March 19-20, 2018, Council Meetings
Schedule of Events

Christopher Newport University
David Student Union
1 Avenue of the Arts
Newport News, VA

March 19, 2018

12:15 – 1:00    Lunch (Washington Room)
1:00 - 3:00    Council Educational Session (Board Room) – Section A on the agenda
               (all members are encouraged to attend)
3:15 – 4:45    Academic Affairs Committee (Washington Room) - Section B on the agenda
               (Committee members: Katie Webb (chair), Carlyle Ramsey (vice chair), Ken Ampy,
                Rosa Atkins, Gene Lockhart)
3:15 – 4:45    Resources and Planning Committee (Jefferson Room) - Section C on the agenda
               (Committee members: Marge Connelly (chair), Henry Light (vice chair), Victoria
               Harker, Stephen Moret, Bill Murray, Tom Slater, Minnis Ridenour)
5:00 – 5:45    Campus Walking Tour
5:45 – 6:30    Break (return to the hotel)
6:25 – 6:30    Shuttle will pick us up from hotel and transport attendees to dinner
6:30 – 8:00    Dinner at President Trible’s residence

March 20, 2018

9:00 – 12:30    Council Meeting (Board Room) - Section D on the agenda
               (Continental breakfast will be available for Council members and staff)

NEXT MEETING: May 21-22, Sweetbriar College (May 21 will include a meeting with
the Private College Advisory Board)
Council meetings

Time: March 19, 2018 @ 1:00 PM - March 20, 2018 @ 12:30 PM EDT

Location: Christopher Newport University, 1 Avenue of the Arts, Newport News, VA

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| D. | **COUNCIL MEETING**  
(March 20, 2018) |   |   |
| D1. | --Call to Order and Announcements | Chairman Fralin |   |
| D2. | --Receipt of Public Comment | Chairman Fralin |   |
| D3. | --Approval of Minutes (January 9, 2018) | Chairman Fralin | 73 |
| D4. | --Remarks from Paul Tribe, President, Christopher Newport University |   | 80 |
| D5. | --Remarks from Aubrey Layne, Virginia Secretary of Finance |   | 81 |
| D6. | --Report of the Agency Director | Mr. Blake | 82 |
| D7. | --Report from SCHEV Student Advisory Committee Chair | Ms. Robinson | 85 |
|   | **BREAK** |   |   |
| D8. | --Discussion of The Virginia Plan for Higher Education Proposed Initiatives, Activities and Measures 2018 |   | 87 |
| D9. | --Update on 2018 General Assembly Session | Ms. Kang and Ms. Covington | 96 |
| D10. | --Report from Committees |   |   |
| D10.a | --Summary of Academic Affairs Actions and Discussions | Ms. Webb | 98 |
| D10.b | --Summary of Resources and Planning Actions and Discussions | Ms. Connelly | 99 |
| D11. | --Receipt of Items Delegated to Staff | Mr. Blake | 100 |
| D12. | --New Business | Chairman Fralin | 105 |
| D13. | --Old Business | Chairman Fralin |   |
| D14. | --Motion to Adjourn | Chairman Fralin |   |
Mr. Fralin called the meeting to order at 9:05 a.m. in the SCHEV 9th floor conference room, 101 N. 14th Street, Richmond, Virginia. Committee members present: Ken Ampy, Rosa Atkins, Marge Connelly, Heywood Fralin, Henry Light, Gene Lockhart, Stephen Moret, William Murray, Carlyle Ramsey, Minnis Ridenour, Thomas Slater, and Katharine Webb.

Council members absent: None.


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

APPROVAL OF MINUTES

On a motion by Mr. Slater and seconded by Mr. Lockhart, the minutes from the October 30, 2017, Educational Session were approved unanimously.

PRESENTATION: HIGHER EDUCATION AND ECONOMIC DEVELOPMENT: A NEW STATE IMPERATIVE

Mr. Blake introduced Dr. Moret and Mr. Mitch Horowitz, managing director, TEConomy Partners, and each presented his perspective on economic development in the Commonwealth. Dr. Moret discussed Virginia’s slowing growth rate over a five-year period. Since 2009, Virginia has dropped six places in national business climate rankings. Important opportunities to strengthen Virginia’s standing include: developing human capital, providing internships, supporting university-based economic developers, surveying alumni, building stronger understanding of underemployment, and exploring further opportunities to integrate computer and data sciences across undergraduate curriculum. In general, Dr. Moret said there is an exciting future for Virginia as a leader but stressed the importance of improving that leadership position and addressing areas where Virginia is falling behind.

Mr. Horowitz presented information on research and development. He discussed situational assessment and strategic objectives and bridging the gap that exists between university research and Virginia-based company innovation.

Mr. Fralin stated that much coordination will be needed but stressed that SCHEV is the appropriate agency to coordinate the effort with colleges and universities on behalf of the Commonwealth. He said there is a need to find the right personnel and to better allocate funds for more student mentoring to make them aware of jobs and fields of study that will likely produce a job upon graduation. Members provided their suggestions for moving forward and Dr. Moret and Mr. Horowitz answered questions.
Mr. Fralin requested a change in the agenda order to accommodate Dr. Tim Sands, president, Virginia Tech, whose travel to Richmond was delayed due to weather. He called for a break at 10:35 a.m. The meeting resumed at 10:50 a.m.

Mr. Fralin requested that staff provide an update on The Virginia Plan that was planned for the full Council agenda.

Ms. Kang reviewed the report and measures, including progress in moving toward the best-educated state goal. Currently, 51% of working age Virginians has a postsecondary credential. The percentage needed to attain the goal by 2030 is 70%. Virginia remains 6th in the nation; Massachusetts is first with 55%. She noted that while Virginia is doing well, there are reasons that could cause the state to slip in the rankings. She reviewed the initiatives, recommendations, and next steps, which include communicating findings to stakeholders; reviewing initiatives, identifying measures and confirming activities for the coming year.

Mr. Fralin congratulated Ms. Kang and the Council (under Gil Minor’s leadership) on progress to date on the Plan. He requested that Mr. Blake prepare a discussion on measurement of the six initiatives at the next meeting.

REMARKS FROM GOVERNOR-ELECT RALPH NORTHAM

Mr. Fralin introduced the Governor-elect and read his bio and noted his accomplishments in serving the citizens of Virginia over his long public service career.

Governor-elect Northam thanked SCHEV and noted the Council’s leadership in contributing to Virginia’s top standing in higher education. He said he looks forward to working over the next four years to continue to keep Virginia in the top states for higher education. A priority of the Administration will be to return Virginia’s ranking as the top state to do business. Ways to make this happen include offering the best educational opportunities and increasing workforce development to prepare for jobs of the 21st century. He informed the Council that he will provide support and assistance in expanding affordability and finding ways to bring skills to jobs. He referred to his Administration’s goal as G3 (Get skilled, Get a job, and Give back).

Governor-elect Northam introduced Marianne Radcliffe, Rector at Longwood University, who is a member of the transition team. He said he is appointing a diverse cabinet of talented individuals and noted that his is the first Cabinet in Virginia’s history with a majority of women. Other members of the Administration who were present and introduced: Secretary of Education Qarni and Deputy Secretary Bradford, and Workforce Development Secretary Healy. In closing, the Governor-elect encouraged members to bring forward ideas.

MOTION TO ADJOURN

The Chair adjourned the meeting at 12:00 p.m.
Henry Light
Council Secretary

Lee Ann Rung
Director, Executive & Board Affairs
Partnerships That Work: Virginia institutions collaborating on innovative educational partnerships to promote student success and regional development

I. George Mason/Northern Virginia Community College Transfer Pathways Initiative
   a. Presentation by Michelle Marks (Vice President for Academic Innovation & New Ventures, GMU) and Scott Ralls (President, NVCC) to explain the purpose and scope of the initiative, to include such topics (30 minutes):
      i. Transfer “efficiency” problem(s) they are seeking to solve
      ii. Basic conception of the initiative—i.e., seamless program mobility between the two institutions
      iii. Faculty involvement (challenges and how they met them)
      iv. Potential impact at GMU/NVCC and regionally
      v. Potential for exporting this model to other institutions
   b. Questions and Discussion (15 minutes)

II. Thomas Nelson Community College and Hampton Roads
   a. Presentation by John Dever (President, TNCC) to explain the purpose and scope of TNCC’s innovative partnerships with employers (30 minutes)
      i. The comprehensive mission of the community college and the necessity and value of partnerships
      ii. TNCC’s innovative work with employers, with emphasis on opportunities to work with them from the beginning of the educational pipeline
      iii. Impact for students and Hampton Roads generally
   b. Questions and Discussion (15 minutes)

III. Free Discussion (25 minutes)
Michelle Marks

Dr. Michelle Marks is the Vice President for Academic Innovation & New Ventures at George Mason University. In this capacity she is responsible for identifying, launching and sustaining educational initiatives that fulfill George Mason’s strategic plan and generate financial resources to support students, faculty and the educational mission. Charged with creating accessible student pathways and bringing learning science innovations to campus, Dr. Marks is leading strategic partnerships designed to deliver online programming at scale, create pathway programming for international students and support adult degree completion at Mason. She is also forging critical relationships with businesses, government and education institutions to support the university’s mission. Dr. Marks oversees Academic Innovation and New Ventures, the Office of Executive and Professional Education, Academic Initiatives and Services including the Registrar and Accreditation, the Office of Digital Learning, Student Academic Affairs – Advising, Retention and Transitions.

Dr. Marks previously served as the Vice Provost for Academic Affairs and Associate Provost for Graduate Education at Mason. As a Professor of Management in Mason’s School of Business, Dr. Marks has spent her career researching organizational leadership development and teamwork. She has published studies illustrating the dynamic nature of the collaborative processes used by organizational teams and the critical roles of team leaders. In 2006, Dr. Marks was honored with the George Mason University Teaching Excellence Award and was the recipient of the Executive MBA Professor of the Year award in 2008 and 2011.

Scott Ralls

Scott Ralls is the President of Northern Virginia Community College, or NOVA as it is commonly called. With over 70,000 degree students and 20,000 workforce students, NOVA is ranked the 14th largest and the 9th most diverse college or university in the United States. NOVA is nationally recognized for its efforts to foster socio-economic mobility, a focus that Dr. Ralls has attempted to accelerate through the college’s strategic plan, Pathway to the American Dream. Recently NOVA partnered with George Mason University to initiate ADVANCE, a seamless transfer/joint admissions model that the Washington Post has said could “revolutionize the transfer process.”

Today NOVA awards more IT associates degrees than any community college in the nation, and has been ranked the most digital community college in the United States. Under Dr. Ralls’ leadership, NOVA is taking significant steps to further its impact in technology-focused workforce development including developing one of the largest and fastest growing cybersecurity programs in the nation and supporting the first apprenticeship program for Amazon Web Services on the East Coast. In 2017, Dr. Ralls was named one of the Washington Business Journal’s Power 100 regional leaders, and was one of three speakers to testify on cybersecurity workforce development before a
special joint hearing of the U.S. Congress’ Committee on Education and Workforce Development and the Subcommittee on Cybersecurity and Infrastructure Protection.

In May 2016, Dr. Ralls was named President Emeritus of the North Carolina Community College System after a previous 20-year career that included roles as State System President, Vice President of Economic and Workforce Development, and President of Craven Community College. During his leadership tenure, North Carolina gained national recognition for innovating student success efforts at a statewide scale, and Dr. Ralls was a pioneering leader in the state’s efforts to revamp statewide university articulation agreements and high school dual enrollment models, implement Early College High Schools, and change funding and curriculum structures to advance STEM and technical education. Today, North Carolina hosts approximately one-third of the early colleges in the U.S. and is seen as a national leader in technical education.

Dr. Ralls currently serves as the Co-chair for the Policy Leadership Trust for Student Success, a national effort sponsored by Jobs for the Future and funded by the Bill and Melinda Gates Foundation, to advance state policy improvements that promote program completion for community college students.

John T. Dever

John Dever began his tenure as Thomas Nelson Community College’s eighth President on October 1, 2011. His career as an educator and administrator spans more than 40 years. Dr. Dever previously served as Executive Vice President for Academic and Student Services at Northern Virginia Community College (2004 – 2011). His background in higher education also includes service as Vice President for Academic and Student Affairs at Tidewater Community College (2000-2004); Dean of Instruction and Student Services at Blue Ridge Community College (1995-2000); and Professor of English and Chair of the Communications and Humanities Division at Thomas Nelson (1975-1995).

As a community college administrator, Dr. Dever has pursued research and been involved in major projects dealing with community college transfer, diversity and inclusion, general education, workforce development, developmental education, strategic planning, organizational leadership, and distance learning. He serves on the boards for the Peninsula Council for Workforce Development, WHRO, the Virginia Tidewater Consortium for Higher Education, GENEDGE, Riverside Lifelong Health, and Greater Peninsula NOW.

Dr. Dever received his bachelor’s degree in history from Bellarmine College, a master’s degree in English from the University of Kentucky, and a Ph.D. in English from the University of Virginia.
Ms. Webb (Chair) called the meeting to order at 12:06 p.m. at the State Council of Higher Education for Virginia in Richmond, Virginia. Committee members present: Ken Ampy, Rosa Atkins, Heywood Fralin, Gene Lockhart, and Carlyle Ramsey.

Committee members absent: None.

Staff members present: Joseph G. DeFilippo, Jodi Fisler, Ashley Lockhart, Paula Robinson, Sylvia Rosa-Casanova, Darlene Derricott, Sandra Freeman, and Paul Smith.

**APPROVAL OF MINUTES**

On motion by Mr. Lockhart, and seconded by Dr. Ramsey, minutes from the October 30, 2017, meeting were approved unanimously.

Ms. Webb introduced and invited staff to present information on the following topics:

**ACTION ON PROGRAMS AT PUBLIC INSTITUTIONS**

In attendance:
David Epstein, NVCC
Brian Brown, NVCC
Sharon Robertson, NVCC
Megan Healy, VCCS

Dr. DeFilippo described the proposed Associate of Fine Arts degree program in Cinema at Northern Virginia Community College. Dr. DeFilippo answered questions about the new degree’s transfer demand and explained that staff recommended that the committee approve the program, according to the resolution.

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 Northern Virginia Community College to initiate an Associate of Fine Arts degree program in Cinema (CIP: 50.0601), effective summer 2018.

**ACTION ON MISSION STATEMENT POLICY REVISIONS**

Dr. DeFilippo introduced the proposed action on Mission Statement change and explained the history and background which relates to Council’s duty in the Code of Virginia. There was some discussion about what constitutes a Mission Statement change and Dr. DeFilippo gave context to the Commission on Colleges of the Southern Association of Colleges and Schools report on curricular review, sound
fiscal policies, and processes that are useful to institutions to satisfying the regional accrediting guidelines.

On motion by Dr. Ramsey and seconded by Mr. Ampy, the following resolution was approved unanimously to be forwarded to the full Council:


ACTION ON STUDENT ADVISORY STATEMENT ON “CERTIFICATION”

Dr. DeFilippo introduced the regulatory compliance issue related to certification and answered questions about its function in relation to US Department of Education Title IV requirements. There was some discussion about school closures and SCHEV’s role in student complaints.

Dr. DeFilippo answered additional questions about student complaints with regard to the State Authorization Reciprocity Agreement. Committee members agreed that while the SCHEV statements on student complaints are explicit and publicly available, they could be clarified and made more public.

On motion by Dr. Ramsey and seconded by Dr. Atkins, 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 adopts the advisory statement, “Certification to Operate a Postsecondary Institution in the Commonwealth of Virginia,” effective immediately, and directs staff to make it publicly available.

STATUS REPORT ON THE PRELIMINARY REPORT FROM THE ADVISORY COMMITTEE ON TEACHER SHORTAGES

Ms. Lockhart presented the Preliminary Report from the Advisory Committee on Teacher Shortages (ACTS) and answered questions on the teacher shortage in Virginia. There was some discussion on teacher licensure and the state’s data systems for tracking students in teacher preparation programs.

There was additional discussion about career-switchers programs and the possibility of a program similar to the executive leadership program at UVA’s Darden School of Business. Ms. Webb suggested that the Council send a letter from the Chairman highlighting its support for the ongoing work of the ACTS.

REPORT OF THE STAFF LIAISON TO THE COMMITTEE

There was some discussion on SCHEV’s outreach effort to interact with school superintendents at regional meetings over the next year. Dr. DeFilippo provided an update on dual enrollment and transfer plans.
DISCUSSION OF WAGE DEBT TOOL REPORT

On recommendation by the chair, that item is deferred to the next meeting.

ADJOURNMENT

Ms. Webb adjourned the meeting at 1:44 p.m.

________________________________________
Katharine Webb
Chair, Academic Affairs Committee

________________________________________
Ashley Lockhart
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: March 19, 2018

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

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

Background Information/Summary of Major Elements:

Programs Recommended for Approval
  • George Mason University Master of Arts (M.A.) in Higher Education and Student Development (CIP: 13.0406)
  • Norfolk State University Bachelor of Arts (B.A.) in Drama and Theatre (CIP: 50.0501)

Financial Impact: Both programs presented here would be funded primarily through reallocations within the institution. Each institution attests that it will not seek a special allocation from the General Assembly to initiate or maintain its proposed program. See the summaries below for detail.

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 Arts (M.A.) degree program in Higher Education and Student Development (CIP: 13.0406), effective fall 2018.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Norfolk State University to initiate a Bachelor of Arts (B.A.) degree program in Drama and Theatre (CIP: 50.0501), effective fall 2018.
Program Description
George Mason University (GMU) is proposing the creation of a Master of Arts (M.A.) degree program in Higher Education and Student Development to be initiated in the fall of 2018. The program would be located in the College of Humanities and Social Sciences. The purpose of the proposed program is to prepare graduates to develop and administer programs and services that support students in higher education. The program will provide students with an understanding of contemporary college students and their development, management and administrative strategies, and data-driven research and its applications. The curriculum will include coursework in student development theory, higher education in a digital age, research design, learning assessment, diversity in higher education, and management and administration of student services. To obtain professional experience, students will complete a practicum that requires 150 clock-hours of work experience. Graduates will be prepared to: 1) assess and evaluate student affairs and student support programs; 2) adapt student programs in current delivery formats (e.g., online and social media); and 3) conduct basic research on student needs and changes over time.

The proposed degree program will require 36 credit hours of graduate coursework. All students would be required to complete: 21 credit hours of coursework in core courses; three credit hours of practicum; three to nine credit hours of restrictive elective coursework; and three to nine credit hours for a capstone experience. A thesis or a non-thesis project option will be offered to fulfill the capstone requirement.

Justification for the Proposed Program
GMU has offered the M.A. in Interdisciplinary Studies, Higher Education concentration since 2004. GMU notes that the expansion of the concentration to the proposed stand-alone degree is needed to “provide students with a degree name more recognizable by potential employers and which better reflects the curriculum standards articulated by the discipline. The Interdisciplinary Studies degree title does not capture or adequately describe a degree program in which the coursework and program focus are specific to Higher Education and Student Development.”

GMU asserts the field of student affairs and development has become increasingly professionalized over time and there is now a consistent expectation that a master’s degree is required to help shape and design practices as opposed to merely implement them. In 2015, researchers wrote that “graduate preparation programs are assumed to be a primary socialization agent for scholars and practitioners in student affairs,” echoing a 2007 study by Young and Janosik which “described professional preparation as necessary for securing full status as a member of this profession and providing service to the profession itself” (Hirschy, A. et al. 2015. Socialization to Student Affairs; Early Career Experiences Associated with Professional Identity Development. Journal of College Student Development, 56, 777-793). In its 2015 edition of the CAS Professional Standards for Higher Education, the Council for the Advancement of Standards in Higher Education included among its General Standards for programs and services, a requirement that “professional personnel either must hold an earned
graduate or professional degree in a field relevant to their position or must possess an appropriate combination of educational credentials and related work experience” (http://standards.cas.edu/getpdf.cfm?PDF=E868395C-F784-2293-129ED7842334B22A]. The Council also noted that “master's-level professional preparation programs provide individuals entering the field of student affairs the requisite knowledge, perspectives, and skills to service students and foster learning and development” (http://standards.cas.edu/getpdf.cfm?PDF=E86DA70D-0C19-89ED-0FBA230F8F2F3F41).

In 2014, Casey and Larsen wrote that “student affairs professionals are the primary individuals in a position to encourage discussion and thoughtful dialogue regarding a multitude of diversity-related issues and concerns existing on campus.” (Casey, D. & Larsen, D. 2014. Serving Diverse and Emerging Populations in the Community College. In Tull, A., Kuk, L. & Dalpes, P. (Eds.), Handbook for Student Affairs in Community College. Chapter 14). GMU declares that the proposed degree program responds to current needs in Virginia and the nation for higher education to serve changing student needs. Significant changes in student demographics mean that current students have different needs… and thus, student development programs and services must adapt to remain effective." Graduates of the proposed program will possess the knowledge “to target innovations to students who would most benefit from them” and “design new kinds of programs and services… required to meet the needs of changing populations of students.”

**Student Demand**

In the spring of 2017, GMU utilized Survey Monkey to survey higher education professionals who had completed a bachelor’s degree. Of the 48 respondents, 24 (approximately 50%) indicated they would “definitely” enroll in the proposed program; 12 (approximately 25%) indicated they would “very likely” enroll in the proposed program.

Student enrollment in the M.A. in Interdisciplinary Studies, Higher Education concentration indicates student demand. In fall 2014, 29 students were enrolled in the concentration; in fall 2015, 24 were enrolled; and in fall 2016 29 students were enrolled in the concentration.

The summary of projected enrollment for the proposed program shows a headcount (HDCT) of 15 in the program’s first year, rising to a HDCT of 38 by the target year. The proposed program assumes 80% of students will enroll part-time. Enrollment projections show a full-time equated student enrollment (FTES) of 8.0 in the program’s first year (2018-19). The projections continue as follows: FTES 2019-20, 15.0; 2020-2021, 21.0; and 2021-22, 21.0. GMU anticipates 14 graduates per year beginning in 2022-23. If these enrollment and graduation projections are met, this program will meet Council’s productivity/viability standards within five years, as required.

**Market/Employer Demand**

Graduates of the proposed program would be prepared to work in higher education administrative and student support positions. GMU notes that areas such as admissions, learning communities, advising, first-year student experience, and service-based learning typically hire student affairs personnel. Employment advertisements
show demand for master-level graduates in Virginia and nationally. Graduates of the proposed program would be able to fill positions such as academic advisor, assistant director for multicultural affairs, assistant director for programming, assistant director for transition programs, and assistant director for student support and advocacy. The Bureau of Labor Statistics (BLS) projects that between 2016 and 2026, employment of postsecondary education administrators is expected to grow 10% or “much faster than average for all occupations” [https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm](https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm). The BLS notes that “expected growth is due to increases in enrollment growth.” It is also noted that “although a bachelor’s degree may be acceptable for some entry-level positions, a master’s or higher degree is often required.” The Virginia Employment Commission (VEC) projects that between 2014 and 2024 employment of postsecondary education administrators is expected to increase 14.34% or 1.35% annually (available at: [https://www.vawc.virginia.gov/vosnet/Default.aspx](https://www.vawc.virginia.gov/vosnet/Default.aspx)).

**Issues of Duplication**

Two public institutions (UVA and Virginia Tech) offer similar or related degree programs. Four institutions (CWM, JMU, ODU, and VCU) offer a degree program that includes a concentration in college student development, student affairs administration, or college student personnel administration. The sub-area programs offer some of the courses required for GMU’s degree program or have a focus that differs from the focus of GMU’s proposed program.

The University of Virginia (UVA) offers an M.Ed. in Student Affairs. UVA’s program is similar to the proposed program in that core coursework in research design, introduction to higher education, student diversity, and a practicum are required. Both programs offer require a non-thesis capstone.

UVA’s program differs in that it requires courses in college student experience and the economics and finance of higher education, which GMU does not require the courses. GMU’s proposed program will require coursework in learning assessment, digital age, and management and administration. UVA’s program does not require such courses. UVA’s program requires a non-thesis capstone course. GMU’s proposed program will offer an option of a non-thesis capstone course or a thesis course and a research apprenticeship course.

Virginia Polytechnic Institute and State University (Virginia Tech) offers a M.A.Ed. in Higher Education. Virginia Tech’s program is similar to the proposed program in that it requires core coursework in student development theory and the introduction to higher education.

Virginia Tech’s program differs in that it requires courses in higher education law, student affairs profession, and college student and college environment. GMU’s program will not require such courses. Virginia Tech’s program requires students complete a six-credit cognate in a discipline other than education and a sub-area specialization. GMU’s program does not require such coursework. Further, GMU’s program will require coursework in research design and student diversity. Virginia Tech’s program does not require such coursework. Virginia Tech’s program requires six credit hours of coursework in assessment and six credits for a practicum. GMU’s program will require three credit hours in assessment and a three-credit hour practicum.
Virginia Tech’s program requires a non-thesis capstone course. GMU’s proposed program will offer an option of a non-thesis capstone course or a thesis course and a research apprenticeship course.

GMU stresses that the proposed program differs from the other degree programs in that it will require a course in higher education in the digital age. Moreover, GMU’s proposed program will serve students residing in Northern Virginia. UVA and Virginia Tech do not offer their degree program at the Northern Virginia off-campus sites.

**Resource Needs**
The proposed program will be funded primarily by reallocations in the College of Humanities and Sciences with support from the Higher Education Program. Resources from the existing M.A. in Interdisciplinary Studies, Higher Education concentration program will be used to support the proposed program. GMU affirms that none of the reallocations will have a negative effect on existing programs. The institution will not seek additional state resources to initiate and sustain the program.

**Board Approval**
The GMU Board of Visitors approved the proposed program on February 11, 2016.

**Staff Recommendation**
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 Arts (M.A.) degree program in Higher Education and Student Development (CIP: 13.0406), effective fall 2018.**
Norfolk State University
Bachelor of Arts (B.A.) in Drama and Theatre
(CIP: 50.0501)

Program Description
Norfolk State University (NSU) is proposing the creation of a Bachelor of Arts (B.A.) degree program in Drama and Theater to be initiated fall 2018. The program would be located in the College of Liberal Arts, Department of Visual and Performing Arts.

The proposed program will provide a comprehensive approach to the study of drama and theatre, focus on performance and design/technology, and emphasize an African American lens in theatre and drama. Students will learn about the importance of diverse views in storytelling, performance, and production. Students would be required to complete coursework in theory and techniques of acting, dramatic theory and criticism, stage craft, theatre management, modern dance, African American drama, and play production. Two concentrations would be offered: 1) Performance and 2) Design and Technology. Coursework in the performance concentration will provide students with knowledge and skills in acting, vocal production and expression, and stage performance. Students selecting the design and technology concentration will gain experience and knowledge in scenic design, theater technology, computer-aided design, script analysis, and visual art. Graduates will possess knowledge and skills to: 1) act, construct and deliver presentations utilizing appropriate language, vocal production, appearance, and visual aids; 2) organize and produce auditions and performances; 3) supervise stage crews; 4) direct plays and musicals; and 5) generate budgets and conduct cost analysis research.

The proposed degree program is designed to be accredited by the National Association of Schools of Theatre (NAST). The program will include required coursework to meet the accrediting standards. NSU plans to initiate the application process for accreditation in fall 2018 and anticipates accreditation in 2021.

The B.A. in Drama and Theater will require 120 credit hours for graduation: 38 credit hours of core coursework; 40 credit hours of general education coursework; three credits for a drama elective; 21 credit hours in a concentration; and 18 credit hours of electives.

Justification for the Proposed Program
NSU has offered the B.A. in English and Foreign Languages, Theatre Performance concentration and Design and Technology concentration since 1992. Students who complete the theatre performance or design technology concentration currently receive a B.A. in English and Foreign Languages. NSU notes that expansion of the concentration is needed to respond to expressed student interest in specifically earning a degree in drama. Moreover, the proposed degree program “will provide students with degree and concentration titles that more accurately reflect the coursework taken.” NSU notes that the proposed program would respond to the lack of diversity in the entertainment industry. In 2014, a research report published by University of California (UCLA) examined the gender and racial makeup of nearly 1200 movies and TV shows from 2011 to 2012. Data showed that minorities and women are underrepresented, compared to real-life U.S. demographics, both in front of and behind the camera.
“Statistics show that there are three nonwhite people in America for every nonwhite character on the big screen; in terms of lead roles on broadcast TV comedies and dramas, there are seven nonwhite people in America for every nonwhite character” [http://time.com/7278/agencies-hollywood-racial-diversity/]. In the article, “Hollywood’s race problem: An insular industry struggles to change” the authors noted, “minorities make up more than 36 percent of the U.S. population but represented only 10 percent of lead characters in movies and sat in 12 percent of director’s chairs in 2011, the last year for which data is available” [https://www.washingtonpost.com/business/economy/hollywoods-race-problem-an-insular-industry-struggles-to-change/2014/12/19/d870df04-8625-11e4-9534-f79a23c40e6c_story.html?utm_term=.c4eb5617e24c]. Graduates of the program will primarily come from underrepresented groups and will be trained “to perform on stage and in front of the camera.”

In 2009, the National Association of Schools of Theatre noted, “in light of the critical importance of black theatre in America and African-American contributions to the theatrical arts in general, three [Historically Black College and University] HBCU legacies must be protected and extended: preparation of HBCU graduates for work in theatre and related professions; provision of theatre studies and experiences to the HBCU campus, its constituencies and communities; and preparation of productions that inform, inspire, and teach.” Further, “HBCU theatre contributes so powerfully because a specific cultural heritage is naturally both base and reference for education, training, performance, and production. Talent is discovered as education and work proceed…. Student competencies in theatre are developed, enabling professional engagement and mobility. Focused scholarship and supporting collections provide a cultural resource for all” [https://nast.arts-accredit.org/wp-content/uploads/sites/4/2016/03/Importance_of_Theatre_in_HBCUs.pdf]. NSU as one of Virginia’s HBCUs, affirms it is critical to offer the proposed program to address the specific needs of theatre students and future professionals from underrepresented groups and to provide the education and support “in ways that are unique to the African American experience.”

**Student Demand**

Student enrollment in the B.A. in English and Foreign Languages, Theatre Performance concentration indicates student demand. In fall 2015, 23 were enrolled; in fall 2016, 26 students were enrolled; and in fall 2017, 52 students were enrolled in the concentration.

In summer 2017, NSU conducted a follow-up survey to students who had expressed interest in the B.A. in English and Foreign Languages with a concentration in drama and theatre. Students were asked if they would enroll in a B.A. degree program in Drama and Theatre at Norfolk State University. Of the 28 respondents, 25 (approximately 89%) indicated “strongly agree” and 3 (approximately 11%) indicated “agree.”

Enrollment projections show a full-time equated student enrollment (FTES) of 50.0 in the program’s first year (2018-19). The projections continue as follows: FTES 2019-20, 55.0; 2020-21, 60.0; and 2021-22, 65.0. NSU anticipates 15 graduates each year beginning in 2022-23. If these enrollment and graduation projections are met, then this program will meet Council’s productivity/viability standards within five years, as required.
Market/Employer Demand
Graduates of the B.A. in Drama and Theatre will be qualified for positions in stage and screen acting, musical theatre, producing, directing, stage management, theatrical design and construction, technical direction, and playwriting. In Virginia and nationally, employment advertisements indicate a need for bachelor-level personnel to fill positions as theatre and dance production managers, technical captains, actors, technical directors, costume store managers, and drama/theatre specialist. The Bureau of Labor Statistics (BLS) projects that between 2016 and 2026 employment of actors is expected to grow 12% or “faster than average” [https://www.bls.gov/ooh/entertainment-and-sports/actors.htm#tab-6]. The BLS notes that “job growth in the motion picture industry will stem from continued strong demand for new movies and television shows. The number of Internet-only platforms, such as streaming services, is likely to increase, along with the number of shows produced for these platforms. This growth may lead to more work for actors.” Moreover, for stage roles, “actors with a bachelor’s degree in theater may have a better chance of landing a part than those without one.” The Virginia Employment Commission (VEC) projects that between 2014 and 2024 employment of actors is expected to increase 4.86% or 0.47% annually; employment of producers and directors is expected to increase 5.26% or .51% annually (available at [https://data.virginialmi.com/vosnet/analyzer/]).

Issues of Duplication
Eight public institutions in Virginia (CWM, GMU, JMU, ODU, Radford, UVA, VCU, and Virginia Tech) offer similar or related degree programs. Five of eight programs are accredited by the National Association of Schools of Theatre (NAST). The curriculum requirements are typically similar in that the program must meet standards established by NAST.

The College of William and Mary (CWM) offers a B.A. in Theater that is not accredited. CWM’s program is similar to NSU’s proposed program in that courses in performance, technology, history, and directing are required. CWM’s program differs from the proposed program in that it does not require coursework in management, design, production, and research methods. CWM’s program does not offer concentrations. NSU’s proposed program will offer two concentrations and require coursework, in history, black drama, and dance.

George Mason University (GMU) offers a B.A. in Theater that is not accredited. GMU’s program is similar to NSU’s proposed program in that it requires coursework in history, management, performance, and production. GMU’s program differs from the proposed program in that it does not require core coursework in technology, design, black drama, management, dance or directing. GMU’s program includes concentrations in Theatre Education, Playwriting and Dramaturgy, and Theatre Studies, which NSU will not offer.

James Madison University (JMU) offers an accredited B.A. in Theater. Although JMU’s program offers similar courses to the NSU program, it does not include core coursework or required courses. Students select courses from a prescribed list. JMU’s program offers concentrations in Performance and Design & Technology, as will the NSU program.

Old Dominion University (ODU) offers an accredited B.A. in Theater and Dance. ODU’s program is similar to NSU’s proposed program in that it requires coursework in
performance and includes concentrations in Performance and Design & Technology. ODU’s program differs from the proposed program in that it does not require core courses in directing, technology, black drama, design, management, and dance. ODU’s program also offers concentrations in Theatre Education, Cinema Production, Dance, Dance Education, and Theatre Studies.

Radford University (Radford) offers an accredited B.A. in Theatre. It is similar to NSU’s proposed program in that it requires coursework in performance, design, technology, directing, and history. Radford’s program differs from the proposed program in that it does not require core coursework in technology, design, black drama, management, and dance. Radford’s program includes a concentration in Cinema Studies and an internship requirement, neither of which is included in the NSU program.

The University of Virginia (UVA) offers a B.A. in Drama that is not accredited. UVA’s program is similar to NSU’s proposed program in that coursework in performance, directing, history, and management is required. UVA’s program differs from the proposed program in that it does not require core coursework in technology, black drama, design, management, and dance. Moreover, UVA’s program does not offer concentrations.

Virginia Commonwealth University (VCU) offers an accredited B.A. in Theatre. The program is similar to NSU’s proposed program in that coursework in history, technology, and performance is required. VCU’s program differs from the proposed program in that it does not require core coursework in directing, technology, black drama, design, management, and dance. VCU’s program does not offer concentrations.

Virginia Polytechnic Institute and State University (Virginia Tech) offers an accredited B.A. in Theatre. Virginia Tech’s program is similar to the NSU’s proposed program in that coursework in technology, performance, directing, and history is required, and, it includes concentrations in Performance and, Design and Technology. Virginia Tech’s program does not require core coursework in design, technology, black drama, management, and dance.

NSU’s proposed B.A. in Drama and Theatre differs from the other programs in that it has a particular focus on applying and promoting the views, knowledge, and perspectives of African Americans. Moreover, “none of the other programs requires a dedicated course of study for African American narratives and texts.” Further, the proposed program would be the first undergraduate degree program in theater at a Virginia public Historically Black College and University (HBCU).

**Resource Needs**
The proposed program will be funded primarily through reallocations within the College of Liberal Arts with support from the institution. Resources from the existing B.A. in English and Foreign Languages, Theatre Performance concentration and Design & Technology concentration will be utilized to support the program. Resources to support the cost of a new faculty hire will be provided by the institution. The reallocation of resources including faculty time to the program will not negatively affect existing programs in the college or the institution. NSU affirms that the institution will not seek additional state resources to initiate and sustain the program.
Board Approval
The NSU Board of Visitors approved the proposed program on September 23, 2016.

Staff Recommendation
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 Norfolk State University to initiate a Bachelor of Arts (B.A.) degree program in Drama and Theatre (CIP: 50.0501), effective fall 2018.
State Council of Higher Education for Virginia
Agenda Item

Item: Academic Affairs Committee #B4 – Action on Organizational Change

Date of Meeting: March 19, 2018

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: Code of Virginia § 23.1-203(7)) states that Council shall:

Review and approve or disapprove the establishment of any department, school, college, branch, division or extension of any public institution of higher education which such institution proposes to establish whether located on or off the main campus of such institution.

Council’s policy, “Organizational Changes at Public Institutions: Policies and Procedures for Internal and Off-Campus Organizational Changes,” distinguishes between “simple” and “complex” organizational changes. Complex organizational changes require approval by Council, and are defined in this way:

A structural alteration (establishment, reorganization, or closure/termination), not proposed solely for the purpose of internal management, that may alter the institution’s mission or curricular offerings and/or may not be executable within currently authorized funds (e.g., establishing a new unit—college, school, or department—or a “non-exempt” off-campus instructional site.)

Staff has determined that the University of Virginia’s (UVA) plan to establish an off-campus site in Arlington, Virginia, is a major strategic initiative involving substantial allocation of funds and a complex long-term agreement (approximately 20 years), and falls under the definition of a complex organizational change. Thus, Council approval is required for such establishment.

The off-campus site will only be used for clinical education to deliver the clerkship (third-year) and post-clerkship (fourth-year) phases of the Doctor of Medicine (MD) degree program. No stand alone degree programs will be offered at the site.
The site will be named, “Inova Fairfax Medical Campus.” The Liaison Committee on Medical Education (LCME) defines an off-campus instructional site as a “Regional (clinical) Campus.” UVA will not treat the proposed site as a “campus” or “branch campus.” The site will be deemed as an off-campus site and the term “campus” will be used in the site name only.

**Materials Provided:**

- The University of Virginia: Establishment of the off-campus site (selections from proposal)

**Financial Impact:** UVA attests that funding and support for the off-campus site will be derived solely from tuition and fees and private local funding from UVA and the Inova Health System Foundation. No new general funds will be requested from the state to support the off-campus site.

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

**Resolution:**

> 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 approves the establishment of the off-campus site, Inova Fairfax Medical Campus, in Arlington, Virginia for the University of Virginia, effective April 1, 2018.
Background
The education and clinical training of third- and fourth-year medical students requires access to patients with diverse medical needs. Given this requirement and the capacity at the University of Virginia’s (UVA) Health System to accommodate demand, the School of Medicine (SOM) currently partners with other health care facilities, including Inova Health System (Inova), to provide clerkship and post-clerkship opportunities to medical students. In 2016, UVA responded to outreach from Inova to partner in new ways to promote each organization’s educational and research missions, including the opportunity for UVA to have a dedicated, identified off-campus instructional site in a populous area of the state to facilitate this clinical training. Inova is a large regional health system operating hospitals and outpatient and related facilities and services in Northern Virginia. The Inova Fairfax Medical Campus has served for decades as a clinical teaching site for several medical schools in the Commonwealth of Virginia and the District of Columbia. The proposed off-campus instructional site will allow UVA to more directly and consistently meet its clinical education objectives, contribute to a demand for physicians, and further its research mission. UVA’s Board of Visitors (BOV) and the Inova Health System Foundation have formally agreed to this partnership.

Purpose of Proposed Change
The purpose of the proposed organizational change is to establish an off-campus site to increase clinical learning opportunities for UVA medical students, particularly those from Northern Virginia, and for medical students requiring greater exposure to a diverse and urban clinical learning environment.

Nomenclature
The proposed site will be an off-campus site for UVA. The Liaison Committee on Medical Education (LCME) defines an off-campus instructional site as a “Regional (clinical) Campus.” UVA does not plan to treat the proposed site as a “campus” or “branch campus.” The site will be deemed as an “off-campus site” and the term “campus” will be used in the site name only. This explanation is consistent with information being provided to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for its approval of this off-campus site location.

Rationale for the Proposed Change
The School of Medicine (SOM) does not have sufficient clinical capacity at the UVA Medical Center to accommodate all of the clerkship and post-clerkship rotations for UVA medical students, thus requiring medical students to rotate at a number of other health care facilities. Each entering medical class has 156 students and UVA’s Medical Center has capacity for approximately 120-125 students in clinical rotations. Establishing the proposed off-campus site will make it possible for UVA to assign 36 medical students per class to complete two years of clinical rotations at Inova; a shift that will allow UVA to fully accommodate all of its medical students’ clinical education training in one of two locations.

The proposed off-campus site will provide medical students who complete their clerkship and post-clerkship experiences at this location with the opportunity to learn in
a diverse and urban clinical learning environment serving a dense population. Focusing on Fairfax County and Fairfax City – two of fourteen jurisdictions that often are identified as comprising the northern region of the Commonwealth – the overall population of the two areas is 14% of the total state population. Approximately 34% of the population in Fairfax County is a race other than white and evenly split between females and males. In Fairfax City, 28% of the population is a race other than white, with a 51/49 female to male ratio. This off-campus instructional site for clinical education will provide more patients from whom students can learn and will create opportunities for students to learn in a more urban clinical environment. In addition and importantly, the site will provide more appeal and potentially less educational debt for UVA medical students from Northern Virginia, who comprise over 50% of enrolled students from Virginia. Creating this Northern Virginia option for clinical education also may help UVA recruit the many Virginia residents who choose each year to leave the Commonwealth to attend a private medical school in another state. This ultimately may result in more physicians for the Commonwealth of Virginia.

Support Services at the Site
UVA will establish all student services at the off-campus instructional site, including student health, student mental health, and wellness programming. Services at the Inova Fairfax Medical Campus off-campus site will be in compliance with the student service requirements set by the Liaison Committee on Medical Education (LCME).

Students have full access to preventative and therapeutic services through the student health services program at Fairfax Family Practice. Fairfax Family Practice is located 12 miles from the Inova Fairfax Medical Campus off-campus site. None of the health care providers are involved in the academic evaluation or promotions decisions of the students.

UVA will ensure that all student needs are met by providing personal and mental health services available by four different methods:

- Students may choose to seek counseling in the community as the student health insurance plan provides mental health coverage;
- Students on the Inova site may choose to seek counseling at the main campus in Charlottesville in person, via telephone, or via televideo conferencing;
- Local mental health services are available with George Mason University (GMU) counseling services. The services at GMU are provided by five licensed clinical psychologists, a licensed clinical social worker, a psychiatric nurse practitioner, five psychology interns and three psychology externs; and
- A relationship has also been established with a local board-certified psychiatrist who does not participate in the teaching program. This psychiatrist is paid a yearly stipend to see all medical students who request consultation on an acute, subacute, or chronic basis.

The Associate Dean for Admissions and Student Affairs at UVA’s main campus will be readily available to the Assistant Dean of Student Affairs at the Inova Fairfax Medical off-campus site via telephone, email, text and/or videoconferencing, for consultation and collaboration. Additionally, the Associate Dean for Admissions and Student Affairs will visit the Inova Fairfax Medical off-campus site twice per year for in-person meetings with both students and administrators.
Administration
Appropriate administrative personnel and related support staff will be appointed by UVA at the Inova Fairfax Medical Campus off-campus site, in compliance with Liaison Committee on Medical Education (LCME) accreditation standards. All positions will be located on-site. The Associate Dean will serve as the principal academic officer and chief administrative officer of the off-campus site and will be responsible for oversight of all daily operations. The Assistant Dean for Curriculum will provide oversight and coordination of academic courses, clerkships and electives on the off-campus instructional site, ensuring alignment with the curriculum set by the School of Medicine. The Assistant Dean for Student Affairs will design, administer, and evaluate all student affairs activities at Inova, serve as the liaison to all contracted health and wellness providers, oversee career advising and coordination of all career counseling programming with the School of Medicine and be responsible for on-site registrar functionality. The Assistant Dean for Faculty Development and Evaluation will create faculty development programming and will assess the programs in faculty development for each of the clinical departments. The Director of Evaluation and Assessment will be responsible for curricular evaluation and assessment of continuous quality improvement of the curricular program. Administrative support personnel will be hired for each administrator.

Resources
Instructional and clinical education will be provided by individual units or departments from UVA and as specifically defined in the agreement between UVA and the Inova Health System Foundation. In consideration of the revenue related to the clinical and professional educational programs, the Inova Fairfax Medical Campus off-campus site will generate the resources necessary to initiate and maintain the site. The budget illustrates that the site will be funded by revenue from courses offered at the site as well as a defined contribution from the Inova Health System Foundation as agreed to by both parties. Operations at the site will commence on or about March 1, 2021 and shall be in effect through June 30, 2041.
### New Off-Campus Site - Enrollment, Revenue, and Expense Projection

**Proposed Name:** UVA Inova Fairfax

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### Operating Expenses

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<td>$36,399</td>
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<tr>
<td>Telecommunications</td>
<td>$12,232</td>
<td>$12,232</td>
<td>$12,232</td>
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<tr>
<td>Technology-Related Costs</td>
<td>$17,612</td>
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<td>$17,612</td>
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<tr>
<td>Equipment/Computers</td>
<td>$18,319</td>
<td>$18,319</td>
<td>$18,319</td>
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<tr>
<td>Marketing</td>
<td>$20,500</td>
<td>$20,500</td>
<td>$20,500</td>
</tr>
<tr>
<td>Facility Rental or Fees (annual)</td>
<td>$280,000</td>
<td>$280,000</td>
<td>$280,000</td>
</tr>
<tr>
<td>Other Costs</td>
<td>$170,717</td>
<td>$170,717</td>
<td>$170,717</td>
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<tr>
<td><strong>Operating Expenses Subtotal</strong></td>
<td>$564,779</td>
<td>$564,779</td>
<td>$564,779</td>
</tr>
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</table>

### Total Expenses

<table>
<thead>
<tr>
<th>Item</th>
<th>2020__ - 2021__</th>
<th>2021__ - 2022__</th>
<th>2022__ - 2023__</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Expenses</td>
<td>$3,791,421</td>
<td>$3,791,421</td>
<td>$3,791,421</td>
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<tr>
<td><strong>Revenue Net of Expenses</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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</table>
State Council of Higher Education for Virginia
Agenda Item

Item: Academic Affairs Committee #B5 – Action on Private Postsecondary (PPE) Institutional Certifications

Date of Meeting: March 19, 2018

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: Argosy University, South University, and The Art Institute are seeking certification to operate under new ownership in the Commonwealth of Virginia. The institutions have been operating in Virginia at multiple locations for many years. Certification is necessary at this time because the three institutions, which had been operating under the ownership of Education Management Corporation (EDMC), have recently been sold to the non-profit Dream Center Foundation. Regulation stipulates that, when a certified school is sold, certification is not transferrable; the new owner must apply to Council for certification in its own right.

Materials Provided: Application summary for:
  • Argosy University
  • South University
  • The Art Institute

Financial Impact: Argosy University, South University, and The Art Institute have submitted the required certification fee, and secured sufficient guaranty instruments to operate under the new ownership as postsecondary institutions in Virginia.

Timetable for Further Review/Action: N/A

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Argosy University, South University, and The Art Institute to operate as degree-granting postsecondary institutions within the Commonwealth of Virginia, effective March 20, 2018.
Argosy University – South University – The Art Institute

Application Summary

School Overview
Argosy University, South University, and The Art Institute are out-of-state private postsecondary institutions of higher education that operated in Virginia under the ownership of Education Management Corporation (EDMC), a Pittsburgh, Pennsylvania-based operator of for-profit postsecondary institutions located throughout the United States and Canada. In late 2017, the Dream Center Foundation, a not-for-profit organization, acquired these three university systems from EDMC. Argosy University, South University, and The Art Institute have a total of five campuses in Virginia and are seeking certification under the current ownership.

School Officers

Dream Center Education Holdings, LLC Board of Managers
Brent Richardson – Co-Chairman and Chief Executive Officer
Randall K. Barton, Esq. – Co-Chairman and Chief Development Officer
Rev. Matthew Barnett – Founder of the Dream Network

Campus Leadership
Lorraine Beach, Campus Director - Argosy University Northern Virginia
Troy Ralston, Campus President - South University Richmond
Scot Haynes, Campus President - South University Virginia Beach
Lawrence Fishman, Campus President - The Art Institute of Washington
Marilyn H. Burstein, Campus President - The Art Institute of Virginia Beach

School Mission Statement

The mission statements of the three university systems are as follows:

**Argosy University**

At Argosy University, our passion is teaching and learning. We develop professional competence, provide opportunity for personal growth, and foster interpersonal effectiveness. Students succeed because our university community engages and supports them.

**South University**

South University is a private academic institution dedicated to providing educational opportunities for the intellectual, social, and professional development of a diverse student population.

**The Art Institute**

The Art Institute is a private multi-campus college of creative professional studies. We prepare students for careers in design, media arts, culinary arts, and management in creative fields by providing an educational environment, consistent with evolving technologies and the global marketplace.
Proposed Educational Programs and Credentials Conferred

Argosy University Northern Virginia
Argosy University Northern Virginia offers a total of 59 programs of study and confers Associate, Baccalaureate, Master and Doctoral degrees in a variety of applied subjects including Business Administration, Criminal Justice, Information Technology, Nursing, Education, Human Resource Management, Organizational Leadership, and Psychology.

South University (Richmond and Virginia Beach)
South University Richmond offers a total of 35 programs of study and confers Associate, Baccalaureate, Master, and Doctoral degrees in a variety of subjects including Nursing, Business Administration, Public Health, Criminal Justice, Information Systems, Physical Therapy, and Psychology.

The Art Institute of Washington
The Art Institute of Washington offers a total of 27 programs of study and confers Associate and Baccalaureate degrees in a variety of subjects including Culinary Arts, Graphic Design, Web Design, Media Arts, Interior Design, Filmmaking, Photography, and Fashion Marketing.

The Art Institute of Virginia Beach
The Art Institute of Virginia Beach offers a total of 13 programs and confers Associate and Baccalaureate degrees in Culinary Arts, Graphic Design, Web Design, Media Arts, and Fashion Marketing

Proposed Locations
The three university systems operate at the following locations:

Argosy University Northern Virginia
1550 Wilson Boulevard
Arlington, Virginia  22209-2464

South University Richmond
2151 Old Brick Road
Glen Allen, Virginia  23060-5837

South University Virginia Beach
301 Bendix Road, Suite 100
Virginia Beach, Virginia  23452-1385

The Art Institute of Washington
1820 Fort Myer Drive
Arlington, Virginia  22209-1821

The Art Institute of Virginia Beach
4500 Main Street, Suite 100
Virginia Beach, Virginia  23462-3358
**Financial Stability Indicator**

SCHEV staff calculated the financial composite scores for the branches of Argosy University, South University, and the Art Institute operating in Virginia. All demonstrate overall financial health, as defined by the U.S. Department of Education.

The Financial scores are as follows:
- Argosy University Northern Virginia: 2.4 out of 3.0
- South University Richmond: 2.3 out of 3.0
- South University Virginia Beach: 2.15 out of 3.0
- The Art Institute of Washington: 1.9 out of 3.0
- The Art Institute of Virginia Beach: 2.4 out of 3.0

**Guaranty Instrument**

Each Virginia campus of Argosy University, South University, and the Art Institute submitted a guaranty instrument which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of a school closure, pursuant to Virginia Administrative Code section 8VAC40-31-160(I).

The guaranty instruments submitted are as follows:
- Argosy University Northern Virginia - $128,278.00
- South University Richmond - $283,811.00
- South University Virginia Beach - $107,635.00
- The Art Institute of Washington - $195,213.00
- The Art Institute of Virginia Beach - $78,745.00

**Evidence of Compliance**

Argosy University, South University, and the Art Institute provided the appropriate evidence to demonstrate compliance with each of the following requirements of the Virginia Administrative Code:

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

**Staff Recommendation**

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

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Argosy University, South University, and The Art Institute to operate as degree-granting postsecondary institutions within the Commonwealth of Virginia, effective March 20, 2018.
State Council of Higher Education for Virginia
Agenda Item

Item: Academic Affairs Committee – #B6 – Update on Status of ACICS Institutions Operating in Virginia

Date of Meeting: March 19, 2018

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

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
   Date: October 23, 2017
   Action: On September 20, 2016 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 eighteen-month period following ACICS’ loss of recognition, which did in fact occur, December 12, 2016. According to the terms of Council’s resolution, these institutions must achieve accreditation with another recognized accreditor by June 12, 2018. This report provides Council with an update on the status of the affected institutions by ACICS’ loss of recognition. Staff’s last update was on October 23, 2017.

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

Materials Provided:
- Status Report on ACICS Institutions Operating in Virginia (as of 2/28/18)

Financial Impact: N/A

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

Resolution: N/A
### Addendum: Status Report on ACICS Institutions Operating in Virginia (as of 2/28/18)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Status as of February 28, 2018</th>
<th>Enrollment (as of 2017)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American College of Commerce &amp; Technology</td>
<td>Institution closed 12/31/2017</td>
<td>—</td>
</tr>
<tr>
<td>American National University</td>
<td>Accredited by DEAC</td>
<td>—</td>
</tr>
<tr>
<td>Bon Secours Memorial College of Nursing</td>
<td>Accredited by ABHES</td>
<td>—</td>
</tr>
<tr>
<td>California University of Management and Sciences</td>
<td>ACCS has not scheduled a site visit.</td>
<td>745</td>
</tr>
<tr>
<td></td>
<td>• Virginia locations of out-of-state schools must be accredited in their home states to be in compliance with the Code of Virginia.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• This school’s main branch in California is under investigation by the California Bureau for Private Postsecondary Education (BPPE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Until the California case is settled, ACCSC will not complete a review of any branch of this school.</td>
<td></td>
</tr>
<tr>
<td>Columbia College</td>
<td>Accredited by COE</td>
<td>—</td>
</tr>
<tr>
<td>Everest College</td>
<td>Accredited by ACCSC</td>
<td>—</td>
</tr>
<tr>
<td>New Name: Alterius Career College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fortis College</td>
<td>Institution considered for accreditation by ACCSC at the February 2018 meeting. No results reported at time of this report.</td>
<td>713</td>
</tr>
<tr>
<td>Global Health College</td>
<td>No accreditation plan. Will not be accredited by June 12, 2018.</td>
<td>143</td>
</tr>
<tr>
<td></td>
<td>• This school has not been allowed by its target accreditor to submit an application because of standing issues with SCHEV and the Virginia Board of Nursing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The school voluntarily gave up ACICS accreditation, was required to relinquish accreditation by ACEN, and relinquished its title IV eligibility because it could not meet USED requirements.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The school has appointments for informal fact-finding conferences with SCHEV and the Board of Nursing in March.</td>
<td></td>
</tr>
<tr>
<td>IGlobal</td>
<td>Accredited by ACCSC</td>
<td>—</td>
</tr>
<tr>
<td>Miller-Motte Technical College</td>
<td>Currently teaching out remaining students and closing as of May 2018</td>
<td>—</td>
</tr>
<tr>
<td>Sentara College of Health Sciences</td>
<td>Accredited by ABHES</td>
<td>—</td>
</tr>
<tr>
<td>Institution</td>
<td>Status as of February 28, 2018</td>
<td>Enrollment (as of 2017)</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Stratford University</td>
<td>Site visits to all campuses by the ACCSC are complete. No results have been provided.</td>
<td>not available</td>
</tr>
</tbody>
</table>
| University of North America                     | Site visits by ACCSC were completed in December 2017.  
  - The on-site evaluation report dated February 23 details 22 findings of non-compliance with ACCSC standards of accreditation.  
  - It is unlikely the institution will be able to resolve those issues and achieve accreditation by June 12.                                                                 | 193                     |
| Virginia College                                | All locations will be considered at April 2018 or June 2018 meeting of ACCET.                                                                                                                                                  | 388                     |
| Virginia International University               | Site visit from ACCSC scheduled for March 20-21, 2018.  
  - ACCSC cancelled the initial on-site visit to this school after receiving an accusation against the school by a former board member  
  - The on-site visit has been re-scheduled for March 20-21, 2018.  
  - It is unlikely the institution achieve accreditation by June 12                                                                                                       | 895                     |
| Virginia University of Oriental Medicine         | Institutional accreditation with ACAOM                                                                                                                                                                                         | —                       |
| **Total**                                       |                                                                                                                                                                                                                                 | **3077**                |

**Key:**
Shaded cells: institution has achieved accreditation.
Strikethrough text: institution has closed or plans to close.
Accrediting organizations:
- ABHES—Accrediting Bureau of Health Education Schools
- ACAOM—Accreditation Commission for Acupuncture and Oriental Medicine
- ACCSC—Accrediting Commission of Career Schools and Colleges
- ACCET—Accrediting Council for Continuing Education & Training
- COE—Council on Occupational Education
- DEAC—Distance Education Accrediting Commission
- ACEN—Accreditation Commission for Education in Nursing
State Council of Higher Education for Virginia
Agenda Item

Item: Academic Affairs Committee #B7 – Report on Dual Enrollment Quality and Transferability

Date of Meeting: March 19, 2018

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:
Pursuant to Code of Virginia § 23.1-907, SCHEV is tasked with preparing an annual report on pertinent aspects of the educational pipeline for students transferring from public two-year to public four-year institutions of higher education. This report examines the quality of dual enrollment as measured by student success in subsequent college-level coursework. Data on the condition of dual enrollment were generated for this report as part of a collaborative project between SCHEV and the Commonwealth’s institutions of higher education during the 2016-2017 academic year. Under the direction of the Secretary of Education for Virginia, SCHEV was asked to examine quality aspects of dual enrollment. In response to this charge, SCHEV convened a taskforce composed of representatives from the Virginia Community College System (VCCS), as well as representatives from Virginia’s public and private four-year institutions to review qualitative elements of dual enrollment.

Several broad conclusions may be drawn from this report:
• Dual enrollment programs do provide a benefit for college-bound high school students.
• Whether the dual enrollment course is taught at a college or a high school does not affect the quality of instruction.
• Dual enrollment courses should be treated as equivalent to the two-year transfer parallel with regard to credit.
• Mathematics is an area that requires attention with respect to quality and academic performance in subsequent coursework. The VCCS Math Pathways project constitutes a major step in this direction, and should be monitored for its effect on dual enrollment over the next few years.
Materials Provided:

Report on *Dual Enrollment Quality and Transferability*

**Financial Impact:** N/A

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

**Resolution:** N/A
Dual Enrollment Quality and Transferability
Dual Enrollment Quality and Transferability

Pursuant to Code of Virginia § 23.1-907, The State Council of Higher Education for Virginia (SCHEV) is tasked with preparing an annual report on pertinent aspects of the educational pipeline for students transferring from public two-year to public four-year institutions of higher education. This report examines the quality of dual enrollment and shows, overall, that dual enrollment students do approximately as well as first-time-in-college (FTIC) students in subsequent college-level coursework. The data support the general inference that preparation received by dual enrollment students rises to the quality of typical college-level courses.

Since 2001, the number of high school students taking advantage of dual enrollment has increased by more than 65 percent. The rapid growth of dual enrollment programs can be attributed to many factors (e.g. legislation, increased curricular challenges, college affordability, etc.) and affords high school students in Virginia the opportunity to enroll in college-level coursework while concurrently satisfying high school graduation requirements. Dual enrollment programs have a number of benefits for students, including improving students’ ability to complete postsecondary programs efficiently, providing enriching educational opportunities, and preparing them for future employment. Recognition of these benefits requires Virginia’s two- and four-year (public and private) institutions to develop dual enrollment programs that promote a wide range of course options, while ensuring Virginia’s high school students have high quality transferable dual enrollment course offerings.

According to the September 2017 Joint Legislative Audit and Review Commission (JLARC) report on the Operations and Performance of the Virginia Community College System, matriculating high school students may not have their dual enrollment courses accepted for credit at the public four-year institutions, or if accepted for credit, the course does not satisfy specific programmatic graduation requirements. One issue underlying this inconsistency has to do with perceptions of quality, specifically whether dual enrollment courses prepare high school students adequately for subsequent college-level course work. The results of this report should provide greater reassurance on this point: evidence suggests that the quality of dual enrollment, as a whole, is good, and supports the participating students’ educational goals. However, these results should not necessarily be viewed as a universal reassurance, as particular institutional programs may have variable results.
Several broad conclusions can be drawn from this report:

- Dual enrollment programs do provide a benefit for college-bound high school students.
- The location (i.e., whether at the high school or on the community college campus) of the dual enrollment course does not affect the quality of instruction.
- Dual enrollment courses should be treated as equivalent to the two-year transfer parallel with regard to credit.
- Mathematics is the one area that requires attention with respect to quality and academic performance in subsequent coursework. Presciently, the Virginia Community College System’s (VCCS) Math Pathways project constitutes a major step in this direction, and should be monitored for its effect on dual enrollment over the next few years.

Detailed data showing student academic performance in subsequent coursework in the same discipline as the dual enrollment coursework can be found in Appendices A, B, C, D, and E at the end of this report.

**Academic Performance of Dual Enrollment and FTIC Students**

The evaluation of academic performance consisted of three elements: average course grade, overall course outcomes, and course grade distribution. Dual enrollment students performed as well as first-time-in-college (FTIC) students in biology, history, mathematics, and the physical sciences; the average course grade in each of these subjects was statistically the same. In English, the data show dual enrollment students had a slightly higher, statistically significant, average grade in subsequent lower-division coursework.

Course outcomes for students who had taken dual enrollment are statistically equivalent to those for FTIC students in history and in the physical sciences. Course outcomes in biology, English, and mathematics do show statistically significant findings. In biology, dual enrollment students withdrew at a higher rate than FTIC students, but the data as a whole do not suggest a quality concern. On the other hand, analysis of the course outcomes in English show slightly better outcomes for dual enrollment students: they had a lower percentage of withdrawals and a higher percentage of grades greater than C in subsequent coursework. However, dual enrollment students tend not to do as well in mathematics: students had a lower average course grade, a higher percentage of withdrawals, a lower percentage of grades greater than C and a higher percentage of F’s. Although these actual course
grade differences were not statistically significant, they are consistent with findings in Appendices B and C that do show statistically significant weaker academic performance for dual enrollment students in terms of course withdrawals and overall grade distributions.

There is a positive correlation between dual enrollment credits and college completion rates. SCHEV data show that students arriving at college with dual enrollment credit do well in terms of four-year baccalaureate completion: the more dual enrollment credits a student earns, the higher the likelihood that she will complete a bachelor degree in four years. For example, overall four-year completion rates for first-time college students entering during the 2010-2011 academic year was 48 percent. Students earning 11 credits or fewer in dual enrollment have a four-year graduation rate of 49 percent, while those with 24 credits or greater in dual enrollment had a four-year graduation rate of 58 percent.

**Academic Performance and Dual Enrollment Course Location**

According to the JLARC report, four-year institutions have reported concerns about the quality of the dual enrollment courses taught on the high school campus and stated that “...students whose dual enrollment course work was taken solely in high school were not prepared for the four-year institution’s course work.” However, data examined for this report show no statistically significant difference in average course grade for students in any subject area, regardless of the dual enrollment course location. For example, students taking mathematics on the high school campus had a lower percentage of F’s than students taking the course on the college campus. Therefore, the data provide counter-evidence to institutional claims of poor preparation in dual enrollment courses taught on the high school campus.

**Concluding Observations**

According to data examined by SCHEV having to do with completion rates and academic performance in college by students who took dual enrollment courses in high school, students in general are being prepared adequately for the rigors of post-secondary coursework. Mathematics is the one area that showed need for improvement. The mathematics outcome data indicate dual enrollment student performance lags behind students who begin a course sequence at the four-year institution, and suggest a more in-depth review of mathematics dual enrollment is necessary. Subsequent research may show that the VCCS’s Math Pathways Project

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1 Math Pathways Project for the Virginia Community College System
will lead to an improvement in dual enrollment student outcomes in mathematics. The Math Pathways Project is intended to improve student success through better alignment with the quantitative curricular requirements of four-year institutions and a more logical array of offerings at community colleges. By limiting the number of mathematics offerings to 14 transfer-level courses from the previously-offered 82 courses, and better aligning these offerings with the student’s intended academic interest, the VCCS ultimately may improve the academic performance of dual enrollment mathematics students in subsequent college-level coursework.

The data presented here are statewide averages, which do not necessarily reveal regional, local or institutional quality issues. Instead, these findings clarify broad questions about quality, constitute a baseline for future research and establish a solid foundation from which to follow-up on dual enrollment recommendations by JLARC. Four-year institutions are encouraged to review their data, identify quality issues and offer feedback to individual community colleges. Future research should take into account the effects of legislation coming out of the 2017-2018 legislative session focused on dual enrollment, in tandem with a tighter focus on regional and local issues and the development of guided pathways for students.
**Appendix A: Average Grade by Subject**

<table>
<thead>
<tr>
<th>Student Type</th>
<th>Biology</th>
<th>English</th>
<th>History</th>
<th>Math</th>
<th>Physical Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual Enroll</td>
<td>2.84 (n = 272)</td>
<td>3.09 (n = 500)</td>
<td>2.67 (n = 438)</td>
<td>2.62 (n = 480)</td>
<td>2.91 (n = 283)</td>
</tr>
<tr>
<td>FTIC</td>
<td>2.85 (n = 272)</td>
<td>2.95 (n = 500)</td>
<td>2.77 (n = 438)</td>
<td>2.76 (n = 480)</td>
<td>2.90 (n = 283)</td>
</tr>
</tbody>
</table>

*Numbers in bold indicate a statistically significant finding

**Appendix B: Summary Table for Course Outcomes**

<table>
<thead>
<tr>
<th>Student Type</th>
<th>Outcome</th>
<th>Biology</th>
<th>English</th>
<th>History</th>
<th>Math</th>
<th>Physical Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual Enroll</td>
<td>% W/D</td>
<td>5.9 (n = 16)</td>
<td>2.0 (n = 10)</td>
<td>5.0 (n = 22)</td>
<td>10.2 (n = 49)</td>
<td>5.0 (n = 14)</td>
</tr>
<tr>
<td></td>
<td>% &lt; Grade C</td>
<td>9.2 (n = 25)</td>
<td>6.0 (n = 30)</td>
<td>12.3 (n = 54)</td>
<td>15.6 (n = 54)</td>
<td>8.8 (n = 25)</td>
</tr>
<tr>
<td></td>
<td>% &gt; Grade C</td>
<td>84.9 (n = 231)</td>
<td>92.0 (n = 460)</td>
<td>82.7 (n = 362)</td>
<td>74.2 (n = 356)</td>
<td>86.2 (n = 244)</td>
</tr>
<tr>
<td>FTIC</td>
<td>% W/D</td>
<td>1.5 (n = 4)</td>
<td>4.4 (n = 22)</td>
<td>4.1 (n = 18)</td>
<td>4.4 (n = 21)</td>
<td>2.1 (n = 6)</td>
</tr>
<tr>
<td></td>
<td>% &lt; Grade C</td>
<td>7.4 (n = 20)</td>
<td>8.2 (n = 41)</td>
<td>9.1 (n = 40)</td>
<td>12.3 (n = 59)</td>
<td>7.1 (n = 20)</td>
</tr>
<tr>
<td></td>
<td>% &gt; Grade C</td>
<td>91.2 (n = 248)</td>
<td>87.4 (n = 437)</td>
<td>87.4 (n = 437)</td>
<td>83.3 (n = 400)</td>
<td>90.8 (n = 287)</td>
</tr>
</tbody>
</table>

*Numbers in bold indicate a statistically significant finding
## Appendix C: Grade Distribution Summary

<table>
<thead>
<tr>
<th>Student Type</th>
<th>Grade</th>
<th>Biology</th>
<th>English</th>
<th>History</th>
<th>Math</th>
<th>Physical Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual Enrollment</td>
<td>% A</td>
<td>27.7 (n = 71)</td>
<td>41.8 (n = 205)</td>
<td>23.1 (n = 96)</td>
<td>25.8 (n = 111)</td>
<td>32.1 (n = 86)</td>
</tr>
<tr>
<td></td>
<td>% B</td>
<td>40.6 (n = 104)</td>
<td>38.6 (n = 189)</td>
<td>40.9 (n = 170)</td>
<td>33.4 (n = 144)</td>
<td>39.6 (n = 52)</td>
</tr>
<tr>
<td></td>
<td>% C</td>
<td>21.9 (n = 56)</td>
<td><strong>13.5 (n = 66)</strong></td>
<td>23.1 (n = 96)</td>
<td>23.4 (n = 101)</td>
<td>19.4 (n = 52)</td>
</tr>
<tr>
<td></td>
<td>% D</td>
<td>7.4 (n = 19)</td>
<td>3.3 (n = 16)</td>
<td>8.4 (n = 35)</td>
<td>11.1 (n = 48)</td>
<td>7.8 (n = 21)</td>
</tr>
<tr>
<td></td>
<td>% F</td>
<td>2.3 (n = 6)</td>
<td>2.9 (n = 14)</td>
<td>4.6 (n = 19)</td>
<td><strong>6.3 (n = 27)</strong></td>
<td>1.5 (n = 4)</td>
</tr>
</tbody>
</table>

| FTIC | % A | 26.9 (n = 72) | 37 (n = 177) | 23.3 (n = 98) | 30.5 (n = 140) | 30.7 (n = 85) |
| | % B | 42.2 (n = 113) | 36.2 (n = 173) | 46.4 (n = 195) | 33.1 (n = 152) | 38.3 (n = 106) |
| | % C | 23.5 (n = 63) | 18.2 (n = 87) | 20.7 (n = 87) | 23.5 (n = 108) | 23.8 (n = 66) |
| | % D | 4.5 (n = 12) | 4.4 (n = 21) | 6.2 (n = 20) | 9.8 (n = 45) | 5.8 (n = 16) |
| | % F | 3.0 (n = 8) | 4.2 (n = 20) | 3.3 (n = 14) | 3.1 (n = 14) | 1.4 (n = 4) |

*Numbers in bold indicate a statistically significant finding*
### Appendix D: Average Grade by Subject and Dual Enrollment Course Delivery Modality

<table>
<thead>
<tr>
<th>DE Course Location</th>
<th>Biology</th>
<th>English</th>
<th>History</th>
<th>Math</th>
<th>Physical Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>On College Campus</td>
<td>2.8</td>
<td>3.0</td>
<td>2.9</td>
<td>2.5</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>(n = 70)</td>
<td>(n = 27)</td>
<td>(n = 44)</td>
<td>(n = 162)</td>
<td>(n = 154)</td>
</tr>
<tr>
<td>High School Campus</td>
<td>2.9</td>
<td>3.1</td>
<td>2.7</td>
<td>2.7</td>
<td>2.8</td>
</tr>
<tr>
<td></td>
<td>(n = 191)</td>
<td>(n = 459)</td>
<td>(n = 353)</td>
<td>(n = 285)</td>
<td>(n = 124)</td>
</tr>
</tbody>
</table>

*Numbers in bold indicate a statistically significant finding*

### Appendix E: Course Outcomes by Subject and Dual Enrollment Course Delivery Location

<table>
<thead>
<tr>
<th>Student Type</th>
<th>Outcome</th>
<th>Biology</th>
<th>English</th>
<th>History</th>
<th>Math</th>
<th>Physical Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>On High School Campus</td>
<td>% A</td>
<td>26.2</td>
<td>41.0</td>
<td>21.3</td>
<td>22.5</td>
<td>26.6</td>
</tr>
<tr>
<td></td>
<td>(n = 50)</td>
<td>(n = 188)</td>
<td>(n = 75)</td>
<td>(n = 64)</td>
<td>(n = 33)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% B</td>
<td>38.7</td>
<td>38.1</td>
<td>39.4</td>
<td>33.7</td>
<td>37.1</td>
</tr>
<tr>
<td></td>
<td>(n = 74)</td>
<td>(n = 175)</td>
<td>(n = 139)</td>
<td>(n = 96)</td>
<td>(n = 46)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% C</td>
<td>20.4</td>
<td>12.9</td>
<td>22.4</td>
<td>19.3</td>
<td>20.2</td>
</tr>
<tr>
<td></td>
<td>(n = 39)</td>
<td>(n = 59)</td>
<td>(n = 79)</td>
<td>(n = 55)</td>
<td>(n = 25)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% D</td>
<td>6.3</td>
<td>3.1</td>
<td>8.2</td>
<td>11.2</td>
<td>8.9</td>
</tr>
<tr>
<td></td>
<td>(n = 12)</td>
<td>(n = 14)</td>
<td>(n = 29)</td>
<td>(n = 32)</td>
<td>(n = 11)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% F</td>
<td>2.6</td>
<td>2.8</td>
<td>4</td>
<td>3.9</td>
<td>1.6</td>
</tr>
<tr>
<td></td>
<td>(n = 5)</td>
<td>(n = 13)</td>
<td>(n = 14)</td>
<td>(n = 11)</td>
<td>(n = 2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% W/D</td>
<td>5.8</td>
<td>2.2</td>
<td>4.8</td>
<td>9.5</td>
<td>5.7</td>
</tr>
<tr>
<td></td>
<td>(n = 11)</td>
<td>(n = 10)</td>
<td>(n = 17)</td>
<td>(n = 27)</td>
<td>(n = 7)</td>
<td></td>
</tr>
<tr>
<td>On College Campus</td>
<td>% A</td>
<td>24.3</td>
<td>37.0</td>
<td>25</td>
<td>21</td>
<td>34.4</td>
</tr>
<tr>
<td></td>
<td>(n = 17)</td>
<td>(n = 10)</td>
<td>(n = 11)</td>
<td>(n = 34)</td>
<td>(n = 53)</td>
<td></td>
</tr>
<tr>
<td>% B</td>
<td>35.7 (n = 27)</td>
<td>37.0 (n = 10)</td>
<td>43.2 (n = 19)</td>
<td>25.9 (n = 42)</td>
<td>36.4 (n = 56)</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>% C</td>
<td>8.6 (n = 6)</td>
<td>18.5 (n = 5)</td>
<td>18.2 (n = 8)</td>
<td>22.8 (n = 37)</td>
<td>17.5 (n = 27)</td>
<td></td>
</tr>
<tr>
<td>% D</td>
<td>22.9 (n = 16)</td>
<td>3.7 (n = 1)</td>
<td>4.6 (n = 2)</td>
<td>9.3 (n = 15)</td>
<td>5.8 (n = 9)</td>
<td></td>
</tr>
<tr>
<td>% F</td>
<td>1.4 (n = 1)</td>
<td>3.7 (n = 1)</td>
<td>2.3 (n = 1)</td>
<td>8.6 (n = 14)</td>
<td>1.3 (n = 2)</td>
<td></td>
</tr>
<tr>
<td>% W/D</td>
<td>7.1 (n = 5)</td>
<td>0 (n = 0)</td>
<td>6.8 (n = 3)</td>
<td>12.4 (n = 20)</td>
<td>4.6 (n = 7)</td>
<td></td>
</tr>
</tbody>
</table>

*Numbers in bold indicate a statistically significant finding*
## State Council of Higher Education for Virginia
### Agenda Item

**Item:** Academic Affairs Item #B8 – Discussion of Post-College Outcomes  

**Date of Meeting:** March 20, 2018

**Presenter:** Dr. Joseph G. DeFilippo  
Director of Academic Affairs & Planning  
[JoeDeFilippo@schev.edu](mailto:JoeDeFilippo@schev.edu)

**Most Recent Review/Action:**  
- [x] No previous Council review/action  
- [ ] Previous review/action  
  
  **Date:**  
  **Action:**

**Background Information/Summary of Major Elements:** In accordance with The Virginia Plan for Higher Education, in particular Goals 2 (Optimize Student Success for Work and Life) and 4 (Advance the Economic and Cultural Prosperity of the Commonwealth and its Regions), staff is proposing a project to define and measure post-college outcomes of graduates of Virginia public institutions. The project has been broached with both the General Professional Advisory Committee (GPAC) and the Instructional Programs Advisory Committee (IPAC) at recent meetings. The attached project proposal attempts to capture Council’s strategic priorities while incorporating feedback received on those occasions. Pending Council feedback, staff would plan to form a task force to advise on how to define and implement the project effectively, with the goal of presenting an implementation plan for Council approval at its January 2019 meeting.

**Materials Provided:**

- Post-College Outcomes Work Plan

**Financial Impact:** Unknown at present. The task force would be charged with assessing and making recommendations about fiscal implications of the project.

**Timetable for Further Review/Action:** Presentation of task force recommendations for Council approval in January 2019.

**Resolution:** N/A
Statement of the Issue
In order to advocate more effectively for Virginia’s higher education institutions, Council would like to be able to point to the success of Virginia graduates in securing employment, earning wages, and contributing to the civic life of their communities. Ideally, those graduates also would contribute to the health of Virginia – economically, socially, and culturally – by staying in Virginia, or returning to Virginia (after graduate school, for example). This information, combined with institutional assessments of student learning and existing wage and debt data, can contribute to a more nuanced picture of the quality and value of higher education in Virginia.

We would expect an inquiry into post-graduation outcomes to attempt to address the following questions:

1. What are the employment outcomes of graduates?
2. What is the relationship between a student’s major and subsequent employment?
3. Do graduates earn a salary commensurate with their level of education, taking into account their professional field and geographic location?
4. Do graduates remain in Virginia? If they leave, do they return?
5. How do graduates contribute to the civic life of their communities?
6. Are graduates satisfied with their professional circumstances and opportunities?

Process of Inquiry
An initial step would be to attempt to determine the nature and scope of information institutions already collect on their graduates. We know that most public four-year institutions already administer the National Association of Colleges and Employers (NACE) “first destination” survey. This provides them with information about their students’ employment and graduate school enrollment six months after graduation. Some institutions have participated in the Gallup-Purdue Index, which offers insights on graduates’ well-being on several dimensions. Many institutions also maintain alumni databases that would indicate where graduates live and, in some cases, where they are employed. We would need to consult with the appropriate offices at the institutions to find out how complete those records are.

Once we know better what information is already available, it would be possible to plan a strategy for augmenting that information. If we hope to gather comparable information on graduates from all institutions, there would have to be a coordinated effort among the institutions, and a variety of sources and methods would have to be employed with a reasonable degree of consistency.

We propose convening a task force of scholars and practitioners with topical expertise to refine the scope of the project, especially the precise questions to be addressed, and to develop appropriate methodologies of inquiry. This group also should determine the resources necessary to implement the project and make recommendations about how responsibility for different components of the work should be divided among SCHEV, the institutions, and any other entities.
To the extent practicable, the task force also should consider what benchmarks, criteria or parameters are available to enable comparison with institutions from other states.

**Questions and Caveats**
Collecting, generating and analyzing information takes considerable time and effort. Any audit of institutional practices should include an assessment of the capacity of each institution to undertake a more substantial effort to track graduates’ post-college outcomes. This capacity would need to be factored into calculations of the resources needed to pursue the project. An important point to clarify at the outset is the frequency of the assessment, as this would have implications for the resources needed.

The information derived from this project, while of great interest to many, must be understood as one piece of a large and complex puzzle. We acknowledge that a successful and productive life is not reducible to one’s income. The choices people make are driven by a multitude of factors, and a person’s path in life is shaped by far more than their undergraduate college or degree. We should be cautious, therefore, about drawing (or encouraging) conclusions about institutional quality from graduates’ post-college employment and wage outcomes. Nevertheless, we believe there is much to be gained by asking questions about the success of Virginia graduates once they leave our institutions. We hope this knowledge may help us enhance public confidence in the quality of higher education in Virginia.
State Council of Higher Education for Virginia
Agenda Item

Item: Academic Affairs Committee #B9 – Report of the Staff Liaison to the Committee

Date of Meeting: March 19, 2018

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

Most Recent Review/Action:
No previous Council review/action

Background Information/Summary of Major Elements: N/A

Materials Provided:

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

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A
Report of the Staff Liaison to the Academic Affairs Committee, March 2018

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

Superintendent’s Meetings

- Ashley Lockhart, Paula Robinson, and Paul Smith attended the Region II Superintendent’s meeting in Norfolk, VA, on January 31; the Region VIII Superintendent’s meeting in in Nottoway, VA, on February 20; and the Region I Superintendent’s meeting in Richmond, VA, on March 13. SCHEV provided information on college access, AP score acceptance, dual enrollment/passport development, and findings/recommendations from the Advisory Committee on Teacher Shortages. They plan to attend each region’s upcoming Superintendent’s meeting in order to continue an open dialogue with Virginia’s K-12 education leaders.

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Staff Activities and Recognition

Beverly Covington

- Beverly Covington has been engaged in various duties related to the General Assembly session, including coordination of agency and institution input on the policy and fiscal implications of higher education-related bills, meeting with legislators, attending and testifying in legislative committee meetings, and preparing updates for various stakeholders.

Jodi Fisler

- Co-presented “Balancing Policy, Practice and Purpose: Assessing the Quality of Undergraduate Education in Virginia,” a panel on Virginia’s assessment policy development process, on January 26 at the AAC&U annual meeting in Washington, DC.
- Collaborated with the Tidewater Regional Center for Teaching Excellence to organize a regional assignment design workshop on March 2 for faculty at 2- and 4-year institutions. More than 60 faculty members participated.
- Coordinated a series of online assignment design workshops for Virginia faculty in late February and early March. More than 120 faculty members from public and private institutions registered and more than 60 were able to participate in this round of workshops. Additional workshops are to be scheduled.
- Attended a meeting of the Virginia Campus Compact on February 23 at the University of Mary Washington to foster and contribute to conversations on the teaching and assessment of civic engagement.
- Met with the SCHEV Library Advisory Committee on March 9 at Mary Baldwin University to discuss the role of librarians in teaching and assessing civic engagement.
- Participated in the second Learning Improvement by Design summit March 11-13 at Auburn University.

Ashley Lockhart
- Attended the Association on Higher Education and Disability Management and TRiO Institutes to learn about the major issues affecting access to higher education for students with disabilities, in New Orleans, LA, February 1-3.
- Attended the Campus Safety and Violence Prevention Forum held by the Virginia Department of Criminal Justice Services in Portsmouth, VA, March 6-8.

Monica Osei
- Visited the University of Virginia at Wise (UVA Wise) February 5-6, and met with administrators and SCHEV liaisons to discuss potential new degree and certificate programs. Discussed the SCHEV policies on Program Approval and Actions, and Organizational Changes. Discussed employment areas to address state needs (e.g., educating more teachers).

Sylvia Rosa-Casanova
- Participated in a moderated panel discussion on state and federal regulation compliance, hosted and filmed at the University of Colorado at Boulder on March 6-7, 2018. The two-hour virtual seminar will be available for viewing by the State Authorization Network members on March 21, 2018.

Paul Smith
- Attended the Western Interstate Commission for Higher Education’s (WICHE) annual Interstate Passport Review Board Meeting in Boulder, Colorado on February 1-2, 2018. The Interstate Passport Initiative is a nationwide network of regionally accredited, nonprofit, public and private two- and four-year institutions dedicated to the block transfer of lower-division general education coursework based on learning outcomes rather than course-to-course transfer. Virginia received a grant from WICHE to pilot the Interstate Passport concept. Dr. Smith updated WICHE on Virginia’s progress.

Academic Affairs Staff:
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, Coordinator for Academic Initiatives
Dr. Monica Osei, Associate Director for Academic Programs & Instructional Sites
Ms. Sylvia Rosa-Casanova, Director, Private Postsecondary Education
Dr. Paul Smith, Senior Associate for Student Mobility Policy & Research
Ms. Connelly called the meeting to order at 12:20 p.m. in the SCHEV 9th floor conference room, 101 N. 14th Street, Richmond, Virginia. Committee members present: Marge Connelly, Henry Light, William Murray, Minnis Ridenour, and Thomas Slater.

Committee member absent: Stephen Moret.

Staff members present: Lee Andes, Peter Blake, Ellie Boyd, Russ Carmichael, Pamela Currey, Alan Edwards, Wendy Kang, Tod Massa, Jean Mottley, Lee Ann Rung and Greg Weatherford.

Also present: Michael Maul, Associate Director, Department of Planning and Budget.

APPROVAL OF MINUTES

On a motion by Dr. Murray and seconded by Mr. Slater the minutes from the October 30, 2017, meeting were approved unanimously.

DISCUSSION OF GOVERNOR’S INTRODUCED BUDGET

Mr. Blake informed the members that he reassigned Mr. Kang to handle portion of the Finance Policy Section since Mr. Hix’s retirement. Ms. Pam Currey also will provide assistance during the General Assembly session. He provided information about Ms. Currey’s background and indicated that they both are just getting started with their new positions. He asked Mr. Maul to provide a broad overview and perspective of the introduced budget.

Mr. Maul explained the financial situation prior to the release of the Governor’s budget, saying that until November it was assumed that there would be cuts to higher education.

He reminded members that the current economy is good but is due for a downturn and noted the negative effects that could come from a federal government shutdown or sequestration. Mr. Maul noted that the Governor’s biennial budget assumes over $400 million in savings that would be received if Medicaid expansion is approved. He mentioned that very little funding was included in the budget for capital but noted that funding proposed for maintenance reserve is the highest in history and the majority of that funding has been for higher education. He reminded members that debt capacity must help maintain the Commonwealth’s bond ratings.

Mr. Maul reviewed the budget recommendation items and compared the Governor’s recommendations to SCHEV’s recommendations and reviewed language items in the budget that were included per SCHEV’s recommendation. He answered questions from members.
DISCUSSION OF FALL 2017 ENROLLMENT AT PUBLIC FOUR-YEAR INSTITUTIONS

Mr. Massa provided an explanation of the report in the agenda book and answered questions from members. He discussed challenges in enrolling more students in Science, Technology, Engineering, and Math (STEM) fields, including making students familiar with the possible options and what it’s like to do those jobs.

Mr. Massa informed the Committee that fall enrollment is up overall by 1,000 students but noted that the Virginia Community College System is still down by 4,000 students. Degrees awarded are down slightly. Awards of Bachelor degrees are down for in-state and up for out-of-state students, but overall, Bachelor degrees have increased. Mr. Massa reported that the population of white students has decreased while there has been significant growth in minority students over 26 years. This major change in student populations must be considered when setting policy to help this student population become successful.

Mr. Slater suggested that SCHEV emphasize the things that institutions are doing right to attract minority students. Mr. Massa answered questions from members.

DISCUSSION OF 2016-17 DEGREE COMPLETIONS AND OTHER AWARDS

MOTION TO ADJOURN

The Chair adjourned the meeting at 2:00 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 Regulations for The Virginia Vocational Incentive Scholarship Program for Shipyard Workers

Date of Meeting: March 20, 2018

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

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
   Date: May 8, 2007
   Action: Council approved regulations

Background Information/Summary of Major Elements:

The Virginia Vocational Incentive Scholarship Program for Shipyard Workers program provides $150,000 to support academic programs and apprenticeships for individuals currently employed full-time at a shipyard in tidewater Virginia. Tidewater Community College (TCC) is the primary administrator of the program. SCHEV is responsible for maintaining the regulations and for general program oversight.

The program regulations govern student eligibility and use of funds by section § 23.1-2912 of the Code of Virginia.

The following are proposed updates to these regulations and reflect needed clarity and guidance for TCC in the administration of the program:

1) Align domicile reference with current law and define academic year:
   a. 8VAC40-140-10: "Domiciliary resident of Virginia" means a student determined by the college to meet the domicile eligibility requirements specified by § 23.1-502 or § 23.1-505 of the Code of Virginia and augmented by the Council’s Domicile Guidelines and associated addenda, as the same are now constituted or hereafter amended.
   b. 8VAC40-140-10"Academic year" means the 12-month enrollment period, during which the college holds classes, comprised of the college’s fall and spring semesters and summer session

2) Change language to reflect actual program administration by TCC, not SCHEV:
3) Clarify the basis of calculating the work requirement
   a. 8VAC40-140-10: “Award year” means the period of time in which a scholar receives a scholarship during the academic year. Receipt of the scholarship during at least two of the three periods constitutes one full award year while enrollment in one period constitutes one-half of an award year.
   b. 8VAC40-140-60: Upon successful completion of the eligible course of study, work continuously in Virginia as a shipyard worker for the same number of years that at the rate of one calendar year for each award year he was the beneficiary of such scholarship;

These proposed changes are considered non-controversial and were vetted with TCC program administrators and legal counsel.

Materials Provided:
The proposed program amendments are included.

Financial Impact: No additional impact beyond appropriated funds.

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

Resolutions:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the amended regulations for the Virginia Vocational Incentive Scholarship Program for Shipyard Workers Program. Council delegates to staff to make future non-substantive administrative changes to the program, as appropriate.
8VAC40-140-10. Definitions.

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

"Academic year" means the 12-month enrollment period, during which the college holds classes, comprised of the college’s fall and spring semesters and summer session.

"Apprenticeship program" means a three-year program combining educational instruction and on-the-job training that is established for the purpose of enhancing the education and skills of shipyard workers and that is registered with the Virginia Department of Labor and Industry.

"Award year" means the period of time in which a scholar receives a scholarship during the academic year. Receipt of the scholarship during at least two of the three periods constitutes one full award year while enrollment in one period constitutes one half of an award year.

"College" means Tidewater Community College.

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

"Domiciliary resident of Virginia" means a student determined by the college to meet the domicile eligibility requirements specified by § 23.1-502 or § 23.1-505 of the Code of Virginia and augmented by the Council’s Domicile Guidelines and associated addenda, as the same are now constituted or hereafter amended.

"Eligible course of study" means an Associate in Applied Science degree program or an apprenticeship program registered with the Virginia Department of Labor and Industry.

"Program" means the Virginia Vocational Incentive Scholarship Program for Shipyard Workers.

"Scholar" means a recipient of program funds from the Virginia Vocational Incentive Scholarship Program for Shipyard Workers.

"Scholarship" means a grant from state funds appropriated for the Virginia Vocational Incentive Scholarship Program for Shipyard Workers.

"Shipyard worker" means any person employed full time on a salaried or wage basis whose tenure is not restricted as to temporary or provisional appointment at a ship manufacturing or ship repair company located in the Commonwealth of Virginia.
8VAC40-140-20. Use of funds.

A. The college shall establish and maintain financial records that accurately reflect all program transactions as they occur. The college 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.

B. Funds may be paid to the college on behalf of shipyard workers who have been awarded scholarships pursuant to § 23.1-2912 of the Code of Virginia and this chapter. Funds also may be used by the college for the implementation and administration of the program. Funds used by the college to implement and administer the program shall not exceed in any given year 5.0% of that year's allocation for the program.


To apply for a scholarship under the program, a student must follow the procedures established by the college and approved by the council. Recipients will be selected by the college using a process approved by the council.

8VAC40-140-40. Eligibility criteria for an initial scholarship.

In order to receive a scholarship, the student must be:

1. A domiciliary resident of Virginia as defined in § 23.1-502 of the Code of Virginia and determined by the college,

2. Employed full time as a shipyard worker, and

3. Enrolled full or part time in an eligible course of study.

8VAC40-140-50. Renewability of scholarships.

Scholarships may be renewed for up to two academic years provided that the student continues to meet the initial eligibility criteria specified in 8VAC40-140-40 and maintains a cumulative grade point average of at least 3.0 on a scale of 4.0 or its equivalent at the completion of each academic year.

8VAC40-140-60. Scholarship conditions.

To receive initial and renewal scholarships, the student must enter into an agreement with the council through the college under which he agrees to:

1. Continue full-time employment as a shipyard worker until his successful completion of the eligible course of study;

2. Continue pursuing an eligible course of study;

3. Upon successful completion of the eligible course of study, work continuously in Virginia as a shipyard worker for the same number of years that at the rate of one calendar year for each award year he was the beneficiary of such scholarship;
4. Provide evidence of compliance with subdivision 3 of this section in the form of a statement from the human resources director of the shipyard in which the scholar is working, certifying that the scholar is employed full time as a shipyard worker; and

5. Repay the total amount of funds received, or the appropriate portion thereof, and any accrued interest, if he fails to honor the requirements specified in subdivisions 1, 2, and 3 of this section.

8VAC40-140-70. Scholarship amount.

A. In no case may a student receive a scholarship under the program that exceeds the cost of full tuition and required fees relating to the eligible course of study.

B. If a scholar ceases full-time employment as a shipyard worker or withdraws from all courses during a term, the tuition refund policy in effect at the college will determine the portion of the award amount that the amount of the scholarship must be reclaimed by the college.

8VAC40-140-80. Noncompliance with scholarship agreement.

A. A scholar found to be in noncompliance with the scholarship agreement entered shall:

1. Repay the amount of scholarship funds received, prorated according to the fraction of the work obligation not completed, as determined by the council college;

2. Pay a simple, per annum interest charge of 5.0% on the outstanding principal as determined by the council college; and

3. Pay all reasonable collection costs as determined by the council college.

B. A scholar required to repay his scholarship shall:

1. Enter repayment status on the first day of the first calendar month after:

   a. The council college has determined that the scholar is no longer enrolled in an eligible course of study, but not before six months has elapsed since the scholar was enrolled in such course of study;

   b. The date the scholar informs the council college that he does not plan to fulfill the work obligation; or

   c. The latest date on which the scholar must have begun working in order to have completed the work obligation within 10 years after completing the postsecondary education for which the scholarship was awarded, as determined by the council college.

2. Make monthly payments to the council college that cover principal, interest, and any collection costs according to a schedule established by the council college that calls for minimum payments of $100 per month and to complete repayment within 10 years after the scholar enters repayment status.

C. The interest charge specified in subdivision A 2 of this section accrues from:
1. The date of the initial scholarship payment if the council college has determined that the scholar is no longer enrolled in an eligible course of study or completed an eligible course of study but never became employed as a shipyard worker; or

2. The day after the last day of the scholarship period for which the work obligation has been fulfilled.

D. The council college shall capitalize any accrued interest at the time it establishes a scholar's repayment schedule.

E. The council college may approve less than $100 minimum monthly payments or forgive partial interest charges due to extenuating circumstances.

F. The council college may approve a reduction in interest charges for scholars making consistent on-time monthly payments that meet or exceed the minimum required amount.

G. A scholar is not considered in violation of the repayment schedule established by the council college during the time he is:

   1. Serving on active duty as a member of the armed services of the United States or serving as a member of VISTA or the Peace Corps for a period not in excess of three years;

   2. Accompanying a spouse who is serving on active duty as a member of the armed services of the United States or serving as a member of VISTA or the Peace Corps for a period not in excess of three years;

   3. Experiencing health conditions that impede his ability to perform requisite service in a shipyard setting for a period not to exceed three years;

   4. Unable to secure employment by reason of the care required by a disabled child, spouse, or parent for a period not in excess of 12 months; or

   5. Unable to satisfy the terms of the repayment schedule established by the council and is also seeking and unable to find full-time employment as a shipyard worker in Virginia for a single period not to exceed 27 months.

H. To qualify for any of the exceptions in subsection G of this section, a scholar must notify the council of his claim to the exception and provide supporting documentation as required by the council college.

I. During the time a scholar qualifies for any of the exceptions specified in subsection G of this section, he need not make the scholarship repayments and interest does not accrue.

J. The council college shall extend the 10-year scholarship repayment period by a period equal to the length of time a scholar meets any of the exceptions in subsection G of this section or if a scholar's inability to complete the scholarship repayments within this 10-year period because of his financial condition has been established to the council's college's satisfaction.

K. The council college shall cancel a scholar's repayment obligation if it determines that:
1. On the basis of a sworn affidavit of a qualified physician, the scholar is unable to work on a full-time basis because of an impairment that is expected to continue indefinitely or result in death; or

2. On the basis of a death certificate or other evidence conclusive under state law, the scholar has died.

8VAC40-140-90. Responsibility of the college.

The college shall:

1. Comply with all requests from the council for reports or information necessary to carry out the operation of the program;

2. Retain a copy of each signed promissory note and send the original promissory note to the council, and

3. Notify the council if a scholar fails to meet the terms of the promissory note and enters repayment status.
State Council of Higher Education for Virginia
Agenda Item

Item: Resources and Planning Committee #C4 – Discussion of 2017 Fall Enrollment at Public Two-Year Institutions

Date of Meeting: March 19, 2018

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

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

Background Information/Summary of Major Elements:

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

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

Financial Impact: None

Timetable for Further Review/Action: Additional and updated information on Fall 2017 enrollment will be posted on the SCHEV website.

Resolution: None.
Fall 2017 Enrollment at Public Two-Year Institutions

Overview

The information below details student enrollment at Virginia’s 23 community college and Richard Bland College in Fall 2017. Since enrollment is a predicate to degree completion, ensuring that the Commonwealth has policies aligned to support enrollment is a key element to meeting the degree goals of the Top Jobs Act and becoming the best-educated state in the nation by 2030.

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

Highlights

Enrollment in the public two-year colleges has continued to decline following its highest point ever in 2011. In Fall 2017, total enrollment in the sector was 169,034 or 4,038 students fewer (-2%) than the prior year. Losses were spread across the colleges, with only seven institutions experiencing increased enrollment. The enrollment declines of the last six years reflect national trends and appear to be related to an improving economy and dropping unemployment. They also may be influenced by smaller growth in the number of recent high school graduates.

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

Seven community colleges had increased enrollment over 2016. Blue Ridge, 69 students; Central Virginia, 3 students; John Tyler, 359 students; Lord Fairfax 23 students; New River, 170 students; Northern Virginia, 355 students; and Piedmont Virginia, 58 students.

While two-year colleges primarily serve Virginia residents, they did enroll 6,862 students from out-of-state, a decrease of only 11 students from 2016. Thus, of the 4,038 students decrease from 2016, 4,027 of those students were Virginia residents.

Regarding enrollment of new students, specifically those that are enrolled for first time in college, enrollment declined 528 students for those that had graduated high school in previous 12 months and 156 students for those that had completed high school more than 12 months prior to enrollment.

Conclusions

The public two-year sector, most notably the community colleges, enjoyed significant growth over the last 20 years. In Fall 2011, enrollment in the sector hit a peak of 198,850 students. As the economy improved, unemployment dropped and the growth in high school graduates slowed, enrollment has declined and may be at a point that is more appropriate to the environment. Last year, the chancellor of the Virginia Community
College System appointed a task force to study the causes and impact of enrollment declines. That task force is expected to complete its report early this year.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Enrollment in 2017-18</th>
<th>Change from 2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Total Public Two-Year Institutions</td>
<td>169,034</td>
<td>-4,038</td>
</tr>
<tr>
<td>Virginia Community College System</td>
<td>166,886</td>
<td>-3,983</td>
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<tr>
<td>Blue Ridge CC</td>
<td>4,200</td>
<td>69</td>
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<td>Central Virginia CC</td>
<td>4,128</td>
<td>3</td>
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<td>Dabney S. Lancaster CC</td>
<td>1,260</td>
<td>-113</td>
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<td>Danville CC</td>
<td>3,101</td>
<td>-304</td>
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<tr>
<td>Eastern Shore CC</td>
<td>644</td>
<td>-61</td>
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<td>Germanna CC</td>
<td>6,692</td>
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<tr>
<td>J. Sargeant Reynolds CC</td>
<td>9,334</td>
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<td>John Tyler CC</td>
<td>10,380</td>
<td>359</td>
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<tr>
<td>Lord Fairfax CC</td>
<td>6,891</td>
<td>23</td>
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<td>Mountain Empire CC</td>
<td>2,684</td>
<td>-53</td>
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<tr>
<td>New River CC</td>
<td>4,626</td>
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<td>Northern Virginia CC</td>
<td>51,190</td>
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<td>Patrick Henry CC</td>
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<td>Paul D Camp CC</td>
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<td>Piedmont Virginia CC</td>
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<td>Rappahannock CC</td>
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<td>Southside Virginia CC</td>
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<td>Southwest Virginia CC</td>
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<td>Thomas Nelson CC</td>
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<td>Tidewater CC</td>
<td>22,776</td>
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<td>Virginia Highlands CC</td>
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<td>Virginia Western CC</td>
<td>7,271</td>
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<tr>
<td>Wytheville CC</td>
<td>2,676</td>
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<tr>
<td>Richard Bland College</td>
<td>2,148</td>
<td>-55</td>
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</table>
## Table 2: Total, First-Time-in-College Enrollment at Public Two-year Institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Graduated High School within Past 12 months</th>
<th>Out of High School Greater than One Year</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Change from 2016-17</td>
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<tr>
<td></td>
<td>N</td>
<td>%</td>
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<tr>
<td>Total Public Two-Year Institutions</td>
<td>19,113</td>
<td>-528</td>
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<tr>
<td>Virginia Community College System</td>
<td>18,788</td>
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<tr>
<td>Blue Ridge CC</td>
<td>639</td>
<td>68</td>
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<td>Central Virginia CC</td>
<td>427</td>
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<td>Dabney S. Lancaster CC</td>
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<td>Danville CC</td>
<td>295</td>
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<td>Eastern Shore CC</td>
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<td>-13</td>
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<td>Germanna CC</td>
<td>897</td>
<td>-13</td>
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<tr>
<td>J. Sargeant Reynolds CC</td>
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<tr>
<td>John Tyler CC</td>
<td>1,063</td>
<td>115</td>
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<td>Lord Fairfax CC</td>
<td>800</td>
<td>11</td>
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<td>Mountain Empire CC</td>
<td>291</td>
<td>5</td>
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<td>New River CC</td>
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<td>Paul D Camp CC</td>
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<td>19</td>
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<td>Piedmont Virginia CC</td>
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<td>88</td>
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<td>Rappahannock CC</td>
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<td>Southside Virginia CC</td>
<td>251</td>
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<td>Southwest Virginia CC</td>
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<td>Thomas Nelson CC</td>
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<tr>
<td>Tidewater CC</td>
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<td>Virginia Highlands CC</td>
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<td>Virginia Western CC</td>
<td>882</td>
<td>-6</td>
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<tr>
<td>Wytheville CC</td>
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<td>-2</td>
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<tr>
<td>Richard Bland College</td>
<td>325</td>
<td>-87</td>
</tr>
</tbody>
</table>
Figure 1: Trends in Public Two-Year Enrollment and Unemployment Rate
State Council of Higher Education for Virginia
Agenda Item

Item: Resources and Planning #C5 - Discussion of Workforce Credentials Grant Annual Report

Date of Meeting: March 19, 2018

Presenter: Wendy Kang, Director of Innovation/Interim Director Finance Policy
wendykang@schev.edu

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

Background Information/Summary of Major Elements:

During the 2016 session, the General Assembly passed HB 66 and SB 576, which established the New Economy Workforce Grant Program. This grant program, the first of its kind, provides a pay-for-performance model for funding noncredit workforce training that leads to a credential in a high-demand field.

As the administrator of the program, the State Council of Higher Education for Virginia is responsible for annually reporting outcomes. In FY 2017, the Virginia Community College System and the Southern Virginia Higher Education Center offered training aligned to high-demand occupations and fields as identified by the Virginia Board for Workforce Development. The following is a summary of observations from the first year of program implementation:

- Collectively, institutions enrolled 4,961 students. Of those, 4,636 completed training and 3,072 reported a credential attained.
- Of the students enrolled, 93% completed training.
- Of the students completing training, 66% reported a credential attained.
- 61% of students were male.
- The average age of a student was 35 years.
- The median pre-training wages one-year prior to enrollment was $22,000.
- Program demand exceeded current funding levels for FY 2017 and FY 2018.
- A recent Joint Legislative Audit and Review Commission study of the Virginia Community College System included a review of the program. The Commission made two recommendations regarding the methodology to identify high-demand fields and the prioritization of funds based on areas that have high unmet demand.
• SCHEV staff will work with the Virginia Board for Workforce Development and eligible training providers in the coming year to address the JLARC recommendations.
• SCHEV staff will review wage record outcomes of program participants and provide an update of outcomes by training program in summer of 2018.


Materials Provided: No action at this time.

Financial Impact: No impact at this time.

Timetable for Further Review/Action:

Resolution:
State Council of Higher Education for Virginia
Agenda Item

Item: Resources and Planning Committee #C6 – Discussion of Wage Debt Report

Date of Meeting: March 19, 2018

**Presenter:** Tod Massa, Policy Analytics Director

todmassa@schev.edu

**Most Recent Review/Action:**
[X] No previous Council review/action

**Background Information/Summary of Major Elements:** At request of Council, staff has been developing a new tool for students’ and families’ use in understanding the wage and debt outcomes of graduates of the Commonwealth’s colleges and universities. This new tool is more streamlined than our existing reports, and makes it easier to compare the outcomes across colleges. We further have been working to update the summary from the most recently available wage outcomes (calendar year 2016). Staff will provide an overview and demonstration of the reports for the members.

SCHEV has been publishing data on the wage outcomes and student debt of graduates by program since 2012. SCHEV also reports wage and debt outcomes of students who drop out of college after one or two semesters. SCHEV is able to do this through its involvement in the Virginia Longitudinal Data System (VLDS) and its partner agency, the Virginia Employment Commission. Currently wage outcome data are limited to those individuals employed within Virginia in positions covered by unemployment insurance. We continually are working to find opportunities to expand this coverage to include more individuals.

**Materials Provided:** N/A

**Financial Impact:** N/A

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

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

Item: Resources and Planning #C7 – Discussion of a Resource Map for The Virginia Plan for Higher Education

Date of Meeting: March 19, 2018

Presenter: Marge Connelly, Council Member
Peter Blake, Director
peterblake@schev.edu
Wendy Kang, Director of Innovation/Interim Director Finance Policy
wendykang@schev.edu

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

Date:
Action:

Background Information/Summary of Major Elements:

The fact that there are strongly held differences among various stakeholders involved in higher education – parents and students, elected officials, faculty, college administration, taxpayers, business – is well known. Debates regarding topics such as the cost of education, student debt, graduate readiness for employment and civic life, faculty workload and compensation and the value of investments in things such as athletics are not new and are viewed by some as a natural element of our system – something to be discussed periodically, but no major change needed.

It also is clear that achieving the goals of a stronger, more sustainable and more accessible system of higher education cannot be achieved without addressing the differences in a constructive way. Without some sort of open and transparent intervention, it is highly possible actions will be taken that could actually be a detriment to our system of higher education and by extension a detriment to those it serves.

SCHEV established The Virginia Plan for Higher Education, the Commonwealth’s statewide strategic plan. Through The Virginia Plan, SCHEV has offered several recommendations to make Virginia the best-educated state in the nation by 2030. Along the way, SCHEV has developed recommendations that have begun to address some of these tensions. While the Governor, the General Assembly and the institutions have taken action on a number of these recommendations, bolder moves in many areas are needed to reach a new, more sustainable place.

In 2016, the Council adopted six priority initiatives, including ones calling for stable and sustainable funding and greater efficiencies. These initiatives, which can be updated
In 2016, the Council adopted six priority initiatives, including ones calling for stable and sustainable funding and greater efficiencies. These initiatives, which can be updated periodically, remain essential ingredients to achieve the outcomes envisioned in The Virginia Plan.

SCHEV should seize the opportunity to build on the good work undertaken by the Governor, the General Assembly and the institutions to address issues related to stability, sustainability and efficiency. We have seen steady progress in our attainment rates and the expansion of programs designed to meet specific workforce needs. Because of the reasons previously articulated, the conversations needed to progress further will not be easy. The Commonwealth faces challenges related to demographic change and resource constraints that will require significant change and improvement. Yet, SCHEV’s mission is “to advocate and promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education.” Its role is to be an objective expert for the higher-education needs of the Commonwealth and its citizens. It is in a unique position to help build trust and move things forward.

The Commonwealth is fortunate that we have substantial areas of agreement around the value of higher education. Other areas, such as the following, are not as clear-cut:

- Cost, price and efficiency
- Mission alignment and differentiation
- Institutional autonomy and accountability
- Transparency

Yet these are the matters that will distinguish Virginia and will determine whether we prosper or merely get by. While we have seen incremental changes, the Council lacks a more comprehensive resource map to implement The Virginia Plan. By developing such a plan, the Council not only can outline what is needed to become “the best-educated state,” but also can engage policy makers, institutional leaders and others in civil and informed ways to find common ground. By doing so, the Council can begin to narrow the differences on some of the more contentious issues of the day.

This item proposes a collaborative activity that would result in a resource map to implement The Virginia Plan for Higher Education.

**Materials Provided:** No action at this time.

**Financial Impact:** No impact at this time.

**Timetable for Further Review/Action:** The goal of this project is to identify recommendations for policy and resource alignment to include in the SCHEV budget recommendations in October 2018.

**Resolution:** N/A
Mr. Fralin called the meeting to order at 2:20 p.m. in the SCHEV 9th floor conference room, 101 N. 14th Street, Richmond, Virginia. Council members present: Ken Ampy, Rosa Atkins, Marge Connelly, Heywood Fralin, Henry Light, Gene Lockhart, William Murray, Carlyle Ramsey, Minnis Ridenour, Thomas Slater, and Katharine Webb.

Council members absent: Stephen Moret.


Al Wilson from the Office of the Attorney General also was present.

RECEIPT OF PUBLIC COMMENT

There were no requests for public comment.

APPROVAL OF MINUTES

On a motion by Ms. Webb and seconded by Dr. Ramsey the minutes from the September 18, 2017, Joint Meeting, the October 25, 2017, Boards of Visitors meeting, and the October 31, 2017, Council meeting were approved unanimously.

PRESENTATION: THE HIDDEN STRENGTHS OF HIGHER EDUCATION

Mr. Blake introduced Dr. Ayers and read portions of his bio. A summary of his most recent book was distributed to members. Dr. Ayers said despite higher education’s successes, many are antagonistic of colleges in general. He said that although there are criticisms of higher education, fundamental facts are missed and commonplace accomplishments of higher education are often ignored.

Dr. Ayers cited various statistics that reflect the positive impact of higher education that are often overlooked. He noted that higher education costs have risen because it is offering more for an increasing and diverse population. He suggested more of a focus on accomplishments and less on cliché criticisms.

Dr. Ayers answered questions from members and suggested that the system become more analytical, looking over time rather than every year, and consider where higher education fits into a larger story. Dr. Ayers’ view was that advocates and critics of higher education have a short horizon and tend to look at what is needed next year. He felt higher
education leaders should recognize the larger picture and remember how far it has advanced and the doors it has opened for students. Following that, the case for more funding will be more compelling. Democratization comes with some cost but would be most effective. A longer view would mean a less crisis-driven system.

**REPORT OF THE AGENCY DIRECTOR**

Mr. Blake noted items from his written report and summarized the information that was included in the agenda book.

The Governor appointed Victoria Harker to replace Suzette Denslow, who is ineligible now that she has been appointed to Governor-elect Northam’s cabinet. Ms. Harker is Chief Financial Officer at TEGNA, Inc. and a former board member at the University of Virginia.

Mr. Blake distributed a list of legislation and reminded members that the bills SCHEV will track during session are on the SCHEV website and said staff would continue to find ways to improve communications on hot button issues.

Mr. Blake reminded members of the Chairman’s request at the last meeting to have Mr. Slater and Mr. Ampy represent the Council and work with staff to make data more focused for policy decision-makers. Mr. Fralin felt the matter deserved more attention and designated an ad hoc data committee that would hold regular meetings to advance the data agenda. In addition to Messrs. Slater and Ampy, Ms. Connelly and Dr. Moret will serve on the ad hoc committee. Mr. Slater will co-chair the ad hoc committee with Mr. Ampy. Once meeting dates are decided, all members will be encouraged to attend.

Mr. Blake reported that in the near term he will not permanently fill the position of Director of Finance Policy vacated by Dan Hix’s retirement. Ms. Kang will assume leadership of the Finance Policy staff on an interim basis. In addition, Ms. Pam Currey, will provide assistance during the General assembly session. Ms. Currey is well-respected in higher education finance. She has served as Deputy Secretary of Finance and has experience working with the Senate Finance Committee and Virginia Commonwealth University.

**REPORT FROM THE COMMITTEES**

*Report from Academic Affairs Committee*

Ms. Webb summarized the following items addressed by the Committee:

*Action on Programs at Public Institutions*

After providing a brief overview, the Committee’s recommendation was seconded by Mr. Light and approved unanimously (10-0). Dr. Murray was not present for the vote:
BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Northern Virginia Community College to initiate an Associate of Fine Arts degree program in Cinema (CIP: 50.0601), effective summer 2018.

Action on Mission Statement Policy Revisions

After providing a brief overview, the Committee’s recommendation was seconded by Mr. Slater and approved unanimously (10-0):


Action on Student Advisory Statement on “Certification”

Ms. Webb explained that this advisory statement better explains SCHEV’s authority with regard to certification. This information will be posted on SCHEV’s website. After providing a brief overview, the Committee’s recommendation was seconded by Mr. Slater and approved unanimously (10-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia adopts the advisory statement, “Certification to Operate a Postsecondary Institution in the Commonwealth of Virginia,” effective immediately, and directs staff to make it publicly available.

Report from Resources and Planning Committee

Discussion of Governor’s Introduced Budget

Ms. Connelly provided the Committee’s report. She explained the information that Michael Maul provided to the Committee. Many items in the Governor’s introduced budget are consistent with SCHEV’s recommendations. She explained that certain events could negatively impact revenues, including a government shutdown or sequestration. The Governor’s budget included minimal funding for capital. It also included funding for a student loan ombudsman within SCHEV. The Governor’s budget recommendation for the Tuition Assistance Grant was less than SCHEV’s recommendation.

Discussion of Fall 2017 Enrollment at Public Four-Year Institutions

Ms. Connelly reported information provided by SCHEV staff and indicated that overall enrollment is slightly up from last year, but the Virginia Community College System has seen a decline in enrollment.

Discussion of 2016-17 Degree Completions and Other Awards
Degree completions were down slightly but overall Bachelor degrees were up slightly. Ms. Connelly noted an increase in degrees awarded to minority students. She suggested that SCHEV consider increasing institutions' latitude to accept additional out-of-state students in high-demand degrees that may not be possible through current in-state/out-of-state requirements.

**DISCUSSION OF UPDATES TO THE VIRGINIA PLAN FOR HIGHER EDUCATION**

This matter was discussed in the educational session.

**PRESENTATION: THE VIRGINIA TECH CARILION PARTNERSHIP**

President Sands was unable to get to Richmond for the educational session so he made his presentation at the Council meeting. Mr. Blake introduced President Sands, who then provided a brief history of the partnership from its inception in 2007 through the planned expansion of the Virginia Tech Research Institute in 2017. He discussed its impact and success rate and reviewed the top ten research areas in which the partnership is involved. Dr. Sands also provided examples of collaborative research that is underway and highlighted lessons learned as well as next steps.

The medical school received more than 4,000 applicants to fill 42 medical student slots. There is an emphasis on research and every student has an extended project with faculty at Virginia Tech or Carilion built into the curriculum. The program is not a typical Ph.D. or M.D. program. Its purpose is to create a pool of physicians who understand and can interpret literature and keep current on latest medical trends. All M.D. students learn to work as part of a team. The program will integrate parts of the Blacksburg campus with Roanoke and every College at Virginia Tech has some connection.

Dr. Sands answered questions from members.

**RECEIPT OF ITEMS DELEGATED TO STAFF**

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

**OLD BUSINESS**

Highlights from the list of Council priorities were included in the agenda materials. In the interest of time there was no discussion.

**NEW BUSINESS**

There was no new business.

**MOTION TO ADJOURN**
The meeting adjourned at 4:10 p.m.

___________________________________
Henry Light
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 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>Richard Bland College of William and Mary</td>
<td>Simple Program Modification: Add an online delivery format to the Associate of Science degree program (40.0101) [Conferral: Spring 2018]</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Richard Bland College of William and Mary</td>
<td>Simple Program Modification: Add an online delivery format to the Associate of Science in Business (52.0201) [Conferral: Spring 2018]</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Virginia Polytechnic Institute and State University</td>
<td>Academic Program Discontinued: Discontinue the Bachelor of Science in Business degree program in Economics (52.0601) [Council Approval: Unknown]</td>
<td>Spring 2018</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 item was approved as delegated to staff:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Change/Site</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christopher Newport University</td>
<td>Rename the Department of Philosophy and Religious Studies to the Department of Philosophy and Religion. The Department has been renamed to provide clarity of identity and to have a more succinct name.</td>
<td>January 1, 2018</td>
</tr>
</tbody>
</table>

Pursuant to the Code of Virginia § 23.1-211 and Council’s “Commonwealth of Virginia Policy on the Reciprocal Authorization of Distance Education and Related Activities,” the following item was approved as delegated to staff:

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgewater College</td>
<td>November 14, 2017</td>
</tr>
</tbody>
</table>
Pursuant to the Code of Virginia § 23.1-213 to 230 and 8VAC-40-31-90 of the Virginia Administrative Code, the following items were approved as delegated to staff:

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>Location</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sufia Institute of Science and Technology</td>
<td>Alexandria, VA</td>
<td>September 29, 2017</td>
</tr>
<tr>
<td>Valor Into Purpose Training Center</td>
<td>Sandston, VA</td>
<td>September 13, 2017</td>
</tr>
<tr>
<td>Global Institute of Technology Services (Branch)</td>
<td>Fairfax, VA</td>
<td>November 15, 2017</td>
</tr>
<tr>
<td>Quantum Studios Institute for Technology (2 locations)</td>
<td>Alexandria, VA</td>
<td>November 15, 2017</td>
</tr>
<tr>
<td></td>
<td>Arlington, VA</td>
<td></td>
</tr>
</tbody>
</table>
Senator Paul Trible was appointed Christopher Newport’s fifth president in 1996. Under his leadership, the University has become a top choice for high-ability students across America. Trible has overseen wholesale improvements to academic offerings and a complete transformation of the campus into a world-class liberal arts and sciences university.

Trible earned his bachelor of arts degree from Hampden-Sydney College and his law degree from Washington and Lee University. He served as a commonwealth’s attorney of Essex County from 1974 to 1976. He was elected to the U.S. House of Representatives in 1977, serving three terms. In 1983 he was elected to the U.S. Senate, where he served until 1989.

He was a member of the United States Delegation to the United Nations in 1988 and a teaching fellow at the Institute of Politics, John F. Kennedy School of Government at Harvard University in 1989.

He is married to Rosemary Dunaway Trible and has two children, Mary Katherine Trible Peters and Paul S. Trible III.
Aubrey L. Layne, Jr.

Aubrey L. Layne, Jr. serves as the Secretary of Finance in Governor Ralph S. Northam’s administration. Having taken his oath of office on January 14, 2018, he currently oversees the four main finance agencies in the Commonwealth of Virginia: Department of Accounts; Department of Planning and Budget; Department of Taxation; and Department of the Treasury – along with the Virginia Resources Authority.

Previously, Governor Terence R. McAuliffe appointed Mr. Layne as Secretary of Transportation for the Commonwealth of Virginia – he served in this capacity from January 2014 - January 2018. As the Secretary of Transportation, he oversaw seven agencies with over 10,000 employees and combined budgets of more than $6 billion. Prior to his appointment, he represented the Hampton Roads area on the Commonwealth Transportation Board from 2006 until January 2014.

Before his service to the Commonwealth of Virginia, Mr. Layne most recently served as President of An Achievable Dream Academy in Newport News, Virginia, a unique partnership between Newport News Public Schools, the City of Newport News and the local business community to give students who are at risk of failure in school due to socioeconomic factors, a chance to succeed.

Also, Mr. Layne has served as President and Principal Broker of Great Atlantic Properties; he joined the company in 1994 and was responsible for operational activities, new business acquisition, and capital improvement strategy. Prior to joining Great Atlantic, he has held various positions at Hofheimer’s Inc., and ended his tenure there as President. Mr. Layne began his career as a Certified Public Accountant with KPMG.

Mr. Layne earned a B.S. in Accounting from the University of Richmond and received an MBA from Old Dominion University with a concentration in International Business. In 2011, he completed the University of Virginia’s Sorensen Institute for Political Leaders program.

Secretary Layne and his wife, Peggy, reside in Richmond, Virginia.
State Council of Higher Education for Virginia
Agenda Item

Item: Council #D6 – Report of the Agency Director

Date of Meeting: March 20, 2018

Presenter: Peter Blake, Director
peterblake@schev.edu

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

Background Information/Summary of Major Elements: N/A

Materials Provided: Report of the Agency Director.

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A
State Council of Higher Education
Director’s report
March 20, 2018

Ad Hoc Committee on Data and Policy: The committee met for the first time on February 2. The committee, established by Council Chair Heywood Fralin, is co-chaired by Council members Tom Slater and Ken Ampy. Council members Stephen Moret and Marge Connelly participated by phone. Members and staff discussed the Council’s responsibilities to develop and maintain a comprehensive data information system and to administer the Virginia Longitudinal Data System in ways that are reliable, objective and useful to a variety of stakeholders. The committee adopted a mission statement and a draft timeline for action. At the direction of the committee, staff has developed and distributed a survey to SCHEV’s data stakeholders aimed at gaining an understanding of the current use of SCHEV’s data and future needs. Responses from the survey are due March 30. The committee meets again May 7.

General Professional Advisory Committee: Meetings of January 22 and February 26 included discussions of the legislative session. Presidents also received briefings on the Council initiative to assess the outcomes of graduates; the VCU Center of Public Policy winter poll results; the annual report of The Virginia Plan for Higher Education; and the results of an assessment of Virginia’s research assets and opportunities.

Advancing the Research and Innovation Ecosystem: On February 12, as chair of the Virginia Research Investment Committee (VRIC), I convened the chief research officers of eight public universities to discuss implementing the recommendations of the recent assessment of the Commonwealth’s research assets. Also, I appointed VRIC member Dubby Wynne to lead a group of 10 stakeholders to work with VRIC to translate the recommendations of the research-asset-assessment study into workable strategies that VRIC can implement, and to suggest any changes or additions necessary to statutes, policies or appropriations. We also recently posted a job announcement for a professional to lead efforts to produce the Commonwealth Technology Strategic Roadmap.

Virginia Management Fellows Program: In November, SCHEV assisted the McAuliffe Administration with the review of applications received for the new Virginia Management Fellows Program, which seeks to prepare selected fellows for management positions in state government. In January, Tyler Williams began work with SCHEV as a management fellow. Mr. Williams is a 2017 graduate of the University of Virginia with a Master’s in Public Policy. He has an undergraduate degree from UVA in biology. He is working with Tod Massa doing work related to policy and analytics.

Regional Superintendents Meetings: SCHEV staff members have attended six out of eight regional superintendent meetings to discuss key topics impacting pre-K-12 and higher education, including teacher shortages, dual enrollment, remedial education and college readiness. The tour will finish in April. SCHEV staff members are collecting feedback through a survey and will report the information at a future Council meeting to determine next steps.
**Outstanding Faculty Awards:** In conjunction with Dominion Energy, SCHEV hosted the 32nd annual awards luncheon on March 1 at The Jefferson Hotel. The event honors 12 outstanding faculty recipients. Over 115 people attended. We were delighted that Governor Northam and Secretary Qarni participated. Council members Katie Webb and Henry Light introduced the recipients, and Chair Heywood Fralin offered concluding remarks. Additional information can be found here: [http://www.schev.edu/index/institutional/outstanding-faculty-awards](http://www.schev.edu/index/institutional/outstanding-faculty-awards)

**“SCHEV Talk”:** Council member Marge Connelly met with SCHEV staff on February 20 in one of our continuing staff development activities. Ms. Connelly discussed leadership and shared lessons she has learned through a multi-faceted career. We continue to seek professional development opportunities for SCHEV staff and are grateful for the time Ms. Connelly spent with us.

**Staff changes:** We regret that Greg Weatherford, who gave new energy to SCHEV’s media outreach, has taken a new job with Virginia Commonwealth University. We are happy to welcome Kristin Whelan as the new coordinator for executive and board affairs. Ms. Whelan has experience working for non-profit organizations and had been working part-time at SCHEV.

**Office renovations:** Thanks to the tenacity and good work of SCHEV staff, notably Lee Rung, contractors completed a comprehensive renovation of the 9th floor. In addition to new painting and carpet, we have a new sound system and conference table – vast improvements that will make Council meetings more comfortable and productive. Later this year we will undertake improvements on the 10th floor.

**Out and about:** SCHEV Chair Heywood Fralin and SCHEV staff worked closely with legislative leadership over the last two months. Beverly Covington and I have met with most of the members of the committees with which we have the most contact. We also made an effort to meet many of the new members. In total, we met with nearly 25 members. Ms. Covington coordinated the production of over 70 bill reviews and fiscal impact statements for the Governor’s office. She also led weekly meetings of the college and university legislative liaisons. Wendy Kang, in her new role overseeing finance policy, and I met with money committee staff before and after the release of the House and Senate budgets. We also provided information related to financial aid, domicile, transfer and dual enrollment, academic programs, degrees conferred and other issues of interest to SCHEV and legislators.
State Council of Higher Education for Virginia
Agenda Item

Item: Council Item #D7 – Report from SCHEV Student Advisory Committee Chair

Date of Meeting: March 20, 2018

Presenter: Paula Robinson, Assistant Director, College Access and Pre-K-12 Outreach
          paularobinson@schev.edu

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

Background Information/Summary of Major Elements:

SCHEV is required by Code of Virginia to coordinate a student advisory committee comprised of students enrolled in public and private institutions of higher education in the Commonwealth. As a result, SCHEV convenes a representative student committee consisting of one full-time student from all four-year public colleges and universities in the Commonwealth of Virginia; four students representing the Virginia Community College System; and two students representing Virginia private institutions. Student members are identified by their college presidents. The committee assembles two to four times annually to advise the Council on system-wide issues of concern to Virginia’s college students. The 2017-18 Committee has met three times and will convene for its final meeting on Friday, March 23 at the SCHEV office. To date, meeting discussions have revolved around tuition, financial aid, campus safety, freedom of speech, cost of textbooks, disability and mental health services, transportation and the legislative and budget processes. Topics of discussion are both brought to the group for student input and received from the students in order to help shape SCHEV’s understanding of student concerns and priorities.

SAC chair, Morgan Rollins, from Longwood University, will present campus issues of concern, as identified by current student committee members. Kenneth Kidd is the SAC representative from CNU, who will share information about his college experience and help respond to questions.

Morgan Rollins (SAC chair) is a senior at Longwood University, majoring in Biology with a Psychology minor. She serves with the Student Government Association as the Virginia21 Representative and Executive Senator. She is also the founder and president of numerous student campus organizations. Morgan is a returning member to SAC and is also working as an intern for the second year under Delegate James Edmunds of the 60th District. She will be graduating in May 2018 and aspires to work in
public service and to obtain a Medical Degree in Obstetrics from Eastern Virginia Medical School. Morgan is from Poquoson, VA.

Kenneth Kidd is a senior at Christopher Newport University, majoring in Political Science and American Studies with a minor in Leadership. He serves as the President of the Student Assembly and represented the college on the Governor's Task Force on Millennial Civic Engagement. He will be graduating in May 2018 with aspirations of becoming a university administrator. Kenneth is from Prince George County, VA.

**Materials Provided:** None.

**Financial Impact:** N/A.

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

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

Item: Council Item #D8 – The Virginia Plan for Higher Education Proposed Initiatives, Activities and Measures 2018

Date of Meeting: March 20, 2018

Presenter: Peter Blake, Director
Peterblake@schev.edu
Wendy Kang, Director of Innovation
wendykang@schev.edu

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

Background Information/Summary of Major Elements:

After reviewing The Virginia Plan for Higher Education annual report at the January 2018 Council meeting, members requested SCHEV staff to review the initiatives and propose activities and measures for the initiatives.

The document attached includes proposed initiatives, activities and progress measures. It also aligns the initiatives to existing measures and related indicators for The Virginia Plan for Higher Education that Council approved in 2015. These measures and related indicators include the following:

<table>
<thead>
<tr>
<th>Measures for The Virginia Plan for Higher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>M1 Awards</strong>: Undergraduate degrees and workforce credentials awarded to students (Target: 1.5 million total awards, including those that close the gap in unfilled jobs in high-demand occupations)</td>
</tr>
<tr>
<td>• <strong>M2 Student Success</strong>: Completion rates of students (Target: Annual improvement in completion rates of students that closes the success gap between underrepresented populations (URP) and non-URP students by 2030)</td>
</tr>
<tr>
<td>• <strong>M3 Affordability</strong>: Financial resources available to a student as a percentage of the cost of attendance (Target: 50 percent for a student from a low- or middle-income family)</td>
</tr>
</tbody>
</table>
**M4 Research Activity:** *Measure*: Virginia academic-research expenditures as a percentage (share) of the US total (*Target*: A share 30 percent larger than in federal FY2013)

**M5 Price Measure**: Tuition and fees of in-state undergraduates as a percentage of family income (*Target*: Lower than the national average; less than 10 percent of income for low- and middle-income students)

**M6 Economic Prosperity**: Wages of graduates in the workforce (*Target*: 75 percent of graduates earn sustainable wages three years after graduation)

**Related Indicators** for the Virginia Plan for Higher Education

- **I1 Enrollment**: Fall headcount undergraduate enrollments
- **I2 Remediation**: Number and percentage of first-time students in developmental courses
- **I3 Persistence and Retention**: Number and percentage of students who maintain enrollment
- **I4 Average Time-to-Degree**: Mean undergraduate time-to-degree of graduates and percentage of those completing within the normal time for each degree
- **I5 State Funding**: Percentage of cost of education provided by the state
- **I6 Student Debt**: Number and percentage of undergraduate students with debt; average debt for enrolled students and graduates
- **I7 Default Rates**: Overall cohort default rate on federal student loans compared with other states
- **I8 Institutions’ Internal Reviews of Policies and Processes**: Number of institutions conducting reviews of their academic, administrative, or organizational policies and processes
- **I9 Institutional Performance Standards**: Number of public institutions meeting institutional performance standards
- **I10 Accreditation Status**: Number of institutions meeting accreditation requirements
- **I11 Research Expenditures**: Annual academic-research expenditures
- **I12 Regional Impact**: Regional performance on various economic development and PK-12 school success measures established by Virginia Performs
- **I13 Cultural Prosperity (“best state” rankings and well-being)**: Virginia’s rankings on various state rankings/lists
- **I14 Credentials To Close the Gap of Unfilled Jobs in In-Demand Occupations**: Number of degrees, certificates, and related workforce credentials to close the gap of unfilled jobs in identified high-demand occupations
- **I15 Economic Mobility of Graduates**: Percentage of graduates moving from lower income to middle or upper income within 10 years of completion

Based on the proposed activities, SCHEV staff provided revised language for some initiatives and proposed one new initiative related to student success. These changes
are noted in the document and include both the current initiative as well as the proposed initiative.

**Materials Provided:**


**Financial Impact:** TBD

**Timetable for Further Review/Action:** None.

**Resolution:** Be it resolved that the State Council of Higher Education for Virginia approves the revised initiatives for The Virginia Plan for Higher Education.
The Virginia Plan for Higher Education:
Proposed Initiatives, Activities and Measures 2018

_initiative 1 affordable pathways_: 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.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Progress measures</th>
<th>Virginia Plan measures</th>
</tr>
</thead>
</table>
| A. Improve two-year to four-year transfer to include activities required by 2018 legislation by:  
+ Reviewing and updating SCHEV policies and guidelines related to transfer and transfer agreements, including maps and dual enrollment quality.  
+ Developing a report on the effectiveness of transfer, including completion rates, average time to degree, credit accumulation, post-transfer student academic performance and comparative efficiency. | - Approval by Council of updated and new transfer policies/guidelines [by May 2019].  
- Implementation by institutions of transfer policies and guidelines [2020-21 academic year].  
- Creation by staff of initial framework and components of the comprehensive transfer effectiveness report [by May 2019].  
- Release by Council of first full report of transfer effectiveness [by May 2020]. | - Awards (Measure 1)  
- Completion rates of students (Measure 2)  
- Affordability (Measure 3)  
- Enrollment (Related indicator 1)  
- Persistence and retention (Related indicator 3)  
- Student debt (Related indicator 6)  
- Overall cohort loan-default rates (Related indicator 7) |
| B. Develop, in partnership with the Virginia Community College System, an online portal for students to include information about course equivalencies, pathway maps, dual enrollment courses and any other relevant information. | - Creation by staff of framework and initial components of the portal [by May 2019].  
- Release of the portal to students [by May 2020].  
- Use of portal by students [by May 2021]. | |
| C. Increase outreach to the pre-K-12 community to support partnerships and affordable pathway options through state and regional meetings, presentations and resources | - Assessment by staff of number of presentations provided, meetings convened, and resources distributed through outreach and satisfaction thereof [by December 2018]. | |
Initiative 2 (Consider merging initiatives #2 and #3)

**CURRENT**

**Stable and sustainable funding (#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.

**Efficiencies (#3):** Review and recommend potential initiatives for further restructuring and shared services that enhance institutional and administrative flexibility and improve quality and efficiency.

**PROPOSED**

**Alignment and sustainability:** Seek legislative and policy changes that support stable and sustainable funding, advance restructuring and improve quality and efficiency.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Progress measures</th>
<th>Virginia Plan measures</th>
</tr>
</thead>
</table>
| A. Advocate for the development of a reserve fund, the flexibility for institutions to enroll more out-of-state students while maintaining agreed upon levels of in-state student enrollments, as recommended by the Council in 2017, and other relevant initiatives. | - Approval by the 2018 General Assembly of a reserve fund and out-of-state student enrollments [by April 2019].  
- Creation by staff and stakeholders of a list of new opportunities and efficiencies identified [September 2018].  
- Assessment by staff of number of recommendations passed in the 2019 legislative session [by May 2019]. | - Affordability (Measure 3)  
- Price (Measure 5)  
- State funding (Related Indicator 5) |
| B. Develop a resource map to align policy and resources to goals of The Virginia Plan. | - Creation by staff and approval by Council of recommendations for options that yield greater alignment [by October 2018].  
- Adoption by Governor and General Assembly of resource map [April 2019]. | |
| C. Reduce costs through the implementation of open educational resources and shared services. | - Assessment by staff of number of courses converted to open educational resources and agreements entered into for shared services and cost savings [by July 2019]. | |
**[NEW] Initiative 3 Student success:** Support policies and practices that improve student success and close equity gaps.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Progress measures</th>
<th>Virginia Plan measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Create a state-level “Virginia College Completion Team” to identify practices that support increased student success at state and institution levels.</td>
<td>- Formation by staff of a state level team that convenes at least quarterly [by March 2018].&lt;br&gt;- Identification and evaluation by team of state, national and institutional practices [by July 2018].&lt;br&gt;- Convening by Council of at least one public event to highlight best practices [by December 2018].</td>
<td>- Awards (Measure 1&lt;br&gt;- Student success (Measure 2)&lt;br&gt;- Remediation (Related indicator 2)&lt;br&gt;- Persistence and retention (Related indicator 3)&lt;br&gt;- Average time-to-degree (Related indicator 4)&lt;br&gt;- Student-loan debt of drop outs and graduates (Related indicator 6)&lt;br&gt;- Overall cohort loan-default rates (Related indicator 7)</td>
</tr>
<tr>
<td>B. Implement the use of uniform financial aid award letters to improve student decision making, persistence and completion.</td>
<td>- Creation by staff of criteria for a standard award letter [by October 2018].&lt;br&gt;- Initiation by institutions of use of uniform aid-award letters [by May 2019].</td>
<td></td>
</tr>
<tr>
<td>C. Establish an Office of the Qualified Loan Ombudsman to support students understand their rights and responsibilities when taking an education loan.</td>
<td>- Creation by staff of Ombudsman Office [by September 2018].&lt;br&gt;- Creation by staff of education-loan borrower course [by December 2019].&lt;br&gt;- Assessment and report by staff of initial effectiveness of the education loan ombudsman program [by January 2019].</td>
<td></td>
</tr>
</tbody>
</table>
Initiative 4 Quality: 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.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Progress measures</th>
<th>Virginia Plan measures</th>
</tr>
</thead>
</table>
| A. Assess the success and satisfaction of Virginia graduates in securing employment, earning wages and contributing to the civic life of their communities. | - Creation and release by staff of a web-based resource on graduates’ wage and debt information (from the Virginia Longitudinal Data System), available by institution and broad program area [by July 2018].  
- Creation by staff of a task force on post-college outcomes [by April 2018].  
- Action by Council to approve assessment instrument from the task force [by January 2019].  
- Adoption by institutions of Council's approved assessment instrument [by July 2019]. | - Cultural Prosperity  
(Related indicator 13)                                                                 |
| B. Support faculty and staff development on the implementation of the assessment of student quality through online and face-to-face gatherings. | - Assessment by staff of number of faculty and staff participating in development activities. [by December 2018].  
- Assessment by staff of the satisfaction of faculty and staff with such activities [by December 2018]. |                                                                                       |
| C. Improve and expand regulated sector student protections and quality provisions. | - Creation by staff of updated and expanded web resources to include advisements about distance education and the rights of students [January 2019].  
- Action by Council to approve guidance document on school closures [by May 2019].  
- Approval by Governor and General Assembly of the means to raise and access funds to address school closures [by March 2019]. |                                                                                       |
**Initiative 5 Communications:** Launch a communications strategy to address public knowledge and benefits of higher education, through Council reports, traditional media, social media and other means.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Progress measures</th>
<th>Virginia Plan measures</th>
</tr>
</thead>
</table>
| A. Increase awareness of value of higher education through media coverage, periodic reports and other communications means. | - Assessment by staff of media coverage of information and reports provided through SCHEV [ongoing]  
- Assessment by staff of number of editorial board visits and meetings with reporters to discuss higher education in Virginia [by January 2019]  
- Assessment by staff of number of relevant presentations provided to stakeholders [by January 2019].  
- Assessment by staff of relevancy perceived by stakeholders of the information provided [by January 2019]. | - Public polls of higher education perceptions |
| B. Serve as a resource for current news related to higher education in Virginia. | - Assessment by staff of newsletter subscriptions and open rates, media coverage of press releases, social media followers and earned media coverage [by January 2019]. | - Public polls of higher education perceptions |
| C. Increase transparency of information for students and parents to support greater awareness of affordable pathways and opportunities in Virginia for postsecondary education. | - Development by staff of a Council budget proposal to expand outreach to middle and high school students [by October 2018]. | - Public polls of higher education perceptions |
| D. Develop a data and policy roadmap grounded in the goals and objectives of *The Virginia Plan for Higher Education* to identify key areas of data and policy needs to better communicate to higher education stakeholders and inform policy decisions. | - Creation by staff and approval by Council of a data and policy roadmap [by October 2018]. | - Public polls of higher education perceptions |
Initiative 6

**CURRENT**

**Research:** Promote economic development for the Commonwealth by implementing a long-term plan that supports recruitment and retention of research faculty, provides matches to federal and private research grants and enhances commercialization of higher-education research.

**PROPOSED**

**Economic Development:** Promote economic development and employment outcomes by pursuing policies that enhance academic research, degree and workforce credential programs and commercialization of new products and discoveries.

### Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Progress measures</th>
<th>Virginia Plan measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Advance academic research via new statutory duties by:</strong></td>
<td>- Employment by director of a full-time professional to lead development of the roadmap [by July 2018].</td>
<td>- Research Activity (Measure 5)</td>
</tr>
<tr>
<td></td>
<td>- Action by Council to approve and forward the completed roadmap and identified priority areas to VRIC [by January 2021].</td>
<td>- Economic Prosperity (Measure 6)</td>
</tr>
<tr>
<td></td>
<td>- Action by Council to approve budget recommendations to support implementation of VRIC strategies [October 2018].</td>
<td>- Research expenditures (Related indicator 11)</td>
</tr>
<tr>
<td></td>
<td>- Identification by staff, in collaboration with partners in business and economic development, of worker shortage areas [by July 2018].</td>
<td>- Credentials to close the gaps in unfilled jobs (Related indicator 14)</td>
</tr>
<tr>
<td></td>
<td>- Development and implementation by staff of strategies aligned to worker shortage areas [by October 2018].</td>
<td>- Economic mobility of graduates (Related indicator 15)</td>
</tr>
<tr>
<td></td>
<td>- Approval by Council of resource and policy recommendations supporting areas of worker shortages [by October 2018].</td>
<td></td>
</tr>
<tr>
<td><strong>B. Identify and implement strategies that support alignment of higher education activities with business and economic development in fields with identified worker shortages.</strong></td>
<td>- Development by staff, in collaboration with stakeholders, of a template for internships, along with strategies and goals for fields, target industries, and participation rates by institution [by May 2019].</td>
<td></td>
</tr>
<tr>
<td><strong>C. Strengthen options for students to participate in internship and work-based learning experiences, through collaborations with institutions and business community members.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Most Recent Review/Action:
- No previous Council review/action
- Previous review/action
  - Date: January 9, 2018
  - Action: Reviewed Governor’s introduced budget for 2018-20 biennium and other legislative items.

Background Information/Summary of Major Elements:

On December 18, 2017, Governor McAuliffe introduced his budget for the 2018-20 biennium. In total, the Governor proposed an increase of $144.4 million in general fund for higher education. Of the total incremental funding in the biennium, $78.2 million was for operating Educational and General (E&G) programs and $51.6 million was for student financial aid.

At the time of this writing, the General Assembly has not yet adopted a budget for 2018-20. Once the General Assembly takes final action, the Governor has 30 days to review the budget, and the General Assembly will have an opportunity to consider any items vetoed or amended by the Governor. The 2018-20 budget takes effect on July 1, 2018.

In addition to the budget, the General Assembly acted on several pieces of legislation of importance to the higher education community. Staff will review them at the Council meeting. The General Assembly will reconvene on April 18, 2018, to consider any legislation vetoed or amended by the Governor.

Materials Provided: A summary of the budget conference report, to the extent it is available, will be provided at the March Council meeting. Staff also will provide a summary of key legislation.

Financial Impact: None
**Timetable for Further Review/Action:** None.

**Resolution:** None.
Summary of Academic Affairs Committee Actions & Discussions
(Chair: K. Webb)

#B3, Action on Programs at Public Institutions

#B4, Action on Organizational Change

#B5, Action on Private Postsecondary Institutional Certifications

#B6, Update on Status of ACICS Institutions Operating in Virginia

#B7, Report on Dual Enrollment Quality and Transferability

#B8, Discussion of Post-College Outcomes Data Project
Summary of Resources and Planning Committee Actions & Discussions
(Chair: M. Connelly)

#C3, Action on Regulations for The Virginia Vocational Incentive Scholarship Program for Shipyard Workers

#C4, Discussion of Fall 2017 Enrollment at Public Two-Year Institutions and Private Institutions

#C5, Discussion of Workforce Credentials Grant Annual Report

#C6, Discussion of Wage and Debt Reports

#C7, Discussion of a Resource Map for The Virginia Plan for Higher Education
State Council of Higher Education for Virginia
Agenda Item

Item: Council #D11 - Receipt of Items Delegated to Staff

Date of Meeting: March 20, 2018

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:

Programs actions:
- The College of William and Mary in Virginia
- Dabney S. Lancaster Community College
- Patrick Henry Community College
- Tidewater Community College
- University of Virginia

Programs reported:
- George Mason University
- Old Dominion University
- Rappahannock Community College

Internal and Off-Campus Organizational Changes:
- James Madison University
- Virginia Polytechnic Institute and State University
- University of Virginia

National Council for State Authorization Reciprocity Agreements (NC-SARA) Approvals:
- Saint Michael College of Allied Health
Postsecondary, Non-Degree Institutions Certified to Operate in the Commonwealth of Virginia:

- AlliedRx Institute of Healthcare
- HackEd
- Kenny’s Beauty Academy
- LoK Fashion Institute
- The Cutting Room Barber Institute
- Virginia Diving Institute
Items Delegated to Director/Staff

Pursuant to the [Code of Virginia](https://codeofvirginia.org) § 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 in Virginia</td>
<td><strong>Degree Designation Approved:</strong> Change the degree designation of the Master of Arts (M.A.) degree program in Psychology (42.0101) to the Master of Science (M.S.) degree program in Psychology</td>
<td>Fall 2018</td>
</tr>
<tr>
<td>Dabney S. Lancaster Community College</td>
<td><strong>Program Title Change Approved:</strong> Certificate in Office Management to a Certificate in Small Business Management (52.0299)</td>
<td>Spring 2018</td>
</tr>
<tr>
<td>Patrick Henry Community College</td>
<td><strong>New Degree Program Approved:</strong> Associate of Applied Science degree program in Physical Therapist Assistant (51.0806) [Conferral: Spring 2019]</td>
<td>Fall 2018</td>
</tr>
<tr>
<td>Tidewater Community College</td>
<td><strong>New Degree Program Approved:</strong> Associate of Applied Science degree program in Veterinary Technology (51.0808) [Conferral: Spring 2019]</td>
<td>Fall 2018</td>
</tr>
<tr>
<td>University of Virginia</td>
<td><strong>Facilitated Staff Approval:</strong> Master of Science degree program in Athletic Training (51.0913) [Conferral: Spring 2019]</td>
<td>Summer 2018</td>
</tr>
</tbody>
</table>

Pursuant to the [Code of Virginia](https://codeofvirginia.org), § 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>Initiate a new Graduate Certificate in Business Analytics (52.1301) [Conferral: Spring 2019]</td>
<td>Summer 2018</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td>Initiate a new Graduate Certificate in Community College Leadership (13.0407) [Conferral: Spring 2019]</td>
<td>Summer 2018</td>
</tr>
<tr>
<td>Rappahannock Community College</td>
<td>Initiate a new Certificate in Diesel Mechanics Technology (47.0605) [Conferral: Fall 2018]</td>
<td>Summer 2018</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>James Madison University</td>
<td>Reorganize the Department of Health Sciences to create two departments: the <strong>Department of Health Sciences</strong> and the <strong>Department of Health Professions</strong>. Independent and smaller departments will allow each to have an administrator who is more familiar with the academic programs being offered and who can manage the department effectively. The establishment of separate departments will also heighten the visibility of individual programs.</td>
<td>November 30, 2017</td>
</tr>
<tr>
<td>Virginia Polytechnic Institute and State University</td>
<td>Reorganize and close the Department of Crop and Soil Environmental Sciences, the Department of Horticulture, and the Department of Plant Pathology, Physiology, and Weed Science to create the <strong>School of Plant and Environmental Sciences</strong>. The reorganization will allow for increased collaboration among faculty and enhanced opportunities to conduct research and secure external funding.</td>
<td>January 2, 2018</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>Establish an off-campus instructional site at 1100 Wilson Boulevard, 30th and 31st Floors, Arlington, Virginia 22209</td>
<td>March 1, 2018</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 item was 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>Saint Michael College of Allied Health</td>
<td>February 14, 2018</td>
</tr>
</tbody>
</table>
Pursuant to the Code of Virginia § 23.1-213 to 230 and 8VAC-40-31-90 of the Virginia Administrative Code, the following items were approved as delegated to staff:

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>Location</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>AlliedRx Institute of Healthcare</td>
<td>Henrico, VA</td>
<td>December 29, 2017</td>
</tr>
<tr>
<td>HackEd</td>
<td>Arlington, VA</td>
<td>January 29, 2018</td>
</tr>
<tr>
<td>Kenny’s Beauty Academy</td>
<td>Arlington, VA</td>
<td>February 8, 2018</td>
</tr>
<tr>
<td>LoK Fashion Institute</td>
<td>Stafford, VA</td>
<td>January 11, 2018</td>
</tr>
<tr>
<td>The Cutting Room Barber Institute</td>
<td>Portsmouth, VA</td>
<td>February 27, 2018</td>
</tr>
<tr>
<td>Virginia Diving Institute</td>
<td>Manassas, VA</td>
<td>December 27, 2017</td>
</tr>
</tbody>
</table>
State Council of Higher Education for Virginia
Agenda Item

Item:  Council #D13 – Old Business

Date of Meeting:  March 20, 2018

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:

The Council has asked that two items be presented as Old Business at its meetings. One item includes a list of Council priorities presented at previous meetings.

From recent meetings, Council requested information on the following items:

• A presentation on student retention, progression and graduation (underway)
• Establishment of a data and policy strategic plan (underway)
• Additional research on presentation made by Stephen Moret relative to “mal-employment” and actions institutions can take to stimulate greater economic development (underway)
• An assessment of faculty recruitment and retention at a time of limited resources for faculty salary increases (to be determined)
• An assessment of student mobility, especially across state lines (to be determined, potentially in association with a review of SCHEV’s data and policy plan)
• An assessment of factors and metrics that could be part of a review of the state’s cost-share policy (underway)
• A compilation of college and university outreach and mentoring programs in middle and high schools (underway)

The second item Council asked to be included as Old Business is a periodic review of SCHEV staff development initiatives. Director Blake periodically will update Council on related activities.
Materials Provided: N/A

Financial Impact: N/A

Timetable for Further Review/Action: These items will remain on the Old Business agenda until they are removed.

Resolutions: N/A