. The institutions must verify that a student meets the income requirements for eligibility; however, tax transcripts often take time to obtain and delays could result in an applicant not being confirmed eligible in time to enroll into the course. The suggested amendment gives the institutions flexibility to consider other forms of income verification.

4. Initially the guidelines outlined very detailed list of reporting requirements. In the following year, another credential-based program – the New Economy Workforce Credential Grant (NEWCG) - was created with its own set of reporting requirements. These changes make the reporting requirements for the IBC program more consistent with the NEWCG and will serve to simplify administration.

These amendments serve to provide clarification, simplify administration, make the program policies consistent with similar programs, or otherwise reflect current practice. Staff has worked closely with VCCS staff in the development of these amendments.

**Materials Provided:**
The proposed program amendments are included.

**Financial Impact:** No additional impact beyond appropriated funds. Grants are contingent upon funding provided by the General Assembly.

**Timetable for Further Review/Action:** The amended guidelines are ready for approval at this time.
Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the amended guidelines for usage of state need-based financial aid for industry-based certification and related programs that do not qualify for other sources of student financial assistance. Council delegates to staff to make future non-substantive administrative changes to the program as needed.
Financial Assistance for Industry-Based Certification and Related Programs  
SCHEV Guidance Document

A. Description
The provision enables funding for students demonstrating financial need and enrolled into an approved noncredit workforce training program leading to the attainment of an industry-based credential (IBC), pursuant to the 2015 Act of Appropriation, Chapter 665, §4-5.01 b. - Student Financial Assistance for Higher Education, and as thereafter amended.

B. Eligible Program
Eligible programs (or stand-alone noncredit courses), as identified by the Virginia public institution and approved by SCHEV, are those that lead to an industry-recognized credential or licensure or that otherwise demonstrably enhance the student’s employability. In identifying an eligible program, the institution may 1) select multiple programs or a single program, 2) determine priority of the programs or 3) select only programs supporting local or state-wide high-demand occupations. Programs designed primarily for self-improvement or recreational purposes are ineligible.

C. Student Eligibility Requirements
An eligible student must:
1. Be a U.S. citizen or eligible noncitizen as defined under Addendum A of the SCHEV domicile guidelines:  
http://www.schev.edu/finaid/GuidelinesAddendumA.pdf  
   o If the student is not a U.S. citizen, the institution shall require proof of current legal status.
2. Be a current Virginia resident for at least one full year prior to enrollment domiciled in the Commonwealth pursuant to the Code of Virginia, § 23.1-502, as determined by the eligible institution  
   o Proof of residency may include rent receipts, documentation of a housing purchase, dated preprinted financial or utility statements, etc.
3. a. Have completed high school requirements or  
   b. No longer be enrolled in high school and be beyond the age of compulsory secondary school attendance.  
      o Proof of age may include a valid state-issued identification card, birth certificate, or passport.
4. Be in compliance with federal selective service registration requirements, unless the requirement to register has terminated or become inapplicable to the student, and the student shows by preponderance of the evidence that failure to register was not a knowing and willful failure to register.  
   o Compliance can be verified at https://www.sss.gov/Home/Verification.
5. Not be concurrently enrolled into an associate or bachelor’s degree program, unless the noncredit program provides training related to the degree program.
and is necessary to meet a job requirement or advance student’s employment success.
6. Have submitted a complete application packet.
7. Be accepted and enrolled into an eligible program.

8. **Not be receiving any other form of tuition and/or training assistance from any non-state source for the same program in which IBC funds are applied.** Be ineligible for other non-state forms of tuition and/or training assistance—i.e. employer assistance, Workforce Innovation and Opportunity Act (WIOA), Supplemental Nutrition Assistance Program Employment Training (SNAPET), Virginia Initiative for Employment Not Welfare (VIEW), Virginia’s work program for Temporary Assistance for Needy Families (TANF), Department for Aging and Rehabilitative Services, federal or state financial aid, etc.—for the noncredit course to which the IBC funds are applied.
   - Students in receipt of other tuition assistance are not eligible for IBC funds for the same individual course.

9. Demonstrate financial need by:
   a. Providing proof that the student, or the dependent student’s parent, is currently eligible for Supplemental Nutrition Assistance Program (SNAP) and/or Temporary Assistance for Needy Families (TANF); or
   b. Demonstrating that the student, or the dependent student’s parent (see definition of “dependent student” as used in §§23.1-500-503), has a household adjusted gross income that is 200% or below that of the national federal poverty level, or 300% or below the federal poverty level for localities whose average living wage is above the Virginia statewide average as documented by the Living Wage Calculator (http://livingwage.mit.edu), by providing one of the following:
      i. **Most recent copy of Tax Transcript for IRS**
         - As obtained from http://www.irs.gov/Individuals/Get-Transcript, or, if unavailable on a timely basis, satisfactory proof of prior year income, such as wage stubs or W2 forms.
      ii. If the student’s financial situation has changed within the last year, a letter of appeal may be submitted to the institution to consider the current financial status.
         - The institution will determine the required documentation, which may include recent pay stubs, proof of job change, bank statements, etc. The college must maintain a record of the appeal including supporting documentation and written justification for the decision to provide funding or to the decision to deny the appeal.
   - The definition of “dependent student” is as used by the Code of Virginia, §23-7.4.

Federal poverty rates are updated annually and can be obtained here: http://aspe.hhs.gov/poverty/index.cfm
Sample for 2016

<table>
<thead>
<tr>
<th>Persons in Family/Household</th>
<th>Poverty Guideline</th>
<th>200 Percent of Poverty (Poverty Guideline x 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$11,899,120.60</td>
<td>$23,798,241.20</td>
</tr>
<tr>
<td>2</td>
<td>$16,020,162.40</td>
<td>$32,040,324.80</td>
</tr>
<tr>
<td>3</td>
<td>$20,160,240.20</td>
<td>$40,320,480.40</td>
</tr>
<tr>
<td>4</td>
<td>$24,300,246.00</td>
<td>$48,600,492.00</td>
</tr>
<tr>
<td>5</td>
<td>$28,440,287.80</td>
<td>$56,880,575.60</td>
</tr>
<tr>
<td>6</td>
<td>$32,580,329.60</td>
<td>$65,160,659.20</td>
</tr>
</tbody>
</table>

For families/households with more than 6 persons, see federal chart and multiply by 200%.

D. Administration

1. The Virginia Community College System (VCCS) office shall determine which IBC grant processes and responsibilities are assigned to the system office and which are assigned to the individual community college.

2. Institutions shall determine and report to SCHEV the amount of funds to be transferred from VSFAP appropriations and made available for noncredit program awards annually or per term.

3. Students who have not received assistance may be prioritized over those who have been previously awarded.

4. Students who fail to successfully complete a funded program of study are ineligible for additional awards, subject to an appeal to the institution for unusual or mitigating circumstances.

5. Students may be awarded on a “first-come, first-served” basis in accordance with the institution’s IBC awarding policy.

6. The institution’s IBC awarding policy shall be subject to the following conditions:
   a. The student award may only be utilized for the identified eligible program.
   b. Award amounts shall be based solely on institutional charges to the student. Indirect costs cannot be funded.
   c. No funds will be disbursed directly to the student.
   d. Award amounts may be set as a percentage of total costs or a tiered-award amount and must be based on either income level or a percent of poverty.
   e. Individual award amounts should take into consideration each student’s financial circumstances ensuring that students demonstrating greater need – those with lower AGI or income as a percent of poverty level – receive larger awards than students with less need.
   f. Institutional award schedules must be reported to SCHEV prior to the term in which it will be used.
   g. Institutions may set annual maximum awards per student and/or expenditures per program.
   h. If a student does not complete the program, the award may be reduced in accordance with the institution’s tuition refund policy.

7. Institutional data collection requirements. The following information shall be retained by the institution and is subject to reporting to SCHEV.
   a. For all noncredit programs eligible for assistance:
      i. Program Name
ii. CIP Code (the National Center for Education Statistics Classification of
Instructional Programs) or
Standard Occupational Classification (SOCC) Code
If either provides an appropriate match, designate which taxonomy is
used.
iii. Description of the program
iv. Credential Name, if an industry credential can be earned upon
completion of the program
v. Specific related industry codes as set by the North American Industry
Classification System (NAICS): http://www.census.gov/eos/www/naics/
vi. Start and End Date of Program
vii. Program Cost
viii. Program Funding Source(s)
ix. Delivery Site
x. Whether Provided Solely via Distance

b. For all award recipients:
   i. Student Name
   ii. Student Social Security Number
   iii. Student Date of Birth
   iv. Student Locality of Residence
   v. Program Name and Code
   vi. Program Attendance Start and End Dates
   vii. Program Completion Date
   viii. Total Tuition Fees Charged
   ix. Total Assistance Received
   x. Whether student was successful in obtaining the industry credential

a. For all noncredit programs eligible for assistance:
  i. Abbreviation of college providing the program.
  ii. Program name.
  iii. Credential name and code.
  iv. Name of entity awarding the credential supported by the program.
  v. Industry code and type for the credential.

b. For all award recipients:
  i. Student VCSIN and EMPLID (VCCS).
  ii. Student date of birth.
  iii. Student locality of residence.
  iv. Program attendance start and end dates.
  v. Total tuition charged.
  vi. Total assistance received.
  vii. Student’s program and credential completion status.
The enrollment projections and degree estimates adopted by the Council each odd-numbered year serve as a key planning tool for higher education in the Commonwealth. With passage of the Top Jobs Act (TJ21) in 2011 incorporating a goal of awarding 100,000 cumulative additional undergraduate degrees to in-state students at public institutions by 2025, with a like number from private institutions, the degree estimates are a critical component in tracking progress towards this goal. Council’s adoption of a statewide target to reach 1.5 million additional degrees and workforce credentials by 2030 causes the enrollment projections and degree estimates to take on additional new meaning.

As of June 29, all public institutions have submitted projections as have all private institutions with the exception of Hampton University, Southern Virginia University, and Virginia Union University.

This is a preliminary report written prior to the initiation of the six-year plan meetings with public institutions and representatives from SCHEV, Senate Finance, House Appropriations, Department of Planning and Budget, the Secretary of Finance, and the Secretary of Education. These meetings could very well result in changes both up and down in the magnitude of these projections. When staff presents the full package of enrollment projections and degree estimates to the Council for action, we will provide full institutional detail, but for the purposes of this report we report only on the highest levels of aggregation.
In fall of 2016, total fall headcount at the public institutions was 388,749 students. In 2015, the institutions projected a total headcount 400,139 students in the fall of 2016, thus achieving 97% of their enrollment targets in the aggregate. In terms of degree estimates, the total number of awards at public institutions during the 2015-16 academic year was 87,364 compared to a projected estimate of 83,009, or about five percent more awards than projected.

For the 2017 enrollment projection and degree estimates process, SCHEV staff worked with institutional staff to streamline the data collection. We were generally successful in this effort, with only a minor loss of detail, which is to be expected when reducing a collection from three major tables per year to one table per year. We also reduced the projections from six years to four.

**Enrollment Projections**

As stated previously, in the fall of 2016, public institutions met 97% of their total projected enrollment from the 2015 projections. As we consider the 2017 projections, staff compared the projections not only to the most recent actual enrollments and the 2015 projections, but also to the 2013 projections. Common to all three sets of projections are the years 2016-17 through 2019-20. Upon review, we find that the projections produced in 2017 are significantly lower than those from 2015 and lower still than the 2013 projections. The bulk of the difference is explained by lower projections from the Virginia Community College System, consistent with the declines in actual enrollment it has seen as the economy has recovered from the recession. If it were not for the degree estimates discussed below, staff would have concerns about the Commonwealth’s ability to achieve the status as the “best-educated state by 2030.”

### Table 1: Comparison of Enrollment Projections

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2015</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>408,944</td>
<td>398,493</td>
<td>391,465</td>
</tr>
<tr>
<td>2017</td>
<td>411,978</td>
<td>400,139</td>
<td>387,004</td>
</tr>
<tr>
<td>2018</td>
<td>415,628</td>
<td>402,432</td>
<td>384,887</td>
</tr>
<tr>
<td>2019</td>
<td>419,475</td>
<td>405,376</td>
<td>384,292</td>
</tr>
<tr>
<td>2020</td>
<td>423,878</td>
<td>408,739</td>
<td>384,740</td>
</tr>
</tbody>
</table>

**Degree Estimates**

Despite significant declines in community college enrollment, degree and certificate production at the public institutions continues to hold steady and even increase modestly. As mentioned above, the overall performance of the public institutions all levels of degrees and certificates compared to their estimates was 105% of actuals over estimates. If we look at the two prior sets of estimates, we can easily note how low the 2015 estimates dropped compared to the 2013 estimates. We also note that 2017 estimates map closely to the 2013 estimates. It seems clear that the decrease in 2015 estimates was a reflection of a great deal of uncertainty in student behavior and
concerns about students staying in college. Clearly though, students did stay in college and complete.

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
<th>2015</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>87,973</td>
<td>82,974</td>
<td>88,745</td>
</tr>
<tr>
<td>2017</td>
<td>88,669</td>
<td>83,520</td>
<td>90,358</td>
</tr>
<tr>
<td>2018</td>
<td>89,752</td>
<td>84,387</td>
<td>91,205</td>
</tr>
<tr>
<td>2019</td>
<td>90,815</td>
<td>85,161</td>
<td>92,582</td>
</tr>
<tr>
<td>2020</td>
<td>91,778</td>
<td>85,704</td>
<td>93,850</td>
</tr>
</tbody>
</table>

As a reminder, the enrollment projections and degree estimates play significant roles in the Institutional Performance Standards. Public institutions must achieve 95% of their enrollment or degree estimates in order to be deemed as passing the specific measures. Because of this, institutions tend to be conservative in their projections and estimates, which they generally are. Thus, if these new estimates are typically conservative we expect to see even greater degree production than the 2013 estimates, with significantly fewer student enrollments projected. This suggests institutional confidence in ongoing efforts to increase student retention and completion.
In Figure 1, the solid line extending to from 2015 to 2030 represents staff estimates of the annual degree production needed to become the best-educated state by 2030. The line with diamond markers represents the 2015 projections, the line with a long dash and two dots represent the 2013 projections, and the square markers represent the 2017 projections. The round markers represent actual awards. What we see from the chart is that the 2017 estimates of associate and bachelor degrees exceed the minimum estimates for achieving the Commonwealth’s goal by 2030. We see a similar pattern to the projections and a track suggesting we will achieve and exceed the TJ21 goal of 100,000 cumulative additional associate and bachelor degrees awarded to in-state students at public institutions.
Projections of High School Graduates as First-Time in College Enrollments

The public two-year colleges have taken a decidedly conservative approach to projecting the enrollments of first-time in college students from Virginia as can be seen in Table 3. However, given their recent enrollment downturn, this is not surprising. The projections of the four-year colleges include students that are not recent high school graduates, a number which typically ranges between 1,000 and 1,500 students in actual enrollment counts.

Table 3: First-time in College, Direct from High School

<table>
<thead>
<tr>
<th></th>
<th>Public 4</th>
<th>Public 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>22,827</td>
<td>18,560</td>
<td>41,387</td>
</tr>
</tbody>
</table>
Table 4 provides further detail on the relationship between the numbers of recent high school graduates. The annual variance of a percentage point in the participation rate of the combined totals of advanced and standard diploma graduates is fairly typical. The difference of two percentage points represents a loss of nearly 1,800 new college students if prior year’s participation rate had held true in Fall 2016. As data sources become available later this year, staff will be analyzing those data to determine what this drop in participation represents.

<table>
<thead>
<tr>
<th>School Year</th>
<th>High School Graduates</th>
<th>Enrollment in Public C&amp;Us</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Advanced Diplomas</td>
<td>Standard Diplomas</td>
</tr>
<tr>
<td>2011-12</td>
<td>47,329</td>
<td>35,946</td>
</tr>
<tr>
<td>2012-13</td>
<td>47,872</td>
<td>35,357</td>
</tr>
<tr>
<td>2013-14</td>
<td>47,943</td>
<td>34,587</td>
</tr>
<tr>
<td>2014-15</td>
<td>47,956</td>
<td>33,918</td>
</tr>
<tr>
<td>2015-16</td>
<td>49,324</td>
<td>35,783</td>
</tr>
</tbody>
</table>

Conclusions

The enrollment projections and degree estimates from the public institutions represent what has become the traditional conservative approach used by the public four-year institutions. They also represent a return to the more positive, aggressive approach to the degree estimates that were present in the 2013 projections that track well recent actual numbers of awards. The projections and estimates from the two-year sector are much more conservative in terms of enrollment, representing both uncertainty and
the declining enrollment of recent years. The community colleges are particularly
challenged in projecting enrollment as they simply accept all students who show up
for enrollment, which is often highly correlated with local and regional employment
opportunities more so than any other factor. Degree estimates from the two-year
institutions represent increases and ongoing efforts towards student engagement and
completion. In consideration of the above factors, staff analysis is that we remain on
track to achieve the goals of both TJ21 and The Virginia Plan.

**Materials Provided:**

**Financial Impact:** None.

**Timetable for Further Review/Action:** Action on the final projections by Council is
anticipated to take place at the October meeting, following the completion of the six-
year plan meetings for the public institutions.

**Resolution:** N/A.
State Council of Higher Education for Virginia
Agenda Item

Item: Resources and Planning Committee #C6 - Discussion of VGAP Regulation Amendments

Date of Meeting: July 18, 2017

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

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
  Date: January 12, 2015
  Action: Council approved regulation amendments

Background Information/Summary of Major Elements:

The Virginia Student Financial Assistance Program is a single point of direct appropriations to the institutions that funds the two primary state need-based programs: the Virginia Commonwealth Award and the Virginia Guaranteed Assistance Program (VGAP). These programs combine for a total of $189 million appropriated for 2017-18.

Regulations were last amended in January 2015 so the primary focus of these proposed amendments is to conform VSFAP regulations with the new statutory changes to VGAP – via HB2427 and SB1527 – passed during the 2017 session of the General Assembly. These changes serve to strengthen VGAP’s ability to incentivize student progression and completion by raising the annual progression standard from completion of 24 credits per year to limiting recipients to one year of award per class level, which requires that students essentially complete 30 hours per year. The new requirement effectively places recipients on a four-year graduation path instead of a five-year pace.

The statute also was changed to provide a financial-completion incentive by requiring that students in a higher class level receive a larger award than those in a lower class level, if each has equivalent financial need. Finally, the statutory changes removed the requirement that students be “dependent” students. This will enable VGAP to incentivize and reward adult students, single parents, veterans, foster children and others who do not otherwise meet the definition of dependent student.
These statutory changes have created some administrative challenges that must be addressed within regulations. In addition, staff has considered other revisions to the regulations for purposes of clarification and continued improvement of guidance. The staff recommended amendments would accomplish the following:

1. Accommodate the new requirements by including a definition of “class level” within the regulations.

2. Outline the new VGAP renewal criteria, including a description of what it means to advance class levels after each year of VGAP award and how to handle situations when a student’s class level changes mid-term.

3. Describe the administrative process for conforming to the requirement that the award amounts increase by class level. These issues are addressed:
   a. The law does not require that the student’s award amount increase as he or she advances, but that the awards for higher class level students must be greater than those for a lower class level within that same award year;
   b. The law does not specify the award differential between class levels;
   c. How to handle the transition period from one set of renewal criteria (24 hours per year) to the new set (advance class level); and
   d. How the new award requirement is phased in over a four year period.

4. Continue to improve program guidance by:
   a. Clarifying the process to conform to the requirement that VGAP students be prioritized over Commonwealth awards;
   b. Changing the reference from “approved program” to “eligible program” to clarify that programs are not individually approved;
   c. Moving the reference to the Americans with Disabilities Act to a more central location within the definition of “full time;”
   d. Adjusting the SAT requirements for students completing high school via home school to account for changes in SAT scoring; and
   e. Reorganizing the VGAP eligibility section to improve flow.

Staff has worked closely with the financial aid offices responsible for administering the programs and will continue to vet these proposed amendments.
**Materials Provided:**
The proposed program amendments are included.

**Financial Impact:** No additional impact beyond appropriated funds. Grants are contingent upon funding provided by the General Assembly.

**Timetable for Further Review/Action:** The proposals are for discussion only at this time. Approval will be considered at the next Council meeting.
8VAC40-131-10. Definitions.

The following words and terms when used in this chapter shall have the following meanings unless the context clearly indicates otherwise:

"Academic period" or "semester" means a division of an academic year approximately 15 to 16 weeks in length from the first day of classes through the last day of exams for the fall or spring enrollment periods.

"Academic year" or "regular session" means a division of an award year that normally extends from late August to mid May, consists of the institution's fall and spring semesters, and is exclusive of the institution's summer session.

"Approved program" means a curriculum of courses in a certificate of undergraduate study, diploma, or degree program at the undergraduate, graduate, or first professional level.

"Award" means a grant from state funds appropriated within the item for student financial assistance in the annual Appropriation Act under Virginia Guaranteed Assistance Program or Commonwealth grant eligibility criteria.

"Award schedule" means the table or formula used by the institutions to award program funds to full-time students for the academic year; awards for less than full-time students for the academic year shall be reviewed and adjusted according to the institution's awarding policies.

"Award year" means the 12-month enrollment period during which an institution holds classes, comprised of the regular session and the summer session.

"Book allowance" means the cost of attendance allowance for education-related book and supply expenses as determined by an institution.

"Census date" means the point at which a student's credit hour enrollment is locked for financial aid purposes. At this point in the term, credit hours are locked and financial aid for the term is adjusted to reflect the official number of attempted credit hours.

“Certificate program” means a formal award certifying the satisfactory completion of a post-secondary education program that has fewer credits than an associate degree.

"Class level" refers to the institutionally determined undergraduate freshman (first year), sophomore (second year), junior (third year), and senior (fourth year) classifications, which typically, but not always, transitions at 30 credit hour intervals per class level.
"Commonwealth Award" means a grant from state funds appropriated within the item for student financial assistance in the annual Appropriation Act under Commonwealth grant eligibility criteria.

"Cost of attendance" means the sum of tuition, required fees, room, board, books, supplies, and other education related expenses, as determined by an institution for purposes of calculating a student's financial need and awarding federal student aid funds.

"Council" means the State Council of Higher Education for Virginia or its designated staff.

"Diploma program" means a formal award certifying the satisfactory completion of a post-secondary education program that has fewer credits than an associate degree but normally more than a certificate.


"Domiciliary resident of Virginia" means a student who is determined by an institution to meet the domicile eligibility requirements specified by § 23.1-502 and § 23.1-505 of the Code of Virginia and augmented by the Domicile Guidelines.

"Eligible program" means a Title IV-eligible curriculum of courses in a certificate of undergraduate study, diploma, or degree program at the undergraduate, graduate, or first professional level.

"Equivalent need" means a level or range of remaining need, as defined by the institution in its award schedule for purposes of awarding program funds.

"Expected family contribution" or "EFC" means the amount a student and the student's family is expected to contribute toward the cost of attendance. A student's EFC will be determined by the federal aid analysis method used for Title IV programs. The institution may exercise professional judgment to adjust the student's EFC, as permitted under federal law, based on factors that affect the family's ability to pay. For students eligible for a state award but the federal processor has not calculated the student's EFC ineligible to receive federal financial aid, the institution shall calculate the student's EFC using the appropriate federal EFC worksheet in cases where the federal processor has not calculated the student’s EFC.

"Financial need" means any positive difference between a student's cost of attendance and the student's expected family contribution. (See also definition of "remaining need").

"Full-time study" means enrollment for at least 12 credit hours per term or its equivalent at the undergraduate level and enrollment for at least nine credit hours per term or its equivalent at the graduate or first professional level. The total hours counted will not include courses taken for audit, but may include required developmental or remedial courses and other elective courses that normally are not counted toward a degree at the institution. For students enrolled in a dual or concurrent undergraduate and graduate program, full-time study enrollment may be met through a combination of total credit hours, providing that the combination totals at least the minimum credit hours for full-time status for the student's institutionally recognized student level. Exceptions to the full-time requirement due to documented disability or other documented medical reasons, as applicable under the federal Americans with Disabilities Act, 42 USC § 12101 et seq., (ADA) will be considered on a case-by-case basis by the institution; supporting documentation must include a physician's note specifying the full-time equivalent for the student.
"Gift assistance" means financial aid in the form of scholarships, grants, and other sources that do not require work or repayment, scholarships and grants but does not include work-study or student loans.

"Graduate student" means a student enrolled in an approved eligible master's, doctoral, or first professional degree program.

"Half-time study" means enrollment for at least six credit hours per term or its equivalent at the undergraduate level. The total hours counted will not include courses taken for audit, but may include required developmental or remedial courses and other elective courses that normally are not counted toward a certificate, diploma, or degree at the institution. For undergraduate students enrolled in a dual or concurrent undergraduate and graduate program, half-time study may be met through a combination of total credit hours, providing that the combination totals at least the minimum credit hours for half-time status for the student's institutionally recognized student level.

"Institution" or "home institution" means any public institution of higher education in Virginia participating in the Virginia Student Financial Assistance Program.

"Program" or "VSFAP" means the Virginia Student Financial Assistance Program, a financial aid program authorized within the item for student financial assistance in the annual Appropriation Act.

"Remaining need" means any positive difference between a student's financial need and the sum of federal, state, and institutionally-controlled gift assistance known at the time of awarding.

"Satisfactory academic progress" means:

1. Acceptable progress towards completion of an approved eligible program, as defined by the institution for the purposes of eligibility for federal student financial aid under the Code of Federal Regulations (Subpart C, 34 CFR Part 668 - Student Assistance General Provisions); and

2. For a student receiving a Virginia Guaranteed Assistance Program award, acceptable progress towards completion of an approved eligible program in which a student earns not less than 24 credit hours, which is the minimum number required for full-time standing in each award year and maintains a cumulative minimum grade point average of 2.0.

"Summer session" means a division of an award year that normally extends from late May to mid-August and consists of one or more summer enrollment periods, exclusive of the institution's fall and spring semesters.

"Term" means an academic period or summer session.

"Undergraduate student" means a student enrolled in an approved eligible program leading to a certificate of undergraduate study, diploma, associate's degree, or bachelor's degree.

"VGAP" means a grant from state funds appropriated for the Virginia Guaranteed Assistance Program, as authorized by the laws of the Commonwealth of Virginia including §§ 23.1-636, 23.1-637, and 23.1-638, of the Code of Virginia.

Part II
Use of Funds
8VAC40-131-20. Use of funds.

An institution shall establish and maintain financial records that accurately reflect all program transactions as they occur. The institution shall establish and maintain general ledger control accounts and related subsidiary accounts that identify each program transaction and separate those transactions from all other institutional financial activity. Funds appropriated for undergraduate awards may not be used for graduate awards, and funds appropriated for graduate awards may not be used for undergraduate awards.

8VAC40-131-30. Types of assistance.

A. Funds allocated to institutions within the item for student financial assistance in the annual Appropriation Act may be used for:

1. Awards to undergraduate students enrolled for at least half-time study;

2. Awards to graduate students enrolled for full-time study. No more than 50% of the institution's graduate grants shall be awarded to students not classified as a domiciliary resident of Virginia;

3. Awards to students enrolled for full-time study in a dual or concurrent undergraduate and graduate program;

4. Assistantships to graduate students, funds for which must be transferred to the education and general account;

5. Providing the required matching contribution to federal or private student grant aid programs, except for programs requiring work; and

6. Supporting institutional work-study programs, funds for which must be transferred to the education and general account.

B. A student may receive either a VGAP award, an undergraduate Commonwealth Award, or a graduate Commonwealth Award during any one term (i.e., a student may not receive a combination of two or more different types of awards during the same term).

C. The provisions of this chapter shall not apply to:

1. Soil scientist scholarships authorized by § 23.1-615 of the Code of Virginia;

2. Foster children grants authorized by § 23.1-601 of the Code of Virginia;

3. Need-based financial assistance programs for industry-based certification and related programs not qualifying for other sources of student financial assistance, that are subject to the Financial Assistance for Industry-Based Certification and Related Programs, as the same are now constituted or hereafter amended;

4. Nongeneral funds allocated to institutions within the item for student financial assistance in the annual Appropriation Act, except for the satisfactory academic progress requirement; or
5. General funds allocated to institutions within the item for student financial assistance in the annual Appropriation Act that are used to support a work-study program, except for the financial need requirement.

Part III
Undergraduate Financial Assistance

Article 1
General Information

8VAC40-131-40. Priority for awards.

A. Priority for awards will be given to those students who file an application as required by the institution for need-based financial aid by the institutional priority filing date or deadline and completing the verification process, if applicable. Those students who file an application after the institutional priority filing date or deadline may receive be considered for an award; however, the award will be based on the funds available at the time the award is made and may be based on a new award schedule.

B. Awards shall not be made to students seeking a second or additional baccalaureate degree until the financial aid needs of first-degree-seeking students are fully met.

8VAC40-131-50. Award schedule and award amount restrictions.

A. Institutions shall construct award schedules to determine priority for and amount of awards, ensuring that the schedule conforms to the conditions and restrictions listed in this subsection.

1. The institution:
   a. Must define its neediest students;
   b. Must use the same award schedule for all students whose awards are packaged at the same time;
   c. Must ensure that students eligible for Commonwealth Awards and students eligible for VGAP awards are packaged at the same time using the same award schedule;
   d. Shall not include the assessed tuition and fee surcharge at four-year institutions when calculating the remaining need and financial need of students exceeding 125% of their program length, pursuant to § 23.1-509 of the Code of Virginia;
   e. For students enrolled at multiple institutions or in study abroad programs, shall include as the tuition and required fee component of the cost of attendance the lesser of the amount that would be charged by the home institution for the student's combined enrollment level and the sum of actual tuition and required fees assessed by each institution;
   f. May include minimum award amounts for VGAP and Commonwealth Awards; and
   g. May construct a new award schedule based on the time of packaging and available funds; however, for students whose awards are packaged at the same time, the same schedule shall be used; and

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g. Shall define equivalent need between Commonwealth Award and VGAP students.

2. Award amounts must be:
   a. Based on remaining need; and
   b. Proportional to remaining need (i.e., students with greater remaining need receive larger award amounts than students with lesser remaining need).

3. VGAP-eligible students:
   a. Must receive an award before Commonwealth Award-eligible students with equivalent need.
      1) Administratively, all VGAP and Commonwealth Award students are packaged according to the institution’s award schedule in use at the time of the packaging run. The award schedule should provide for larger VGAP awards than Commonwealth Awards at equivalent need and should ensure that the neediest students are prioritized over less needy students.
      2) The practical effect is that at the point at which funds are exhausted, the VGAP students at that last level of need to be funded are awarded before Commonwealth Award students at the equivalent level of need. This process ensures that VGAP students are prioritized over Commonwealth Award students with equivalent need.
   b. Must receive award amounts greater than Commonwealth Award-eligible students with equivalent remaining need;
   c. Who fall into the neediest category must receive an award amount of at least the tuition charged to the individual student; and
   d. Who fall into the neediest category may receive an award amount of up to tuition, required fees, and book allowance.
   e. If approved for enrollment of less than 12 hours under an ADA exception, the VGAP award should be adjusted in accordance with institution's awarding policies.

4. Commonwealth Award-eligible students who fall into the neediest category may receive an award amount of up to tuition and required fees.

5. Two-year colleges electing to use a modified award schedules must:
   a. Define "remaining need" as (i) any positive difference between a student's cost of attendance and the student's expected family contribution (EFC) or (ii) the financial need determined by the U.S. Department of Education and reflected in its payment schedule of EFC ranges for the Federal Pell Grant program;
   b. Construct an award schedule that is based on remaining need and the combination of federal and state grant aid; and
c. Include a minimum award amount for the neediest VGAP-eligible student.

B. The following award amount restrictions apply to awards:

1. Financial need over awards are prohibited.
   a. An award under the program, when combined with other gift assistance applied to the student's institutional account, shall not exceed the student's financial need.
   b. For purposes of the over financial need calculation, only the tuition and fee portion of veterans education benefits and national service education awards or post-service benefits (e.g., AmeriCorps) shall be included.

2. Tuition over awards are prohibited.
   a. An undergraduate Commonwealth Award, when combined with tuition-only assistance such as a tuition waiver, tuition scholarship or grant, or employer tuition reimbursement, shall not exceed the student's actual charges for tuition and required fees;
   b. A VGAP award, when combined with tuition-only assistance such as a tuition waiver, tuition scholarship or grant, or employer tuition reimbursement, shall not exceed the student's actual charges for tuition, required fees, and standard book allowance.

8VAC40-131-60. Summer session awards.

Institutions may elect to award during summer sessions; however, an award made to assist a student in attending an institution's summer session shall be prorated according to the size of comparable awards for students with similar financial needs made in that institution's regular session.

8VAC40-131-70. Refund of awards.

A student who receives an award and who, during a term, withdraws from the institution that made the award must surrender the balance of the award. In determining the earned portion of the award that the student may retain, the institution shall apply the percentage of earned aid resulting from the federal Return to Title IV formula to the student's award amount.

Article 2
Commonwealth Awards

8VAC40-131-80. Undergraduate eligibility criteria for an initial award.

In order to participate, an undergraduate student shall:

1. Be enrolled for at least half-time study as of into an eligible program on or after the term's census date;
2. Be a domiciliary resident of Virginia;
   2. Be a United States citizen or eligible noncitizen as described in § 23.1-502 of the Code of Virginia and augmented by the Domicile Guidelines.
4.3. Demonstrate financial need for federal Title IV financial aid purposes; and

5.4. Have complied with federal selective service registration requirements, unless the following apply:

a. The requirement to register has terminated or become inapplicable to the student; and

b. The student shows by preponderance of the evidence that failure to register was not a knowing and willful failure to register.

8VAC40-131-90. Renewability of awards.

Awards may be renewed provided that the student:

1. Maintains satisfactory academic progress; and

2. Continues to meet all of the requirements of 8VAC40-131-80.

8VAC40-131-100. Enrollment at multiple institutions and in study abroad programs.

A. A student enrolled concurrently at multiple institutions may receive an award if:

1. The home institution is a VSFAP participating institution;

2. A formal consortium agreement is in place; and

3. The student's combined enrollment is at least half time.

B. A student enrolled in a study abroad program may receive an award if:

1. The student is enrolled for at least half-time study;

2. The student remains on record as a student in an approved eligible program at the home institution for the term in which the award is received;

3. The program funds are disbursed through the home institution; and

4. The study abroad program is a formal agreement arranged by the institution.

Article 3
Virginia Guaranteed Assistance Program Awards

8VAC40-131-110. VGAP eligibility criteria for an initial award.

In order to participate, a student shall:

1. Be enrolled for full-time study as of into an eligible program on or after the term's census date. Exceptions to the full-time study requirement due to documented disability or other documented medical reasons, as applicable under the federal Americans with Disabilities Act, 42 USC § 12101 et seq., will be considered on a case-by-case basis by the institution supporting documentation must include a physician's note specifying the full-time equivalent.
for the student. Such students shall receive an adjusted award amount determined according to the institution’s awarding policies;

2. Be a domiciliary resident of Virginia;

3. Be a United States citizen or eligible noncitizen as described in § 23.1-502 of the Code of Virginia and augmented by the Domicile Guidelines;

4. Demonstrate financial need for federal Title IV financial aid purposes;

5. Be a graduate from a Virginia high school.
   a. Students obtaining a General Educational Development (GED) certificate are not eligible.
   b. Exceptions to graduating from a Virginia high school are granted for students who:
      1) Are dependent children of active-duty military personnel residing outside the Commonwealth of Virginia pursuant to military orders and claiming Virginia on their State of Legal Residence Certificate and satisfying the domicile requirements for such active duty military personnel pursuant § 23.1-502 of the Code of Virginia;
      2) Have completed a program of home school instruction in accordance with § 22.1-254.1 of the Code of Virginia; or
      3) Have been excused from school attendance pursuant to subsection B of § 22.1-254 of the Code of Virginia.

6. For a high school graduate, have at least a cumulative 2.5 grade point average (GPA) on a 4.0 scale, or its equivalent, at the time of admission to the institution or according to the latest available high school transcript. In the absence of a high school transcript indicating the grade point average, the institution must have on file a letter from the student's high school certifying the student's high school GPA;

7. For a student meeting the high school graduate exception in subdivision 5 b or 5 c 1) or 4 b 2) of this subsection, have earned SAT math and verbal combined scores of at least 900 or above for SATs taken prior to March 1, 2016 or at least 980 for SATs taken on or after March 1, 2016; or have earned ACT composite scores of 19 or above; and

8. Be classified as a dependent student for federal financial aid purposes; and

9. Have complied with federal selective service registration requirements, unless the following apply:
   a. The requirement to register has terminated or become inapplicable to the student; and
   b. The student shows by preponderance of the evidence that failure to register was not a knowing and willful failure to register.

8VAC40-131-120. Renewability of awards.
A. Awards for students attending two-year colleges may be renewed for one award year while awards for students attending four-year colleges may be renewed for up to three award years. Students shall be limited to a cumulative total of four award years of eligibility.

Awards may be renewed annually provided that the undergraduate student:

1. Continues to be enrolled for full-time study as of in an eligible program on or after the term's census date;
2. Maintains a domicile resident of residency in Virginia;
3. Continues to be a United States citizen or eligible noncitizen as described in § 23.1-502 of the Code of Virginia and augmented by the Domicile Guidelines;
4. Continues to demonstrate financial need for federal Title IV financial aid purposes;
5. Maintains at least a 2.0 grade point average on a 4.0 scale, or its equivalent;
6. Maintains satisfactory academic progress;
7. Continues to maintain continuous full-time enrollment from the time of receipt of the initial award unless granted an exception for cause by the council.
   a. Continuous enrollment shall be recognized as full-time enrollment for full-time study in each academic period; lack of enrollment or less than full-time enrollment in the summer session or other special sessions offered by the institution does not disqualify the student.
   b. A student participating in a cooperative education program or internship that is part of his academic program and a student whose college education is interrupted by a call to military service shall be deemed to have maintained continuous enrollment if he reenrolls no later than the following fall semester after completion of such employment or military service;

b. If an exception is granted by council, council staff will also determine the student’s remaining VGAP eligibility within their current class level as well as towards the student’s maximum VGAP usage.

5. Annually, prior to the start of the award year,
   a. Maintains at least a 2.0 grade point average on a 4.0 scale, or its equivalent;
   b. Maintains satisfactory academic progress;

5.6. Has complied with federal selective service registration requirements, unless the following apply:
   a. The requirement to register has terminated or become inapplicable to the student; and
   b. The student shows by preponderance of the evidence that failure to register was not a knowing and willful failure to register.
B. VGAP renewal awards are subject to the following special considerations:

1. Students who transfer to an institution shall be considered renewal students if they received or were eligible for an award during the prior academic period provided they meet renewal criteria in subsection A.

2. Students who do not initially receive a VGAP award may be considered renewal awards provided that they meet initial eligibility criteria and continue to meet renewal criteria in subsection A.

2.3. Once a student loses his classification as VGAP-eligibleIf a student fails to meet one of the renewal criteria found in subsection A, the student cannot reestablish such eligibility. However, the student may qualify for a Commonwealth Award the following term.

C. Conditions and requirements for renewal awards.

1. Beginning with the 2017-18 award year, a student may not receive more than one year of support before satisfying the requirements to move to the next class level.

a. For purposes of this section, one year shall mean a 12-month period of time from the beginning of the first term a VGAP award was received at a specific class level.

1) Students receiving their first term of VGAP at a class level in the fall term must advance class levels by the beginning of the following fall term.

2) Students receiving their first term of VGAP at a class level in the spring term must advance class levels by the beginning of the following spring term.

3) Students receiving their first term of VGAP at a class level in the summer term must advance class levels by the beginning of the following summer term.

4) If an institution determines that the student did not advance class level at the completion of the one year, the student is not eligible for a VGAP award the next term; however, the institution may reconsider providing VGAP for that term, if

i. the student subsequently demonstrates that additional credits were earned prior to the beginning of the term (whether by transfer, adjusted grades, or other) and

ii. the additional credits are accepted by the institution and are sufficient for the student to advance class level.

b. The hours required to advance class level may be completed in any combination of terms, transfer of credits, or testing out of courses. Examples include, but are not necessarily limited to, completing:

1) The minimum hours necessary to advance class level (typically 30) in the combined fall and spring terms.

Comment [AL(10)]: Clarification of the "one year" of VGAP for each class level.

Comment [AL(11)]: This section is intended to address situations where a student’s record does not reflect sufficient hours to advance class level on time and so the institution finds that the student is not VGAP eligible. But if the student had taken classes at another institution, or had a grade change ("F" "W" or "I" etc to a passing grade) and they can now show that sufficient hours were earned by the end of that year, the institution can go back and provide a VGAP award, if funds are available.

Comment [AL(12)]: Explanation for advancing class level: by any means possible to advance class level in a year.
2) The minimum hours necessary to advance class level (typically 30) in the combined fall, spring, and summer terms; or

3) The minimum hours necessary to advance class level (typically 30) in the combined academic terms and any other credits earned via transfer or an approved examination, such as a CLEP test, within the 12-month period.

b.c. Students failing to advance class levels after one year of support:

1) May be considered for a Commonwealth Award for the next term of enrollment and

2) May then be reconsidered for a VGAP award for the term in which they enter at a higher class level, if they continue to meet all renewal criteria in subsection A.

d. Students advancing class levels in less than one year are not granted extra terms of support.

2. Beginning with first-time students enrolled in the fall semester in 2018, each eligible student shall receive a grant in an amount greater than the grant of each eligible student with equivalent remaining need in the next-lowest class level.

a. The annual award differential between the class levels is determined by the institution. When determining the differential, institutions should weigh the available funding and the needs of the overall student enrollment with the amount of the differential necessary to incentivize students to progress.

b. The award differential between the class levels can vary from year-to-year.

c. The award differential is not based upon the prior year awards for the individual student or other class levels. Annual awards are based upon the unique circumstances for the individual year, including available funding, student remaining need and, changes in total financial need across all eligible students.

3. Grandfathering:

a. For students enrolled prior to fall 2018, there is no requirement that the awards be differentiated by class level.

b. For students enrolled prior to fall 2017, those completing full-time equivalent courses per term remain eligible for consideration of a VGAP award entering the 2017-18 award year. The requirement of one year of award per class level is reviewed upon completion of the 2017-18 award year and then evaluated each term thereafter, as appropriate.

8VAC40-131-130. Enrollment at multiple institutions and in study abroad programs.

A. A student enrolled concurrently at multiple institutions may receive an award if:

1. The home institution is a VSFAP participating institution;

2. A formal consortium agreement is in place; and
3. The student's combined enrollment meets full-time study requirements.

B. A student enrolled in a study abroad program may receive an award if:

1. The student is enrolled for full-time study;
2. The student remains on record as a student in an approved eligible program at the home institution for the term in which the award is received;
3. The program funds are disbursed through the home institution; and
4. The study abroad program is a formal agreement arranged by the institution.

Part IV
Graduate Financial Assistance

8VAC40-131-140. Graduate eligibility criteria for an initial award.

A. In order to receive a Commonwealth Award, the graduate student must be enrolled for full-time study as of into an eligible program on or after the term's census date.

B. An individual award may be based on financial need but may, in addition to or instead of, be based on other criteria determined by the institution making the award.

8VAC40-131-150. Amount of awards.

The amount of an award shall be determined by the institution making the award; however, the institution shall annually notify the council of the maximum size of a graduate award that is paid from funds in the appropriation.

8VAC40-131-160. Renewability of awards.

Awards may be renewed provided that the graduate student:

1. Maintains satisfactory academic progress; and
2. Continues to be enrolled for full-time study.

8VAC40-131-170. Enrollment at multiple institutions and in study abroad programs.

A. A student enrolled concurrently at multiple institutions may receive an award if:

1. The home institution is a VSFAP participating institution;
2. A formal consortium agreement is in place; and
3. The student's combined enrollment meets full-time study requirements.

B. A student enrolled in a study abroad program may receive an award if:
1. The student is enrolled for full-time study;
2. The student remains on record as a student in an approved eligible program at the home institution for the term in which the award is received;
3. The program funds are disbursed through the home institution; and
4. The study abroad program is a formal agreement arranged by the institution.

Part V
Administration


The council shall collect such student specific information for both graduate and undergraduate students as is necessary for the operation of the program and other information deemed necessary by the council.

8VAC40-131-190. Responsibility of institutions.

Institutions shall:

1. Provide reports to the council that will include, but not be limited to, information describing the students served, the awards received, and the number and value of awards. Each institution shall annually report to the council its definition of "neediest" students;
2. Maintain documentation necessary to demonstrate that students' awards calculated during the same packaging cycle used the same award schedule;
3. Provide the council with the initial award schedule or formula that will be used to package on-time applications when submitting an annual report; and
4. Upon request by a student transferring to another institution, send to the other institution information about the student's VGAP eligibility.

8VAC40-131-200. Program reviews.

The council periodically will review institutional administrative practices to determine institutional program compliance with the Appropriation Act, the Code of Virginia, and this chapter. If a review determines that an institution has failed to comply with the Appropriation Act, the Code of Virginia, and this chapter, the council may withhold approval of expenditure plans for the program until the end of the next session of the General Assembly. No attempt to determine compliance with the Appropriation Act, Code of Virginia, and this chapter should be solely based on information from the financial aid data file submitted annually by institutions.

Part VI
Discontinued Student Loan Program

8VAC40-131-210. Terms and conditions of the loans.
An institution with a loan program established from previous general fund appropriations may continue the loan program, under such terms and rules as the governing board of the institution may prescribe, but shall not expand the loan program with currently appropriated funds. The loan program shall meet the following requirements:

1. In any one award year no student shall receive a loan or loans from the fund of an institution that would result in that student owing a net outstanding amount at the end of that award year in excess of the tuition and required fees charged by the institution;

2. The annual interest rate charged on loans to students from a fund shall be 3.0%;

3. An institution shall make every effort to collect each loan made from its student loan fund using the provisions of the Virginia Debt Collection Act (§ 2.2-4800 et seq. of the Code of Virginia); and

4. The Auditor of Public Accounts shall at least biennially audit and exhibit the account of student loan funds at each institution.

8VAC40-131-220. Eligibility criteria.

In order to be eligible for the student loan program, a student shall meet the criteria of 8VAC40-131-80, 8VAC40-131-90, 8VAC40-131-110, 8VAC40-131-120, 8VAC40-131-140, and 8VAC40-131-160.

8VAC40-131-230. Discontinuing student loan programs.

A. If any federal student loan program for which the institutional contribution was appropriated by the General Assembly is discontinued, the institutional share of the discontinued loan program shall be repaid to the fund from which the institutional share was derived unless other arrangements are recommended by the council and approved by the Department of Planning and Budget. Should the institution be permitted to retain the federal contributions to the program, the funds shall be used according to arrangements authorized by the council and approved by the Department of Planning and Budget.

B. An institution may discontinue its student loan program established pursuant to §§23.1-618 through 23.1-621 of the Code of Virginia. The full amount of cash in the discontinued loan fund shall be paid into the state treasury into a nonrevertible nongeneral fund account. Prior to such payment, the State Comptroller shall verify its accuracy, including the fact that the cash held by the institution in the loan fund will be fully depleted by such payment. The loan fund shall not be reestablished for that institution.

C. The cash paid into the state treasury shall be used only for awards to undergraduate students in the Virginia Student Financial Assistance Program according to arrangements authorized by the council and approved by the Department of Planning and Budget. Payments of any promissory notes held by the discontinued loan fund shall continue to be received by the institution and deposited to the nonrevertible nongeneral fund account and to be used for the VGAP awards and undergraduate Commonwealth Awards.

Comment [AL(14): These are VGAP eligibility criteria. We will stick with only the Commonwealth criteria for those still using the student loan program.
State Council of Higher Education for Virginia
Agenda Item

Item: Resources and Planning Committee #C7 – Discussion of Updates to The Virginia Plan for Higher Education – Initiatives #2 and #3

Date of Meeting: July 18, 2017

Presenters: Dan Hix, Finance Policy Director (DanHix@schev.edu)
Yan Zheng, Assistant Director for Finance Policy (YanZheng@schev.edu)
Jean Mottley, Senior Associate for Finance Policy (JeanMottley@schev.edu)

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

Date: May 15, 2017
Action: Council discussed possible funding alternatives and activities going forward for the July meeting.

Background Information/Summary of Major Elements: At its September 2015 meeting the Council endorsed six priority initiatives in support of the four goals of the Virginia Plan for Higher Education. Since this time, the Council’s Resources and Planning Committee has been focused primarily on Council initiatives 2 and 3 shown below.

Initiative 2: Seek legislative changes that support stable and sustainable public funding for higher education, such as a constitutional amendment, a dedicated funding source, and a revenue stabilization fund.

Initiative 3: Review and recommend potential initiatives for further restructuring and shared services that enhance institutional administrative flexibility and improve quality and efficiency.

Update on Initiative #2:

At the May 15, 2017, committee meeting, Council members discussed various funding options based on institutional type, mission, student demographics and tuition capacity. They asked staff to prepare models of some of the options for further
discussion. In preparing these options, staff had a chance to review a July 10, 1991, SCHEV document entitled, *Colleges and Universities for the 21st Century, A Report and Proposals for Continued Improvement in Virginia Higher Education* – a report produced during another perilous time for our public system of higher education. Also known as *The Presidents’ Paper*, the report received the endorsement of all of the public college and university presidents. Excerpts from the report are included here for the benefit of the committee as members consider the funding options to be offered for discussion at the July 2017 meeting.

Virginia’s economy rebounded strongly after the issuance of this report, with state support per in-state student growing by about 45 percent by FY2001. However, the two recessions in this century have taken a toll on our public institutions. State operating appropriations for FY2018 are less than those appropriations were in FY2008, before adjusting for inflation. The system has endured eight budget cuts in the last 10 years, and tuition for our in-state undergraduate students has risen dramatically in an effort to help offset these cuts. Access, affordability and quality – the cornerstones of our system – are in jeopardy. For these reasons, committee members are pursuing options for restructured funding, which can be found in Attachment 2.

**Update on Initiative #3:**

Agenda materials for the May 15 Resources and Planning Committee meeting included a brief report on the Virginia Community College System’s (VCCS’s) Shared Services Center (SSC). The SSC is an example of an initiative that could enhance institutional and administrative flexibility and improve quality and efficiency, perhaps for other higher education institutions in addition to the VCCS. Another example of such an initiative is the Linked Data pilot project for the Virtual Library of Virginia (VIVA). Both projects received funding from the SCHEV Efficiency and Innovation Fund.

The VCCS obtained a $30,000 grant to support a study to evaluate the feasibility of other public higher education institutions receiving services from the SSC. An interim report on the SSC and the potential benefits for other institutions, in particular Richard Bland College – the first institution to provide information for the feasibility study – is provided as Attachment 3. Donna VanCleave, vice chancellor, administrative services, for the VCCS, and Everett Ross, consultant, will present the findings and discuss the ongoing work.

VIVA received a $10,000 grant to conduct a Linked Data pilot with Zepheira and Atlas Systems, companies at the leading edge of this technology. The pilot was designed to convert library catalog records into Linked Data records, thereby enabling them to be sought and found on the World Wide Web through common search engines, such as Google, Bing or Yahoo. During the pilot, over 48,000 records representing the special collections content of seven institutions were converted into Linked Data and loaded into the Library.Link.network. Anne Osterman, VIVA director, will discuss the results of the pilot and potential cost savings to the state, if a more full-scale project were undertaken. A copy of the project report is provided as Attachment 4.
**Materials Provided:**

- Attachment 2: Options for Restructured Funding
- Attachment 3: *The VCCS Shared Services Center and Study of the Feasibility and Potential Benefits for Other Institutions to Participate in the VCCS Shared Services Center Interim Report – June 2017*

**Timetable for Further Review/Action:** Staff and committee members will continue to work together to monitor progress on these initiatives.

**Resolution:** N/A

- Eighteen months ago, Virginia higher education had emerged from the pack. Today, we are slipping to the rear. We rank slightly ahead of Mississippi and somewhat behind Alabama in the per-student appropriation of state revenues to higher education. We are still with the pack, but we are not on the rail, and we are losing touch with the leaders.

- This is the usual rhetoric; we have no other. But it is not the usual plan; the stakes are too high and the social consequences enormous.

- As we see it, we have three alternatives. We can get more money to do our work in Virginia higher education, degrade the quality of our colleges and universities, or decrease their size. These three choices are not exclusive; we could do a little of each over the next ten years.

- But as the appointed stewards of Virginia’s colleges and universities, we are absolutely committed to providing the best possible higher education. Of the three choices, we shall not willingly degrade quality, for colleges and universities are among the most essential institutions in our society. They are hardly sites of privilege. Look for example, at the welding or refrigeration laboratories of a local community college, or the emergency room of an urban health center. Our colleges and universities provide a multitude of direct services in a wide array of settings.

- But more important, the hallmark of a civilized, sophisticated people is their support of advanced intellectual, aesthetic, and ethical reflection. The least important benefits of higher education are the most immediate.

- Neither exhortation nor starvation will produce cost savings as readily as allowing those who produce the savings to keep the recourses. If, for instance, the money saved by combining several administrative units can be kept to acquire better computing hardware or software, there is a reward for good management. If the savings do not remain with the unit that produces them or, even worse, revert to Richmond, there is no incentive to do anything except “hold on to what you have.”

- We shall continue our efforts to become more efficient but not at the cost of becoming less effective.

- Virginia is a high tuition state. But this is only part of an accurate description. Virginia also is a relatively low tax state: 43rd among the states in state and local tax revenue per $1,000 of personal income. The Commonwealth has chosen to support its colleges and universities through a combination of relatively high tuition and fees and relatively low general fund appropriations.
• As colleges and universities have served more students over the past ten years, they have served them with a declining share of the state’s general fund, and tuition and fees have increased significantly. Faced with the current situation, institutions have chosen to increase tuition and fees even further rather than reduce enrollment or degrade quality. They also are using a variety of strategies in which students, other users, and private donors pay for some classroom, laboratory, and general academic buildings for which state funds historically have been paid.

• Virginia’s public colleges and universities now enjoy the worst of two worlds. They are poorly funded on a per-student basis and charge relatively high tuition. The 1990-92 biennium shows an unprecedented shift in support of Virginia public higher education from state support to the student.

• If the leadership of Virginia determines that sufficient revenues cannot be raised to provide higher education with the money it needs from the general fund, several other options should be considered. The one option that those directly responsible for Virginia’s colleges and universities will not support is planned, intentional degradation of the quality of higher education. It is too apparent that the future of Virginia – indeed the future of any modern, industrialized society – is inextricably bound to the quality of advanced education available to its citizens. To degrade the quality of higher education in Virginia is to accept degradation in the standard of living of Virginians.

• Colleges and universities that receive less than, for example, half of the money they spend on educational and general programs (the instructional and administrative core of each institution) from the general fund could be allowed to choose exemption from state oversight by personnel, purchasing, budget, and accounting agencies. Some institutional administrators have said they could operate more efficiently if they were subject to audits, but not to state agency review and approval of daily transactions. Granting some institutions the option to operate without these controls would be a powerful incentive for them to accept less general fund support.

• This exemption would be an extension of the decentralization efforts begun in the 1980’s, in which institutions that meet certain criteria are rewarded with greater financial and administrative flexibility. Most institutions now meet the criteria and a strictly post-audit relationship with the state may be appropriate for some.

• The relationship between the Commonwealth and some institutions can change even more fundamentally. The Commission on the University of the 21st Century envisioned the possibility of state-assisted institutions: semi-private colleges and universities receiving significant state assistance in the form of student capitation grants. These institutions would be subject to programmatic, but not administrative, regulation by the state. A number of major independent universities are in the relationship with the Commonwealth of Pennsylvania, and parts of Cornell University receive state support while others do not.
Public colleges and universities are an important part of education in the United States. But high-quality colleges and universities are even more important. Virginia may reach a point where high quality and public status are no longer compatible for all institutions now in the state-supported system. This will not be a pleasant choice and it certainly is not without risk. But it may be the only choice to make. The alternative may be a generally degraded system.

If, by 1996, state general fund support per student has not returned to the national average, Virginia should consider legislation that charts this path for its most prestigious and financially strongest institutions. This would accomplish two things. First, the freedom to increase tuition and fees to levels typical of excellent private institutions, along with release from state regulations, would let some institutions avoid being dragged down by limited state funding. Second, the remaining state-supported system of higher education would be smaller and could be better funded.

Pending more detailed study, the Cornell model seems attractive. An entire institution might not become state-assisted, but the strongest schools or colleges within it could be, while others remain state-supported. The state-assisted schools or colleges would receive capitation grants for degrees conferred to domiciliary residents of Virginia. Institutions would be expected to increase the tuition of these schools or colleges to competitive market levels, as determined by their governing boards.

Such an action would be unprecedented. On the one hand, it would be an admission that Virginia does not have sufficient public revenue or public will to support the fine system of higher education it has built. On the other hand, ironically, the statement might be positive. Few, if any, states have institutions of such strength and high quality that they could consider this alternative. But no other state has as much to lose if bold solutions are not found to providing the funding that is essential for colleges and universities of the highest standard.

This is not an easy document and we are not entirely easy with some of the proposals we have made. They depart from the traditional way in which public higher education has been supported. Being convinced of higher education’s value and knowing no better way to finance it if sufficient general funds are not available, we offer this set of actions for consideration by the Governor, the General Assembly, and the people of Virginia.
Attachment 2

Options for Restructured Funding

Council Initiative #2: Seek legislative changes that support stable and sustainable public funding for higher education, such as a constitutional amendment, a dedicated funding source, and a revenue stabilization fund.

At the May 15 Resources and Planning Committee meeting, members reviewed a set of targeted funding options proposed by SCHEV staff in regard to stable and sustainable funding, and directed staff to provide more concrete options, including estimated costs, for further discussion. Virginia’s public higher education institutions are diverse and have differing missions, student demographics and tuition capacities. It is not practical to consider a one-size-fits-all funding approach for the distribution of scarce state resources. Current funding policies could be amended, under the umbrella of expanded restructuring, by changing the cost-share policy or allowing selected institutions to pursue greater autonomy through their enrollment and tuition capacity. Such changes also would free up general fund resources to support institutions that have a more limited capacity to generate additional tuition revenues.

The following funding options and estimated costs were developed based on the rationale that the Commonwealth should develop funding mechanisms to sustain its system of public higher education. It should be noted that these options represent ways in which additional resources could be generated. They do not include recommendations for how the newfound funding could be reallocated. In fact, these options do not represent discreet proposals. They are offered to stimulate discussion and could be considered in part or whole, mixed and matched.

Option 1: Provide additional general fund support at the rate of inflation for both years of the 2018-20 biennium with the agreement that tuition for in-state undergraduate students will increase at the same rate.

Pros: Provides additional state support in a predictable and sustained manner over the biennium and mitigates the need to increase tuition. Allows for better institutional and student planning.

Cons: Additional general fund support is dependent on the availability of sufficient tax revenues.

Table 1(A) shows the additional cumulative revenues generated over FY2018 resources when indexed to a 3-year average annual inflation rate of 2%, by institution and fund, for the 2018-20 biennium. The additional average annual revenue will be about $29 million in general fund and $64 million in tuition revenue for a total of over $92 million per year at the system level. For simplicity’s sake, tuition revenue for all levels of students, both in-state and out-of-state have been advanced by the rate of inflation for this option. However, the focus would be on tuition for in-state undergraduate students with no limits placed on tuition increases for other students.
This option allows all parties involved from the state, to institutions, to students and their parents to have a predictable annual increase in base support, thus allowing for improved planning. More importantly, this option establishes a level of trust and commitment between the state and our institutions to the idea that the affordability of Virginia higher education is a shared responsibility.

Table 1(A)  
Annual Cumulative Increase by Fund Indexed with 3-Year Average Annual Inflation Rate in 2018-2020

<table>
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<tr>
<th>Inst.</th>
<th>GF Appro</th>
<th>Tuit Rev</th>
<th>Total</th>
<th>GF share</th>
<th>2018-19</th>
<th>2019-20</th>
<th>Total</th>
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<td>RU</td>
<td>$40,169,928</td>
<td>$75,349,428</td>
<td>$114,519,356</td>
<td>34%</td>
<td>$983,399</td>
<td>$1,506,989</td>
<td>$2,480,387</td>
</tr>
<tr>
<td>VSU</td>
<td>$25,762,809</td>
<td>$44,225,000</td>
<td>$69,987,809</td>
<td>37%</td>
<td>$15,256</td>
<td>$884,500</td>
<td>$1,399,756</td>
</tr>
<tr>
<td>UVA</td>
<td>$123,816,880</td>
<td>$57,837,903</td>
<td>$702,354,783</td>
<td>18%</td>
<td>$2,476,338</td>
<td>$11,570,758</td>
<td>$14,047,096</td>
</tr>
<tr>
<td>UVAW</td>
<td>$15,520,587</td>
<td>$8,531,419</td>
<td>$24,052,006</td>
<td>65%</td>
<td>$310,412</td>
<td>$170,628</td>
<td>$481,040</td>
</tr>
<tr>
<td>VCU</td>
<td>$170,040,472</td>
<td>$398,833,000</td>
<td>$568,873,472</td>
<td>30%</td>
<td>$3,400,809</td>
<td>$7,976,660</td>
<td>$11,377,469</td>
</tr>
<tr>
<td>VMI</td>
<td>$9,430,394</td>
<td>$32,489,986</td>
<td>$41,920,380</td>
<td>22%</td>
<td>$188,608</td>
<td>$649,800</td>
<td>$838,408</td>
</tr>
<tr>
<td>VCU</td>
<td>$34,088,277</td>
<td>$35,625,468</td>
<td>$69,713,745</td>
<td>49%</td>
<td>$681,766</td>
<td>$712,509</td>
<td>$1,394,275</td>
</tr>
<tr>
<td>VT</td>
<td>$155,506,414</td>
<td>$467,877,295</td>
<td>$623,383,709</td>
<td>29%</td>
<td>$3,110,128</td>
<td>$9,357,546</td>
<td>$12,467,674</td>
</tr>
<tr>
<td>RBC</td>
<td>$6,550,112</td>
<td>$5,215,080</td>
<td>$11,765,192</td>
<td>56%</td>
<td>$131,002</td>
<td>$1,404,302</td>
<td>$1,535,304</td>
</tr>
<tr>
<td>VTCC</td>
<td>$370,806,916</td>
<td>$517,695,825</td>
<td>$888,502,741</td>
<td>48%</td>
<td>$7,416,138</td>
<td>$10,353,917</td>
<td>$17,770,055</td>
</tr>
<tr>
<td>Total</td>
<td>$1,431,170,187</td>
<td>$3,186,120,470</td>
<td>$4,627,290,657</td>
<td>31%</td>
<td>$582,623,404</td>
<td>$632,924,409</td>
<td>$1,215,548,813</td>
</tr>
</tbody>
</table>

Notes:
1) 3-Year Average Inflation of 2%.
2) Tuition revenue from 2016 six-year plan.

For illustrative purposes, Table 1(B) shows the funding needed for an annual 2% salary increase for teaching and research (T&R) faculty over the 2018-20 biennium. On average, this expense would represent about one-third of the total additional revenue generated by Option 1. However, the proportions vary by institution ranging from a low of 26% at Norfolk State University to a high of 42% at Virginia State University.
Cons: Graduate education is generally more expensive than undergraduate education. Institutions that have tuition-capacity issues may not be able to charge higher tuition to their graduate students to cover the loss of general fund.

Graduate education is an important component of Virginia’s public higher education system. At a time when state budgets are being reduced routinely, perhaps undergraduate education should be preserved as the priority for state funding. Further, there is often more diversity in the revenue streams available to fund graduate education including sponsored programs and research grants provided by the federal government and private entities.

A total of $39 million could be made available for reallocation by reducing the state’s share of costs to 25% from the current average of about 37%. These calculations can be seen, by institution, in Table 2. The calculated cost per student is derived by dividing total FY2018 resources by projected FY2018 FTE enrollment. In this case, total resources are the sum of appropriated general fund for educational and general programs and six-year plan-based tuition revenue—less program budgets for research, public service, and undergraduate medical, dentistry, and veterinary medicine. This option allows institutions to retain additional tuition revenue raised to offset the loss of general fund support. However, as also seen in Table 2, some institutions may have difficulty raising sufficient revenue to achieve the offset. Therefore, perhaps this option could be applied to research-heavy institutions only, since a substantial majority of all
graduate students are enrolled at these institutions. And, these institutions have more research grants and other resources to support graduate education than other institutions that have graduate programs.

Table 2

Reduction in State Support for Graduate Education Through Fund Share Shift
(Based on Cost Share of 25/75 for Graduate and First Professional Education)\(^1\)

<table>
<thead>
<tr>
<th>Inst.</th>
<th>FY2018 Calc. Cost per FTE</th>
<th>FY2018 ISGS Tuition</th>
<th>FY2018 ISGS Cost Share(^2)</th>
<th>Change ISGS Cost Share</th>
<th>Req ISGS Tuition Increase</th>
<th>Proj ISGS FTE General Fund - Tuit Shift</th>
<th>Req Tuit Incr over 4-Years</th>
<th>Req Tuit Incr over 6-Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>GMU</td>
<td>$17,036</td>
<td>$11,228</td>
<td>66%</td>
<td>75%</td>
<td>$12,777</td>
<td>4,502</td>
<td>$6,973,598</td>
<td>13.8%</td>
</tr>
<tr>
<td>ODU</td>
<td>$14,875</td>
<td>$9,186</td>
<td>62%</td>
<td>75%</td>
<td>$11,156</td>
<td>2,383</td>
<td>$4,694,318</td>
<td>21.4%</td>
</tr>
<tr>
<td>UVA</td>
<td>$24,297</td>
<td>$16,930</td>
<td>70%</td>
<td>75%</td>
<td>$18,223</td>
<td>2,492</td>
<td>$5,221,533</td>
<td>7.6%</td>
</tr>
<tr>
<td>VCU</td>
<td>$18,475</td>
<td>$11,526</td>
<td>62%</td>
<td>75%</td>
<td>$13,856</td>
<td>2,330</td>
<td>$5,439,506</td>
<td>20.2%</td>
</tr>
<tr>
<td>VT</td>
<td>$18,734</td>
<td>$13,105</td>
<td>70%</td>
<td>75%</td>
<td>$14,051</td>
<td>946</td>
<td>$2,278,655</td>
<td>7.2%</td>
</tr>
<tr>
<td>CWM</td>
<td>$22,636</td>
<td>$9,765</td>
<td>43%</td>
<td>75%</td>
<td>$16,977</td>
<td>5,211</td>
<td>$7,550,964</td>
<td>73.9%</td>
</tr>
<tr>
<td>Doc Total</td>
<td>16,454</td>
<td>$33,154,573</td>
<td>$8,288,643</td>
<td>$5,525,762</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doc Average</td>
<td>$19,342</td>
<td>$11,957</td>
<td>64%</td>
<td>75%</td>
<td>$14,507</td>
<td>$2,550</td>
<td>$5,525,762</td>
<td>4.0%</td>
</tr>
<tr>
<td>JMU</td>
<td>$14,678</td>
<td>$10,224</td>
<td>70%</td>
<td>75%</td>
<td>$11,009</td>
<td>785</td>
<td>$874,718</td>
<td>7.7%</td>
</tr>
<tr>
<td>LU</td>
<td>$13,322</td>
<td>$8,160</td>
<td>61%</td>
<td>75%</td>
<td>$9,992</td>
<td>1,832</td>
<td>$962,857</td>
<td>22.4%</td>
</tr>
<tr>
<td>VCU</td>
<td>$16,791</td>
<td>$7,998</td>
<td>48%</td>
<td>75%</td>
<td>$12,583</td>
<td>4,595</td>
<td>$2,071,653</td>
<td>57.5%</td>
</tr>
<tr>
<td>RU</td>
<td>$13,240</td>
<td>$8,390</td>
<td>63%</td>
<td>75%</td>
<td>$9,930</td>
<td>1,540</td>
<td>$1,042,580</td>
<td>58.4%</td>
</tr>
<tr>
<td>UMW</td>
<td>$15,260</td>
<td>$7,974</td>
<td>52%</td>
<td>75%</td>
<td>$11,445</td>
<td>3,571</td>
<td>$1,042,580</td>
<td>58.4%</td>
</tr>
<tr>
<td>VSU</td>
<td>$14,549</td>
<td>$8,038</td>
<td>55%</td>
<td>75%</td>
<td>$10,912</td>
<td>796</td>
<td>$1,042,580</td>
<td>58.4%</td>
</tr>
<tr>
<td>Comp Total</td>
<td>3,039</td>
<td>$6,030,213</td>
<td>$1,507,553</td>
<td>$1,005,036</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comp Average</td>
<td>$14,640</td>
<td>$8,464</td>
<td>59%</td>
<td>75%</td>
<td>$10,980</td>
<td>$2,516</td>
<td>$1,005,036</td>
<td>5.1%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>19,493</td>
<td>$9,796,196</td>
<td>$6,530,798</td>
</tr>
<tr>
<td>Total/Average</td>
<td>$17,172</td>
<td>$10,345</td>
<td>63%</td>
<td>60.2%</td>
<td>$12,879</td>
<td>$2,534</td>
<td>$6,530,798</td>
<td>6.9%</td>
</tr>
</tbody>
</table>

Notes:
1. Excludes medical, dental and vet-med students.
2. Average percentage of cost share at doctoral, comprehensive and total levels are weighted by enrollment.

Option 3: Allow selected institutions to increase their share of out-of-state undergraduate students up to 50% of their total undergraduate enrollment.

Pros: Some Virginia public institutions have the ability to increase their out-of-state undergraduate enrollments. In FY2018, out-of-state students paid, on average, 163% of the average cost of their education. Therefore, selected institutions with additional out-of-state enrollment capacity can generate additional tuition revenue that not only benefits the selected institutions but can also provide a source of general fund appropriations to be reallocated within the system.

Cons: While this option would not reduce the current number of in-state “seats,” it presumes that additional growth would come primarily from out-of-state students. Such an outcome could result in limited capacity for enrollment of additional Virginia students at selected institutions. This option also would not necessary result in additional financial support for the institution, just a replacement of state general fund.

In Virginia, out-of-state students must pay “at least 100 percent of the average cost of their education” in tuition. For FY2018, out-of-state students will pay approximately 163 percent of that cost on average – clear evidence of strong market demand. However, earlier this century, the Commonwealth established a policy that limits the
proportion of out-of-state undergraduate students that can be enrolled. Section 4-2.01b.2d of the General Provisions of the current Appropriation Act states that an institution “shall not increase the current (set in 2003) proportion of nonresident undergraduate students if the institution’s nonresident enrollment exceeds 25 percent.” Norfolk State University, Virginia Military Institute, Virginia State University and two-year public institutions are exempt from this restriction. Currently only the College of William and Mary, the University of Virginia and Virginia Tech exceed the 25 percent cap – and did in 2003. All of these institutions may have the market demand to increase their out-of-state undergraduate enrollment.

Option 3 would amend this policy and give these three institutions greater autonomy under the umbrella of expanded restructuring to increase their out-of-state undergraduate enrollment while maintaining their current level of in-state undergraduate enrollment. These institutions would retain the additional tuition revenue while their general fund appropriation, in an amount that is equivalent to the tuition revenue in excess of the full cost of education, would be made available for reallocation to support other institutions that have a more limited capacity to generate additional tuition revenues. Option 3 would thus provide a restructured funding alternative that could significantly help sustain our public system of higher education.

Table 3(A) shows that this option would generate more than $677 million in additional tuition revenue, resulting in about $270 million in general fund being made available for reallocation. The institutions would keep all of the additional tuition revenue, about $407 million, to cover the full cost of education for the additional students and $270 million to offset the general fund reduction.

Table 3(A)
Increase Out-of-State Undergraduate Share to 50% of the Total Undergraduate Enrollment

<table>
<thead>
<tr>
<th>Inst.</th>
<th>ISUG</th>
<th>OSUG</th>
<th>Total</th>
<th>%ISUG</th>
<th>%OSUG</th>
<th>50% OSUG</th>
<th>Total</th>
<th>%OS</th>
<th>OSUG % incr</th>
<th>Add'l OSUG</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWM</td>
<td>4,090</td>
<td>2,107</td>
<td>6,197</td>
<td>66.0%</td>
<td>34.0%</td>
<td>4,090</td>
<td>8,180</td>
<td>50%</td>
<td>94.1%</td>
<td>1,983</td>
</tr>
<tr>
<td>UVA</td>
<td>10,847</td>
<td>4,859</td>
<td>15,706</td>
<td>69.1%</td>
<td>30.9%</td>
<td>10,847</td>
<td>21,694</td>
<td>50%</td>
<td>123.2%</td>
<td>5,988</td>
</tr>
<tr>
<td>VT</td>
<td>18,623</td>
<td>7,055</td>
<td>25,678</td>
<td>72.5%</td>
<td>27.5%</td>
<td>18,623</td>
<td>37,246</td>
<td>50%</td>
<td>164.0%</td>
<td>11,568</td>
</tr>
<tr>
<td>Total</td>
<td>33,560</td>
<td>14,021</td>
<td>47,581</td>
<td>70.5%</td>
<td>29.5%</td>
<td>33,560</td>
<td>67,120</td>
<td>50%</td>
<td>19,539</td>
<td>19,539</td>
</tr>
</tbody>
</table>

An increase of out-of-state undergraduate students of this magnitude (at least double the current level) in one year could be difficult even for these institutions to manage. Table 3(B) shows the necessary enrollment and tuition revenue increases spread over four-year and six-year periods. The annual amount of general fund available for reallocation would be reduced to about $67 million with a four-year phase-in and $45 million over a six-year period.
Table 3(B)

<table>
<thead>
<tr>
<th>Inst.</th>
<th>Req OSUG Annual Increase</th>
<th>Annual Add'l Tuit Rev</th>
<th>General Fund -Tuition Shift</th>
<th>Annual Rev Inst Retain</th>
<th>% of Add'l Rev Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>over 4-Year</td>
<td>over 6-Year</td>
<td>over 4-Year</td>
<td>over 6-Year</td>
<td>over 4-Year</td>
</tr>
<tr>
<td>CWM</td>
<td>496</td>
<td>331</td>
<td>$18,903,939</td>
<td>$12,602,626</td>
<td>$7,682,142</td>
</tr>
<tr>
<td>UVA</td>
<td>1,497</td>
<td>998</td>
<td>$66,373,986</td>
<td>$44,249,324</td>
<td>$30,001,377</td>
</tr>
<tr>
<td>VT</td>
<td>2,892</td>
<td>1,928</td>
<td>$84,003,924</td>
<td>$56,002,616</td>
<td>$29,825,196</td>
</tr>
<tr>
<td>Total</td>
<td>4,885</td>
<td>3,257</td>
<td>$169,281,849</td>
<td>$112,854,566</td>
<td>$67,508,715</td>
</tr>
</tbody>
</table>

A further alternative that would minimize the upward enrollment pressure would be to simply increase the additional out-of-state undergraduate enrollment by 10 percent per year. Table 3(C) shows that a 10 percent annual increase accounts for just 7 percent of the total additional students needed to reach the 50 percent of total undergraduate enrollment goal. The annual amount of general fund available for reallocation would be just over $20 million.

Table 3(C)

Increase Out-of-State Undergraduate Enrollment by 10% per Year

<table>
<thead>
<tr>
<th>Inst.</th>
<th>ISUG</th>
<th>OSUG</th>
<th>Total UG</th>
<th>%ISUG</th>
<th>%OSUG</th>
<th>Total UG to Tot UG</th>
<th>OSUG % incr</th>
<th>Add'l OSUG</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWM</td>
<td>4,090</td>
<td>2,107</td>
<td>6,197</td>
<td>66.0%</td>
<td>34.0%</td>
<td>2,318</td>
<td>6,408</td>
<td>36.2%</td>
</tr>
<tr>
<td>UVA</td>
<td>10,847</td>
<td>4,859</td>
<td>15,706</td>
<td>69.1%</td>
<td>30.9%</td>
<td>5,345</td>
<td>16,192</td>
<td>33.0%</td>
</tr>
<tr>
<td>VT</td>
<td>18,623</td>
<td>7,055</td>
<td>25,678</td>
<td>72.5%</td>
<td>27.5%</td>
<td>7,761</td>
<td>26,384</td>
<td>29.4%</td>
</tr>
<tr>
<td>Total</td>
<td>33,560</td>
<td>14,021</td>
<td>47,581</td>
<td>70.5%</td>
<td>29.5%</td>
<td>15,423</td>
<td>48,983</td>
<td>31.5%</td>
</tr>
</tbody>
</table>

Option 4: Reduce state support for both undergraduate and graduate at selected institutions by changing the current fund splits (the current average among these institutions is 41% from the state and 59% from tuition) to 30% from the state and 70% from tuition and reallocate the “savings.”

Pros: Reducing state support for a small group of highly competitive institutions with the capacity to generate additional tuition revenues could make more scarce state resources available for reallocation to institutions that do not have this capacity.

Cons: Implementing such an option would be an admission that Virginia does not have sufficient public revenue or public will to support its institutions adequately and equitably. It also would result in otherwise-higher tuition at those institutions. This option also would not necessary result in additional financial support for the institution, just a replacement of state general fund.
Based on their ability to compete nationally for students and thus their capacity to generate additional tuition revenue, the College of William and Mary, the University of Virginia and Virginia Tech may be the best candidates for this restructured funding option. By applying a 30/70 fund share split for these institutions, a total of nearly $91 million could be made available for reallocation.

These calculations can be seen by institution in Table 4. The calculated cost per student is derived by dividing each institution’s FY2018 resources by projected FY2018 enrollment. In this case, total resources are the sum of appropriated general fund for educational and general programs and six-year plan-based tuition revenue, less program budgets for research, public service as well as medicine, dentistry and veterinary medicine. The FY2018 tuition revenue per student is weighted by student level.

While the individual boards of visitors would have the discretion to increase tuition as they see fit, reaching the goal in one year would require an average tuition increase of nearly 18 percent. The following calculations also show the impact for four-year and six-year phase-in periods. The annual amount of general fund available for reallocation would be reduced to just under $23 million with a four-year phase-in and about $15 million over a six-year period.

Table 4
Reduction in State Support for Undergraduate and Graduate Education Through Fund Share Shift
(Based on Cost Share of 30/70 for Selected Institutions)

<table>
<thead>
<tr>
<th>Inst.</th>
<th>FY2018 Calc. Cost per FTE</th>
<th>FY2018 Weighted IS Tuition</th>
<th>FY2018 Cost Share $</th>
<th>Change Cost Share</th>
<th>Req IS Tuition</th>
<th>Req Tuition Increase</th>
<th>Proj. ISGS FTE</th>
<th>General Fund - Tuition Shift</th>
<th>Req Tuit Incr</th>
<th>Annual Tuition Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWM</td>
<td>$22,636</td>
<td>$13,774</td>
<td>61%</td>
<td>70%</td>
<td>$15,845</td>
<td>$2,071</td>
<td>5,356</td>
<td>$11,093,347</td>
<td>15.0%</td>
<td>3.8%</td>
</tr>
<tr>
<td>UVA</td>
<td>$24,297</td>
<td>$13,761</td>
<td>57%</td>
<td>70%</td>
<td>$17,008</td>
<td>$3,247</td>
<td>13,494</td>
<td>$43,813,669</td>
<td>23.6%</td>
<td>5.9%</td>
</tr>
<tr>
<td>VT</td>
<td>$18,734</td>
<td>$11,467</td>
<td>61%</td>
<td>70%</td>
<td>$13,114</td>
<td>$1,647</td>
<td>21,756</td>
<td>$35,827,781</td>
<td>14.4%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$15,322</td>
<td>$2,322</td>
<td>40,606</td>
<td>$90,734,797</td>
<td>17.7%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Average</td>
<td>$21,889</td>
<td>$13,001</td>
<td>59%</td>
<td>70%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A summary of the additional general fund and general fund made available for reallocation by these four restructured funding options is provided in Table 5. These options are offered independently of each other but could be taken in part or combined in application. Taking a cue from the sentiment expressed in the attached 1991 SCHEV document, this is not an easy document and we are not entirely easy with some of the options included here. However, if the next ten years are similar to the last ten years for Virginia public higher education, our system is indeed in peril and options such as these may be necessary to save it.
<table>
<thead>
<tr>
<th>Options</th>
<th>Description</th>
<th>Total General Fund for Reallocation</th>
<th>Additional Tuition Revenue</th>
<th>Tuition Amount Retained by Institutions</th>
<th>Reduced General Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1*</td>
<td>Inflation-based funding</td>
<td>$28,623,404</td>
<td>$63,922,409</td>
<td>$63,922,409</td>
<td>n/a</td>
</tr>
<tr>
<td>Option 2</td>
<td>Change fund share for graduate education</td>
<td>$39,184,786</td>
<td>$39,184,786</td>
<td>$39,184,786</td>
<td>($39,184,786)</td>
</tr>
<tr>
<td>Option 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option 3(A)</td>
<td>Selected Inst OSUG at 50% of total UG enroll</td>
<td>$270,034,860</td>
<td>$677,127,396</td>
<td>$407,092,536</td>
<td>($270,034,860)</td>
</tr>
<tr>
<td>Option 3(C)</td>
<td>Incr OSUG enroll at selected inst by 10%/year</td>
<td>$20,278,751</td>
<td>$20,278,751</td>
<td>$20,278,751</td>
<td>($20,278,751)</td>
</tr>
<tr>
<td>Option 4</td>
<td>Change fund share at selected institutions</td>
<td>$90,734,797</td>
<td>$90,734,797</td>
<td>$90,734,797</td>
<td>($90,734,797)</td>
</tr>
</tbody>
</table>

Note: *Total General Fund for reallocation represents one year additional GF only.
The Virginia Community College System obtained a $30,000 SCHEV grant to support a study to evaluate the feasibility of other public higher education institutions receiving services from the SSC. Donna VanCleave, vice chancellor, administrative services, for the VCCS, and Everett Ross, consultant, will present the findings and discuss the ongoing work.

ATTACHMENT 3

The VCCS Shared Services Center and Study of the Feasibility and Potential Benefits for Other Institutions to Participate in the VCCS Shared Services Center Interim Report – June 2017
SCHEV FUND FOR EXCELLENCE AND INNOVATION PROJECT

THE VCCS SHARED SERVICES CENTER
AND
STUDY OF FEASIBILITY AND POTENTIAL BENEFITS FOR OTHER INSTITUTIONS TO PARTICIPATE IN THE VCCS SHARED SERVICES CENTER

INTERIM REPORT – June 2017

Executive Summary

The Virginia Community College System has established a Shared Services Center (SSC) in Daleville, Virginia, to deliver transaction-based services in finance, human resources, and procurement. The VCCS is starting to realize the benefits from the SSC.

With the SSC infrastructure in place, there may be opportunities for other institutions and agencies to benefit from receiving services from the Center. Initially, three Virginia public institutions have expressed interest in exploring the opportunities to participate in the SSC. A consultant funded in part from the SCHEV Fund for Excellence and Innovation Project has been working with the institutions to assess the feasibility of a partnership. The preliminary findings are that there are opportunities that warrant further analysis. The assessment will continue through 2017 with a final report to SCHEV targeted for January 2018.

Background

Due to shrinking resources and soaring enrollment in the aftermath of the Great Recession, Chancellor Glenn DuBois challenged leaders across the Virginia Community College System to reexamine all aspects of how services were delivered to identify ways to do more with less and to focus as many resources as possible on support of student success. He tasked leaders in the administrative service area with implementing “shared services and consortia programs to provide cost-effective, flexible and reliable administrative services to all groups served whereby economies of scale may be realized, student success will be improved, operational efficiencies will be increased, and performance standards reached.”

It became very evident during the reexamination process that data would be needed to assess which opportunities to work together would produce the most benefits and to build a business case for change. In early 2014, the VCCS contracted with the Hackett Group and Accenture Consulting to benchmark its administrative processes against higher education peers and world-class organizations. All of the community colleges and the System Office provided cost and staffing information for providing processes in six functional areas including finance, procurement, human resources, student services, facilities, and information technology.
The study revealed that while the VCCS has overall low spending on administrative functions, the system uses more staff (FTEs) to provide certain services resulting in higher costs and spends more staff time on transactional work. This leaves too few resources for analysis, planning, and investments for improving administrative processes. It was evident that The VCCS had to find ways of delivering administrative services more efficiently.

During the second half of 2014, using the benchmark study data, the VCCS worked with the Gartner consulting firm to assess which processes were the best candidates for collaborative services and to determine which types of collaboration (centralization, regional centers, etc.) would yield the most benefit. Based on their assessment, Gartner recommended that the VCCS establish a single shared services center to process high volume, routine, standardized administrative transactions for human resources, procurement, and financial services for all the community colleges and the System Office. After evaluating the case for change, in July 2015, the VCCS made the decision to implement a shared services center to handle administrative transactional processes. The shared center is independent from the VCCS System Office and the community colleges with a reporting line to the Chancellor. The System Office and 23 colleges all govern, receive services from, and fund the shared services center.

**Implementation of the SSC**

Significant resources to establish the facility, hire staff, reengineer processes, and implement the technology enhancements were needed to establish the SSC. Since implementation of the Center involved multiple major projects and coordination across the system, the VCCS established a program office to coordinate the effort.

While all the Virginia community colleges are governed by the same board, use the same administrative computer system, and have to comply with same state and federal rules, there is variation in the business processes at the institutions. Processes have to be standardized across the system to achieve maximum benefits. The Chancellor reallocated some funded from existing budgets and savings to contract with consultants to help with the project and to set up the facility. However, with limited resources, college and System Office staff had to do much of the process review and design work while still maintaining their usual workload. Work groups with subject matter experts were established to develop the standardized processes and policies. Another of the most significant challenges continues to be the time and effort it takes to adapt the existing technology systems to meet the efficient methods of processing the transactions. Full implementation of a shared services model takes between three to five years.

In spring 2016, the VCCS opened the Shared Services Center in Daleville, Virginia. An Executive Director with significant experience in shared services in the private sector leads the SSC. The first wave of services started on July 26, 2016. Currently, all of the community colleges and the System Office receive some services from the SSC. The Center has significantly ramped up operations in spring 2017 with the roll out of procurement, accounts payable, collections, and travel and expense reimbursement services.

The SSC will complete the implementation of the first phase of services by June 30, 2018. The VCCS will be evaluating other processes, particularly in student services, to determine if shared services could deliver them more efficiently.
Shared Services Benefits

Organizations on average achieve cost savings of about 30 percent for services delivered through shared services. The costs for the four processes that the VCCS is currently transitioning to the SSC are between 20 percent and 63 percent lower than the costs shown in the benchmark study to deliver these services at each college. The actual results will vary across the colleges, but at full implementation, the SSC could save the VCCS up to $4 million annually. That funding would be available to colleges to reallocate to mission critical programs for students.

While the potential for cost savings is initially the main driver in the decision to enter into shared services, increasingly institutions are realizing that the nonfinancial benefits of shared services are significant including:

- Improved compliance
- Access to training and expertise
- Greater accountability
- Focused customer service
- Improved efficiency
- Allows leaders to focus on its mission critical functions

In shared services partnerships, the goal is to continually improve services and reduce costs. Two aspects of this type of service delivery, shared ownership and data-informed decisions, are essential to achieving the goal. Shared ownership and decision making ensure that the organization’s needs are better understood and addressed. With the VVCS SSC, decisions on processes, services, and funding are made through a three-level governance structure that includes Process Councils with subject matter experts in the functional areas served by the SSC, a Management Council with senior managers from the colleges and System Office, and an Executive Council made up of five presidents and two vice chancellors. The SSC supports data-informed decision making by collecting and tracking data to determine what changes will generate the greatest benefits. The governance structure uses this information to determine the changes needed in SSC services. With the shared ownership and a focus on improvement, the SSC is positioned to adapt to changes over time and to continue to improve on the value added.

Potential Opportunities

With the SSC infrastructure in place, there may be more opportunities to add other services and to collaborate with other institutions and agencies. This would benefit the VCCS by sharing the overhead costs with more partners. It would benefit the other institutions by having access to the multiple benefits from a shared services center that is already operational. Initially, three Virginia public institutions, Richard Bland College, Norfolk State University, and Virginia State University, have expressed interest in exploring opportunities to participate in the SSC.
Shared Services Feasibility Study

A feasibility study needs to be prepared to assess the benefits that an institution may realize from the SSC. The study provides the institution’s leadership with adequate data to assess the impact, and ability to adopt and implement a shared services model. The result of the study will determine if the college can implement existing activities more cost-effectively in a shared services model.

The steps in the study are:

**Phase 1:** Gather data and interview key staff.

**Phase 2:** Determine the optimal go-forward operating model, organizational structure, and governance model.

**Phase 3:** Determine the roadmap for implementing proposed changes.

**Phase 4:** Identify cost savings and efficiency targets.

With funding SCHEV provided from the Fund for Excellence and Innovation Project, the VCCS was able to expand the scope of a contract with one of the VCCS consultants to conduct feasibility studies with at least two institutions.

The consultant, Everett Ross, has significant experience establishing and operating shared services center in the public sector. He has been working with Richard Bland College to conduct the feasibility study. He has also held meetings with Norfolk State University and Virginia State University to begin assessing opportunities starting with collections of pass due accounts.

The progress to this point on the project is:

**Richard Bland College Shared Services Feasibility Study**

Everett Ross has held multiple sessions with Richard Bland College key contacts to assess the existing operating model and key performance indicators (KPIs). Several resources within the College have provided and/or developed reporting for the data collection.

He has completed the first two phases of the study. The initial observations are that while RBC has demonstrated some success in reducing administrative costs over the past five years (4%), an already lean staffing model leaves the college with limited opportunities to reduce or consolidate headcount to drive further savings. Small teams or staff who work on multiple processes support the RBC back office functions with very little ability to reduce further. In addition, the existing ERP (Banner) administrative computer system adds considerable costs without providing needed...
functionality. Required upgrades to remain current with supported versions of the ERP can be unplanned and expensive.

Mr. Ross will share recommendations with the RBC leadership team when the analysis is complete, but initial findings are that there are benefits to partnering with the SSC for procurement, technology, and several other back office processes. In addition, there are opportunities to fill gaps in service delivery and reduce risk relative to compliance and customer service.

**Virginia State University and Norfolk State University – Collections Review**

Virginia State University and Norfolk State University have expressed interest in exploring the opportunities to receive services from the SSC. Mr. Ross has held initial kick-off meetings with administrative leaders from Virginia State University and Norfolk State University to discuss the process for conducting a Shared Services Feasibility Study. At this point though due to completing priorities, both universities elected to initially assess the benefits of collaborating with the SSC for collections services.

NSU is in the process of submitting the diagnostic information. VSU has submitted data needed to assess their existing operating model and key performance indicators (KPIs) in their collections process. Initial findings are that while VSU has demonstrated some success in recovering past due accounts, there are opportunities to partner to meet state requirements, reduce internal operating costs, and improve recovery rates.

**Next Steps**

The VCCS consultant will complete the initial analysis for Richard Bland College and identify the processes that are the best candidates to migrate to a shared services provider. Additional work and analysis will be needed to develop a detailed roadmap for implementing proposed changes, estimating work effort, and identifying cost savings and efficiency targets.

He will also work with NSU and VSU to develop a schedule for collecting the data needed to complete the Shared Services Feasibility Study. The analysis will be completed within 30 days of receiving the required information and will be reviewed with the leadership team at each organization when complete.

The project was initially scheduled to be completed by June 2017, but additional time is needed to finish the assessments and confer with the institutions’ leadership to determine the plan of action. VCCS will provide regular updates to SCHEV on the progress on the project and submit the final report by January 2018.

VIVA received a $10,000 SCHEV grant to conduct a pilot program to enabling library catalog state to be sought and found on the World Wide Web through common search engines, such as Google, Bing or Yahoo. The program converted over 48,000 records representing the special collections content of seven institutions. Anne Osterman, VIVA director, will discuss the results of the pilot and potential cost savings to the state, if a more full-scale project were undertaken.

Anne Osterman, VIVA Director
June 14, 2017

Introduction

In January 2017, the State Council of Higher Education for Virginia (SCHEV) provided $10,000 of funding to the Virtual Library of Virginia (VIVA) from its Innovation and Efficiency Fund to conduct a Linked Data pilot with Zepheira and Atlas Systems. This pilot was designed to convert library catalog records into Linked Data records, enabling them to be sought and found on the World Wide Web through common search engines, such as Google, Bing, or Yahoo.

Background

With students often beginning their research on Google and other search engines, libraries face increasing pressure to ensure that their materials are discoverable on the Web. Unfortunately, current library systems, such as catalogs and discovery layers, are effectively hidden from the Web, requiring users to search them directly. In addition, much of the descriptive content that enables users to find and evaluate resources is locked away in library-specific metadata, such as Machine-Readable Cataloging (MARC) and Encoded Archival Description (EAD) records. These formats are easily processed by library systems, but they are not in a language understood by search engines. There have been some advances in broadening access to library content, such as library linking from Google Scholar, but this primarily benefits students and faculty searching from within campus IP ranges and only represents a tiny fraction of a library’s available holdings.

One recent approach to this issue has been to transform the rich structured data that libraries create into a format that search engines can understand, namely by building what is known as Linked Data. Unlike MARC and EAD, Linked Data is in the existing language of the Web and can be read and harvested by search engines. Linked Data also connects materials by making associations between pieces of information. If a researcher is interested in a particular scientific technique or historical figure, for example, their research can be transformed by a linking system that not only surfaces information held by libraries but displays connections across libraries.

Individually, it would be extremely challenging for institutions to handle the technical and project management issues involved with converting records to Linked Data and loading them to the Web. Pooling expertise and centralizing correspondence with a vendor specializing in this process, however, creates efficiencies for the participating institutions. In order to create these economies of scale, VIVA partnered with companies at the leading edge of this technology, Zepheira and Atlas Systems. The initial focus was on unique and special content held by VIVA libraries, particularly collections representing African American history in Virginia, but there is also a larger vision at play.
that could bring even greater efficiencies and opportunities to higher education in Virginia.

**The Pilot**

During the pilot, over 48,000 records representing the special collections content of seven institutions were converted into Linked Data and loaded into the Library.Link network.

- Library of Virginia – 33,244 records, link.virginiamemory.com
- College of William & Mary – 9 records, link.libraries.wm.edu
- James Madison University – 900 records, link.lib.jmu.edu
- University of Virginia – 11,590 records, link.lib.virginia.edu
- George Mason University – 280 records, link.library.gmu.edu
- Virginia Commonwealth University – 197 records, link.library.vcu.edu
- Virginia Tech – 1,800 records; link.lib.vt.edu

As can be seen in the web pages from James Madison University below, these collections are now not only discoverable from search engines, but they also have their own Internet location that guides people back to the institution. The central page and a selected individual record are shown as examples.
Important aspects of the pilot have included setting the workflows, determining project-appropriate records, and finding the correct technical expertise within institutions for the conversion of MARC into Linked Data. This is a new concept and conversation for VIVA, and the groundwork that has been laid in establishing sound project management approaches and discussions, facilitated through the BaseCamp tool, has created a solid foundation for future work. The metadata and technical experts within VIVA are now better connected than they were previously, and they are more experienced in the process of conversion to, as well as the benefits of, Linked Data.

VIVA has also submitted a sample of EAD finding aids from three institutions to Zepheira and Atlas Systems to aid in testing for the conversion of EAD to Linked Data. Much of Virginia’s special collections content can be found through the finding aids contained in the Virginia Heritage database (http://vaheritage.org/), and converting this content into Linked Data would broaden its connections across the Web significantly. This data conversion would put the state at the forefront of this approach and would better expose Virginia’s unique materials.

**Summary**

This pilot was successful in a number of ways. The conversion of over 48,000 records about unique and special content held by VIVA libraries into Linked Data has enhanced the findability of resources that are important to the history of the Commonwealth of Virginia exponentially and immediately without adding any additional technical infrastructure. These resources are now much more accessible to K-20 classrooms and researchers throughout the world.
The pilot also developed a foundation of experience with Linked Data within VIVA and facilitated a conversation among the experts within the state. It is clear that large-scale conversion is possible, and it is a matter of focusing on what will be of the most use and what will create the greatest statewide efficiencies going forward.

**Recommendations for Next Steps**

- Assess the impact of the Linked Data project on the use and visibility of the collections included.
- Continue with testing how EAD finding aids can be converted into Linked Data.
- Explore the transformation of VIVA’s shared print book records and licensed ebook records.

**Potential Savings**

A natural outgrowth from this pilot would be to transform the 9 million records that represent print books at all 39 public institutions. These resources are available to all Virginia institutions through VIVA’s robust resource sharing program, but currently students and faculty can only easily see the resources available at their home institutions.

In addition to providing increased visibility to the deep research collections of Virginia, these records include a core of 3.5 million books collaboratively retained by eight VIVA institutions (CWM, GMU, JMU, ODU, Radford, UVA, VCU, VT), identified in a collection analysis conducted in 2013-2015. The goal of retaining these selected books is to allow institutions across VIVA to more safely discard their local copies, relying on the existing resource sharing system within the consortium to deliver the retained books to students or faculty who need them. This process can create space savings in the libraries, allowing them to eliminate duplicate copies while being assured that their users still have access to the material. Some libraries have begun this process but others are hesitant, in part due to concerns about the visibility to their students of the available titles.

There is a related focus on increasing access to the 75,000 ebooks shared by all of the public institutions. By pushing access to the larger Web, this project has the potential to make Virginia’s shared book collections more accessible to students across the state.

VIVA has received a quote of $84,000 for the work of transforming records for VIVA’s shared print and electronic books into Linked Data and creating a pilot portal. This would be an annual subscription supporting ongoing transformation work and Library.Link network services. In contrast to this level of investment, this project has four areas of potential savings:

- **Physical Space:** Based on a 2010 study\(^1\), the facilities, staffing, and access costs of maintaining a single book for a year in open shelving is $4.26 (in 2009 dollars). An example of a university that has been removing books to find much needed space by incorporating the VIVA-retained books into their process is Mary Baldwin University. This institution removed 8,300 books from its total collection of 112,000 books, or approximately 7% of its onsite collection. If several of VIVA’s 72 member institutions followed suit, and were able to remove a conservative estimate of 200,000 total volumes, institutions would realize an estimated savings of $850,000. They would also free up space for other pressing needs, such as providing student study and collaborative learning spaces.
- **Shared Print Storage:** A related space savings initiative is to share high-density book storage. Rather than store print books on campus, storage and delivery can be more cost effectively managed from remote centers, and multi-institution collaboration would increase the savings tremendously. The study cited above also estimated the cost of keeping a print book for a year
in high-density shelving, and it was only $.86, a decrease in cost of almost 80% from the cost of maintaining a book on open shelving. Such a project has often been discussed within VIVA, but without a shared discovery layer or catalog, visibility of the titles has been a concern.

- **Cost Efficient Discovery:** To construct a self-contained discovery layer for VIVA’s shared resources, which would not index the resources in the Web but would consolidate them, would be a costly operation. Estimates for this work in FY14 concluded that it would take approximately $1 million to construct such a portal. While a Linked Data portal would not provide the same level of functionality or diversity of resources as a shared discovery layer, it would be a first step in highlighting shared resources in a discoverable space.

- **Staff Time:** VIVA conducted a survey of the participants in the pilot, seeking to understand the time and staffing savings that this project enabled and to translate these savings into the proposed project. Because the technical skills for transforming records into Linked Data are only held at a few VIVA institutions, there is no direct comparison possible, but based on an example response from an institution that is one of the few in the state that could do this work, we can extrapolate some future savings. This institution estimated that providing the proposed records for conversion to Zepheira/Atlas would take them an estimated eight hours each for three staff, with an average cost of $29/hour, for a total cost of $696. If the institution were to do the conversion on its own, it would likely take an estimated 80 hours for a total cost of $6,960. This ratio of ten times the cost, given this institution’s existing expertise, would be a conservative markup for conducting this work without the vendors’ help. When we multiply that by the number of participating VIVA member institutions, the savings for the state come into focus. Furthermore, the ability to push the Linked Data to the Web after the records have been transformed is an obstacle for all of our institutions. When the above institution was asked if it could make linked records harvestable by Google, it noted that it was possible but only “at a prohibitively expensive cost.”

In conclusion, this project supports deduplicating Virginia’s print book collections, sharing high density storage, maximizing the visibility of shared content, and outsourcing the technical work of creating and hosting Linked Data, all of which show tremendous potential savings for the Commonwealth. Compared to the direct investment of $84,000 annually with an additional investment of staff time, the savings of this project would have a broad and significant impact for all VIVA institutions.

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