

**RESTRUCTURING SUBCOMMITTEE MEETING
JANUARY 11, 2010
MINUTES**

Mr. Bland called the meeting to order at 2:10 p.m. in the Patrick Henry Building, West Reading Room, Richmond, Virginia.

Subcommittee members present: Gilbert Bland, Bob Ashby, Gilbert Bland, G. Gilmer Minor, Susan Magill.

Council members present: Mary Haddad, Jacob Lutz, Christine Milliken.

SCHEV Staff Present: James Alessio, Joe DeFilippo, Alan Edwards, Daniel LaVista, Tod Massa, Marina Moschos, Lee Ann Rung, and Diane Vermaaten

Also in attendance: Cintra Davis representing the Secretary of Finance, Wayne McWee representing Longwood University

APPROVAL OF MINUTES

On motion by Ms. Magill and seconded by Mr. Minor the minutes of the December 1, 2009 subcommittee meeting were approved as submitted.

REVIEW LEVEL II ADDITIONAL IPS MEASURES FOR LONGWOOD UNIVERSITY

Mr. Alessio reminded members that the measures were reviewed at the last subcommittee meeting and have been reviewed by the Secretaries of Finance, Education, Administration, and Technology. Changes were made by Longwood University in response to the Subcommittee's concerns and have been reflected in the version under consideration. It was mentioned that Ms. Cintra Davis was present representing the Secretary of Finance.

In answer to a question from one of the members regarding the Fort Lee project, Dr. Wayne McWee, Provost from Longwood University, explained that the expansion into Southside Virginia is where Longwood University has expertise, but the Fort Lee project will still go forward. He also reported that there are no state budgetary issues since the institutions are required to find the budget dollars needed for the teacher licensure program. It was reported that students coming into the program from Southside will have already taken the Praxis exam, unlike programs at other institutions. As a result, students are better prepared and ready to receive their license. Dr. LaVista congratulated Longwood for working with the New College Institute. He noted that this is the type of collaboration the legislature hoped for with the partnership model.

On motion by Mr. Bland and seconded by Mr. Minor the following resolution was approved to be submitted to the full Council at the January 12 meeting:

BE IT RESOLVED that the State Council of Higher Education for Virginia, on recommendation from its Restructuring Subcommittee, approves the attached Longwood University Level II measures.

LONGWOOD UNIVERSITY
Level II – Education-related Measure

Course Redesign

Restructure Goal 5: Improve student retention such that students progress from initial enrollment to timely graduation, and that the number of degrees conferred increases as enrollment increases.

Measure II: This measure refers to Mathematics 261 Calculus I, and Mathematics 171 Basic Statistics. To improve the overall rate of student success in two of Longwood's key gateway mathematics courses, the University will redesign the Math 261 and Math 171 courses. We will use pretesting instruments to identify students that are most likely to fail these two courses; require computer based remediation for students demonstrating mathematical deficiencies; provide additional training for mathematics tutors; and provide additional tutorial hours of mathematics instruction in the Learning Center. These courses serve approximately 895 students per year and are a gateway requirement for all science, pre-professional, mathematics, computer science, and liberal studies majors. These courses have high levels of D, F, and W grades. Typically, over 50% of the students who originally enroll in the Calculus I course receive a grade of D, F, or W and must repeat the course to move forward in their curriculum. Typically, over 40% of the students who originally enroll in the Basic Statistics courses receive grades of D, F, or W for the course and must repeat it before they can move forward in their curriculum. This increases faculty workload and reduces overall efficiency within the University by slowing student progress toward degree completion. Tables 1 and 3 present grade distribution data for the fall and spring semester of the 2007-08 and 2008-09 academic years for Mathematics 261 and 171.

The University proposes setting the SCHEV suggested minimum threshold for reducing the D, F, and W rates in Mathematics 261 by 25% which represents the difference between the maximum threshold and the minimum threshold as indicated in Table 2. The University proposes a reduction in the actual target of 23% reduction after four years. Table 2 shows the projected threshold or threshold reductions for the academic years 2010-11, 2011-12, 2012-13, 2013-14, and 2014-15. The target and threshold rates remain high until 2012-13 because it will take time for the course to be redesigned and to demonstrate results. This is consistent with the length of time it took the Virginia Tech's Math Emporium to begin demonstrating results.

The University proposes setting the SCHEV suggested minimum threshold for reducing the D, F, and W rates in Mathematics 171 by 23% which represents the difference between the maximum threshold and the minimum threshold as indicated in Table 4. Longwood proposes an actual target of 24% reduction after four years. Table 4 shows the projected target reductions or threshold reductions for 2010-11, 2011-12, 2012-13, 2013-14, and 2014-15. As with Math 261 the target and threshold rates for Math 171 will remain high until 2012-13 because it will take time for the course to be redesigned and to demonstrate results.

Table 1 Baseline Grade Distribution Math 261, Calculus I

Grade	Grade Count 2007-08	2007-08 Percentage	Grade Count 2008-09	2008-09 Percentage	Combined Grade Count	Combined Percentage
A	3	4%	11	16%	14	10%
B	8	11%	10	15%	18	13%
C	17	24%	16	24%	33	24%
D	16	23%	9	13%	25	18%
F	21	30%	15	22%	36	26%
W	5	7%	7	10%	12	9%
Total Grades	70	100%	68	100%	138	100%
Total D, F, W	42		31		73	
Base Rate, Math 261		60%		46%		53%

Table 2 Proposed Measure**Math 261, Calculus I**

	Actual D, F, W Rate	Threshold D, F, W, Rate	Target D, F, W Rate
Baseline Data		60%	53%
AY 2010-11		60%	53%
AY 2011-12		58%	53%
AY 2012-13		51%	46%
AY 2013-14		44%	39%
AY 2014-15		35%	30%

Table 3 Baseline Grade Distribution Math 171, Basic Statistics

Grade	Grade Count 2007-08	2007-08 Percentage	Grade Count 2008-09	2008-09 Percentage	Combined Grade Count	Combined Percentage
A	36	8%	28	8%	64	8%
B	84	18%	81	24%	165	21%
C	123	27%	98	29%	221	28%
D	87	19%	62	19%	149	19%
F	94	20%	47	14%	141	18%
W	39	8%	18	5%	57	7%
Total Grades	463	100%	334	100%	797	100%
Total D, F, W	220		127		347	
Base Rate, Math 171		48%		38%		44%

Proposed Measure**Table 4 Math 171, Basic Statistics**

	Actual D, F, W Rate	Threshold D, F, W, Rate	Target D, F, W Rate
Baseline Data		48%	44%
AY 2010-11		48%	44%
AY 2011-12		46%	41%
AY 2012-13		39%	34%
AY 2013-14		32%	27%
AY 2014-15		25%	20%

LONGWOOD UNIVERSITY
Level II – Education-related Measure

**Cooperative Teacher Licensure Programs In
Emporia and Martinsville, VA**

ENROLLMENT GROWTH:

Consistent with its institutional mission, Longwood University provides access to higher education for many underrepresented and first generation university students from across Southside Virginia. Longwood also provides transfer opportunities for students who begin and/or complete their college education at one of the Commonwealth's community colleges. SCHEV has designated preparation of teachers as a critical needs area. Longwood University provides an important service to the Commonwealth through its teacher preparation program.

BACKGROUND:

Since 1839, Longwood University has been recognized as one of the Commonwealth's premier teacher preparation institutions. It has been said that if a student completes their entire K-12 education in the Commonwealth of Virginia they will certainly have been taught by one or more Longwood University trained teachers. On a national level, approximately 50% of all elementary teaching graduates remain in the profession after five years. Approximately 85% of Longwood University certified elementary teachers remain in the profession after 10 years.

While Longwood University serves students from the entire Commonwealth, our geographic home is the area of Southside Virginia. Southside Virginia encompasses a geographic area of approximately 7,000 square miles reaching from Emporia in the East, to Martinsville in the west, from between Farmville and Charlottesville in the north, to the North Carolina border in the south. Of the 15 counties which comprise Southside Virginia, five counties (Brunswick, Prince Edward, Pittsylvania, Campbell and Greensville) have been designated as having underrepresented populations. Several superintendents from these counties have told us that because of the rural nature, they have a hard time attracting and retaining teachers for their schools systems.

For most of the Southside region, Longwood is the only public four-year institution. Southside Virginia does have three community colleges, Southside Virginia Community College, Danville Community College and Patrick Henry Community College. Additionally, Southside is served by the following public institutions, Southern Virginia Higher Education Center (SVHEC) in South Boston, the Institute for Advanced Learning and Research in Danville, and the New College Institute (NCI) in Martinsville. Longwood University has well established transfer programs with each of the community colleges in our region, and Longwood offers programs at both the SVHEC and NCI. Longwood was the first and continues to be the only senior institution with a full-time faculty presence at NCI. Longwood University offers an undergraduate teacher licensure program at NCI and graduate and undergraduate courses at SVHEC.

PROGRAM NEED:

There is a persistent teacher shortage across Southside Virginia, and all school districts in the region have a serious teacher retention issue. Many districts currently have to temporarily fill teaching positions with teachers who do not have licensure to teach in the field in which they have been hired.

PROGRAM SCOPE:

Longwood University proposes to open a new joint teacher preparation program with Southside Virginia Community College on the Emporia campus. Longwood will place faculty at the Emporia campus so that students who plan to enroll in our teacher education program can take the course work in Emporia. This is significantly different from the traditional 2 + 2 program that would require students to transfer to Longwood and attend classes on the Longwood University campus. Currently, Longwood has a joint Liberal Studies teacher education program with NCI in Martinsville. We plan to expand the current joint teacher preparation program with NCI to more directly include Patrick Henry Community College in the partnership. Longwood University will work collaboratively with our partners to enhance the educational opportunities of Southside Virginia residents in the area of teacher education. Superintendents have told us that students who already live in Southside and can achieve the necessary education to become teachers are most likely to remain in Southside Virginia as lifelong teachers. Therefore, the number and quality of available teachers will increase within the region and the number of teachers retained within southern Virginia schools will increase. This should certainly help improve the overall educational quality within the Southside area.

COLLABORATIONS:

Longwood University will collaborate with Southside Virginia Community College, the New College Institute, and Patrick Henry Community College to provide the Liberal Studies teacher education program at both the Emporia Campus of Southside Virginia Community College and at the New College Institute. Longwood will place full-time faculty at Emporia and at NCI.

STUDENT ENROLLMENT:

The joint program in Emporia is designed to meet the specific educational needs for K-8 teacher licensure. We expect that it will take us three years to reach our goal of a 20 student cohort. We anticipate that 60% of each cohort class will be able to complete the program and receive licensure within three years. For the first cohort class, this would represent nine students receiving licensure by 2012-13. Because many of these students are likely to be working, first generation students from underrepresented populations, they are unlikely to be able to attend full-time. Therefore, we think a three-year graduation goal is appropriate. Longwood will continue to increase the cohort group size until we reach 20 students per cohort. Ultimately, this would result in an annual total stable enrollment of 40 students.

A graduation rate of 60% was used for creating the data in the tables below. This is above the national average but slightly below our current on-campus graduation rate. The only program which will be offered at the Emporia center will be the Liberal Studies Program leading to teacher licensure. Currently, it is possible for students at NCI/Patrick Henry Community College to seek a degree in Liberal Studies without licensure. This has been the current pattern as some students have decided to seek alternative

licensure. However, given changes in the licensure law, alternative licensure will become less important. Longwood intends by 2013-14 to require all students enrolling in our program to enroll in the Liberal Studies degree program with licensure.

EMPORIA PROPOSED ENROLLMENT TARGETS

YEAR	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Enrollment Target	15 C1	17 C1 10 C2	20 C1 15 C2	40 C1&2	40 C 1&2	40 C 1&2
Enrollment Threshold	12	15 C1 8 C2	18 C1 13 C2	36	36	36
Graduation Target			9 C1	10 C1 & 6 C2	12 C1 9 C2	24
Graduation Threshold			7	9 C1 5 C2	10 C1 8 C2	21

C1= Cohort 1, C2= Cohort 2

NCI/PATRICK HENRY COMMUNITY COLLEGE PROPOSED ENROLLMENT TARGETS

YEAR	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Enrollment Target	18	25	35	40	40	40
Enrollment Threshold	16	22	31	36	36	36
Graduation Target	6	9	11	15	21	24
Graduation Threshold	4	7	9	13	19	21

Mr. Bland also thanked SCHEV staff and Longwood University staff for answering questions raised by members at the last meeting.

REVIEW 2010 RESTRUCTURING CALENDAR

Mr. Alessio distributed a chart showing major activities over the year that will involve the subcommittee. He proposed that subcommittee meetings be held in late February or early March. Following that meeting, the subcommittee would have a second meeting in April for a final review prior to presenting its recommendations to the full Council for approval in May.

Mr. Alessio also reminded the members that 2010 is the even year in which targets and thresholds are reviewed with institutions. Meetings will be held in May, June and July with institutions. There may be a need for the subcommittee to meet in August to review targets and thresholds, with a second meeting at the end of September or early October to finalize and prepare the recommendations to the full Council in October.

Mr. Bland informed members that Ms. Rung would be polling subcommittee members for dates.

Ms. Magill indicated that the Governor-elect will likely appoint a Higher Education Commission. She suggested that once the Commission is appointed and its charge is clear, the subcommittee may wish to have a discussion about how restructuring may be impacted.

Ms. Webb indicated her feeling that there could still be unfinished business with the Council of Presidents over the understanding of the Council's authority. Mr. Minor agreed and said there still seems to be a gap in understanding what SCHEV's responsibilities and authorities are under Restructuring.

Mr. Bland clarified that the Council does not have authority to release funds. Its role is to make recommendations based on whether or not the standards were met. Dan LaVista stated that a word to replace "certification" in the Restructuring Act language has not yet been agreed upon. Council does have latitude to consider variations as has been done in the last few years.

OTHER BUSINESS

Mr. Alessio introduced Diane Vermaaten and Marina Moschos from SCHEV who will be assisting him throughout this year with Restructuring issues.

Mr. Minor suggested that the subcommittee begin to do some homework to anticipate institutional concerns that could be encountered when discussing institutional standards for next year. It was noted that Mr. Alessio has been in contact with the institutions.

Ms. Haddad said it would be useful if presidents were made aware of the Council's efforts to reduce paperwork and better align with their reporting to SACS. Mr. Alessio reminded members that changes that were made cut enrollments in half. Most were incorporated in the six-year plans and have been suspended for this year.

Mr. Minor felt it was important to make a comparison of different reporting structures before meeting again with the COP to show what progress is being made.

The meeting was adjourned at 2:55 p.m.

Gilbert Bland
Subcommittee Chair

Lee Ann Rung
Manager for Executive and Council Affairs