



State Council of  
Higher Education for Virginia

# Agenda Book

July 21-22, 2014

Location:

J. Sargeant Reynolds Community College  
Richmond, VA



State Council of Higher Education for Virginia  
*Advancing Virginia through Higher Education*

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**

**J. Sargeant Reynolds Community College  
Workforce Development and Conference Center**

**Section A  
Richmond, Virginia**

**July 21, 2014  
2:00 – 3:30 p.m.**

**Strategic Planning Task Force**

1. Call to Order
2. Update on Strategic Plan Development

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# State Council of Higher Education for Virginia Agenda Item

**Item:** Strategic Planning Task Force Item #1 – Update on Strategic Plan Development

**Date of Meeting:** July 21, 2014

**Presenters:** Susan Wood  
Specialist for Higher Education Planning and Policy  
[SusanWood@schev.edu](mailto:SusanWood@schev.edu)

John Lee  
President, JBL Associates, Inc.  
[jbl@jblassoc.com](mailto:jbl@jblassoc.com)

**Most Recent Review/Action:**

- ☐ No previous Council review/action  
☒ Previous review/action

**Date:** May 2014

**Action:** On May 19, 2014, Council engaged in a discussion with the Private College Advisory Board (PCAB) regarding potential themes, goals, and strategies for the statewide plan from the private college perspective. John Lee, President of JBL Associates, facilitated the discussion.  
On May 20, 2014, Council approved the minutes of the March 17, 2014, meeting of the Strategic Planning Task Force.

**Review:** None.

**Background Information/Summary of Major Elements:**

In late March 2014, following an extensive RFP process and posting of Intent to Award on March 12, 2014, the contract and scope of work documents between SCHEV and JBL Associates (JBLA) were fully executed. Representatives from JBLA met with staff for a project kick-off meeting.

In late March 2014, staff interviewed each Council member in order to provide baseline information to JBLA to advance its work. (Note: JBLA will be conducting individual interviews with newly appointed Council members in July and August.)

In late March and April 2014, Director Blake visited key stakeholders in the Richmond area including the Secretaries of Education, Commerce and Trade, Finance, Health and Human Resources, and Technology. During these visits, he outlined SCHEV's development of the statewide strategic plan and listened to their views on priorities for the plan.

In April, May, and June 2014, staff or JBLA led discussions with various SCHEV advisory committees, including the General Professional Advisory Committee (GPAC), the Instructional Programs Advisory Committee (IPAC), and the Finance Advisory Committee (FAC).

In May, June, and July 2014, JBLA held six regional meetings across the state to listen to higher education's stakeholders. Individual and group interviews were used to gather feedback from a diverse cross-section of Virginians – from students and administrators to business and community leaders. Regional meetings were held as follows:

- May 20-21, 2014: Central Region
- May 22-23, 2014: Hampton Roads Region
- June 11, 2014: Southside Region
- June 12-13, 2014: Southwest Region
- June 30, 2014 – July 1, 2014: Valley Region
- July 10-11, 2014: Northern Virginia Region

In May, June, and early July 2014, JBLA conducted a comprehensive review of data about Virginia and Virginia's higher education, as well as a gap analysis describing projected need for degrees in high-need, high-demand careers.

Monthly project management meetings with staff and JBLA have been held as follows:

- April 7, 2014
- May 12, 2014
- June 17, 2014
- July 14, 2014

During July, JBLA is holding interviews with executive staff as part of the organizational audit.

An update from John Lee, together with any additional information arising after preparation of this agenda item, will be provided at the Task Force meeting.

**Materials Provided:** Prior to the meeting, staff will send to Council members a comprehensive data analysis, which will serve as a foundation for the task force meeting.

**Financial Impact:**

Staff has identified existing funds within the agency budget to pay the cost of the contract.

**Timetable for Further Review/Action:**

At its May 2014 meeting, Council requested that staff arrange a meeting in August 2014 for further discussion of the strategic plan. This special called meeting of Council has been scheduled for the afternoon of August 12, 2014, at the offices of Owens and Minor.

**Resolution:** None.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**

**J. Sargeant Reynolds Community College  
Workforce Development and Conference Center**

**Section C  
Richmond, Virginia**

**July 21, 2014  
3:30 – 5:00 p.m.**

**TJ21 Implementation Committee**

1. Call to Order
2. Approval of Minutes (May 19, 2014) [Page TJ1](#)
3. Action on 2014-15 Full Cost Report [Page TJ3](#)
4. Update on 2014-16 Budget Actions [Page TJ8](#)
5. Discussion of Institutional Performance Standards [Page TJ13](#)
6. Discussion of Mid-career Wage Data [Page TJ26](#)
7. Report on Six-year Plan Process [Page TJ34](#)

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
TJ21 IMPLEMENTATION COMMITTEE MEETING  
MAY 19, 2014  
MINUTES**

Mr. Haner called the meeting to order at 2:50 p.m. in the Stanley Library, Classroom #205, Ferrum College, Ferrum, Virginia. Council members present: Stephen Haner, G. Gilmer Minor, and Carlyle Ramsey.

Council member absent: Martin Briley, Mary Haddad, Gary Nakamoto

Staff members present: Lee Andes, Peter Blake, Alan Edwards, Dan Hix, Tod Massa, Kirsten Nelson, and Lee Ann Rung, and Susan Wood. Noelle Shaw-Belle from the Office of the Attorney General was also present.

**APPROVAL OF MINUTES**

On a motion by Mr. Minor and seconded by Dr. Ramsey, the minutes from the March 17, 2014, meeting were approved unanimously.

**DISCUSSION OF DEGREE ATTAINMENT AND STUDENT SUCCESS**

Mr. Haner requested that Mr. Massa report on graduation rates of Virginia public four-year institutions. Mr. Massa indicated that while he was confident the state would meet or exceed the additional 100,000 degree goal by 2025, he questioned how to get there. He said it comes down to graduation rates. Mr. Massa reviewed the charts that were in the agenda book and addressed a few institutions that stood out as outliers and provided an explanation of why this was so.

Mr. Haner noted the correlation between family income and student success and stated that financial aid does not change the curve as much as one might expect. Mr. Haner asked that the committee consider if the Council should set some additional goals, particularly since the 100,000 additional degree goal should be met and will be addressed in the strategic planning process. Mr. Blake indicated that the data point to certain overall goals but suggested that the Council may wish to consider including sub-goals. Dr. Ramsey referenced an article from the New York Times regarding providing personal attention to students in their first year. The article suggests that a positive first-year experience has led to student success. Dr. Ramsey said it could be beneficial to treat developmental students like honor students and give them a positive first-year experience. Intervention is essential and should be recognized.

Mr. Haner said state funding does not reflect the fact that some students need additional staff attention. He viewed SCHEV's role as emphasizing the importance of the issue. There was some discussion about how improvements could be made. Mr. Minor asked staff how Council could articulate the needs to those who can make a difference. Mr. Massa stressed the importance of having an ongoing conversation,

particularly with members of the General Assembly and its staff. Mr. Massa suggested that Council consider developing a policy statement that family income should not be a prediction of a students' success and that the state should strive to serve all students equally. The members decided that this issue should remain a point for discussion before deciding if a resolution is needed.

### **DISCUSSION OF INSTITUTIONAL PERFORMANCE MEASURES**

Mr. Hix provided background information to reacquaint members with the institutional performance assessment process. He reviewed new education-related measures and discussed the work that will be necessary before the Council acts to certify institutional performance at its September meeting. A draft report will be provided to the Council at the July meeting.

### **DISCUSSION OF HIGHER EDUCATION LEGISLATION FROM THE 2014 GENERAL ASSEMBLY RECONVENED SESSION**

Mr. Haner asked that this item be deferred considering lateness of the hour. Ms. Nelson was asked to provide her summary at the full Council meeting on May 20.

### **NEW BUSINESS**

### **ADJOURNMENT**

The meeting was adjourned at 3:50 p.m.

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Steve Haner  
Committee Chair

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Lee Ann Rung  
Director, Executive and Board Affairs



# State Council of Higher Education for Virginia Agenda Item

**Item:** TJ21 Implementation Committee #3 - Action on the 2014-15 Full Cost Report

**Date of Meeting:** July 21, 2014

**Presenter:** Dan Hix, Finance Policy Director, [DanHix@schev.edu](mailto:DanHix@schev.edu)

## **Most Recent Review/Action:**

- ☐ No previous Council review/action  
☒ Previous review/action

**Date:** 7/15/2013

**Action:** Approval of the 2013-14 Full Cost Report

## **Background Information/Summary of Major Elements:**

- General Provisions language contained in the 1990 Appropriation Act made institutions aware that the objective of the Commonwealth was that nonresident students should pay no less than the full cost of their education by 1992-93.
- During the 1996 General Assembly session, the Council staff noted that substantial state general fund increases for the 1996-98 biennium would increase average educational costs and would result in large increases in nonresident tuition at some institutions if they were to continue to meet the 100 percent requirement.
- To address this concern, the General Assembly added language to the Appropriation Act that gave the Council the ability to approve exemptions, thus authorizing a phased approach to meeting the 100 percent requirement.
- In 2003, the Joint Subcommittee on Higher Education Funding Policies revised the 2001 funding guidelines and developed a fund-split model to be used in conjunction with the base adequacy guidelines for higher education institutions. This model identifies the cost of an institution's base operation and calculates the fund share of the cost by student level, domicile and program.
- As a result, the 2004 Appropriation Act includes the following revised tuition policy in Item 4-2.01.b.2:
  - *b) "The Boards of Visitors or other governing bodies of institutions of higher education may set tuition and fee charges at levels they deem to be appropriate for all nonresident student groups based*

*on, but not limited to, competitive market rates, provided that: 1) the tuition and mandatory educational and general fee rates for nonresident undergraduate and graduate students cover at least 100 percent of the average cost of their education, as calculated through base adequacy guidelines adopted, and periodically amended, by the Joint Subcommittee Studying Higher Education Funding Policies.”*

- *c) “For institutions charging nonresident students less than 100 percent of the cost of education, the State Council of Higher Education for Virginia may authorize a phased approach to meeting this requirement, when in its judgment, it would result in annual tuition and fee increases for nonresident students that would discourage their enrollment.”*
- Thus 2004-05 became the first year that the full cost study was based on the base adequacy guidelines. That is, the study examines the nonresident tuition and mandatory educational and general (E&G) fee rates as a percent of the guideline calculated cost per-FTE student rather than the E&G appropriations at an institution.
- Based on institutions’ 2014-15 tuition charges, it is estimated that all institutions will have met the requirement that nonresident tuition and mandatory E&G fee rates cover at least 100 percent of the average cost of their education in 2013-14.
- Staff recommends that the Council of Higher Education approve the 2014-15 Full Cost Report.

**Materials Provided:** The 2014-15 Full Cost Report

**Financial Impact:** None.

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

**Resolution:**

**BE IT RESOLVED** that the State Council of Higher Education for Virginia approves the 2014-15 Full Cost Report.

## 2014-15 Full Cost Report

The 1990 Appropriation Act states, “the objective of the Commonwealth is to ultimately charge nonresident students the full cost of their education.” By 1992, every Virginia state-supported college and university had come into compliance with the requirement that nonresident tuition equal or exceed 100 percent of average educational cost.

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

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

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

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

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

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

*b) “The Boards of Visitors or other governing bodies of institutions of higher education may set tuition and fee charges at levels they deem to be appropriate for all nonresident student groups based on, but not limited to,*

*competitive market rates, provided that: 1) the tuition and mandatory educational and general fee rates for nonresident undergraduate and graduate students cover at least 100 percent of the average cost of their education, as calculated through base adequacy guidelines adopted, and periodically amended, by the Joint Subcommittee Studying Higher Education Funding Policies.”*

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

Based on institutions’ 2014-15 tuition charges, it is estimated that all institutions will have met the requirement that nonresident tuition and mandatory E&G fee rates cover at least 100 percent of the average cost of their education in 2014-15 (Table 1).

**Table 1**

**2014-15 Average Nonresident Tuition  
As a Percent of Average Cost of Education**

<b>Institutions</b>	<b>Average Guideline Calc. Cost Per Student <sup>(1)</sup></b>	<b>Average Nonresident Tuition <sup>(2)</sup></b>	<b>% of Cost</b>
<b>GMU</b>	\$15,087	\$27,075	179%
<b>ODU</b>	\$13,797	\$22,645	164%
<b>UVA</b>	\$20,332	\$33,710	166%
<b>VCU</b>	\$14,483	\$24,432	169%
<b>VT</b>	\$16,393	\$25,489	155%
<b>CWM</b>	\$20,485	\$31,063	152%
<b>CNU</b>	\$12,358	\$16,985	137%
<b>UVAW</b>	\$12,549	\$20,646	165%
<b>JMU</b>	\$12,685	\$20,734	163%
<b>LU</b>	\$13,069	\$20,779	159%
<b>UMW</b>	\$13,435	\$20,296	151%
<b>NSU</b>	\$12,268	\$17,785	145%
<b>RU</b>	\$12,036	\$18,734	156%
<b>VMI</b>	\$17,581	\$29,554	168%
<b>VSU</b>	\$11,285	\$14,990	133%
<b>RBC</b>	\$8,658	\$13,426	155%
<b>VCCS</b>	\$7,445	\$9,904	133%
<b>TOTAL <sup>(3)</sup></b>	\$12,245	\$24,555	169%

<sup>(1)</sup> Derived by dividing 2013-14 guideline calculated cost by 2013-14 projected enrollment approved by SCHEV in 2013.

<sup>(2)</sup> Enrollment-weighted tuition averages of both undergraduate and graduate students.

<sup>(3)</sup> Total percent of cost calculation has been weighted by level-specific (doctoral, comprehensive, and two-year) enrollments.

# State Council of Higher Education for Virginia Agenda Item

**Item:** TJ21 Implementation Committee #4 – Update on 2014-16 Budget Actions

**Date of Meeting:** July 21, 2014

**Presenter:** Dan Hix, Finance Policy Director, [DanHix@schev.edu](mailto:DanHix@schev.edu)

**Most Recent Review/Action:**

- ☐ No previous Council review/action  
☒ Previous review/action

**Date:** March 17 & 18, 2014

**Action:** SCHEV staff provided an update on the General Assembly budget actions to the TJ21 Committee and Mr. Haner briefed the Council the following day.

**Background Information/Summary of Major Elements:**

- On December 16, 2013, Governor McDonnell introduced his budget for the 2014-16 biennium. In total, the Governor proposed an increase of \$183.1 million in general fund for higher education operating budgets for the biennium. Of the total incremental funding, \$150 million was allocated based on funding formulae. That is 30% for financial aid and base operations and 70% for performance.
- On February 16, 2014, the House and Senate released their proposed budget plans. However, the House and Senate could not reach an agreement over each chamber's proposal before the regular session ended on March 8.
- On March 24, a special legislative session was convened. Again, the House and Senate could not reach an agreement over each chamber's proposed budget.
- On May 28, the Secretary of Finance informed the lawmakers at his regular scheduled meeting with the Joint Money Committees that the state revenue shortfall is expected to exceed \$1 billion in the 2014-16 biennium. The news spurred the legislators of both chambers to take quick actions on the 2014-16 biennial budget so as to tap the funds in the state's Rainy Day Fund.
- On June 11, the General Assembly budget leaders reached a budget agreement to manage the projected \$1.55 billion budget shortfall in the 2014-16 biennium by

identifying more than \$900 million in spending cuts and tapping the state Rainy Day Fund for the rest of the budget shortfall.

- On June 12, the lawmakers passed the 2014-16 biennial budget and ended the three-month long budget stalemate, averting a potential government shutdown.
- On June 23, Governor McAuliffe signed the 2014-16 biennial budget.
- On July 10, Secretary of Finance Ric Brown announced that the state ended the fiscal year with \$438.5 less in revenues than projected. The Governor will present a revised revenue forecast to the General Assembly on August 15, which likely will result in further budget reductions.

**Materials Provided:** None.

**Financial Impact:** General fund support at Virginia's public institutions of higher education basically remains at the FY2014 level. The General Assembly appropriated an addition of \$3.1 million to increase in-state undergraduate students at The College of William and Mary, James Madison University, the University of Virginia and Virginia Tech.

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

**Resolution:** None.

## **Summary of Additional Funding to Higher Education in 2014-16 Biennium**

### ***(A) Operating Budget (General Fund)***

- New Seats to increase in-state undergraduate students. The initiative began in the 2011 session and this represents the final installment. Total funding is \$3.1 million each year:
  - CWM: \$440,000
  - JMU: \$1,200,000
  - UVA: \$860,000
  - VT: \$600,000
- Operation and Maintenance of New Facilities Coming Online, \$1,985,330 in FY2015 and \$2,008,453 in FY2016 at
  - New College Institution: \$440,037 each year
  - Southwest Virginia Higher Education Center: \$95,327 each year
  - Southern Virginia Higher Education Center: \$150,000 each year
  - Roanoke Higher Education Authority: \$150,000 each year
  - Virginia Tech Extension: \$1,149,966 in FY2015 and \$1,173,129 in FY2016.
- Virginia Military Survivors and Dependents Education Program: \$15,000 in FY2015 and \$30,000 in FY2016 to be added to the \$1.9 million program.
- Higher Education Revenue Reserve Fund: \$20,000,000 in FY2016

### ***(B) Capital Budget (Bond Proceeds)***

- Maintenance Reserve Program (addresses deferred maintenance of facilities): \$12 million (35% increase) added in FY2015 with no increase budgeted for FY2016. This addition increases the current funding level of \$33.9 million to \$45.9 million.
- CNU dining facility: \$6,442,500 in FY2015.
- JMU dining facility: \$80,735,705 in FY2015.
- GMU Academic VII/Research III, \$45,000,000 in FY2015.
- UMW Battleground Athletic Field and Facility: \$10,142,000 in FY2015.
- VCU Sanger Hall renovation of lab and support space for dept of pathology: \$7,500,000 in FY2015.



- VMI Post Facilities Improvement project: eliminate funding of \$3,000,000 in FY2015 from the introduced budget.

***(C) Language***

- Item 144 #1s. SCHEV, in cooperation with the Virginia Department of Education and providers, shall submit a follow-up report to the 2009 Statewide Examination of College Access Services and Resources in Virginia including incorporating relevant longitudinal data now available as appropriate By October 15, 2015. The review shall evaluate progress on the previously identified areas for increased provider activity: addressing younger students, as early as kindergarten; computer skill training; test preparation assistance; financial literacy; parental programs; and the emotional and logistical transition to college for under-represented populations and first-generation students. In addition, the report shall include any further recommendations for improving statewide coordination, support, information-sharing, and data gathering to address the varied needs identified.
- Item 464 #1s. Eliminate the transfers of interest earnings to higher education institutions (general fund (\$5,527,158) and nongeneral fund (\$1,243,819) for a total of (\$6,770,977) in each year of the biennium).
- Item 470 #2s. SCHEV is allowed to participate in SREB initiatives for educational technology and college access.
- Item 3-4.01 #1s. Auxiliary Indirect Cost: institutions are no longer required to report to SCHEV but directly certify to the state comptroller and the Audit of Public Accounts conducts annual audits.
- Item 4-2.01 #1s. Sections of 4-2.01.b.5b through 5f are eliminated, including the requirements of (a) SCHEV reporting revenue from tuition and E&G fees of higher education institutions to the General Assembly; and (b) institutions submitting their requests for additional nongeneral fund appropriations to SCHEV for review first before DPB proceeds with administrative adjustments.
- Item 4-5.01 #1s. The new language clarifies definitions and includes the State Council of Higher Education for Virginia's recommendations on financial aid within tuition policy/best practices as follows:

- Item 4-7.01 #1s. Specify the measurement of adjunct faculty by not exceeding 29 hours per week on average over a twelve month period. Delete the option of section g.(b) that allowed institutions to calculate the adjunct faculty by not exceeding 75% of the course load of a full-time non-tenured-track teaching faculty.
- Item 4-9.03 #1s. Level III institutions are authorized to continue their management agreements adopted during the 2009 Session unless revisions or renegotiation is initiated by the Governor, the General Assembly, or the four institutions governed by those agreements.
- Item 4-10.00 #1s. Resource reallocation required in the introduced budget is eliminated; and the detailed budget methodology proposed by the Governor in the introduced bill was also eliminated.
- Item 163 #2s. George Mason University is authorized to transfer student loan funds from a discontinued program to an endowment for scholarships.
- Item 193 #3s. University of Virginia is authorized to continue the operation of its off-campus instruction site at Hampton Roads.
- Item C-0 #1s. LU is allowed to enter into a written agreement with a public or private entity to plan, design, develop, construct, finance, manage and operate a facility or facilities to provide additional student housing and/or operational-related facilities.
- Item C-19.50 #1s. VSU is authorized to develop the Chesterfield Avenue Corridor.

## State Council of Higher Education for Virginia Agenda Item

**Item:** TJ21 Implementation Committee Item #5 – Discussion of Institutional Performance Measures

**Date of Meeting:** July 21, 2014

**Presenters:** Jean Mottley, Senior Associate for Finance Policy  
[JeanMottley@schev.edu](mailto:JeanMottley@schev.edu)  
Tod Massa, Director of Policy Research and Data Warehousing  
[TodMassa@schev.edu](mailto:TodMassa@schev.edu)

**Most Recent Review/Action:**

- ☐ No previous Council review/action  
☒ Previous review/action

**Date:** May 19, 2014

**Action:** Reviewed performance assessment process and six new performance-related measures.

**Background Information/Summary of Major Elements:**

- The purpose of this agenda item is to discuss preliminary findings for the six performance measures, propose the method to be used to determine success for certification purposes, and discuss the status of the additional education-related performance measures for Level II institutions.
- The State Council of Higher Education has been involved in assessing institutional performance for over two decades, previously through the requirements of the 2005 Higher Education Restructuring Act, and now through the Virginia Higher Education Opportunity Act of 2011 (Top Jobs Act or TJ21) and the related Code of Virginia amendments. The General Provisions of the 2012-14 amended Appropriation Act (Chapter 806) and the 2014-16 budget bills outline the assessment process and list the six education-related measures on which the Council shall base its assessment and certification. Each of the six measures is listed in Appendix A under the “BIENNIAL ASSESSMENTS” heading.

- There are also six financial and administrative measures that are included in the assessment process and they are to be evaluated by the Secretaries of Finance, Administration, and Technology as appropriate, and communicated to the State Council of Higher Education before October 1 of each even-numbered year. Each of these measures is listed in Appendix A under the “FINANCIAL AND ADMINISTRATIVE STANDARDS” heading.
- The Council is then required to complete the certification process by forwarding, in writing, the results of the assessments to the Governor and the General Assembly of both the education-related measures and the financial and administrative measures no later than October 1 of each even-numbered year.
- Each institution that has been certified as having met the performance assessment criteria shall receive the financial benefits listed in Appendix A under the “FINANCIAL BENEFITS OF PERFORMANCE CERTIFICATION” heading.
- Staff recommends a review of the preliminary findings of the six performance measures in July, with Council action in September based on the following data protocols:
- Certification of performance will be for academic year 2012-13 with academic year 2011-12 used as a base year as all future certifications will be based on two years of data. The use of a base year also provides guidance for Council action should an institution(s) fail one or more measures.
- For the certification of 2011-12, the approved enrollment and degree projections of 2011 shall be used.
- For the certification of 2012-13, the approved enrollment and degree projections of 2013 shall be used.
- For Measure 5, the definition of “under-represented populations” shall include:
- Non-white US citizens and permanent residents.
- Degree-recipients receiving Pell grants at any time during the five years prior to degree award.
- Non-traditional students: age 25 or older at entry.
- Students from Virginia localities in the lowest quintile of combined associate and baccalaureate attainment rates.

**Materials Provided:** Preliminary Findings Document.

**Financial Impact:** Historical data on financial impact can be found in Appendix B.

**Timetable for Further Review/Action:** Detailed review of all performance measures and Council action/certification in September.

**Resolution:** None.

## Biennial Assessment Preliminary Results

### July 2014

Institution	PM 1		PM 2		PM 3		PM 4		PM 5		PM 6	
	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13
CNU	P	P	P	P	P	P	P	P	P	P	-33	P
CWM	P	P	P	P	P	P	P	P	-21	P	P	-34
GMU	P	P	P	P	P	P	P	P	P	P	P	P
JMU	P	P	P	P	P	P	P	P	P	-29	P	-4
LU	P	P	P	P	P	P	93.4	P	P	P	P	P
NSU	P	P	P	P	P	P	P	91.3	P	P	P	P
ODU	P	P	P	P	P	P	P	P	P	P	P	P
RU	P	P	P	P	P	P	P	P	P	-15	P	P
UMW	P	P	P	P	87.7	P	P	P	P	P	-16	P
UVA	P	P	P	P	P	P	P	P	P	P	P	-39
UVA-W	P	P	P	P	P	P	P	P	P	-6	-38	P
VCU	P	P	P	P	P	91.3	94.1	93.5	P	P	P	-43
VMI	P	P	P	P	80.6	P	P	P	P	P	-4	P
VSU	P	P	P	P	P	P	P	81.7	P	P	P	P
VT	P	P	P	P	P	P	P	P	P	P	P	-4
VCCS	P	P	P	92.9	P	91.8	N/A	N/A	P	P	P	P
RBC	P	P	93.9	94.1	P	92.1	N/A	N/A	P	-9	P	P

PM 1 - Institution meets at least 95 percent of its State Council-approved biennial projections for in-state undergraduate headcount enrollment.

PM 2 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state associate and bachelor degree awards.

PM 3 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state STEM-H associate and bachelor degree awards.

PM 4 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state, upper level - sophomore level for two-year institutions and junior and senior level for four-year institutions - program-placed, full-time equivalent students.

PM 5 - Maintain or increase the number of in-state associate and bachelor degrees awarded to students from under-represented populations.

PM 6 - Maintain or increase the number of in-state, two-year transfers to four-year institutions.

## APPENDIX A

### § 4-9.00 HIGHER EDUCATION RESTRUCTURING

#### §4-9.01 ASSESSMENT OF INSTITUTIONAL PERFORMANCE

Consistent with [§23-9.6:1.01](#), Code of Virginia, the following education-related and financial and administrative management measures shall be the basis on which the State Council of Higher Education shall annually assess and certify institutional performance. Such certification shall be completed and forwarded in writing to the Governor and the General Assembly no later than October 1 of each even-numbered year. Institutional performance on measures set forth in paragraph D of this section shall be evaluated year-to-date by the Secretaries of Finance, Administration, and Technology as appropriate, and communicated to the State Council of Higher Education before October 1 of each even-numbered year. Financial benefits provided to each institution in accordance with [§2.2-5005](#) will be evaluated in light of that institution's performance.

In general, institutions are expected to achieve all performance measures in order to be certified by SCHEV, but it is understood that there can be circumstances beyond an institution's control that may prevent achieving one or more performance measures. The Council shall consider, in consultation with each institution, such factors in its review: (1) institutions meeting all performance measures will be certified by the Council and recommended to receive the financial benefits, (2) institutions that do not meet all performance measures will be evaluated by the Council and the Council may take one or more of the following actions: (a) request the institution provide a remediation plan and recommend that the Governor withhold release of financial benefits until Council review of the remediation plan or (b) recommend that the Governor withhold all or part of financial benefits.

Further, the State Council shall have broad authority to certify institutions as having met the standards on education-related measures. The State Council shall likewise have the authority to exempt institutions from certification on education-related measures that the State Council deems unrelated to an institution's mission or unnecessary given the institution's level of performance.

The State Council may develop, adopt, and publish standards for granting exemptions and ongoing modifications to the certification process.

##### a. BIENNIAL ASSESSMENTS

1. Institution meets at least 95 percent of its State Council-approved biennial projections for in-state undergraduate headcount enrollment.
2. Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state associate and bachelor degree awards.

3. Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state STEM-H (Science, Technology, Engineering, Mathematics, and Health professions) associate and bachelor degree awards.

4. Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state, upper level - sophomore level for two-year institutions and junior and senior level for four-year institutions - program-placed, full-time equivalent students.

5. Maintain or increase the number of in-state associate and bachelor degrees awarded to students from under-represented populations.

6. Maintain or increase the number of in-state two-year transfers to four-year institutions.

#### d. FINANCIAL AND ADMINISTRATIVE STANDARDS

The financial and administrative standards apply to all institutions except those governed under Chapters 933 and 943 of the 2006 Acts of Assembly, Chapters 594 and 616 of the 2008 Acts of Assembly, and Chapters 675 and 685 of the 2009 Acts of Assembly.

1. As specified in § 2.2-5004, Code of Virginia, institution takes all appropriate actions to meet the following financial and administrative standards:

a) An unqualified opinion from the Auditor of Public Accounts upon the audit of the public institution's financial statements;

b) No significant audit deficiencies attested to by the Auditor of Public Accounts;

c) Substantial compliance with all financial reporting standards approved by the State Comptroller;

d) Substantial attainment of accounts receivable standards approved by the State Comptroller, including but not limited to, any standards for outstanding receivables and bad debts; and

e) Substantial attainment of accounts payable standards approved by the State Comptroller including, but not limited to, any standards for accounts payable past due.

2. Institution complies with a debt management policy approved by its governing board that defines the maximum percent of institutional resources that can be used to pay debt service in a fiscal year, and the maximum amount of debt that can be prudently issued within a specified period.

3. The institution will achieve the classified staff turnover rate goal established by the institution; however, a variance of 15 percent from the established goal will be acceptable.

4. The institution will substantially comply with its annual approved Small, Women and Minority (SWAM) plan as submitted to the Department of Small Business and Supplier



Diversity; however, a variance of 15 percent from its SWAM purchase goal, as stated in the plan, will be acceptable.

The institution will make no less than 75 percent of dollar purchases through the Commonwealth's enterprise-wide internet procurement system (eVA) from vendor locations registered in eVA.

5. The institution will complete capital projects (with an individual cost of over \$1,000,000) within the budget originally approved by the institution's governing board for projects initiated under delegated authority, or the budget set out in the Appropriation Act or other Acts of Assembly. If the institution exceeds the budget for any such project, the Secretaries of Administration and Finance shall review the circumstances causing the cost overrun and the manner in which the institution responded and determine whether the institution shall be considered in compliance with the measure despite the cost overrun.

6. The institution will complete major information technology projects (with an individual cost of over \$1,000,000) within the budgets and schedules originally approved by the institution's governing board. If the institution exceeds the budget and/or time schedule for any such project, the Secretary of Technology shall review the circumstances causing the cost overrun and/or delay and the manner in which the institution responded and determine whether the institution appropriately adhered to Project Management Institute's best management practices and, therefore, shall be considered in compliance with the measure despite the cost overrun and/or delay.

#### e. FINANCIAL AND ADMINISTRATIVE STANDARDS

The financial and administrative standards apply to institutions governed under Chapters 933 and 943 of the 2006 Acts of Assembly, Chapters 594 and 616 of the 2008 Acts of Assembly, and Chapters 675 and 685 of the 2009 Acts of Assembly. They shall be measured by the administrative standards outlined in the Management Agreements and § 4-9.02.d.4. of this act. However, the Governor may supplement or replace those administrative performance measures with the administrative performance measures listed in this paragraph. Effective July 1, 2009, the following administrative and financial measures shall be used for the assessment of institutional performance for institutions governed under Chapters 933 and 943 of the 2006 Acts of Assembly and those governed under Chapters 594 and 616 of the 2008 Acts of Assembly, and Chapters 675 and 685 of the 2009 Acts of Assembly.

##### 1. Financial

- a) An unqualified opinion from the Auditor of Public Accounts upon the audit of the public institution's financial statements;
- b) No significant audit deficiencies attested to by the Auditor of Public Accounts;
- c) Substantial compliance with all financial reporting standards approved by the State Comptroller;

d) Substantial attainment of accounts receivable standards approved by the State Comptroller, including but not limited to, any standards for outstanding receivables and bad debts; and

e) Substantial attainment of accounts payable standards approved by the State Comptroller including, but not limited to, any standards for accounts payable past due.

## 2. Debt Management

a) The institution shall maintain a bond rating of AA- or better;

b) The institution achieves a three-year average rate of return at least equal to the imoney.net money market index fund; and

c) The institution maintains a debt burden ratio equal to or less than the level approved by the Board of Visitors in its debt management policy.

## 3. Human Resources

a) The institution's voluntary turnover rate for classified plus university/college employees will meet the voluntary turnover rate for state classified employees within a variance of 15 percent; and

b) The institution achieves a rate of internal progression within a range of 40 to 60 percent of the total salaried staff hires for the fiscal year.

## 4. Procurement

a) The institution will substantially comply with its annual approved Small, Women and Minority (SWAM) procurement plan as submitted to the Department of Small Business and Supplier Diversity; however, a variance of 15 percent from its SWAM purchase goal, as stated in the plan, will be acceptable; and

b) The institution will make no less than 80 percent of purchase transactions through the Commonwealth's enterprise-wide internet procurement system (eVA) with no less than 75 percent of dollars to vendor locations in eVA.

## 5. Capital Outlay

a) The institution will complete capital projects (with an individual cost of over \$1,000,000) within the budget originally approved by the institution's governing board at the preliminary design state for projects initiated under delegated authority, or the budget set out in the Appropriation Act or other Acts of Assembly which provides construction funding for the project at the preliminary design state. If the institution exceeds the budget for any such project, the Secretaries of Administration and Finance shall review the circumstances causing

the cost overrun and the manner in which the institution responded and determine whether the institution shall be considered in compliance with the measure despite the cost overrun;

b) The institution shall complete capital projects with the dollar amount of owner requested change orders not more than 2 percent of the guaranteed maximum price (GMP) or construction price; and

c) The institution shall pay competitive rates for leased office space - the average cost per square foot for office space leased by the institution is within 5 percent of the average commercial business district lease rate for similar quality space within reasonable proximity to the institution's campus.

#### 6. Information Technology

a) The institution will complete major information technology projects (with an individual cost of over \$1,000,000) on time and on budget against their managed project baseline. If the institution exceeds the budget and/or time schedule for any such project, the Secretary of Technology shall review the circumstances causing the cost overrun and/or delay and the manner in which the institution responded and determine whether the institution appropriately adhered to Project Management Institute's best management practices and, therefore, shall be considered in compliance with the measure despite the cost overrun and/or delay; and

b) The institution will maintain compliance with institutional security standards as evaluated in internal and external audits. The institution will have no significant audit deficiencies unresolved beyond one year.

#### f. REPORTING

The Director, Department of Planning and Budget, with cooperation from the Comptroller and institutions of higher education governed under Management Agreements, shall develop uniform reporting requirements and formats for revenue and expenditure data.

#### g. EXEMPTION

The requirements of this section shall not be in effect if they conflict with § 23-9.6:1.01.D. of Chapters 828 and 869 of the Acts of Assembly of 2011.

#### § 4-9.02 LEVEL II AUTHORITY

a. Notwithstanding the provisions of § 5 of Chapter 824 and 829 of the 2008 Acts of Assembly, institutions of higher education that have met the eligibility criteria for additional operational and administrative authority set forth in Chapters 824 and 829 of the 2008 Acts of Assembly shall be allowed to enter into separate negotiations for additional operational

authority for a third and separate functional area listed in Chapter 824 and 829 of the 2008 Acts of Assembly, provided they have:

1. successfully completed at least three years of effectiveness and efficiencies operating under such additional authority granted by an original memorandum of understanding;
  2. successfully renewed an additional memoranda of understanding for a five year term for each of the original two areas. The institutions shall meet all criteria and follow policies for negotiating and establishing a memorandum of understanding with the Commonwealth of Virginia as provided in § 2.0 (Information Technology), § 3.0 (Procurement), and § 4.0 (Capital Outlay) of Chapter 824 and 829 of the 2008 Acts of Assembly.
- b. As part of the memorandum of understanding, each institution shall be required to adopt at least one new education-related measure for the new area of operational authority. Each education-related measure and its respective target shall be developed in consultation with the Secretary of Finance, Secretary of Education, the appropriate Cabinet Secretary, and the State Council of Higher Education for Virginia. Each education-related measure and its respective target must be approved by the State Council of Higher Education for Virginia and shall become part of the certification required by § 23-9.6:1.01.

#### § 4-9.03 LEVEL III AUTHORITY

The Management Agreements negotiated by the institutions contained in Chapters 675 and 685 of the 2009 Acts of Assembly shall continue in effect unless the Governor, the General Assembly, or the institutions determine that the Management Agreements need to be renegotiated or revised.

#### FINANCIAL BENEFITS OF PERFORMANCE CERTIFICATION

§ 2.2-5005. Incentive performance benefits to certain public institutions of higher education.

As used in this section, unless the context requires a different meaning:

"Fiscal year of implementation" means the first full fiscal year for which the financial and administrative management and educational-related performance benchmarks described under § [23-9.6:1.01](#) are effective, as provided in a general appropriation act.

Beginning with the fiscal year that immediately follows the fiscal year of implementation and for all fiscal years thereafter, each public institution of higher education that (i) has been certified during the fiscal year by the State Council of Higher Education of Virginia pursuant to § [23-9.6:1.01](#) as having met the institutional performance benchmarks for public institutions of higher education and (ii) meets the conditions prescribed in subsection B of § [23-38.88](#), shall receive the following financial benefits:

1. Interest on the tuition and fees and other nongeneral fund Educational and General Revenues deposited into the State Treasury by the public institution of higher education, as provided in the

appropriation act. Such interest shall be paid from the general fund and shall be an appropriate and equitable amount as determined and certified in writing by the Secretary of Finance to the Comptroller by the end of each fiscal year, or as soon thereafter as practicable;

2. Any unexpended appropriations of the public institution of higher education at the close of the fiscal year, which shall be reappropriated and allotted for expenditure by the institution in the immediately following fiscal year; and

3. A pro rata amount of the rebate due to the Commonwealth on credit card purchases of \$5,000 or less made during the fiscal year. The amount to be paid to each institution shall equal a pro rata share based upon its total transactions of \$5,000 or less using the credit card that is approved for use by all state agencies as compared to all transactions of \$5,000 or less using such card by all state agencies. The Comptroller shall determine the public institution's pro rata share and, as provided in the appropriation act, shall pay the institution by August 15, or as soon thereafter as practicable, of the fiscal year immediately following the year of certification.

The payment to an institution of its pro rata share under this subdivision shall also be applicable to other rebate or refund programs in effect that are similar to that of the credit card rebate program described in this subdivision. The Secretary of Finance shall identify such other rebate or refund programs and shall determine the pro rata share to be paid to the public institution of higher education.

4. A rebate of any transaction fees for the prior fiscal year paid for sole source procurements made by the institution in accordance with subsection E of § [2.2-4303](#), for using a vendor who is not registered with the Department of General Service's web-based electronic procurement program commonly known as "eVA", as provided in the appropriation act. Such rebate shall be certified by the Department of General Services and paid to each public institution by August 15, or as soon thereafter as practicable, of the fiscal year immediately following the year of certification.

(2005, cc. [933](#), [945](#).)

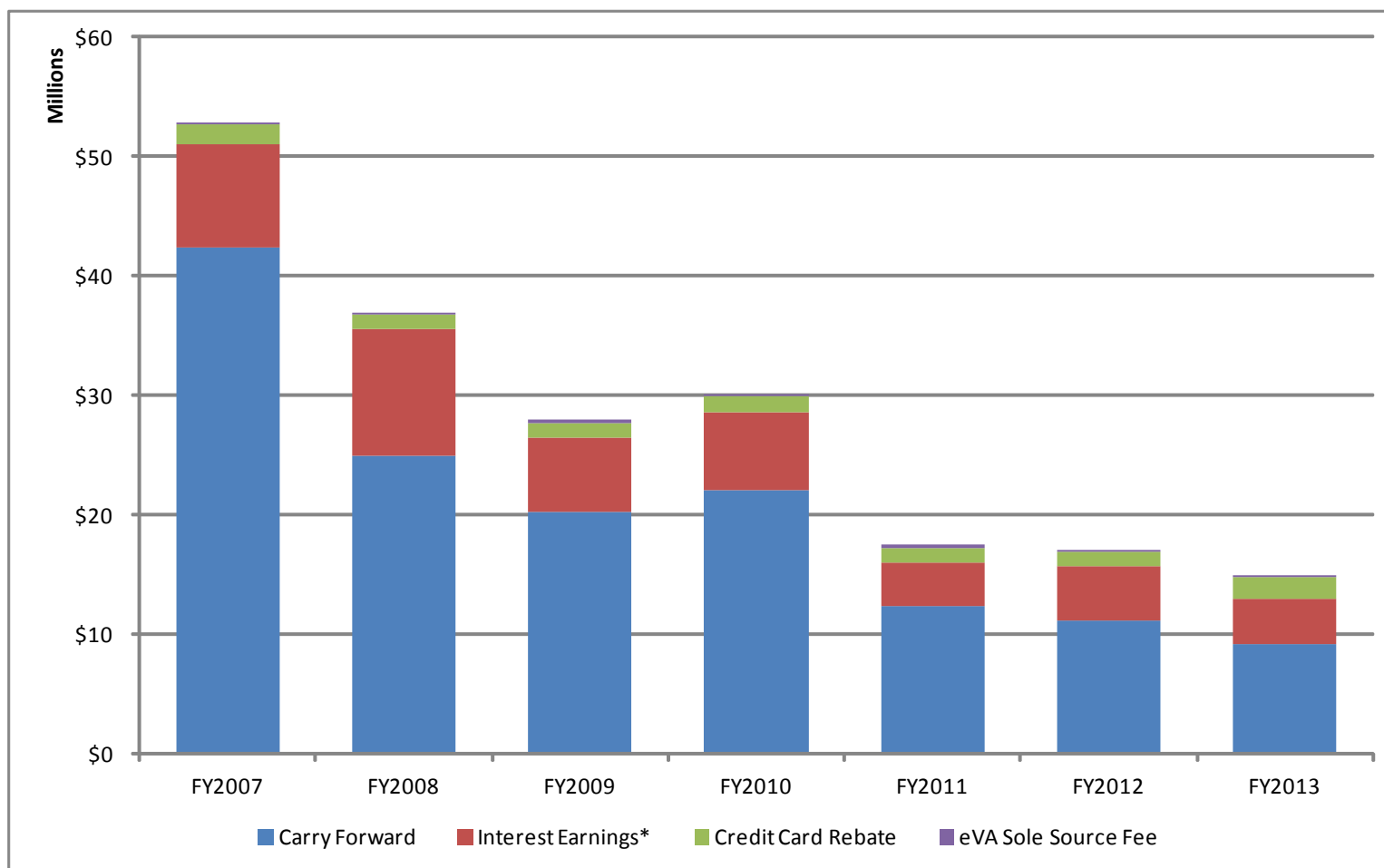
## APPENDIX B

### General Fund Financial Benefits of Restructuring Certification FY2007 through FY2013

	FY2007	FY2008	FY2009	FY2010	FY2011	FY2012	FY2013
Interest Earnings*	\$8,617,362	\$10,626,335	\$6,291,900	\$6,549,505	\$3,711,459	\$4,425,332	\$3,736,999
Credit Card Rebate	\$1,682,600	\$1,239,688	\$1,116,582	\$1,314,485	\$1,272,564	\$1,250,770	\$1,790,159
eVA Sole Source Fee	\$225,983	\$187,569	\$320,743	\$189,210	\$201,061	\$215,343	\$170,979
Carry Forward	\$42,371,251	\$24,905,357	\$20,223,245	\$22,098,890	\$12,294,362	\$11,193,047	\$9,228,800
Total	\$52,897,196	\$36,958,949	\$27,952,470	\$30,152,090	\$17,479,446	\$17,084,492	\$14,926,937

Note: \*Does not include interesting earnings of CWM,UVA,UVAW,VCU,and VT.

## General Fund Financial Benefits of Restructuring Certification FY2007 through FY2013



Note: \*Interest earnings do not include CWM, UVA, UVAW, VCU and VT.

## State Council of Higher Education for Virginia Agenda Item

**Item:** TJ21 Implementation Committee Item #6 – Presentation of Mid-Career Wage Outcomes of College Graduation

**Date of Meeting:** July 21, 2014

**Presenters:** Tod Massa, Director of Policy Research and Data Warehousing  
[TodMassa@schev.edu](mailto:TodMassa@schev.edu)

**Most Recent Review/Action:**

- ☒ No previous Council review/action  
☐ Previous review/action

**Date:**

**Action:**

**Background Information/Summary of Major Elements:**

- In 2012, during the build-up to the release of the reports on the Post-Completion Wages of Graduates, SCHEV staff met with college leaders across the Commonwealth. In doing so, we heard one request, again and again – “Please look at outcomes longer than five years after graduation.” We promised to do so, and this report, and the accompanying website, represent a promise kept.
- The available data, which are described in the report, consist of records of individual degree awards going back 1992-93 and wages and earnings, from 1998-2012.

**Materials Provided:** Attached report.

**Financial Impact:** To be determined.

**Timetable for Further Review/Action:** Release of the final website no later than August 1, 2014.

**Resolution:** None.



## Mid-Career Outcomes of Graduates of Virginia Institutions of Higher Education

### Summary

The State Council of Higher Education for Virginia (SCHEV) has produced new reporting tools of graduate wage outcomes out to nineteen years most completion. These reports are available at the statewide level by program discipline (two-digit level of the Classification of Instructional Programs). We find reported wages increase by level of degree and that there is significant variation within degree levels by discipline. Technical and professional disciplines generally show higher wages than disciplines in the liberal arts and humanities.

The range of difference is greatest for graduates of four-year baccalaureate programs. This is not unexpected as these degrees represent the majority of degree awards. The difference in wages earned in 2012 for the graduates of 1992-93 is significant – the median wages of the three disciplines with lowest wages are approximately half the median wages of the three highest. We see a similar pattern with master's degrees.

SCHEV anticipates releasing the new reports by August 1, 2014.

### Background

As a follow-up to the 2012 release of post-completion ages of graduates, SCHEV staff promised to provide reports of longer-term outcomes, beyond the 18 months and five years post-completion originally published. SCHEV has been collecting student-level since 1992 data from public and private, nonprofit institutions. The Virginia Employment Commission has made available, through VLDS (Virginia's Longitudinal Data System) unemployment insurance wage files going back to 1998 through 2012. The availability of these data enables SCHEV to report on post-completion wage outcomes of up to 19 years following graduation. Over time, the horizon of these data will extend to encompass a full career.

The data in these reports provide an unprecedented view of year-by-year wage outcomes of graduates. Through them, we can observe the variability in earnings, not only by degree level, but by broad categories of programs, specifically the "family" or two-digit level of the Classification of Instructional Programs taxonomy used in the U.S. and Canada. We also provide breakdowns by gender and categories of "Majority Students" and "Students of Color."

Our review of the data finds the same conclusions we documented in 2012, as confirming the first three rules described in *The College Payoff: Education,*

*Occupations, and Lifetime Earnings* from the Georgetown University Center on Education and the Workforce.

1. Degree level matters. But...
2. Occupational choice can trump degree level. People with less education in high-paying occupations can out-earn people with more education in less remunerative occupations. But...
3. While occupation can sometimes trump education, degree level still matters most within individual occupations.

We see these rules play out over and over again in these data. However, unlike our reports on graduate wage outcomes at 18 months and five years post-completion, we have made no effort to discount individuals from the analysis of a given degree level who have earned a higher-level or additional degree later. As we considered the issue of “additional education and credentials” writ large, we realized degrees and credit-bearing credentials represented only some unknown fraction of the activity individuals engage in to manage their careers. There are tremendous amounts of continuing education and noncredit activities conducted each year that are currently unreported in VLDS or through national databases, including the National Student Clearinghouse. It seems to us that disqualifying one kind of additional education beyond our starting point because we can measure it, adds little real value, even if it seems consistent on the surface since it doesn’t really even the playing field – unless one assumes that all other forms of education are of lesser value than degrees and credit-bearing certificates. Given the wide range of options available, we are not willing to make that assumption.

These reports are not meant to project earnings for new graduates or to place values, specific or comparative, on given credentials. Instead they are meant to describe the trajectory of earnings for past graduates to provide greater understanding of the possible impacts of funding decisions on higher education and education-related student debt. Students, institutional leaders, and state policymakers should all have access to clearly understandable data about the relationship between higher education credentials and the wage outcomes of graduates. There are clear differences in the data between degree levels and broad programs, but these reports demonstrate an increasing range in values between the first and third quartiles of reported wages. This variation might be explained by geography and the differences in local economies but also may reflect the differences in individuals beyond education.

The data we will be describing is based on two collections – SCHEV’s student-level collections beginning in the fall of 1992 for public and non-profit private institutions, and the Unemployment Insurance (UI) quarterly wage reports made by employers to the Virginia Employment Commission from 1998 forward.

## **Overall Outcomes for the Graduates of 1992-93.**

### **Associate's Degrees**

Virginia institutions offer two types of associate degrees, broadly speaking. One is the associate degree (bachelor's credit) also known as the "transfer degree," which ostensibly is designed to facilitate transfer to a four-year institution. The second is the associate degree (occupational/technical credit), also known as the "applied science" associated degree. Combined together, 9,355 of these degrees were awarded in 1992-93. In our 2012 report we reported noticeable differences in wages between both associate's degrees with the applied science graduates typically seeing higher earnings. Reviewing the data over a longer period of time, we see that the difference in the medians essentially disappears for the two associate degrees. This may be an effect of many of the "transfer degree" earners making the transfer to a four-year institution and completing a bachelor's degree. However, some number of the applied science degree completers, albeit a much smaller percentage of those graduates, continue successfully to the bachelor's degree, while many more achieve professional licensure or other non-academic credential. We also note in the data that the cohort of transfer degree graduates with full-time equivalent wages is typically about two-thirds the size of the applied science degree cohort.

Median wages for those completing the transfer degree in 1992-93 nearly doubled between 1998 (five years post completion) and 2012 from \$26,879 to \$52,954 in non-adjusted dollars. The wages at the first quartile did not increase as much, only by about 86% from \$19,747 to \$36,645 while the earnings of the third quartile increased 116% from \$35,942 to \$77,502. This difference in wage growth explains the growing difference between the first and third quartiles (\$16,195 to \$40,857) suggesting the influences of factors beyond the degree earned.

We see a similar pattern with the applied science associate, but with muted outcomes, despite the fact that graduates with these degrees start off at year five with a higher median wage - \$29,224 compared to \$26,879. The median earnings increased only 76% from 1998 through 2012, from \$29,224 to \$51,408. The increase for the first quartile was 66% from \$21,290 to \$35,455 with the third quartile showing a 92% increase from \$37,773 to \$72,429. The spread between the first and third quartiles (\$16,483 to \$36,974) also increased less dramatically.

It is when we look at the two-digit CIP code level, or "broad program", that we begin to understand some of the variance. For example, in CIP Family 15 "Engineering technologies," we see a higher median wage in 2012 of \$57,954 and higher wages at each quartile - \$41,908 at the first and \$80,699 at the third quartile. Similarly, in CIP 51, "Health professions," we see a higher median wage of \$59,451 and first and third quartiles at \$42,856 and \$74,679, respectfully. Perhaps surprisingly, since this does not appear to be a technical field, we see that CIP 52 "Business, management, marketing," which accounts for about a third of wage-reported graduates, the median wage in 2012 was \$42,208 with middle half of graduates earning between \$30,337 and \$62,264 in 2012.

## Bachelor's Degrees

When it comes to bachelor's degrees, we see a broader range of outcomes. In 1992-93, Virginia institutions awarded 30,866 bachelor's degrees. These four-year degree completers experienced a doubling (106% increase) of the median wage between 1998 and 2012 from \$31,543 to \$65,087. The 25th percentile wage increased by 78% from \$24,621 to \$43,890, and there was a 150% in wages at the 75th percentile from \$41,250 to \$102,939. Further, the range between the 25th percentile and 75th percentile has increased well over three times. When graphed out, it is easy to see the greater dispersion in earnings the further out from the completion the data go. This is explained, as above, by differential impacts of acquiring additional credentials, both formal and informal, gaining experience, and individual talent.

If we make a straight comparison of the median wages for the applied science associate degree to that of the bachelor's degree, we can see the changes in relative wages. There were greater increases in the top-end earnings of the middle half of bachelor degree completers than the comparable group of associate degree completers. Third quartile earnings have increased at a significantly greater rate. Given that a bachelor's degree is a necessary, if not essential, step to a master's, doctor's, or first professional degree, it is not surprising to see this increase in actual earnings.

We overlaid the rate of change in earnings of the bachelor's degree on those of the applied science associate, with the range of earnings of the middle half of graduates of the two degrees. We found that most of the associate completers have earnings in common with bachelor's completers. In fact, a noticeable fraction (10-15%) of the associate degree completers have earnings greater than the median of the bachelor's degree completers. These data reinforce our findings in 2012 regarding the value of certain associate degrees.

At the two-digit CIP Code level, as one would expect, we see a range of outcomes. There are few, if any surprises. For all four-year bachelor's degrees, there was a 99% increase in the median wages between 1998 and 2012. The lowest percentage increase was 69% for *Liberal arts and sciences, general studies and humanities* (CIP 24), *Philosophy and Religious Studies* (CIP 38), and *Family and Consumer Sciences* (CIP 19). The largest increases in median wages over the same period was 123% for *Biological and biomedical sciences* (CIP 26), 132% *Engineering* (CIP 14), and 157% *Physical sciences* (CIP 40).

The three programs with the lowest median wages in 2012 are:

Family and consumer sciences/human sciences (CIP 19)	\$46,125
Visual and performing arts (CIP 50)	\$48,696
Philosophy and religious studies (CIP 38)	\$49,124

The three programs with the highest median wages in 2012 are:

Physical sciences (CIP 40)	\$88,864
Engineering (CIP 14)	\$105,278
Computer and information sciences and support services (CIP 11)	\$107,692

The five disciplines with largest number of bachelor's graduates in 1992-93, representing 17,692 (57.6) graduates were:

Business, management, marketing, and related support services (CIP 52)	\$75,086
Social Sciences (CIP 45)	\$66,885
English (CIP 23)	\$57,778
Psychology (CIP 42)	\$53,313
Engineering (CIP 14)	\$110,891

We find that, in most cases, as the median wage increases, so does the magnitude of the difference between the first and third quartiles of wages. For example, for *Family and consumer sciences/human sciences* (CIP19), this difference is only \$26,505 compared to \$72,043 for *Computer and information sciences and support services* (CIP 11). This indicates that a specific outcome for a given major is not guaranteed, only that there tends to be a greater potential of a higher wage for some majors.

### **Master's Degrees**

Virginia institutions conferred 9,240 degrees at this level in 1992-93. At the master's degrees level, we see a range of outcomes that do not appear to be radically different from the bachelor's level. First, the master's degree completers experienced a 75% increase of the median wage between 1998 and 2012 from \$39,130 to \$68,474. The 25th percentile wage increased by 58% from \$30,974 to \$49,026 and there was a 94% increase in wages at the 75th percentile from \$44,460 to \$105,881. Over this time period, the difference between the first and third quartiles of wages increased from \$23,486 to \$56,855, or by 142%.

We have 13 program areas meeting disclosure standards at the master's level.

The three programs with the lowest median wages in 2012 are:

English language and literature/letters (23)	\$52,644
Education (13)	\$56,746
Visual and performing arts (50)	\$59,284

The three programs with the highest median wages in 2012 are:

Business, management, marketing, and related support services (52)	\$106,897
Computer and information sciences and support services (CIP 11)	\$126,525
Engineering (CIP 14)	\$132,375

### **Doctor's Degrees**

In 1992-93, Virginia institutions awarded 1,003 doctor's degrees. Of these, only 22% had reportable full-time equivalent wages in 1998, and this decreased to 16% in 2012. Very few program areas have reportable wages given our disclosure rules and these data indicate a significant amount of mobility in and out of the analysis pool. In 1998, the median wage for this degree level was \$49,734 increasing by 59% to \$79,251 in 2012. The first quartile wages demonstrated a 49% increase from \$36,556 to \$54,310. Third quartile wages increased from \$64,239 to \$114,841, a 79% increase.

### **First Professional Degrees – Health and Legal Professions**

It is with these degree programs we see the largest increases, representing about one-third of the 1,800 graduates in 1992-93.

In health professions, primarily MDs, we observe a 200% increase in the median wage from \$55,515 in 1998 to \$166,400 in 2012. Wages at the first quartile increased 182% from \$35,443 to \$100,000. Wages at the third quartile increased 200% from \$97,862 to \$293,710.

For legal professions graduates, primarily JDs, there was 109% increase at the median from \$48,620 in 1998 to \$101,533 in 2012. Wages at the first quartile increased 89% from \$35,031 to \$66,103. Wages at the third quartile increased 187% from \$66,179 to \$189,805.

### **Concluding Thoughts**

While we see a clear pattern that higher levels of educational attainment in terms of academic degrees clearly leads to higher earnings, the question that nags us is one of how much to attribute to the credential itself versus the motivation and abilities of individuals earning such credentials. There is a further question of how much higher

wages reflect merit versus ongoing choices and efforts to achieve higher wages. We can also attribute some of difference wages to the regional economies in which individuals work. Unfortunately, we do not have access to those data and are unable to determine how much that affects comparisons.

Degrees in technical fields where there is highest demand for individuals with those backgrounds provide the highest wages. They also tend to have a broader range of earnings across middle half of graduates with reported wages. Despite this broader range of earnings, the lowest quartile of wages may exceed the median wages for all programs at the level. Computer and information sciences is a good example of this effect for bachelor's degrees. Conversely, third quartile wages of the graduates in visual and performing arts barely exceed the median wages for all programs at the bachelor's level.

In considering the data presented, it is worth a review of a basic set of income numbers for families and households in Virginia. The source of these data is the American Community Survey (ACS) from the US Census and reflects all families and households (the collection of people who occupy a housing unit, regardless of relationship status), all levels of educational attainment, and all levels of work experience. Our thought is that absent a standard of what a graduate at a specific level *should* earn, we should review these data in the context of being part of a family or household.

Thus, consider that the median *family* income in Virginia is roughly \$75-77,000 per year (about \$64,000 for households), and the presented wage outcomes are for a single individual. Also, readers are reminded that Northern Virginia wages heavily influence that state median wage and the median family income is significantly less in other regions of the Commonwealth. In this context, there seems to be a clear advantage for most individuals with the credentials we have reviewed.

When released, the website provides much greater detail than provided in this summary report. We provide details on the numbers and percentages of graduates reported on, and outcomes for every class of graduates from 1992-93 forward.



## State Council of Higher Education for Virginia Agenda Item

**Item:** TJ21 Implementation Task Force Item #7 – Update on the Six-Year Plan Process for 2014

**Date of Meeting:** July 21, 2014

**Presenter:** Jean Mottley, Senior Associate for Finance Policy  
[JeanMottley@schev.edu](mailto:JeanMottley@schev.edu)

**Most Recent Review/Action:**

- ☒ No previous Council review/action  
☐ Previous review/action

**Date:**

**Action:**

**Background Information:**

The Higher Education Opportunity Act of 2011 reaffirmed institutional six-year plans that were first adopted in the Restructured Higher Education Financial and Administrative Operations Act of 2005:

§ 23-38.87:17. Institutional six-year plans.

A. The governing board of each public institution of higher education shall develop and adopt biennially and amend or affirm annually a six-year plan for the institution and shall submit that plan to the Council, the Governor, and the Chairs of the House Committee on Appropriations and the Senate Committee on Finance no later than July 1 of each odd-numbered year, and shall submit amendments to or an affirmation of that plan no later than July 1 of each even-numbered year or at any other time permitted by the Governor or General Assembly.

B. The Secretary of Finance, Secretary of Education, Director of the Department of Planning and Budget, Executive Director of the Council, Staff Director of the House Committee on Appropriations, and Staff Director of the Senate Committee on Finance, or their designees, shall review each institution's plan or amendments and provide comments to the institution on that plan by September 1 of the relevant year. Each



institution shall respond to any such comments by October 1 of that year.

C. Each plan shall be structured in accordance with, and be consistent with, the purposes of this chapter set forth in § 23-38.87:10 and the criteria developed pursuant to § 23-38.87:20, and shall be in a form and manner prescribed by the Council, in consultation with the Secretary of Finance, Secretary of Education, Director of the Department of Planning and Budget, Executive Director of the Council, Staff Director of the House Committee on Appropriations, and Staff Director of the Senate Committee on Finance, or their designees.

D. Each plan shall address the institution's academic, financial, and enrollment plans, to include the number of Virginia and out-of-state students, for the six-year period and shall include:

1. Financial planning reflecting the institution's anticipated level of general fund, tuition, and other nongeneral fund support for each year of the next biennium. The plan also shall include the institution's anticipated annual tuition and educational and general fee charges required by (i) degree level and (ii) domiciliary status, as provided in § 23-38.87:18, and shall indicate the planned use of any projected increase in general fund, tuition, or other nongeneral fund revenues. The plan shall be based upon any assumptions provided by the Council, following consultation with the Department of Planning and Budget and the staffs of the House Committee on Appropriations and the Senate Committee on Finance, for funding related to state general fund support pursuant to §§ 23-38.87:13, 23-38.87:14, 23-38.87:15, and 23-38.87:16, and shall be aligned with the institution's six-year enrollment projections;
2. Plans for providing financial aid to help mitigate the impact of tuition and fee increases on low-income and middle-income students and their families as described in § 23-38.87:15, including the projected mix of grants and loans;
3. Degree conferral targets for Virginia undergraduate students;
4. Plans for optimal year-round use of the institution's facilities and instructional resources;
5. Plans for the development of an instructional resource sharing program with other institutions of higher education in the Commonwealth;
6. Plans with regard to any other incentives set forth in § 23-38.87:16 or to any other matters the institution deems appropriate; and

7. The identification of (i) new programs or initiatives including quality improvements and (ii) institution-specific funding based on particular state policies or institution-specific programs, or both, as provided in subsection C of § 23-38.87:18.

E. In developing such plans, each public institution of higher education shall give consideration to potential future impacts of tuition increases on the Virginia College Savings Plan (§ 23-38.75 et seq.) and shall discuss such potential impacts with the Virginia College Savings Plan. The chief executive officer of the Virginia College Savings Plan shall provide to each institution the Plan's assumptions underlying the contract pricing of the program.

The institutions submitted their second Six-Year Plans under TJ21 in 2013 (<http://www.schev.edu/Restructuring/sixyearplans2013.asp>). In even-numbered years, institutions must update or affirm their plans. The templates for the 2014 update were sent to the institutions on July <sup>t</sup> with a due date of August 4. A meeting of the review group is in the process of being scheduled. After that meeting, comments will be sent to the institutions with a response due date of October 1. Staff will brief the Council on its progress at the meeting.

**Materials Provided:** None.

**Financial Impact:** None.

**Timetable for Further Review/Action:**

- Staff will brief Council at subsequent meetings.

**Resolution:** None.

# STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

**J. Sargeant Reynolds Community College  
Workforce Development and Conference Center  
Section B  
Richmond, Virginia  
July 21, 2014  
3:30 – 5:00 p.m.**

## **Academic Affairs Committee**

1. Call to Order
2. Approval of Minutes (May 19, 2014) [Page A1](#)
3. Action on Programs at Public Institutions [Page A9](#)
4. Action on Final Approval of University of Mary  
Washington Bachelor of Science in Nursing [Page A25](#)
5. Report on Proposed Engineering Programs at  
Christopher Newport University and George Mason  
University [Page A27](#)
6. Action on Private and Out-of-State Post-secondary  
Education Institutional Certifications [Page A34](#)
7. Action on Program Productivity Review [Page A44](#)
8. Action on Policy on the Reciprocal Authorization of  
Distance Education [Page A65](#)
9. Liaison Report

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
ACADEMIC AFFAIRS COMMITTEE  
MAY 19, 2014  
MINUTES**

Mr. Heywood Fralin (Vice Chair) called the meeting to order at 2:01 p.m. in the Stanley Library, Classroom #203, on the campus of Ferrum College, Ferrum, VA.

Committee members present: Joann DiGennaro, Heywood Fralin, Julious Smith.

Committee members absent: Johanna Chase, Gene Lockhart, Pamela Moran.

Staff members present: Joseph DeFilippo, Paula Fisher, Ashley Myers, Sylvia Rosa-Casanova.

**APPROVAL OF MINUTES**

On motion by Mr. Smith and seconded by Mr. Fralin, minutes from the March 17, 2014, meeting were approved unanimously.

**PRESENTATION ON UVA'S DATA SCIENCE INSTITUTE**

Dr. Donald Brown, Director and Professor of Engineering and Applied Science at the University of Virginia, gave a presentation on UVA's Data Science Institute.

He noted President Teresa Sullivan's support and commented on the challenges, DSI, research, and education associated with big data.

Dr. DeFilippo inquired about ethical issues relating to the management of personal data without subjects' knowledge.

Mr. Fralin commented that productivity in higher education is under attack to which Dr. Brown responded that big data can assist with repairing this image.

**ACTION ON PROGRAMS AT PUBLIC INSTITUTIONS**

*Master of Science (M.S.) in Data Science  
University of Virginia*

Dr. DeFilippo provided a summary of the proposed M.S. in Data Science.

Dr. Donald Brown and Dr. David Wolcott were in attendance from the University of Virginia.

Staff recommended adoption and on motion by Ms. DiGennaro and seconded by Mr. Smith, 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 the University of Virginia to initiate a Master of Science (M.S.) degree program in Data Science (CIP: 11.0802), effective fall 2014.**

*Master of Education (M.Ed.) in Reading, Literacy, and Learning  
Longwood University*

Dr. DeFilippo provided a summary of the proposed M.Ed. in Reading, Literacy, and Learning.

Dr. Gretchen Braun, Dr. Wendy Snow, and Dr. Kathy Charleston were in attendance from Longwood University.

Staff recommended adoption and on motion by Mr. Smith and seconded by Mr. DiGennaro, 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 Longwood University to initiate a Master of Education (M.Ed.) degree program in Reading, Literacy, and Learning (CIP: 13.1315), effective fall 2014.**

#### **ANNUAL REPORT OF THE OFFICE OF PRIVATE AND OUT-OF-STATE POST-SECONDARY EDUCATION (POPE)**

Ms. Rosa-Casanova provided an overview of the 2013 POPE Annual Report. In her report, she explained the trend of institutions consolidating their instructional sites, but still maintaining a presence in Virginia.

Dr. DeFilippo gave an example of a program that isn't regulated by any other entity in Virginia other than SCHEV. A few years ago, a phlebotomy program attracted media attention due to concerns with their curriculum and delivery. The institution in question voluntarily closed their doors prior to SCHEV's review, though SCHEV would have recommended the certification being pulled.

In response to Ms. DiGennaro's question asked about paid internships, Dr. DeFilippo noted that some for-profit institutions can, unfortunately, be predatory in nature. In rare cases, institutions have abused internships by utilizing this form of unpaid labor in place of full-time, trained staff. SCHEV works to prevent this.

Mr. Fralin commented on SCHEV's obligation to the students of the Commonwealth and expressed concern as it relates to SCHEV's role in certifying certain institutions. He emphasized the need for adequate staff to evaluate and certify as the public demands and deserves and encourages JBL Associates to examine this role in their development of SCHEV's strategic plan.

Dr. DeFilippo responded to Mr. Fralin's comments by explaining the recent more aggressive approach to deter unfair practices and the regulatory actions SCHEV currently takes to certify institutions. Dr. DeFilippo also noted the possibility of additional full-time compliance monitors, though these are positions that would require additional general fund assistance.

Mr. Smith addressed the critical need for SCHEV to protect the typically non-traditional students that attend POPE institutions.

Ms. DiGennaro noted that the certification process in its current form is a thorough one, though it is important to look for ways to improve. She is cautious of overregulation and is generally not supportive of additional layers of examination, unless a result of serious concern.

#### **ACTION ON PRIVATE AND OUT-OF-STATE POST-SECONDARY EDUCATION (POPE) INSTITUTIONAL CERTIFICATIONS**

Dr. DeFilippo provided a summary of information regarding the proposed application from Paul Mitchell The School to be certified to operate in Virginia.

Staff recommended adoption and on motion by Mr. Smith and seconded by Ms. DiGennaro, the following resolution was approved unanimously to be forwarded to the full Council.

**BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Paul Mitchell The School to operate a postsecondary institution in the Commonwealth of Virginia, with branches in Woodbridge and Tysons Corner, effective May 20, 2014.**

#### **ACTION ON PROVISIONAL CERTIFICATION OF COLLEGE OF HENRICOPOLIS SCHOOL OF MEDICINE**

Dr. DeFilippo provided a summary of the provisional certification of the College of Henricopolis School of Medicine.

Staff recommended adoption and on motion by Mr. Smith and seconded by Ms. DiGennaro, 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 provisionally certifies College of Henricopolis School of Medicine to operate a postsecondary institution in the Commonwealth of Virginia, effective immediately and for a period of one (1) year, in accordance with the conditions enumerated below:

1. that, during the period of provisional certification, College of Henricopolis School of Medicine shall not be allowed to advertise or receive student applications until it has achieved preliminary accreditation from the Liaison Committee on Medical Education (LCME).
2. that, after College of Henricopolis School of Medicine has achieved preliminary accreditation status with LCME and during the period of provisional certification, all publicity, advertisement, and promotional material must include a statement that the school is provisionally certified to operate in Virginia by SCHEV.
3. that, after College of Henricopolis School of Medicine has achieved preliminary accreditation status with LCME and during the period of provisional certification, College of Henricopolis School of Medicine may not collect tuition from prospective students, though it may collect initial non-refundable fees of no more than \$100, as per 8 VAC 40-31-160 (N) (2) of the *Virginia Administrative Code*.
4. that, prior to the expiration of the period of provisional certification (June 1, 2015), SCHEV will conduct a final review of faculty credentials prior to issuing full certification to College of Henricopolis School of Medicine.
5. that, prior to the expiration of the period of provisional certification, College of Henricopolis School of Medicine shall satisfy a site visit conducted by SCHEV staff demonstrating that the facility conforms to all federal, state and local building codes and that it is equipped with classrooms, instructional and resource facilities, and laboratories adequate for the size of the faculty and student body and adequate to support the educational program to be offered by the school.
6. that, prior to the expiration of the period of provisional certification, College of Henricopolis School of Medicine will submit a surety instrument which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of the school closure.
7. that College of Henricopolis School of Medicine's provisional certification shall lapse if the school does not achieve preliminary accreditation from LCME by June 1, 2015. In the event of such lapse, the school may reapply for certification.

**BE IT FURTHER RESOLVED** that Council delegates to the Executive Director authority to confer full certification on College of Henricopolis School

**of Medicine upon the school's successful satisfaction of all conditions enumerated above.**

## **LIAISON REPORT**

Dr. DeFilippo provided a report on Academic Affairs activities:

1. Update on review process for mechanical and electrical engineering bachelor's programs (from March meeting).
2. Private and Out of State Postsecondary Education (POPE). Updated POPE regulations went into effect on February 3. The POPE staff has been engaged in advising institutions, and incorporating changes into this year's recertification process. A daylong "summit" was held in Richmond on April 21 to brief institutions on new procedures and requirements resulting from the changes.
3. State Authorization Reciprocity Agreement (SARA). HB 467 (patron: Del. Massie) authorizing SCHEV to administer Virginia's participation in SARA has been passed by the General Assembly and signed by the Governor, and will take effect on July 1. Staff held a briefing for interested Virginia institutions (approx. 40, public and private) in Richmond on April 21, to inform them of the likely requirements and timeline for gaining membership in SARA. Staff anticipates bringing a policy guideline to the Academic Affairs Committee in July for action, following which SCHEV would apply to SREB for Virginia to be admitted to SARA.
4. Open VA. A second conference is being planned for a Saturday in mid-October, to be hosted by Tidewater Community College. The title of the event is "Building Open VA." The focus of the day will be on creating an ongoing network among Virginia institutions to support innovation and good practice in the use of open educational resources.
5. Ms. Beverly Covington, Academic Policy Analyst in Academic Affairs, has been accepted to the SLOAN Consortium's competitive program, *The Institute for Engaged Leadership in Online Learning*. Ms. Covington will participate in a series of online exercises and spend a week at Penn State this August working with national leaders on a project related to her SCHEV responsibilities. Her project will be the developing Virginia online consortium for veterans.
6. Program Productivity. Staff has continued working with institutions on their program productivity submissions. The attached table shows programs at each institution targeted for review, and, in bold, programs that institutions identified for closure in their initial submissions to SCHEV. Staff has identified some additional programs for possible closure, and has been engaging institutions in discussion, which will be brought to conclusion by the end of May. Staff will present an action item in July, with recommendations regarding



program continuations, qualified continuations, and closures. The attached appendix shows targeted programs by institution. Programs in boldface have been proposed for closure by institutions.

### **UPDATE ON U.S. DEPARTMENT OF EDUCATION PROPOSED GAINFUL EMPLOYMENT REGULATIONS**

Dr. DeFilippo led a brief discussion about proposed regulations from the U.S. Department of Education (USED) regarding Gainful Employment requirements.

Council members expressed serious concerns about the proposed regulations and their effect on educational programs that receive Title IV funding.

### **ADJOURNMENT**

Mr. Fralin adjourned the meeting at 5:12 pm.

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W. Heywood Fralin  
Vice Chair, Academic Affairs Committee

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Ashley Myers  
Coordinator, Executive & Board Affairs

Institution	# Prog's Targeted	Programs
CNU	1	Bachelor, Interdisciplinary Studies
CWM	4	Bachelor, Chinese Language and Culture Bachelor, German Master, Applied Science Master, Psychology
GMU	19	<b>Bachelor, Business Administration</b> Bachelor, Computational and Data Science Bachelor, Latin American Studies Bachelor, Religious Studies Bachelor, Astronomy <b>Bachelor, Electronic and Communications Engineering</b> Bachelor, Global and Environmental Change Master, Anthropology Master, Art History Master, Dance Master, Bioinformatics Management <b>Master, Epidemiology and Biostatistics</b> <b>Master, Senior Housing Administration</b> <b>Master, Health Science</b> Doctoral, Computational Social Science Doctoral, Criminology, Law and Society Doctoral, Sociology <b>Doctoral, Physical Science</b> <b>Doctoral, Information Technology</b>
JMU	2	Master, Mathematics Master, Art
LU	4	Bachelor, Economics Bachelor, Modern Languages Master, Business Administration Master, Sociology
NSU	13	<b>Bachelor, Business Education</b> Bachelor, Building Construction Technology Bachelor, Optical Engineering Bachelor, Physics <b>Master, Applied Sociology (Joint with ODU)</b> <b>Master, Teaching</b> Master, Severe Disabilities Master, Pre-Elementary Education Master, Music Master, Materials Science Master, Optical Engineering Doctoral, Social Work Doctoral, Materials Science and Engineering
ODU	8	Bachelor, Asian Studies Bachelor, Economics Bachelor, Women's Studies <b>Bachelor, Acting</b> Bachelor, Chemistry Master, Applied Sociology Master, Chemistry <b>Master, Physical Therapy</b>
RU	3	<b>Bachelor, Geography</b> Bachelor, Philosophy and Religious Studies Doctoral, Counseling
UMW	2	<b>Bachelor, American Studies</b> Bachelor, Physics
UVA	17	Bachelor, Architectural History Bachelor, German Bachelor, Italian Bachelor, Astronomy

Institution	# Prog's Targeted	Programs
		Master, Asian Studies Master, Government Master, Philosophy Master, Linguistics Master, Classics Master, German Master, Italian Master, Music Master, Slavic Languages and Literature <b>Master, Digital Humanities</b> Doctoral, Classics Doctoral, German Doctoral, Slavic Languages and Literature
UVAW	4	Bachelor, Management Information Systems Bachelor, Mathematics Bachelor, Computer Science Bachelor, Software Engineering
VCU	11	Bachelor, African American Studies Bachelor, Financial Technology <b>Bachelor, Recreation, Parks and Sport Management</b> <b>Master, Taxation</b> Master, Economics Master, Music Master, Biostatistics Master, Medical Physics <b>Master, Athletic Training</b> Doctoral, Art History Doctoral, Epidemiology
VMI	3	Bachelor, Applied Mathematics Bachelor, Computer Science Bachelor, Physics
VSU	16	Bachelor, Economics and Finance Bachelor, Management Information Systems <b>Bachelor, Public Administration</b> Bachelor, Social Work <b>Bachelor, Administration Systems Management</b> <b>Bachelor, Industrial and Technology Education</b> <b>Bachelor, Engineering Technology</b> <b>Bachelor, Physics</b> Master, Criminal Justice Master, History Master, Interdisciplinary Studies Master, English Master, Mathematics <b>Master, Plant Science</b> Master, Computer Science Master, Biology
VT	10	<b>Bachelor, Humanities, Science &amp; Environment</b> <b>Master, Hospitality and Tourism Management</b> <b>Master, Dairy Science</b> Master, Foreign Language and Culture <b>Master, Horticulture</b> Master, Theater Arts Doctoral, Social, Political, Ethical and Cultural Thought Doctoral, Geospatial and Environmental Analysis <b>Doctoral, Hospitality and Tourism Management</b> Doctoral, Rhetoric and Writing
VCCS	29	Further information to be available after Board review
Totals	Four-year institutions: 117 Community Colleges: 29	



# State Council of Higher Education for Virginia Agenda Item

**Item:** Academic Affairs Committee Item #3 – Action on Programs at Public Institutions

**Date of Meeting:** July 21, 2014

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

**Most Recent Review/Action:**

- ☒ No previous Council review/action  
☐ Previous review/action

**Date:**

**Action:**

**Background Information/Summary of Major Elements:**

George Mason University

- Bachelor of Science (B.S.) degree program in Atmospheric Sciences (CIP: 40.0401), effective spring 2015.
- Doctor of Philosophy (Ph.D.) degree program in Bioengineering (CIP: 14.0501), effective spring 2015.

Virginia Polytechnic and State University

- Bachelor of Science (B.S.) degree program in Microbiology (CIP: 26.0502), effective spring 2015.
- Bachelor of Science (B.S.) degree program in Nanoscience (CIP: 40.9999), effective spring 2015.

**Financial Impact:** The proposed programs are being initiated by various means of reallocation, and will be supported going forward via usual enrollment driven (tuition plus general funds) resources. Neither institution is seeking a special appropriation from the General Assembly to support the proposed programs.

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

**Resolutions:**

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Bachelor of Science (B.S.) degree program in Atmospheric Sciences (CIP: 40.0401), effective spring 2015.

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Doctor of Philosophy (Ph.D.) degree program in Bioengineering (CIP: 14.0501), effective spring 2015.

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Bachelor of Science (B.S.) degree program in Microbiology (CIP: 26.0502), effective spring 2015.

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Bachelor of Science (B.S.) degree program in Nanoscience (CIP: 40.9999), effective spring 2015.

**George Mason University**  
**Bachelor of Science (B.S.) in Atmospheric Sciences**  
**(CIP: 40.0401)**

**Program Description**

George Mason University (GMU) is proposing the creation of a Bachelor of Science (BS) degree program in Atmospheric Sciences to be initiated spring 2015. Located in the College of Science, Department of Atmospheric, Oceanic and Earth Sciences, the proposed degree program is designed to offer undergraduate education that combines weather and climate dynamics. The program would prepare students to translate scientific research into relevant and useful information for the public. The curriculum would include coursework in mathematics, statistics, chemistry, and physics, which are necessary to understand the processes that determine climate, weather and their relationship. Upper-level coursework will focus on atmospheric and climate science. The program will offer two options: 1) Meteorology and 2) Computational Atmospheric Sciences. Coursework in the Meteorology option will focus on predicting and understanding weather impacts on local populations. The Computational Atmospheric Sciences option will focus on numerical weather prediction and climate modeling. Through a capstone course, students will have an opportunity to conduct an independent research project in numerical, experimental, observational, or theoretical atmospheric or climate-related research. Graduates of the program would be prepared to provide statistical guidance for forecasts from numerical weather prediction models, make synoptic analyses and forecast weather, assess meteorological data, and communicate weather and/or climate information in written and oral form. To meet the curriculum requirements, GMU developed four new courses. Two courses are core courses and two courses are major elective courses.

The BS in Atmospheric Sciences would require 120 credit hours for graduation: 44 credit hours of general education; 21 credit hours of major coursework; nine credit hours in a selected option; 13 credit hours of math, statistics, and science coursework; nine credit hours of major elective coursework; 21 credit hours of electives; and a three credit hour capstone course.

**Justification for the Proposed Program**

GMU asserts that “a new trend in the atmospheric sciences has emerged due to the strengthening effects of global climate change and the need to understand, assess and forecast the consequences of climate change.” The World Meteorological Organization (WMO) writes that “90% of disasters around the world are caused by weather-, climate- or water-related hazards” (<http://www.wmo.int/youth/natural-hazards>). In 2008, the Governor of Virginia established a Climate Change Commission. The Commission noted in its findings that “based on an analysis by RMS (a catastrophe modeling company)..., the “Virginia Beach-Norfolk Metropolitan Statistical Areas ranks 10th in the world in value of assets exposed to increased flooding from sea level rise.” GMU states that is due to “storm surges.” Moreover, “weather and water extremes have a significant impact on agriculture and forestry in

Virginia...” ([http://www.sealevelrisevirginia.net/docs/homepage/CCC\\_Final\\_Report-Final\\_12152008.pdf](http://www.sealevelrisevirginia.net/docs/homepage/CCC_Final_Report-Final_12152008.pdf)). On April 1, 2014, the House of Representatives passed the Weather Forecasting Improvement Act of 2014 which “requires the Under Secretary of Commerce for Oceans and Atmosphere (who is also the Administrator of the National Oceanic and Atmosphere Administration [NOAA]) to prioritize weather-related activities, including the provision of weather data, forecasts, and warnings for the protection of life and property and the enhancement of the national economy, in all relevant line offices.” The Act also requires the development of a program that focuses on four areas, two of which are “improving the fundamental understanding of weather, including boundary layer and other atmospheric processes [and], improving the understanding of how the public receives, interprets, and responds to warnings and forecasts of high impact weather events that endanger life and property” (<http://beta.congress.gov/bill/113th-congress/house-bill/2413>). GMU notes that “implementation of this initiative will greatly expand opportunities for graduates in atmospheric sciences.”

GMU possesses the capacity to offer the proposed degree program. The Center for Ocean-Land-Atmosphere Studies (COLA) moved to the College of Science in summer 2013. The research center receives grants from the National Science Foundation (NSF), National Oceanic and Atmospheric Administration (NOAA), and National Aeronautics and Space Administration (NASA) to conduct research on climate prediction, predictability, and variability. The Comprehensive Atmospheric Modeling Program located in the Department of Atmospheric, Oceanic, and Earth Sciences is a research center for advanced modeling of hurricanes, severe weather, and air pollution. GMU notes that “concentration of talent makes it possible to provide real-time, intensive training of undergraduate majors.”

### **Student Demand**

In spring 2013, GMU surveyed students enrolled in the Introduction to the Fundamentals of Atmospheric Science course. Of the 45 respondents, six (approximately 13%) indicated they would “definitely” enroll in the proposed program and 15 (approximately 33%) indicated they would “possibly” enroll in the proposed program.

In fall 2013, GMU surveyed students enrolled in the Global Warming: Weather, Climate and Society course. Of the 32, five (approximately 16%) indicated they would “definitely” enroll in the proposed program; three (approximately 9%) indicated they would “likely” enroll; and 16 (50%) indicated they would “possibly” enroll in the proposed program. GMU currently has seven students enrolled in the BS in Earth Sciences, Atmospheric Sciences concentration. In spring 2013, five students were enrolled in the concentration and in fall 2013, eight students were enrolled in the concentration. GMU notes that the “students enrolled in the concentration have largely discovered it on their own [as the] degree program is organized, coordinated and promoted by geology faculty.”

Enrollment projections show a full-time equated student enrollment (FTES) of 20 in the program’s first year (2014-15). The projections continue as follows: FTES 2015-



16, 36.0; 2016-17, 58.0; and 2017-18, 87.0. GMU anticipates 11 graduates each year beginning in 2018-19. If these enrollment and graduation projections are met, then this program will meet Council's productivity/viability standards within five years, as required.

### **Market/Employer Demand**

GMU notes that graduates of the BS degree in Atmospheric Sciences will be well qualified to take positions as meteorologists with the federal government or in the private sector and as weather and climate analysts for agencies and firms working with agriculture, health, environment, and development. Letters of support indicate a need for atmospheric sciences professionals, particularly with federal agencies and in the private sector. In Virginia and nationally, employment announcements indicate need for bachelor-level personnel for entry-level positions as meteorologist, radar meteorologist, and scientific programmer/meteorologist. The Bureau of Labor Statistics (BLS) projects that between 2012 and 2022 employment of atmospheric scientists, including meteorologists is expected to grow "about as fast as average" or 10%. The BLS notes that atmospheric scientists typically need a bachelor's degree, either in atmospheric science or a related scientific field that specifically studies atmospheric qualities and phenomena (<http://www.bls.gov/ooh/Life-Physical-and-Social-Science/Atmospheric-scientists-including-meteorologists.htm>). The Virginia Employment Commission (VEC) projects that between 2010 and 2020 employment of atmospheric and space scientists is expected to increase 25.36% or 2.29% annually (available at <http://www.vawc.virginia.gov/analyzer/default.asp>).

### **Issues of Duplication**

One public institution, Virginia Polytechnic Institute and State University (VA Tech) offers a similar program. GMU states "due to the importance of the American Meteorological Society's (AMS) statement on the Bachelor's Degree in Atmospheric Science, the curriculum of the VA Tech degree program and the proposed program have very similar basic layouts. The primary differences between similar majors in meteorology/atmospheric science are mainly found in the electives." The proposed program is similar to VA Tech's degree program in that it would require approximately the same number of credit hours of meteorology coursework and require similar coursework in physics, chemistry, and mathematics. However, VA Tech's degree program emphasizes geospatial data applications with meteorology and focuses on geospatial information technology and uniting data from natural and human environments. The proposed program would "focus on understanding, modeling and communicating the integrated effects of climate change and variability in weather phenomena."

### **Resource Needs**

The proposed program will be funded primarily through departmental reallocations with funding support reallocated from the existing BS in Earth Sciences, Atmospheric Sciences concentration. Revenue generated from increased enrollments would also be used to support the program. Financial support for the program will not negatively

affect existing degree programs in the Department. GMU affirms that the institution will not seek additional state resources to initiate and sustain the degree program.

**Board Approval**

The GMU Board of Visitors approved the proposed program on October 2, 2013.

**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 George Mason University to initiate a Bachelor of Science (B.S.) degree program in Atmospheric Sciences (CIP: 40.0401), effective spring 2015.**

**George Mason University**  
**Doctor of Philosophy (Ph.D.) in Bioengineering**  
**(CIP: 14.0501)**

**Program Description**

George Mason University (GMU) is proposing the creation of a Doctor of Philosophy (Ph.D.) degree program in Bioengineering to be initiated spring 2015. Administered by the Department of Bioengineering in the Volgenau School of Engineering, the proposed program will educate PhDs to be leaders of bioengineering in the broad sense of the discipline. According to GMU, new leaders are needed due to the rapid recent expansion of the field. Bioengineers can attack important life science problems using technologies that were non-existent just a few years ago. Given the particular applications of bioengineering research, translation, regulatory considerations, and entrepreneurship are now complex and vital societal concerns.

GMU contends that the primary goal of the program is to fill an unmet need for PhD-level bioengineering training to prepare students for employment in government and industry, particularly in northern Virginia. Graduates will also be qualified to pursue faculty and research appointments in academia. The program has been designed primarily to serve students who wish to remain employed during the course of their studies. It is anticipated that most of these graduates will work in research settings in government and private industry, though they will also be prepared to pursue careers in academia.

The proposed doctoral program consists of a minimum of 72 credit hours, distributed among the following categories of courses: Core Science (9 credits), Core Bioengineering (6 credits), Concentration Courses (9 credits), Dissertation Research (24 credits), and Electives (24 credits). Concentrations will include: neuroengineering, biomedical imaging, data-driven biomechanical modeling, and nanoscale bioengineering.

**Justification for the Proposed Program**

Recent growth of the field is reflected in the number of accredited undergraduate programs in bioengineering nationally. In 2008 there were 50 such programs; as of October 2013 there are 87. The number of programs is certain to continue to rise in the short term.

A needs analysis commissioned by GMU from Thomson Reuters (“Needs Assessment for Bioengineering PhD Program in Northern Virginia,” December 2013) notes that the “employment demand for PhD level bioengineers is significant on the East coast with employment demand distributed across government, industry and academic sectors.” Many recent studies, borne out by BLS data, project biomedical engineering as one of the fastest growing STEM disciplines, with projected job growth many multiples of other engineering disciplines through the rest of the decade. Bioengineering, moreover, is a discipline in which it is particularly difficult to become sufficiently educated at the bachelor’s or master’s level to lead innovative work.

GMU's northern Virginia setting is also relevant, given the absence of other programs in the area, and the specific design of this program to support part-time students.

The program was subjected to an evaluation and site review by a team of two experts, one from academia and one from industry, who stated in their summary comments: "the program is distinguished by innovative aspects—including integration of technical training with broader consideration of regulatory and economic impacts of new technologies and the ability to provide PhD training to part-time students in Northern Virginia.... [We] enthusiastically recommend approval of the proposed program."

### **Student Demand**

A survey to determine student demand for the PhD in bioengineering was administered electronically to senior-level undergraduates in BENG 495 Bioengineering Senior Seminar II and BENG 492 Senior Advanced Design Project I. Of 24 students who completed the survey, nineteen (79%) indicated they would be very likely or fairly likely to apply for the program in the next two to three years. Letters of interest from six prospective students were provided, which highlight two main motivations for students' interest: (1) the opportunity to gain training and research experience in specific areas of bioengineering and (2) the location of GMU.

Enrollment projections show a full-time equated student enrollment (FTES) of 4 in the program's first year (2014-15). The projections continue as follows: FTES 2015-16, 7; 2016-17, 9; and 2017-18, 12. GMU anticipates five graduates per year beginning in 2018-19. If these enrollment and graduation projections are met, then this program will meet Council's productivity/viability standards within five years, as required.

### **Market/Employer Demand**

According to the Bureau of Labor Statistics (BLS), biomedical engineering employment is projected to grow well faster than average nationally, from 2012 to 2022: 27%, as opposed to 11% for all occupations, and 9% for all engineering occupations. According to the Virginia Employment Commission's (VEC) Labor Market Information (LMI) tool, the biomedical engineering occupation is projected to nearly double from 2010-2020, at 95.9% growth (17.8% for all occupations in Virginia). This is consistent with findings from the Thomson Reuters report, which found Virginia to be one of the main loci of bioengineering employment growth nationally.

### **Issues of Duplication**

The GMU program would be the fourth standalone PhD in bioengineering at a public institution in Virginia (fifth if one counts a concentration at ODU). The others are at UVA, VCU, and VT (with Wake Forest). Information presented in the Thomson Reuters report documents a number of points on which the GMU program would complement, rather than compete with, research profiles of these other programs. Particular focuses at GMU that are not emphasized at other institutions are: brain and musculoskeletal imaging, data-driven biomechanical modeling, translation, and

“career skills.” Conversely, while tissue engineering is a major focus at other institutions, it is not at GMU. The external reviewers also identified a number of points on which the GMU program would make a unique contribution to state needs relative to other programs.

### **Resource Needs**

The proposed program will be funded primarily through departmental reallocations, special funding from the Provost’s Office, and enhanced grant funding anticipated as a result of having a research PhD program. Financial support for the program will not negatively affect existing degree programs in the department or school. GMU affirms that the institution will not seek additional state resources to initiate and sustain the degree program.

### **Board Approval**

The GMU Board of Visitors approved the proposed program on October 2, 2013.

### **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 George Mason University to initiate a Doctor of Philosophy (Ph.D.) degree program in Bioengineering (CIP: 14.0501), effective spring 2015.**

**Virginia Polytechnic Institute and State University**  
**Bachelor of Science (B.S.) in Microbiology**  
**(CIP: 26.0502)**

**Program Description**

Virginia Polytechnic Institute and State University (VA Tech) is proposing the creation of a Bachelor of Science (BS) degree program in Microbiology to be initiated spring 2015. Located in the College of Science, Department of Biological Sciences, the proposed program is designed to provide “state-of-the-art academic training to undergraduate students so that they may tackle emerging societal issues related to microorganisms.” The curriculum will give students advanced critical thinking skills, exposure to research findings, practice at problem solving, development of modern laboratory skills, opportunities to develop technical writing skills, and professional development training. Coursework in general microbiology, genetics, microbial genetics, biochemistry for biotechnology, cellular and molecular biology, and microbial physiology would be required. Students will complete upper-level laboratory courses and practice analyzing research data and presenting in oral and written media. Graduates would possess the knowledge and skills in scientific thinking and laboratory skills to: 1) design experiments and analyze results following scientific method; 2) utilize quantitative reasoning to solve problems; 3) process and view microscopy samples; 3) utilize pure, differential, and selective culture techniques; 4) calculate cell numbers; and 5) operate laboratory equipment appropriately. VA Tech developed two new courses - one core course and one of the restricted electives courses.

The BS in Microbiology will require 120 credit hours of coursework: 28-29 credit hours of major core coursework; 28 credit hours of major science and mathematics coursework; 38 credit hours of liberal education coursework; nine to 12 credit hours of restricted elective coursework; and 13-17 credit hours of elective coursework.

**Justification for the Proposed Program**

VA Tech notes that “the importance of training in microbiology is reflected directly in the role of microbes in virtually all areas of the human experience.” In 2009, it was cited in the *New Biology Report* that “harnessing the molecular biology and biochemistry of microbes, either in pure culture under laboratory conditions or in naturally occurring complex communities, promises to contribute significantly to addressing all four challenges presented in this report (Maloy & Schaechter, 2006; Woese & Goldenfeld, 2009)” (<http://www.nap.edu/openbook.php?recordid=12764&page=50>). The Report also noted the importance of microbes in the generation of biofuels. “The challenge for advanced biofuels is to be able to produce fuel more cheaply than using yeast to ferment starch or sugar into ethanol. Again, the unique contribution the New Biology can add to these existing efforts is the coordination of efforts to discover, characterize, and engineer microbes so that they serve as factories for high production rates, with efforts to engineer production systems that maximize those microbes’ productivity, for example by continuously adjusting levels of nutrients and end-products. These optimized systems will allow next-generation

biofuels to compete with gasoline at prevailing prices: ([http://www.nap.edu/openbook.php?record\\_id=12764&page=31](http://www.nap.edu/openbook.php?record_id=12764&page=31)). In 2013, in the report "How Microbes Can Help Feed the World," the authors wrote, "a greater focus on the role of microbiology in agriculture combined with new technologies can help mitigate potential food shortages associated with world population increases according to a new report from the American Academy of Microbiology. ... Microbes are essential partners in all aspects of plant physiology, but human efforts to improve plant productivity have focused mostly on the plant. ... Optimizing the microbial communities that live in, on, and around plants can substantially reduce the need for chemical fertilizers, pesticides, and herbicides" (<http://academy.asm.org/index.php/browse-all-reports/800-how-microbes-can-help-feed-the-world>). VA Tech contends that "microbiologists are critical in providing the detailed knowledge of microbial populations and capabilities to move technological solutions forward" and graduates of the proposed degree program will be prepared to meet industry needs.

### **Student Demand**

Data for student enrollment in the BS degree program in Biological Sciences, Microbiology option indicate student interest. In fall 2011, 218 students were enrolled; in fall 2012, 209 students enrolled; and in fall 2013, 207 students enrolled in the option.

In the fall 2013, VA Tech surveyed undergraduate students in the General Biosciences program and students who had not declared a major. Of the 359 respondents, 332 were freshmen. Of the 332, 27 (approximately 8%) indicated they would "definitely" be interested in enrolling in a Microbiology degree program; 35 students (approximately 11%) indicate they "probably" would be interested.

Enrollment projections show a full-time equated student enrollment (FTES) of 30.0 in the program's first year (2014-15). The projections continue as follows: FTES 2015-16, 60.0; 2016-17, 90.0; and 2017-18, 120.0. VA Tech anticipates 25 graduates each year beginning in 2018-19. If these enrollment and graduation projections are met, then this program will meet Council's productivity/viability standards within five years, as required.

### **Market/Employer Demand**

Graduates of the proposed program will be qualified for technical laboratory positions in industries such as pharmaceuticals, fermented food products, microbial and enzymatic additives for industrial, agricultural, and consumer markets, and the conversion of potential fuel sources to useable energy. Twelve letters of support from Virginia-based companies and a government agency indicate the need for "highly-trained and competent" personnel with "specific training in microbiological techniques." In Virginia and nationally, employment announcements indicate demand for bachelor-level personnel for positions as assistant scientist, quality assurance technician, and microbiologist. The Bureau of Labor Statistics (BLS) projects that between 2012 and 2022 employment of microbiologists is expected to grow 7%

(<http://www.bls.gov/ooh/life-physical-and-social-science/microbiologists.htm>). The BLS notes that a bachelor's degree in microbiology or a closely related field is needed for entry-level microbiologist jobs. "More microbiologists will be needed to contribute to basic research, solve problems encountered in industrial production processes, and monitor environmental conditions to help ensure the public's health and safety. ... Microbiology is a thriving field that should provide good prospects for qualified workers." The Virginia Employment Commission (VEC) projects that between 2010 and 2020 employment of microbiologists is expected to increase 18.3% or 1.7% annually (available at <http://www.vawc.virginia.gov/analyzer/default.asp>).

### **Issues of Duplication**

VA Tech would be the first institution in the Commonwealth to offer a Bachelor of Science degree program in Microbiology. No other institution offers a similar or related degree program.

### **Resource Needs**

The proposed program will be funded through reallocations within the Department of Biological Sciences. The Department will reallocate funds currently used for the B.S in Biological Science, Microbiology option. The Department also has adequate flexibility through recent retirements and elimination of low-interest courses to fully support the program. Financial support for the degree program will not negatively affect existing programs in the Department. The institution will not seek additional state resources to initiate and sustain the program.

### **Board Approval**

The VA Tech Board of Visitors approved the proposed program on March 24, 2014.

### **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 Virginia Polytechnic Institute and State University to initiate a Bachelor of Science (B.S.) degree program in Microbiology (CIP: 26.0502), effective spring 2015.**



**Virginia Polytechnic Institute and State University**  
**Bachelor of Science (B.S.) in Nanoscience**  
**(CIP: 40.9999)**

**Program Description**

Virginia Polytechnic Institute and State University (VA Tech) is proposing the creation of a Bachelor of Science (BS) degree program in Nanoscience to be initiated spring 2015. The program would be located in the College of Science. The proposed cutting-edge program is designed to provide a strong background in the theoretical aspects as well as experimental tools and techniques of nanoscience. A research component and seminar courses will expose students to the frontier of nanoscience research. Each component of the curriculum would integrate scientific disciplines and methods, lectures and lab experiences and frontal instruction and active problem solving. The curriculum will include coursework in quantum physics in nanostructures, nanoscale synthesis, fabrication, and characterization, nanoscience and the environment, nanomedicine, and advanced nanomaterials and devices. Students will participate in nanoscience research rotations and advanced coursework will focus on the application of nanoscience in information and energy, environmental science, and medicine. Graduates will be prepared to: 1) collect and compile data on nanomaterials and nanostructures; 2) analyze the life cycle of nanomaterials to determine environmental impact; 3) process nanoparticles and nanostructures 4) produce detailed verbal and written presentations; and 5) assist in the design and implementation of experiments. To meet the curriculum requirements, VA Tech developed 11 new courses.

The BS in Nanoscience would require a total of 120 credit hours: 32 credit hours of core coursework; eight credit hours of undergraduate research; 18 credits of additional science and math coursework; 38 credits of liberal education coursework; and 24 credit hours of general electives. Students can also prepare for the nanoscience core courses through the “Integrated Science Curriculum” (ISC). The ISC is an eight credit hour classroom/laboratory experience for four semesters. Course material would be presented in a unified manner by an interdisciplinary team of scientist. The 32 credit hours would be a substitution for the required 18 credits of additional math and science coursework and 14 credit hours required coursework in the liberal education curriculum.

**Justification for the Proposed Program**

VA Tech contends that the proposed program is timely as “we are only at the dawn of [the] nanotechnological revolution. Already, modern information and communications technology, the discovery and delivery of new drugs, and our energy supply are critically dependent on nanoscale phenomena.” Moreover, the proposed program focuses on nanoscience rather than nanotechnology – “Just as most engineering technologies are based on fundamental scientific principles, nanoscience is the foundation upon which nanotechnology must be built.” In 2009, the National Science Foundation (NSF) funded a workshop entitled “Partnership for Nanotechnology Education.” Scholars noted that “while the U.S. research universities are

acknowledged as world leaders in science and engineering, there is growing global competition—especially in nanoscale science, engineering, and technology. To meet the national needs in the near future, it will become more important to foster U.S-born students in STEM” ([http://www.nsf.gov/crssprgm/nano/reports/educ09\\_murdyworkshop.pdf](http://www.nsf.gov/crssprgm/nano/reports/educ09_murdyworkshop.pdf)). A 2010 report “International Benchmark Workshop on K-12 Nanoscale Science and Engineering Education (NSEE)”, states “as a result of [explosive growth in Nanoscale Science and Engineering (NSE)], there will be a need for an extensive, informed, skilled workforce as nanostructures become the building blocks for materials and directed self assembly becomes a viable manufacturing process [http://www.nano.gov/sites/default/files/pub\\_resource/nsee\\_international\\_benchmark\\_workshop\\_6\\_dec\\_2010.pdf](http://www.nano.gov/sites/default/files/pub_resource/nsee_international_benchmark_workshop_6_dec_2010.pdf)). Since 2001, the National Nanotechnology Initiative (NNI) has coordinated and reported on activities in the field across the Federal Government. The NNI Strategic Plan of 2014 has as one of its four primary goals to “develop and sustain educational resources, a skilled workforce, and a dynamic Infrastructure and toolset to advance nanotechnology. A skilled science and engineering workforce... is essential to advancing nanotechnology research and development (R&D). Educational programs and resources are required to inform the general public, decision makers, and other stakeholders..., and to produce the next generation of nanotechnologists—that is, the researchers, inventors, engineers, and technicians who drive discovery, innovation, industry, and manufacturing” ([http://www.nano.gov/sites/default/files/pub\\_resource/2014\\_nni\\_strategic\\_plan.pdf](http://www.nano.gov/sites/default/files/pub_resource/2014_nni_strategic_plan.pdf)).

### **Student Demand**

Seven emails from prospective students indicate student interest in the proposed degree program. One student wrote, “I attended the Admitted Student’s Day this past weekend and I listened to your presentation on the new nanoscience major. It definitely interested me enough that I am really considering majoring in it.” Another student wrote, “I am currently a biochemistry major and I am very interested in doing the nanoscience curriculum. Could you please give me more information on the program and how to get into this program?” In one email, a high school student from Virginia wrote, “I personally find the field of nanoscience to be very fascinating and would enjoy the opportunity to major in it at Virginia Tech.”

Student enrollment in *Introduction to Nanoscience* (Nano 1015) and (Nano 1016) courses indicates student interest. Both courses will be required core coursework for the proposed program. In 2011-2012, 17 students and 10 students enrolled in Nano 1015 and Nano 1016, respectively; in 2012-2013, 18 students and 7 students enrolled; and in 2013-2014, 42 students and 25 students enrolled.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 25.0 in the program’s first year (2014-15). The projections continue as follows: FTES 2016-17, 45.0; 2017-2018, 60.0; and 2018-19, 75.0. VA Tech anticipates 21 graduates per year beginning in 2019-20. If these enrollment and graduation projections are met, this program will meet Council’s productivity/viability standards within five years, as required.

### **Market/Employer Demand**

VA Tech noted that graduates of the proposed degree program will be prepared to enter a variety of positions throughout the nanoscience industry – food, materials, medical, and forensic sciences, and micro- and optoelectronics, aerospace, and environmental control. Letters from 13 companies indicate support for the proposed program. The CEO of one company wrote, “As an employer in the Commonwealth of Virginia involved in material sciences, biology, and human health, I see [the BS degree in Nanoscience] as a significant development for my company and my peers across the Commonwealth.” The Vice President of a company in the medical device industry noted that the proposed degree program “will provide industry with skilled-labor ... something which is very much needed.” Employment listings in Virginia and nationally indicate that personnel with an undergraduate-level education are needed in public and private industry to fill entry-level positions such as lab scientist, research associate, scientific engineering associate (experimental nanostructures), and chemist/nanotechnology specialist. Data specific to future employment demand was not available as the Bureau of Labor Statistics (BLS) and the Virginia Employment Commission, Virginia Workforce Connection (VAWC) do not have a job category for nanoscience. However, in a related area the BLS projects that between 2012 and 2022 employment of chemists and materials scientist is expected to grow “slower than average” or 6%: employment of chemists is projected to grow 6 per cent and employment of materials scientists is projected to grow 5 per cent (<http://www.bls.gov/ooh/life-physical-and-social-science/chemists-and-materials-scientists.htm#tab-2>). VA Tech did not provide information to address the low future projected demand for professionals in a related area. The VEC, Virginia Workforce Connection (VAWC) projects that between 2010 and 2020 employment of chemists is expected to increase 7.2% or .7% annually (available at <http://www.vawc.virginia.gov/analyzer/default.asp>).

### **Issues of Duplication**

VA Tech would be the first institution in Virginia to offer a Bachelor's degree program in nanoscience. Moreover, it will be the second bachelor level degree program in nanoscience in the country.

### **Resource Needs**

The proposed program will be funded primarily through reallocations in the College of Science. VA Tech affirms that the institution will not seek additional state resources to initiate and sustain the program.

### **Board Approval**

The VA Tech Board of Visitors approved the proposed program on March 24, 2014.

### **Staff Recommendation**

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

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Bachelor of Science (B.S.) degree program in Nanoscience (CIP: 40.9999), effective spring 2015.

# State Council of Higher Education for Virginia Agenda Item

**Item:** Academic Affairs Committee Item #4 – Action on Final Approval of the University of Mary Washington Bachelor of Science in Nursing

**Date of Meeting:** July 21, 2014

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

**Most Recent Review/Action:**

- ☒ No previous Council review/action
- ☒ Previous review/action

**Date:** March 18, 2014

**Action:** See below.

**Background Information/Summary of Major Elements:** On March 18, 2014, the University of Mary Washington (UMW) received a conditional approval to initiate a Bachelor of Science in Nursing (BSN) degree program in Nursing (CIP Code: 51.3801) fall 2014. The approval was conditioned on the University receiving funds necessary to initiate and sustain the program from the 2014 session of the General Assembly. If such funding was not secured, the University was required to submit a plan to SCHEV documenting how requisite funds would be obtained from other sources.

In lieu of not receiving state funding from the General Assembly for the degree program, UMW submitted a revised plan to demonstrate resources from institutional reallocations and other funding sources to initiate and sustain the BSN degree program in Nursing.

Staff's review of the revised planned resources finds that UMW would have sufficient resources—existing and anticipated—to initiate and sustain the degree program.

**Materials Provided:** N/A

**Financial Impact:** The BSN degree program in Nursing will be funded with a reallocation of institutional funds derived from anticipated faculty salary savings from retirements. Tuition and mandatory education and general (E&G) fees paid by

students enrolling in the proposed program will be used to support the program. UMW affirms that no new general funds will be required to initiate or sustain the degree program.

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

**Resolution:**

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to the University of Mary Washington to initiate a Bachelor of Science in Nursing (B.S.N) degree program in Nursing (CIP: 51.3801), effective fall 2014.

# State Council of Higher Education for Virginia Agenda Item

**Item:** Academic Affairs Committee Item #5 – Report on Proposed Engineering Programs at Christopher Newport University and George Mason University

**Date of Meeting:** July 21, 2014

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

**Most Recent Review/Action:**

- ☐ No previous Council review/action  
☒ Previous review/action

**Date:** March 17-18, 2014

**Action:** Council directed staff to conduct a more detailed analysis of state needs in relation to the proposed programs.

**Background Information/Summary of Major Elements:**

At its March meeting, Council discussed two new engineering BS programs proposed by public institutions—electrical engineering at CNU (BSEE), and mechanical engineering at GMU (BSME). The two proposed programs have significant differences from each other, which are relevant to judgments of their approvability, but they also have important commonalities, some of which involve larger policy implications. As for the commonalities:

- each would be the first degree program at its institution in that subject;
- each would be an addition to an existent roster of similar degree programs at other Virginia public institutions (seven in electrical/electronic engineering; five in mechanical engineering);
- each discipline area is one in which there has already been significant enrollment growth since 2009, with the result that degree production in Virginia will increase by substantial percentages from current levels (electrical: ~29%, mechanical: ~23%) by 2018, without adding any new programs.

A consistent and growing body of research shows that STEM degree production generally, including many engineering disciplines, exceeds the size of the STEM labor market.<sup>1</sup> Given the extent of duplication with existent degree programs in Virginia, staff was charged to deepen its review of factors related to need/demand for additional degree programs, and to consult with the proposing institutions as necessary to assist a final assessment of the approvability of the proposed programs.

The basic result of this extended staff review is twofold, specifically,

- i. that the relationship between degree production (in both electrical and mechanical engineering) and employment, both in Virginia and nationally, appears to be in balance, i.e., there is no discernible shortage of bachelor's-educated engineers that would by itself motivate establishment of additional programs at the present time;
- ii. there are relevant local conditions—different in each case—that could justify approval of the proposed programs, depending on the weight Council places on such conditions.

**Materials Provided:** *Review of factors relevant to proposed bachelor's degree programs in electrical (CNU) and mechanical (GMU) engineering.*

**Financial Impact:** See attachment.

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

**Resolution:** See attachment for options.

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<sup>1</sup> B. Lindsay Lowell and Hal Salzmman, "Into the Eye of the Storm: Assessing the Evidence on Science and Engineering Education, Quality, and Workforce Demand," Urban Institute, October 2007.

Yu Xie and Alexandra A Killewald, *Is American Science in Decline?* (Harvard U. Press 2012).

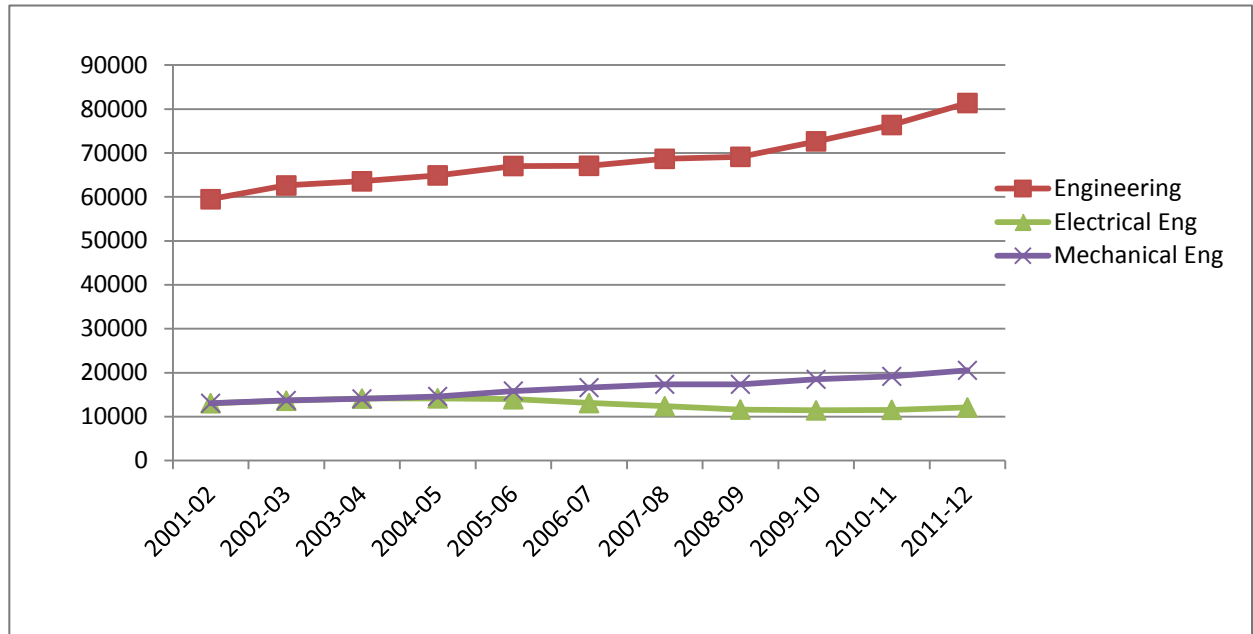
Michael Teitelbaum, *Falling Behind? Boom, Bust and the Global Race for Talent* (Princeton U. Press 2014).

According to Teitelbaum (p. 22) the primary question is whether the factor of over-production of STEM degrees is 3:1 or 2:1.



*Review of factors relevant to proposed bachelor's degree programs in electrical (CNU) and mechanical (GMU) engineering.*

I. Bachelor's degrees granted at US institutions, 2002-12—engineering, electrical engineering (EE), mechanical engineering (ME) (IPEDS).



	Engineering	EE	ME
2001-02	59481	13056	13058
2002-03	62611	13627	13693
2003-04	63558	14123	14050
2004-05	64906	14171	14609
2005-06	67045	13966	15850
2006-07	67092	13089	16601
2007-08	68676	12375	17367
2008-09	69133	11619	17352
2009-10	72654	11433	18498
2010-11	76376	11551	19165
2011-12	81382	12086	20541
%Δ	<b>+37</b>	<b>-7</b>	<b>+57</b>

Notes:

- Mechanical engineering degree production has grown at a virtually uniform rate throughout this period, from 13,058 to 20,541, a 57% increase over the ten-year period. The rate of growth in degree production is greater than the rate of growth in mechanical engineering employment, which was 24.4% over 2003-13 (more below).
- Electrical engineering degree production *declined* 7% from 2002 to 2012, from 13,056 to 12,086. Conversely, the national employment level of electrical engineers *increased* by 15% over the ten-year period 2003-13 (more below).

- II. Virginia degree production in the last 10 years (2003 vs. 2013) mirrors the national pattern.

Virginia Public institutions, engineering bachelor's degrees granted, 2003 vs. 2013 (SCHEV)

	Engineering	EE	ME
2003	1,628	303	367
2013	2,431	282	585
%Δ	<b>+49.3</b> (national: +37)	<b>-6.9</b> (national: -7)	<b>+59.4</b> (national: +57)

Note:

- Additional fact: with 2.59% of the national population (2010 census), Virginia produces 2.99% of engineering degrees; 2.33% of electrical engineering degrees; and 2.85% of mechanical engineering degrees.

- III. Employment, 2003 vs. 2013, Virginia and Nationally (BLS)

Virginia				
	All Occupations	Arch/Engineering	EE	ME
2003	3,396,270	71,920	7,080	5,570
2013	3,631,440	76,030	6,530	8,520
%Δ	<b>+6.9</b>	<b>+5.7</b>	<b>-13.5</b>	<b>+53</b>

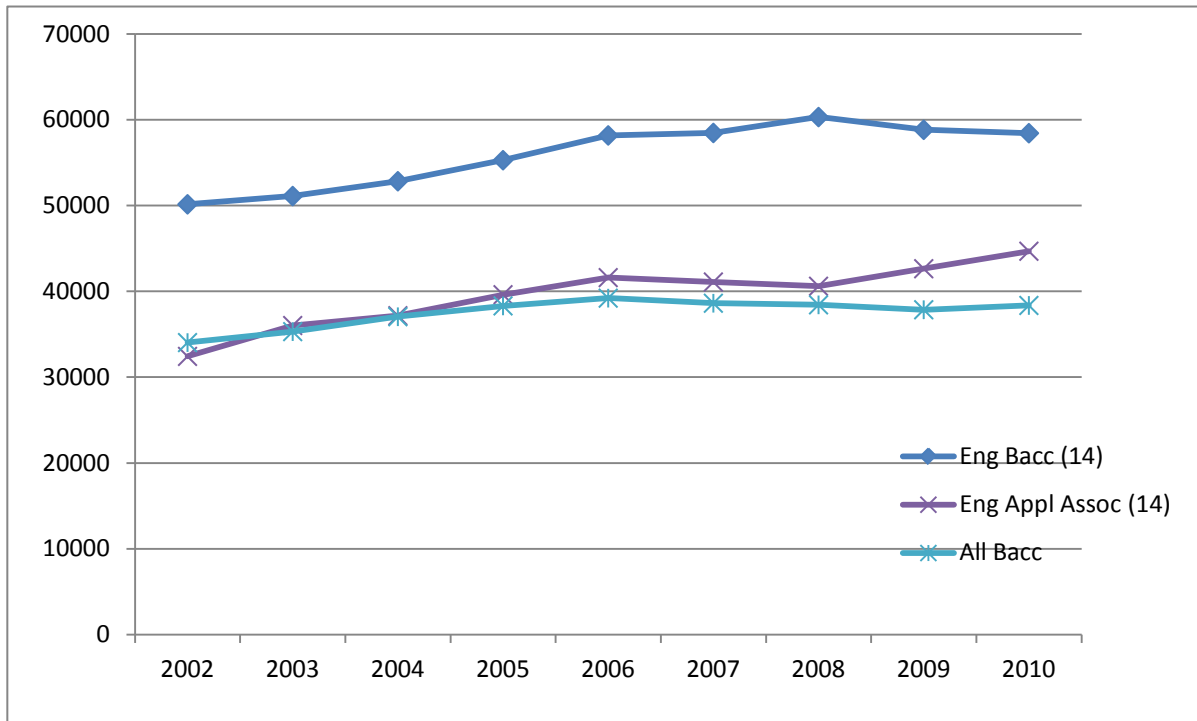
National				
	All Occupations	Arch/Engineering	EE	ME
2003	127,567,910	2,376,650	146,150	207,810
2013	132,588,810	2,380,840	168,100	258,630
%Δ	<b>+3.9</b>	<b>+1.8</b>	<b>+15.0</b>	<b>+24.4</b>

Notes:

- Virginia increased total engineering jobs at a faster rate than the nation.
- Electrical engineering jobs in Virginia declined during a period when they increased nationally.
- Mechanical engineering jobs increased in Virginia at a rate more than double the national growth rate. Mechanical accounted for approximately three quarters of the net increase in engineering jobs in Virginia.
- Virginia's degree production trends in both EE and ME track state occupational employment trends closely. Nationally, the growth trend of ME degree production has outpaced the growth trend of ME employment.
- National trends in electrical engineering degree production and employment seem to reflect combined effects of the tech/dotcom bubble and increase in H1B visas.

IV. Virginia wage data trends, engineering bachelor, engineering applied associate, and all bachelor graduates, 2002-10.

The graph and table below show SCHEV wage data for graduates in the *third year* (inclusive) from graduation. Thus, the point that corresponds to 2002 shows median wages for 2002 graduates in 2004; for 2010 graduates the wage year is 2012.



	Eng Bacc	Eng Appl Assoc	All Bacc
2002	50159	32428	34039
2003	51125	36029	35316
2004	52850	37178	37052
2005	55302	39624	38316
2006	58192	41615	39221
2007	58480	41102	38628
2008	60334	40611	38438
2009	58848	42654	37870
2010	58452	44688	38370
%Δ	<b>+16.5</b>	<b>+37.8</b>	<b>+12.7%</b>
<b>inflation-adjusted %Δ</b>	<b>-4.1</b>	<b>+13.4</b>	<b>-7.2</b>

Notes:

- Virginia bachelor's graduates in engineering who remain in Virginia are getting well-paying jobs—their median wages are about 50% higher than those for all bachelor's graduates
- Wages for engineering bachelor graduates show near stagnation for graduates of the period 2006-2010. The recession is certainly a major factor, but note that the years in the table above are *graduation* years—the wages reported come from two

years later. In other words, e.g., the bottom row shows what 2010 graduates earned in 2012.

- In contrast, the trend for *applied associate degree* graduates in engineering shows a recessionary stall followed by increasing wages for post 2008 graduates. This is the pattern to be expected when the demand for graduates is greater than the supply.
- The trend for all bachelor graduates shows a recessionary stall similar to the one for engineering graduates, though the stall appears to have started a year earlier.
- Inflation adjustment  $\Delta$  over the period in question underscores:
  - the relative undersupply of applied associate engineering graduates;
  - engineering bachelor graduates have fared somewhat better than bachelor graduates across the board, but in neither case do wage data suggest a shortage of graduates relative to available positions.

V. Summary: state need/demand.

There are clearly good economic opportunities in Virginia for engineering graduates, but the trends in degree-granting, job growth, and wages from 2002 through 2013 demonstrate that Virginia institutions have kept pace with the job market, and perhaps have been a bit ahead of it. Degree production and employment are in balance; there is no detectable shortage of graduates in either discipline.

VII. Local and/or mission related factors relevant to the two proposed programs.

A. Christopher Newport University's proposed BSEE.

- CNU is already authorized to offer computer engineering at the bachelor's level, a discipline that is closely related to electrical engineering. Computer engineering is CNU's only current engineering program.
- Proposed investment required to mount the BSEE, as of the target year:
  - Equipment: \$64,250 (to outfit three labs);
  - Personnel: \$393,904 per year (two faculty and one support position)
- Enrollment/graduates per year, as of target year: 56/8 (growing to 80/15 by 2024-25)
- CNU contends that its program, embedded within a small liberal arts-focused university, offers an educational opportunity that prospective students cannot acquire at other public institutions offering the BSEE.
- Newport News Shipbuilding has indicated a need for additional electrical engineering graduates with training in power systems. CNU has indicated a willingness to develop additional offerings in power.

B. George Mason University's proposed BSME.

- GMU's current undergraduate offerings in the Volgenau School comprehend: information technology, bioengineering, civil engineering, computer science, computer engineering, electrical engineering, and systems engineering. Bioengineering at the PhD level is under consideration on the current Council agenda; a BS in Cybersecurity Engineering has just received "facilitated approval" from SCHEV.

- It is likely that approval of the BSME will lead to proposal of a PhD program in mechanical engineering, to support faculty research programs.
- Proposed investment required to mount the BSME, as of the target year:
  - Equipment: \$4,000
  - Personnel: \$758,046 per year (seven faculty FTE and one support position)
- Enrollment/graduates per year, as of target year: 128/26
- GMU contends that mechanical engineering is a basic engineering discipline that should be offered at any school of engineering, and will support other engineering disciplines.
- GMU contends that its location in northern Virginia means that it provides access to populations that will not readily attend other Virginia institutions where mechanical engineering is offered.
- GMU intends to develop a dual admissions agreement with Northern Virginia Community College (NVCC) that will provide a stronger pathway than otherwise currently available for underrepresented populations.

#### VIII. Final Summary.

Available labor market and degree production data indicate there is currently an adequate supply of degree production in both electrical and mechanical engineering in Virginia. Given the sheer number of programs at Virginia public institutions, this is not surprising. Factors involved in the two proposals under consideration are significantly different and may admit different final decisions. The CNU BSEE would be a small program that is adjunct to a closely related computer engineering program. So long as CNU remains a primarily undergraduate institution, approval of its BSEE is not likely to lead to further duplicative investment. The GMU BSME would be a new direction for the Volgenau School of Engineering, and is planned as a larger program; it will therefore require a larger investment of resources to bring to fruition. Given GMU's status as a research university, the BSME will almost certainly have to be supplemented with a PhDME in the future, to support faculty retention and enable the program to pull its own weight within its overall institutional context. On the other hand, GMU contends that mechanical engineering is a core engineering discipline, the absence of which is a detriment to the school of engineering as a whole. Finally, GMU expresses an intention to inaugurate an innovative dual admissions program to create a pathway to improve outcomes for disadvantaged students; this plan is still under development.

In each case, Council may:

- approve the program as proposed;
- approve the program provisionally or subject to conditions of its choosing;
- deny approval of the program as proposed;
- defer action and request further information and/or revision of the proposal.

## State Council of Higher Education for Virginia Agenda Item

**Item:** Academic Affairs Committee Item #6 – Action on Private and Out-of-State Postsecondary Institutional Certifications

**Date of Meeting:** July 21, 2014

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

Ms. Sylvia Rosa-Casanova  
Director, Private and Out-of-State Postsecondary Education  
[SylviaRosaCasanova@schev.edu](mailto:SylviaRosaCasanova@schev.edu)

**Most Recent Review/Action:**

- ☒ No previous Council review/action  
☐ Previous review/action

**Date:**

**Action:**

**Background Information/Summary of Major Elements:**

Four postsecondary institutions are seeking certification to operate in Virginia.

**Materials Provided:**

Application Summaries

- Augusta Health School of Clinical Laboratory Science
- Heart to Heart Career Training Center
- Mid-Atlantic Coding
- Empire Beauty School

**Financial Impact:**

The institutions have submitted the required certification fee to operate a postsecondary educational institution in Virginia.

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

**Resolutions:**

**BE IT RESOLVED** that the State Council of Higher Education for Virginia certifies Augusta Health School of Clinical Laboratory Science to operate a postsecondary institution in the Commonwealth of Virginia, effective July 22, 2014.

**BE IT RESOLVED** that the State Council of Higher Education for Virginia certifies Heart to Heart Career Training Center to operate a postsecondary institution in the Commonwealth of Virginia, effective July 22, 2014.

**BE IT RESOLVED** that the State Council of Higher Education for Virginia certifies Mid-Atlantic Coding to operate a postsecondary institution in the Commonwealth of Virginia, effective July 22, 2014.

**BE IT RESOLVED** that the State Council of Higher Education for Virginia certifies Empire Beauty School to operate a postsecondary institution with branches in Midlothian, Richmond and Virginia Beach in the Commonwealth of Virginia, effective July 22, 2014.

## **Augusta Health School of Clinical Laboratory Science** **Application Summary**

### **School Overview**

Augusta Health School of Clinical Laboratory Science is a non-degree granting postsecondary school offering a clinical laboratory science certificate, which provides a clinical year of training for students who have already completed a baccalaureate degree. Graduates are eligible to sit for the national certification examination in Medical Laboratory Science administered by the American Society of Clinical Pathology (ASCP) Board of Certification.

### **School Officer**

Program Director – Ellen T. Coggins  
CEO of Augusta Health Care, Inc. – Mary Mannix  
COO of Augusta Health Care, Inc. – Lisa Cline

### **School Mission Statement**

The school's mission statement is as follows:

*The mission of the Augusta Health School of Clinical Laboratory Science (AHSCLS) is to educate competent laboratory professionals to aid in the promotion of health and well-being of the patients we serve. The AHSCLS mission reflects the mission of Augusta Health, the institutional owner of this program, which is "to promote the health and well-being of our community through access to excellent care."*

### **Proposed Educational Programs and Credentials Conferred**

Certificate – Clinical Laboratory Science

### **Proposed Location**

Augusta Health School of Clinical Laboratory Science will operate from the following address:

Augusta Health School of Clinical Laboratory Science  
78 Medical Center Drive  
Fishersville, VA 22939

### **Financial Stability Indicator**

Augusta Health School of Clinical Laboratory Science submitted the Projected Accounting Budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated the school's financial composite score as 1.5 out of a possible 3.0, which indicates that the institution demonstrates overall financial health, as defined by the U.S. Department of Education.



### **Guaranty Instrument**

Augusta Health School of Clinical Laboratory Science submitted a \$42,000 surety instrument, which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of the school closure, pursuant to 8 VAC 40-31-160 (I).

### **Evidence of Compliance**

Augusta Health School of Clinical Laboratory Science provided the appropriate evidence to demonstrate compliance with each of the following requirements of the *Virginia Administrative Code*.

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

### **Staff Recommendation**

Augusta Health School of Clinical Laboratory Science has demonstrated compliance with § 23-276.3 (B) of the *Code of Virginia*, which outlines the minimal standards for operating a postsecondary institution in the Commonwealth of Virginia. Accordingly, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the full Council:

**BE IT RESOLVED** that the State Council of Higher Education for Virginia certifies Augusta Health School of Clinical Laboratory Science to operate a postsecondary institution in the Commonwealth of Virginia, effective July 22, 2014.

## **Heart to Heart Career Training Center** **Application Summary**

### **School Overview**

Heart to Heart Career Training Center is a non-degree granting postsecondary school offering instruction in a variety of fields of allied health training.

### **School Officer**

President – Arleigh Hatcher

### **School Mission Statement**

The school's mission statement is as follows:

*Heart to Heart Career Training Center, a private vocational training center, provides accessible, high quality career training to diverse populations to develop healthcare leaders at all entries of practice. Established in 2010, initially as a local CPR instruction company, it is committed to cultivating a culture of honor, respect, and lifelong learning through our careful and expert instruction. Each individual career training program's curriculum has been created to prepare our students to obtain entry level positions within their chosen career field while also reinforcing a mindset of upward career mobility.*

### **Proposed Educational Programs and Credentials Conferred**

Certificate – Nurse Aide  
Certificate – Medication Aide  
Certificate – Pharmacy Technician  
Certificate – EKG Technician  
Certificate – Phlebotomy Technician  
Certificate – Personal Care Assistant  
Certificate – Dental Assistant

### **Proposed Location**

Heart to Heart Career Training Center will operate from the following address:

Heart to Heart Career Training Center  
312 Waller Mill Road, Suite 600  
Williamsburg, VA 23185

### **Financial Stability Indicator**

Heart to Heart Career Training Center submitted the 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, which indicates that the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

**Guaranty Instrument**

Heart to Heart Career Training Center submitted a \$10,000 surety instrument, which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of the school closure, pursuant to 8 VAC 40-31-160 (I).

**Evidence of Compliance**

Heart to Heart Career Training Center provided the appropriate evidence to demonstrate compliance with each of the following requirements of the *Virginia Administrative Code*.

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

**Staff Recommendation**

The Heart to Heart Career Training Center has demonstrated compliance with § 23-276.3 (B) of the *Code of Virginia*, which outlines the minimal standards for operating a postsecondary institution in the Commonwealth of Virginia. Accordingly, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the full Council:

**BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Heart to Heart Career Training Center to operate a postsecondary institution in the Commonwealth of Virginia, effective July 22, 2014.**

## **Mid-Atlantic Coding Application Summary**

### **School Overview**

Mid-Atlantic Coding is a non-degree granting postsecondary school offering instruction in medical coding.

### **School Officer**

Owner – Lynn Pegram

### **School Mission Statement**

The school's mission statement is as follows:

*Mid-Atlantic Coding is a career technical institution that will provide students with learning experiences that offer opportunities to develop the skills necessary for working as a Medical Coding Specialist.*

### **Proposed Educational Programs and Credentials Conferred**

Certificate – Medical Coder

### **Proposed Location**

Mid-Atlantic Coding will operate from the following address:

535 Southlake Blvd  
Richmond, VA 23235

### **Financial Stability Indicator**

Mid-Atlantic Coding has submitted the 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, which indicates that the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

### **Guaranty Instrument**

Mid-Atlantic Coding submitted a \$14,000 surety instrument, which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of the school closure, pursuant to 8 VAC 40-31-160 (I).

### **Evidence of Compliance**

Mid-Atlantic Coding provided the appropriate evidence to demonstrate compliance with each of the following requirements of the *Virginia Administrative Code*.

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

### **Staff Recommendation**

Mid-Atlantic Coding has demonstrated compliance with § 23-276.3 (B) of the *Code of Virginia*, which outlines the minimal standards for operating a postsecondary institution in the Commonwealth of Virginia. Accordingly, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the full Council:

**BE IT RESOLVED** that the State Council of Higher Education for Virginia certifies Mid-Atlantic Coding to operate a postsecondary institution in the Commonwealth of Virginia, effective July 22, 2014.

## **Empire Beauty Schools** **Application Summary**

### **School Overview**

Empire Beauty Schools is a non-degree granting postsecondary school offering instruction in cosmetology and is accredited by the National Accrediting Commission of Career Arts and Sciences (NACCAS). The school operates at three locations in Virginia—Midlothian, Richmond and Virginia Beach. The school will prepare students to become licensed cosmetologists, according to regulations administered by the Virginia Department of Professional and Occupational Regulation.

### **School Officers**

Chief Executive Officer- Frank Schoeneman

Director of Accreditation & Compliance-Kevin Perneta

### **School Mission Statement**

The school's mission statement is as follows:

*Empire Beauty Schools' mission is to provide quality cosmetology career oriented higher education to a diverse student population.*

### **Proposed Educational Programs and Credentials Conferred**

Diploma – Cosmetology

### **Proposed Locations**

Empire Beauty Schools will operate from the following addresses:

10807 Hull Street Road Midlothian, VA 23112

9049 West Broad Street #3 Richmond, VA 23294

116 S. Independence Boulevard Virginia Beach, VA 23462

### **Financial Stability Indicator**

Empire Beauty Schools has submitted the Projected Accounting Budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated the school's financial composite score as 2.9 out of a possible 3.0, which indicates that the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

### **Guaranty Instrument**

Empire Beauty Schools submitted a \$322,733.43 surety bond, which is adequate to provide refunds to students at all three locations for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of the school closure, pursuant to 8 VAC 40-31-160 (I).

### **Evidence of Compliance**

Empire Beauty Schools provided the appropriate evidence to demonstrate compliance with each of the following requirements of the *Virginia Administrative Code*.

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

### **Staff Recommendation**

Empire Beauty Schools has demonstrated compliance with § 23-276.3 (B) of the *Code of Virginia*, which outlines the minimal standards for operating a postsecondary institution in the Commonwealth of Virginia. Accordingly, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the full Council:

**BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Empire Beauty School to operate a postsecondary institution with branches Midlothian, Richmond and Virginia Beach in the Commonwealth of Virginia, effective July 22, 2014.**

## State Council of Higher Education for Virginia Agenda Item

**Item:** Academic Affairs Committee Item #7 – Action on Academic Program  
Productivity Review

**Date of Meeting:** July 21, 2014

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

**Most Recent Review/Action:**

- ☐ No previous Council review/action  
☒ Previous review/action

**Date:** October 29, 2013

**Action:** Council approved revised Policies and Procedures for Academic  
Program Productivity/Viability Review

**Background Information/Summary of Major Elements:**

The Code of Virginia, §23-9.6:1, charges the State Council of Higher Education for Virginia (SCHEV) with the duty to review and discontinue academic programs that fail to meet quantitative standards for enrolled majors, service instruction, and degrees granted. Review of programs is performed by SCHEV on a five-year cycle; the last productivity review was conducted in 2008-2009.

Since the 2008-2009 review, Council's "Virginia Public Higher Education Policy on Program Productivity" was revised to simplify the review process and correct the formula for the quantitative productivity standards. The policy changes were approved by Council at the October 2013 meeting.

The 2013-14 program productivity review commenced in November 2013. In the first stage, institutions were provided a list of programs identified by the SCHEV productivity database as failing to meet quantitative standards defined in the policy. A total of 210 programs at the four-year institutions were identified at this stage. Institutions were invited first to review the results and advise staff of any technical corrections that would remove a program from review. They were also permitted, as per policy, to request exemption for (i) recently (five years or younger) established programs and (ii) certain programs where enrollment data could be aggregated with other similar programs. Of the 210 initially targeted programs, 97 were exempted on such technical grounds, leaving 113 subject to substantive qualitative review.



Of the 113 programs subject to substantive review, 29 were proposed for closure by institutions. For each of the remaining 84 programs, staff reviewed the institution's justification for continuance along with any supplemental documentation submitted. Final staff recommendations to Council are based on the review of materials demonstrating the health of the programs through assessment reports, accreditation reviews, evidence of need, relationship to institutional mission, and institutional commitment to strengthen the program in the future. In some cases, staff requested further information and/or engaged in more detailed discussion with the institutions in order to thoroughly shape final recommendations, which are presented in the resolution and in Table 1.

Council policy establishes productivity standards for community college programs, and delegates their review to the State Board for Community Colleges. The Virginia Community College System (VCCS), as per policy, has reported the results of its review, and these are also included here, in Table 2. Of 30 programs identified for review, the State Board has approved the discontinuance of 15 and the continuance of 15 (see Table 2).

Upon Council approval of a final list of program closures and continuances, staff will report the program closures to the Governor and General Assembly, as required by Code.

**Materials Provided:**

- Academic Program Productivity Review 2013/14                      Table 1
- VCCS Report on Program Productivity Review 2013/14              Table 2

**Financial Impact:** There is no precise accounting of the financial impact of the proposed closures. In total, the closures presented here represent an opportunity for substantial enhanced efficiencies at the institutions.

**Timetable for Further Review/Action:** Institutional appeals, if any, would be presented at the September 2014 Council meeting, with final action in October.

**Note on Resolution:** The resolution below sets out final staff recommendations for Council action. In the following instances, the staff recommendation differs from the initial institutional request for continuance:

- all continuances "subject to condition";
- under closures, any program in italics (i.e., the institution initially requested continuance of these programs).

**Resolution:**

**BE IT RESOLVED** that the State Council of Higher Education for Virginia approves the following degree program actions, as listed by institution, degree level, and title:

**A. Continue without condition:**

- **Christopher Newport University**
  - **Bachelor, Interdisciplinary Studies**
- **College of William & Mary**
  - **Bachelor, Chinese Language and Culture**
  - **Bachelor, German**
  - **Master, Applied Science**
  - **Master, Psychology**
- **George Mason University**
  - **Bachelor, Religious Studies**
  - **Bachelor, Astronomy**
  - **Bachelor, Global and Environment Change**
  - **Master, Anthropology**
  - **Master, Art History**
  - **Master, Bioinformatics Management**
  - **Doctoral, Computational and Data Science**
  - **Doctoral, Criminology, Law and Society**
  - **Doctoral, Sociology**
- **James Madison University**
  - **Master, Mathematics**
  - **Master, Art**
- **Longwood University**
  - **Bachelor, Economics**
  - **Bachelor, Modern Languages**
  - **Master, Sociology**
- **Norfolk State University**
  - **Bachelor, Building Construction Technology**
  - **Bachelor, Optical Engineering**
  - **Bachelor, Physics**
  - **Master, Severe Disabilities**
  - **Master, Pre-Elementary Education**
  - **Master, Music**
  - **Master, Materials Science**
  - **Doctoral, Social Work**
  - **Doctoral, Materials Science and Engineering**
- **Old Dominion University:**
  - **Bachelor, Asian Studies**
  - **Bachelor, Economics**
  - **Bachelor, Women's Studies**
  - **Bachelor, Chemistry**
  - **Master, Applied Sociology**

- Master, Chemistry
- **Radford University**
  - Bachelor, Philosophy and Religious Studies
  - Doctoral, Counseling
- **University of Mary Washington**
  - Bachelor, Physics
- **University of Virginia**
  - Bachelor, Architectural History
  - Bachelor, German
  - Bachelor, Italian
  - Bachelor, Astronomy
  - Master, Asian Studies
  - Master, Government
  - Master, Philosophy
  - Master, Linguistics
  - Master, Classics
  - Master, German
  - Master, Italian
  - Master, Music
  - Master, Slavic Languages and Literature
  - Doctoral, Classics
- **University of Virginia at Wise**
  - Bachelor, Management Information Systems
  - Bachelor, Mathematics
  - Bachelor, Computer Science
  - Bachelor, Software Engineering
- **Virginia Commonwealth University**
  - Bachelor, African American Studies
  - Bachelor, Financial Technology
  - Master, Economics
  - Master, Music
  - Master, Biostatistics
  - Doctoral, Epidemiology
- **Virginia Military Institute**
  - Bachelor, Applied Mathematics
  - Bachelor, Computer Science
  - Bachelor, Physics
- **Virginia State University**
  - Bachelor, Economics and Finance
  - Bachelor, Social Work
  - Master, Criminal Justice
  - Master, Interdisciplinary Studies
  - Master, Computer Science
- **Virginia Tech**
  - Master, Foreign Language and Culture
  - Master, Theater Arts
  - Doctoral, Social, Political, Ethical and Cultural Thought

- **Doctoral, Geospatial and Environmental Analysis**
- **Doctoral, Rhetoric and Writing**

**B. Continue the following programs, subject to condition:**

- **George Mason University**
  - **Bachelor, Computational and Data Science:** Continue program, on condition that a plan for enhancing program performance be approved by GMU's Board of Visitors no later than June 1, 2015. If a plan is not submitted, or if it is determined by Council to be insufficient to restore the program to viability, the program shall be closed.
  - **Bachelor, Latin American Studies:** Continue program, on condition that a plan for enhancing program performance be approved by GMU's Board of Visitors no later than June 1, 2015. If a plan is not submitted, or if it is determined by Council to be insufficient to restore the program to viability, the program shall be closed.
- **Longwood University**
  - **Master, Business Administration:** Continue program, on condition that a plan for enhancing program performance be approved by LU's Board of Visitors no later than June 1, 2015. If a plan is not submitted, or if it is determined by Council to be insufficient to restore the program to viability, the program shall be closed.
- **University of Virginia**
  - **Doctoral, German:** Continue program, on condition that a plan for enhancing program performance be approved by UVA's Board of Visitors no later than June 1, 2015. If a plan is not submitted, or if it is determined by Council to be insufficient to restore the program to viability, the program shall be closed.
  - **Doctoral, Slavic Languages and Literature:** Continue program, on condition that a plan for enhancing program performance be approved by UVA's Board of Visitors no later than June 1, 2015. If a plan is not submitted, or if it is determined by Council to be insufficient to restore the program to viability, the program shall be closed.
- **Virginia State University**
  - **Master, Mathematics:** Continue program, on condition that a plan for enhancing program performance be approved by VSU's Board of Visitors no later than June 1, 2015. If a plan is not submitted, or if it is determined by Council to be insufficient to restore the program to viability, the program shall be closed.

**C. Close the following programs:**

- **George Mason University**
  - **Bachelor, Business Administration**
  - **Bachelor, Electronic and Communication Engineering**

- *Master, Dance*
- **Master, Epidemiology and Biostatistics**
- **Master, Senior Housing Administration**
- **Master, Health Science**
- **Doctoral, Physical Science**
- **Doctoral, Information Technology**
- **Norfolk State University:**
  - **Bachelor, Business Education**
  - **Master, Applied Sociology**
  - **Master, Teaching**
  - *Master, Optical Engineering*
- **Old Dominion University:**
  - **Bachelor, Acting**
  - **Master, Physical Therapy**
- **Radford University:**
  - **Bachelor, Geography**
- **University of Mary Washington**
  - **Bachelor, American Studies**
- **University of Virginia:**
  - **Master, Digital Humanities**
- **Virginia Commonwealth University:**
  - **Bachelor, Recreation, Parks and Sports Management**
  - **Master, Taxation**
  - **Master, Athletic Training**
- **Virginia State University:**
  - **Bachelor, Public Administration**
  - **Bachelor, Administrative Systems Management**
  - **Bachelor, Industrial and Technology Education**
  - **Bachelor, Engineering Technology**
  - **Bachelor, Physics**
  - *Master, History*
  - *Master, English*
  - **Master, Plant Science**
- **Virginia Tech:**
  - **Bachelor, Humanities, Science and Environment**
  - **Master, Hospitality and Tourism**
  - **Master, Dairy Science**
  - **Master, Horticulture**
  - **Doctoral, Hospitality and Tourism**

**Table 1: Academic Program Productivity Review – Summary of Staff Recommendations**

State Council of Higher Education for Virginia  
2013-14 Academic Program Productivity Review  
Staff Recommendations

<i><b>Institution</b></i>	<i><b>Award Level and Title</b></i>	<i><b>Institution Request and Justification</b></i>	<i><b>Staff Recommendation</b></i>	<i><b>Notes</b></i>
CNU	Bachelor, Interdisciplinary Studies	<b>Continue</b> Mission; interdisciplinary	<b>Continue</b>	<ul style="list-style-type: none"> <li>Program is highly interdisciplinary - 95% of required course credit hours shared with other degree programs.</li> </ul>
CWM	Master, Applied Science	<b>Continue</b> Mission; supports other programs; interdisciplinary; shares courses	<b>Continue</b>	<ul style="list-style-type: none"> <li>Mission centrality.</li> <li>Program is highly interdisciplinary, having a core sequence of only 10 credits in Applied Science.</li> </ul>
CWM	Bachelor, Chinese Language and Culture	<b>Continue</b> Supports other programs; Other	<b>Continue</b>	<ul style="list-style-type: none"> <li>Program courses support several other degree programs.</li> <li>Chinese is a “critical need language”.</li> <li>Program supports participation of CWM in the Confucius Institute and facilitates cultural exchanges with China.</li> </ul>
CWM	Master, Psychology	<b>Continue</b> Mission; performed well in external reviews; Other	<b>Continue</b>	<ul style="list-style-type: none"> <li>Mission centrality.</li> <li>Program performed well in 2010-11 external review.</li> </ul>
CWM	Bachelor, German	<b>Continue</b> Mission; courses support other programs; demand	<b>Continue</b>	<ul style="list-style-type: none"> <li>Mission centrality.</li> <li>Program courses may be used to fulfill requirements in several other degree programs.</li> <li>Program has attracted gifts from external donors.</li> </ul>
GMU	Doctoral, Computational Social Science	<b>Continue</b> Unique need; Other – started in 2008, so not in existence long enough to meet the standard average.	<b>Continue</b>	<ul style="list-style-type: none"> <li>Program was initiated in 2008, so has not been in existence long enough to meet the five-year average standard.</li> <li>Actual FTE and degrees trending upward; met the standard in 2012-13.</li> <li>Successful placement of graduates so far.</li> </ul>
GMU	Doctoral, Criminology, Law and Society	<b>Continue</b> Plans to bolster performance; Other – enrollment trends	<b>Continue</b>	<ul style="list-style-type: none"> <li>FTE majors are very close to the standard; enrollment is trending upward.</li> <li>Plans to change exam structure to reduce time to degree.</li> </ul>
GMU	Master, Anthropology	<b>Continue</b> Mission; unique need; plans to	<b>Continue</b>	<ul style="list-style-type: none"> <li>Mission centrality</li> <li>Unique program to Virginia.</li> </ul>

<i><b>Institution</b></i>	<i><b>Award Level and Title</b></i>	<i><b>Institution Request and Justification</b></i>	<i><b>Staff Recommendation</b></i>	<i><b>Notes</b></i>
		bolster performance		<ul style="list-style-type: none"> <li>2013-14 FTE will exceed standards.</li> </ul>
GMU	Bachelor, Business Administration	<b>Close</b>	<b>Close</b>	
GMU	Bachelor, Computational and Data Science	<b>Continue</b> Plans to bolster performance – program to be inactive until institution experiments with focus as a minor	<b>Continue, subject to conditions.</b> Continue program, on condition that a plan for enhancing program performance be approved by GMU’s Board of Visitors no later than June 1, 2015, If a plan is not submitted, or if it is determined by Council to be insufficient to restore the program to viability, the program shall be closed.	Mason has informed SCHEV that the program is currently inactive, pending determination of how best to restructure the program to make it viable. The Board-approved plan for the program should address all relevant timelines for restructuring/reactivation of the program.
GMU	Bachelor, Latin American Studies	<b>Continue</b> Interdisciplinary; shares courses with other programs; plans to bolster performance	<b>Continue, subject to conditions.</b> Continue program, on condition that a plan for enhancing program performance be approved by GMU’s Board of Visitors no later than June 1, 2015, If a plan is not submitted, or if it is determined by Council to be insufficient to restore the program to viability, the program shall be closed	The Board-approved plan for the program should address the specific strategies to be used in enhancing the viability of the program and demonstrate how those strategies will reverse the trend of enrollment decline in the program. It should include enrollment and degree projections, which should at least demonstrate that the program will meet the goals articulated by the original program proposal (approved in March 2005), which was to have 34 enrolled students and 8 graduates per year by 2011.
GMU	Bachelor, Religious Studies	<b>Continue</b> Mission; supports GenEd programs; plans to bolster performance	<b>Continue</b>	<ul style="list-style-type: none"> <li>Mission centrality.</li> <li>Courses contribute to overall curriculum in College of Humanities and Science.</li> <li>New chair and new faculty</li> </ul>
GMU	Doctoral, Sociology	<b>Continue</b>	<b>Continue</b>	<ul style="list-style-type: none"> <li>Program was initiated in 2008, so has not been in existence long enough to meet the five-year average standard.</li> <li>Plans change requirements to reduce time to degree.</li> </ul>

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GMU	Master, Art History	<b>Continue</b> Plans to bolster performance; Other – trending upward.	<b>Continue</b>	<ul style="list-style-type: none"> <li>Program was initiated in 2006, so has not been in existence long enough to meet the five-year average standard.</li> <li>Exceeded graduation standards in 2011-12 and 2012-13.</li> </ul>
GMU	Master, Dance	<b>Continue</b> Mission; unique need; Other – consistently produced successful candidates; small size contributes to success – invitation only, one-on-one mentorship	<b>Close</b>	<ol style="list-style-type: none"> <li>Enrollment and graduates have swindled to a non-viable level.</li> <li>Institution has indicated that it is exploring combining the Dance Masters with other MFA programs, making each discipline a concentration within the MFA rather than a free-standing program, which may provide a viable option for maintaining the program.</li> </ol>
GMU	Master, Bioinformatics Management	<b>Continue</b> Interdisciplinary; shares courses with other programs; unique need.	<b>Continue</b>	<ul style="list-style-type: none"> <li>Enhanced marketing efforts to bolster enrollment.</li> </ul>
GMU	Master, Epidemiology and Biostatistics	<b>Close</b>	<b>Close</b>	
GMU	Doctoral, Physical Science	<b>Close</b>	<b>Close</b>	
GMU	Bachelor, Astronomy	<b>Continue</b> Interdisciplinary; shares courses with other programs; unique need.	<b>Continue</b>	<ul style="list-style-type: none"> <li>Program is interdisciplinary – courses support BS Physics and general education programs.</li> <li>Astronomy is a central science discipline.</li> </ul>
GMU	Doctoral, Information Technology	<b>Close</b>	<b>Close</b>	
GMU	Bachelor, Electronic and Communication Engineering	<b>Close</b>	<b>Close</b>	
GMU	Bachelor, Global and Environmental Change	<b>Continue</b> Interdisciplinary; shares courses with other programs; plans to bolster performance	<b>Continue</b>	<ul style="list-style-type: none"> <li>Program is interdisciplinary – shares courses with 12 departments.</li> <li>Planned modifications are projected to increase enrollment.</li> </ul>
GMU	Master, Senior Housing Administration	<b>Close</b>	<b>Close</b>	



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GMU	Master, Health Science	<b>Close</b>	<b>Close</b>	
JMU	Master, Mathematics	<b>Continue</b> Mission; demand; access; unique need; plans to bolster performance	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Mission centrality.</li> <li>• Change to fully online format is projected to increase enrollment and increase access in the region.</li> </ul>
JMU	Master, Art	<b>Continue</b> Mission; courses support Gen Ed programs; shares courses; access; unique need; performed well in external reviews; plans to bolster; other.	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Program supports general education.</li> <li>• Program shares courses with other similar programs.</li> <li>• Unique to Virginia.</li> <li>• Institution is planning to improve promotion and outreach to meet target enrollments.</li> </ul>
LU	Master, Business Administration	<b>Continue</b> Mission; access; unique need; good external reviews; plans to bolster performance	<b>Continue, subject to condition.</b> Continue program, on condition that a plan for enhancing program performance be approved by LU's Board of Visitors no later than June 1, 2015. If a plan is not submitted, or if it is determined by Council to be insufficient to restore the program to viability, the program shall be closed.	The Board-approved plan for the program should address the specific strategies to be used in enhancing the viability of the program. It should include enrollment and degree projections, which should at least demonstrate that the program will meet the goals articulated by the original program proposal (approved in 2006) to have 40 FTE enrolled students and 16 graduates per year.
LU	Bachelor, Economics	<b>Continue</b> Mission; supports other programs; shares courses; access; unique need; plans to bolster performance	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Mission centrality</li> <li>• Courses support general education.</li> <li>• Program shares courses with similar programs.</li> </ul>
LU	Master, Sociology	<b>Continue</b> Mission; access; unique need; plans to bolster performance	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Institution plans to bolster enrollment, with program modifications and enhanced marketing efforts.</li> <li>• Productivity standard for graduates projected to be met by 2016-17.</li> </ul>
LU	Bachelor, Modern Languages	<b>Continue</b> Mission; supports other	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Mission centrality.</li> <li>• Courses support general education programs.</li> </ul>

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		programs; interdisciplinary; demand; access; plans to bolster performance		<ul style="list-style-type: none"> <li>Program graduates with a teaching license are 100% employed.</li> </ul>
NSU	Doctoral, Social Work	<b>Continue</b> Mission; access; unique need	<b>Continue</b>	<ul style="list-style-type: none"> <li>Mission centrality</li> <li>Provides access to underrepresented populations.</li> <li>Program is unique in Virginia.</li> <li>High employment demand for diverse faculty in Schools of Social Work.</li> </ul>
NSU	Master, Applied Sociology (Joint w/ ODU)	<b>Close</b>	<b>Close</b>	
NSU	Master, Teaching	<b>Close</b>	<b>Close</b>	
NSU	Master, Severe Disabilities	<b>Continue</b> Mission; demand; access; unique need;	<b>Continue</b>	<ul style="list-style-type: none"> <li>Program meets a unique need and responds to employment demand for special education teachers.</li> <li>Very close to meeting graduation standard.</li> </ul>
NSU	Bachelor, Business Education	<b>Close</b>	<b>Close</b>	
NSU	Master, Pre-Elementary Education	<b>Continue</b> Mission; demand; access; unique need	<b>Continue</b>	<ul style="list-style-type: none"> <li>Program meets a unique need and responds to employment demand for special education teachers.</li> </ul>
NSU	Master, Music	<b>Continue</b> Other – supports terminal options for 3 concentrations.	<b>Continue</b>	<ul style="list-style-type: none"> <li>Program meets unique need.</li> <li>Very close to graduation standard</li> <li>Department has an outreach plan to bolster enrollment.</li> </ul>
NSU	Master, Materials Science	<b>Continue</b> Demand; plans to bolster performance; other	<b>Continue</b>	<ul style="list-style-type: none"> <li>Program met the graduation standard last year.</li> <li>Program is interdisciplinary</li> </ul>
NSU	Doctoral, Materials Science and Engineering	<b>Continue</b> Demand; plans to bolster performance; other	<b>Continue</b>	<ul style="list-style-type: none"> <li>Graduates very close to standard.</li> <li>Program is interdisciplinary.</li> </ul>
NSU	Bachelor, Building Construction Technology	<b>Continue</b> Mission; demand; unique need	<b>Continue</b>	<ul style="list-style-type: none"> <li>Program is unique in Virginia.</li> <li>Strong employer demand.</li> <li>Large percentage of under-represented groups enrolled.</li> <li>Enrollment and graduates are very close to the standard.</li> </ul>
NSU	Bachelor, Optical	<b>Continue</b>	<b>Continue</b>	<ul style="list-style-type: none"> <li>Program is unique in Virginia.</li> </ul>

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	Engineering	Mission; shares courses; demand; access; unique need; Other		<ul style="list-style-type: none"> <li>• Shares substantial number of courses with other similar programs.</li> <li>• Employer, IP demand is high for photonics-based technologies.</li> </ul>
NSU	Master, Optical Engineering	<b>Continue</b> Mission; shares courses; demand; access; unique need; Other	<b>Close</b>	Institution will incorporate optical into the MS Electronics Engineering program
NSU	Bachelor, Physics	<b>Continue</b> Mission; supports other programs; shares courses; demand; access; unique need	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Program courses support general education requirements.</li> <li>• Shares substantial courses with other similar programs.</li> <li>• Program provides access to underserved population.</li> </ul>
ODU	Bachelor, Asian Studies	<b>Continue</b> Interdisciplinary; shares courses; unique need	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Program is unique in Virginia.</li> <li>• Program is completely interdisciplinary.</li> </ul>
ODU	Bachelor, Economics	<b>Continue</b> Shares courses; Other	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Program shares substantial courses with other similar programs.</li> </ul>
ODU	Master, Applied Sociology	<b>Continue</b> Good external reviews; plans to bolster performance	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Program is very close to graduate standard.</li> <li>• The institution will also explore better recruitment strategies, promote experiential learning opportunities, and expand marketing efforts.</li> </ul>
ODU	Bachelor, Women's Studies	<b>Continue</b> Supports other programs; interdisciplinary; shares courses	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Program is interdisciplinary.</li> </ul>
ODU	Bachelor, Acting	<b>Close</b>	<b>Close</b>	
ODU	Bachelor, Chemistry	<b>Continue</b> Supports other programs; demand; good external reviews; plans to bolster performance	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Program courses support general education program.</li> <li>• Program shares courses with other programs.</li> <li>• Department is exploring better recruitment strategies.</li> </ul>
ODU	Master, Chemistry	<b>Continue</b> Shares courses; demand; plans to bolster performance	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Shares substantial courses with the Ph.D program, which has high enrollments.</li> <li>• Department has plans to enhance enrollment.</li> </ul>

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ODU	Master, Physical Therapy	<b>Close</b>	<b>Close</b>	
RU	Bachelor, Geography	<b>Close</b>	<b>Close</b>	
RU	Bachelor, Philosophy and Religious Studies	<b>Continue</b> Mission; courses support general education; Plans to bolster performance	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Program shares substantial courses with similar program.</li> <li>• The institution has plans to bolster enrollment.</li> <li>• Projected to meet or exceed standards by the next review.</li> </ul>
RU	Doctoral, Counseling	<b>Continue</b> Mission; shares courses with other programs; demand; access; unique need; performed well in external reviews; plans to bolster performance; Other – still young – started in 2008.	<b>Continue</b>	<ul style="list-style-type: none"> <li>• The first cohort began in 2008, and there have not been 5 years of graduates. The program met the standard with 3 graduates in 2013.</li> <li>• Program shares a substantial number of courses with other programs.</li> <li>• Program provides access to underserved geographical area.</li> </ul>
UMW	Bachelor, American Studies	<b>Close</b>	<b>Close</b>	
UMW	Bachelor, Physics	<b>Continue</b> Mission; supports other programs; access; other	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Physics supports mission and courses support general education program.</li> <li>• Program provides access to underserved population (35% of graduates are women).</li> </ul>
UVA	Master, Asian Studies	<b>Continue</b> Interdisciplinary; plans to bolster performance	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Program is interdisciplinary</li> <li>• Recent expansion of coursework and program changes have attracted more applicants and increased capacity.</li> <li>• Increased financial aid will attract applicants.</li> </ul>
UVA	Master, Government	<b>Continue</b> Demand; Other	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Program is incidental to the Ph.D program.</li> <li>• Graduate programs occupy a relatively minimal portion of faculty teaching effort.</li> </ul>
UVA	Master, Philosophy	<b>Continue</b> Demand; Other	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Program is incidental to the Ph.D program.</li> <li>• Graduate programs occupy a relatively minimal portion of faculty teaching effort.</li> </ul>
UVA	Master, Linguistics	<b>Continue</b> Interdisciplinary; demand; unique need	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Program is interdepartmental and interdisciplinary.</li> <li>• Successful placement of graduates into Ph.D programs and employment.</li> <li>• Program is unique in Virginia.</li> </ul>
UVA	Bachelor, Architectural	<b>Continue</b>	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Mission centrality.</li> </ul>

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	History	Mission; courses support other programs; unique need		<ul style="list-style-type: none"> <li>• Program supports general education.</li> <li>• Program is unique in Virginia.</li> </ul>
UVA	Master, Digital Humanities	<b>Close</b>	<b>Close</b>	
UVA	Master, Classics	<b>Continue</b> Mission; demand; unique need; other	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Mission centrality</li> <li>• Program is incidental to the Ph.D program.</li> <li>• Graduate programs occupy a relatively minimal portion of faculty teaching effort.</li> <li>• Program is unique in Virginia.</li> </ul>
UVA	Doctoral, Classics	<b>Continue</b> Mission; demand; unique need; other	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Mission centrality</li> <li>• High quality of students and faculty.</li> <li>• Program is unique in Virginia.</li> <li>• Graduate programs occupy a relatively minimal portion of faculty teaching effort.</li> </ul>
UVA	Bachelor, German	<b>Continue</b>	<b>Continue</b> Mission; courses support other programs	<ul style="list-style-type: none"> <li>• Mission centrality</li> <li>• Programs courses support general education courses.</li> </ul>
UVA	Master, German	<b>Continue</b>	<b>Continue</b>	<ul style="list-style-type: none"> <li>• No new students will be admitted to the program in 2014-15 and possibly the future.</li> <li>• The Graduate School of Arts and Sciences and the Department of Germanic Languages and Literatures are considering options for a reinvented program.</li> </ul>
UVA	Doctoral, German	<b>Continue</b>	<b>Continue, subject to condition.</b> Continue program, on condition that a plan for enhancing program performance be approved by UVA's Board of Visitors no later than June 1, 2015. If a plan is not submitted, or if it is determined by Council to be insufficient to restore the program to viability, the program shall be closed.	<ul style="list-style-type: none"> <li>• The Board-approved plan for the program should address the specific strategies to be used in enhancing the viability of the program.</li> </ul>
UVA	Bachelor, Italian	<b>Continue</b>	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Mission centrality</li> </ul>

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		Mission; courses support other programs; unique need; plans to bolster performance		<ul style="list-style-type: none"> <li>• Programs courses support general education courses.</li> <li>• Program is unique in Virginia.</li> <li>• Revised curriculum has led to increase in degrees conferred over the past three years.</li> </ul>
UVA	Master, Italian	<b>Continue</b> Other	<b>Continue</b>	<ul style="list-style-type: none"> <li>• The University will not fund new entrants into the program.</li> <li>• The Department of Spanish, Italian, and Portuguese is considering plans to bolster program viability.</li> </ul>
UVA	Master, Music	<b>Continue</b> Demand; Other	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Program is incidental to the PhD program.</li> <li>• Demand for the Ph.D program is strong.</li> <li>• Graduate programs occupy a relatively minimal portion of faculty teaching effort.</li> </ul>
UVA	Master, Slavic Languages and Literature	<b>Continue</b> Demand; unique need	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Program is unique in Virginia.</li> <li>• Students are of high caliber and have good employment opportunities after graduation.</li> </ul>
UVA	Doctoral, Slavic Languages and Literature	<b>Continue</b> Demand; unique need	<b>Continue, subject to condition.</b> Continue program, on condition that a plan for enhancing program performance be approved by UVA's Board of Visitors no later than June 1, 2015. If a plan is not submitted, or if it is determined by Council to be insufficient to restore the program to viability, the program shall be closed.	<ul style="list-style-type: none"> <li>• The Board-approved plan for the program should address the specific strategies to be used in enhancing the viability of the program.</li> </ul>
UVA	Bachelor, Astronomy	<b>Continue</b> Courses support other programs; demand; unique need; performed well in external reviews	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Program courses support general education.</li> <li>• The National Radio Astronomy Observatory (NRAO) is headquartered on the grounds.</li> </ul>
UVAW	Bachelor, Management Information Systems	<b>Continue</b> Interdisciplinary	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Program is interdisciplinary.</li> <li>• Institution is doing more targeted marketing to attract qualified students.</li> </ul>

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UVAW	Bachelor, Mathematics	<b>Continue</b> Mission, courses support grad programs, courses shared	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Mission centrality.</li> <li>• UVAW is the only public higher education source for Mathematics teachers in the Southwest region.</li> <li>• Program courses support general education.</li> </ul>
UVAW	Bachelor, Computer Science	<b>Continue</b> Courses shared, unique need, plans to bolster performance	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Program shares a substantial number of courses with other similar programs.</li> <li>• Graduates successful in securing employment.</li> <li>• The College has an array of initiatives to recruit qualified students.</li> </ul>
UVAW	Bachelor, Software Engineering	<b>Continue</b> Courses shared, unique need, plans to bolster performance	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Program shares a substantial number of courses with other similar programs.</li> <li>• Virginia's only ABET-accredited undergraduate software engineering program.</li> <li>• Successful employment of graduates.</li> <li>• The College has an array of initiatives to recruit qualified students.</li> </ul>
VCU	Master, Taxation	<b>Close</b>	<b>Close</b>	
VCU	Bachelor, African American Studies	<b>Continue</b> Mission; interdisciplinary; access; plans to bolster performance	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Program is highly interdisciplinary.</li> <li>• Provides access to underserved population.</li> <li>• Institution has dedicated new resources to the program and enrolled majors have doubled since 2012.</li> </ul>
VCU	Master, Economics	<b>Continue</b> Shares courses; plans to bolster performance.	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Program shares a substantial number of courses with other programs.</li> <li>• A new specialization in health economics is expected to increase enrollments to meet the standards.</li> </ul>
VCU	Bachelor, Financial Technology	<b>Continue</b> Plans to bolster performance	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Beginning to see impact of increased commitment to the program; the program is trending to higher enrollment and graduation rates.</li> </ul>
VCU	Bachelor, Recreation, Parks and Sport Management	<b>Close</b>	<b>Close</b>	
VCU	Master, Music	<b>Continue</b> Access; unique need; plans to bolster performance; other	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Unique program, designed to accommodate working teachers.</li> <li>• Institution has plans to bolster performance by focusing</li> </ul>

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				strategically on enrollment management.
VCU	Master, Biostatistics	<b>Continue</b> Shares courses with other programs; unique need, plans to bolster performance	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Program shares a substantial number of courses with other programs.</li> <li>• The program is unique in Virginia.</li> <li>• The department plans to increase the number of M.S. degrees by offering the opportunity to earn an M.S. while working toward the Ph.D.</li> </ul>
VCU	Doctoral, Epidemiology	<b>Continue</b> Shares courses; unique need; plans to bolster performance; other	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Program shares a substantial number of courses with other programs.</li> <li>• Program is unique in Virginia.</li> </ul>
VCU	Master, Athletic Training	<b>Close</b>	<b>Close</b>	
VMI	Bachelor, Applied Mathematics	<b>Continue</b> Mission; courses support other programs; performed well in external reviews; plans to bolster performance	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Mission centrality.</li> <li>• The program performed well in external reviews.</li> <li>• Plans to bolster enrollment, including engagement with K-12 and changing the admissions process to weight choice of major.</li> </ul>
VMI	Bachelor, Computer Science	<b>Continue</b>	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Mission centrality.</li> <li>• Program provides service to other degree programs.</li> <li>• The institution has plans to bolster enrollment, including changing the admissions process to weight choice of major.</li> </ul>
VMI	Bachelor, Physics	<b>Continue</b> Mission; courses support other programs; performed well in external reviews; plans to bolster performance	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Mission centrality.</li> <li>• The program provides service to the three ABET accredited engineering programs by offering general physics with lab taken by all engineering students.</li> <li>• Program performed well in external reviews,</li> <li>• The institution has plans to bolster enrollment, including a five year commitment to host the Virginia State Engineering and Science Fair.</li> </ul>
VSU	Master, Criminal Justice	<b>Continue</b> Plans to bolster performance	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Institution is planning a number of initiatives to bolster enrollment including more targeted recruitment and program enhancements.</li> <li>• Program is trending toward the standards.</li> </ul>
VSU	Bachelor, Economics and	<b>Continue</b>	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Institution is planning a number of initiatives to bolster</li> </ul>



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	Finance	Plans to bolster performance		enrollment including more targeted recruitment and development of online courses.
VSU	Master, History	<b>Continue</b> Mission; access; plans to bolster performance	<b>Close</b>	<ul style="list-style-type: none"> <li>The institution has informed SCHEV of plans to discontinue the program as it is in the process of exploring a multidisciplinary program which will utilize the resources from a variety of programs in the Humanities and Social Sciences.</li> </ul>
VSU	Master, Interdisciplinary Studies	<b>Continue</b> Interdisciplinary; unique need	<b>Continue</b>	<ul style="list-style-type: none"> <li>Interdisciplinary – utilizes courses from various programs to provide a degree program that can be tailored to students' needs.</li> </ul>
VSU	Bachelor, Public Administration	<b>Close</b>	<b>Close</b>	
VSU	Bachelor, Social Work	<b>Continue</b> Mission; demand; access	<b>Continue</b>	<ul style="list-style-type: none"> <li>Faculty and students serve urban and rural populations-at-risk in central Virginia.</li> <li>BLS projects employment of social workers will grow 19% from 2012 to 2022.</li> </ul>
VSU	Bachelor, Administrative Systems Mgmt	<b>Close</b>	<b>Close</b>	
VSU	Master, English	<b>Continue</b> Mission; access; unique need; plans to bolster performance	<b>Close</b>	<ul style="list-style-type: none"> <li>The institution has informed SCHEV of plans to discontinue the program as it is in the process of exploring a multidisciplinary program which will utilize the resources from a variety of programs in the Humanities and Social Sciences.</li> </ul>
VSU	Bachelor, Industrial and Technology Education	<b>Close</b>	<b>Close</b>	
VSU	Master, Mathematics	<b>Continue</b> Other – Math education was revised to be part of MS in math. Is in 4 <sup>th</sup> year of extension approved by SCHEV	<b>Continue, subject to condition.</b> Continue program, on condition that a plan for enhancing program performance be approved by VSU's Board of Visitors no later than June 1, 2015. If a plan is not submitted, or if it is determined by Council to be insufficient to restore the	

<i><b>Institution</b></i>	<i><b>Award Level and Title</b></i>	<i><b>Institution Request and Justification</b></i>	<i><b>Staff Recommendation</b></i>	<i><b>Notes</b></i>
			program to viability, the program shall be closed.	
VSU	Master, Plant Science	<b>Close</b>	<b>Close</b>	
VSU	Master, Computer Science	<b>Continue</b>	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Program helps fill need for computer science graduates from under-represented groups.</li> <li>• Institution is implementing plans to bolster enrollment and graduation.</li> </ul>
VSU	Bachelor, Engineering Technology	<b>Close</b>	<b>Close</b>	
VSU	Bachelor, Physics	<b>Close</b>	<b>Close</b>	
VT	Doctoral, Social, Political, Ethical and Cultural Thought	<b>Continue</b> Interdisciplinary	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Program is interdisciplinary.</li> <li>• Headcount enrollment is strong.</li> </ul>
VT	Doctoral, Geospatial and Environmental Analysis	<b>Continue</b> Interdisciplinary; unique; plans to bolster performance	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Program is interdisciplinary.</li> <li>• Steady growth in enrollment since inception in 2009.</li> <li>• Additional faculty members have been added, which will increase capacity to recruit and support students.</li> </ul>
VT	Master, Hospitality and Tourism	<b>Close</b>	<b>Close</b>	
VT	Doctoral, Hospitality and Tourism	<b>Close</b>	<b>Close</b>	
VT	Bachelor, Humanities, Science and Environment	<b>Close</b>	<b>Close</b>	
VT	Doctoral, Rhetoric and Writing	<b>Continue</b> Other – data resolution; slow start to program	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Program was just approved in 2009 and had a slow launch, but now has an upward trend towards the standards. Degree production did not begin until 2010/11.</li> </ul>
VT	Master, Dairy Science	<b>Close</b>	<b>Close</b>	
VT	Master, Foreign Language, Culture	<b>Continue</b> Plans to bolster performance	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Program is unique in Virginia.</li> <li>• Institution has plans to bolster enrollments, including redesign of the program, increased marketing and summer course offerings.</li> </ul>
VT	Master, Horticulture	<b>Close</b>	<b>Close</b>	

<i><b>Institution</b></i>	<i><b>Award Level and Title</b></i>	<i><b>Institution Request and Justification</b></i>	<i><b>Staff Recommendation</b></i>	<i><b>Notes</b></i>
VT	Master, Theater Arts	<b>Continue</b> Plans to bolster performance	<b>Continue</b>	<ul style="list-style-type: none"> <li>• Institution notes successful employment of graduates.</li> <li>• Institution has plans to bolster enrollment, including active and targeted recruiting and reducing time to graduation.</li> </ul>

**Table 2: VCCS Report on Program Productivity Review 2013/14**

**Programs to be Discontinued**

<i>College</i>	<i>Award Level and Title</i>
DSLCC	AAS, Computer Electronics Technology
ESCC	AAS, Radiography
JSRCC	AAS, Computer Electronics Technology
JSRCC	AAA, Visual and Performing Arts-Music
JSRCC	AAS, Paraprofessional Education
JSRCC	AAS, Technical Studies
NVCC	AAS, Technical Studies
SWCC	AAS, Computer Aided Drafting and Design
TNCC	AAS, Fire Science
TNCC	AAS, Opticianry
VHCC	AAS, Energy Technology
VWCC	AAs, Construction Technology
VWCC	AAS, Mental Health
WCC	AAS, Computer Aided Drafting and Design
WCC	AAS, Computer Electronics Technology

**Programs to be Continued**

<i>College</i>	<i>Award Level and Title</i>
DCC	AAS, General Engineering Technology
ESCC	AAS, Information Systems Technology
PHCC	AAS, Paralegal Studies
VHCC	AAS, Horticulture
VHCC	AAS, Machine Technology
DSLCC	AAS, Technical Studies
LFCC	AAS, Emergency Medical Services
PVCC	AAS, Technical Studies
RCC	AAS, Technical Studies
SSVCC	AAS, Technical Studies
SWCC	AAS, Environmental Management
SWCC	AAS, Mining
SWCC	AAS, Technical Studies
VHCC	AAS, Technical Studies
WCC	AAS, Technical Studies

# State Council of Higher Education for Virginia Agenda Item

**Item:** Academic Affairs Committee Item #8 – Action on the *Commonwealth of Virginia Policy on the Reciprocal Authorization of Distance Education and Related Activities*

**Date of Meeting:** July 21, 2014

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

**Most Recent Review/Action:**

- ☒ No previous Council review/action  
☐ Previous review/action

**Date:**

**Action:**

**Background Information/Summary of Major Elements:** In 2010 the U.S. Department of Education (USED) promulgated final revised Title IV regulations related to state authorization and program quality. Among provisions of those regulations was the requirement that any institution offering distance education be authorized by the state(s) of residence of all its distance education students. Ultimately, this requirement was clarified to mean that an institution must have whatever authorization is required by any state into which it projects its distance offerings, and must be able to document to USED that it has such authorization(s). Some states regulate distance education *per se* minimally (e.g., Virginia), but many have moderate levels of regulation, and a handful regulate it stringently, approaching the extent of regulation exercised on face-to-face in-state instruction. The variability, changeability, and collective extent of the states' regulation of distance education presents a severe challenge to higher education institutions seeking to offer their programming on a national basis. Some of the few institutions that have been successful in gaining authorization in all 50 states and the District of Columbia have estimated the costs in fees and staff time to approach or exceed a million dollars annually.

To obviate the logistical difficulties of negotiating the above requirements with each individual state, a national movement arose to establish a system of *reciprocal authorization* among states. The basic principle of the envisioned reciprocity is this: an institution's home state assumes responsibility for regulating its accredited degree-granting institutions according to an agreed upon set of criteria, which more than satisfy federal requirements; in return, the student's home state grants authorization

to the out of state institution and defers all regulatory activity to the *institution's* home state. The ideal end of such a system would have all 50 states and the District of Columbia participating, with each state regulating its own institutions while affording other states' institutions the ability to offer distance education with no further regulation required. The national system of reciprocity has now been inaugurated, under the auspices of the National Council for State Authorization Reciprocity Agreements (NC-SARA, <http://nc-sara.org>), and seven states have thus far been approved for membership.

HB 467, introduced by Delegate Jimmie Massie, was passed by the 2014 General Assembly and signed into law by Governor McAuliffe, thereby creating Code of Virginia § 23-9.14:3, which authorizes SCHEV to act on behalf of the Commonwealth in entering into and administering Virginia's participation in any interstate reciprocity agreements:

§ 23-9.14:3. Distance learning reciprocity agreements; participation; Distance Learning Reciprocity Advisory Council.

A. The State Council of Higher Education may enter into interstate reciprocity agreements that authorize accredited degree-granting institutions of higher education located in the Commonwealth to offer postsecondary distance education. The State Council shall administer such agreements and shall approve or disapprove participation in such agreements by accredited degree-granting institutions of higher education located in the Commonwealth. Participation in the agreements shall be voluntary. The State Council shall establish the Distance Learning Reciprocity Advisory Council, which shall include representatives from each participating institution. The Advisory Council shall advise the State Council on the development of policies governing the terms of participation by eligible institutions, including the establishment of fees to be paid by participating institutions to cover direct and indirect administrative costs incurred by the State Council.

B. Nothing in this section shall be construed to prohibit accredited degree-granting institutions of higher education located in the Commonwealth that do not participate in any interstate reciprocity agreement entered into by the State Council of Higher Education from offering postsecondary distance education.

The attached *Commonwealth of Virginia Policy on the Reciprocal Authorization of Distance Education and Related Activities* fulfills powers and obligations established in § 23-9.14:3 by:

- expressing Virginia's support for the principle of reciprocal distance education authorization among states, and its intention to abide by terms of SARA;
- empowering the Director of SCHEV to conduct all regulatory and administrative activities necessary for Virginia to participate in SARA, including (but not necessarily limited to);
  - applying to the Southern Regional Education Board (SREB) for state membership in SARA; and
  - creating a process for Virginia institutions to apply to SCHEV for membership in SARA.
- conferring on out of state SARA institutions the range of authorizations necessary to satisfy the terms of SARA.

**Materials Provided:** Attachment: *Commonwealth of Virginia Policy on the Reciprocal Authorization of Distance Education and Related Activities*

**Financial Impact:** For Virginia institutions, it is anticipated there will be significant net savings in direct costs and staff time. The scale of savings cannot be quantified until it is better known how many states are participating in SARA, and which Virginia institutions become and remain SARA members. For SCHEV, costs of administering SARA will be covered by modest fees to be paid by institutions.

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

**Resolution:**

**BE IT RESOLVED** that the State Council of Higher Education for Virginia (SCHEV) approves the *Commonwealth of Virginia Policy on the Reciprocal Authorization of Distance Education and Related Activities*. The Policy shall become effective immediately and the Director is authorized to implement its provisions as soon as feasible.

## State Council of Higher Education for Virginia (SCHEV)

### Commonwealth of Virginia Policy on the Reciprocal Authorization of Distance Education and Related Activities

- I. Pursuant to Code of Virginia § 23-9.14:3, Code of Virginia § 23-276 (esp. § 23-276.3), and Virginia Administrative Code 8VAC40-31 (esp. 8VAC40-31-290), this policy describes authorities, responsibilities, perquisites, and obligations that pertain to SCHEV, Virginia in-state institutions, and out-of-state institutions according to terms of the State Authorization Reciprocity Agreement (SARA) as administered by the Southern Regional Education Board (SREB) and the National Council on State Authorization Reciprocity Agreements (NC-SARA). The purpose of SARA is to afford an efficient system for institutions offering distance education to receive authorization from states other than their home state, by placing the responsibility for regulation, quality assurance, and student protection on the institution's home state. To that end, and in accord with its authority under Code of Virginia § 23-9.14:3, SCHEV pledges:
  - to oversee the participation of eligible Virginia institutions in SARA according to all applicable standards of quality and student protection; and
  - to respect the authorization and oversight provided by the home states of out of state members of SARA, and to allow such institutions to operate in Virginia according to the terms of SARA.
- II. The Director of SCHEV is authorized to act on behalf of the Commonwealth of Virginia, its higher education institutions, and the students of its institutions in all matters related to Virginia's participation in SARA, including—but not necessarily limited to—any regional or national agreements and processes established by SREB and/or NC-SARA. The authority of the Director shall include—but not necessarily be limited to—the following functions and activities:
  - to apply for Virginia to be a member of SARA, through procedures established by SREB;
  - to establish administrative processes necessary for SCHEV to satisfy terms of Virginia's membership in SARA;
  - to delegate to SCHEV staff whatever responsibilities, obligations, or authorities s/he judges necessary for the administration of Virginia's participation in SARA;
  - to set fees to be paid by Virginia SARA institutions to cover direct and indirect costs incurred by SCHEV in the administration of SARA;
  - to establish the State Reciprocity Advisory Council (SRAC), composed of a representative from each Virginia SARA institution, and to consult with it on all aspects of Virginia's participation in SARA; and



- to make revisions to this policy that may be necessary to maintain Virginia's participation in SARA in good standing, and to report such revisions to Council as "Delegated Items." (Any revisions that would significantly alter the terms of this policy, and/or require other changes to Virginia regulation or law, shall be approved by Council action.)

### III. Membership in SARA for Virginia institutions.

SCHEV shall be responsible for approving Virginia institutions for membership in SARA, and overseeing their ongoing compliance with terms of membership.

- A. Eligibility. In order to be eligible to apply to SCHEV for SARA membership, an institution must
- be accredited as a degree-granting institution of higher education by an accreditor recognized by the U.S. Department of Education (USED);
  - be authorized to operate in Virginia as an in-state institution; and
  - if not a public institution, document a composite score of at least 1.5 out of 3.0 on the USED financial stability scale.

Any institution not satisfying all three of the above conditions shall be deemed ineligible to apply to SCHEV for SARA membership.

- B. Approvability. In addition to basic eligibility criteria listed above, in order to be approved for SARA membership, each applicant institution must document to SCHEV in accord with guidelines developed for the purpose by NC-SARA, SREB, and/or SCHEV:

- that the institution accepts and adheres to the *Interregional Guidelines for the Evaluation of Distance Education (Online Learning)* adopted by the Council of Regional Accrediting Commissions;
- that the institution has an appropriate student complaint resolution process, which includes acceptance of SCHEV oversight in resolving complaints from students taking distance education under the aegis of SARA; and
- that the institution understands and accepts the scope of authorization provided under SARA according to the NC-SARA document *State Authorization Reciprocity Agreements—Policies and Standards*.

- C. A Virginia SARA institution found to be non-compliant with one or more terms of SARA membership will be notified by SCHEV staff and given opportunity to come into compliance. Repeated and/or chronic instances of non-compliance shall result in removal of the institution from SARA. Such removal shall be accomplished by action of Council, and shall not be subject to further appeal.

IV. Authorization and Privileges/Obligations of Out of State Institutions Operating in Virginia under the aegis of SARA.

A. In accord with its authority under above-cited sections of the Code of Virginia and Virginia Administrative Code, SCHEV grants to SARA institutions from other states the ability to engage in the following activities within the Commonwealth of Virginia without triggering physical presence or otherwise necessitating certification to operate in Virginia, subject to the exception described in IV.B below:

- i. Offering “a short course or seminar [that] takes no more than 20 classroom hours. Class meetings during a full-term course do not trigger physical presence if the instructor and students physically meet together for no more than two meetings, totaling less than six hours.” (NC-SARA *Policies and Standards* document, page 7, dated February 10, 2014)
- ii. The following list of activities excerpted from the NC-SARA *Policies and Standards* document (page 11, dated February 10, 2014):
  - a. *Offering courses to individuals via distance education in ways that do not require students to gather physically in groups...;*
  - b. *Advertising to students whether through print, billboard, direct mail, internet, radio, television or other medium;*
  - c. *Offering distance education courses on a military base if enrollment in such courses is limited to federal employees and family members;*
  - d. *Maintaining a server, router or similar electronic service device housed in a facility that otherwise would not constitute physical presence (the presence of a server or similar pass-through switching device does not by itself constitute the offering of a course or program in that state);*
  - e. *Having faculty, adjunct faculty, mentors, tutors, or other academic personnel residing in a member state (the presence of instructional faculty in a state, when those faculty teach entirely via distance-education and never meet their students in person, does not establish physical presence for purposes of this agreement);*
  - f. *Holding proctored exams on behalf of the institution in the host state;*
  - g. *Having contractual arrangements in the home or host state.*
  - h. *Offering educational field experiences for students, including an educational field trip arranged for a group of students that are normally in residence at an institution in another state;*
  - i. *Operating limited supervised field experiences. For purposes of this agreement, interstate supervised field experiences originating from campus-based programs in a member state are considered to be distance education and not to establish physical presence if they:*

- A. place fewer than ten students from each program in a member state who are physically present simultaneously at a single facility or site in a host state, and*
- B. do not involve any multi-year contract between a sending institution and a field site.*

B. The enablements described in IV.A above are not intended to, and do not in fact, supersede, override, or otherwise replace any regulation or provision of law that may apply to any licensure-qualifying programs in the Commonwealth of Virginia. Any SARA institution from another state intending to offer programming to residents of Virginia in a licensure-qualifying discipline is responsible for determining with the relevant board or agency its requirements for operating in Virginia. In the case of conflict, requirements of any such Virginia board or agency shall take precedence over any and all enablements delineated in IV.A above.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**

**J. Sargeant Reynolds Community College  
Workforce Development and Conference Center  
Room 104  
Richmond, Virginia  
July 21, 2014  
5:00 – 5:30 p.m.**

**Executive Committee**

1. Approval of Minutes (May 19, 2014) [Page E1](#)
2. Action on Council Meeting Schedule for Calendar Year 2015 [Page E4](#)

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
EXECUTIVE COMMITTEE MEETING  
MAY 19, 2014  
MINUTES**

Mr. Bland called the meeting to order at 12:40 p.m. in the Stanley Library, Founder's Room, Ferrum College, Ferrum, Virginia. Council members present: Gilbert Bland, Stephen Haner, G. Gilmer Minor, and Julious Smith.

Council member absent: Mary Haddad, Gene Lockhart.

Other Council member present: Carlyle Ramsey.

Staff members present: Peter Blake, Tod Massa, Ashley Myers, Kirsten Nelson, and Lee Ann Rung. Noelle Shaw-Bell from the Office of the Attorney General was also in attendance.

**APPOINTMENT OF NOMINATING COMMITTEE**

Mr. Bland appointed Mr. Lockhart to chair the nominating committee. Dr. Ramsey and Ms. Chase also agreed to serve. The committee will report its recommendations to the Council in July and elections will be held following the Governor's appointments to the Council, no later than at the September meeting.

**DISCUSSION OF 2015 COUNCIL MEETING DATES AND LOCATIONS**

Mr. Blake reviewed the list of proposed dates and highlighted the institutions that that were next on the rotation schedule to host a meeting. There was some discussion about the Council's current meeting schedule and Mr. Haner suggested that staff explore the possibility of holding committee meetings and the Council meeting in one day, particularly when the location is in Richmond. Staff will make the necessary change before submitting the schedule to the Council for approval in July.

**DISCUSSION OF COUNCIL MEMBER DUTIES AND RESPONSIBILITIES FOR NEW MEMBERS**

Mr. Bland suggested that this might be a good time to remind members of what is expected when they serve on the Council, particularly since the Council has increased in numbers and its duties have expanded over the last year. Mr. Blake reviewed the content of the agenda item and Mr. Bland asked for input from the committee about actions that might be taken if meeting attendance is a problem. Ms. Shaw-Belle from the Office of the Attorney General said that expectations, including attendance, could be added to the Council bylaws to allow for accountability. She also indicated that if the Council had evidence that a member

was not fulfilling his or her duties, it could be reported to the Secretary of the Commonwealth. Mr. Blake reminded members that SCHEV is required to make a yearly report to the Secretary of the Commonwealth which includes attendance. Mr. Bland said while there is no current problem, he would like to consider a way to address these issues to avoid any problems in the future.

Mr. Minor suggested that the information submitted be emphasized and endorsed during the new member orientation. Further, he suggested that the Council chair spell out to new members the expectation of participation in meetings and in filing conflict of interest statements. One of the members suggested devoting an agenda item at a future meeting to reviewing duties and responsibilities. Mr. Smith suggested that the title of "Council Member Statement of Commitment" be changed to "Council Expectations of Members" before it is distributed to new and existing members. Signatures on the form would only indicate receipt of the document.

### **NEW BUSINESS**

Mr. Bland said a former rector approached Mr. Smith suggesting that SCHEV facilitate a meeting with rectors to share best practices and provide an opportunity to bring the group together as had been done in the past. He indicated that the public presidents and current and past rectors are in support of the idea. There was some discussion about including representatives from the independent colleges and Mr. Minor asked Mr. Lambeth to provide input. Mr. Lambeth agreed to seek input from his institutions and provide feedback to the Council. Mr. Bland suggested that two meetings be held per year; the first one in the fall and a second one in the spring. Mr. Blake indicated that the first meeting is being planned for early afternoon on Tuesday, October 21, which is the first day of the Boards of Visitors' (BOV) orientation. Coordinating this meeting with the BOV orientation will be done on a trial basis.

### **DISCUSSION OF PERSONNEL MATTERS**

At 1:15 p.m., Mr. Bland read the attached motion which stated that in accordance with Virginia Code § 2.2-3711(A)(1), the Council would convene in a closed meeting for the purpose of addressing personnel issues related to the performance of the Director. The motion was seconded by Mr. Minor and approved unanimously.

The Council returned in open session at 1:45 and Mr. Bland read the attached Freedom of Information Act Certification. Mr. Smith moved the following motion which was seconded by Mr. Haner and approved unanimously:

**BE IT RESOLVED THAT the State Council of Higher Education for Virginia, in accordance with §4-6.01 of chapter 806, 2013 Virginia Acts of Assembly, and in recognition of Peter Blake's extraordinary performance and dedication to duty, approves a 5 percent bonus for the director.**

The meeting was adjourned at 1:46 p.m.

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Gilbert Bland  
Chair

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Lee Ann Rung  
Director, Executive and Board Affairs

# State Council of Higher Education for Virginia Agenda Item

**Item:** Executive Committee Item #2 – Action on Council Meeting Schedule for Calendar Year 2015

**Date of Meeting:** July 21, 2014

**Presenter:** Peter Blake, [peterblake@schev.edu](mailto:peterblake@schev.edu)

**Origin:**

- ☐ No Action – Information Only
- ☐ Council review required by:
  - ☐ State or federal law or regulation
  - ☐ SCHEV regulation/guideline
  - ☐ Other:
- ☒ Action requested at this meeting
- ☐ Action requested at future meeting, **Date:**

**Most Recent Review/Action:**

- ☐ No previous Council review/action
- ☒ Previous review/action

**Date:** May 19, 2014

**Action:** Council requested that staff confirm locations with institutions and combine all meetings in January 2015 into one day.

**Background Information:** The Council has been formally meeting in the months of January, March, May, July, September, and October. Additional meetings may be held with reasonable public notice for ad hoc Committee meetings and/or retreats at the call of the Council chair.

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

The General Assembly session begins on Wednesday, January 14, 2015.

It should be noted that meetings are generally held on the third Monday/Tuesdays except as follows:

- The January date was changed because the Martin Luther King, Jr. holiday is on the third Monday (January 19, 2015).



- The October date was chosen to allow staff additional time between the September and October meetings to prepare final budget recommendations.

**Materials Provided:** N/A

**Summary of Major Elements:** Staff has contacted George Mason University and Virginia Commonwealth University and they have agreed to host the Council in March and September, respectively. Staff is working with the Council of Independent Colleges in Virginia to secure a location at a private college in May, 2015.

**Financial Impact:** Travel expenses for staff and members.

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

**Staff Recommendation:** Staff recommends the schedule as stated in the resolution.

**Resolution:**

**BE IT RESOLVED** that the State Council of Higher Education for Virginia approves the following meeting schedule for calendar year 2015 and requests that staff distribute the information to all Council members:

**Briefings and/or committee meetings on Monday Afternoon - meetings on Tuesday (except where noted)**

- January 12 (all meetings in one day) – SCHEV Offices (Richmond)
- March 16-17 – travel to public institution (George Mason University)
- May 18-19 – travel to private institution (TBD)
- July 20-21 – SCHEV Offices (Richmond)
- September 21-22 – travel to public institution (Virginia Commonwealth University – September 21 would include a meeting with public college and university presidents)
- October 26-27 – SCHEV Offices (Richmond)

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**  
**J. Sargeant Reynolds Community College**  
**Workforce Development and Conference Center**  
**Section A**  
**Richmond, Virginia**  
**July 22, 2014**

**Meeting Agenda**

*(Note: Some items from the July 22 meeting agenda may be addressed before adjournment of the July 21 meetings)*

- |  |            |                          |
|--|------------|--------------------------|
| 1. Call to Order and Announcements   | 9:00 a.m.  |                          |
| 2. Public Comment Period   |            |                          |
| 3. Approval of Minutes:<br>May 20, 2014  |            | <a href="#">Page 1</a>   |
| 4. Introduction of New Members   | 9:05 a.m.  |                          |
| 5. Report from Nominating Committee/Council<br>Elections   | 9:15 a.m.  |                          |
| 6. Remarks by President Rhodes   | 9:20 a.m.  |                          |
| 7. Director's Report   | 9:40 a.m.  | <a href="#">Page 13</a>  |
| 8. The Changing Face of Virginia Higher Education,<br>Presidents Robert Templin and Angel Cabrera              | 10:00 a.m. |                          |
| BREAK  | 11:00 a.m. |                          |
| 9. Committee Reports:  | 11:10 a.m. |                          |
| <br><u>Executive Committee</u>   |            |                          |
| a. Action on Council Meeting Schedule for<br>Calendar Year 2015  |            | <a href="#">Page E4</a>  |
| <br><u>Academic Affairs Committee:</u>   |            |                          |
| a. Action on Programs at Public Institutions   |            | <a href="#">Page A9</a>  |
| b. Action on Final Approval of University of Mary<br>Washington Bachelor of Science in Nursing                 |            | <a href="#">Page A25</a> |
| c. Report on Proposed Engineering Programs at<br>Christopher Newport University and George Mason<br>University |            | <a href="#">Page A27</a> |
| d. Action on Private and Out-of-State Post-secondary<br>Education Institutional Certifications                 |            | <a href="#">Page A34</a> |
| e. Action on Program Productivity Review   |            | <a href="#">Page A44</a> |
| f. Action on Policy on the Reciprocal Authorization of<br>Distance Education                                   |            | <a href="#">Page A65</a> |

TJ21 Implementation Committee:

- |  |           |
|--|-----------|
| a. Action on 2014-15 Full Cost Report                | Page TJ3  |
| b. Update on 2014-16 Budget                          | Page TJ8  |
| c. Discussion of Institutional Performance Standards | Page TJ13 |
| d. Discussion of Mid-career Wage Data                | Page TJ26 |
| e. Report on Six-year Planning Process               | Page TJ34 |

Strategic Planning Task Force

- |   |          |
|---|----------|
| a. Update on Strategic Plan Development | Page SP1 |
|---|----------|

- |  |            |         |
|--|------------|---------|
| 10. Items Delegated to Staff                           | 12:10 p.m. | Page 20 |
| 11. New Business                                       | 12:15 p.m. |         |
| a. Action on Resolutions for Departing Council Members |            |         |
| 12. Adjournment  | 12:30 p.m. |         |

**NEXT MEETINGS:**

August 12 special meeting to discuss strategic plan – Owens and Minor - 12:30

September 15-16 – James Madison University (September 15 includes joint meeting with public college presidents)

NOTE: All meeting times are approximate and may vary slightly.

**NOTE:**

Materials contained in this Agenda Book are in draft form and intended for consideration by the Council at its meeting (dated above), and may not reflect final Council action. For a final version of any item contained in these materials, please visit the Council's website at [www.schev.edu](http://www.schev.edu) or contact Lee Ann Rung at [LeeAnnRung@schev.edu](mailto:LeeAnnRung@schev.edu).

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
COUNCIL MEETING  
MAY 19, 2014  
MINUTES**

Mr. Bland called the meeting to order at 9:05 a.m. in the Dyer Hall conference room, Ferrum College, Ferrum, Virginia. Council members present: Gilbert Bland, Martin Briley, Joann DiGennaro, Heywood Fralin, Stephen Haner, G. Gilmer Minor, Carlyle Ramsey, and Julious Smith.

Council members absent: Johanna Chase, Mary Haddad, Gene Lockhart, Pamela Moran, and Gary Nakamoto.

Staff members present: Lee Andes, Peter Blake, Joseph DeFilippo, Alan Edwards, Dan Hix, Tod Massa, Ashley Myers, Kirsten Nelson, Sylvia Rosa-Casanova, and Lee Ann Rung. Noelle Shaw-Bell from the Office of the Attorney General was also in attendance.

**PUBLIC COMMENT**

No requests for public comment were received in advance of the meeting.

Mr. Bland introduced Josh Whitlock, a Ph.D. student and Director of Technical Systems for Enrollment Services at East Tennessee State University who was observing the meeting.

**APPROVAL OF MINUTES**

On a motion by Mr. Smith and seconded by Dr. Ramsey, the minutes from the March 18, 2014, Council meeting were approved unanimously.

**REMARKS BY PRESIDENT JENNIFER BRAATEN**

Mr. Bland thanked President Braaten for hosting the Council and the Private College Advisory Board meetings at Ferrum College.

President Braaten said Ferrum continues to attract more students from Virginia. She reported that Ferrum enjoys great diversity in its student body and serves a large number of first generation students, making scholarships key to helping students at Ferrum. Dr. Braaten provided information about the region, including the fact that the Blue Ridge Institute is the official state repository for Blue Ridge culture. Ferrum is a member of the Appalachian College Association and incorporates into its applied liberal arts curriculum, a celebration of the region's past while considering what is important for the future. Dr. Braaten is passionate about her students and the Ferrum story. She described the faculty at Ferrum as striving for "excellence

without arrogance” and described many partnerships the college has developed with foundations and corporations. She distributed a brochure that highlighted ways in which the region has been successful in utilizing sustainable building methods and creating jobs. Dr. Braaten stressed the college’s mission to connect with the community and said she finds it exciting to witness life being brought back to the region. She answered questions from members and thanked the Council for visiting the Ferrum campus.

## **DIRECTOR’S REPORT**

Mr. Blake reviewed the report, which was included in the agenda materials. A few highlighted items from the report were:

Christopher Newport University (CNU) board meeting – In an effort to more effectively partner with boards and rectors, SCHEV has reached out to CNU to bring together Council leadership and the CNU board later this year. The purpose of the meeting will be to gain a better understanding of one another’s work and to address higher education challenges and opportunities. Staff is working with CNU to find a date in early November and will keep the Council informed.

Historically Black Colleges and Universities (HBCUs) – As part of the Council’s strategic planning outreach, Mr. Blake and Mr. Bland met recently with representatives of the White House Initiative on HBCUs as well as with staff from the Association of Governing Boards. Additionally, Mr. Bland said the strategic planning consultant will interview local, statewide, and national leaders to discuss what would constitute an ideal model for HBCUs in the 21<sup>st</sup> century.

Joint Legislative Audit and Review Commission (JLARC) reports – Staff continues to provide assistance to JLARC staff in preparation for the Commission’s remaining reports on costs and efficiencies in public higher education. Two more reports will be issued in the fall of 2014. JLARC staff presented a broad work plan to the General Professional Advisory Committee (GPAC) meeting in April.

Tuition and fees - Mr. Bland opened a discussion to solicit members’ input on ways to shape the dialogue about affordability over the next decade.

Mr. Fralin said it was important to educate legislators of the important issues and to do a better job of stressing the importance of a strong higher education system. Mr. Fralin suggested that a stronger voice for higher education in the General Assembly can make a difference. He stressed that the Council should find a way to become more public with the higher education message among various media sources including alumni magazines, television, and radio. He said a coordinated campaign will become a critical part of educating legislators on the importance of higher education.

Mr. Haner said higher education funding increases often trail those of K12 because there is a legal constitutional obligation that free public education will be funded for kindergarten through high school. He also stressed that the Standards of Quality

drive funding in K12. Additionally, he said that Medicaid spending and the campaign built around the “no car tax” initiative negatively affected the state budget and higher education in particular. Mr. Haner stated that affordability needs to be a major focus. He suggested that institutions continue to find ways to cut costs and that SCHEV continue to track these efforts.

Mr. Minor said there should be a focus on return on investment or the value proposition that a college education provides. He said Council could do a better job of educating the public about tuition, focus on efficiencies within the higher education system, and provide an opportunity to be more involved with K12.

Dr. Ramsey said Virginia’s place nationally is a compelling and per suasive argument, but stressed a need to tell the story better and to realize savings for the Commonwealth. He felt the strategic plan could assist the Council in finding ways to address affordability and increase completion rates.

Mr. Smith said that in addition to needing a stronger voice and assistance from the General Assembly, the Council needs a commitment from institutions that affordability is important and should seek ways to keep costs low. He said that higher education would benefit more from increasing endowments and raising money for scholarships rather than concentrating on capital projects.

Mr. Fralin suggested that the public be better educated about the cost shifting that takes place in higher education. When state funding is reduced, institutions have no choice but to raise tuition.

Mr. Briley said it is critical to the state’s economic development to have a successful higher education system when recruiting companies to the Commonwealth. He noted that there is a workforce development gap and a “disconnect” on the demand and supply. He stated that the complexity and volume of issues is overwhelming and he did not have an ideal way to describe “affordable” tuition. He said there are value propositions to both the student and the state.

Ms. DiGennaro said she did not believe there would be more support for higher education until questions are asked about the culture of education to determine what students are learning. She stressed the need to determine the value of a college education for the dollars spent. Ms. DiGennaro stated that parents and employers are not convinced they are getting their money’s worth. Core values of learning have not changed and she felt Council would be remiss if it did not consider these issues as well as affordability.

## **COMMITTEE REPORTS**

### **Executive Committee**

#### *Appointment of Nominating Committee*

Mr. Bland expressed his gratitude for having the privilege to serve as the Council chair for the last two years. He appointed a nominating committee to determine the Council's leadership for the upcoming year. Mr. Lockhart will chair the nominating committee with assistance from Dr. Ramsey and Ms. Chase. The committee will bring forth a slate of officers at the July meeting.

#### *Discussion of 2015 Council Meeting Dates and Locations*

Mr. Blake reviewed the suggested dates for calendar year 2015 and indicated that staff would continue to work with the Council of Independent Colleges in Virginia (CICV) to find a private institution to host the May meeting. The executive committee discussed the existing format of Council meetings and considered ways to streamline the schedule by consolidating committee meetings with the Council meeting into one day. The committee requested that staff schedule this on a trial basis at one of the meetings scheduled in Richmond in 2015.

#### *Discussion of Council Member Duties and Responsibilities for New Members*

Mr. Bland said the expectations of each member will grow significantly over the next few years. He said the committee reviewed the outline of roles and responsibilities and decided it would be valuable for staff to distribute the expectations to new and existing members asking that members sign to acknowledge receipt of the list. This information will also be included in the new member orientation.

#### *Discussion of Personnel Matters*

Mr. Bland reported that the committee met in closed session to discuss personnel matters related to the director's performance over the last year. The following resolution from the executive committee was seconded by Mr. Briley and approved unanimously. Mr. Briley thanked Mr. Blake and his staff for their exemplary work:

**BE IT RESOLVED THAT THE STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA, in accordance with §4-6.01 of Chapter 806, 2013 Virginia Acts of Assembly, and in recognition of Peter Blake's extraordinary performance and dedication to duty, approves a 5 percent bonus for the director.**

#### *Other Business*

Mr. Bland informed the Council that the rector at Virginia Commonwealth University (VCU) encouraged Council to convene a rectors meeting much like what had been done in the past to share best practices and provide an opportunity to meet their counterparts. As a result, staff will schedule a meeting between Council and rectors twice a year. The first meeting will coincide with the new Boards of Visitors' orientation in October and another will be scheduled in the spring. Mr. Minor said in these meetings, Council should emphasize the role of SCHEV. Mr. Fralin suggested that outside organizations also be involved on the rectors' meeting agenda and suggested that the Virginia Business Higher Education Council be included. The committee extended an invitation to Mr. Lambeth to solicit input from the private

institutions about participation in the upcoming rectors' meetings and he agreed to inform the Council when he received feedback from those institutions.

The chair called for a break at 10:45 a.m. The meeting resumed at 11:00 a.m.

#### Academic Affairs Committee

Mr. Fralin chaired the Academic Affairs Committee meeting in Mr. Lockhart's absence and provided the following report with assistance from Dr. DeFilippo:

##### *Presentation on UVA's Data Science Institute*

Mr. Fralin reported that the committee received a presentation from Don Brown, Director and Professor of Engineering and Applied Science about this new initiative.

##### *Action on Programs at Public Institutions*

The Committee's recommendation was seconded by Mr. Minor and the following resolutions were approved unanimously by the full Council. Institutional representatives introduced themselves and Mr. Bland thanked them for attending:

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Longwood University to initiate a Master of Education (M.Ed.) degree program in Reading, Literacy, and Learning (CIP: 13.1315), effective fall 2014.**

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Virginia to initiate a Master of Science (M.S.) degree program in Data Science (CIP: 11.0802), effective fall 2014.**

##### *Action on Private and Out-of-state Postsecondary Education (POPE) Institutional Certifications*

Dr. DeFilippo provided a brief overview and the committee's recommendation was seconded by Dr. Ramsey. The following resolution was approved unanimously by the full Council:

**BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Paul Mitchell The School to operate a postsecondary institution in the Commonwealth of Virginia, with branches in Woodbridge and Tysons Corner, effective May 20, 2014.**

##### *Action on Provisional Certification of College of Henricopolis School of Medicine*

Dr. DeFilippo reminded members of the details of provisional certification which allows an institution to begin marketing but not offering classes. If the College of Henricopolis School of Medicine fulfills all provisions in the next year, the resolution grants SCHEV's agency director authority to grant full certification. The committee's



recommendation was seconded by Mr. Smith and approved unanimously by the full Council:

**BE IT RESOLVED** that the State Council of Higher Education for Virginia provisionally certifies College of Henricopolis School of Medicine to operate a postsecondary institution in the Commonwealth of Virginia, effective immediately and for a period of one (1) year, in accordance with the conditions enumerated below:

1. that, during the period of provisional certification, College of Henricopolis School of Medicine shall not be allowed to advertise or receive student applications until it has achieved preliminary accreditation from the Liaison Committee on Medical Education (LCME).
2. that, after College of Henricopolis School of Medicine has achieved preliminary accreditation status with LCME and during the period of provisional certification, all publicity, advertisement, and promotional material must include a statement that the school is provisionally certified to operate in Virginia by SCHEV.
3. that, after College of Henricopolis School of Medicine has achieved preliminary accreditation status with LCME and during the period of provisional certification, College of Henricopolis School of Medicine may not collect tuition from prospective students, though it may collect initial non-refundable fees of no more than \$100, as per 8 VAC 40-31-160 (N) (2) of the *Virginia Administrative Code*.
4. that, prior to the expiration of the period of provisional certification (June 1, 2015), SCHEV will conduct a final review of faculty credentials prior to issuing full certification to College of Henricopolis School of Medicine.
5. that, prior to the expiration of the period of provisional certification, College of Henricopolis School of Medicine shall satisfy a site visit conducted by SCHEV staff demonstrating that the facility conforms to all federal, state and local building codes and that it is equipped with classrooms, instructional and resource facilities, and laboratories adequate for the size of the faculty and student body and adequate to support the educational program to be offered by the school.
6. that, prior to the expiration of the period of provisional certification, College of Henricopolis School of Medicine will submit a surety instrument which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of the school closure.
7. that College of Henricopolis School of Medicine's provisional certification shall lapse if the school does not achieve preliminary accreditation from LCME by June 1, 2015. In the event of such lapse, the school may reapply for certification.

**BE IT FURTHER RESOLVED** that Council delegates to the Executive Director authority to confer full certification on College of Henricopolis School of Medicine upon the school's successful satisfaction of all conditions enumerated above.

*Academic Affairs Liaison Report*

Dr. DeFilippo provided an abbreviated liaison report, informing the Council of a few upcoming items that will be brought to the committee at the next meeting. These include two engineering degree programs and the program productivity process. Ms. DiGennaro said her company (Center for Excellence in Education) has been involved in the mechanical and electrical engineering programs and she plans to prepare a bullet list for each member to consider when reviewing these programs.

*Annual Report of the Office of Private and Out-of-State Postsecondary Education (POPE)*

Dr. DeFilippo reported that the committee received the report from Ms. Rosa-Casanova.

*Update on U.S. Department of Education Proposed Gainful Employment Regulations*

Dr. DeFilippo said the committee did not discuss this item in much detail but he informed the Council that in Virginia, the impact of the proposed regulations will depend on program type; certificate programs mostly fall under this review. He reported that community colleges will be subject to more planning and reporting, which could potentially cause problems for these institutions because of their low tuition and low number of Title IV recipients. He noted that the federal government could provide an accommodation for the community colleges. Dr. DeFilippo informed Council that as a result of the proposed regulations, some programs could close or see a reduction in operations. The proprietary institutions feel they have been targeted and have made their concerns known. Mr. Blake informed Council members that he shared this information with the Secretary of Education. It was decided that no Council action was needed at this time. Mr. Blake indicated that he would continue conversations with the Secretary of Education and legislators about the issue.

TJ21 Implementation Committee

Mr. Haner said the committee had no action items but did review a crucial set of data. The committee will continue to review data related to each priority of the TJ21 legislation to determine the status and progress.

*Discussion of Degree Attainment and Student Success*

Mr. Haner complimented Mr. Massa and his staff for the amount of useful data they have provided, particularly data that are more sensitive to capturing transfer students. He highlighted a few of the charts the committee reviewed but indicated

that while Virginia is doing well in these areas, large institutions in the state drive up the numbers. There was some discussion about family income as a measure of success and it was suggested that SCHEV could make it a goal of advocating that family income should not be a primary predictor of student success. Mr. Fralin stated that the Council should look at the total picture in Virginia and stated that there is much room for improvement in graduation rates. This should be a major focus in the strategic plan and all institutions should be challenged to focus on it. Mr. Massa agreed to send members a link to data on transfer students.

#### *Discussion of Institutional Performance Measures*

Mr. Haner said the committee reviewed the performance assessment process and timeline. The committee will receive preliminary results of the measures for review in July. Council action and certification will take place in September.

#### *Discussion of Higher Education Legislation from the 2014 General Assembly Reconvened Session*

Ms. Nelson reported on the reconvened session. Mr. Haner discussed the impending crisis if the state budget is not finalized prior to July 1 and talked about ways in which SCHEV and the institutions could be affected. Mr. Blake said Michael Maul from the Department of Planning and Budget (DPB) met with the Finance Advisory Committee (FAC) on May 14. While Mr. Maul did not provide definitive information to FAC, he did say that he believed the budget issues would be resolved by July 1. Ms. Shaw-Bell indicated that, if the situation continues beyond July 1, then the Office of the Attorney General will provide counsel to institutions and agencies.

#### Strategic Planning Task Force

##### *Approval of Minutes (March 17, 2014)*

On a motion by Mr. Smith and seconded by Mr. Minor, the minutes from the Strategic Planning Task Force meeting of March 17, 2014, were approved unanimously.

##### *Report from Task Force Chair*

Mr. Smith provided an update of the strategic planning process and indicated that the project is on track to present the final draft to Council in October. The consultant, JBL Associates, did an outstanding job presenting information and eliciting comments from the private college presidents at the May 19 Private College Advisory Board (PCAB) meeting. Regional meetings with high school students, educators, business leaders and other interested parties are underway, and he acknowledged Dr. Moran and Mr. Bland for their assistance in scheduling constituent meetings in the Charlottesville and Hampton Roads areas respectively. A series of op ed articles is planned to introduce the concept to the Commonwealth. Information and a survey will also be placed on the SCHEV website to allow the general public to provide input about the strategic plan.

Mr. Smith reminded Council that it will receive a preliminary report in September but indicated that JBL Associates will provide general updates to staff on an ongoing basis. He reminded members that the plan can only be successful if full input and support of the Council is included. He also repeated Council's agreement that a strategic review of SCHEV would also be included in the plan. There was some discussion about the possibility of extending the deadline if necessary, but the October deadline is still expected.

Ms. DiGennaro suggested that the plan allow for some goals to remain, even as the plan evolves and Council members change. Mr. Smith said an annual review will be built into the plan to review the progress and relevancy over time. Mr. Briley suggested that value proposition be highlighted in the plan, or perhaps as a subtitle of the plan. Mr. Smith asked members to consider what role SCHEV should have in executing, implementing and ensuring the plan is successful. He suggested that the Council be "proactive" rather than "reactive." Council engagement has been present in monthly meetings with the consultant to date but it was suggested that the July Council agenda build in time for further discussion of the plan. Members also requested that staff arrange a special meeting in August, in conjunction with the new Council orientation.

#### Planning Group on Public and Private Partnerships for Research

##### *Approval of Minutes (February 7, 2014 and March 7, 2014)*

The minutes from the February 7, 2014, meeting were not approved at the March meeting because a quorum was not present. Because the planning group will not meet again prior to the summit, the Council was asked to approve the March 7, 2014, minutes as well. On motion by Ms. DiGennaro and seconded by Mr. Minor the minutes of the February 7, 2014, and March 7, 2014, meeting were approved unanimously by the full Council.

##### *Overview of June 9 Summit*

Ms. DiGennaro provided an update of the summit including the mission, which is to concentrate on best ways to increase funding for academic research in Virginia's colleges and universities. She indicated that SCHEV has five partners in this effort: Center for Information Technology (CIT); Virginia Business Higher Education Council (VBHEC), the Virginia Chamber of Commerce, Virginia Economic Development Partnership (VEDP) and the Center for Excellence in Education (CEE). Ms. DiGennaro thanked Mr. Blake, Dr. Edwards, and Ms. Myers for their time and assistance in planning the summit. She reviewed the list of speakers and other aspects of the summit agenda that were included in the agenda book.

Mr. Blake provided his thoughts on the call to action and any follow-up for SCHEV that will result from the summit. He would like to prepare in advance for possible actions that could result from the summit and said he would develop a list of possibilities to share with the Secretary of Education and other staff.

Ms. DiGennaro said space is limited but she encouraged members to register and attend. Mr. Lambeth agreed to encourage public college attendance. Mr. Bland thanked Ms. DiGennaro for her dedication and commitment to this important effort.

*Virginia Academic Research: A Primer in Advance of the Summit*

Mr. Blake encouraged all members to read the information in the agenda book prior to the summit.

### **ITEMS DELEGATED TO STAFF**

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

### **ADJOURNMENT**

The next meeting will be held July 21-22, 2014, at J. Sargeant Reynolds Community College, Parham Road campus.

The meeting was adjourned at 12:30 p.m.

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G. Gilmer Minor  
Vice Chair

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Lee Ann Rung  
Manager for Executive and Council Affairs

### Items Delegated to Director/Staff

Pursuant to the Code of Virginia, Section 23-9:6:1 and Council's "Policies and Procedures for Program Approval and Changes," the following items were approved as delegated to staff:

#### Degree Program Actions

<b>Institution</b>	<b>Degree/Program/CIP</b>	<b>Effective Date</b>
Central Virginia Community College	<b>New Program Approved:</b> Associate of Applied Science degree program in Nuclear Technology (15.1401)	Fall 2014
George Mason University	Change the title from a Bachelor of Science in Medical Technology (51.1005) to a Bachelor of Science in Medical Laboratory Science (51.1005)	Summer 2014
Tidewater Community College	<b>New Program Approved:</b> Associate of Applied Science degree program in Heating, Ventilation, Air Conditioning, Refrigeration (47.0201)	Fall 2014
Virginia Polytechnic Institute and State University	Change the title from a Bachelor of Science in Forestry and Wildlife (03.0501) to a Bachelor of Science in Forest Resources and Environmental Conservation (03.0501)	Fall 2014

Pursuant to the Code of Virginia, Section 23-9:6:1 and Council's "Policies and Procedures for Program Approval and Changes," the following items were reported:

<b>Institution</b>	<b>Degree/Program/CIP</b>	<b>Effective Date</b>
Old Dominion University	Initiate Graduate Certificate program in Global Health (15.2299)	Fall 2014
Radford University	<u>Initiate new certificate programs:</u> <ul style="list-style-type: none"> <li>• Post-Baccalaureate Certificate program in Teaching Language Arts in the Digital Age (23.9999)</li> <li>• Post-Baccalaureate Certificate program in Bioethics (51.3201)</li> </ul>	Fall 2014
Virginia Polytechnic Institute and State University	Initiate Graduate Certificate program in Marriage and Family Therapy (42.2811)	Spring 2014

Institution	Degree/Program/CIP	Effective Date
Virginia State University	Discontinue the Associate of Science in Nursing degree program (51.3801). [Program Approved: July 26, 2004]	Spring 2014

Pursuant to the Code of Virginia, Section 23-9:6:1 and Council's "Policies and Procedures for Internal and Off-Campus Organizational Changes," the following items were approved as delegated to staff:

### Organizational Changes / Off-campus Instructional Sites

Institution	Change / Site	Effective Date
George Mason University	Create the <b>Department of Biology</b> . The Department will reside in the College of Science. The creation of the Department will help with recruiting students, recruiting and hiring tenure-track faculty, and, securing research and grant opportunities for faculty.	July 1, 2014
Virginia Commonwealth University	Rename the <b>Department of Health and Human Performance</b> to the <b>Department of Kinesiology and Health Sciences</b> . The Department has been moved from the School of Education to the College of Humanities and Sciences. The renaming reflects the focus of the unit, its activities in research and student training, and follows a national trend of similar academic units.	June 1, 2014
Virginia Military Institute	Reorganize the <b>Department of Mathematics and Computer Science</b> to create the <b>Department of Applied Mathematics</b> and the <b>Department of Computer and Information Sciences</b> . The reorganization will create distinct departments with distinct identities and improve their ability to market themselves to prospective majors.	June 1, 2014

**State Council of Higher Education  
Director's report  
July 22, 2014**

**2014-15 tuition and fees.** Preliminary data from colleges and universities show tuition and fee increases averaging \$544 at four-year institutions and \$180 at the Virginia Community College System. Increases at the four-year institutions range from \$218 to \$1,114. First-year students at The College of William and Mary will pay an additional \$2,193. The average price for tuition and fees (excluding room and board) at a four-year university is \$10,931, an increase of 5.2 percent over last year. We are preparing SCHEV's annual report on tuition and fees for release in August.

**GEAR UP grant:** Staff submitted Virginia's application for the next round of federal GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grants. The proposed seven-year, \$22 million project would begin this fall in 29 middle schools in 16 high-poverty school districts with a cohort of 5,648 seventh-grade students and would follow them through the first year of college.

**Boards of visitors' orientation.** This year's event will take place October 21 and 22. We have established a planning group for the orientation. It includes Council members Gil Bland and Carlyle Ramsey. We also are proposing a separate session, scheduled for October 21, with college and university rectors.

**New staff.** We are pleased to announce three new full-time staff members. Wendy Kang is director of higher education innovation. She most recently served as assistant vice chancellor for workforce development at the Virginia Community College System. Jean Mottley is senior associate for finance policy, having worked most recently as a lead analyst for the Department of Corrections. Anita Karthikeyan is a database administrator and comes to SCHEV from the office of the vice president for research at Virginia Commonwealth University.

**Update on Executive Directive #6.** Please see the attached report.

**Report on research summit.** Please see the attached report.

**State and regional meetings.** I participated in the annual legislative meeting of the Southern Regional Education Board and the annual meeting of the State Higher Education Executive Officers. SREB president appointed me to serve on a commission examining higher education affordability. The SHEEO membership elected me as treasurer.

**Legislative visits.** Due to the legislative session, we are starting later than usual in our annual visits to legislative leaders. We expect to have a dozen or more meetings by September 1.

**Out of the office.** I will be on vacation July 28-August 1 and participating in a national higher education policy conference August 12-15.



**Update on the Activities Related to Executive Directive #6  
“Sustaining and Enhancing Higher Education Reform, Innovation and  
Investment---State Council of Higher Education for Virginia”**

**Background:** In May 2013, Governor Bob McDonnell issued Executive Directive #6 that charged SCHEV to undertake several activities to support the goals and objectives of *The Virginia Higher Education Opportunity Act of 2011*. In October 2013, SCHEV provided an update in a report to the Secretary of Education and presented it to the Council at its meeting. The report proposed several changes that SCHEV would make in response to the Directive and were outlined in Appendix F.

The following is a summary of the proposed changes and actions to date by SCHEV staff.

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**Summary of Reformations of SCHEV’s Policies and Functional Duties**

1. Eliminate SCHEV Duty #10—assessment of student learning: Institutional assessment programs have matured since this duty was introduced in the '80s, rendering it unnecessary; elimination will relieve an institutional reporting burden.

SCHEV staff did not secure sponsorship in the 2014 General Assembly session to remove this duty. Staff will continue to monitor if other opportunities are available to revise or remove this requirement.

2. Seek authorization to administer Virginia’s participation in multi-state distance education reciprocity consortia: Collaboration between SCHEV and Virginia institutions will afford institutions a more efficient, and less costly, path toward securing authorizations from other states needed to offer distance education programs nationally.

[HB467](#) passed during the 2014 General Assembly session which allowed SCHEV to enter into a national State Authorization Reciprocity Agreement ([SARA](#)). At the July Council meeting staff will present a policy that will enable SCHEV to (1) apply to the Southern Regional Education Board (SREB) for Virginia membership in SARA; and (2) to administer SARA according to the terms of the national agreement (e.g., take applications from Virginia institutions).

3. Review the program approval process for efficiency and focused enhancement of institutional autonomy: Administrative relief, while preserving the Commonwealth’s interest in exercising scrutiny over significant mission and program enhancements, and guarding against unnecessary duplication. Staff will work collaboratively with institutions and other stakeholders to put these modifications in place.

Council passed an addendum to the program approval process at the [March 2014](#) meeting that enables “facilitated approval” (i.e. approval by staff) for programs with specific characteristics (Item #6 of Academic Affairs Committee). The first group of programs that meet these characteristics is expected to be approved this month.

4. Revise Code of Virginia and improve policy related to student transfer and student mobility issues: Some provisions in code require updating to reflect current initiatives and priorities, such as guaranteed admission agreements. The State Policy on College Transfer requires updating to reflect current realities in student mobility, including (but not limited to) dual enrollment, prior learning assessment, and sophisticated use of data.

[SB449](#) passed during the 2014 General Assembly session. The provisions of this bill streamlined and unified various SCHEV duties related to transfer. SCHEV is conducting a search for an Associate for Student Mobility Policy and Research, who will be responsible for aligning the changes in SB449 to SCHEV processes and updating the Virginia policy on college transfer.

5. Pilot a multi-institution collaborative to serve Virginia's veterans at institutions of higher education: The pilot will seek to establish a common portal to educational opportunity, enhanced services, and a greater extent of flexibility for military-related students. If successful, it can be expanded to include more institutions and/or other student constituencies.

SCHEV sought funding in the 2014 General Assembly session to support this initiative in partnership with several higher education institutions. However, funding for this initiative was removed in the final budget. SCHEV will be meeting with institutions this summer to assess what efforts, if any, may be possible in the absence of funding.

6. Expand capacity for research, analysis and reporting on higher education issues: Among other efforts, SCHEV will establish a higher education research advisory committee, composed of institutional representatives and others, to guide the identification, prioritization and design of research projects that address key higher education issues.

SCHEV is in the process of developing a plan to identify priority research topics related to higher education issues. The plan will involve input from key stakeholders including institutions, Council members, Governor's and General Assembly staff, secondary education and workforce to ensure that research focuses on high priority areas impacting higher education. The plan will be presented to Council in an upcoming meeting.

7. Expand outreach efforts with pre-K-12 to improve college and career readiness and transition from secondary to postsecondary education: The more high school graduates who are successful in postsecondary institutions will result in a higher quality of life and greater economic returns across the Commonwealth.

There are several initiatives occurring in this area: (1) SCHEV submitted a US Ed Gear Up grant in July. This grant will focus on mentoring and coaching for students in high risk areas across the state; (2) SCHEV staff are working with Virginia Department of Education (VDOE) on methods to assess readiness among the high school population for STEM programming, with a focus on minority populations; (3) [HB886](#) passed in the 2014 General Assembly session and

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requires institutions of higher education and local school boards to provide a link to postsecondary education and employment data provided by SCHEV. It also requires that students and parents are informed of the availability of these data annually; and (4) Wizard—the online college and career planning tool for VA is now available in a mobile version through collaborative funding by VCCS, SCHEV and the VDOE.

8. Expand efforts to coordinate with colleges and universities on economic development outreach and to establish outcomes and associated success measures: Initiatives include executing the Memorandum of Understanding (MOU) with the Virginia Economic Development Partnership (VEDP); assessing the need for new programs of study; and helping to strengthen university research activities and their ability to attract research funding.

SCHEV participated in meetings with VEDP, the University Based Economic Developers (UBED), and the Virginia Community College System to work on the expected outcomes outlined in the MOU. While the MOU expired in June 2014, the group plans to update the MOU and provide a draft for review by college/university presidents in August. In addition, SCHEV hosted, in partnership with several key stakeholders, a research summit in June 2014. Calls to action, including one from Governor McAuliffe, emphasize the need for greater connections between academic R&D and local/regional/state economic development. The presentations provided at the summit are available on the SCHEV website. SCHEV will continue to identify methods to support research activities and funding.

9. Expand outreach to public-institutions governing boards: SCHEV will explore additional professional development opportunities for rectors and board members, including its annual orientation program and online tools.

SCHEV will conduct its annual educational orientation session for recent appointees to public-institution boards on October 21-22. This year, a session for board leaders (rectors, president/VMI, chair/SBCC) is scheduled to occur prior to the kick-off of the session for recent appointees. Suggested readings and other resources are available on the SCHEV website for all board members and the general public. SCHEV also hired a new coordinator position to focus on outreach to the governing boards.

10. Undertake periodic review of institutional reporting requirements to ensure their continued relevance: Reporting requirements that are no longer relevant should be eliminated, while those that add value should be improved.

Several reporting requirements outlined in the general provisions of the Appropriation Act language in the 2014 session were removed based on SCHEV recommendations. The language changes removed reporting requirements to SCHEV related to auxiliary enterprise investment yields and reporting of estimated revenues from tuition and fees in the fall of each year.

11. Reconsider the responsible party and process for reporting auxiliary enterprise

investment yields, financial feasibility studies and administrative increases in the nongeneral fund appropriation: Other agencies might be better suited to perform these functions and achieve the same or greater level of accountability.

The general provisions changes outlined in #10 removed a SCHEV role in the process as well. Auxiliary investment funds are now certified by higher education institutions to the Comptroller and do not need SCHEV approval. In addition, increases in nongeneral fund revenues appropriations do not need to be provided by higher education institutions to SCHEV for review. Instead, they can be provided directly to the Department of Planning and Budget.

12. Seek authorization for SCHEV to apply for, hold, administer and expend grants from public or private sources: SCHEV currently is required to seek approval of the Governor. This change would allow SCHEV to respond more quickly to grant opportunities to support research studies, student access programs, and other priorities.

SCHEV proposed legislation in the 2014 General Assembly session, but it was not accepted. SCHEV will continue to work with Governor's staff to seek approval for grants as they become available.

13. Realign staff resources to meet higher priorities: To date, SCHEV has made changes in areas such as capital outlay planning and review; fiscal services; certification of private and out-of-state institutions; data systems; financial aid; and six-year planning. Staff will continue its comprehensive review of staff alignment and position descriptions to strengthen its capacity in areas identified in TJ21, Executive Directive #6, SCHEV's priorities and this report. As part of the development of a strategic plan for higher education, SCHEV will engage outside experts to advise us on further staff realignments needed to address new priorities and the changing higher education landscape.

In June 2014, SCHEV hired a Director of Higher Education Innovation. This position will research and identify activities and initiatives that will enhance the quality of higher education for Virginians and improve operational efficiencies with a focus on collaborations among postsecondary institutions and partnerships with secondary education, economic development, and businesses. SCHEV also re-purposed an existing position to focus on board outreach and development (outlined in #9). SCHEV requested additional funding for positions to support priorities outlined in TJ21 and ED #6 in the 2014 General Assembly session. However, these items were not funded in the final budget. SCHEV will continue to seek opportunities to align positions as the strategic planning process continues.

14. Eliminate obsolete language in Code through an omnibus bill and in coordination with the Virginia Code Commission: Through this process, staff has identified a number of Code sections that no longer need to be performed. At the same time, the Virginia Code Commission is reviewing relevant section of the Code for streamlining and consolidating.

SCHEV conducted a review of code requirements and proposed the removal of

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several obsolete items. [SB244](#) which passed during the 2014 General Assembly session included the removal of these items. SCHEV will continue to serve on the working group for the [Virginia Code Commission](#) to identify additional items that may be removed from state code in the coming year.

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## Virginia Higher Education Research Summit

SCHEV hosted the first Virginia Higher Education Research Summit on June 9, 2014. The event brought together 250 academic researchers, university administrators, industry executives and government officials to spur more collaboration and partnership in, and funding for, academic research in the Commonwealth. Other partners included the Center for Excellence in Education, the Center for Innovative Technology, the Virginia Chamber of Commerce, the Virginia Business-Higher Education Council, and the Virginia Economic Development Partnership.

Secretary Anne Holton and Governor Terry McAuliffe kicked-off the event with calls to energize academic research and development (R&D) funding with new and creative public-private partnerships. Senators Mark Warner and Tim Kaine conveyed similar messages via a video and a letter, respectively. Featured speakers included Christopher Jones, President of Northrop Grumman Technical Services, and Reginald Brothers, Under Secretary for Science and Technology at the Department of Homeland Security.

The agenda included panel discussions and calls to action. Three panels discussed Virginia's: (i) academic research portfolio and associated economic benefits; (ii) exemplary models of public-private research partnerships; and (iii) forecasts of future market demand and trends. Discussants called for the Commonwealth to identify its academic R&D strengths and invest in these research areas, while also looking ahead to emerging fields of research strength and/or strategic opportunity.

The concept of an "innovation ecosystem" surfaced multiple times, with University of Virginia Vice President for Research Tom Skalak summarizing that academia requires a range of partners to "bring knowledge to markets" and to "drive emerging knowledge economies" that will and already look quite different than past economies. To do so will be key to job creation and economic development.

Peter Blake identified four action steps for SCHEV: (i) assess academic research facilities and equipment to determine needs for and areas of additional strategic investment (e.g., a bond package and/or matching funds to support grant applications); (ii) support strategic investment in human capital to attract and retain top faculty, researchers and graduate students; (iii) facilitate public-private research partnerships for new collaborative models of exploration and discovery; and (iv) identify opportunities for improvement in market readiness (e.g., proof of concept, talent attraction, outreach and marketing).

Delegate Scott Lingamfelter advised that he will submit legislation that directs the Joint Committee on Technology and Science (JCOTS) to inventory specialized equipment at public institutions of higher education with a goal of reducing redundant purchasing and spurring more usage of such equipment by other institutions/researchers and industry on a reciprocal and/or fee basis.

# State Council of Higher Education for Virginia Agenda Item

**Item:** #10 – Items Delegated to Staff

**Date of Meeting:** July 22, 2014

**Presenter:** Peter Blake, Director  
[peterblake@schev.edu](mailto:peterblake@schev.edu)

**Most Recent Review/Action:**

- ☐ No previous Council review/action  
☒ Previous review/action

**Date:** March 20, 2002, July, 2002, September 2006

**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 action approved:

- Virginia Commonwealth University

Program actions reported:

- Norfolk State University
- Old Dominion University

Program action not approved:

- Norfolk State University

Internal and Off-Campus Organizational Changes approved:

- George Mason University
- Norfolk State University
- Old Dominion University

Governor's STEM Academies approved:

- Kecoughtan High School, Hampton VA
- Bedford Science and Technology Center Bedford, VA

Institutional Student Financial Aid Plans

**Financial Impact:** N/A

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

**Resolution:** N/A



### Items Delegated to Director/Staff

Pursuant to the Code of Virginia, Section 23-9:6:1 and Council's "Policies and Procedures for Program Approval and Changes," the following items were approved as delegated to staff:

#### Program Actions

Institution	Degree/Program/CIP	Effective Date
Virginia Commonwealth University	<b>Program credit hour change:</b> Decrease the total credit hours from 130 to 120 for the Bachelor of Science (BS) degree program in Clinical Radiation Sciences (51.0911)	Immediately

Pursuant to the Code of Virginia, Section 23-9:6:1 and Council's "Policies and Procedures for Program Approval and Changes," the following items were reported to staff:

Institution	Degree/Program/CIP	Effective Date
Norfolk State University	Discontinue the Associate of Science (AS) degree program in Nursing (51.3801).	Summer 2014
Old Dominion University	Initiate (Graduate) Certificate program in Modeling and Simulation for Business and Public Administration (52.9999)	Immediately

Pursuant to the Code of Virginia, Section 23-9:6:1 and Council's "Policies and Procedures for Program Approval and Changes," the following item was not approved as delegated to staff:

Institution	Degree/Program/CIP	Effective Date
Norfolk State University	Change the title of the Master of Science degree program in Electronics Engineering (14.1001) to a Master of Science degree program in Electrical Engineering (14.1001)	Immediately

Pursuant to the Code of Virginia, Section 23-9:6:1 and Council's "Policies and Procedures for Internal and Off-Campus Organizational Changes," the following items were approved as delegated to staff:

### Organizational Changes / Off-campus Instructional Sites

Institution	Change / Site	Effective Date
George Mason University	Rename the School of Management to the <b>School of Business</b> . The School has been re-named to reflect the departments and degree programs in the school and to align the school with common nomenclature used by external constituents.	July 15, 2014
George Mason University	<p>Reorganize and rename the School of Public Policy to the <b>School of Policy, Government, and International Affairs</b>. The reorganization involves:</p> <ul style="list-style-type: none"> <li>• moving the Department of Public and International Affairs from the College of Humanities and Sciences to the School of Policy, Government, and International Affairs;</li> <li>• creating the <b>Division of Policy and Management</b>, the <b>Division of International Affairs</b>, and the <b>Division of Political Science</b>.</li> </ul> <p>Degree programs will be assigned to respective divisions based on disciplinary focus and mission. The reorganization is intended to create a flagship unit, clarify the image of the University among key constituencies in the field of policy, government, and international affairs, and enable more cooperation among faculty with common teaching and research interests.</p>	August 1, 2014
Norfolk State University	Create the <b>Department of History and Interdisciplinary Studies</b> from the Department of History and the Department of Interdisciplinary Studies. The Department will administer and coordinate selected academic degree programs. The merger of the two departments provides an opportunity to enhance faculty collaboration, generate cost-savings, ensure operational efficiencies, and meet	July 1, 2014

	specified goals in the 2012-2018 Strategic Plan.	
Norfolk State University	Create the <b>Department of Visual and Performing Arts</b> from the Department of Fine Arts and the Department of Music. The merger of the two departments provides an opportunity to enhance faculty collaboration, generate cost-savings, ensure operational efficiencies, and meet specified goals in the 2012-2018 Strategic Plan.	July 1, 2014
Old Dominion University	Rename the College of Continuing Education to the <b>College of Continuing Education and Professional Development</b> . The College has been re-named to reflect the variety of programs and training that will be offered and to ensure the title aligns with the mission of the college.	July 1, 2014

### Governor's STEM Academies

Two (2) Governor's STEM Academy proposals were reviewed and approved as delegated to staff:

<b>Title of Academy</b>	Governor's STEM Academy for Architecture and Applied Arts
<b>Location</b>	Kecoughtan High School, Hampton VA
<b>Name of Lead Entity</b>	Hampton City Public Schools
<b>Date of Approval</b>	May 14, 2014
<b>Academy Initiation</b>	2014-15

<b>Title of Academy</b>	Governor's STEM Academy for Health Sciences
<b>Location</b>	Bedford Science and Technology Center Bedford, VA
<b>Name of Lead Entity</b>	Bedford County Public Schools
<b>Date of Approval</b>	May 14, 2014
<b>Academy Initiation</b>	2014-15

### **Institutional Student Financial Aid Plans**

Pursuant to §4-5.01 b. of the annual Act of the Appropriation, staff have reviewed each individual institution's plan for expenditure of its appropriation for undergraduate student financial assistance and assumptions and calculations for determining the cost of education and student financial need. The institutions' reports have been received and reviewed in accordance with the Appropriation Act.



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