January 14, 2019, Council Meetings
Schedule of Events

SCHEV Offices
101 N. 14th Street, 9th floor main conference room
Richmond, VA 23219

10:00 – 11:45  Academic Affairs Committee (10th floor conference room) - Section A on the agenda
(Committee members: Katie Webb (chair), Carlyle Ramsey (vice chair), Ken Ampy, Rosa Atkins, Gene Lockhart)

10:00 – 11:45  Resources and Planning Committee (9th floor conference room) - Section B on the agenda
(Committee members: Marge Connelly (chair), Henry Light (vice chair), Victoria Harker, Stephen Moret, Bill Murray, Tom Slater, Minnis Ridenour)

12:00  Lunch

12:15  Presentation on Amazon

12:45 – 4:00  Council Meeting (9th floor conference room) - Section C on the agenda
Council meetings

Time: January 14, 2019 10:00 AM - 4:00 PM EST
Location: 101 N. 14th Street, Richmond, Virginia
Description:

10:00 - 11:45 Committee meetings (Academic Affairs and Resources and Planning)
12:00 - Lunch
12:15 - Presentation on Amazon
12:45 - 4:00 Council meeting

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<tr>
<th>Section</th>
<th>Time</th>
<th>Agenda Item</th>
<th>Presenter</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>--Cover sheet</td>
<td></td>
<td>1</td>
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<td></td>
<td></td>
<td>--Meeting timeframes</td>
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<td>2</td>
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<td></td>
<td>--January 14 agendas</td>
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<td>3</td>
</tr>
<tr>
<td>A.</td>
<td>10:00</td>
<td><strong>ACADEMIC AFFAIRS COMMITTEE</strong></td>
<td></td>
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<tr>
<td>A.1</td>
<td>10:00</td>
<td>--Call to order</td>
<td></td>
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<tr>
<td>A.2</td>
<td>10:05</td>
<td>--Approval of minutes (October 29, 2018)</td>
<td>Ms. Webb</td>
<td>6</td>
</tr>
<tr>
<td>A.3</td>
<td>10:10</td>
<td>--Action on programs at public institutions</td>
<td>Dr. DeFilippo</td>
<td>9</td>
</tr>
<tr>
<td>A.4</td>
<td>10:20</td>
<td>--Discussion of program proposals in the review pipeline</td>
<td>Dr. DeFilippo</td>
<td>13</td>
</tr>
<tr>
<td>A.5</td>
<td>10:35</td>
<td>--Action on private postsecondary institutional certifications</td>
<td>Dr. DeFilippo</td>
<td>15</td>
</tr>
<tr>
<td>A.6</td>
<td>10:45</td>
<td>--Action on Guidelines for Procedures Related to Audits of Certified Institutions</td>
<td>Dr. DeFilippo</td>
<td>18</td>
</tr>
<tr>
<td>A.7</td>
<td>11:00</td>
<td>--Action on policy for dual enrollment transferability</td>
<td>Dr. DeFilippo</td>
<td>22</td>
</tr>
<tr>
<td>A.8</td>
<td>11:15</td>
<td>--Update on transfer</td>
<td>Dr. Parker/Dr. Smith</td>
<td>28</td>
</tr>
<tr>
<td>A.9</td>
<td>11:25</td>
<td>--Receipt of interim report on post-college outcomes task force</td>
<td>Dr. DeFilippo</td>
<td>31</td>
</tr>
<tr>
<td>A.10</td>
<td>11:35</td>
<td>--Report of the staff liaison to the committee</td>
<td>Dr. DeFilippo</td>
<td>47</td>
</tr>
<tr>
<td>A.11</td>
<td>11:45</td>
<td>--Motion to adjourn</td>
<td></td>
<td></td>
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<tr>
<td>B.</td>
<td>10:00</td>
<td><strong>RESOURCES AND PLANNING COMMITTEE</strong></td>
<td></td>
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<td>Section</td>
<td>Time</td>
<td>Agenda Item</td>
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<tr>
<td>B.1</td>
<td>10:00</td>
<td>--Call to order</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.2</td>
<td>10:05</td>
<td>--Approval of minutes (October 29, 2018)</td>
<td>Ms. Connelly</td>
<td>51</td>
</tr>
<tr>
<td>B.3</td>
<td>10:10</td>
<td>--Discussion of 2019 enrollment and degree projection process</td>
<td>Mr. Massa</td>
<td>55</td>
</tr>
<tr>
<td>B.4</td>
<td>10:20</td>
<td>--Discussion of 2018 fall enrollment at public four-year institutions</td>
<td>Mr. Massa</td>
<td>58</td>
</tr>
<tr>
<td>B.5</td>
<td>10:35</td>
<td>--Review of Governor's introduced budget and General Assembly session</td>
<td>Ms. Kang</td>
<td>66</td>
</tr>
<tr>
<td>B.6</td>
<td>10:50</td>
<td>--Update on strategic finance plan/resource map project</td>
<td>Ms. Kang</td>
<td>76</td>
</tr>
<tr>
<td>B.7</td>
<td>11:20</td>
<td>--Discussion of institution's implementation of license plate scholarship program</td>
<td>Mr. Andes</td>
<td>119</td>
</tr>
<tr>
<td>B.8</td>
<td>11:45</td>
<td>--Motion to adjourn</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>12:00</td>
<td><strong>LUNCH</strong></td>
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<td></td>
<td>12:15</td>
<td>--Presentation on Amazon</td>
<td>Mr. Moret</td>
<td></td>
</tr>
<tr>
<td>C.</td>
<td>12:45</td>
<td><strong>COUNCIL MEETING</strong></td>
<td></td>
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</tr>
<tr>
<td>C.1</td>
<td>12:50</td>
<td>--Approval of minutes (October 23-24, 2018, Board of Visitors orientation; October 29, 2018, educational session; October 30, 2018, Council meeting)</td>
<td>Chairman Fralin</td>
<td>122</td>
</tr>
<tr>
<td>C.3</td>
<td>1:15</td>
<td>--Remarks from Paula Pando, President, Reynolds Community College</td>
<td>Dr. Pando</td>
<td></td>
</tr>
<tr>
<td>C.4</td>
<td>1:35</td>
<td>--Report of the agency director</td>
<td>Mr. Blake</td>
<td>140</td>
</tr>
<tr>
<td>C.5</td>
<td>1:45</td>
<td>--Update on 2019 General Assembly session</td>
<td>Mr. Blake/Ms. Rebar</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>2:15</td>
<td><strong>BREAK</strong></td>
<td></td>
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</tr>
<tr>
<td>C.6</td>
<td>2:15</td>
<td>--Update on The Virginia Plan for Higher Education</td>
<td>Ms. Kang</td>
<td>146</td>
</tr>
<tr>
<td>C.7</td>
<td></td>
<td>--Report from committees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.7a</td>
<td>2:35</td>
<td>--Summary of academic affairs committee actions and discussions</td>
<td>Ms. Webb</td>
<td>148</td>
</tr>
<tr>
<td>C.7b</td>
<td>2:45</td>
<td>--Summary of resources and planning committee actions and discussions</td>
<td>Ms. Connelly</td>
<td>149</td>
</tr>
<tr>
<td>Section</td>
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<tr>
<td>C.7c</td>
<td>2:55</td>
<td>--Summary of ad hoc committee on attainment</td>
<td>Dr. Murray</td>
<td>150</td>
</tr>
<tr>
<td>C.8</td>
<td>3:30</td>
<td>--Receipt of delegated items</td>
<td>Mr. Blake</td>
<td>152</td>
</tr>
<tr>
<td>C.9</td>
<td>3:35</td>
<td>--Old business</td>
<td></td>
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<tr>
<td>C.10</td>
<td>3:45</td>
<td>--New business</td>
<td></td>
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<tr>
<td>C.10a</td>
<td>3:50</td>
<td>--Action on changes to Council bylaws</td>
<td>Mr. Wilson</td>
<td>160</td>
</tr>
<tr>
<td>C.11</td>
<td>3:55</td>
<td>--Public comment</td>
<td></td>
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<tr>
<td>C.12</td>
<td>4:00</td>
<td>--Motion to adjourn</td>
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STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
ACADEMIC AFFAIRS COMMITTEE  
OCTOBER 29, 2018  
MINUTES

Ms. Webb (Chair) called the meeting to order at 2:47 p.m., at the State Council of Higher Education for Virginia in Richmond, Virginia. Committee members present: Heywood Fralin, Gene Lockhart, and Carlyle Ramsey.

Committee members absent: Rosa Atkins and Ken Ampy.

Staff members present: Beverly Rebar, Joseph G. DeFilippo, Darlene Derricott, Jodi Fisler, Ashley Lockhart, Monica Osei, Sylvia Rosa-Casanova, and Paul Smith.

APPROVAL OF MINUTES

On motion by Dr. Ramsey, and seconded by Mr. Lockhart, minutes from the July 17, 2018, 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:
Michelle B. Alexander, MPH, CHES, Assistant Professor, Health
Dr. Susan English, Vice President of Academics

Dr. DeFilippo introduced the program proposal from Thomas Nelson Community College, for an Associate of Science in Health Science, offered at its Hampton and Historic triangle campuses. He described the degree’s transferability to a Bachelor of Health Science and reminded the committee of the burgeoning need and interest in the health sciences as a whole.

On motion by Mr. Lockhart, 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 Thomas Nelson Community College to initiate an Associate of Science degree in Health Science (CIP: 51.0000), effective spring 2019.

DISCUSSION OF PROGRAM PROPOSALS IN THE REVIEW PIPELINE

Dr. DeFilippo introduced a report of the program proposals that are currently under review as of October 17. There was some discussion about the general differences between a Bachelor of Arts and a Bachelor of Science degree, as well as institutional nuances regarding the two.

REPORT ON ASSESSMENT OF PROGRAM APPROVAL POLICY
Dr. DeFilippo introduced Dr. T. Dary Erwin, Special Assistant to the Director, who presented on the program approval process review. Dr. Erwin described the process and themes that developed throughout his interviews with key constituencies, including the importance of Council’s continued oversight and enhanced efficiency. His initial recommendations include streamlining the process online and differentiating further between two- and four-year programs.

There was some discussion on following-up with institutions at regular intervals after program approvals to assess costs and revenues, as well as adding post-graduation outcomes and other measures of success. Dr. DeFilippo explained the next steps, and Ms. Webb emphasized the importance of the process and fulfilling the duties assigned to SCHEV.

**BRIEFING ON RADFORD-JEFFERSON MERGER AND COUNCIL DUTIES**

Dr. DeFilippo provided an update on the Radford-Jefferson merger and used it as an opportunity to clarify organizational changes with regard to Council's duties. He described various scenarios pertaining to simple and complex organizational changes and the role that the General Assembly may play.

Committee members discussed Radford's intentions and the route they plan to take, with a focus on efficiencies. Mr. Wilson explained that there will be a working session to clarify the approach of the merger. Ms. Webb expressed the opinion that consolidations like this will become more common in the future of public education and that SCHEV needs to be careful not to set any inadvertent precedent.

Mr. Fralin reiterated his role as a community volunteer in Roanoke and his abstention from discussion and voting on the merger due to this conflict.

**UPDATE ON STUDENT LEARNING ASSESSMENT POLICY**

Dr. Fisler introduced the student learning assessment policy and described its relationship with the Virginia Plan for Higher Education. She explained the policy overview as approved by Council in July 2017, and went into detail about the peer review process and upcoming deadlines.

There was a brief discussion on institutional foreign language requirements and post-graduate outcomes such as employment, civic engagement, well-being, and career satisfaction. Dr. DeFilippo praised Dr. Fisler for her initiative in the area of assessment.

**REPORT OF THE STAFF LIAISON TO THE COMMITTEE**

Dr. DeFilippo reported on staff activities, including ongoing meetings with the Aspen Institute and an update on the Post-College Outcomes Task Force.

**ADJOURNMENT**

Ms. Webb adjourned the meeting at 4:40 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 #A3 – Action on Programs at Public Institutions

Date of Meeting: January 14, 2019

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

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

Background Information/Summary of Major Elements:

Program Recommended for Approval
  • Radford University, Doctor of Education (Ed.D.) in Education (CIP: 13.0401)

Additional Information
  • Staff will report on progress of program approval policy assessment and review

Financial Impact: See individual program summaries below.

Timetable for Further Review/Action: N/A

Resolutions:

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

**Program Description**
Radford University is proposing the creation of a Doctor of Education (Ed.D.) degree program in Education to be initiated in fall 2019. The program would be located in the School of Teacher Education and Leadership in the College of Education and Human Development. The purpose of the proposed program is to prepare executive level leaders in education with the scholarship and leadership skills to identify and solve challenging interrelated problems associated with educational organizations and their diverse local communities. The program will be delivered online and is designed to fulfill educational requirements for Virginia licensure as a division superintendent (superintendents must have either an earned doctorate or 30 hours beyond the master’s degree). The program would require 63 credits of graduate level courses, an internship, and an applied dissertation. The focus of the curriculum is practitioner-based with the intent to engage students in activities that prepare them for school leadership roles. Radford has been authorized by Council, since 2006, as a “limited doctoral” institution. If approved, the Ed.D. would be its fourth applied doctoral degree program. Current ones are: Doctor of Psychology (PsyD), Doctor of Nursing Practice (DNP), and Doctor of Physical Therapy (DPT).

**Justification for the Proposed Program**
Radford attests that the proposed program is needed to address changes in the educational leadership field and needs in pre-K-12 education. The changing environment of education is highlighted by critical teacher shortages, the necessity to serve an increasingly diverse group of students through collaboration with communities, rapidly changing technology and changing education policy in response to two decades of accountability through high-stakes testing. The proposed program has features designed specifically to address each of the needs noted above. The Ed.D. program will develop top, executive-level leaders who recognize the power of connections between school and community and who work to create collaborative relationships that result in achievement of school and community goals. The program was subject to an external review by two experts in Ed.D. programming. The external review report was supportive, and Radford has responded formally to its recommendations.

**Student Demand**
Radford surveyed potential applicants to the proposed program in spring 2018. An email was sent to targeted staff in Superintendents’ Regions VI and VII. Of 750 individuals, 318 responded. Of those 318 respondents, 245 indicate a preference for the proposed program at Radford in comparison with 13 who express a preference for current programs available through other Virginia public universities. Letters from prospective students also were provided.

**Market/Employer Demand**
Graduates of the proposed program would be prepared to serve as leaders in pre-K-12 public and private school systems. As noted above, the doctorate is one of two options for licensure as a district superintendent. Employment advertisements attest to the doctorate in education as a requirement for district leadership roles and a preferred qualification for some other administrative roles. The Bureau of Labor Statistics (BLS)
projects employment growth for administrators and principals of 8% from 2016 to 2026, about the same as for all professions. Virginia Labor Market information shows projected growth of 11.1% from 2014-2024. Several letters of support were provided by Region VI and VII superintendents.

**Issues of Duplication**

Five public institutions in Virginia currently offer Ed.D. programs: CWM, UVA, VCU, VSU, and VTech. All five are similar to the proposed program in that they include core courses required for licensure as a division superintendent, as well as other course and concentration similarities. Radford contends that the combination of an online, applied research, practitioner-based program that emphasizes collaborative, innovative leadership from a contextualized teaching and learning perspective is unique in Virginia.

*VTech submitted a letter of objection to the proposed program, which contends:*

...while there is sufficient instructional need and vocational opportunity within the shared Radford University and Virginia Tech space for the two institutions both to offer successful Master’s level educational leadership degrees, there is neither sufficient instructional need nor vocational opportunity for two Ed.D. level educational leadership programs (face-to-face and virtual) with the shared Radford University and Virginia Tech space.

*and:*

...the [VTech] Educational Leadership program is already moving toward providing both online Principal Prep MAED/Ed.D. degrees and superintendent/advanced leadership Ed.D. degrees. Currently, 6 courses are online and being taught, 5 courses are under development this semester (fall 2018), and 4 courses are scheduled for development spring 2019. These courses and faculty are all being certified by Virginia Tech’s Technology-enhanced Learning and Online Support unit. In addition, the new courses are being piloted during the 2018-2019 semesters with the intent of submitting materials for SCHEV online degree approval for 2019-2020....

*Radford was invited to make a response to VTech’s objections; from that response:*

With over a decade of successful online delivery in Educational leadership, our highly responsive model is easily transferable to our well-designed Ed.D. program that has already been celebrated and endorsed by our Board of Visitors. Virginia Tech’s program would be redundant to Radford University’s upon their submission to SCHEV. Radford University, founded in 1910 as a normal school, is well-known in Virginia for producing exemplary educators and school leaders. We plan to continue this tradition with the Ed.D. in education. Our partners in public schools have been waiting for this opportunity for years as we meticulously built this program with guidance from SCHEV staff. This is an area that we excel in and are prepared to provide to our school partners in Southwest Virginia.

**Resource Needs**

For the initiation year, $143,509 will be reallocated, expanding to $311,859 by the full implementation year (2022-23). These reallocations will go toward compensation and support costs for a program director, classified staff, and two additional faculty.
Board Approval
The Radford Board of Visitors approved the proposed program on May 5, 2017.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Radford University to initiate a Doctor of Education (Ed.D.) program in Education (CIP 13.0401), effective fall 2019.
Item: Academic Affairs Committee #A4 – Discussion of Program Proposals in the Review Pipeline

Date of Meeting: January 14, 2019

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

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
  Date: October 2018
  Action: Council received a similar table at its last meeting.

Background Information/Summary of Major Elements:
Presented here is a table showing new degree program proposals from Virginia public institutions, as of December 10, 2018. The table shows programs in the review “pipeline” at SCHEV, including the date of submission and whether feedback has been provided to the institution.

Materials Provided:
Academic degree program proposals in the review pipeline, as of December 10, 2018.

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A
## Academic degree program proposals in the review pipeline, as of 12/10/18

<table>
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<tr>
<th>Date Received</th>
<th>Institution Name</th>
<th>Degree</th>
<th>Title</th>
<th>CIP</th>
<th>Comment</th>
</tr>
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<tr>
<td>10/15/18</td>
<td>College of William and Mary</td>
<td>B.A.</td>
<td>Japanese Studies</td>
<td>16.0302</td>
<td>Under Review</td>
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<td>9/12/18</td>
<td>College of William and Mary</td>
<td>B.S.</td>
<td>Computational &amp; Applied Mathematics &amp; Statistics</td>
<td>27.0503</td>
<td>Feedback provided</td>
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<td>8/7/18</td>
<td>James Madison University</td>
<td>M.S.</td>
<td>Athletic Training</td>
<td>51.0913</td>
<td>Feedback provided</td>
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<tr>
<td>8/22/18</td>
<td>Norfolk State University</td>
<td>M.S.</td>
<td>CyberPsychology</td>
<td>30.2501</td>
<td>Feedback provided</td>
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<td>9/24/18</td>
<td>Old Dominion University</td>
<td>M.L.I.S.</td>
<td>Library &amp; Information Studies</td>
<td>25.1010</td>
<td>Feedback provided</td>
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<td>10/10/18</td>
<td>Old Dominion University</td>
<td>B.S.</td>
<td>Exercise Science</td>
<td>31.0505</td>
<td>Feedback provided</td>
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<td>10/16/18</td>
<td>Old Dominion University</td>
<td>B.S.P.H.</td>
<td>Public Health</td>
<td>51.2201</td>
<td>Feedback provided</td>
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<td>10/4/18</td>
<td>University of Mary Washington</td>
<td>B.A.</td>
<td>Communication &amp; Digital Studies</td>
<td>09.0100</td>
<td>Feedback provided</td>
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<td>8/27/18</td>
<td>University of Virginia</td>
<td>M.P.S.</td>
<td>Public Safety</td>
<td>43.0103</td>
<td>Feedback provided</td>
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<td>7/5/18</td>
<td>Virginia Commonwealth University</td>
<td>Ph.D.</td>
<td>Special Education &amp; Disability Policy</td>
<td>13.1099</td>
<td>External Review January or February 2019</td>
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<tr>
<td>10/1/18</td>
<td>Virginia State University</td>
<td>B.S.N.</td>
<td>Nursing</td>
<td>51.3801</td>
<td>Feedback provided</td>
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<td>7/25/18</td>
<td>Virginia Tech</td>
<td>B.A./B.S.</td>
<td>Science, Technology, &amp; Society</td>
<td>30.1501</td>
<td>Feedback provided</td>
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**State Council of Higher Education for Virginia**

**Agenda Item**

**Item:** Academic Affairs #A5 – Action on Private Postsecondary (PPE) Institutional Certification

**Date of Meeting:** January 14, 2019

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

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

**Date:**

**Action:**

**Background Information/Summary of Major Elements:**  
Eastern Kentucky University is seeking certification to operate an institution of higher education in the Commonwealth of Virginia.

**Materials Provided:**  
Eastern Kentucky University application summary

**Financial Impact:**  
Eastern Kentucky University submitted the required certification fee to operate as postsecondary institution in Virginia.

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

**Resolution:**

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Eastern Kentucky University to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective January 14, 2019.
School Overview
Eastern Kentucky University is a public institution of higher education with its main campus located in Richmond, Kentucky. It was established by the Kentucky General Assembly of 1906. Eastern Kentucky University is accredited by Southern Association of Colleges and Schools, Commission on Colleges (SACS-COC).

School Officers
- Dr. Michael Benson, President
- Victor Kappeler, Dean, School of Justice Studies
- Stephen F. Kappeler, Coordinator, School of Justice Studies
- Dr. Jim Larsgaard, Professor, School of Justice Studies

School Mission Statement
The mission statement of Eastern Kentucky University is as follows:

As a school of opportunity, Eastern Kentucky University fosters personal growth and prepares students to contribute to the success and vitality of their communities, the Commonwealth, and the world.

Eastern Kentucky University is committed to access, equal opportunity, dignity, respect, and inclusion for all people, as integral to a learning environment in which intellectual creativity and diversity thrives.

Proposed Educational Programs and Credentials
Bachelor of Science in Criminal Justice

Proposed Location
Eastern Kentucky University will operate from the location of Mountain Empire Community College at the following address:

Dalton Cantrell Hall
3441 Mountain Empire Road
Big Stone Gap, VA  24219
(276) 523-8297

Financial Stability Indicator
Eastern Kentucky University submitted a Projected Accounting Budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated the school’s financial composite score as 3.0 out of a possible 3.0 for 2018, which indicates that the institution demonstrates overall financial health, as defined by the U.S. Department of Education.
**Guaranty Instrument**
Pursuant to 8VAC40-31-160(I)(1), as a public postsecondary institution originating in a state other than Virginia, Eastern Kentucky University is exempt from the surety bond requirement.

**Evidence of Compliance**

<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 application, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to Council:

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

Item: Academic Affairs Committee #A6 – Action on Guidelines for Procedures Related to Audits of Certified Institutions

Date of Meeting: January 14, 2019

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

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

Date:
Action:

Background Information/Summary of Major Elements:
With the proposed Guidelines for Procedures Related to Audits of Certified Institutions, staff seeks to clarify and modify SCHEV procedures when schools are found to have violations as a result of a compliance audit. These new guidelines emerged from regulation and evolving practice.

Points of clarification include:
• circumstances that would trigger a compliance audit of a certified institution;
• procedures that would apply when certified schools are found to have routine instances of noncompliance, and actions required to restore their good standing; and
• circumstances under which noncompliance would potentially affect the certification status of the school, including revocation.

Points of modification include:
• schools may be reported to Council when routine instances of noncompliance go uncorrected; and
• staff will seek Council authorization before instituting procedures to revoke or change the certification status of a noncompliant school.

The most significant proposed departure from current practice occurs in section IV of the Guidelines, which directs staff to seek Council authorization before pursuing Administrative Process Act (APA) procedures against a certified institution. Heretofore the practice has been to exhaust APA procedures before bringing a school’s case to Council for action. The proposed section IV would provide Council with (i) more information about a school’s circumstances earlier in the process, and (ii) a stronger
role in determining the action to be pursued by staff in cases of significant or chronic noncompliance.

The Guidelines have been reviewed both by representatives of certified schools and by counsel; their feedback has been incorporated.

**Materials Provided:**
*Guidelines for Procedures Related to Audits of Certified Institutions*

**Financial Impact:** N/A

**Timetable for Further Review/Action:**
If approved, staff will implement the Guidelines immediately. Council will receive reports at subsequent meetings in accord with provisions II.b, III.b, and IV of the Guidelines.

**Resolution:**

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

These guidelines are developed to support SCHEV's responsibilities in assuring that certified postsecondary schools comply with regulations governing educational quality and student protections according to the Virginia Administrative Code, 8VAC40-31-200. The procedures described here will provide transparency to Council about impending actions related to certified schools, and clarity for schools about the range of possible actions that may follow discovery of noncompliance in audits conducted by SCHEV staff.

I. Council staff will conduct audits of schools periodically or when triggered by the following events:
   a. three or more negative student complaints received in one month;
   b. inability of the school to achieve (i) accreditation candidacy or its equivalent within 3 years of initial certification or (ii) full accreditation within 6 years;
   c. adverse action by the U.S. Department of Education or the school’s accrediting agency;
   d. a U.S. Department of Education composite financial responsibility score of less than 1.0 out of a possible 3.0 in any given year; or
   e. any other situation that, in the judgment of the Director of SCHEV, calls into question the stability or good functioning of the school.

II. If, as a result of an audit, Council staff determines the school has no items of noncompliance or only minor noncompliant items that do not either affect the quality of education or adversely impact students financially:
   a. the school will have 60 days to provide proof to SCHEV staff that all violations have been corrected, and if such proof is provided, the school will be placed on an audit schedule to be visited again in 3-4 years;
   b. if the school fails to correct or explain audit violations within 60 days, the Report of Audit may be presented to Council.

III. If, as a result of the first audit of a new school, staff determines the school has violations that either affect the quality of education or adversely impact students financially:
   a. the school will have 60 days to provide proof to SCHEV staff that all violations have been corrected, and if such proof is provided, the school will be placed on a schedule for a follow-up audit to be conducted within 12 months of the initial visit;
   b. if the school fails to correct or explain audit violations within 60 days, the Report of Audit may be presented to Council.
IV. If, as a result of an audit of a school that has previously been audited, Council staff determines the school has one or more of the following:

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

then, the following process will be followed:

a. Staff will prepare a Report of Audit for review by Council.

b. Council will determine the next actions to be pursued by staff. The options for action will include (but are not necessarily limited to):
   i. allow the institution to maintain its certification status;
   ii. change the institution’s certification to “conditional;”
   iii. initiate procedures, consistent with the Administrative Process Act, to revoke the school’s certificate to operate.
State Council of Higher Education for Virginia
Agenda Item

Item: Academic Affairs Committee #A7 – Action on Policy for Dual Enrollment Transferability

Date of Meeting: January 14, 2019

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

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

Date:
Action:

Background Information/Summary of Major Elements:
The 2018 General Assembly passed, and Governor Northam signed into law, HB919/SB631, which addressed many aspects of transfer-related policy affecting students at Virginia’s institutions of higher education. Among issues addressed in the bill was dual enrollment; specifically, it made major revisions to § 23.1-905.1, with updated and expanded policy responsibilities for SCHEV. In summary, § 23.1-905.1, appended here, articulates the following provisions and requirements:

- that Council establish a policy—in consultation with institutions—on the granting of course credit for students in dual enrollment courses, to include consistency across institutions and public transparency about curricular requirements satisfied by dual enrollment courses;
- that Council and institutions make information about dual enrollment policy available on websites and in an online portal to be created by the Virginia Community College System; and
- that Council report annually to the House and Senate on the state of implementation of the policy.

In answer to the requirements of § 23.1-905.1, the proposed Virginia Public Higher Education Policy for Dual Enrollment Transferability (Policy) has been developed by staff in consultation with institutions through several meetings of both the Dual Enrollment and Passport Advisory Committee (DEPAC) and the Instructional Programs Advisory Committee (IPAC). It is presented here for Council’s consideration and approval. The Policy includes the following sections:
1. Definition of Dual Enrollment
2. Statement of Purpose
3. Mutual Responsibility for Accuracy of Information
4. Principle of Parallel Transferability
5. Quality Assurance
6. State Level Oversight and Communications

Sections 1 and 2 define and clarify the educational purposes of dual enrollment. Section 3 creates a duty for postsecondary and secondary institutions to ensure the accessibility of accurate information for students and families. Section 4 addresses § 23.1-905.1’s mandate for consistency in transferability. The quality provisions of section 5 support section 4 by requiring quality-supporting practices that will enable receiving institutions to have greater confidence in dual enrollment offerings. Finally, section 6 delineates data and communication responsibilities assigned to SCHEV and VCCS; these latter responsibilities will require eighteen months or more to implement fully.

Materials Provided:
Virginia Public Higher Education Policy for Dual Enrollment Transferability

Financial Impact:
The Policy will improve consistency in transferability of dual enrollment courses, as well as transparency about how those courses transfer. This will empower students to improve their planning for the financing of higher education, including the lowering of costs and reduction of time to degree.

Timetable for Further Review/Action:
The Policy will go into effect immediately. Specific provisions will be implemented by institutions, SCHEV, and VCCS over the next eighteen months or so.

Resolution:

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

A. The Council, in consultation with each public institution of higher education, shall establish a policy for granting undergraduate course credit to any entering student who has successfully completed a dual enrollment course. The policy shall:

1. Outline the conditions necessary for each public institution of higher education to grant course credit for the successful completion of a dual enrollment course;
2. Identify whether each dual enrollment course offered in the Commonwealth is transferrable to a public institution of higher education as (i) a Uniform Certificate of General Studies Program or Passport Program course credit, (ii) a general elective course credit, or (iii) a course credit meeting other academic requirements of a public institution of higher education, or if such course is not likely to transfer for course credit. The policy shall also require that each school division and comprehensive community college offering a dual enrollment course clearly specify such transfer information on any website, literature, or other materials describing or advertising the course;
3. Require each public institution of higher education offering a dual enrollment course to identify the equivalent non-dual enrollment course;
4. Ensure that the grant of course credit is consistent across each public institution of higher education and each such dual enrollment course; and
5. Require that the following information be made available on the online portal maintained by the System pursuant to subsection C of § 23.1-908: (i) a description of each dual enrollment course offered in the Commonwealth; (ii) the specific academic, career, or technical programs in the System that will accept the course credit and which specific comprehensive community colleges offer such programs; and (iii) if available, the pathway maps in which the dual enrollment course is included.

B. The Council and each public institution of higher education shall make the policy available to the public on their websites. The Council shall also forward the policy to the System for inclusion in the online portal maintained by the System pursuant to § 23.1-908.

C. The Council shall annually report to the House Committee on Education and the Senate Committee on Education and Health on the implementation of the course credit policy by each public institution of higher education.
Virginia Public Higher Education Policy for Dual Enrollment Transferability

Code of Virginia §23.1-905.1 states:

_The Council, in consultation with each public institution of higher education, shall establish a policy for granting undergraduate course credit to any entering student who has successfully completed a dual enrollment course._

1. **Definition**
   For purposes of this policy, “Dual Enrollment” refers to coursework taken by high school students under the aegis of an agreement between a public school or district and a public institution of higher education, wherein a student takes coursework that both (i) counts toward high school graduation requirements and (ii) is designed to result in earned college credits. The pedagogy associated with such coursework may take place in the high school, on a college campus, at a third location, online, or in any combination of the above.

2. **Statement of Purpose.**
   Dual enrollment affords qualified high school students in the Commonwealth the opportunity to enroll in college-level coursework while concurrently satisfying high school graduation requirements. Dual enrollment programs have many potential benefits for students, depending on their talents, intentions, and particular post-secondary path they intend to pursue. These include improving the student’s ability to complete post-secondary programs efficiently, enriching educational opportunities, and preparing for future employment. To support the achievement of these goals, dual enrollment courses should:
   - Provide access to post-secondary education and pathways to the workforce for qualified high school students from all backgrounds.
   - Expose students to rigorous coursework that familiarizes them with the academic and behavioral expectations of colleges and universities.
   - Contribute to the enhanced student success and quality outcomes in post-secondary education.
   - Afford the opportunity to reduce time to completion and cost in post-secondary education.

   It is the mutual responsibility of higher education institutions, schools, and districts to ensure that dual enrollment offerings enable fulfillment of the above purposes according to students’ interests, abilities, and aspirations.

3. **Mutual Responsibility for Accuracy of Information.**
   It is the responsibility of higher education institutions, schools, and districts to ensure that students and parents have access to accurate communication and advisement on the transferability of dual enrollment coursework to Virginia post-secondary institutions.

4. **Principle of Parallel Transferability.**
   For purposes of transfer, dual enrollment courses shall be treated in parallel with the same course when taken on campus—i.e., dual enrollment status _per se_ shall not affect transferability, or the satisfaction of specific academic requirements.
5. Quality Assurance.

A. Admission
   i. Each institution of higher education shall adopt policies that ensure that students enrolled in its dual enrollment courses are college-ready according to the college’s usual standards for college level work.
   ii. Because admitting high school freshmen and sophomores to college level coursework is considered exceptional, the college-ready status of each prospective freshman and sophomore student will be treated on a case-by-case basis. The president’s approval is required for the admission of any high school student below the 11th grade to dual enrollment.
   iii. Each institution of higher education shall adopt policies that ensure that all course-specific prerequisites or other admission standards that apply to offerings at the institution’s home campus apply as well to dual enrollment courses.

B. Student Support Services
   i. Institutions of higher education shall adopt policies that ensure that dual enrollment programs have access to student and staff support services equivalent to those offered to students on campus.

C. Instructor Qualifications and Support
   i. Institutions of higher education shall adopt policies that ensure that dual enrollment course instructors satisfy the same qualification standards that apply on campus, including—but not necessarily limited to—those of the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC).
   ii. Institutions of higher education shall adopt policies that ensure that dual enrollment course instructors have access to curriculum content support equivalent to that available to instructors on campus.

D. Instructor Responsibility
   i. Each institution of higher education shall adopt practices to ensure that instructors adhere to all institutional policies related to dual enrollment courses. These policies should include, but are not necessarily limited to:
      a. satisfying institutional requirements for syllabi and other means of providing accurate information about academic requirements to students;
      b. adhering to required number of instructional contact hours;
      c. adhering to institutional requirements for instructional materials;
      d. adhering to institutional grading policies.

E. Evaluation
   i. Each institution of higher education shall adopt policies that ensure that student learning outcomes in dual enrollment courses are assessed in parallel with courses as taught on campus, and that learning outcomes are communicated to students;
      a. program level assessment includes dual enrollment instruction sponsored by the institution; and
      c. dual enrollment instructors are evaluated according to the same standards and methods that apply to instructors on campus.
   ii. Each institution of higher education and partner school or district, shall establish a process for mutual sharing of information about student performance in dual enrollment courses to ensure continuous improvement.
6. **State Level Oversight and Communications.**

A. SCHEV shall maintain a record of transferability of commonly taught dual enrollment courses. This record will identify whether each dual enrollment course:
   i. is included in the Uniform Certificate of General Studies or Passport Program;
   ii. transfers as general elective course credit;
   iii. transfers as course credit satisfying other academic requirements; or
   iv. is not likely to transfer for credit.

B. The VCCS shall make available in an online portal the following information:
   i. a description of each dual enrollment course offered in the Commonwealth;
   ii. the specific academic, career, or technical programs in the System that will accept the course credit and which specific comprehensive community colleges offer such programs; and
   iii. if available, the pathway maps in which the dual enrollment course is included.

C. The Council and institutions shall make this policy available on their websites, and in other appropriate advisement materials.
State Council of Higher Education for Virginia
Agenda Item

Item: Academic Affairs Committee #A8 – Update on Transfer

Date of Meeting: January 14, 2019

Presenters: Dr. Patricia Parker
Project Director, Transfer Virginia
VCCS
pparker@vccs.edu

Dr. Paul Smith
Senior Associate, Transfer Policy and Research
PaulSmith@schev.edu

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

Date:
Action:

Background Information/Summary of Major Elements:
SCHEV and the Virginia Community College System collaborated on a grant-supported project sponsored by the Aspen Institute, “Transfer Virginia,” which seeks to improve degree completion outcomes for transfer students through both policy and practice. Dr. Patricia Parker, project director of Transfer Virginia, will present on the current state of transfer student success in Virginia and intended goals of the project.

Dr. Paul Smith will introduce the new online Transfer Tool created by SCHEV, in response to transfer-related legislation in 2018.

Materials Provided:
"Transfer Virginia" Flier

Financial Impact: N/A

Timetable for Further Review/Action:
Updates will be provided on Transfer Virginia and other transfer-related activities throughout 2019.

Resolution: N/A
Through high-level collaboration among all institutions of higher education, *Transfer Virginia* will reform the transfer experience and enable the Commonwealth to make measurable progress on student success and equity.

Although most Virginia students who start community college aim to receive a baccalaureate degree, less than a third of them ever transfer. Students aiming to transfer must navigate cumbersome processes, often lose credit for work completed at prior institutions, and face other obstacles. To become the best educated state by 2030—a goal articulated in the Virginia Plan for Higher Education—the Commonwealth must address these barriers.

*Transfer Virginia* is a collaborative partnership between the State Council of Higher Education, the Virginia Community College System, the Aspen Institute, HCM Strategists, and Sova. It embraces the growing need for seamless transfer among the Commonwealth’s institutions by:

- Engaging key stakeholders to improve communication and facilitate collaboration.
- Engaging faculty across institutions to better align academic expectations at two-year and four-year schools.
- Developing program maps that will guide students from high school to community college to university degree completion.
- Streamlining transfer articulation agreements and improving guaranteed admission agreements.
- Creating models for regional dual-admission and co-enrollment programs.
- Developing an online transfer portal that serves all students.
THE CASE FOR CHANGE

In a 2012 cohort of Virginia community college students intending to transfer, only 1,989 out of 20,000 students earned a baccalaureate degree, resulting in a success rate of under 10 percent. Removing barriers to efficient transfer will make the Commonwealth’s system of higher education:

- **More affordable.** Two years spent at a community college costs a Virginia student about $17,000 less than attending a four-year school.
- **More efficient.** The typical community college student who transfers to attain a baccalaureate degree earns 133 credits, 13 more than is required for most programs—the equivalent of an extra semester of expenses and time.
- **More equitable.** Because community college is the most accessible entry point into higher education, improved transfer will close equity gaps in baccalaureate degree attainment.
- **More relevant.** Improving transfer improves the economic outlook for the Commonwealth, given the projected growth in careers that require a baccalaureate degree.

TRANSFER VA GOALS

*Transfer Virginia* focuses on one overarching goal: Improve the efficiency of the transfer system, while closing the gap for underrepresented populations and Pell Grant recipients. If this goal is met, the higher education institutions in Virginia will award an additional 6,600 baccalaureate degrees to transfer students each year. Other goals include:

- **Gateway barriers:** Increase the share of students successfully completing gateway math and English in the first year of community college enrollment from 35 percent to 75 percent.
- **Mobility and timeliness:** Increase the percentages of community college students who transfer after two years from 35 percent to 40 percent and from 48 percent to 55 percent for those who transfer after three years. Improve time to transfer without reducing the number of students who complete an associate’s degree before transfer.
- **Degree attainment:** Increase the baccalaureate degree completion rate for students completing within two years of transfer from 26 percent to 40 percent, within three years of transfer from 63 percent to 70 percent, and within four years of transfer from 75 percent to 80 percent.
- **Credit efficiency:** Reduce the average number of degree credits earned by transfer students to be comparable to the number earned toward the same degree by native students.

TRANSFER VA PARTNERS

The State Council of Higher Education for Virginia (SCHEV) and the Virginia Community College System (VCCS) are the in-state lead organizations for *Transfer Virginia*. The national partners—the College Excellence Program at the Aspen Institute, HCM Strategists, and Sova—aim to foster the conditions in three states (Virginia, Minnesota, and Texas) for scaled and measurable improvements in attainment rates for baccalaureate-seeking community college students. The partners will work with SCHEV and VCCS over the next three years to approach the work comprehensively, incorporating policy, practice, leadership, research, and strategic communications tailored to Virginia’s needs.

For more information, contact:
Patricia Parker, Project Director, *Transfer Virginia*
parker@vccs.edu | https://tinyurl.com/TransferVA/
State Council of Higher Education for Virginia
Agenda Item

Item: Academic Affairs #A9 – Interim Report on Post-College Outcomes Task Force

Date of Meeting: January 14, 2019

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

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
   Date: March 20, 2018
   Action: Council provided staff with guidance on the project.

Background Information/Summary of Major Elements:
Based on Council feedback from its March 20, 2018, meeting, SCHEV staff convened a task force to advise on the planning and implementation of a systematic analysis of post-college outcomes of graduates of Virginia public institutions. The task force met several times over the period of May to December 2018, to identify questions to be addressed and consider appropriate methodologies of inquiry. The attached narrative is the outcome of this series of meetings.

Materials Provided:
Interim Report: Post-College Outcomes Task Force

Financial Impact:
The Council is seeking up to an additional $1.25 million in the 2019 General Assembly session to support this effort.

Timetable for Further Review/Action: N/A

Resolution: N/A
Interim Report: Post-College Outcomes Task Force

I. Origins of the Post-College Outcomes Project

“Virginia’s public system of higher education has endured eight state budget reductions in the past 10 years, and tuition for in-state undergraduate students has risen, in part, in an effort to offset these cuts. Access, affordability and quality — the cornerstones of our system — are in jeopardy.”1 At its March 2018 meeting, the State Council of Higher Education for Virginia (SCHEV) discussed and entertained a staff plan to measure student outcomes beyond traditional statistical measures, such as employment and salary metrics.2 This discussion was motivated by the Council’s strategic planning priorities as well as its interest in advocating on behalf of higher education and its students. This narrative is the outcome of that plan, which called for a report by January 2019.

In order to advocate more effectively for Virginia’s higher education institutions, Council intends to document the success of Virginia graduates in securing appropriate employment, earning wages that justify the cost of their education, and contributing to the civic life of their communities. Ideally, those graduates would also 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 other performance data, can contribute to an accurate and nuanced picture of the quality and value of higher education in Virginia, while aligning with the goals of The Virginia Plan for Higher Education.

II. Task Force

To enact Council’s vision, SCHEV staff convened a task force to advise on the planning and implementation of a systematic analysis of undergraduate post-college outcomes in Virginia. The task force was composed of scholars and subject matter experts with the knowledge and ability to refine the scope and methods of project implementation (see Appendix B for membership). The task force met several times over the period of May to December 2018, to identify questions to be addressed and consider appropriate methodologies of inquiry. Additionally, it was charged with the task of determining the resources necessary to implement the project and make recommendations about how responsibility for different components of the work might be divided among SCHEV, the institutions, and any other entities.

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1 2018-20 Budget Recommendations for Higher Education in Virginia
2 State Council of Higher Education for Virginia Agenda Book: March 19-20, 2018
The meetings of the task force varied in topic as the project progressed, from identifying the feasibility of a state-wide outcomes survey, to institutional presentations on survey experiences. In the inaugural meeting, the goal was to clarify the foundations of the project and potential methodologies of inquiry. Additionally, the task force set out to identify at the outset whether this project was intended to provide only a snapshot of graduate outcomes, or if it will be the beginning of an ongoing effort.

This report describes the outcomes of the task force’s overall deliberations, which found that

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

Discussions in the task force also highlighted the need to exercise caution in forming judgments about the return on investment associated with various educational programs. Specifically, some members of the task force urged the inclusion of information on the different costs of providing education for different majors. The value of an educational program goes beyond the incomes of its graduates, and institutions of higher education and society in general need people in a full range of studies and occupations. Any judgments that may eventuate about programs from this survey – or any other survey that looks at post-college outcomes – should take into account the full range of relevant factors such as program costs, institutional missions, and student demand, as well as the fact that career dynamics make the specific subject one studies in college less consequential over time. Indeed, the importance of this project lies partly in the very complexity and comprehensiveness with which it has been conceived.

If the aim of Virginia’s higher education system is to support the expansion of opportunities for Virginians, it must allow for the variation in interest and capabilities among its students. The task force acknowledged that a successful and productive life is not merely reducible to one’s income. Educational choices are driven by a multitude of factors, and a person’s path in life is shaped by more than her undergraduate college or degree.

The remainder of the report describes the feasibility, methods, and costs of the endeavor.

III. Feasibility of the study
A. Feasibility requires that SCHEV be able to:
1. Directly contact graduates using valid contact information;
2. Design, adopt, or revise a survey instrument that meets informational needs;
3. Know that the response rate will be adequate to support interpretation and usefulness of information; and
4. Integrate survey data with SCHEV administrative data regarding employment, salary, and educational experience.

B. Contacting graduates:

Currently, SCHEV is pursuing contact information for the Commonwealth’s graduates independently of this survey project by purchasing data from a national clearinghouse. Once acquired, this information will enable SCHEV to contact roughly one million Virginia graduates from the past decade. This cost-saving measure will maintain the integrity of the contact list, while also preventing a potential delay of caused by attempting to collect graduate contact information from multiple institutions. The survey would implement a variety of contact methods including email addresses, telephone numbers, and mailing addresses, with varying associated costs. Over time, SCHEV plans to pursue any and all administrative data that it currently cannot access, or is not currently integrated into its system.

C. Survey instrument:

Once the task force was established and the feasibility of contact was determined, it was decided that there were two particular routes by which the survey could be administered: a custom-designed and administered survey, or utilization of an existing survey through a national partner.

The task force then heard presentations from representatives of each type of survey. The first presentation was from Dr. Jim Ellis, Director of the Survey and Evaluation Research Laboratory at Virginia Commonwealth University, on how a fully-customizable survey could be administered. The second presentation was from Brandon Busteed, then-Executive Director of Education and Workforce Development at Gallup, on how the Commonwealth could utilize an existing survey, with some modifications. Each option has advantages and drawbacks, and would entail some degree of variation in scope, cost, and comparability, including the ability to have national benchmarking. The table below compares the two approaches according to key criteria.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Custom-designed</th>
<th>National provider</th>
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</table>

January 2019 Agenda Book
<table>
<thead>
<tr>
<th>Validity</th>
<th>New questions, scales internally validated</th>
<th>Tested, validated scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customization</td>
<td>Completely</td>
<td>Partially - can add custom questions; some changes may carry additional costs</td>
</tr>
<tr>
<td>Benchmarking</td>
<td>Limited to comparisons among similar publicly available datasets or summary reports from other sources for variables already collected</td>
<td>National benchmarking against large database including by type of institution (e.g., AAU, research university) for variables already collected</td>
</tr>
<tr>
<td>Ownership of data, methods</td>
<td>SCHEV</td>
<td>National provider and SCHEV</td>
</tr>
<tr>
<td>Data analysis</td>
<td>Ability to break down the data into any demographic category with sufficient numbers of cases</td>
<td>Ability to break down the data into any demographic category with sufficient numbers of cases</td>
</tr>
</tbody>
</table>

D. Response rates and usefulness – Institutional experiences:

The task force then heard from several Virginia institutions of higher education that are currently utilizing differing methodologies to assess graduates’ outcomes. It was important to gauge the extent to which institutions already are surveying alumni in order to understand the various factors and providers involved and to hear from institutions with varying approaches and experiences. Institutions were selected to yield both a variety of approaches (custom and national) and institutional types (research, masters comprehensive, and two year). Each institution was provided with an outline interrogatory and gave a short presentation to the task force. The institutions were: James Madison University, the University of Virginia, the College of William & Mary, and Piedmont Virginia Community College.

James Madison University
- Utilize Gallup polling
- Last conducted poll in 2015 (of its graduates from 1994-2005)
- ≈15% response rate
- National benchmarking is the net-benefit of this type of survey
- Disappointed in the proprietary calculations that Gallup does not share (for well-being and civic engagement, for example)
- Use the information mostly for marketing purposes

University of Virginia

≈25% response rate

After many years of conducting their own in-house polling, they decided to implement a Gallup poll in order to gauge the national peer benchmarking

Prefer the validated questions and scales and the holistic approach of a national provider

Value the comparisons to peer institution sample (AAU-research universities) and to national sample

Used the information gathered in order to revamp their advising program and to improve the experience of first-generation students

Plan to use Gallup again for future surveys

College of William & Mary

Uses an in-house first destination survey, which evaluates each undergraduate class one year out from graduation

Had already developed and promoted on campus a theory-based holistic wellness schema that differed from Gallup’s

≈28% response rate

Ask roughly similar types of questions as the other Gallup polls, such as employment, career satisfaction, and how well their undergraduate experience had prepared them for their occupation

Due to the lack of national benchmarking the information from the survey was interesting, but not necessarily actionable, even with an integrated wellness component

Piedmont Virginia Community College

Uses a customized in-house survey

≈87% response rate

Survey all students immediately post-graduation about their employment preparation, salary, and overall satisfaction; then again six months later

Survey again five years out and correlates survey results with program outcomes

Verifies reported information with data from the Virginia Employment Commission

E. Data integration:

As the Commonwealth looks to survey its entire population of college graduates, based on these presentations, a few survey requirements became apparent. First, SCHEV needs to be able to integrate the results of any survey, using available employment and clearinghouse data, so they can be connected with other outcomes and factors. This includes the
potential for language in the survey asking for permission to connect a respondent’s results to administrative records held by SCHEV. The ability to compare with other states and peer institutions throughout the Commonwealth would also be preferable, and could contribute significantly to the narrative that needs to be told outside of wage and employment data.

IV. Costs

Costs were a topic of intense and repeated interest in the task force’s discussions, beginning with SCHEV’s determination that contact information could be secured for graduates in its database for less than $100,000. SCHEV recently purchased this contact information, so it will be available for any potential survey, and is not included in the budget breakdown below.

Based on information presented by the Virginia Commonwealth University’s Survey and Evaluation Research Laboratory, the scale of activity required to survey a representative sample of graduates of all public institutions can be significant if detail is desired below the statewide level. In order to get information that yields detailed program and demographic insights, 39 two- and four-year institutions would need to be surveyed, with at least several hundred responses per institution. That amounts to at least 15,200 unique survey responses in order to achieve useful statistical significance. In order to collect that many responses using a survey designed, tested, conducted, analyzed and reported according to best practices, the Commonwealth may need to reach out to a sample of as many as 100,000 graduates; this scale of outreach could entail costs approaching $2 million. However, by piloting different approaches to raise response rates, it should be possible to lower costs and/or yield many more completed surveys for the same cost. For the sake of simplicity, and in the interests of scoping out feasibilities of lower levels of investment, the task force identified three potential levels of engagement, as follows.

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V. Development, Design, and Pilot

A survey of this scale, depth, and scope with a fully articulated design, development, testing, and piloting period could take approximately 15 to 22 months from initial design to final reporting. SCHEV would begin a Request for Proposal process once funds are confirmed. This timeline includes the design and testing of survey questions in consultation with the survey provider. The timeline could be reduced by about seven months by compressing the design and reporting periods.

The task force set out to identify subjects of inquiry to be included in the survey, labelled “question domains”\(^4\), which fall under the following rubrics:

- Basic identifying information;
- Employment information;

\(^4\) Appendix C: Proposed Question Domains
c. Employment-education relation;
d. Underemployment;
e. Student debt;
f. Civic engagement; and
g. Satisfaction.

Each domain is intended to be broken down into more detailed information regarding each of the above rubrics. However, these domains do not yet constitute a “survey;” they provide the foundation for a survey that would be developed through the process of coming to agreement with a specific provider.

The task force also determined how the information should be reported. Aggregate numbers for the entire Commonwealth should be produced, but institutional, regional, and other demographic breakdowns would also provide great insight into graduate outcomes. Survey results will complement existing research on wages of college graduates derived from the Virginia Longitudinal Data System.

VI. Conclusions

No state has yet attempted a systematic survey designed to represent graduates’ outcomes across all its public institutions. Thanks to the advanced state of SCHEV’s data capabilities, it is now possible for Virginia to do this, if sufficient resources are invested. A sufficiently robust survey would enable Virginia to answer fundamental questions about the value and impact of undergraduate education, producing a more accurate and nuanced picture of the quality and value of higher education. The results could then be used to guide future policy decisions in alignment with the Governor’s priorities and The Virginia Plan for Higher Education. However, it is important to note that a survey of this scale is even more valuable if it is a longitudinal survey that looks at graduates not simply at one snapshot in time, but at various points away from graduation. This would require a larger long-term investment, but would generate meaningful data about higher education and its contribution to Virginia’s economy. Economies of scale would be realized over time and it is likely that subsequent years’ surveys would not be as expensive as the initial one.

Over the last several months, the task force set out to discover if a survey of this scope was, in fact, feasible. It became apparent that with significant investment, Virginia could for the first time have comprehensive data about the outcomes, whereabouts, occupations, and life circumstances of higher education graduates from all its public institutions. This information would have the potential to transform the Commonwealth’s ability to plan its higher education investments for maximum positive impact. Virginia would, finally, be in a stronger position to achieve its goal of being the best educated state by 2030.
Appendix A: Council Agenda Item, March 20, 2018

State Council of Higher Education for Virginia
Agenda Item

Item: Academic Affairs #B8 – Discussion: Post-College Outcomes Data Project

Date of Meeting: March 20, 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: In accordance with Council’s 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 Data Project

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


Resolution: N/A
I. Post-college Outcomes Data Project

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 would also 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?

B. 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 4-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 4-year 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.

C. 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.
Appendix B: Post-College Outcomes Data Project Task Force Members

Post-College Outcomes Data Project Task Force Members

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Appendix C: Proposed Question Domains

Proposed Question Domains for the Post-College Outcomes Survey

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

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

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

Satisfaction
- How satisfied are you with the education you received at a Virginia college
  - If yes, which characteristics mattered the most:
    - Academic
- Personal growth
- Social life
- Connections
  - If no, which characteristics mattered the most:
    - Academic
    - Personal growth
    - Social life
    - Connections
- [HIPs—should try to drill down to specific kinds of experiences?] Intramural athletics, intercollegiate athletics, fraternities/sororities, ROTC, study abroad

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

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

Item: Academic Affairs Committee #A10 – Report of the Staff Liaison to the Committee

Date of Meeting: January 14, 2019

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

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

Date:
Action:

Background Information/Summary of Major Elements: N/A

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

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A
Virginia SARA Advisory Committee Meeting

- On November 8, the State Council of Higher Education for Virginia (SCHEV) hosted its fourth annual Virginia SARA Advisory Committee (V-SAC) meeting at the Delta Marriott Hotels in downtown Richmond, Virginia. The Code of Virginia § 23-9.14:3 requires the Advisory Council to meet regarding policy development and governance in terms of participating in SARA. The V-SAC meeting reflected a diverse range of higher education contributors, with more than 75 participants, representing 44 of Virginia’s SARA institutions. The meeting was addressed by Mr. Doug Lederman, Co-Founder and Editor of Inside Higher Ed and Dr. Marshall Hill, Executive Director of NC-SARA. The meeting was organized Darlene Derricott and Emily Hils.

Instructional Program Advisory Committee (IPAC)s

- **Joseph G. DeFilippo** convened IPAC at SCHEV on November 16. Agenda included:
  - Virginia Budget (Michael Maul, DPB)
  - Program Approval Policy Evaluation (Dary Erwin)
  - Transfer Virginia (project with Aspen Institute; Patricia Parker)
  - Draft Dual Enrollment Policy
  - Virtual Library of Virginia (VIVA)—Course Redesign
  - SCHEV Updates

Provosts’ Teacher Production Project Steering Committee

- **Joseph G. DeFilippo** and **Ashley Lockhart** attended the Provosts’ Teacher Production Project Steering Committee meeting in Richmond on November 29. This initiative originated from the Virginia Provosts’ work related to economic development, and this committee’s work is related to implementing the new state regulations that allow for four year BSEd programs. Dr. DeFilippo discussed potential accelerated pathways for the development and approval of high quality, innovative teacher preparation programs at the bachelor degree level, and is working with institutions that are eager to implement them.

Post-College Outcomes Task Force

- On December 13 a meeting of the Post-College Outcomes Task Force was held at SCHEV, with attendance by **Joseph G. DeFilippo**, **Jodi Fisler**, and **Ashley Lockhart**. The Task Force discussed the Interim Report of the Post-College Outcomes Taskforce.

Closure of Virginia College

- **Sylvia Rosa-Casanova** and the Private Postsecondary Education team organized a transfer fair for students adversely affected by the closure of Virginia College announced in December. The event was held at Virginia College’s Richmond location and was attended by 15 colleges and universities offering
programs similar to those at Virginia College. The event was also attended by representatives from the U.S. Department of Education, the Department of Professional and Occupational Regulation (DPOR) and the Virginia Department of Veteran’s Services.

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Staff Activities and Recognition

Joseph G. DeFilippo
- Represented SCHEV at a meeting of SACSCOC President Dr. Belle Wheelan with southern region SHEEO agencies, December 11, in New Orleans. Topics discussed included dual enrollment policy, transfer, student success, and upcoming state legislation. SACSCOC and the states agreed to continue the twice-yearly meetings but to consider doing one of the meetings through a teleconference.

Jodi Fisler
- Attended the Virginia Assessment Group annual meeting in Charlottesville (November 4-6); co-led a session on assignment design workshops and presented a session on assessment reporting.
- Attended a national conference on civic engagement, Engagement for the Public Good, held at James Madison University (November 7-9).

Ashley Lockhart
- Attended the Center on Transition Innovations Advisory Council meeting on November 7 in Richmond. She was asked to join the Advisory Council as a member, which is complementary to her role as the coordinator of the Advisory Committee for Disability Access to Higher Education for SCHEV.
- Convened the final review panel of the Outstanding Faculty Awards at SCHEV on December 4. The panel selected 13 recipients, who will be acknowledged in March at the awards luncheon.
- Hosted the Sexual Violence Advisory Committee at SCHEV’s offices December 5 to discuss the US Department of Education’s proposed guidelines on Title IX. She is helping coordinate a state response to the proposed guidelines, which will be finalized at a special meeting of the Advisory Committee on January 22 at Hampden-Sydney College.

Beverly Rebar
- Attended the Virginia Military Summit in Hampton, November 8-9.
- Attended the Higher Education Government Relations Conference in Atlanta, December 5-7. Sessions were focused on topics such as effective communication with policymakers and the public in a changing environment and presented an opportunity to connect with counterparts in other states to share approaches to common challenges.
- Designated as a member of a formal advisory committee of VDOE, the #GoOPenVA Advisory Committee. The committee is engaged in building a
repository of open educational resources and planning a P-20 summit which will be held in Abingdon in the spring.

**Paul Smith**
- Participated in an open discussion on dual enrollment at the fall meeting of the Virginia Association of School Superintendents held October 15-16 in Charlottesville, VA. Dr. Smith and Dr. Van Wilson, from the Virginia Community College System, discussed the application of the Virginia Passport to high school dual enrollment programs.
- Held a new program proposal submission workshop at the Virginia Community College System on November 7, 2018. The workshop was a collaborative project between SCHEV and the VCCS and covered the SCHEV intake (presented by Brenita Younger), review, and final approval processes. The workshop was well attended with representation from all 23 VCCS institutions.
- Attended the Virginia Early Childhood Foundation’s (VECF) articulation symposium at Longwood University on November 15. The symposium had representation from Longwood, George Mason, James Madison, Virginia Commonwealth, and Old Dominion Universities as well as their primary community college transfer partners. The symposium allowed partner institutions to work on developing articulation agreements that allow for a true 2+2 transfer pathway for students earning an Associate of Applied Science degree in early childhood education. Students earning this credential will be able to transfer into a four-year teaching licensure program without loss of credit.
- Participated in the Transfer Virginia orientation meeting at Richard Bland College on December 3. Transfer Virginia is a collaborative project between SCHEV, The Aspen Institute, Sova Solutions, HCM Strategies, and the VCCS. The goal of the meeting was to provide Richard Bland administrators and faculty with background information, project goals, and the project work plan. Richard Bland expressed a strong interest in participating in the project.

**Academic Affairs Staff:**
- Dr. Joseph G. DeFilippo, Director, Academic Affairs & Planning
- Ms. Darlene Derricott, Senior Coordinator, Academic Services
- Dr. Jodi Fisler, Associate for Assessment Policy & Analysis
- Ms. Emily Hils, Academic Programs and Services Specialist
- Ms. Ashley Lockhart, Coordinator for Academic Initiatives
- Dr. Monica Osei, Associate Director for Academic Programs & Instructional Sites
- Ms. Beverly Rebar, Senior Associate for Academic & Legislative Affairs
- Ms. Sylvia Rosa-Casanova, Director, Private Postsecondary Education
- Dr. Paul Smith, Senior Associate for Student Mobility Policy & Research
- Ms. Brenita Younger, Academic Affairs Support Specialist
Ms. Connelly called the meeting to order at 2:45 p.m. in the Main Conference room of the State Council of Higher Education offices on the 9th floor of the James Monroe Building in Richmond, Virginia. The committee members present: Marge Connelly, Victoria Harker, Henry Light, William Murray and Tom Slater.

The following committee members were absent: No members absent.

The following committee members were present via phone: Minnis Ridenour

Staff members present: Wendy Kang, Kristin Whelan, Jean Mottley-Husky, Lee Andes, Tod Massa, Pam Currey, Laura Osberger, Yan Zheng, Scott Kemp, Alan Edwards, and Bernadette LeMaster.

Mr. Robert Lambeth, President of the Council of Independent College was also present.

APPROVAL OF MINUTES

On a motion by Mr. Slater and seconded by Mr. Light, the minutes from the September 17, 2018, meeting were approved unanimously.

ACTION ON PROPOSED POLICIES AND GUIDANCE FOR INSTITUTIONAL FINANCIAL AID AWARD LETTERS

Lee Andes presented on the streamlining of financial award letters. The mandate is to make the letters clearer, transparent, and easier to compare between institutions. One aim of the new guidelines is to clearly identify loans as loan or scholarship loans (scholarship that turns into a loan if academic requirements not met). The guidelines also will explain to students how much they will owe at the end of four years and how not completing their degree in four years will impact the total that they will owe.

Mr. Slater wanted to know why the guidelines for the letter weren’t shared with the for-profit institutions. Mr. Light is interested in reading the check-list when completed.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the recommended policies and guidance for institutional financial aid award letters.

On a motion from Mr. Murray and seconded by Mr. Slater, motion is passed.
DISCUSSION OF 2018-2019 SYSTEMWIDE BUDGET AMENDMENTS

Wendy Kang and Mr. Blake led the discussion about budget and policy. The basis for budget and policy considerations are the following:
Create a recommendation to improve access and equality.
Look at what we have recommended before and support previously unfunded ideas.
Look for ways that we can align policy considerations with The Virginia Plan.

Four areas of Budget options:

1. Moderate planned tuition increases & supporting eminent faculty in high-demand programs. Provide a fund that supports the non-general fund costs of state-supported faculty and salary increases, operations and maintenance of new buildings and faculty salary increases that support recruitment and retention. Schools that would like to participate will have to present a case for how the funds would be used. The distribution method will be decided later. The allocation of the funds could be handled by a number of entities but this has not been determined. The plan was presented to presidents by Mr. Blake and financial officers by Mr. Kang and there was no strong push back.

2. Provide student financial aid ($30.4 million) with the largest amount going to provide undergraduate need-based financial aid. Part of the increase is to distribute financial aid funds to schools that have experienced a decline in lower-income students. The funding also will provide financial aid funds to the community college system to help pay for non-credit, industry certification credentials. Graduate school aid, TAG grant (increase to $3400/award) and the Workforce Credential Grant are also included in the recommendations.

3. Support institutional excellence ($38.3 million) through the Equipment Trust Fund, one-time funds for the maintenance reserve program and the Commonwealth Graduate Engineering program.

4. Improve public awareness of the value of higher education and increasing credential attainment ($3.5 million). The funding is includes administration of a survey to identify how our graduates are doing so that we can find ways to better convey the how higher education benefits the Commonwealth as a whole. There is also funding to support recurring costs of SCHEV data. Additional funding is included for There is also $1.5 million set aside to create greater awareness and access to higher education across the state and educate students on how to make the right choices about their postsecondary choices. This is modeled a bit based on Council discussions last fall regarding the current GEAR Up program and how we could support it statewide.

The discussion continued to the policy considerations. A consideration includes a study of financial aid funding. Some institutions are using part of their tuition revenue to provide some need-based financial aid. Institutions raise tuition to do this. Other considerations support exploring ways to attract middle and low-income students who would otherwise not consider attendance by focusing on workforce needs, outcomes, sustainable wages, and providing institutions with the goal of closing the gaps of
completion rates and consider partnerships with business and industry to create more opportunities.

Another consideration is to allow schools to use capacity for out-of-state students even if it exceeds the percentage cap. This would be tied to enrollment of out-of-state students into programs aligned high demand occupations in the state.

The committee discussed the institutional performance measure recommendation to hold institutions accountable to their enrollment estimates. For certification of institutional enrollment, institutions must meet 95% of enrollment projections. Consequences for overshooting projections by more than 105%. The committee had concerns regarding the unintended consequences of the placing the cap of 105% and members agreed to remove the consideration. The committee would like to review additional data and discuss at another meeting before approving the recommendation.

The final consideration related to the identification of promising practices and opportunities related to shared services and efficiencies. Look at opportunities for increased efficiencies by examining shared service models such as Virtual Library of Virginia and the Virginia Association of State Colleges and University Purchasing Professionals for ideas for better efficiencies across the sector.

On a motion from Mr. Murray and seconded by Mr. Slater, motion is passed.

**Recommendations and Resolution:**

WHEREAS, higher education and the attainment of a credential or degree contributes to greater individual and regional prosperity, including increased earnings, improved economic growth, greater levels of community engagement and improved health consequences.

WHEREAS, Virginia’s public higher education system ranks as one of the best in the country when considering factors such as graduation rates, average bet price, low loan default rates and high return on investment as measured by earnings, it is a status that must be preserved and nurtured,

WHEREAS, The Virginia Plan for Higher Education, the statewide strategic plan for the Commonwealth, focuses on placing Virginia as the best educated state by 2030

WHEREAS, Virginia’s higher education system is a shared responsibility of the state, institutions and students and parents to reach the highest level of performance and accountability. Now therefore,

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the Budget and Policy Recommendations for FY 2020.
On a motion from Mr. Murray and seconded by Mr. Slater, motion is passed.

**REPORT OF 2017-18 DEGREE COMPLETIONS AND OTHER AWARDS**
Bernadette LeMaster, Fellow with the Virginia Management. Presented. Total awards for 2017-18 – 119,980 is the largest total award ever. Private 4-year degrees awarded was the largest area of growth. Public 2 and 4 year is down. Liberty University makes up the majority of the growth through distance learning programs. The data points to a 20,000 shortfall from our goals. We need an annual increase of 1.17% to meet the goal. We are working with Aspen Institute, HCM and Sona on a project titled, “Making Transfer Work for Everyone Program” that will assist us in developing strategies to address the forecasted shortfall. A report will be presented in January by Joe DeFilippo to the Academic Affairs Committee.

**MOTION TO ADJOURN**

The Chair adjourned the meeting at 5:05 p.m.

_______________________________
Marge Connelly
Committee Chair

_______________________________
Kristin Whelan
Coordinator, Executive & Board Affairs
State Council of Higher Education for Virginia
Agenda Item

Item: Resources and Planning Committee #B3 – Discussion of 2019 Enrollment Projection and Degree Estimate Process

Date of Meeting: January 14, 2017

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

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
  Date: October 31, 2017
  Action: Council approved enrollment projections and degree estimates.

Background Information/Summary of Major Elements:

At Council’s October 31, 2017, meetings, the Council approved the enrollment projections for the 2017 cycle representing projections from 2015 through 2023-24. This agenda item describes the process SCHEV will use to approve projections in 2019 which will extend through academic year 2024-25. These projections are an early indicator of determining the likelihood that Commonwealth’s goal of becoming the best-educated state in nation by 2030. These projections also serve as a key component of the public institutions’ six-year plans, with the other components being both the academic and financial plans, and set the known supply of likely seats for the next six years. Below are the excerpts from the Code of Virginia regarding the Council duties and authorities pertaining to enrollment projections and degree estimates:

§23.1-203.4
4. Review and approve or disapprove all enrollment projections proposed by each public institution of higher education. The Council’s projections shall be in numerical terms by level of enrollment and shall be used for budgetary and fiscal planning purposes only. The Council shall develop estimates of the number of degrees to be awarded by each institution and include those estimates in its reports of enrollment projections. The student admissions policies for the institutions and their specific programs shall remain the sole responsibility of the individual boards of visitors; however, all four-year institutions shall adopt dual admissions policies with the community colleges, as required by § 23-9.2:3.02.
§23.1-304.C
C. In order to assist the General Assembly in determining the per student amount provided for in subsection A and its relation to the per student amount provided to private nonprofit institutions of higher education pursuant to the Tuition Assistance Grant Act (§ 23-38.11 et seq.), each private nonprofit institution of higher education eligible to participate in the Tuition Assistance Grant Program shall submit to the Council its Virginia student enrollment projections for that fiscal year and its actual Virginia student enrollment for the prior fiscal year in a manner determined by the Council. The student admissions policies for the private institutions and their specific programs shall remain the sole responsibility of the governing boards of the individual institutions.

The authority of the Council is limited to approval or disapproval of these enrollment projections and degree estimates as tools for budgetary and fiscal planning purposes only. Projections also are a component of the institutional performance measures used for institutional certification.

Enrollment projections and degree estimates serve as a statement of intent to offer higher education opportunities to students. Their accuracy is influenced by many factors, such as the selectivity of the institution and economic conditions. While they reflect intent, they are based on past behavior of students in an evolving market. Further, the entering student cohort of first-time in college, particularly those coming directly from high school, is the most stable group. All other groups may have wide ranges of variance (with the exception of first-professional programs which are generally much smaller in comparison and much more restricted to entry).

It was in this context, and sensitivity to the increasing burdens on the institutional research functions within institutions, that staff worked to streamline the submission process of the enrollment projections in 2017. As the resulting projections were approved in October 2017, staff plans to carry over this streamlined submission process into 2019.

**Institutional Performance Measures:** As previously mentioned, enrollment projections are also a component of the performance measures used for institutional certification. As administrator of the institutional performance measures developed through § 23.1-206 of the Code of Virginia, SCHEV assesses and certifies institutional performance in order for institutions to receive certain financial benefits.

One performance measure requires that institutions meet at least 95% of their Council-approved biennial projections for in-state undergraduate headcount enrollment. At the Resources and Planning Committee meeting in October 2018, staff began discussions about also imposing an upper-limit threshold. This was proposed to: (1) ensure that the projects were as accurate as they can be to assist with the budget and planning process and (2) address potential concerns regarding larger institutions whose increased enrollments could negatively impact enrollment figures at other institutions.
An analysis of past results for this performance measure indicates that, in general, some smaller institutions have exceeded 105% of the target but not larger institutions. Therefore, while adding the 105% threshold may address one objective related to accuracy of the projections, it may not address the concern related to larger institutions. While this remains an important issue to consider, staff will review additional strategies and make this matter an item of discussion in the strategic finance plan/resource map work taking place with Lumina and HCM Strategists. Lumina and HCM is expected to provide an initial report in spring of 2019.

**Materials Provided:** None.

**Financial Impact:** Financial impacts are dependent upon final statewide targets established.

**Timetable for Further Review/Action:** Institutional targets should be available for preliminary review by Council by the July meeting. Council approval of the enrollment projections and degree estimates is anticipated at the October 2019 meeting.

The following is the proposed timeline for 2019:

1. Kickoff Webinar – February 7th
2. Optional Training Webinars February 11th – 22nd
3. Submission Due Dates:
   a. Public Institutions – May 1st
   b. Private Institutions – May 1st
4. Staff Update – May Council Meeting
5. Staff Update – July Council Meeting
6. Meetings with Institutions (as part of six-year plan review) – Summer
7. Council Review – September Council Meeting
8. Council Action – October Council Meeting

**Resolution:** None at this time.
State Council of Higher Education for Virginia
Agenda Item

Item: Resources and Planning Committee #B4 – Discussion of 2018 Fall Enrollment
at Public Four-Year Institutions

Date of Meeting: January 14, 2019

Presenter: Tod Massa
Director of Policy Research and Data Warehousing
todmassa@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
  Date: January 2019
  Action: Council received an update on Fall 2018 enrollment

Background Information/Summary of Major Elements:

Student enrollment at Virginia’s public four-year institutions in Fall 2018 totaled
220,255, the largest enrollment in history. Public institutions increased enrollment by
955 students (0.4%) over Fall 2017 levels.

While some institutions lost enrollment compared to last year, overall undergraduate
enrollment has increased. Enrollment of undergraduate students is up by 763 (0.4%)
while enrollment of first-time-in-college students is down by 56 (-0.2%). In-state,
enrollment fell for the first time since 2001. Fall 2018 enrolled 54 fewer
in-state undergraduates (-0.04%) than Fall 2017.

Enrollment figures for the Virginia Community College System and the private nonprofit
institutions will be reported at the next meeting.

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

Financial Impact: None

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

Resolution: None.
Fall 2018 Enrollment at Public Four-Year Institutions

Overview

The information below details student enrollment at public four-year institutions in Fall 2018. The information also includes comparisons to institutional enrollment projections. Since enrollment is a predicate to degree completion, ensuring that the Commonwealth has policies aligned to support enrollment is a key element to meeting the degree goals of the Top Jobs Act and becoming the best-educated state in the nation by 2030.

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

Highlights

Enrollment at the public four-year colleges and universities remains strong overall. Total enrollment is up, based predominantly on uninterrupted demand for undergraduate enrollment at these institutions for the past quarter of a century. Enrollment of undergraduate students over the prior year was up by 763 students (0.4%). Enrollment of undergraduate students is 0.4% lower than the institutions projected in the spring 2017.

The number of new first-time-in-college students decreased by 56 (-0.2%) to 35,444. This represented an increase of 232 students from Virginia and a decrease of 288 nonresident students.

Enrollment of new undergraduate transfer students (from all institutions) decreased by 401 students (-3.5%) to 11,179, most likely reflecting the post-recession decline in enrollment at Virginia’s community colleges.

A total of 7,395 of these new transfers came from the Virginia Community College System and Richard Bland College, a decrease of 250 students (-3.3%); 3,334 had completed an associate degree in the prior year, a decrease of 67 students (-2.0%).

George Mason University is Virginia’s largest public four-year institution. It also enrolls the largest number of in-state undergraduate students. Virginia Military Institute is Virginia’s smallest public four-year institution.

Six institutions enroll over 75% of Virginia undergraduate students enrolled at four-year public institutions – George Mason, Virginia Commonwealth, Virginia Tech, Old Dominion, James Madison and Virginia.

From 2000 to 2018, enrollment of women has increased 31%. From 2017 to 2018, the percentage of women in total undergraduate enrollment remained at 54%.

Virginia’s public four-year institutions are becoming more racially diverse. Since 2000, enrollment of non-white students (excluding international students) has increased 91%. Since 2000, as a percentage of total undergraduate enrollment, the number of non-white students has increased from 27% to 39%.
Conclusion

Since 1994, undergraduate enrollment at the public four-year institutions has increased every year. Since 1994, in-state undergraduate enrollment at the public four-year institutions has also increased every year, except for in 2000 (decrease of 327 students) and in 2018 (decrease of 54 students). In short, public baccalaureate enrollment has set record levels for 25 years. Even with dramatic changes at individual institutions, Virginia public higher education remains a highly desired destination.

Fall 2018 enrollment was lower than the prior year but higher than institutions’ projections. Enrollment of new students declined slightly (-0.2%), and enrollment of new undergraduate transfer students also declined (-3.5%). George Mason University is the state’s largest public four-year institution. It and five other institutions enroll 75% of Virginia undergraduate students enrolled at public four-year institutions. Students at public four-year institutions are predominately women, and student enrollment increasingly is becoming more racially diverse.

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.
### Table 1: Total Enrollment at Public Four-year Institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Enrollment in 2018-19</th>
<th>Projections for 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Change from 2017-18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
</tr>
<tr>
<td>Total Public Four-year Institutions</td>
<td>220,255</td>
<td>955 0.4%</td>
</tr>
<tr>
<td>Christopher Newport University</td>
<td>4,957</td>
<td>-124 -2.4%</td>
</tr>
<tr>
<td>College of William and Mary</td>
<td>8,817</td>
<td>77 0.9%</td>
</tr>
<tr>
<td>George Mason University</td>
<td>37,677</td>
<td>1,380 3.8%</td>
</tr>
<tr>
<td>James Madison University</td>
<td>21,751</td>
<td>-85 -0.4%</td>
</tr>
<tr>
<td>Longwood University</td>
<td>4,911</td>
<td>-163 -3.2%</td>
</tr>
<tr>
<td>Norfolk State University</td>
<td>5,204</td>
<td>-101 -1.9%</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td>24,176</td>
<td>-199 -0.8%</td>
</tr>
<tr>
<td>Radford University</td>
<td>9,335</td>
<td>-83 -0.9%</td>
</tr>
<tr>
<td>University of Mary Washington</td>
<td>4,727</td>
<td>-81 -1.7%</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>24,639</td>
<td>279 1.1%</td>
</tr>
<tr>
<td>University of Virginia’s College at Wise</td>
<td>2,065</td>
<td>-30 -1.4%</td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td>31,076</td>
<td>40 0.1%</td>
</tr>
<tr>
<td>Virginia Military Institute</td>
<td>1,685</td>
<td>-37 -2.1%</td>
</tr>
<tr>
<td>Virginia State University</td>
<td>4,385</td>
<td>-328 -7.0%</td>
</tr>
<tr>
<td>Virginia Tech</td>
<td>34,850</td>
<td>410 1.2%</td>
</tr>
</tbody>
</table>
Total in-state undergraduate enrollment at the public four-year colleges and universities has increased every year since 1994. The only years that this was not true for in-state undergraduates was 2000, which was slightly lower than in 1999, and 2018, which was slightly lower than in 2017.

Table 2: Fall Enrollment Trends in Undergraduate Enrollment at Total Public Four-year Institutions

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>% Annual Change</th>
<th>In-State</th>
<th>% Annual Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992-93</td>
<td>121,953</td>
<td></td>
<td>98,909</td>
<td></td>
</tr>
<tr>
<td>1993-94</td>
<td>120,479</td>
<td>-1.2%</td>
<td>97,879</td>
<td>-1.0%</td>
</tr>
<tr>
<td>1994-95</td>
<td>119,509</td>
<td>-0.8%</td>
<td>97,324</td>
<td>-0.6%</td>
</tr>
<tr>
<td>1995-96</td>
<td>120,521</td>
<td>0.8%</td>
<td>97,818</td>
<td>0.5%</td>
</tr>
<tr>
<td>1996-97</td>
<td>122,979</td>
<td>2.0%</td>
<td>98,905</td>
<td>1.1%</td>
</tr>
<tr>
<td>1997-98</td>
<td>125,441</td>
<td>2.0%</td>
<td>100,931</td>
<td>2.0%</td>
</tr>
<tr>
<td>1998-99</td>
<td>127,740</td>
<td>1.8%</td>
<td>102,609</td>
<td>1.7%</td>
</tr>
<tr>
<td>1999-00</td>
<td>131,305</td>
<td>2.8%</td>
<td>105,613</td>
<td>2.9%</td>
</tr>
<tr>
<td>2000-01</td>
<td>131,805</td>
<td>0.4%</td>
<td>105,286</td>
<td>-0.3%</td>
</tr>
<tr>
<td>2001-02</td>
<td>135,157</td>
<td>2.5%</td>
<td>107,731</td>
<td>2.3%</td>
</tr>
<tr>
<td>2002-03</td>
<td>138,484</td>
<td>2.5%</td>
<td>110,693</td>
<td>2.7%</td>
</tr>
<tr>
<td>2003-04</td>
<td>139,408</td>
<td>0.7%</td>
<td>111,714</td>
<td>0.9%</td>
</tr>
<tr>
<td>2004-05</td>
<td>140,545</td>
<td>0.8%</td>
<td>113,120</td>
<td>1.3%</td>
</tr>
<tr>
<td>2005-06</td>
<td>144,770</td>
<td>3.0%</td>
<td>116,873</td>
<td>3.3%</td>
</tr>
<tr>
<td>2006-07</td>
<td>147,110</td>
<td>1.6%</td>
<td>118,766</td>
<td>1.6%</td>
</tr>
<tr>
<td>2007-08</td>
<td>150,889</td>
<td>2.6%</td>
<td>121,873</td>
<td>2.6%</td>
</tr>
<tr>
<td>2008-09</td>
<td>155,177</td>
<td>2.8%</td>
<td>125,473</td>
<td>3.0%</td>
</tr>
<tr>
<td>2009-10</td>
<td>158,833</td>
<td>2.4%</td>
<td>128,935</td>
<td>2.8%</td>
</tr>
<tr>
<td>2010-11</td>
<td>161,417</td>
<td>1.6%</td>
<td>131,489</td>
<td>2.0%</td>
</tr>
<tr>
<td>2011-12</td>
<td>164,460</td>
<td>1.9%</td>
<td>134,269</td>
<td>2.1%</td>
</tr>
<tr>
<td>2012-13</td>
<td>166,722</td>
<td>1.4%</td>
<td>136,138</td>
<td>1.4%</td>
</tr>
<tr>
<td>2013-14</td>
<td>168,239</td>
<td>0.9%</td>
<td>137,345</td>
<td>0.9%</td>
</tr>
<tr>
<td>2014-15</td>
<td>169,119</td>
<td>0.5%</td>
<td>138,363</td>
<td>0.7%</td>
</tr>
<tr>
<td>2015-16</td>
<td>170,590</td>
<td>0.9%</td>
<td>138,488</td>
<td>0.1%</td>
</tr>
<tr>
<td>2016-17</td>
<td>170,999</td>
<td>0.2%</td>
<td>139,430</td>
<td>0.7%</td>
</tr>
<tr>
<td>2017-18</td>
<td>174,032</td>
<td>1.8%</td>
<td>141,645</td>
<td>1.6%</td>
</tr>
<tr>
<td>2018-19</td>
<td>174,795</td>
<td>0.4%</td>
<td>141,591</td>
<td>-0.04%</td>
</tr>
</tbody>
</table>
In-state undergraduate enrollment increased by 131 students, or about 0.1% over 2017 and about 1% under the institutional targets. Of the eight institutions that experienced decreased enrollment, four had an enrollment decline close to over 5% or higher. Seven institutions had increases in enrollment. George Mason and Virginia Tech had the largest proportional increases (4.6% and 2.1% respectively).

<table>
<thead>
<tr>
<th>Institution</th>
<th>Enrollment in 2018-19</th>
<th>Change from 2017-18</th>
<th>Estimates for 2018-19</th>
<th>Difference between Enrollment and Projections*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Total Public Four-year Institutions</td>
<td>137,715</td>
<td>131</td>
<td>0.1%</td>
<td>139,094</td>
</tr>
<tr>
<td>Christopher Newport University</td>
<td>4,524</td>
<td>-105</td>
<td>-2.3%</td>
<td>4,520</td>
</tr>
<tr>
<td>College of William and Mary</td>
<td>4,162</td>
<td>45</td>
<td>1.1%</td>
<td>4,120</td>
</tr>
<tr>
<td>George Mason University</td>
<td>21,862</td>
<td>964</td>
<td>4.6%</td>
<td>21,001</td>
</tr>
<tr>
<td>James Madison University</td>
<td>14,858</td>
<td>61</td>
<td>0.4%</td>
<td>15,191</td>
</tr>
<tr>
<td>Longwood University</td>
<td>3,820</td>
<td>-182</td>
<td>-4.5%</td>
<td>4,103</td>
</tr>
<tr>
<td>Norfolk State University</td>
<td>3,577</td>
<td>-159</td>
<td>-4.3%</td>
<td>3,966</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td>16,949</td>
<td>-213</td>
<td>-1.2%</td>
<td>17,231</td>
</tr>
<tr>
<td>Radford University</td>
<td>7,269</td>
<td>-530</td>
<td>-6.8%</td>
<td>7,809</td>
</tr>
<tr>
<td>University of Mary Washington</td>
<td>4,004</td>
<td>32</td>
<td>0.8%</td>
<td>3,888</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>11,274</td>
<td>22</td>
<td>0.2%</td>
<td>11,264</td>
</tr>
<tr>
<td>University of Virginia’s College at Wise</td>
<td>1,078</td>
<td>-81</td>
<td>-7.0%</td>
<td>1,086</td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td>20,710</td>
<td>164</td>
<td>0.8%</td>
<td>21,141</td>
</tr>
<tr>
<td>Virginia Military Institute</td>
<td>1,026</td>
<td>-45</td>
<td>-4.2%</td>
<td>1,068</td>
</tr>
<tr>
<td>Virginia State University</td>
<td>2,877</td>
<td>-249</td>
<td>-8.0%</td>
<td>3,085</td>
</tr>
<tr>
<td>Virginia Tech</td>
<td>19,725</td>
<td>407</td>
<td>2.1%</td>
<td>19,621</td>
</tr>
</tbody>
</table>

*Actuals and projections include classified students only
New first-time-in-college students from Virginia had an overall increase of 0.9% or 232 students. Nine institutions had decreases in enrollment. Christopher Newport (-6.3%), Radford (-5.7%) and Virginia State (-19.7%) had the largest proportional decreases. Of the six institutions that experienced increased enrollment, Norfolk State and Virginia Military Institute had the smallest proportional increases (1.2% and 1.6% respectively). George Mason (6.1%), Old Dominion (11.7%), UVA-Wise (14.2%), and Virginia Commonwealth (9.3%) had the largest proportional increases.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Change from 2017-18</th>
<th>Difference between Enrollment and Projections*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Public Four-year Institutions</td>
<td>232</td>
<td>0.9%</td>
</tr>
<tr>
<td>Christopher Newport University</td>
<td>-75</td>
<td>-6.3%</td>
</tr>
<tr>
<td>College of William and Mary</td>
<td>-27</td>
<td>-2.7%</td>
</tr>
<tr>
<td>George Mason University</td>
<td>168</td>
<td>6.1%</td>
</tr>
<tr>
<td>James Madison University</td>
<td>-83</td>
<td>-2.5%</td>
</tr>
<tr>
<td>Longwood University</td>
<td>-42</td>
<td>-4.2%</td>
</tr>
<tr>
<td>Norfolk State University</td>
<td>9</td>
<td>1.2%</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td>299</td>
<td>11.7%</td>
</tr>
<tr>
<td>Radford University</td>
<td>-96</td>
<td>-5.7%</td>
</tr>
<tr>
<td>University of Mary Washington</td>
<td>-11</td>
<td>-1.3%</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>-50</td>
<td>-2.0%</td>
</tr>
<tr>
<td>University of Virginia’s College at Wise</td>
<td>33</td>
<td>14.2%</td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td>354</td>
<td>9.3%</td>
</tr>
<tr>
<td>Virginia Military Institute</td>
<td>4</td>
<td>1.6%</td>
</tr>
<tr>
<td>Virginia State University</td>
<td>-156</td>
<td>-19.7%</td>
</tr>
<tr>
<td>Virginia Tech</td>
<td>-95</td>
<td>-2.1%</td>
</tr>
</tbody>
</table>

*Actuals and projections include classified students only*
Enrollment of new transfer students from Virginia Community College System (VCCS) and Richard Bland dropped 3.3%, with decreases at 11 institutions. This likely reflects the ongoing enrollment and market shift that has been occurring in the two-year sector as the economy has strengthened. It is worth noting, though, that there were 219 fewer associate degrees awarded in 2017-18 in the public two-year institutions, and that likely explains some of the loss. Four institutions increased the number of transfer students, from an increase of two students at Christopher Newport to 40 additional transfers at George Mason.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Transfers 2018-19</th>
<th>Change from 2017-18</th>
<th>N</th>
<th>%</th>
<th>Transfer with AA/AAS in Prior Year Enrolling 2018-19</th>
<th>Change from 2017-18</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Public Four-year Institutions</td>
<td>7,395</td>
<td>-250</td>
<td></td>
<td>-3.3%</td>
<td>3,334</td>
<td>-67</td>
<td></td>
<td>-2.0%</td>
</tr>
<tr>
<td>Christopher Newport University</td>
<td>98</td>
<td>2</td>
<td></td>
<td>2.1%</td>
<td>38</td>
<td>-7</td>
<td></td>
<td>-15.6%</td>
</tr>
<tr>
<td>College of William and Mary</td>
<td>67</td>
<td>-26</td>
<td></td>
<td>-28.0%</td>
<td>33</td>
<td>-21</td>
<td></td>
<td>-38.9%</td>
</tr>
<tr>
<td>George Mason University</td>
<td>2,195</td>
<td>40</td>
<td></td>
<td>1.9%</td>
<td>1,084</td>
<td>-50</td>
<td></td>
<td>-4.4%</td>
</tr>
<tr>
<td>James Madison University</td>
<td>506</td>
<td>-66</td>
<td></td>
<td>-11.5%</td>
<td>241</td>
<td>-16</td>
<td></td>
<td>-6.2%</td>
</tr>
<tr>
<td>Longwood University</td>
<td>128</td>
<td>-11</td>
<td></td>
<td>-7.9%</td>
<td>60</td>
<td>1</td>
<td></td>
<td>1.7%</td>
</tr>
<tr>
<td>Norfolk State University</td>
<td>151</td>
<td>-42</td>
<td></td>
<td>-21.8%</td>
<td>38</td>
<td>-16</td>
<td></td>
<td>-29.6%</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td>1,177</td>
<td>-74</td>
<td></td>
<td>-5.9%</td>
<td>545</td>
<td>-23</td>
<td></td>
<td>-4.0%</td>
</tr>
<tr>
<td>Radford University</td>
<td>450</td>
<td>-48</td>
<td></td>
<td>-9.6%</td>
<td>152</td>
<td>-14</td>
<td></td>
<td>-8.4%</td>
</tr>
<tr>
<td>University of Mary Washington</td>
<td>217</td>
<td>-10</td>
<td></td>
<td>-4.4%</td>
<td>94</td>
<td>-29</td>
<td></td>
<td>-23.6%</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>358</td>
<td>-2</td>
<td></td>
<td>-0.6%</td>
<td>187</td>
<td>16</td>
<td></td>
<td>9.4%</td>
</tr>
<tr>
<td>University of Virginia’s College at Wise</td>
<td>52</td>
<td>-25</td>
<td></td>
<td>-32.5%</td>
<td>30</td>
<td>-3</td>
<td></td>
<td>-9.1%</td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td>1,180</td>
<td>3</td>
<td></td>
<td>0.3%</td>
<td>479</td>
<td>71</td>
<td></td>
<td>17.4%</td>
</tr>
<tr>
<td>Virginia Military Institute</td>
<td>19</td>
<td>-6</td>
<td></td>
<td>-24.0%</td>
<td>0</td>
<td>-1</td>
<td></td>
<td>-100.0%</td>
</tr>
<tr>
<td>Virginia State University</td>
<td>77</td>
<td>-15</td>
<td></td>
<td>-16.3%</td>
<td>24</td>
<td>2</td>
<td></td>
<td>9.1%</td>
</tr>
<tr>
<td>Virginia Tech</td>
<td>720</td>
<td>30</td>
<td></td>
<td>4.3%</td>
<td>329</td>
<td>23</td>
<td></td>
<td>7.5%</td>
</tr>
</tbody>
</table>
State Council of Higher Education for Virginia
Agenda Item

Item: Resources and Planning Committee #B5 – Review of Governor’s Introduced Budget

Date of Meeting: January 14, 2019

Presenter: Wendy Kang,
Director of Finance Policy & Innovation
WendyKang@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
   Date: October 31, 2018
   Action: The Council approved an operating and financial aid budget amendment recommendation totaling $122.4 million from the general fund for FY2020.

Background Information/Summary of Major Elements:

The purpose of this agenda item is to: (1) review the Governor’s introduced budget amendments for the 2018-2020 biennium, (2) discuss how the Governor’s budget amendments compare to the SCHEV budget and policy recommendations approved in October 2018 and (3) seek Council input on priority areas based on the comparison to help guide staff’s work during the General Assembly session and in the coming year.

Summary of the Governor’s Budget: On December 18, 2018, Governor Northam introduced his budget amendments for the 2018-2020 biennium.

In total, the Governor proposed an increase of $50.1 million in general fund operating and financial aid appropriations for higher education in FY2020.

Major additional funding in general fund in the Governor’s introduced budget includes the following items:

- Undergraduate financial aid, additional $15.5 million in FY2020;
- New Economy Workforce Credential Grant, additional $4 million in FY2020;
- Tuition Assistance Grant, additional $5.2 million to increase undergraduate maximum award to $3,400 in FY2020,
- Salary bonus for state classified and faculty, 1% effective December 1, 2019;
- Workforce development initiatives, $11 million in FY2020;
• Institution-specific funding increases for Radford University, University of Virginia, Virginia, UVA at Wise, Virginia State University, Virginia Community College System, Virginia Institute of Marine Science and Virginia Tech extension.

The introduced budget also includes language that requires public institutions to include tuition and fee transparency and predictability plans for in-state undergraduates in the six-year plans.

Finally, the Governor provided additional financing for capital investments for institutions in the areas of facility maintenance, new construction, and equipment for previously authorized capital projects.

Comparison to SCHEV Budget Recommendations: The following is a brief summary of the comparison SCHEV budget recommendations compared to the Governor’s proposed budget. The table on the following page includes a comparison with the dollar amounts.

• **Commonwealth’s priorities (SCHEV recommendation for faculty excellence and tuition predictability through a fund):** While the Governor did not support a fund in this area, he included language that asks institutions for tuition predictability plans as part of the six-year planning process. The budget also included support for workforce-related funding primarily in the area of building infrastructure for information technology degree production and internship support.

• **Financial aid:** The Governor’s amendments included full funding based on the SCHEV recommendations for undergraduate student financial aid, the Tuition Assistance Grant and the Workforce Credential Grant. The budget amendment places additional criteria on the Workforce Credential Grant program to include a need-based component that limits the program to students earning a family income of $50,000 or less. It also limits funding to no more than 25% to any one occupational field.

• **Institutional excellence (SCHEV request for maintenance reserve funding and the higher education equipment trust fund):** No additional funding was provided for the maintenance reserved funding. This recommendation was aligned with the assumption that SCHEV should propose options for one-time versus recurring funding; however later budget forecasts predicted less one-time funds available than previously expected. Additional funds were included for institution specific initiatives.

• **Credential attainment (SCHEV request for agency specific Council initiatives):** SCHEV also included agency specific requests related to increasing access and completion and conducting a survey of graduates. These initiatives were not funded, but SCHEV staff members plan to seek additional opportunities during the session and through other partnerships to support these efforts in the coming year.

• **Policy recommendations:** SCHEV offered a variety of policy considerations in October related to a study of the allocation and use of financial aid; considerations for free college programs; talent growth related to information technology; support of institutional research; and enrollment of out-of-state students. While the Governor did not include specific policies related to these areas, SCHEV staff
plans to conduct the study of financial aid in the coming year and offer recommendations for Council review and approval. In addition, staff plans to continue to work closely with policymakers on these priority issues in the coming year.

**Comparison of Governor and SCHEV Budget for FY2020**

(In Millions)

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>SCHEV Budget</th>
<th>Governor’s Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Commonwealth’s priorities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide support keep tuition increase low and to support faculty recruitment and retention that align with the needs of the Commonwealth</td>
<td>$ 50.0</td>
<td></td>
</tr>
<tr>
<td>Provide education funds for workforce development initiatives&lt;sup&gt;1&lt;/sup&gt;</td>
<td>$</td>
<td>$ 11.0</td>
</tr>
<tr>
<td><strong>Subtotal Fund for Institutions and Commonwealth Needs</strong></td>
<td>$ 50.0</td>
<td>$ 11.0</td>
</tr>
<tr>
<td><strong>Providing Student Financial Aid</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate Need-based Financial Aid</td>
<td>$ 15.4</td>
<td>$ 15.5</td>
</tr>
<tr>
<td>Graduate Commonwealth Award (Graduate Aid):</td>
<td>$ 6.0</td>
<td></td>
</tr>
<tr>
<td>Tuition Assistance Grant (TAG)</td>
<td>$ 5.0</td>
<td>$ 5.2</td>
</tr>
<tr>
<td>New Economy Workforce Credential Grant Program</td>
<td>$ 4.0</td>
<td>$ 4.0</td>
</tr>
<tr>
<td><strong>Subtotal Financial Aid</strong></td>
<td>$ 30.4</td>
<td>$ 24.7</td>
</tr>
<tr>
<td><strong>Supporting Institutional Excellence</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher Education Equipment Trust Fund - Allocation&lt;sup&gt;2&lt;/sup&gt; ($20.7)</td>
<td>$ -</td>
<td></td>
</tr>
<tr>
<td>Maintenance Reserve Program</td>
<td>$ 38.3</td>
<td></td>
</tr>
<tr>
<td>Commonwealth Graduate Engineering Program</td>
<td>$ 0.2</td>
<td>$ 0.3</td>
</tr>
<tr>
<td>Institution-specific funding</td>
<td></td>
<td>$ 14.1</td>
</tr>
<tr>
<td><strong>Subtotal Institutional Excellence</strong></td>
<td>$ 38.5</td>
<td>$ 14.4</td>
</tr>
<tr>
<td><strong>Credential Attainment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate outcome reporting and increase data analysis: Increase staff capacity for data analysis and communications and one-time funds to conduct a study of graduate outcomes, focused on improved reporting of higher education outcomes. ($1.25 million in one-time funds to conduct a survey of graduate outcomes)</td>
<td>$ 2.0</td>
<td></td>
</tr>
<tr>
<td>Access and completion support for Virginians:</td>
<td>$ 1.5</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal Council initiatives</strong></td>
<td>$ 3.5</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$ 122.4</td>
<td>$ 50.1</td>
</tr>
</tbody>
</table>

Notes:

(1) Includes funding of $8.3 million for higher education and $2.7 million for K-12 education.

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

**Materials Provided:** A preliminary summary of the Governor’s introduced budget is enclosed.

**Financial Impact:** To be determined through the legislative process.

**Timetable for Further Review/Action:** Staff will provide periodic updates to Council between now and the end of the 2019 General Assembly session.
Resolution: None.
### Preliminary Summary of
Major Items in the Governor’s Introduced Budget Amendments
for Higher Education for FY2020
(General Fund)

<table>
<thead>
<tr>
<th>Item</th>
<th>2019-20 Budget for Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(A) Base Operation and Student Financial Aid</strong></td>
<td></td>
</tr>
<tr>
<td>Increase undergraduate financial aid</td>
<td>$15.5 million in FY2020.</td>
</tr>
<tr>
<td>Salary bonus in FY2020 (Item 474, paragraph AB.)</td>
<td>Propose one-time 1% salary bonus for classified and faculty, effective December 1, 2019. ▪ Applies to employees who were employed as of July 1, 2019 and remain employed as of November 1, 2019, and ▪ Employees must attain an equivalent rating of at least a “contributor” on their performance evaluation and have no active written notices under the Standards of Conduct for the preceding review period.</td>
</tr>
<tr>
<td>Higher Education Incentive Funds (interest earnings and credit card rebates)</td>
<td>Provide $687,601 in general fund and $1.6 million in nongeneral fund per year in 2018-2020 biennium.</td>
</tr>
<tr>
<td>VRS rates</td>
<td>No change</td>
</tr>
<tr>
<td>Health insurance premium (Item 474, paragraph G.1)</td>
<td>No change, level funded at the FY2019 rates. As a result, there is a reduction in general fund appropriations provided for the employer share of health insurance premium in FY2020.</td>
</tr>
<tr>
<td><strong>(B) Institution-Specific Operating Budget</strong></td>
<td></td>
</tr>
<tr>
<td>RU</td>
<td>▪ $1.7 million in general fund and $20.6 million in nongeneral fund to support the merger of the operations of the Jefferson College of Health Sciences in Roanoke with Radford.</td>
</tr>
<tr>
<td>UVA</td>
<td>▪ $200,000 for Va. Foundation for the Humanities ▪ $1 million for focused ultrasound research</td>
</tr>
<tr>
<td>UVAW</td>
<td>▪ $2 million to enhance academic programs. This funding replaces the funds transferred to FY2019 to support the ongoing efforts ▪ $600,000 to support planning for new programs.</td>
</tr>
<tr>
<td>VSU</td>
<td>▪ $299,286 in general fund and $224,464 in nongeneral fund for the Graduate Engineering Program.</td>
</tr>
<tr>
<td>VCCS</td>
<td>▪ $5.5 million to support student advising. ▪ $130,000 to create an online apprenticeship curriculum.</td>
</tr>
<tr>
<td>VIMS</td>
<td>▪ $386,668 to monitor bay grasses and support co-existence with oyster aquaculture</td>
</tr>
<tr>
<td>VT extension</td>
<td>▪ $678,481 to implement the policy to cover 95 percent of the state’s share for the E&amp;G programs.</td>
</tr>
<tr>
<td>SCHEV Budget</td>
<td>▪ $4 million for New Economy Workforce Credential Grant to address higher than expected demand for this program</td>
</tr>
</tbody>
</table>
Add two criteria for eligibility:
- Students must have a family income at or below $50,000 annually, and
- No more than 25 percent of the grant funds may be used in one occupational field.
- $5.2 million to increase maximum award to $3,400 for undergraduate students in Tuition Assistance Grant program to support degree completion goals.

Jefferson Lab
- $500,000 to continue funding for the nuclear femtography center

Central Budget Items Impacting Higher Education
- The following items are proposed for general fund adjustments with no specific allocation:
  - Provide general fund support to increase the retiree health insurance credit benefit for public safety personnel (Item 474, paragraph L.3)
  - Additional funding for Line of Duty Act payments and add funding for eligible part-time employees (Item 474, paragraph Q)
  - Adjust funding for worker’s compensation premiums based on the latest actuarial report (Item 474, paragraph R)
  - Additional funding for agency information technology cost (Item 475, paragraph G)
  - Additional funding for charges related to the Cardinal system (Item 475, paragraph L)
  - Secretary of Administration to study feasibility of a Family Leave Policy for the Commonwealth (Item 475, paragraph S)
  - Integrate a Workforce Case Management System across state agencies (Item 475, paragraph T)
  - Funding to support increasing the number of bachelor’s and master’s degrees in computer sciences and closely related fields and to improve the readiness of graduates from Virginia public institutions to be employed in technology-related occupations through internships (Items 475, paragraph U.)
  - Funding authorized in Item C-49.10 shall be made available to support space renovations, enhancements, equipment, and facility construction related to the initiative in Item 475, paragraph U. (Item 475, paragraph W.)
  - Fund general fund portion of premium charges for the University of Virginia’s Health Insurance Program $808,692 per year in 2018-20 biennium.

(C)Language

Tuition and fee transparency and predictability plan for in-state undergraduate
- Public institutions are required to include in the six-year plan a tuition and fee transparency and predictability plan for in-state undergraduate students and submit to SCHEV. Plans shall include or indicate:
students (Item 143, paragraph P.)

- no less than three years and include at least tuition and mandatory E&G fees,
- a percentage and dollar increase or decrease of any size the institution determines to be appropriate from one year to the next or for the duration of the plan, and
- a range of tuitions based on available state resources, but must contain a scenario that includes the assumption of no new state general fund support.
- SCHEV will develop instructions related to the submission of such plans in conjunction with the six-year plan financial plans as required by §23.1-306, Code of Virginia.

Virginia College Affordability Network Initiative

- Norfolk State University, Virginia State University and the University of Virginia at Wise shall develop a framework and funding recommendations associated with enhancing access to undergraduate education for students with high financial needs.
- The institutions shall submit a single report on their findings and recommendations by September 1, 2019, to the Secretary of Finance, Secretary of Education, Chairman of the House Appropriations Committee, the Chairmen of the Senate Finance Committee, and the Director, Department of Planning and Budget.

Mandatory non-E&G fee increase (§4-2.01b, paragraph 8.a)

Allows University of Mary Washington to exceed the three percent cap on increases for non-E&G fees in FY2020

Level III authority (§4-9.03)

Provide Governor’s recommendation for James Madison University to pursue Level III designation.

<table>
<thead>
<tr>
<th>Item</th>
<th>2019-20 Budget Amendments for Capital Outlay</th>
</tr>
</thead>
</table>
| New Construction: 2019 Capital Construction Pool (VCBA) | - LU: Replace major HVAC system components  
- ODU: Address maintenance needs in Kaufman Hall and Mills Godwin Building  
- VMI: Corps Physical Training Facility Phase 3 (Aquatic Center)  
- VIMS: Replace Oyster Hatchery |
| Equipment funding (VCBA) | Provides equipment funding related to facilities coming online over next 18 months (see table below) |
| Supplements to existing projects (VCBA) | VT- extension: improve Kentland facilities, Phase I ($3.1 million) |
| Address workforce needs (VCBA) | VT – construct new academic building at Innovation Campus, Northern Virginia ($168 million) with a matching nongeneral fund of $107 million from VT  
- Computer-related facilities to enhance workforce ($80 million) |
| Parking deck repairs (9(d) bonds) | Address repair needs at parking decks at CNU, VCU and GCC ($20 million) |
| Other New projects (9(c)/9(d) bonds or nongeneral funds) | ▪ ODU: Construct Campus Dining Improvements, Phase II  
▪ ODU: Construct Student Health and Wellness Addition  
▪ RU: Acquire Property for Campus Expansion |
| Language | VCU: Acquire Virginia Alcoholic Beverage Control Authority Property  
Should Virginia Alcoholic Beverage Control Authority determine to transfer or sell its property of the Alcoholic Beverage Control Central Office and Warehouse, it shall offer to transfer the Property to Virginia Commonwealth University (VCU) prior to offering the Property for transfer or sale to any other public or private agency or entity or individual with some pre-set conditions. |
### Governor's Proposed Budget Amendment for FY2020

**(General Fund)**

<table>
<thead>
<tr>
<th>Inst</th>
<th>Need-Based Financial Aid</th>
<th>Inst-Specific Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNU</td>
<td>$664,882</td>
<td></td>
</tr>
<tr>
<td>CWM</td>
<td>$38,855</td>
<td></td>
</tr>
<tr>
<td>GMU</td>
<td>$2,920,393</td>
<td></td>
</tr>
<tr>
<td>JMU</td>
<td>$1,173,512</td>
<td></td>
</tr>
<tr>
<td>LU</td>
<td>$535,893</td>
<td></td>
</tr>
<tr>
<td>NSU</td>
<td>$907,275</td>
<td></td>
</tr>
<tr>
<td>ODU</td>
<td>$597,234</td>
<td></td>
</tr>
<tr>
<td>RU</td>
<td>$628,345</td>
<td>$1,707,422</td>
</tr>
<tr>
<td>UMW</td>
<td>$134,119</td>
<td></td>
</tr>
<tr>
<td>UVA&lt;sup&gt;1&lt;/sup&gt;</td>
<td>$67,384</td>
<td>$2,008,692</td>
</tr>
<tr>
<td>UVAW</td>
<td>$398,527</td>
<td>$2,600,000</td>
</tr>
<tr>
<td>VCU</td>
<td>$2,204,146</td>
<td></td>
</tr>
<tr>
<td>VMI</td>
<td>$11,071</td>
<td></td>
</tr>
<tr>
<td>VSU</td>
<td>$480,861</td>
<td>$299,286</td>
</tr>
<tr>
<td>VT</td>
<td>$991,397</td>
<td></td>
</tr>
<tr>
<td>RBC</td>
<td>$238,536</td>
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</tr>
<tr>
<td>VCCS</td>
<td>$3,474,453</td>
<td>$5,630,000</td>
</tr>
<tr>
<td>Financial benefits</td>
<td></td>
<td>$687,601</td>
</tr>
<tr>
<td>Wkfrce dev initiatives&lt;sup&gt;2&lt;/sup&gt;</td>
<td></td>
<td>$11,000,000</td>
</tr>
<tr>
<td><strong>Institutional Total</strong></td>
<td><strong>$15,466,883</strong></td>
<td><strong>$23,933,001</strong></td>
</tr>
<tr>
<td>VIMS</td>
<td></td>
<td>$386,666</td>
</tr>
<tr>
<td>VT-extension&lt;sup&gt;3&lt;/sup&gt;</td>
<td></td>
<td>$548,924</td>
</tr>
<tr>
<td>So. Univ. Res. Asso.</td>
<td></td>
<td>$500,000</td>
</tr>
<tr>
<td>SCHEV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAG</td>
<td>$5,200,000</td>
<td></td>
</tr>
<tr>
<td>Wkfrce Credential</td>
<td></td>
<td>$4,000,000</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>$20,666,883</strong></td>
<td><strong>$29,368,593</strong></td>
</tr>
</tbody>
</table>

**Notes:**

1. Includes $808,692 state share of the UVA health insurance plan. An equal amount is provided for FY2019.
2. Includes $2.7 million for K-12 education.
3. $129,557 is provided for FY2019.
## Equipment for Projects Previously Authorized

<table>
<thead>
<tr>
<th>Code</th>
<th>Agency</th>
<th>Project Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>204</td>
<td>College of William and Mary</td>
<td>Construct Fine and Performing Arts Facility. Phase I &amp; II</td>
</tr>
<tr>
<td>215</td>
<td>University of Mary Washington</td>
<td>Provide supplemental equipment funding for Jepson Science Center</td>
</tr>
<tr>
<td>215</td>
<td>University of Mary Washington</td>
<td>Provide equipment for renovation of Seacobeck Hall</td>
</tr>
<tr>
<td>221</td>
<td>Old Dominion University</td>
<td>Construct New Chemistry Building</td>
</tr>
<tr>
<td>236</td>
<td>Virginia Commonwealth University</td>
<td>Construct School of Engineering Research Expansion</td>
</tr>
<tr>
<td>247</td>
<td>George Mason University</td>
<td>Construct Utilities Distribution Infrastructure</td>
</tr>
<tr>
<td>260</td>
<td>Virginia Community College System</td>
<td>Replace Phase 1 Academic and Administrative Building, Eastern Shore</td>
</tr>
<tr>
<td>274</td>
<td>Eastern Virginia Medical School</td>
<td>Construction New Education and Academic Administrative Building</td>
</tr>
</tbody>
</table>
State Council of Higher Education for Virginia

Agenda Item

**Item:** Resources and Planning Committee #B6 – Update on the Strategic Finance Plan/Resource Map Project

**Date of Meeting:** January 14, 2019

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

**Most Recent Review/Action:**
- No previous Council review/action
- Previous review/action
  
  **Date:** September 2018
  
  **Action:** Council received an update on the plan at the September Council meeting

**Background Information/Summary of Major Elements:**
The purpose of this agenda item is to discuss updates to the strategic finance plan/resource map project. This process began in March and is supported by HCM Strategists—a national higher education consultancy group supported by the Lumina Foundation.

The goal of this project is to assess the alignment of funding to The Virginia Plan goals and identify recommendations to help Virginia meet its goal of becoming the best-educated state by 2030. A timeline for the project is provided below.

**Timeline for Resource Map/Strategic Finance Plan**

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Over the last eight months, staff has held four meetings with staff from the Department of Planning and Budget, the Secretaries of Finance and Education, the Chief Workforce Development Advisor and the money committees. These sessions focused on reviewing educational attainment data, identifying gaps, and assessing costs. In addition, HCM Strategists and SCHEV staff presented the current status of the plan to the Joint Subcommittee on the Future Competitiveness of Higher Education in October, and SCHEV staff provided updates to finance officers, provosts and presidents at their scheduled meetings.

At the last meeting of policymakers in December, the group received suggested strategies used in other states to increase attainment and discussed how to align the existing processes, including the six-year plans, performance measures and the enrollment projections and degree estimates process to further support state priorities and The Virginia Plan for Higher Education. (The full presentation is included in the attached document and will be reviewed by staff during the committee meeting.)

Some of the initial analysis by HCM identified the following high-level needs to help Virginia meet the goals of The Virginia Plan for Higher Education:

- Improve the pre-K-12 pipeline given relatively flat growth of high school graduates projected over the next 15 years and the shifting demographics towards students who have transitioned at lower than average rates to postsecondary education
  - Increase overall percentage moving into postsecondary education opportunities
  - Increase participation by traditionally underserved students
  - Alignment with college and career readiness – pre-K-12 State Plan
- Retain and graduate more students who enter and reduce time-to-degree
  - Increase overall percentage attending
  - Increase participation by traditionally unrepresented populations
- Re-engage adults to improve Virginia’s lower attainment rates, especially for individuals ages 25-34
• Support efficiencies and innovative approaches (such as shorter time to degree, distance education, alignment of institutional resources to respond to state needs, internships and apprenticeships)

The group agreed that processes should be further aligned with state needs. As a result, SCHEV staff will begin working with institutions and stakeholders to receive input on strategies to improve educational attainment and identify opportunities to align with funding. Staff also will review how this initiative can be aligned with the six-year plans. This process is expected to begin in January and will continue through April. The final report is expected in May.

**Materials Provided:**
HCM Strategist presentation to staffs from the Department of Planning and Budget, the Secretaries of Finance and Education, the Chief Workforce Development Advisor and the money committees on December 3, 2018.

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

**Timetable for Further Review/Action:**
Staff will provide an update on the input process at the March meeting.
§ 46.2-749. Issuance of license plates bearing seal, symbol, emblem, or logotype of certain institutions of higher education; fees.

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

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

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

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

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

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Virginia Postsecondary Strategic Finance Planning
Richmond, Virginia
Dec 3, 2018
Agenda

- State Goals/Priorities and Gaps
- Investments/Strategies that Produce Outcomes
- Non-financial Levers
STATE GOALS/PRIORITIES AND GAPS
Goals

• The Virginia Plan for Higher Education: Be the best-educated state by 2030
  – 70 percent of adults with high quality credential or degree, 1.5 million awards

• What are the goals/priorities?
  – Access/affordability
  – Student success and completion
  – Serve traditionally underserved populations
  – Innovation and efficiency
  – Workforce needs/economic development/Research
Virginia’s goal to be best-educated state

- Individuals w/degree
  - 2016: 48.2%
  - 2030: 60.5%
  - Increase: 12.3%

- Individuals w/quality certificate
  - 2016: 4.0%
  - 2030: 10.0%
  - Increase: 6.0%
Little Projected Growth in HS Graduates

Virginia Public High School* Graduations - by Race/Ethnicity
Academic Year 2001 - 2032


* Total is the sum of Public School graduations and does not include Private School graduations, which data was not available in a disaggregated form. A table that includes Private School totals is included in the appendix. The Public Schools Total will not exactly equal the sum of the races/ethnicities columns, which are projected separately.

Academic Year refers to the K-12 calendar running fall to spring and may include graduates from any point in that school year, including the summer after the year end.
Of 100 high school graduates in VA . . .

72 students in 2015 enrolled within 16 months at a:
- 4-year public,
- 4-year private, or
- 2-year institution

Little change in the percentage of HS graduates enrolling
Enrollment in postsecondary remained between 71-72%
from 2008 to 2015

Source: Virginia Department of Education. Postsecondary enrollment report
### Percentage of 2015 HS Graduates Going to College

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>72</td>
</tr>
<tr>
<td>Female</td>
<td>77</td>
</tr>
<tr>
<td>Male</td>
<td>67</td>
</tr>
<tr>
<td>White</td>
<td>74</td>
</tr>
<tr>
<td>Black</td>
<td>66</td>
</tr>
<tr>
<td>Hispanic</td>
<td>65</td>
</tr>
<tr>
<td>Asian</td>
<td>87</td>
</tr>
<tr>
<td>2 or more race</td>
<td>74</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>58</td>
</tr>
<tr>
<td>Limite English Proficient</td>
<td>65</td>
</tr>
<tr>
<td>Students w/Disabilities</td>
<td>54</td>
</tr>
</tbody>
</table>

Where Did 2015 HS Graduates Go to College?

- Percent grads attending public 4-year
- Percent grads attending private 4-year
- Percent grads attending 2-year-year

### All Students
- Percent attending public 4-year: 47%
- Percent attending private 4-year: 14%
- Percent attending 2-year-year: 39%

### Female
- Percent attending public 4-year: 49%
- Percent attending private 4-year: 15%
- Percent attending 2-year-year: 37%

### Male
- Percent attending public 4-year: 45%
- Percent attending private 4-year: 13%
- Percent attending 2-year-year: 41%

### Asian
- Percent attending public 4-year: 61%
- Percent attending private 4-year: 9%
- Percent attending 2-year-year: 30%

### Black
- Percent attending public 4-year: 39%
- Percent attending private 4-year: 18%
- Percent attending 2-year-year: 43%

### Hispanic
- Percent attending public 4-year: 32%
- Percent attending private 4-year: 10%
- Percent attending 2-year-year: 57%

### White
- Percent attending public 4-year: 50%
- Percent attending private 4-year: 14%
- Percent attending 2-year-year: 36%

### 2 or More
- Percent attending public 4-year: 50%
- Percent attending private 4-year: 16%
- Percent attending 2-year-year: 34%

### Economically Disadvantaged
- Percent attending public 4-year: 29%
- Percent attending private 4-year: 13%
- Percent attending 2-year-year: 58%

### Limited English Proficient...
- Percent attending public 4-year: 27%
- Percent attending private 4-year: 6%
- Percent attending 2-year-year: 67%

### Students with Disabilities
- Percent attending public 4-year: 19%
- Percent attending private 4-year: 11%
- Percent attending 2-year-year: 69%

Source: Virginia Department of Education. Postsecondary enrollment report
Pell Undergraduate Enrollment Trends

Percent of Total Enrollments by Institution Type

Source: http://research.schev.edu//fair/pell_trend_report.asp
Success Index Public 4-Year (Normal time)

- All: 68%
- Female: 70%
- Male: 65%
- Age 17-19 at entry: 71%
- Age 25 or older at entry: 60%
- Pell at Entry: 61%
- Majority Students: 70%
- Students of Color: 64%
Success Index Public 2-Year (Normal time)

- All: 38%
- Female: 38%
- Male: 37%
- Age 17-19 at entry: 34%
- Age 25 or older at entry: 20%
- Pell at Entry: 24%
- Majority Students: 41%
- Students of Color: 34%
6-year graduation rates by income are improving, but gaps remain largely the same

VA Public 4-year Institutions

Source: http://research.schev.edu//gradrates/CHL_EconTrendsHeac.asp
There are also significant regional disparities across the state.

Listing by locality provided in appendix.

Source: Lumina Foundation
http://strongernation.luminafoundation.org/report/2017/#nation
## Individuals with Credits Earned and No Degree at a VA Public or Private, Nonprofit Institution

<table>
<thead>
<tr>
<th>Credits Range</th>
<th>Total Individuals</th>
<th>Earning wages less than $44k</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-10 credits</td>
<td>318,808</td>
<td>257,315</td>
</tr>
<tr>
<td>11-29 credits</td>
<td>180,752</td>
<td>152,302</td>
</tr>
<tr>
<td>30-59 credits</td>
<td>101,861</td>
<td>87,643</td>
</tr>
<tr>
<td>60-89 credits</td>
<td>33,450</td>
<td>31,696</td>
</tr>
<tr>
<td>90+</td>
<td>13,039</td>
<td>12,301</td>
</tr>
<tr>
<td>Total Credits</td>
<td>647,910</td>
<td>541,257</td>
</tr>
</tbody>
</table>

Source: SCHEV research

Notes:
- Credits—Virginians Enrolled in Public and Nonprofit Private Colleges between 1992-93 and 2012-2013 who Passed at Least One Class with a "D" or Better.
Strategies need to address

• PK-12 pipeline
  – Increase overall percentage moving into postsecondary education opportunities
  – Increase participation by traditionally underserved students
  – Alignment with college and career readiness – PK-12 State Plan

• Retain and graduate more students who enter and reduce time to degree
  – Increase overall percentage attending
  – Increase participation by traditionally URPs
Strategies (continued)

• Re-engage adults
• Efficiencies, innovative approaches (shorter time to degree, distance education, realignment of institutional resources to respond state needs, internships and apprenticeships)
INVESTMENTS/STRATEGIES THAT PRODUCE OUTCOMES
Addressing the PK-12 Pipeline

• Large financial overlap between K-12 and Postsecondary
  – Acceleration (postsecondary education paid for in K-12 through AP, dual enrollment, early college high schools, etc.)
  – Remediation (K-12 education paid for in postsecondary)
• Need “ownership” of transitions: incentives, resources for students, schools, colleges, third party organizations
Addressing the PK-12 Pipeline

• Effective Investment: Early Award of Financial Aid
  – Indiana, Washington, Oklahoma: low income middle school students get early commitments of state financial aid
  – Kentucky: Almost all HS students earn scholarships starting in 9th grade by completing semesters successfully. Once students are “in the door”, those with lower incomes qualify for more.
  – New Brunswick, Canada: random experiment found a dollar of aid that at-risk students “receive” in 9th grade can double graduation rates compared to same dollar received as college freshman
Addressing the PK-12 Pipeline

• Effective Investment: Universal college application/admission or FAFSA completion
  – H&R Block experiment: low-income students who had FAFSA filled out for them significantly more likely to enroll in college
  – Idaho Direct Admissions: Students automatically admitted to many colleges based on HS transcripts; can apply to others
  – Tennessee Promise: Most of the additional aid leveraged by “free community college” is federal aid due to vast expansion of FAFSA filing
Addressing the PK-12 Pipeline: Transfer & Dual Credit

• Utilize Virginia’s current review of transfer policy:
  – Review the transferability of credits across the pipeline and the demand for different credentials.
  – Workforce demand: Review transferability and stackability of credentials earned via Virginia Economy Workforce Credential Grant.
  – Credentials offerings and transferability for correctional populations.

• Dual credit
  – Utilize VA review of dual credit to implement strategies identified within the state to enhance offerings and ensure quality.
  – Leverage dual credit to get more college to underserved populations: model Colorado’s ASCENT program.
Addressing the PK-12 Pipeline

• Less effective investments / cautions
  – Information, publications, websites
  – Financial literacy education
  – Guidance/mentoring in absence of financial resources and/or changes in defaults
Addressing retention and reduced time to degree

- Most incentives/resources are linked to individual courses/credit hours (tuition, enrollment-based funding, Pell grants)
- Need some incentives/resources linked to advising, curriculum planning, transfer facilitation, scheduling, career counseling
- Resources should scale up with demand/success
- Focus on cost of the degree, not the cost of the enrollment
Addressing retention and reduced time to degree

• Effective practice: City University of New York Accelerated Study in Associate Program (ASAP)
  – 50% higher completion rates in controlled experiment/pilot program
  – Now serving 25,000 students
  – Provides guaranteed block scheduling, intensive advising, small financial incentives, career counseling
  – Higher cost per FTE student (+$3,000)
  – Lower cost per completed degree
Addressing retention and reduced time to degree: Financial Aid

• Evaluate existing financial aid program(s) to ensure resources are:
  – Targeted
  – Appropriately timed
  – Clearly Communicated
  – Coordinated with other resources
  – Designed to provide both incentive and support
Addressing retention and reduced time to degree: Timing & Communicating Financial Aid

• Appropriately timed
  – When information is received: Early Commitment (IN, OK, WA)
  – When money is received: Application deadlines (WV); Rolling awards (MN)

• Clearly Communicated
  – Simple messages that help students understand costs/what support they will receive
  – “Free College:” TN Promise (coupled with other supports and policies)
Addressing retention and reduced time to degree: Targeting & Coordinating Financial Aid

- When well targeted, need-based financial aid for students has significant impact.
- Less well-targeted programs also have impact to the extent they meet unmet need and facilitate choice, but the ROI is lower.
- Coordinate with other resources
  - Such as parent/family ability to pay; federal; other state appropriations and programs
  - Pell Grants don’t cover COA in excess of $5800; students who do no qualify; more than 12 credit hours per term
  - MN Shared Responsibility Model
- Leverage public benefits to help cover costs of attendance for lowest income students
  - New Jersey expanding SNAP use to students enrolled at least half time in state-recognized employment & training programs
Addressing retention and reduced time to degree: Financial Aid with Incentives

- Enhance efficiency of current system by targeting aid toward completions.
- Grade-based incentives can have unintended consequences; progress-based incentives (credit-hour progression) can increase student rate of progress (IN financial aid reforms)
- Look at utilization of completion grants to effect student completion and scale grants across all degree types:
  - VCU’s completion grant program: students with over 103 credits, up to $2,500, and targeted to students with a below 3.0 GPA who may not be eligible for merit aid.
  - Georgia State Panther Program: Institution saw 200% return on investment to help students cover unmet need
Addressing retention and reduced time to degree: Institutional Allocations

– Target existing resources to institutions in ways that align with state goals

- Begin with a state goal/clear policy priorities
- Use a stable and simple approach that supports continuous improvement
- Include only measurable metrics, prioritizing credential completion
- Promote success of typically underrepresented students
- Reflect institutions' missions
- Seek Stakeholder Input
- Make the money meaningful
- Phase-in (≠ Hold Harmless)
- Plan to evaluate
Addressing retention and reduced time to degree:
Institutional Allocations

- Use Existing Funding to Enhance Outcomes
  - Potential Metrics:
    - Completions: degrees and certificates.
    - Progression: Credit hours earned, student retention, gateway courses.
    - Underrepresented Students: Underrepresented minorities, low-income, adults, first generation students, underprepared populations.
    - Additional metrics: Employment, workforce credentials, wages, and high-demand degrees (e.g. STEM, Education)
  - State Example: Tennessee Funding Model
    - Distributes 100% of operating funding through the model.
    - Metrics are weighted according to institution mission.
    - Distribution is tied to institutional share of final calculation
    - Funding may shift
Addressing retention and reduced time to degree: Institutional Allocations

• Use Existing Funding to Enhance Outcomes: VCCS Model
• Distributes a carved-out performance pool.
  – 12% FY17, 14% FY18, 16% FY19, 20% FY20
• Metrics are weighted according to state priority.
• Distribution is based on each college’s share of the total outcome calculation.
• Funding may shift among institutions.
Leveraging Other State Examples: Free College

- Tennessee promises “Free Community College” to high school graduates
  - Primarily an investment in communication ($10 million in first year)
  - Most students will qualify for enough federal aid to cover tuition
  - State covers the gap for the others
  - Remember: funding formula rewards institutions for serving low-income students
  - Has significantly increased first-time enrollment and amounts of federal need-based aid received
Leveraging Other State Examples: CUNY ASAP

• Combine existing systems to assist students and provide robust supports
• Financial, student success, academic, and other systems to accelerate student completion of associate’s programs
  – Counseling is provided as students prepare to transfer
  – Transportation costs are addressed to assist students overcome that barrier
• Cost per FTE is higher. Cost per degree is lower
Leveraging Other State Examples: Supporting Specific Populations (Adult Promise)

- Adult Promise Programs designed to reengage the adult population:
  - Indiana – Workforce Ready Grant: Adult Promise for high-value certificates, advertising campaign, web tool, and working to design one-stop-shop for adults to partner with other adult-focused grants.
  - Oklahoma – Income threshold, phase I reengages adults close to a credential, and designated CIPs. Developed with a variety of stakeholders including business partners, equity partners, and state agencies.
Leveraging Other State Examples: New Policy Levers

• Non-Traditional Student Engagement
  – Prior Learning Assessment and Pathways:
    • PLA that addresses the array of education providers in the state:
      – Florida recognizes DANTES and DLPT subject exams.
      – West Virginia’s policy acknowledges work gained through employment and non-traditional ed. partners
      – Colorado utilizes reverse transfer where students can earn associate’s degrees through credit earned at a combination of two-year and four-year institutions
    – Veterans:
      • Iowa: Home Base Iowa is a P3 that provides employment opportunities to veterans upon discharge
Strategies From Other States: What Does Not Work

– Historical Base-plus funding: No alignment with state goals.
– Service Scholarships: administrative challenges to recoup aid that becomes a loan, not always responsive to labor market demands
– Performance agreements that are not aligned with funding: Louisiana GRAD Act
NON-FINANCIAL LEVERS
Alignment with Virginia’s Processes

- What non-financial “levers” do Virginia policy makers have to guide behavior? Can they be aligned through the six year planning process?
  - **Vision**: Virginia Plan for Higher Education
  - **Autonomy and “Asks”**: Higher Education Act (2011) and Restructuring 2005, potential institutional performance agreements
  - **Budgeting**: Six-year plans, base adequacy, governor’s budget
  - **Planning**: Enrollment and degree projection process
  - **Measures**: Institutional performance measures
  - **Influence**: Governor, legislators, SCHEV, media, op-six, students and parents
Item: Resources and Planning Committee #B7 – Discussion of Institution’s Implementation of License Plate Scholarship Program

Date of Meeting: January 14, 2019

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

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

Date:
Action:

Background Information/Summary of Major Elements:
The purpose of this agenda item is to seek Council guidance on an approval process for institutional license plate scholarship programs. Heretofore, these programs have been small (less than $50,000), and Council staff has approved the plans as a delegated duty. Three institutions now have programs that exceed $50,000, and over time, these programs will continue to grow. Staff seeks input on criteria that could apply to Council approval, either as a delegated item or as a formal Council action.

The Virginia License Plate Scholarship was created in 1988 to utilize revenue gained from the sale of state license plates displaying an institution’s seal, symbol, emblem, or logotype. These license plates are available for $25 to any Virginia resident desiring to affix it to their vehicles. Institutions receive $15 for every sold license plate after the initial 1,000 in sales. These funds are used as scholarships.

The statute requires that all scholarship recipients be “(i) bona fide domiciliaries of Virginia as defined in § 23.1-502 and (ii) enrolled in educational programs whose primary purpose is not to provide religious training or theological education.” Beyond these criteria, the statute permits institutions to create plans for distribution of funds that must then be reviewed and approved by SCHEV. Currently, there are no standard requirements in place for Council to review and approve.

Institutional plans vary but common components include whether the recipient must demonstrate need, maintain a minimum grade point average, and have full-time enrollment. Less frequent but still common criteria include some form of leadership or service component or a student essay.
In an effort to simplify the plan submission process could consider whether to provide additional guidance or policies to ensure consistency in implementation and ensure state funds are awarded in a manner that is aligned with state priorities.

While not common, some institutions have requested that scholarships be distributed as a legacy-based award. These scholarships are restricted to family members of alumni and, consequently, can exclude students.

The goals of The Virginia Plan for Higher Education are to provide affordable access for all and to support student success, with a focus on underrepresented populations. Using these goals as principles for criteria, the Council may wish to consider criteria that ensure some form of financial need requirement and prohibit or limit the use of legacy-based awards. The Council also may wish to establish a timetable for periodic review of the criteria.

**Materials Provided:**
Statutory language.

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

**Timetable for Further Review/Action:**
Some institutional plans are awaiting review. If the Council wishes to establish consistent criteria for the approval of plans, then staff members will prepare documentation for approval at the March 2019. If the Council does to wish to establish criteria, then then staff will present these plans at the next meeting.
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Mr. Peter Blake, Director of SCHEV welcomed the attendees and provided a brief overview of the agenda. Attached is a copy of the attendee list.

Mr. Blake introduced the CEO of The Virginia Museum of History and Culture (VMHC), Mr. Jamie Bosket. Mr. Bosket provided welcoming remarks to the group and spoke about the changes at the Virginia Museum of History and Culture.

Mr. Blake introduced the Chair of the State Council of Higher Education for Virginia (SCHEV), Mr. Heywood Fralin. Mr. Fralin gave an overview of the agenda and explained the importance of the service that the boards of visitors (BOV) members provide.

Governor Ralph Northam addressed the group via a video message. He stressed the importance of making higher education affordable, accessible and accountable. Additionally, Governor Northam emphasized the importance of the State Council of Higher Education for Virginia and encouraged board members to utilize SCHEV’s expertise.

Mr. Blake introduced the first panel featuring The Honorable Kelly Thomasson, Secretary of the Commonwealth, the Honorable Fran Bradford, Deputy Secretary of Education and the Honorable Aubrey Layne, Secretary of Finance.

**Perspectives on Board Service:**

Kelly Thomasson, Secretary of the Commonwealth shared that the board appointments this year were spread equally between men and women and reflect the diversity of the commonwealth.

Fran Bradford, Deputy Secretary of Education thanked and greeted the group on behalf of the Secretary of Education, Atif Qarni who was unable to attend. She shared the four key areas of focus for education: early childhood, equity in pre-K-12, pathways to a good job and access and completion.

Secretary Bradford opened the discussion for questions. An attendee suggested that it would be helpful to have a portal or resource that connects board members across institutions to create a community of shared information, best practices, questions and concerns.

Aubrey Layne, Secretary of Finance shared a presentation on Financial Considerations and Issues and discussed how these issues impact state funding for higher education. Secretary Layne discussed the health of Virginia’s economy and the competing issues
that affect funding for higher education. The health of the national economy, federal policy and issues such as health care costs and pre-K-12 education costs are among the factors that create funding challenges for higher education. Secretary Layne opened the discussion for questions. An attendee asked that Secretary Layne share the names of the other AAA-bonded states he mentioned at the beginning of his presentation. He said he would provide this at another time.

Virginia’s Economic and Civic Prosperity: Roles of the Virginia Plan for Higher Education & the Public Colleges and Universities

SCHEV council member, Thomas Slater introduced the panel and talked about future projects from SCHEV. He introduced the panelists: Mr. Peter Blake, Director, SCHEV, Dr. Megan Healy, Governor’s Chief Workforce Development Advisor, and Susan Gooden, Vice Chair, State Board for Community Colleges.

Mr. Blake spoke about the strategic planning process and how the board of visitors (BOV) fits into it. He introduced the four pillars of the Virginia Plan for Higher Education:
1. Affordable access
2. Student success
3. Innovation and investment
4. Prosperity for the commonwealth

Dr. Healy introduced the group to the governor’s workforce plan, which is designed to provide the right skills for the right job with family-sustaining wages. She spoke about the importance of providing the workforce with the right skills to keep business in the Commonwealth, and the importance of matching credentialing programs to the needs of employers. The employment sectors with the greatest need for additional qualified candidates include trades, cybersecurity, health care and teaching.

Dr. Gooden discussed civic prosperity or how higher education benefits the community at-large. She said that short-term credentialing programs, such as Fast Forward career training through Virginia community colleges, can increase a student’s earnings by 25 to 50%. Dr. Gooden also stressed the need for more paid internships to promote diversity and inclusion in the workforce. The panel opened up the discussion to questions.

WEDNESDAY, OCTOBER 24

Mr. Fralin introduced Mr. Blake who introduced Belle Wheelan, President of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Dr. Wheelan provided a presentation on the public purposes of public higher education and the roles of public colleges and universities and their boards on the eve of the 21st century’s third decade.

Dr. Wheelan provided an overview of SACSCOC and the process for accreditation. She provided thoughts on effective governance and advised members to regularly evaluate what the board is doing. The board should also regularly evaluate the Chief Executive
Officer in order to maintain a good working relationship. Dr. Wheelan answered questions from attendees.

**Inquiring, Listening and Responding: Best Practices of Effective Boards**

Mr. Blake introduced Todd Stottlemyer, member and former rector, College of William & Mary, and noted that Mr. Stottlemyer brings 12 years of experience serving on various institutional boards. Mr. Stottlemyer described servant leadership and discussed fiduciary responsibilities (duty of care, duty of loyalty and duty of obedience); characteristics of well-functioning boards; and what it means to be a great board member.

Mr. Stottlemyer offered suggested strategies for board members to ensure success in their role. He also answered questions from the audience.

**Perspectives from the Legislative Branch**

SCHEV Council member, Katie Webb introduced Delegate Lashrecse Aird. Delegate Aird has worked for Richard Bland College for many years and served in various roles. Delegate Aird noted that policy makers are concerned with students getting a return on their investment and obtaining jobs in industries that need workers. She said they are also focused on ensuring students are taking the correct classes, especially for transfer credits, and aligning degrees with sectors that need workers. Increasing access to education and maintaining affordability and lower student debt is another area of concern for legislators. In addition, she said the legislature wants to ensure that institutions are accountable to their missions and to state needs. Delegate Aird answered questions from the audience.

**Legal and Ethical Responsibilities**

SCHEV Council member, Henry Light introduced Alan Gerhardt, Executive Director of the Virginia Freedom of Information Advisory Council and Al Wilson, Assistant Attorney General.

Mr. Gerhardt talked about the Freedom of Information Act (FOIA) and reported that FOIA is one of the few laws that has a policy statement, which states that every public record and public meeting must be open by default unless there is a specific exemption in the law. He also informed the audience that public meetings must be properly noticed and open to the public, and minutes must be taken. He talked about bills related to public comment at public meetings and noted one bill that specifically excluded governing boards. Mr. Gerhardt recommended that members watch the FOIA video on the SCHEV website.

Mr. Wilson briefed the group on ethical responsibilities of board members. He noted that the Ethics Council is responsible for handling Conflict of Interest disclosure forms. A knowing violation is a Class 1 misdemeanor and is also equivalent to malfeasance in office, which means a person can be removed. Mr. Wilson explained that public
institutions are represented exclusively by the Office of the Attorney General (OAG) and he described the history of that office. He advised members to refer legal matters to the rector for discussion at full board meeting because the OAG cannot guarantee confidentiality. If an individual member asks for advice from the OAG, it may have to be disclosed to full board. He also cautioned members not to seek advice from outside attorneys. Mr. Wilson recommended that members complete the training module on conflict of interest that is available on the Conflict of Interest and Ethics Advisory Council website.

**Hot Topics and Trends in College Student Life**

Deputy Secretary Fran Bradford served as moderator and introduced Dr. R. Kelly Crace, Associate Vice President of Health and Wellness at the College of William & Mary and Kevin Foust, Chief of Police and Directory of Security at Virginia Tech.

Dr. Crace talked about campus safety and explained how the landscape of practices for campus safety has changed. The relationship between mental health counselors and law enforcement on campus is critical. Regarding sexual assault, Chief Foust said that the consequences of how an institution investigates or does not investigate can be very severe. The campus should see that it is a joint effort between student conduct, Title IX, law enforcement and counselling. Dr. Crace stressed the importance of building the level of trust in the system to ensure that survivors would be supported.

On alcohol issues, both panelists said that the focus should be on reducing the state of need. Chief Foust said that continuing education on the dangers of alcohol abuse is critical; students hear the messages during orientation but need to hear it again.

Regarding protests on campus, Chief Foust said that board members should understand the institutions’ policies; Dr. Crace said policies should be fairly applied. The panel answered questions from the attendees.

**Fiduciary Obligations – Building Budgets and Setting Tuition**

Bill Bolling, former Lt. Governor introduced the topic and talked about how difficult issues of tuition-setting and budgeting can be for the board. He noted different perspectives through his time as a legislator, lieutenant governor and board member, and introduced Michael Maul, Associate Director, Department of Planning and Budget; Dwight Shelton, Vice President for Finance and CEO, Virginia Tech and Victoria Harker, SCHEV Council member and former rector, University of Virginia.

Mr. Maul presented on the budgeting process from the perspective of the Department of Planning and Budget.

Mr. Shelton talked about how Virginia Tech prepares its budget development and how that is intertwined with decisions related to setting tuition and fees. He described the structure of the institution’s budget, and how priorities are developed.
Ms. Harker presented information about board tuition setting decisions. Important considerations include replacing aging faculty, funding for aging infrastructure (physical plant and technology) and updating technology for research. Increased enrollment puts pressure on the institution. The panel answered questions.

Marge Connelly, SCHEV Council member wrapped up the discussion. She recommended reading SCHEV’s tuition & fees report, which provides benchmarking information. She offered four suggestions to board members: 1) do not count yourself out of this discussion – trust that you can fully participate; 2) know where your institution stands – how you compare on tuition with other institutions and with your own six-year plan; 3) understand how goals of access and affordability relate to your school’s mission; and 4) have tough conversations.

Board Governance and Executive Management: Leadership for Virginia’s 21st Century Needs and Goals

Troy Paino, President of the University of Mary Washington, introduced the panel and provided questions for the panel members. Panel members included Makola Abdullah, President, Virginia State University; Ángel Cabrera, President, George Mason University; Mark Lawrence, Rector, Radford University and Marianne Radcliff, Rector, Longwood University.

Regarding how the presidents conceptualize the different roles of the board members, etc., President Abdullah noted that at his institution the president manages day-to-day operations. The president and staff try to think of the two best and two worst things that need to be shared at each meeting.

President Cabrera noted that the most important responsibility is to hire and if necessary, fire, the president. He suggested that board members show their support for the issues and spend time with your president, not just by email or at meetings.

Mr. Lawrence said the board is the ears in the community, it hears concerns of which the university community may not be aware that should be conveyed to the president. He stressed that all members, including new board members should contribute to the conversation.

Ms. Radcliff said open communication is the key and she felt that the board should not surprise the president. She also suggested that new members find their niche, particularly something they have an interest in because good presidents recognize those interests and engage them on related issues. A board member should be an advocate for higher education and for the president.

With regard to how presidents and boards ensure safety while offering intellectual diversity and freedom of thought, Mr. Lawrence stressed communication as the key to handling difficult situations.
Ms. Radcliff said many different viewpoints exist at Longwood University but from a First Amendment standpoint, the university has a policy on campus and makes it part of student orientation.

President Cabrera said universities are one of the few places left where controversial ideas can and should be discussed, and it can be difficult. He said one of the most important jobs is to protect the role of the institution.

President Abdullah said when groups on campus invite speakers, it can be controversial and create security concerns.

The panel answered questions from the audience.

Mr. Blake introduced Secretary Thomasson who provided final remarks. She thanked the members on behalf of Governor Northam and herself and noted that her office would be distributing certificates and pins to new board members through their institutions.

_________________________
Beverly Rebar
SCHEV staff

_________________________
Kristin Whelan
SCHEV staff
## Registered Attendees - 2018 Boards of Visitors Orientation

<table>
<thead>
<tr>
<th>University</th>
<th>Attendee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christopher Newport University</td>
<td>Maria Herbert</td>
</tr>
<tr>
<td>The College of William &amp; Mary</td>
<td>Victor Branch</td>
</tr>
<tr>
<td>George Mason University</td>
<td>Anjan Chimaladinne, Paul Reagan, Edward Rice, Denise Roth, Ignacio Moreno</td>
</tr>
<tr>
<td>James Madison University</td>
<td>Buddy Gadams, Maggie Ragon, Zuraya Tapia-Hadley</td>
</tr>
<tr>
<td>Longwood University</td>
<td>Larry Palmer, Polly Raible</td>
</tr>
<tr>
<td>Norfolk State University</td>
<td>Dwayne Blake, Jean Cunningham, B. Keith (BK) Fulton, Tamara Jones, Joan Wilmer</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td>Robert Corn, Unwanna Dabney</td>
</tr>
<tr>
<td>Radford University</td>
<td>Tom Brewster, Greg Burton, Nancy Rice, Georgia Anne Snyder-Falkinhm</td>
</tr>
<tr>
<td>University of Mary Washington</td>
<td>Martha Abbott, Allida Black, Leopoldo Martinez, Patricia McGinnis</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>Robert Hardie, Evans Poston, Rusty Connor (Rector)</td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td>Phoebe Hall (Rector), Gopinath Jadhav, Stuart Siegel</td>
</tr>
<tr>
<td>Virginia Community College System</td>
<td>Yohannes Abraham, Adnan Bokhari, Peggy Layne</td>
</tr>
<tr>
<td>Virginia Military Institute</td>
<td>Thomas E. “Teddy” Gottwald</td>
</tr>
<tr>
<td>Virginia State University</td>
<td>Valerie Brown</td>
</tr>
<tr>
<td>Virginia Tech</td>
<td>Ed Baine, Robert Mills, Dennis Treacy (Rector), Preston White</td>
</tr>
<tr>
<td>State Council of Higher Education for Virginia</td>
<td>Peter Blake, Marge Connelly, Heywood Fralin, Chair, Victoria Harker, Henry Light, Stephen Moret, Thomas Slater, Katharine Webb</td>
</tr>
<tr>
<td>Board Professionals</td>
<td>April Albritton, Erick Cage, Karen Casteele, Donna Harper, Susan Harris, Jeffrey McClurken, Rose Marie Owen, Annie Redd, Michele Schumacher, Commonwealth University</td>
</tr>
<tr>
<td>Student Advisory Committee</td>
<td>Mary Zell Galen, Cody Hartley (Co-Chair), Sarah Izabel, Matthew McCauley</td>
</tr>
</tbody>
</table>

## Governor
The Hon. Ralph Northam, Governor of Virginia

## Cabinet Members
The Hon. Kelly Thomasson, Secretary of the Commonwealth
The Hon. Fran Bradford, Deputy Secretary of Education
The Hon. Megan Healy, Governor’s Chief Workforce Development Advisor
The Hon. Aubrey Layne, Secretary of Finance

## Other Participants
Makola Abdullah, President, Virginia State University
The Hon. Lashrecse Aird, Virginia House of Delegates
Aaron Arenas, Old Dominion University
The Hon. Bill Bolling, Former Lieutenant Governor
Jamie Bosket, President & CEO, Virginia Museum of History & Culture
Ángel Cabrera, President, George Mason University
Anastasia Chaky, Old Dominion University
Kelly Crace, Associate VP for Health & Wellness, The College of William and Mary
Nikki Elkins, Old Dominion University
Kevin Foust, Chief of Police & Director of Security, Virginia Tech
Alan Gernhardt, Senior Attorney, FOIA Advisory Council
Susan Gooden, Vice Chair, State Board for Community Colleges
Charles King, Senior VP for Administration & Finance, James Madison University
Mark Lawrence, Rector, Radford University
Michael Maul, Associate Director, Department of Planning & Budget
Troy Paine, President, University of Mary Washington
Marianne Radcliff, Rector, Board of Visitors, Longwood University
Dwight Shelton, Vice President for Finance and CEO, Virginia Tech
Todd Stottlemyer, Member and Former Rector, College of William & Mary
Evie Terrono, American Association of University Professors
Brian Turner, American Association of University Professors
Belle Wheelan, Southern Association of Colleges & Schools Commission on Colleges
Al Wilson, Senior Assistant Attorney General, Office of Attorney General
Mr. Fralin called the meeting to order at 1:30 p.m. in the SCHEV main conference room, 101 N. 14th Street, Richmond, Virginia. Council members present: Marge Connelly, Heywood Fralin, Henry Light, Gene Lockhart, William Murray, Carlyle Ramsey, Thomas Slater and Katharine Webb.


Staff members present: Peter Blake, Joseph DeFilippo, Wendy Kang, Ashley Lockhart, Tod Massa, Laura Osberger, Lee Ann Rung and Kristin Whelan.

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

**DISCUSSION OF NEW COMMONWEALTH POLL**

Mr. Blake introduced Dr. Robyn McDougle, who reviewed the summer 2018 poll as well as the winter 2017 poll conducted by the Virginia Commonwealth University’s L. Douglas Wilder School of Government and Public Affairs. She noted that the winter poll was a representative random sample of 788 adult Virginians. The poll was organized in three sections: funding of higher education, performance of higher education and workforce development. She answered questions from members and requested input for the upcoming 2018 winter poll.

Mr. Lockhart suggested that SCHEV partner with VCU to develop a separate survey addressing specific regions and groups related to higher education.

Dr. McDougle encouraged members to send additional thoughts or questions to Mr. Blake or to her directly.

**MOTION TO ADJOURN**

The meeting adjourned at 2:40 p.m.

________________________________________

Henry Light
Council Secretary

________________________________________

Lee Ann Rung
Director, Executive and Board Affairs
Mr. Fralin called the meeting to order at 9:05 a.m. in the SCHEV main conference room, 101 N. 14th Street, Richmond, Virginia. Council members present: Rosa Atkins, Marge Connelly, Heywood Fralin, Victoria Harker, Henry Light, Gene Lockhart, William Murray, Carlyle Ramsey, Thomas Slater and Katharine Webb.

COUNCIL MEMBER MINNIS RIDENOUR PARTICIPATED BY PHONE.

Council members absent: Ken Ampy and Stephen Moret.

Staff members present: Lee Andes, Alan Edwards, Peter Blake, Joseph DeFilippo, Wendy Kang, Scott Kemp, Jean Mottley Huskey, Tod Massa, Bernadette McMasters, Laura Osberger, Beverly Rebar, Lee Ann Rung, Emily Salmon, Kristin Whelan and Yan Zheng.

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

RECEIPT OF PUBLIC COMMENT

Ms. Stacie Gordon, from Partners for College Affordability and Public Trust, addressed the Council on the topic of college affordability and state policy solutions. Ms. Gordon provided SCHEV staff with a copy of her remarks.

APPROVAL OF MINUTES

On a motion by Dr. Murray and seconded by Dr. Ramsey, the minutes from the September 16, 2018, Joint Meeting, and the September 17, 2018, Council meeting were approved unanimously (10-0 – Dr. Atkins was not present for the vote).

REMARKS FROM THE HONORABLE M. KIRLAND COX, SPEAKER OF THE VIRGINIA HOUSE OF DELEGATES

Mr. Blake said he was honored to have Speaker of the Virginia House of Delegates, Kirk Cox, to address the Council. Mr. Cox read his remarks, which were posted on the website.

The Speaker talked about talent, affordability and performance based accountability in higher education. His recent presentation to the GO VA partnership stressed the importance of bringing together the higher education, business and government communities to collaborate on important economic development issues to increase the talent pipeline. He stressed the importance of actively engaging the business community.

He promised to be a committed partner but said he wanted to be candid with his message. Speaker Cox said colleges and leaders do not recognize how shifts in
affordability and accountability are viewed by the public. His opinion was that the bond of trust between colleges and elected officials and colleges and the public is at an all-time low.

Mr. Cox said that advancing the talent pipeline would require new partnerships among the state, the institutions and the business community. Council members provided comments and asked questions.

**REMARKS FROM ANGEL CABRERA, PRESIDENT, GEORGE MASON UNIVERSITY**

Mr. Blake introduced Dr. Cabrera who provided a recap of the history of higher education in America. He noted that before the civil war, colleges in total produced 10,000 degrees, which is the number of degrees that Mason alone awards.

George Mason University is committed to providing access to excellence, which is not just by accolades of faculty and college rankings but by how many people they serve.

The university is growing about 1,000 students per year, with 30% qualifying for Pell grants. He said that Mason is one of the Top 25 most diverse institutions in the country. President Cabrera informed the Council of Mason’s ADVANCE program, which is a partnership with Northern Virginia Community College.

He spoke about the needs of working adults and noted the success that for-profit institutions have had in meeting the educational needs of adults. He said universities need to grow and find ways around structures that make it difficult for these non-traditional students, and George Mason University is exploring options.

Dr. Cabrera answered questions from members.

**REPORT OF THE AGENCY DIRECTOR**

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

November 20 meeting: Mr. Blake informed members that a special meeting is scheduled at ECPI’s Innsbrook campus on November 20. Mark Singer from the Virginia Career College Association invited members to learn more about the institutions in his Association. Staff will follow-up to determine how many members will attend.

Board of visitors orientation: Mr. Blake thanked members who participated and reported that the orientation session was a great success with many provocative discussions. Residents and rectors participated on panels. He also thanked the planning group members and the SCHEV team.

Attendee recognition: Mr. Blake welcomed Deputy Secretary of Education, Fran Bradford; Tyler Williams, former Commonwealth Management Fellow at SCHEV who is now serving on the Senate Finance Committee staff; and Sarah Herzog, who is currently the higher education analyst for the Senate Finance Committee.
New staff: Mr. Blake introduced the following new SCHEV staff: Emily Salmon, who working with Virginia Research Investment Committee on the strategic roadmap for research; Scott Kemp, the Commonwealth’s first student loan ombudsman; and Bernadette LeMasters, SCHEV’s new Commonwealth Management Fellow.

Organization for Economic Cooperation and Development: Mr. Blake informed members that this prominent research development group is doing research in the U.S. They, along with the Lumina Foundation, have chosen four states, including Texas, Washington, Ohio and Virginia for a year-long study of assessing labor market needs and graduates’ success in finding jobs. He noted that this project is well aligned with SCHEV’s work and is an excellent opportunity for Virginia to participate.

The Chairman called for a break at 10:35 a.m. The meeting resumed at 10:50.

**UPDATE ON THE VIRGINIA PLAN FOR HIGHER EDUCATION**

Ms. Kang provided a brief presentation on the initiatives and measures and reviewed the work that has been done to date. She provided an overview of the themes and suggested additional strategies for the Council to consider. Ms. Kang noted that a copy of the presentation is posted on the SCHEV website and she answered questions from members.

Chairman Fralin appointed the following Council members to serve on an *ad hoc committee to look at educational attainment*: Bill Murray (chair), Marge Connelly, Victoria Harker and Henry Light. The purpose of the ad hoc committee is to consider ways to improve educational outcomes across the state. Mr. Fralin also requested that the ad hoc committee consider the consequences if we do not reach the goal of becoming the best-educated state by 2030. He encouraged all members to attend and requested that the committee conclude its work and report back at the January meeting.

Ms. Kang noted that staff is working on the annual report of The Virginia Plan for Higher Education and will incorporate the results from the ad hoc committee before submitting it to the General Assembly.

Mr. Blake provided a one-page handout entitled, “Best-Educated State Strategy: Addressing the Educational Attainment Gaps and Economic Prosperity” for the ad hoc committee to consider.

**REPORT FROM THE COMMITTEES**

*Report from Academic Affairs Committee*

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

*Action on Programs at Public Institutions*
The committee’s recommendation was seconded by Dr. Ramsey and the following resolutions were approved unanimously (11-0):

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Thomas Nelson Community College to initiate an Associate of Science degree program in Health Science (CIP: 51.0000), effective spring 2019.**

Ms. Webb introduced Mr. Dary Erwin who has worked on the new program approval process and noted that he provided an overview to the committee. Mr. Erwin will meet with institutions to get feedback on the tentative recommendations before bringing the final proposal to the committee for approval.

Ms. Webb noted that the Academic Affairs Committee received a briefing on the Radford-Jefferson merger.

*Report from Resources and Planning Committee*

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

*Action on Proposed Policies and Guidance for Institutional Financial Aid Award Letters*

Ms. Kang distributed the proposed policies that were not included in the agenda book. She provided an update on staff’s work and reminded members that the proposed changes were reviewed at the last meeting. The committee’s recommendation was seconded by Dr. Murray and the following resolution was approved unanimously (11-0):

**BE IT RESOLVED that the State Council of Higher Education for Virginia approves the recommended policies and guidance for institutional financial aid award letters.**

*Action on 2018-20 Systemwide Operating Budget Amendments*

Ms. Connelly provided an overview of the discussion from the meeting and noted that the committee requested that the institutional performance measures on page 75 be removed. A revised page 75 was distributed. Noting that this is an important part of the Council’s work, she referenced the summary of budget recommendations on page 71 and solicited discussion of each item.

Mr. Fralin suggested that as the Commonwealth strives to improve research, it must look differently at the Higher Education Equipment Trust Fund, particularly since the state prohibits funding operating costs with debt financing.

Ms. Connelly reviewed the policy considerations included with the budget recommendations. Mr. Lockhart stressed the importance of communicating all facts about out-of-state enrollments to the General Assembly, the public and institutions, as noted on page 74.
The committee’s recommendation was seconded by Ms. Webb and the following resolution was approved unanimously (10-0):

WHEREAS, higher education and the attainment of a credential or degree contributes to greater individual and regional prosperity, including increased earnings, improved economic growth, greater levels of community engagement and improved health outcomes.

WHEREAS, Virginia’s public higher education system ranks as one of the best in the country when considering factors such as graduation rates, average net price, low loan default rates and high return on investment as measured by earnings, it is a status that must be preserved and nurtured,

WHEREAS, The Virginia Plan for Higher Education, the statewide strategic plan for the Commonwealth, focuses on placing Virginia as the best-educated state by 2030

WHEREAS, Virginia’s higher education system is a shared responsibility of the state, institutions and students and parents to reach the highest level of performance and accountability, now therefore,

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the Budget and Policy Recommendations for FY 2020.

Report of 2017-18 Degree Completions and Other Awards

Mr. Massa provided a report and noted the need to remain vigilant on both access and completion to meet The Virginia Plan goal of being the best-educated state in the nation by 2030. He answered questions and noted that while not large, the primary loss has been in enrollments at the 2-year institutions due to the increase in employment. Mr. Massa noted that a new cycle for degree planning kicks off in January and could be a time to set goals for institutions. Overall, in total degree completions remain above last year at 119,000 total awards. Losses have generally been in specific awards among in-state undergraduates.

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.

NEW BUSINESS

Action on Council Policy on Electronic Participation in Meetings

Mr. Wilson reminded members of the reason for this change in Council’s policy. He reviewed the redlined version on page 127 and explained the revised language. On a motion by Dr. Murray and seconded by Dr. Ramsey, the following resolution was approved unanimously (11-0):
BE IT RESOLVED that the State Council of Higher Education for Virginia approves amendments to the Policy on Individual Participation in Council Meetings by Electronic Means under §2.2-3708.2 and requests that staff distribute the amended policy to members.

Discussion of Changes to Council Bylaws

Mr. Wilson reminded members that Section Eight of the bylaws requires that proposed amendments be presented in writing and for discussion at the meeting of the Council prior to the meeting when the amendments are to be voted upon. The redlined changes were included in the agenda book and will require a three-quarters vote of the total membership in January.

RECEIPT OF NOMINATION FOR VICE CHAIRMAN

Dr. Ramsey reminded members that he was charged with working with Drs. Murray and Atkins to bring forth a nomination for Vice Chairman. However, he noted that Section Three IV of the bylaws calls for a vacancy in the vice chair position to be filled by the secretary. Other options were explored but Mr. Light agreed to step into the role of vice chairman for the remainder of the year. With a vacancy in the office of secretary, Dr. Murray made a motion on behalf of the subcommittee to appoint Mr. Ampy to fill the role for the remainder of the term. The motion was seconded by Dr. Atkins and approved unanimously (11-0). Dr. Ramsey thanked the subcommittee members.

OLD BUSINESS

As noted by Mr. Blake, an additional meeting will be held at ECPI on November 20. The next full meeting will be held on January 14 at SCHEV. The Honorable Justice John Charles Thomas will be the featured speaker.

MOTION TO ADJOURN

The meeting adjourned at 12:05 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 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>Norfolk State University</td>
<td>Program Name Changes Not Approved:</td>
<td>September 19, 2018</td>
</tr>
<tr>
<td></td>
<td>• Change the name of the Bachelor of Science (B.S.) in Building Construction Technology (15.1001) to Construction Management Engineering Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Change the name of the Bachelor of Science (B.S.) in Computer Technology (15.1201) to Computer Engineering Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Change the name of the Bachelor of Science (B.S.) in Electronic Technology (15.0303) to Electronic Engineering Technology</td>
<td></td>
</tr>
<tr>
<td>Virginia Polytechnic Institute and State University</td>
<td>Facilitated Staff Approval:</td>
<td>Spring 2019</td>
</tr>
<tr>
<td></td>
<td>• Bachelor of Science degree program in Public Health (51.2201) [Conferral: Spring 2022]</td>
<td></td>
</tr>
</tbody>
</table>

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

Diploma, Certificate, Discontinued and Modified Programs

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree/Program/CIP</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Mason University</td>
<td>Initiate six (6) new Graduate Certificate Programs: [Conferral: Spring 2019]:</td>
<td>Spring 2019</td>
</tr>
<tr>
<td></td>
<td>• Data Science (30.3001)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Government Accounting (52.0304)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Research Methods (13.0603)</td>
<td></td>
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<tr>
<td></td>
<td>• School Psychology (42.2805)</td>
<td></td>
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<tr>
<td></td>
<td>• Sport Management (31.0504)</td>
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<td></td>
<td>• Systems Engineering (14.2701)</td>
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<tr>
<td>George Mason University</td>
<td>Discontinue four (4) Graduate Certificate Programs:</td>
<td>Spring 2019</td>
</tr>
<tr>
<td></td>
<td>• Advanced Graduate Studies in School Psychology (42.0101)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Global Trade Management (30.9999)</td>
<td></td>
</tr>
<tr>
<td>Institution</td>
<td>Degree/Program/CIP</td>
<td>Effective Date</td>
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<tr>
<td>Longwood University</td>
<td>Four (4) Substantial Program Modifications Approved:</td>
<td>Spring 2019</td>
</tr>
<tr>
<td></td>
<td>• Modify the credit hours of the Bachelor of Arts (BA) and Bachelor of Science (BS) degree program in Biology (26.0101) from 120 credit hours to 120-128 credit hours.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Modify the credit hours of the Bachelor of Arts (BA) and Bachelor of Science (BS) degree program in Chemistry (40.0501) from 120 credit to 120-126 credit hours.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Modify the credit hours of the Bachelor of Arts (BA) and Bachelor of Science (BS) degree program in Liberal Studies (24.0101) and Bachelor of Science (BS) degree program in Liberal Studies (24.0101) from 126-128 to 120-134 credit hours.</td>
<td></td>
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<tr>
<td></td>
<td>• Modify the credit hours of the Bachelor of Arts (BA) and Bachelor of Science (BS) degree program in Physics (40.0801) from 120 credit hours to 120-127 credit hours.</td>
<td></td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td>Substantial Program Modification Approved:</td>
<td>Fall 2019</td>
</tr>
<tr>
<td></td>
<td>• Modify the credit hours of the Master of Education (M.Ed.) degree program in Counselor Education (13.1101) from 48 credit hours to 60 credit hours.</td>
<td></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>Old Dominion University</td>
<td>Rename the Darden College of Education to the Darden College of Education and Professional Studies. The college has been renamed to reflect all departments and academic programs offered in the college including programs that are non-</td>
<td>August 24, 2018</td>
</tr>
<tr>
<td>Institution</td>
<td>Change/Site</td>
<td>Effective Date</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>University of Virginia</td>
<td>Create the <strong>Department of Engineering Systems and Environment</strong> from the reorganization of the Department of Civil Environmental Engineering and the Department of Systems and Information Engineering. The Department will reside in the School of Engineering and Applied Science. The reorganization will allow for a more efficient administration of courses and academic programs.</td>
<td>October 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) Approval**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Effective Date</th>
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</thead>
<tbody>
<tr>
<td>IGlobal University</td>
<td>8/30/2018</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>Medical Education Center</td>
<td>Ashburn, VA</td>
<td>June 25, 2018</td>
</tr>
<tr>
<td>Nova Montessori, Inc.</td>
<td>Springfield, VA</td>
<td>September 20, 2018</td>
</tr>
<tr>
<td>SecureSet Academy</td>
<td>Arlington, VA</td>
<td>September 20, 2018</td>
</tr>
<tr>
<td>Top Nova Orthodontics Assistant</td>
<td>Sterling, VA</td>
<td>September 20, 2018</td>
</tr>
</tbody>
</table>
State Council of Higher Education for Virginia
Agenda Item

Item: Council #C4 – Report of the Agency Director

Date of Meeting: January 14, 2019

Presenter: Peter Blake
Director
peterblake@schev.edu

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

Background Information/Summary of Major Elements: N/A

Materials Provided:
Report of the Agency Director.

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A
**State Council of Higher Education**  
**Director’s report**  
**January 12, 2019**

**SREB report on affordability:** A recent report from the Southern Regional Education Board confirms what SCHEV’s own measurements have shown: that a college education in Virginia is becoming less affordable, especially for low-income students. For families that make less than $30,000, the percentage of income needed for tuition and fees at lower-priced public institutions increased from 17% to 25% over five years. At higher-priced institutions, families making less than $30,000 need 70% of their income to meet the “net price” (cost of attendance after grant aid) of college, up from 44% five years ago. The five-year changes for families in middle- and upper-income ranges are more modest, between 1 percentage point and 4 percentage points. Better news is that Virginia has increased need-based financial aid, and the ratio of state appropriations and tuition and fee revenues appears to have stabilized.

**General Professional Advisory Committee (GPAC):** The November meeting with public institutions’ chief executives included presentations from Council member Bill Murray on the Ad Hoc Committee on Education Attainment; SCHEV’s Transfer Virginia project director, Patricia Parker, on a significant initiative supported by the Aspen Institute; and Superintendent of Public Instruction James Lane and issues of importance to the State Board of Education. The next meeting is January 14.

**Virginia College closure:** On December 5, the Education Corporation of America (ECA) announced that it was closing all its campuses as of the end of December, including its one college in Virginia, Virginia College, located in Richmond. Immediately upon learning of Virginia College’s closure, Virginia schools with similar programs – private, public and for-profit – offered to assist the 365 Virginia College students displaced by the school closure. SCHEV organized and hosted a transfer fair; 15 colleges and universities participated, along with the U.S. Department of Education, the Veteran’s Approving Agency and the Department of Professional and Occupational Regulation (DPOR). Over 100 students attended the fair.

**Outstanding Faculty Awards:** The 2019 awards ceremony will take place March 7 at the Jefferson Hotel in Richmond. The 13 recipients were recently chosen for this year’s awards; awardees will be announced in March closer to the date of the awards luncheon. Institutions submitted nominations for 86 faculty members. Council members Bill Murray and Katie Webb served on the final selection committee.

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

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

**Virginia College Access Network (VCAN):** SCHEV staff led the coordination of the annual VCAN conference in Norfolk. Tierney Jackson, Paula Robinson, Scott Kemp (incoming secretary) and Lee Andes (outgoing vice president) serve on the board and worked closely on the conference planning. More than 220 people attended. Secretary of Education Atif Qarni opened the meeting. A panel of local college leaders closed out the session.

**Meeting on institutional collaboration:** SCHEV staff member Lynn Seuffert participated in a working-group discussion of model or successful internship programs. The discussion is part of a broader discussion around institutional collaboration that Virginia Commonwealth University President Michael Rao initiated.

**Special meeting with representatives of for-profit institutions.** At the request of the Virginia Career College Association, we are attempting to schedule a meeting at one of the career colleges. The VCCA represents six for-profit institutions with locations in Virginia and the Carolinas. We canceled a November 20 meeting and are looking for a new date, probably in the spring of 2019.

**SCHEV activities:** Council members Katie Webb and Bill Murray joined the Council staff at our annual service awards and holiday party, held this year at the Virginia Museum of History and Culture. Secretary of Education Atif Qarni and Deputy Secretary of Education Fran Bradford attended. On December 4, SCHEV staff raised over $1,000 for the Linda Woodley Memorial Scholarship program through a bake sale at the James Monroe Building. On October 30, Megan Healy, the Governor’s chief workforce advisor, provided remarks to staff and entertained questions as part of our ongoing “SCHEV Talks” series. On December 18, Council member Katie Webb joined the staff in a conversation about the 2019 legislative session, with a particular focus on the budget.

**Out and about:** Over the last two months, I have met with staff from the legislative money committees, the Department of Planning and Budget and the Governor’s office on revisions to the upcoming six-year planning process. Deputy Secretary
Fran Bradford and Chief Workforce Officer Megan Healy and I recorded a video for the OECD project mentioned above. Along with Council member Tom Slater, I attended the Virginia Chamber’s annual economic summit in Williamsburg. I attended a one-day meeting in Atlanta with other higher education leaders from the Southern Regional Education Board states and a two-day meeting at the winter meeting of the Education Commission of the States (along with Secretary of Education Atif Qarni and Superintendent of Public Instruction James Lane).
State Council of Higher Education for Virginia
Agenda Item

Item: Council #C5 – Update on 2019 General Assembly

Date of Meeting: January 14, 2019

Presenter:
Beverly Rebar
Senior Associate for Academic and Legislative Affairs
beverlyrebar@schev.edu

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

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

Date:

Background Information/Summary of Major Elements:
Ms. Rebar will provide an overview of legislative issues affecting higher education in the 2019 General Assembly. The legislature will begin its short session on January 9, 2019. Important session dates are as follows:

January 9: General Assembly convenes; committee assignments announced
January 11: Budget amendment deadline
January 18: Bill Filing Deadline
February 3: Money Committees report out respective versions of the budget
February 6: Crossover Day (the date on which each house may only consider legislation and amendments introduced in the other house, except the Budget bill and revenue bills)
February 13: Budgets reported out of respective houses; budget conferees appointed
February 23: Adjournment

During session, SCHEV will be monitoring the actions of the House Appropriations Committee and the Senate Finance Committee with respect to Governor Northam’s introduced budget. Legislation pending in the House Education Committee and the Senate Education and Health Committee also will be tracked.

Materials Provided:
A list of legislation related to higher education will be presented at the meeting.

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 #C6 - Discussion of Annual Report on the Virginia Plan for Higher Education

Date of Meeting: January 14, 2019

Presenter: Peter Blake, Director
peterblake@schev.edu

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

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

Date:
Action:

Background Information/Summary of Major Elements:

Each year, SCHEV completes a review of its progress towards reaching the objective and goals of The Virginia Plan for Higher Education. As part of the General Assembly’s endorsement of The Virginia Plan in 2015 [House Joint Resolution 555], SCHEV also summarizes this review in a report that is submitted to the General Assembly and Governor.

The report includes the following:

- A summary of findings and recommendations
- Progress on Virginia’s national ranking to reach best-educated state
- Updates on measures and targets
- Summary of activities completed through the initiatives developed by the Council for 2018.

The complete report is available at [www.schev.edu/vaplanreport](http://www.schev.edu/vaplanreport). A copy will be provided to Council members, posted on the handouts section of the Council Agenda webpage and included in the meeting materials section of Directorpoint.

Communication of the report will include printed materials and presentations provided to key stakeholders, including legislators, the Governor’s staff, the Virginia Chamber of Commerce, the Virginia Economic Development Partnership, the Virginia Department of Education, the Virginia Business Higher Education Council, college presidents, provosts, chief finance officers and other policymakers as identified.
In addition, SCHEV will provide highlights of the report through a weekly series through the Commonwealth of Education newsletter, Twitter and Facebook. These audiences total more than 1,000 individuals.

**Materials Provided:** The report will be distributed separately.

**Financial Impact:** None

**Timetable for Further Review/Action:** SCHEV will monitor progress toward the goals of The Virginia Plan throughout the year.


Council #C7.a - Summary of Academic Affairs Committee Actions & Discussions
(Chair: K. Webb)

#A3, Action on programs at public institutions

#A4, Discussion of program proposals in the review pipeline

#A5, Action on private postsecondary institutional certifications

#A6, Action on Guidelines for Procedures Related to Audits of Certified Institutions

#A7, Action on policy for dual enrollment transferability

#A8, Update on transfer

#A9, Receipt of interim report on post-college outcomes task force

#A10, Report of the Staff Liaison to the Committee
Council #C7.b - Summary of Resources and Planning Committee Actions & Discussions
(Chair: M. Connelly)

#B3, Discussion of 2019 enrollment and degree projection process

#B4, Discussion of 2018 fall enrollment at public four-year institutions

#B5, Review of Governor’s introduced budget and General Assembly session

#B6, Update on strategic finance plan/resource map project

#B7, Discussion of institution’s implementation of license plate scholarship program
State Council of Higher Education for Virginia
Agenda Item

Item: Council #C.7c – Report of the Ad Hoc Committee on Educational Attainment

Date of Meeting: January 14, 2019

Presenters: Bill Murray
Committee Chair

Alan Edwards
Staff Lead
alanedwards@schev.edu

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

Date: 
Action: 

Background Information/Summary of Major Elements:

At the October 2018 meeting, Chair Heywood Fralin formed the ad hoc committee on educational attainment and appointed to it Marge Connelly, Victoria Harker, Henry Light and Bill Murray (chair). Mr. Fralin directed the committee to prepare for review at the January 2019 Council meeting a plan of action to address the geographic, economic and socio-cultural differences in educational attainment across the Commonwealth. He cited the September 2018 remarks of former governor Gerald Baliles regarding the Rural Horseshoe and the related “Moving Rural Virginia Forward” report by the leaders of University of Virginia, Virginia State University and Virginia Tech, as well as the remarks of House Speaker Kirk Cox on Virginia’s talent pipeline and higher education business models, which the delegate had offered at the October 2018 meeting.

Dr. Murray convened the committee for the first time on November 14, 2018. Per the meeting minutes (accessible on the Council “Meetings and Agendas” webpage cited below), members: agreed to a meeting schedule and work plan; reviewed a summary of the remarks and report cited above as well as a selection of relevant statistics and findings; and discussed with a group of invited experts various issues related to deficiencies and gaps in postsecondary attainment and leaks in the talent pipeline.

Dr. Murray convened the committee’s second meeting on December 21, 2018 (a snowstorm forced rescheduling from the original date, December 10). After review of follow-up information from the first meeting, members participated in focused
discussions with experts in early childhood education and regional economic issues. Dr. Murray directed staff to solicit from Council members and experts their “bold but actionable” ideas, recommendations, proposals and initiatives for addressing Virginians’ barriers to attainment of postsecondary credentials of value.

On December 26, 2018, staff provided to Council members and selected experts an online survey instrument for their use in submitting their ideas and recommendations.

Dr. Murray was to convene the committee for its third and final meeting on January 7, 2019, at which time members would review the input collected by staff and provide guidance on how to prepare the information for presentation to Council on January 14.

**Materials Provided:**

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

The materials resultant from the committee’s January 7 meeting could not be provided in this agenda-item coversheet due to the early January preparation schedule for Council’s Agenda Book. Staff will distribute and post publicly those materials in advance of the January 14 Council meeting.

**Financial Impact:**

The work of the committee had minimal financial impact due to the generous provision of meeting space and lunches by Dominion Resources for the meetings on December 21 and January 7. The November 14 meeting was held at SCHEV offices, and lunch was provided from the agency budget.

Any financial impacts from the proposals and initiatives in the committee’s work product will be noted to the extent possible in the forthcoming materials.

**Timetable for Further Review/Action:**

On January 14, 2019, Council will decide whether to:

- take action on the report of the committee; or
- direct staff to amend the document to reflect input provided by members at the meeting and bring the result forward for future action; or
- ask the committee to continue its work by sharing its report with stakeholders, incorporating their feedback and bringing the result forward for future action.
Item: Council #C8 – Receipt of Items Delegated to Staff

Date of Meeting: January 14, 2019

Presenter: Peter Blake
Director
peterblake@schev.edu

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

Background Information/Summary of Major Elements:

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

Materials Provided:

Program Actions:
Blue Ridge Community College
Central Virginia Community College
George Mason University
John Tyler Community College
Norfolk State University
Piedmont Virginia Community College
Radford University
University of Virginia
Virginia Commonwealth University
Virginia Polytechnic Institute and State University

Diploma, Certificate, Discontinued and Modified Programs:
George Mason University
James Madison University
Longwood University
Old Dominion University
Paul D. Camp Community College
University of Virginia

Policies and Procedures for Internal and Off-Campus Organizational Changes:
James Madison University
National Council for State Authorization Reciprocity Agreements (NC-SARA) Approvals:
Patrick Henry Community College

Postsecondary, Non-Degree Institutions Certified to Operate in the Commonwealth of Virginia:
ABP Doula Training Center
Norfolk Allied Health Training Center
Sylvain Melloul International Hair Academy (New instructional site)

Institutions of Higher Education Certified to Operate in the Commonwealth of Virginia—
Approval of Additional Locations:
Sentara College of Health Sciences
University of Phoenix
Items Delegated to Director/Staff

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

### Degree Program Actions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree/Program/CIP</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Ridge Community College</td>
<td><strong>New Degree Programs Approved:</strong>&lt;br&gt;• Associate of Applied Science degree program in Automotive Analysis and Repair (47.0604) [Conferral: Fall 2019]&lt;br&gt;• Associate of Applied Science degree program in Emergency Medical Services (51.0904) [Conferral: Fall 2019]</td>
<td>Spring 2019</td>
</tr>
<tr>
<td>Blue Ridge Community College</td>
<td><strong>Program Proposal Withdrawn from Review:</strong> Associate of Fine Arts (AFA) degree program in Visual Arts (50.0701)</td>
<td>October 16, 2018</td>
</tr>
<tr>
<td>Central Virginia Community College</td>
<td><strong>New Degree Program Approved:</strong>&lt;br&gt;Associate of Applied Science degree program in Mechatronics (15.0613) [Conferral: Fall 2019]</td>
<td>Spring 2019</td>
</tr>
<tr>
<td>George Mason University</td>
<td><strong>Program Merger Approved:</strong> Merge five degree programs: 1) Bachelor of Science in Accounting (52.0301); 2) Bachelor of Science in Finance (52.0801); 3) Bachelor of Science in Information Systems and Operations Management (52.1399); 4) Bachelor of Science in Management (52.0201); and 5) Bachelor of Science in Marketing (52.1401) to create the new Bachelor of Science degree program in Business (50.0101)</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>George Mason University</td>
<td><strong>Facilitated Staff Approval:</strong> Master of Professional Studies degree program in Applied Industrial and Organizational Psychology (42.2804) [Conferral: Spring 2020]</td>
<td>Spring 2019</td>
</tr>
<tr>
<td>George Mason University</td>
<td><strong>CIP Code Change Approved:</strong> Change the CIP Code of the Graduate Certificate Program in Applied Behavior Analysis from 13.1001 to 42.2814</td>
<td>Spring 2019</td>
</tr>
<tr>
<td>George Mason University</td>
<td><strong>CIP Code Change Not Approved:</strong> Change the CIP Code of the Graduate Certificate in Federal Statistics from 27.0501 to 27.0502</td>
<td>November 6, 2018</td>
</tr>
<tr>
<td>Institution</td>
<td>Degree/Program/CIP</td>
<td>Effective Date</td>
</tr>
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</tr>
<tr>
<td>George Mason University</td>
<td><strong>Program Name Change Approved:</strong> Graduate Certificate in Women's Studies (05.0207) to the Graduate Certificate in Women and Gender Studies (05.0207)</td>
<td>Spring 2019</td>
</tr>
</tbody>
</table>
| George Mason University     | **Program Name Changes Not Approved:**  
  - Graduate Certificate in Advanced Studies in Information Policy and Administration (44.0401) to a Graduate Certificate in Public Management (44.0401)  
  - Master of Science in Computer Forensics (43.0116) to a Master of Science in Digital Forensics and Cyber Analysis (43.0116) | October 5, 2018 |
| John Tyler Community College| **Spin-Off Programs Approved:**  
  - Associate of Science (A.S.) degree program in Computer Science (11.0701) from the existing A.S. in General Studies (24.0102)  
  - Associate of Arts (A.A.) degree program in Liberal Arts Secondary Teacher Education (13.1205) from the existing A.A. in Liberal Arts (24.0103)  
  - Associate of Science (A.S.) degree program in Mass Communications (09.0102) from the existing A.S. in General Studies (24.0102)  
  - Associate of Science (A.S.) degree program in Psychology (42.0101) from the existing A.S. in General Studies (24.0102)  
  - Associate of Science (A.S.) degree program in Science (30.0101) from the existing A.S. in General Studies (24.0102)  
  - Associate of Science (A.S.) degree program in Teacher Education (13.1202) from the existing A.S. in General Studies (24.0102) | Spring 2019    |
| Norfolk State University    | **Name/Title Changes Approved:**  
  - Bachelor of Science (B.S.) degree program in Building Construction Technology (15.1001) to the Bachelor of Science (B.S.) degree program in Construction Management Engineering Technology (15.1001) | Spring 2019    |
### Institution | Degree/Program/CIP | Effective Date
--- | --- | ---
Piedmont Virginia Community College | Program Title Change Approved: Associate of Applied Science in Electronics and Computer Technology to Industrial Electronics Technology (47.0105) | Spring 2019
Radford University | Facilitated Staff Approvals: [Conferral: Spring 2022] Bachelor of Science degree program in Allied Health Sciences (51.0000) Bachelor of Science degree program in Cybersecurity (11.1003) Bachelor of Science degree program in Sport Management (31.0504) | Spring 2019
University of Virginia | CIP Code Change Approved: Change the CIP Code of the Master of Architecture in Architecture from (04.0201) to (04.0902) | Spring 2019
Virginia Commonwealth University | Facilitated Staff Approval: Doctor of Occupational Therapy degree program in Occupational Therapy (51.2306) [Conferral: Spring 2019] | Spring 2019
Virginia Polytechnic Institute and State University | Facilitated Staff Approval: Master of Science degree program in Translational Biology, Medicine, and Health (26.0102) [Conferral: Spring 2019] | Spring 2019

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

#### Diploma, Certificate, Discontinued and Modified Programs

| Institution | Degree/Program/CIP | Effective Date |
|--- | --- | ---
<p>| George Mason University | Program Discontinuances: Degree Programs | Fall 2019 |</p>
<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 Program in Conflict Analysis and Resolution (30.0501) [Conferral Spring 2019]</td>
<td>Spring 2019</td>
</tr>
<tr>
<td>James Madison University</td>
<td>Initiate a new Graduate Certificate Program in Cyber Intelligence (43.0116) [Conferral Fall 2019]</td>
<td>Spring 2019</td>
</tr>
<tr>
<td>Longwood University</td>
<td><strong>Degree Designation Discontinuance:</strong> Discontinue the Bachelor of Arts (BA) degree designation in the Bachelor of Arts (BA)/Bachelor of Science (BS) degree program in Economics (45.0601)</td>
<td>Spring 2019</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td><strong>Program Discontinuance:</strong> Discontinue the Master of Science in Athletic Training (51.0913) [Council Approval: March 18, 2014]</td>
<td>Spring 2019</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td>Initiate a new Undergraduate Certificate Program in Teaching English as a Second Language (13.1401) [Conferral Spring 2019]</td>
<td>Spring 2019</td>
</tr>
<tr>
<td>Paul D. Camp Community College</td>
<td>Initiate a new Certificate Program in Emergency Medical Services (51.0904) [Conferral Fall 2019]</td>
<td>Spring 2019</td>
</tr>
</tbody>
</table>
### Initiate New Graduate Certificate Programs:

- **University of Virginia**
  - Initiate New Graduate Certificate Programs:
    - Digital Humanities (09.0702) [Conferral Fall 2019]
    - Historic Preservation (04.9999) [Conferral Fall 2019]

### Initiate a new Undergraduate Certificate Program in National Criminal Justice Command College (43.0107) [Conferral Summer 2019]  

### Initiate a new Graduate Certificate Program in National Criminal Justice Command College (43.0107) [Conferral Summer 2019]

### Initiate a new Undergraduate Certificate Program in Procurement and Contracts Management (52.0299) [Conferral Fall 2019]

### Rename the Department of Integrated Science and Technology to the School of Integrated Sciences

**James Madison University**
- Rename the Department of Integrated Science and Technology to the **School of Integrated Sciences**. The Department has been re-named to reflect the inclusion of multiple academic programs and to distinguish the department from one academic degree program. The new name will align the unit with nomenclature used on campus to distinguish *departments*, which typically support one degree program and *schools*, which are units with “a somewhat more diverse collection of academic programs.”

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

Pursuant to the Code of Virginia, Section § 23.1-211 and Council’s “Commonwealth of Virginia Policy on the Reciprocal Authorization of Distance Education and Related Activities,” the following item is approved as delegated to staff:
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>ABP Doula Training Center</td>
<td>Richmond, VA</td>
<td>November 19, 2018</td>
</tr>
<tr>
<td>Norfolk Allied Health Training Center</td>
<td>Norfolk, VA</td>
<td>November 19, 2018</td>
</tr>
<tr>
<td>Sylvain Melloul International Hair Academy (New instructional site)</td>
<td>Lynchburg, VA</td>
<td>September 26, 2018</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>Location</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentara College of Health Sciences</td>
<td>Harrisonburg, VA</td>
<td>November 15, 2018</td>
</tr>
<tr>
<td>University of Phoenix</td>
<td>Virginia Beach, VA</td>
<td>October 1, 2018</td>
</tr>
</tbody>
</table>
State Council of Higher Education for Virginia
Agenda Item

Item: Council #C.10a – Action on Changes to Council Bylaws

Date of Meeting: January 14, 2019

Presenter: Al Wilson
Senior Assistant Attorney General
awilson@oag.state.va.us

Most Recent Review/Action:
☐ No previous Council review/action
☐ Previous review/action
  Date: October 30, 2018
  Action: Council reviewed amendments to the Bylaws

Background Information/Summary of Major Elements:
In 2016, the General Assembly passed legislation allowing for members of public bodies to participate in electronic meetings when the member had an emergency. That legislation required public bodies to adopt a policy for such participation, which the council did on March 22, 2016. As part of the regular quadrennial review and amendment of the Bylaws in January 2017, the Council added a reference to the Policy.

The reference to the Policy includes mention of the emergency language that the General Assembly removed from the law in legislation it passed during the 2018 Session. The Council revised the Policy at its October 30, 2018 meeting. This action amends the Council’s Bylaws to conform it with the changes to the law. The Council received a briefing on the amendments at its previous meeting in compliance with the Section Eight of the Bylaws, which requires that proposed amendments be presented in writing and for discussion at the meeting of the Council prior to the meeting when the amendments are to be voted upon.

This item is being presented to the Council for a vote on the proposed amendments to the Bylaws.

Materials Provided:
A redline version of the current Bylaws, showing the proposed changes is attached.

Financial Impact: N/A

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

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

Adopted: September 17, 2003
Amended: October 17, 2006
Amended and Restated: January 8, 2008
Amended: July 20, 2010
Amended: October 29, 2013
Amended: January 10, 2017
Amended: January 14, 2019

Prepared by
State Council of Higher Education for Virginia
James Monroe Building
101 North Fourteenth Street
Richmond, Virginia 23219

Phone: (804) 225-2600
Fax: (804) 371-7911
Website: www.schev.edu
Preface

The original SCHEV Bylaws were adopted in 1986 and specify that the Bylaws be reviewed every four years. Changes were made in 2003, 2006, 2008, 2010, and 2013 and 2017. This report is presented to the Council from the Executive Committee and recommends revisions that reflect the Council’s current organizational structure and good-governance practices.

The major revisions to the Bylaws proposed are summarized as follows:

- Changed the election of officers from the first meeting after June 30 to the last meeting prior to June 30 every year.
- Updated the Code references to reflect the Code Commission renumbering of higher education sections.
- Changed reference from “executive assistant” to “professional staff member.”
- Added reference to the Council’s emergency policy on electronic participation.
- Changed Code reference number in Appendix A (result of recodification)
- Changed the Electronic Participation section to reflect changes made to legislation in the 2018 session.
Bylaws of the State Council of Higher Education for Virginia

Amended by Council January 10, 2017

SECTION ONE

These Bylaws of the State Council of Higher Education for Virginia adopted January 10, 2017, supersede all previous Bylaws of the Council. The Council acknowledges that it is guided in its operations by law, various state regulations and by its own standing orders.

SECTION TWO

Responsibilities of the Council

The responsibilities of the Council of Higher Education shall be those specified in the Code of Virginia or assigned to the Council by the Governor or the General Assembly.

SECTION THREE

Council Officers and Method of Election

I. The Council annually shall elect a chair and vice chair and appoint a secretary from its membership to serve until their successors have been elected.

II. Election of the chair and vice chair, and appointment of the secretary shall be held at the last meeting of the Council prior to June 30 each year. Notification to all Council members of the date, time and place of the election meeting shall be made in writing at least two weeks prior to the meeting. The chair, vice chair, and secretary may be nominated by any member of the Council. Voting shall be by a voice vote or a show of hands. The nominee for each position receiving the majority of the votes cast by members attending the meeting shall be elected. No proxy voting shall be allowed.

III. The number of consecutive years a member may hold the same office shall be limited to three. Committee chair terms are not so limited. A vacancy in the office of chair shall be filled by the vice chair.

IV. A vacancy in the office of vice chair shall be filled by the secretary.

V. The Council shall establish such other offices as it deems necessary from time to time.

VI. The general duties of the chair shall include:
A. Preside at all meetings of the Council.
B. Serve as the official spokesperson and representative of the Council. On policy issues on which Council has not taken an official position, the chair shall consult the Executive Committee or act at the request of the Council.
C. The chair may delegate all or part of these duties to other members of Council as permitted by law.

VII. The general duties of the vice chair of the Council shall include:
   A. Perform those duties delegated by the chair.
   B. Serve as acting chair in the chair’s absence.

VIII. The general duties of the secretary of the Council shall include:
   A. Perform those duties delegated by the chair.
   B. Sign the official minutes of the Council.

SECTION FOUR

Membership of the Council

The membership of the Council is specified in Section 23.1-200 of the Code of Virginia.

SECTION FIVE

Council Staff

I. The Council shall employ a full-time director to serve as its chief administrator.

II. The duties of the director shall be specified by the Council. The director shall receive a performance evaluation at least annually in a manner specified by the Council. Except as specified in these Bylaws, the staff employees of the Council shall be supervised by the director. The director shall report to the Council. However, between Council meetings the director shall take guidance and direction from the chair on behalf of the Council.

III. The director, with the consent of the Council, shall appoint a professional staff member whose responsibilities will include assisting the director in making arrangements for Council meetings and keeping minutes of all Council meetings.
SECTION SIX

Council Meetings

I. The presiding officer of the Council shall be the chair who shall enforce the rules of procedure of the Council fairly and impartially. If the chair does not serve, the vice chair shall serve. If the vice chair cannot serve, the secretary will serve.

II. The Council shall meet at least quarterly or on the call of the chair. A majority of the Council may also call a meeting.

III. Written or oral notification of each meeting shall be given to each member of the Council or committee at least one week prior to the Council or committee meeting. A Council meeting may be called upon shorter notice by agreement of a majority of the members but must be in accordance with the open meeting requirements in the Freedom of Information Act.

IV. A written agenda for the Council or committee meetings shall be sent to each member approximately one week prior to the meeting unless the meeting has been called on shorter notice by agreement of a majority of the members.

V. Except as prescribed in these Bylaws, all Council meetings shall be conducted in accordance with the rules and procedures set forth in the most recent edition of Robert’s Rules of Order. For purposes of interpretation of Robert’s Rules of Order, Council meetings shall be considered a meeting of a “large” body. However, meetings of any committee of the Council shall be considered a meeting of a “small” body.

SECTION SEVEN

Committees

Establishment and Appointments. The Executive Committee shall be a standing committee of the Council and consist of the chair, vice chair and such other members as may be appointed by the chair. The Executive Committee shall make recommendations in all those areas concerning the internal management of Council operations, including the organization and effective functioning of the Council, its staff and its work. The Executive Committee shall act on behalf of the Council between meetings.

The chair may appoint such other standing committees or ad hoc committees from time to time as deemed appropriate or to ensure the efficient disposition of the Council’s work. The chair shall specify the purpose and duration of any ad hoc committee.

Terms of Office. The term of office of members appointed to the Executive Committee, any other standing committee or any ad hoc committee shall be at the pleasure of the Council’s chair.
Quorum. The presence of fifty percent of committee members shall constitute a quorum. For purposes of constituting a quorum of any committee, the Council’s chair and/or vice chair, when present, shall be considered members of that committee, entitled to take action within that committee.

Electronic Participation. In the case of emergency, if a member is unable to attend a Council meeting due to a temporary or permanent disability or other medical condition that prevents the member's physical attendance; or due to a personal matter and identifies with specificity the nature of the personal matter an individual member of the Council may participate in meetings of the Council’s meeting by electronic means as permitted by Virginia Code § 2.2-3708.1-2 and enumerated in the Council policy regarding electronic participation.

Manner of Acting. The act of the majority of the committee members present at a meeting at which there is a quorum shall constitute the act of the committee.

Operation of Committees and Authority. Committees shall not have authority of the Council except where specifically authorized by the Council.

SECTION EIGHT

These Bylaws shall be reviewed and revised, as necessary, at least every four years. Any member may propose amendments to the Bylaws at any time. Proposed amendments must be presented in writing and for discussion at the meeting of the Council prior to the meeting when the amendments are to be voted upon. A three-quarters vote of the total membership shall be required to adopt any amendments to these Bylaws.

The attached appendix is not part of the SCHEV Bylaws. It is included here as reference material.
Appendix A
Code of Virginia

Chapter 2

§ 23.1-200. (Effective October 1, 2016) State Council of Higher Education for Virginia established; purpose; membership; terms; officers.

A. The State Council of Higher Education for Virginia is established to advocate for and promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in the Commonwealth and lead state-level strategic planning and policy development and implementation based on research and analysis and in accordance with § 23.1-301 and subsection A of § 23.1-1002. The Council shall seek to facilitate collaboration among institutions of higher education that will enhance quality and create operational efficiencies and work with institutions of higher education and their governing boards on board development.

B. The Council shall be composed of individuals selected from the Commonwealth at large without regard to political affiliation but with due consideration of geographical representation. Nonlegislative citizen members shall have demonstrated experience, knowledge, and understanding of higher education and workforce needs. Nonlegislative citizen members shall be selected for their ability and all appointments shall be of such nature as to aid the work of the Council and inspire the highest degree of cooperation and confidence. No officer, employee, trustee, or member of the governing board of any institution of higher education, employee of the Commonwealth, member of the General Assembly, or member of the Board of Education is eligible for appointment to the Council except as specified in this section. All members of the Council are members at large who shall serve the best interests of the whole Commonwealth. No member shall act as the representative of any particular region or of any particular institution of higher education.

C. The Council shall consist of 13 members: 12 nonlegislative citizen members appointed by the Governor and one ex officio member. At least one nonlegislative citizen member shall have served as a president or chief executive officer of a public institution of higher education. At least one nonlegislative citizen member shall be a division superintendent or the Superintendent of Public Instruction. The President of the Virginia Economic Development Partnership Authority shall serve ex officio with voting privileges.

D. All terms shall begin July 1.
E. Nonlegislative citizen members shall serve for terms of four years. Vacancies occurring
other than by expiration of a term shall be filled for the unexpired term. No nonlegislative
citizen member shall serve for more than two consecutive terms; however, a nonlegislative
citizen member appointed to serve an unexpired term is eligible to serve two consecutive
four-year terms. No nonlegislative citizen member who has served two consecutive four-year
terms is eligible to serve on the Council until at least two years have passed since the end of
his second consecutive four-year term. All appointments are subject to confirmation by the
General Assembly. Nonlegislative citizen members shall continue to hold office until their
successors have been appointed and confirmed. Ex officio members shall serve terms
coincident with their terms of office.

F. The Council shall elect a chairman and a vice-chairman from its membership. The Council
shall appoint a secretary and such other officers as it deems necessary and prescribe their
duties and terms of office.

G. At each meeting, the Council shall involve the chief executive officer of each public
institution of higher education in its agenda. The chief executive officers shall present
information and comment on issues of common interest and choose presenters to the Council
from among themselves who reflect the diversity of the institutions.

H. At each meeting, the Council may involve other groups, including the presidents of
private institutions of higher education, in its agenda.

1991, c. 590; 2013, c. 605; 2016, c. 588.