



Agenda Book

September 17-18, 2018

Location: September 17, 2018 – VCU Cabell Library
September 18, 2018 - SCHEV Offices, Richmond





September 17-18, 2018, Council Meetings Schedule of Events

(NOTE DIFFERENT LOCATIONS EACH DAY)

Monday, September 17, 2018

(Virginia Commonwealth University

James Branch Cabell Library

901 Park Avenue, Richmond, VA)

- 1:30 – 3:15 **Academic Affairs Committee (Room 311 Board Room) – [Section B on the agenda](#)**
(Committee members: Katie Webb (chair), Carlyle Ramsey (vice chair), Ken Ampy, Rosa Atkins, Gene Lockhart)
- 1:30 – 3:15 **Resources and Planning Committee (Room 303 Lecture Hall) – [Section C on the agenda](#)**
(Committee members: Marge Connelly (chair), Henry Light (vice chair), Victoria Harker, Stephen Moret, Bill Murray, Tom Slater, Minnis Ridenour)
- 3:30 – 5:30 **Joint Meeting with Public College Presidents (Room 303 Lecture Hall) - [Section D on the agenda](#)**
- NOTE:** Public parking is available in the West Broad Street deck. Limited reserved parking information has been sent to Council members and presidents under separate cover.
- 6:00 – 8:30 **Reception/Dinner – Institute for Contemporary Art** (Transportation will be provided from the Cabell Library)

Tuesday, September 18, 2018

(SCHEV Offices)

- 9:00 – 12:30 **Council Meeting – [Section E on the agenda](#)**

NEXT MEETING: October 29-30, 2018
SCHEV Offices



Council Meeting - note two locations

Time: September 17, 2018 @ 1:30 PM - September 18, 2018 @ 12:30 PM EDT

Location: see below

Description:

9/17/18: James Branch Cabell Library, Virginia Commonwealth University, 901 Park Avenue, Richmond, VA

9/18/18: SCHEV Offices, 101 N. 14th Street, Richmond, VA – 9th floor main conference room

| Section | Agenda Item | Presenter | Page |
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| | --Cover sheet | | 1 |
| | --Meeting timeframes | | 2 |
| | --September 17 and 18 agendas | | 3 |
| A. | --No educational session in September | | |
| 1:30 - 3:15 | ACADEMIC AFFAIRS COMMITTEE (September 17) Virginia Commonwealth University, Cabell Library | | |
| B1. 1:30 | --Call to Order | Ms. Webb | |
| B2. 1:35 | --Approval of Minutes (July 17, 2018) | Ms. Webb | 5 |
| B3. 1:40 | --Action on Programs at Public Institutions | Dr. DeFilippo | 9 |
| B4. 2:00 | --Discussion of Program Proposals in the Review Pipeline | | 26 |
| B5. 2:15 | --Action on Degree Escalation Guideline Revisions | Dr. DeFilippo | 28 |
| B6. 2:20 | --Update on 2018 Legislation on Academic Policy | Dr. DeFilippo | 42 |
| B7. 2:40 | --Update on Task Force on Post-College Outcomes | Dr. DeFilippo | 55 |
| B8. 3:10 | --Report of the Staff Liaison to the Committee | Dr. DeFilippo | 60 |
| B9. 3:15 | --Motion to Adjourn | Ms. Webb | |
| 1:30 - 3:15 | RESOURCES AND PLANNING COMMITTEE (September 17, 2018) Virginia Commonwealth University, Cabell Library | | |
| C1. 1:30 | --Call to Order | Ms. Connelly | |
| C2. 1:35 | --Approval of Minutes (July 17, 2018) | Ms. Connelly | 63 |
| C3. 1:40 | --Action on Measures of Institutional Performance | Dr. Huskey | 66 |
| C4. 1:55 | --Action on Regulations for Cybersecurity Student Loan Repayment Grant Program | Mr. Andes | 99 |
| C5. 2:10 | --Discussion of Proposed Policies and Guidance for Institutional Financial Aid Award Letters | Mr. Andes | 107 |
| C6. 2:20 | --Discussion of Annual Report on Higher Education Funding | Mr. Blake/Ms. Kang | 125 |
| C7. 2:30 | --Discussion of Systemwide 2018-20 Budget Amendments | Mr. Blake/Ms. Kang | 138 |

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|--------------|----------------------------------------------------------------------------------------------------|------------------|-----|
| C8. 3:00 | --Update on the Resource Map Project | Ms. Kang | 158 |
| C9. 3:15 | --Motion to Adjourn | | |
| 3:30 - 5:30 | JOINT MEETING WITH COUNCIL OF PRESIDENTS , Virginia Commonwealth University, Cabell Library | | |
| D1. 3:30 | --Call to Order | Chairman Fralin | |
| D2. 3:35 | --Welcome and Introductions | Chairman Fralin | |
| D3. 3:45 | --Remarks by Former Governor Gerald Baliles | Governor Baliles | 160 |
| D4. 4:45 | --Council of Presidents' Priorities | Dr. Henry | |
| D5. 5:10 | --SCHEV Priorities | Chairman Fralin | |
| D6. 5:30 | --Motion to Adjourn | | |
| 9:00 - 12:30 | COUNCIL MEETING (September 18, 2018) SCHEV Offices | | |
| E1. 9:00 | --Call to Order | Chairman Fralin | |
| E2. 9:05 | --Receipt of Public Comment | Chairman Fralin | |
| E3. 9:10 | --Approval of Minutes (July 17, 2018, Educational Session and July 17, 2018, Council Meeting) | Chairman Fralin | 161 |
| E4. 9:15 | --Remarks from Brian Hemphill, President, Radford University | Dr. Hemphill | 178 |
| E5. 10:00 | --Report of the Agency Director | Mr. Blake | 179 |
| 10:15 | --BREAK | | |
| E6. 10:30 | --Update on The Virginia Plan for Higher Education | Ms. Kang | 182 |
| E7. 11:00 | --Report from Committees | | |
| E7.a. | --Summary of Academic Affairs Actions and Discussions | Ms. Webb | 183 |
| E7.b. | --Summary of Resources and Planning Actions and Discussions | Ms. Connelly | 184 |
| E7.c. | --Summary of Ad Hoc Data and Policy Committee Discussions | Mr. Slater | 185 |
| E8. 11:30 | --Receipt of Items Delegated to Staff | Mr. Blake | 188 |
| E9. 11:40 | --New Business | Chairman Fralin | |
| E10. 12:00 | --Old Business | Chairman Fralin | 193 |
| E11. 12:30 | --Motion to Adjourn | Chairman Fralin | |

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
ACADEMIC AFFAIRS COMMITTEE
JULY 17, 2018
MINUTES**

Ms. Webb (Chair) called the meeting to order at 11:19 a.m., at Richard Bland College in South Prince George, Virginia. Committee members present: Heywood Fralin, Ken Ampy and Carlyle Ramsey.

Committee members absent: Gene Lockhart, Rosa Atkins.

Staff members present: Peter Blake, Beverly Covington, Joseph G. DeFilippo, Darlene Derricott, Alan Edwards, Jodi Fisler, Emily Hils, Laura Osberger, Monica Osei, Brenita Younger, and Sylvia Rosa-Casanova.

APPROVAL OF MINUTES

On motion by Dr. Ramsey, and seconded by Mr. Ampy, minutes from the May 21, 2018, meeting were approved unanimously.

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

ACTION ON PROGRAMS AT PUBLIC INSTITUTIONS

In attendance:

Dr. Andrew J. Velkey, II, Associate Professor of Psychology and Director of Neuroscience Program

Dr. Nicole Guajardo, Dean of the College of Natural and Behavioral Sciences

Ms. Lorraine K. Hall, Assistant to the Provost, SCHEV Liaison

Dr. DeFilippo described the proposed Bachelor of Science (B.S.) degree program in Neuroscience at Christopher Newport University and explained how the program is intended to educate students in four levels of analysis of neuroscience. Graduates will be prepared to pursue multiple pathways upon graduation.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Christopher Newport University to initiate a Bachelor of Science (B.S.) degree program in Neuroscience (26.1501), effective spring 2019.

In attendance:

Dr. Claudia Rector, Assistant Provost for Academic Affairs

Dr. Michael Buschmann, Professor, Chairman of Bioengineering Department

Dr. DeFilippo described the proposed Master of Science (M.S.) degree program in Bioengineering at George Mason University and explained that it is intended to educate bioengineers who can transform research into devices and technologies. The program

will support the Global Genomic and Bioinformatics Research Institute (GGBRI) – a cooperative initiative among GMU, UVA and Inova Health System.

On motion by Dr. Ramsey and seconded by Mr. Ampy, 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 George Mason University to initiate a Master of Science (M.S.) degree program in Bioengineering (14.0501), effective fall 2018.

ACTION ON PRIVATE POSTSECONDARY (PPE) INSTITUTIONAL CERTIFICATION

In attendance:

Rick Lamb, Eastern Regional Director, Military Education Program

Dr. DeFilippo explained that Vincennes University is a public out-of-state institution of higher education located in Vincennes, Indiana. It is regionally accredited by the Higher Learning Commission. It has been determined to be in compliance with SCHEV requirements to be approved to offer programs in Virginia, and will be located in Norfolk

Mr. Lamb responded to question from the committee by describing the institution's history and the focus of its Virginia programs.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Vincennes University to operate as a degree-granting postsecondary institution within the Commonwealth of Virginia, effective July 17, 2018.

DISCUSSION OF DEGREE ESCALATION GUIDELINE REVISIONS

Dr. DeFilippo provided background information regarding the review and revision of the SCHEV Degree Escalation Guidelines. When a public institution wants to offer degrees at a level higher than currently authorized, SCHEV must study the proposal and make recommendations to the General Assembly, which must pass the escalation before it takes effect. The Guidelines were most recently revised in 2006 and its format is now inconsistent with regular SCHEV policy documents. The agenda book provides a table showing the current levels of authorization for each institution, as well as a draft revised policy document. The revised policy will not change the process, but will make the instructions more explicit.

Council will be asked to take action on the revisions at the September meeting. It is presented today to allow time for Council discussion. Mr. Fralin commented that the education world is changing and we want to be flexible and be able to approve institutional changes rapidly.

DISCUSSION OF PROGRAM APPROVAL POLICY AND STRATEGIC PLAN PRIORITIES

Dr. DeFilippo presented on the history of the program approval process, which was a part of new duties assigned to SCHEV by a 1973 Commission. The Commission included language explicitly requiring alignment of the duty with a statewide strategic plan. The policy was most recently updated in 2016.

Dr. DeFilippo reviewed the elements of the process and highlighted those that pose the greatest challenges, including specific demand, employment demand, student demand and duplication. He introduced a framework for analyzing the degrees and kinds of scrutiny applied to an application. There is a high degree of scrutiny applied to the threshold question of whether all factors are in place. A medium level is applied to the two main factors of focus that play into review – internal (curriculum, staffing, funding) and external (state/national demand, employment demand, duplication, external quality benchmarks). A low level is applied to control of a program post-approval—institutions generally have autonomy to run/modify programs without approval from SCHEV. He said that in thinking about the process, the committee could consider changing the threshold-control balance. If it should focus more on internals, that would likely lower the threshold for approval; if externals, would raise the threshold.

Dr. DeFilippo then reviewed a list of potential methods of modifying the program approval process to produce greater alignment with the goals of The Virginia Plan. The goals could be explicitly incorporated into the policy, the staff review, or the agenda book write-ups. The policy could be modified to adjust the threshold-control balance or to enhance the transparency of the development pipeline.

Committee members engaged in brief discussion. Dr. Ramsey would like the process to be more deliberate about fostering more research and research programs, especially with the physical sciences. He also said it might be helpful to have a focus group of faculty provide feedback.

Mr. Fralin praised the process for allowing the universities to innovate and develop meaningful programs. He noted that many of the programs have been developed in response to technology that has come to exist in the last few years, demonstrating that the four-year institutions are responding to workforce demand.

Ms. Webb said she would like Council to focus not just on current job demand, but projections of future jobs. She expressed interest in receiving further feedback about the process.

REPORT OF THE STAFF LIAISON TO THE COMMITTEE

Dr. DeFilippo provided a report on Item B7, page 56 of the Agenda.

ADJOURNMENT

Ms. Webb adjourned the meeting at 12:37 p.m.

Katharine Webb
Chair, Academic Affairs Committee

Beverly Covington
Staff, Academic Affairs

State Council of Higher Education for Virginia Agenda Item

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

Date of Meeting: September 17, 2018

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

Most Recent Review/Action:

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

Date:

Action:

Background Information/Summary of Major Elements:

Programs Recommended for Approval

John Tyler Community College, Associate of Science in Health Science (CIP: 51.0000)

John Tyler Community College, Associate of Fine Arts in Music (CIP: 50.0901)

Longwood University, Master of Science in Counselor Education (CIP: 13.1101)

Virginia Polytechnic Institute and State University, Bachelor of Science in Biomedical Engineering (CIP: 14.1501)

Additional Information

Proposed Assessment of Program Approval Policy

Financial Impact: See individual program summaries below.

Timetable for Further Review/Action: N/A

Resolutions:

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

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to John Tyler Community College to initiate an Associate of Fine Arts degree program in Music (CIP: 50.0901), effective spring 2019.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Longwood University to initiate a Master of Science degree program in Counselor Education (CIP: 13.1101), effective spring 2019.

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 degree program in Biomedical Engineering (CIP: 14.0501), effective spring 2019.

John Tyler Community College
Associate of Science in Health Science
(CIP: 51.0000)

Program Description

John Tyler Community College (JTCC) is proposing the creation of an Associate of Science (A.S.) degree program in Health Science to be initiated in the spring of 2019. The program would be located in the Department of Mathematics, Natural and Health Sciences, and will be offered at both of JTCC's comprehensive campuses (Chester and Midlothian). The proposed program is designed for students seeking transfer to a Bachelor of Science (B.S.) program in Nursing, Health Science, Exercise Science, Dental Hygiene, Radiology, or other Allied Health fields. The program is designed to provide students with a structured pathway to maximize transferability of course credit into health science BS programs. Program graduates will have a general understating of medical terminology, human anatomy, and microbiology; evaluate and communicate the relationship among nutrition, human development, and disease prevention; and apply quantitative skills relevant to health science careers.

The proposed 60 credit hour program will parallel the first two years of health science baccalaureate programs. The curriculum consists of 35 credit hours of general education, one credit hour of personal development, and 24 credit hours of core programmatic requirements.

Justification for the Proposed Program

JTCC contends there is a growing need for a degree program specific to health science to prepare students for transfer into health science baccalaureate programs. JTCC currently offers an A.S. in General Studies, Pre-B.S.N. specialization. The proposed A.S. program offers students a defined transfer pathway that is better aligned with the health science baccalaureate program. The pathway created by the proposed degree allows students to transfer with less loss of credit.

Student Demand

In June 2017, JTCC conducted an interest survey of students enrolled in health science related classes as well as students who were program-placed in a health science related program. Of the 283 respondents, 250 (88.3%) indicated that they intended to transfer into a baccalaureate program. Of those intending to transfer, 205 (82%) plan to enroll in a health science major at the four-year institution.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 139 in the program's first year (2019-20). The projections continue as follows: 2020-21, 444; 2021-22, 556; and 2022-23, 667. JTCC anticipates having 200 graduates each year beginning 2022-23. If these projections are met, this program will meet Council's productivity/viability standards within five years.

Transfer Demand

JTCC examined curricular commonalities in health science programs at JMU, ODU, and VCU and utilized these findings to develop the proposed program which is designed to align with the first two years of a health science baccalaureate program.

The alignment creates a pathway that reduces a transfer student's time to degree completion. JMU, ODU, UMW, UVA, VCU, and VSU have offered support for the proposed program. ODU and VSU have expressed interest in developing an articulation agreement with JTCC upon program approval.

Issues of Duplication

The A.S. in Health Sciences would be new a degree program within the VCCS. Lord Fairfax, Patrick Henry, and Virginia Western Community Colleges have established health science related specializations within their general transfer degrees. However, these programs lack the pathway specificity found in the proposed program. JTCC's program is not expected to compete with Lord Fairfax, Patrick Henry, or Virginia Western Community College given the geographic distances among the institutions.

Currently, JTCC offers an A.S. in General Studies, Pre-B.S.N. specialization. The proposed A.S. is designed to replace the pre-B.S.N. specialization.

Resource Needs

JTCC asserts that the proposed A.S. program will use current faculty, staff, and facilities and will require a minimal amount of additional resources to implement and maintain. JTCC plans to hire one new part-time faculty member by 2022-23. Compensation for the new faculty member will be covered by tuition revenue from increased enrollment.

Board Approval

The State Board for Community Colleges approved the proposed degree program on March 22, 2018.

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 John Tyler Community College to initiate an Associate of Science degree program in Health Science (CIP: 51.0000), effective spring 2019.

**John Tyler Community College
Associate of Fine Arts in Music
(CIP: 50.0901)**

Program Description

John Tyler Community College (JTCC) is proposing the creation of an Associate of Fine Arts (A.F.A.) degree program in Music to be initiated in the spring of 2019. The program would be located in the Department of Arts, Humanities, and Social Sciences and will be offered at both of JTCC's comprehensive campuses (Chester and Midlothian). The proposed program prepares students for transfer to a four-year institution to pursue a Bachelor of Music (B.M.). The program is designed to provide students with a broad level of coursework in Music. Program graduates will have the ability to analyze and write musical composition, demonstrate musical proficiency, and demonstrate knowledge of musical history.

The proposed 62 credit hour program will parallel the first two years of a typical B.M. in Music. The curriculum consists of 22 credit hours of general education, one credit hour of personal development, and 39 credit hours of core programmatic requirements.

Justification for the Proposed Program

JTCC asserts that there is a growing need for a Music specific transfer degree to properly prepare students for B.M. programs that require students to demonstrate proficiency in the field. Students transferring under the existing degrees, Associate of Arts and Associate of Science, lack the specialization requirements necessary for B.M. program acceptance. The proposed A.F.A. addresses this curricular gap and allows students to transfer with less loss of credit and to be more competitive for B.M. program admission than current associate degree options.

Student Demand

In September 2017, JTCC surveyed 54 students enrolled in three introductory music courses (Music Theory, Class Piano, and Music History) to gauge interest in the A.F.A. degree. Of the 30 respondents, 24 students (80%) indicated that they were "very interested" or "interested" in the A.F.A. in Music, with 22 students (73%) "very interested" or "interested" in transfer to a B.M. program at the four-year institution.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 28 in the program's first year (2019-20). The projections continue as follows: 2020-21, 55; 2021-22, 34; and 2022-23, 37. JTCC anticipates having 17 graduates each year beginning 2022-23. If these projections are met, this program will meet Council's productivity/viability standards within five years.

Transfer Demand

The proposed A.F.A. in Music was developed in cooperation and with the support of JTCC's major transfer partners, Longwood and Virginia Commonwealth Universities. The proposed A.F.A. has created a pathway that reduces the time to degree for transfer students by mirroring the first two years of most B.M. programs. Both Longwood and VCU have expressed interest in the development of new articulation and transfer agreements upon program approval.

Issues of Duplication

Northern Virginia, Tidewater, and Thomas Nelson Community Colleges offer A.F.A. degree programs. However, Tidewater Community College is the only VCCS institution to offer an A.F.A. in Music. The two programs are not duplicative given their regional separation. Currently, JTCC offers an Associate of Science in General Studies, Music Specialization and an Associate of Art, Music specialization. Both specializations will be discontinued following A.F.A. approval.

Resource Needs

The adoption of the Music A.F.A. will have negligible impact on existing resources. The proposed program uses current faculty, staff, and facilities. JTCC plans to hire one new full-time and 1.5 additional adjunct faculty by 2022-23. The financial resources required to cover the additional faculty will come from reallocation of personnel funds and tuition revenue.

Board Approval

The State Board of Community Colleges approved the proposed degree program on November 10, 2016.

Staff Recommendation

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

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to John Tyler Community College to initiate an Associate of Fine Arts degree program in Music (CIP: 50.0901), effective spring 2019.

Longwood University
Master of Science (M.S.) in Counselor Education
(CIP: 13.1101)

Program Description

Longwood University (Longwood) is proposing the creation of a Master of Science (M.S.) degree program in Counselor Education to be initiated spring 2019. The program would be located in the College of Education and Human Services, Department of Education and Special Education. The purpose of the proposed program is to prepare graduates to function in professional roles in settings that assist individuals, families, schools, and communities, while emphasizing the importance of advocacy and leadership in the profession of counseling. The program will prepare students to implement preventive and therapeutic counseling approaches to assist individuals and groups to improve their functioning across the lifespan. The curriculum will include coursework in theories of counseling, research methods and design, techniques of counseling, multicultural counseling, lifespan development, testing and assessment in counseling, and ethical, legal, and professional issues in counseling.

Three tracks will be offered: 1) College Counseling and Student Affairs; 2) Mental Health Counseling; and 3) School Counseling. The College Counseling and Student Affairs track will prepare students for counseling, student development, and student affairs roles in college and university settings. The Mental Health Counseling track will prepare students for counseling roles in community mental health agencies, youth development services, and in-home counseling agencies. Graduates will also be able to seek licensure as Licensed Professional Counselors (L.P.C.). The School Counseling track will prepare students for counseling roles in an elementary, middle, or high school settings. Graduates will be eligible for licensure as a school counselor. All students will be required to complete a practicum with a minimum of 100 clock hours and an internship with a minimum of 600 clock hours.

The proposed degree program will require 60 credit hours of graduate coursework. All students would be required to complete: 30 credit hours of core coursework; and 30 credit hours in a track area. Track areas will require: 15-21 credit hours of core coursework; three credit hours of practicum; and six credit hours for an internship.

Justification for the Proposed Program

Longwood declares that the proposed degree program responds to current needs for counselors in Virginia and nationally. Longwood has offered the M.S. in Education, track in School Counseling (previously Guidance and Counseling) since 1956. The tracks in Community and College Counseling and Mental Health Counseling have been offered since 1989 and 2012, respectively. Longwood asserts that expansion of the counselor education concentration to the proposed stand-alone degree is needed to provide students with “core coursework that provides the general counseling knowledge, skills, and abilities necessary to be successful in any counseling setting.” Moreover, the degree program will “provide students with a degree title that more accurately reflects” the coursework.

Longwood asserts that the need for graduate level, academically trained counselors is increasing in a variety of settings. "There is ample evidence that counselors working in college and university settings improve the college experience and functioning of students." In the 2013 article, *The Perceived Value of Counselor Preparation for Student Affairs Professionals*, the authors noted that "as social and emotional problems increase in the lives of college students, it may be beneficial for student affairs professionals who have interpersonal contact with [them] to have training in counseling knowledge and skills in order to effectively respond to the interpersonal issues of students in higher education" (<https://naraces.wildapricot.org/Resources/Documents/journal/5-1/Protivnak-et-al.pdf>).

The number of Virginians with mental health issues demonstrates a need for academically trained professional mental health counselors. In 2013, the Virginia Department of Behavioral Health and Developmental Services (DBHDS) reported that approximately "341,773 adults in Virginia have a serious mental illness.... Between 117,592 and 143,724 Virginia children and adolescents (ages 9-17) have a serious emotional disturbance and between 65,329 and 91,461 have serious emotional disturbance with extreme impairment.... 175,234 adults and adolescents abuse or are dependent on illicit drugs... and 477,409 Virginians are dependent on or abuse alcohol." In 2018, DBHDS reported that the number of people seeking mental health services through community service boards had increased from 115,452 (unduplicated) in 2014 to 120,751 (unduplicated) in 2017" (<http://www.dbhds.virginia.gov/assets/doc/BH/oss/CSBOverviewMar2018.pdf>).

Further, in the DBHDS "Comprehensive State Plan 2014-2020," the DBHDS set goals, objectives, and implementation steps and indicated the resource requirements (capacity development priorities) for the state to respond to critical issues facing Virginia's behavioral health and developmental services system. One goal is to "expand support for an adequate and more consistent array of mental health services to include intensive case management, outpatient counseling, mental health services (in home daily support of individuals), psychiatric services and medication management, PACT (Program of Assertive Community Treatment), peer support, and wrap-around services" (<http://www.dbhds.virginia.gov/library/quality%20risk%20management/opd-stateplan2014thru2020.pdf>).

Concerning need for K-12 school counselors, data from the Virginia Department of Education (VDOE) indicate Virginia needs more academically trained school counselors. The VDOE's "Top Ten Critical Shortage Teaching Endorsement Areas in Virginia 2017-2018" includes as number six, School Counselor PreK-12 (http://www.doe.virginia.gov/teaching/workforce_data\shortage_areas/2017-2018.pdf).

For the school counselor prek-12 endorsement, VDOE regulations require candidates to have "an earned master's degree from an approved counselor education program" (<https://law.lis.virginia.gov/admincode/title8/agency20/chapter22/section630/>). In Virginia, to be eligible for licensure as a Licensed Professional Counselor (L.P.C.), candidates must have completed "a graduate degree from a regionally accredited program that prepares individuals to practice counseling, and that includes 60 graduate credits"

(<https://law.lis.virginia.gov/admincode/title18/agency115/chapter20/section49>).

Longwood declares that graduates of the proposed program will possess the knowledge and skills to serve as competent and effective counselors. Graduates will be “trained in the full range of mental health counseling strategies,” well prepared to diagnose and treat the mental health issues of various populations including college students, and be prepared to “meet the challenging demands of today’s K-12 students.”

Student Demand

In summer 2018, Longwood surveyed undergraduates majoring in psychology. Of the 53 juniors and seniors who responded, 15 (approximately 28%) “strongly agreed” that they would enroll in the proposed program; 11 (approximately 21%) “agreed” that they would enroll in the proposed program.

Student enrollment in the M.S. in Education, School Counseling, Community College Counseling, and Mental Health Counseling tracks indicates student demand. In fall 2015, 81 students were enrolled in the three tracks; in fall 2016, 69 were enrolled; and in fall 2017, 73 students were enrolled in the three tracks.

The summary of projected enrollment for the proposed program shows a headcount (HDCT) of 75 in the program’s first year, rising to a HDCT of 78 by the target year. Enrollment projections show a full-time equated student enrollment (FTES) of 55.0 in the program’s first year (2018-19). The projections continue as follows: FTES 2019-20, 55.0; 2020-2021, 55.0; and 2021-22, 56.0. Longwood anticipates 22 graduates per year beginning in 2022-23. If these enrollment and graduation projections are met, this program will meet Council’s productivity/viability standards within five years, as required.

Market/Employer Demand

Graduates of the proposed program would be prepared to work in professional roles as counselors in mental health agencies, K-12 elementary, middle, and high schools, and colleges and universities. In a letter of support, the director of a regional non-profit agency noted “we will need educated counseling professionals in several of our Behavioral Health arenas. Most of our positions will need to be Master’s level counselors who are eligible for licensure... We have immediate needs for graduates of an accredited Master’s program.” Employment advertisements show demand for master-level graduates for K-12 school counselors, college career counselors, and mental health counselors in Virginia and nationally. The Bureau of Labor Statistics (BLS) projects that between 2016 and 2026, employment of school and career counselors is expected to grow 13% or “faster than average for all occupations” (<https://www.bls.gov/ooh/Community-and-Social-Service/School-and-career-counselors.htm#tab-2>). The BLS notes that “rising student enrollments in elementary, middle, and high schools is expected to increase demand for school counselors. As enrollments grow, schools will require more counselors to respond to the developmental and academic needs of their students.” The BLS projects that between 2016 and 2026 employment of substance abuse, behavioral disorder, or mental health counselors is expected to grow 23% or “much faster than the average for all occupations” (<https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm#tab-6>). The BLS notes that “employment

growth is expected as people continue to seek addiction and mental health counseling services.” The Virginia Employment Commission (VEC) projects that between 2016 and 2026 employment of Educational, Guidance, School, and Vocational Counselors is expected to increase 17.62% or 1.64% annually. Employment of mental health counselors is expected to increase 34.51% or 3.01% annually; and employment of substance abuse and behavioral disorders counselors is expected to increase 29.48% or 2.62% annually (available at: <https://www.vawc.virginia.gov/vosnet/Default.aspx>).

Issues of Duplication

Nine public institutions (CWM, GMU, JMU, ODU, RU, UVA, VCU, VA Tech, and VSU) offer similar or related degree programs. CWM offers a M.Ed. in Counseling; GMU offers a M.Ed. in Counseling and Development; JMU offers a M.Ed./M.A. in Counseling; ODU offers a M.S.Ed. in Counseling; RU offers a M.S. in Counseling and Human Development; UVA offers a M.Ed. in Counselor Education; VCU offers two degree programs: a M.Ed. in Counselor Education and a M.S. in Rehabilitation and Mental Health; VA Tech offers a M.A.Ed. in Counselor Education; and, VSU offers a M.Ed./M.S. in Counselor Education. The degree programs range in credit hours from a minimum of 45 credit hours to a maximum of 63 credit hours.

All of the programs except GMU’s program are accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP). The curriculum requirements for all CACREP accredited degree programs are similar in that the curriculum for counselors must cover the eight foundational areas of counseling as identified by CACREP.

All of the degree programs offer a specialization in school counseling. The curriculum requirements are the same or similar in that the curriculum for school counseling must meet regulations and standards established by the Virginia Department of Education (VDOE). All programs must include professional content courses, skill development courses, and teaching methods courses. All of the school counseling programs, except GMU’s program, require a practicum with 100 clock hours. GMU’s program requires a minimum of 200 clock hours. All of the programs except GMU and VSU require an internship with 600 clock hours. GMU’s program requires a minimum of 200 clock hours for the internship and VSU’s program requires 200 clock hours for the internship.

VCU’s program offers a sub area in college student development and counseling that is similar to Longwood’s proposed sub area in college counseling and student affairs. None of the other institutions offer this sub area. CWM offers a sub area in Couples, Marriage and Family, which Longwood’s program will not offer. All of the institutions’ programs offer a sub area in mental health counseling or community counseling.

Longwood contends that its geographic location makes it “uniquely positioned to serve the Southside area of the Commonwealth.” The program “will serve students in the region and produce masters-level, academically trained counselors to serve rural communities, K-12 schools, and institutions of higher education in the region and across the state.”

Resource Needs

The proposed program will be funded primarily by reallocations in the Department of Education and Special Education with support from the institution. All funds currently allocated to support the M.S. in Education, Counselor Education concentration, will be used to support the proposed program. The College will reallocate resources to support a graduate assistant position. The institution will reallocate resources to support library resources. Longwood affirms that none of the reallocations will have a negative effect on existing programs. The institution will not seek additional state resources to initiate and sustain the program.

Board Approval

The Longwood Board of Visitors approved the proposed program on December 11, 2017.

Staff Recommendation

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

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Longwood University to initiate a Master of Science (M.S.) degree program in Counselor Education (CIP: 13.1101), effective spring 2019.

Virginia Polytechnic Institute and State University
Bachelor of Science (B.S.) in Biomedical Engineering
(CIP: 14.1501)

Program Description

Virginia Polytechnic Institute and State University (VA Tech) is proposing the creation of a Bachelor of Science (B.S.) degree program in Biomedical Engineering to be initiated spring 2019. The program would be located in the College of Engineering, Department of Biomedical Engineering and Mechanics.

The purpose of the proposed program is to train students to enter the practice of biomedical engineering and to pursue graduate school education. The program will provide students with the knowledge and skills to apply mathematics, science, and engineering to the design and manufacturing process of medical devices. The curriculum will maximize opportunities for interdisciplinary education and require coursework in biology, mathematics, problem solving in biomedical engineering, physics, bioinstrumentation and design for living systems, medical physiology, and materials science. Through experiential learning activities that merge engineering with biology and medicine, students will have opportunities to design and conduct experiments, analyze and interpret data, and design an economical manufacturing process for a medical device. Students will gain the knowledge and skills to develop innovative biomedical solutions to improve healthcare. Graduates will be able to: 1) design and assist with the development of biomedical equipment and devices; 2) install, adapt, repair, and maintain biomedical equipment and devices; 3) operate and maintain a clinical or research laboratory; 4) measure and interpret data regarding the interaction of living systems and biomedical technologies; and 5) utilize research data to solve biomedical problems.

The proposed degree program is designed to be accredited by the Accreditation Board for Engineering and Technology (ABET). The program will include required coursework to meet the accrediting standards. VA Tech plans to initiate the application process for accreditation in January 2021 and anticipates accreditation in fall 2022.

The B.S. in Biomedical Engineering will require 123 credit hours for graduation: 52 credit hours of core coursework; 46 credit hours of general education coursework; four credit hours in engineering foundations; 12 credit hours of biomedical restricted technical electives; and nine credit hours of technical electives. The proposed program exceeds the 120 credit hours typically associated with a baccalaureate degree program. The additional three credit hours are needed to ensure students complete sufficient coursework in engineering to meet ABET standards.

Justification for the Proposed Program

In 2014, the World Health Organization (WHO) stated: “trained and qualified biomedical engineering professionals are required to design, evaluate, regulate, maintain and manage medical devices, and train on their safe use in health systems around the world.” The US Bureau of Labor Statistics (BLS) noted that “as the aging baby-boom generation lives longer and stays active, the demand for biomedical devices and procedures, such as hip and knee replacements, is expected to increase. In addition,

as the public continues to become more aware of medical advances, increasing numbers of people will seek biomedical solutions to their health problems from their physicians”

(<https://www.bls.gov/ooh/architecture-and-engineering/biomedical-engineers.htm#tab-6>). VA Tech contends that there is a specific need for bachelor-educated biomedical engineers for entry-level positions to design and support biomedical equipment, devices, and computational interfaces, and that the proposed program will prepare graduates to address the needs of manufacturers, government agencies, research facilities, and the healthcare industry.

Among other trends in the increasing use of advanced technology in medical diagnosis and treatment, VA Tech cites the growing prevalence of biosensing technologies (<https://www.beckershospitalreview.com/healthcare-information-technology/10-biggest-technological-advancements-for-healthcare-in-the-last-decade.html>).

Bioinstrumentation design is one component of the proposed program’s curriculum. VA Tech also references expanding approaches to cancer treatment to illustrate the need for biomedical engineers (as well as other STEM fields) to contribute to the field of cancer research: “In a field once dominated by scientists with biomedical backgrounds, cancer research today includes engineers, chemists and physicists. To land a job in any emerging area of cancer research, interdisciplinary training is becoming increasingly important. Luckily for job seekers, educational institutions are rising to meet the need” (<http://science.sciencemag.org/content/343/6178/1549>). The proposed degree program would contribute to a talent pipeline that extends to industries that need trained biomedical engineers to conduct experiments, design devices and equipment, and who understand how to maximize clinical translation of technologies to improve human health.

Student Demand

In spring 2018, VA Tech conducted a survey of students in the College of Engineering. Of the 292 respondents, 164 were classified as general engineering, which indicated they had not declared a major. Students were asked would they enroll in the proposed Biomedical Engineering degree. Of the 164 respondents, 46 (approximately 28%) indicated “strongly agree” and 32 (approximately 20%) indicated “agree.”

Emails from prospective students indicate interest in the proposed program. One candidate noted, “I am quite interested in this field [biomedical engineering and mechanics]... let me know if it is an available major to undergraduates.” Another potential student wrote, “I am a prospective student for fall of 2017. I am most interested in majoring in biomedical engineering. Could you tell me if there are plans to provide this undergraduate major by 2019-2020?”

Enrollment projections show a full-time equated student enrollment (FTES) of 40.0 in the program’s first year (2018-19). The projections continue as follows: FTES 2019-20, 100.0; 2020-21, 200.0; and 2021-22, 300.0. VA Tech anticipates 90 graduates each year beginning in 2022-23. If these enrollment and graduation projections are met, then this program will meet Council’s productivity/viability standards within five years, as required.

Market/Employer Demand

VA Tech noted that graduates of the proposed program would be well qualified to pursue entry-level positions in industry and government agencies. In Virginia and nationally, employment advertisements indicate a need for bachelor-level personnel to fill positions such as development engineer, associate robotics engineer, technical associate, biomedical engineer, and research associate. The Bureau of Labor Statistics (BLS) projects that between 2016 and 2026 employment of biomedical engineers is expected to grow 7% or “about as fast as the average for all occupations” (<https://www.bls.gov/ooh/architecture-and-engineering/biomedical-engineers.htm#tab-6>). The BLS notes that “biomedical engineers likely will see employment growth because of increasing possibilities brought by new technologies and increasing applications to medical equipment and devices.” Moreover, “biomedical engineers typically need a bachelor’s degree in biomedical engineering or bioengineering.” The Virginia Employment Commission (VEC) projects that between 2016 and 2026 employment of biomedical engineers to increase 13.10% or 1.24% annually (available at <https://data.virginialmi.com/vosnet/analyzer/>).

Issues of Duplication

Three public institutions in Virginia (GMU, UVA, and VCU) offer similar or related degree programs. The curriculum requirements are typically similar in that the degree program must meet standards established by Accreditation Board for Engineering and Technology (ABET).

George Mason University (GMU) offers a B.S. in Biomedical Engineering. GMU’s program is similar to the proposed program in that coursework in chemistry, physiology, statistics, physics, mathematics, and biomedical engineering are required. Both programs also require a capstone course. GMU’s program differs from VA Tech’s proposed program in that it requires additional courses in physics and computer programming and requires bioengineering, bioinformatics, and senior seminars. VA Tech’s program does not require such coursework. GMU offers three concentrations. VA Tech’s program does not offer concentrations.

The University of Virginia (UVA) offers a B.S. in Biomedical Engineering. UVA’s program is similar to VA Tech’s proposed program in that coursework is required in computer science, biology, medical physiology, biomedical engineering, and statistics. Both programs require a capstone course. UVA’s program differs from the proposed program in that coursework in biotransport, cell and molecular biology, and computational biomedical engineering are offered, which VA Tech will not offer in the proposed program.

Virginia Commonwealth University (VCU) offers a B.S. in Biomedical Engineering. VCU’s program is similar to the proposed program in that coursework in medical physiology, biology, chemistry, and mathematics is required. Both programs require six credits in capstone coursework. VCU’s program differs from the proposed program in that a biomedical engineering design practicum is required. Courses in biotransport processes, biomechanics, and biomaterials are required, whereas VA Tech’s program will not require such courses. Further, VCU offers four tracks: pre-medical,

biomechanics and biomaterials, and rehabilitation engineering, and instrumentation and electronics; VA Tech's program will not initially offer sub areas.

VA Tech's program differs from the other programs in that six fundamental engineering courses in statics, dynamics, fluid mechanics, electrical theory, materials engineering, and mechanics of deformable bodies will be required. Such coursework will provide students with a grasp of the field of engineering with an emphasis on engineering science and mechanics.

Resource Needs

The proposed program will be funded primarily through reallocations within the Department of Biomedical Engineering and Mechanics with support from the College of Engineering and the institution. The department will reallocate faculty and staff resources to support the program. Resources to support the cost of one new faculty hire and four graduate teaching assistants will be provided by the College of Engineering. The institution will provide funding to support two new faculty hires and associated start-up packages. VA Tech affirms that the reallocation of resources and funding to support new hires will not negatively affect existing programs in the department, college, or the institution. The institution will not seek additional state resources to initiate and sustain the proposed program.

Board Approval

The VA Tech Board of Visitors approved the proposed program on April 3, 2017.

Staff Recommendation

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

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Bachelor of Science (B.S.) degree program in Biomedical Engineering (CIP: 14.0501), effective spring 2019.

Assessment of SCHEV Academic Program Proposal Review Process (DRAFT)

Purpose

To provide an evaluation of policies and processes related to SCHEV's statutory duty to approve new academic degree programs at public institutions of higher education:

Review and approve or disapprove all new undergraduate or graduate academic programs that any public institution of higher education proposes. (Code of Virginia § 23.1-203)

The evaluation is to be presented to the Director of SCHEV and/or his designee on a timetable to allow reporting of results to the SCHEV Academic Affairs Committee at its October 2018 meeting.

Descriptive Criteria

- The evaluation should address the following elements:
 - Degree to which the SCHEV academic program approval policy is appropriate to the statutory charge
 - Degree to which the SCHEV academic program approval policy is appropriate to SCHEV's strategic plan priorities and other known priorities of the governor and general assembly, especially those related to aligning resources with workforce and economic development needs
 - Degree to which institutional processes are aligned with SCHEV policies and priorities
 - Opportunities for SCHEV to advise about labor needs and changes to address Commonwealth workforce development
 - Opportunities for enhanced effectiveness and efficiency for institutions
 - Opportunities for enhanced effectiveness and efficiency for SCHEV, including, but not necessarily limited to, receiving advance notice of programs in development
 - Opportunities for facilitated processes based on criteria such as demand/need for programs
 - Recommendations related to the above elements, or a process to identify such improvements, or both.
- The evaluation should be based on available and relevant SCHEV policies and reports, as well as any specialized data that the evaluator deems necessary to carry out the assessment.
- The evaluator should design a process to solicit feedback from interested constituents via valid instruments and methods. Constituents may include:
 - SCHEV staff experienced with the process
 - Institutional staff experienced with the process
 - Council members
 - Government officials (e.g., General Assembly staff, Secretary of Education)

Evaluator Qualifications and Scope of Employment

The evaluator shall have expert-level knowledge and experience of higher education policy, process, program evaluation/assessment, and the Virginia higher education system. Project specifics should be defined so that the evaluation may be completed

by mid-October 2018, with results reported to SCHEV's Academic Affairs Committee at its October 2018 meeting.

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee #B4 – Discussion of Program Proposals in the Review Pipeline

Date of Meeting: September 17, 2018

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

Most Recent Review/Action:

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

Date:

Action:

Background Information/Summary of Major Elements: Presented here is a table showing new degree program proposals from Virginia public institutions, as of August 29, 2018. The table shows programs in the review “pipeline” at SCHEV, including the date of submission and whether feedback has been provided to the institution.

Financial Impact: N/A.

Timetable for Further Review/Action: Programs will be presented for Council consideration at future meetings.

Resolutions: N/A

Academic degree program proposals in the review pipeline, as of 8/29/18

| Date Received | Institution Name | Degree | Title | CIP | Comment |
|----------------------|----------------------------------|---------------|----------------------------------------------|------------|----------------------------------------------------------|
| 2/22/2018 | Blue Ridge Community College | A.F.A | Visual Arts | 50.0701 | Feedback provided |
| 5/24/2018 | George Mason University | M.P.S. | Applied Industrial/Organizational Psychology | 42.2813 | Feedback provided |
| 8/7/2018 | James Madison University | M.S. | Athletic Training | 51.0913 | Under review |
| 8/16/2018 | John Tyler Community College | A.S. | Health Sciences | 51.0000 | On September 2018 agenda |
| 8/13/2018 | John Tyler Community College | A.F.A. | Music | 50.0901 | On September 2018 agenda |
| 1/18/2018 | Longwood University | M.S. | Counselor Education | 13.1101 | On September 2018 agenda |
| 6/12/2018 | Radford University | Ed.D. | Education | 13.0401 | Under review (preliminary feedback provided). |
| 6/4/2018 | Radford University | B.S. | Computer and Cyber Science | 11.1003 | Under review |
| 3/20/2018 | Radford University | B.S. | Allied Health Sciences | 51.0000 | Feedback provided |
| 3/6/2018 | Radford University | B.S. | Sport Management | 31.0504 | Feedback provided |
| 7/5/2018 | Virginia Commonwealth University | Ph.D. | Special Education & Disability Policy | 13.1099 | Feedback provided |
| 3/28/2018 | Virginia Commonwealth University | Ph.D. | Chemical and Life Science | 14.0702 | Feedback provided |
| 12/13/2017 | Virginia Commonwealth University | OTD | Doctorate in Occupational Therapy | 51.2306 | External review visit, 8/16. Awaiting reviewer's report. |
| 7/25/2018 | Virginia Tech | B.A./B.S. | Science, Technology, & Society | 30.1501 | Under review |
| 5/14/2018 | Virginia Tech | B.S. | Public Health | 51.2201 | Feedback provided |
| 11/16/2017 | Virginia Tech | B.S. | Biomedical Engineering | 14.0501 | On September 2018 agenda |

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee #B5 – Action on Degree Escalation Guideline Revisions

Date of Meeting: September 17, 2018

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

Most Recent Review/Action:

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

Date: October 17, 2006 and July 17, 2018

Action: Guidelines for the degree-escalation requests of public institutions were amended in October 2006 “to include a criterion regarding mission fit/relevance as well as notification and involvement of the Council’s Academic Affairs Committee earlier in the review process.” The revisions proposed for Council action here were discussed at the July 2018 Academic Affairs Committee meeting.

Background Information/Summary of Major Elements: According to Code of Virginia § 23.1-203, Council has a duty (Duty #3) to study and submit a report to the Governor and General Assembly regarding the proposed escalation of a public institution to a higher degree-granting level:

Study any proposed escalation of any public institution of higher education to a degree-granting level higher than that level to which it is presently restricted and submit a report and recommendation to the Governor and the General Assembly relating to the proposal. The study shall include the need for and benefits or detriments to be derived from the escalation. No such institution shall implement any such proposed escalation until the Council's report and recommendation have been submitted to the General Assembly and the General Assembly approves the institution's proposal.

Council’s guidelines for degree escalations at public institutions were last revised in 2006 (see above), and have since fallen out of consistency in form with regular SCHEV policy documents. Also, staff has identified several elements of the old policy that would benefit from clarification so that applicant institutions will understand the nature of the information being sought. For the Academic Affairs Committee’s consideration, materials included here are:

- Table showing the current degree level status of each public institution.

- Proposed—i.e., in draft form—updated guidelines document
- Current guidelines (2006 version)

The proposed update has been presented to the Instructional Programs Advisory Committee (IPAC), and feedback has been incorporated into the version presented here. The approval action being sought here follows discussion of the item at the Academic Affairs Committee's July 2018 meeting

Materials Provided:

- Table showing the current degree level status of each public institution
- Proposed—i.e., in draft form—updated guidelines document
- Current guidelines (2006 version)

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia adopts the updated “Policy on Escalation of Degree Level Authority for Public Institutions of Higher Education,” effective September 18, 2018.

Current Degree Level Authorizations

| Doctoral | Limited Doctoral* | Masters | Baccalaureate | Associate |
|----------------------------------|---------------------------|--------------------------------|-----------------------------|-----------------------|
| College of William & Mary | James Madison University | Christopher Newport University | Virginia Military Institute | Richard Bland College |
| George Mason University | Norfolk State University | Longwood University | UVA-Wise | VCCS |
| Old Dominion University | Radford University | University of Mary Washington | | |
| University of Virginia | Virginia State University | | | |
| Virginia Commonwealth University | | | | |
| Virginia Tech | | | | |

*The "limited doctoral" category derives from Council's 1994 policy statement relating to "exceptions" to the principle that doctoral degrees be offered only by major research institutions. The four institutions listed here fall under this exception provision:

Doctoral degrees normally will be offered by the major research universities. Exceptions will be considered (1) if another institution has a special capacity to offer a doctoral degree, usually of a professional sort as distinguished from a research degree; (2) if there is a strong demand from place-bound professionals for the proposed program; or (3) if there are other special circumstances that support the proposed program. Institutions shall not divert resources from undergraduate instruction to support new doctoral programs.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

**POLICY ON ESCALATION OF DEGREE-LEVEL AUTHORITY FOR PUBLIC INSTITUTIONS OF HIGHER
EDUCATION**

Effective: **September 18, 2018**

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STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

POLICY ON ESCALATION OF DEGREE-LEVEL AUTHORITY FOR PUBLIC INSTITUTIONS OF HIGHER EDUCATION

I. Statutory Duties Related to Escalation of Degree-Level Authority at Public Institutions

The Code of Virginia, Section 23.1-203, charges the State Council of Higher Education for Virginia (SCHEV) and institutions of higher education with various responsibilities and duties. Those most directly related to the escalation of degree-level authority are listed below.

- “Study the proposed escalation of any public institution of higher education to a degree granting level higher than the level to which it is presently restricted and submit a report and recommendation to the Governor and the General Assembly relating to the proposal. The study shall include the need for and benefits or detriments to be derived from the escalation. No such institution shall implement any such proposed escalation until the Council’s report and recommendation have been submitted to the General Assembly and the General Assembly approves the institution’s proposal.” (Code of Virginia, §23.1-203(3))
- “Adopt such policies and regulations as the Council deems necessary to implement its duties established by state law. Each public institution of higher education shall comply with such policies and regulations.” (Code of Virginia, §23.1-203(15))
- “Insofar as practicable, preserve the individuality, traditions, and sense of responsibility of each public institution of higher education in carrying out its duties. The Council, “insofar as practicable, shall seek the assistance and advice of each public institution of higher education in fulfilling all of its duties and responsibilities.” (Code of Virginia, §23.1-203(27-28))

The Council has established the following policies and procedures related to escalation of degree-level authority at public institutions in fulfillment as part of its obligation “to advocate for and promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in the Commonwealth...” (Code of Virginia, § 23.1-200)

II. Policy Statements on Escalation of Degree-Level Authority at Public Institutions

A. Introduction

It is the intent of this policy to support fulfillment of Council's statutory duties by providing guidance for the process of change to the institution's degree-level authority and programming. The policies and guidelines expressed here will help ensure that Virginia's public institutions continue to use resources efficiently, offer programming to address state needs, avoid unnecessary duplication, and contribute to the achievement of Council's strategic plan aspirations.

B. Operational Definitions of Key Terms

Escalation of Degree-Level Authority

To offer and support degree programs at a more advanced level/ a level higher than that level to which it is currently restricted. Council must review and approve or disapprove any escalation of degree-level authority at public institutions.

"Initial" Documentation

All documents required to initiate the review process for the escalation of degree-level authority.

"New Degree Program"

Curriculum leading to the award of a new degree that includes content in a discipline or field not currently offered by the institution; shares fewer than one-fourth of its courses (excluding general education core) with an existing program; and, requires a separate CIP code. Additional faculty, facilities, or funding may be required to initiate and operate the new program. Degree programs must meet policies, requirements, and procedures as specified in Council's "Academic Programs at Public Institutions: Policies and Procedures for Program Approvals and Changes" policy. Council approval is required to confer the new degree.

"Review Committee"

Administrators, faculty, and/or industry personnel selected by Council staff in consultation with the institution to review and determine whether the institution has the ability to support the proposed degree status change without adversely affecting the existing programs and operations and whether the proposed degree program meets the standards for approval as set forth by the Council.

C. Policies Relevant to All Escalation of Degree-level Authority

1. Public institutions shall inform SCHEV staff in writing of any proposed escalation of degree-level authority. Documents must be submitted for Council consideration and approval prior to initiation. No approval actions shall become effective until 30 days after adjournment of the session of the General Assembly next following the filing of such a report.

2. Approval of an escalation of degree-level authority does not obligate the Council to support capital or operating requests in excess of the amounts provided in the institution's current appropriation.
3. As partial evidence of the ability of the institution to grant degrees at a higher level, the institution must submit documents from the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC). The institution must submit a copy of: 1) the Institutional Summary Form for the most recent on-site reaffirmation review and 2) action letters from the fifth-year review and decennial review.
4. The institution must submit the self-study report and the findings and recommendations of accrediting agencies for any existing degree program(s) with programmatic accreditation, if the programs are in the area of the proposed degree program associated with escalation of degree-level authority. The materials should be submitted even if the next degree level does not require programmatic accreditation.
5. In accordance with the criteria of the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC), an escalation of degree-level authority constitutes a "substantive change" for which an institution must receive approval from the accreditor. Institutions must inform specialized and/or professional accrediting bodies and state boards, if required.
6. SCHEV staff shall assist in organizing the campus site visit and assist in interpreting Council policies, requirements, guidelines, and procedures. Staff shall provide additional information about the educational character of the state, if needed.
7. The Review Committee shall prepare a written report of its findings and make a recommendation to approve, defer, or disapprove the escalation of degree-level authority and the proposed degree program(s). Any mission statement change entailed by the degree escalation shall be subject to Council approval. SCHEV staff will share a copy of the committee's report with the institution for its review and correction of factual errors prior to submitting the report to Council.
8. SCHEV staff shall make its recommendation to the Council based on the recommendation of the review committee and its review of the proposed degree program. Staff will recommend that a request be approved, deferred, or denied. Staff shall notify the institution of its recommendation prior to Council action.

D. Additional Policies Related to Escalation of Degree-Level Authority

1. Policy on Programs at a New Degree Level

An institution wishing to propose an escalation of degree-level authority must simultaneously submit the proposal(s) for a new degree program and follow the policies, requirements, and procedures in the Council's "Academic Programs at Public Institutions: Policies and Procedures for Program Approvals and Changes." Disapproval of the proposed degree program results in denial of the request for escalation of degree-level authority. Approval of the degree escalation does not imply or entail approval of any subsequent degree programs at the same level. Each proposed new degree program will be considered individually.

2. Policy on Doctoral and First-Professional Programs

Doctoral degrees normally will be offered by the major research universities. Exceptions will be considered if: (1) another institution has a special capacity to offer a doctoral degree, usually a professional or applied degree type as distinguished from a research doctoral degree; (2) strong demand exists from place-bound professionals for the proposed program; or (3) special circumstances exist that support the proposed program. For the purposes of this policy, the following institutions are considered to be the major research institutions: the College of William and Mary in Virginia, George Mason University, Old Dominion University, the University of Virginia, Virginia Commonwealth University, and Virginia Polytechnic Institute and State University. Each institution awards doctoral degrees in many fields and all have at least one first-professional program.

James Madison University, Norfolk State University, Radford University, and Virginia State University each have "limited authority" to offer doctoral degrees.

E. Appeal of Council Action

Final authority to recommend approval and disapproval for the escalation of degree-level authority and new degree programs resides with Council. If Council disapproves the request for the escalation of degree-level authority, an institution may appeal the Council action. An appeal filed within the designated time period shall be considered by the Council at its next meeting. Any institution filing the appeal may be invited to present the appeal at a Council meeting.

(REMAINDER OF PAGE LEFT BLANK FOR FORMATTING PURPOSES)

III. Procedures for Submission of Proposals for Escalation of Degree-Level of Authority

A. General Guidelines for Escalation of Degree-Level Authority

1. Proposals for escalation of degree-level authority must be submitted to Council at least 12 months prior to the date of the proposed change and in accordance with these policies and procedures. Documents should not be submitted more than 18 months in advance of the initiation date. Escalation of degree-level authority must be approved by the institution's Board of Visitors prior to formal submission to SCHEV.
2. Proposals for escalation of degree-level authority shall be submitted via the attached forms. All requests must include:
 - A cover letter from the president outlining the request;
 - SCHEV's Escalation of Degree-Level Authority Cover Sheet;
 - A complete proposal for a new degree program that meets the requirements, policies, and procedures outlined in SCHEV's "Academic Programs at Public Institutions: Policies and Procedures for Program Approvals and Changes" policy;
 - SACSCOC documents: 1) institutional summary form for the most recent on-site reaffirmation review and 2) action letters from the fifth-year review and decennial review.
 - Assessment of impact on academic programs and curricular offerings;
 - Assessment of impact on resources;
 - If applicable, a complete proposal for a mission statement change that meets the requirements outlined in SCHEV's "Mission Statement Changes at Public Institutions" policy;
 - If applicable, a complete proposal for an organizational change that meets the requirements outlined in SCHEV's "Organizational Changes at Public Institutions" policy.
 - If applicable, the most recent self-study report and its findings and recommendations of existing degree programs in the area of the proposed degree programs.
 - Additional supplemental documentation as needed;
3. Regardless of its form, the proposal must include sufficient information, in sufficient detail and quantity to permit SCHEV staff to determine whether the institution is prepared to initiate the process for the escalation of degree-level authority and whether the state needs the proposed degree program(s). SCHEV staff reserves the right to request additional information to evaluate the request and/or to determine adequate resources are available to support an escalation of degree-level authority.

iv) Narrative Description

Proposals for escalation of degree-level authority must include a detailed narrative description to address (at minimum) the areas and statements below. **Note:** The format for the proposal is **not** bulleted.

- Include a description of the nature of the proposed change.
- Include a narrative to describe a brief history and/or the events that have occurred to prompt the escalation of degree-level authority. **Note:** The background narrative does not include the rationale for the escalation.
- Indicate the purpose of the proposed escalation of degree-level authority.
- Indicate the new degree program(s) that will be proposed with the escalation of degree-level authority. Provide the designation level, name/title, CIP code, and anticipated date of initiation. **Note:** A proposal for a new academic program is required and will accompany the proposal for escalation.
- Provide the current approved mission. Include a narrative to describe how the proposed escalation of degree-level authority aligns with the institutional mission. If a mission statement change will be proposed, indicate such and provide the proposed mission statement. Describe how the proposed escalation of degree-level authority aligns with proposed institutional mission. **Note:** A proposal for a mission statement change will be required and accompany the proposal for escalation.
- Indicate whether new academic units (departments, schools, or colleges) will be proposed with the escalation of degree-level authority. Indicate the name, location, and proposed effective date of the organizational change. **Note:** An organizational change proposal will be required and accompany the proposal for escalation.
- Include a detailed rationale to provide justification for the escalation of degree-level authority. Describe the results and recommendations of any studies or needs assessment conducted to determine the feasibility of the proposed escalation of degree-level authority or the needs assessment. Include support documentation as an attachment/appendix. Attachments/appendices should be referenced in the proposal document at the end of the rationale section.
- Indicate the institution's current accreditation status. Indicate the date of the most recent review by the regional accrediting organization and whether the review was the Fifth-Year Review or the Ten-Year Reaffirmation Review. Describe any findings and/or recommendations from the most recent review that is relevant to the proposed degree escalation. Indicate the dates of the next fifth-year review and the decennial review. Attachments/appendices should be referenced in the proposal document at the end of the accreditation section.

- Provide an explanation of the resources and a detailed description of the expenses needed for the escalation of degree-level authority. Describe miscellaneous expenses needed for the escalation. Include a line-item budget to show the costs for advertisement, promotional materials, website changes, and other specified items. Indicate whether the institution has adequate resources to propose and maintain the escalation. Indicate whether state support will be needed or requested to propose or maintain the proposed escalation of degree-level authority.
- Include additional supplemental documentation as needed.

(REMAINDER OF PAGE LEFT BLANK FOR FORMATTING PURPOSES)

C. Procedures and Instructions for Appeal of Council Action

A. Guidelines and Procedures for Appeal of Council Action

- Council has authority to approve and disapprove an escalation of degree-level authority and associated degree programs. If Council disapproves an escalation of degree-level authority, an institution may appeal Council action. An institution seeking to appeal Council action must file documentation within sixty (60) days of the disapproval.

1. Document Format

- Include appropriate section headings.
- Include a detailed explanation for the appeal and provide quoted evidence and in-text citations, if applicable.
- Insert any charts, publications, if needed, and other support documents in a labeled appendix, if appropriate.
- See General Guidelines for All Documents on page 6 of this document.

2. Proposal Requirements and Components

Documents for an appeal must include four components: (i) a cover letter signed by the president containing the information listed below; (ii) supportive evidence of justification for the appeal; (iii) a revised proposal of the original request, if needed; and, (iv) a table of contents.

i) Letter from the President

A cover letter signed by the president must accompany the request to appeal Council action. The letter must:

- indicate the nature of the request and include the escalation of degree-level authority and the degree program name/title, degree designation, and CIP code, proposed initiation date (semester and year), administrative unit, the BOV approval date, and the Council date the escalation of degree-level authority and degree programs were not approved.
- provide a summary of the reasons for the appeal; and
- describe institutional commitment and, support and resources for the escalation of degree-level authority and associated degree programs.

ii) Evidence of Justification

Institutions must submit support documentation to show justification for the appeal. A detailed explanation should include compelling evidence of need by the state and can include need, nationally and globally.

Part I: Supplemental Information

1. If a study was conducted to determine the feasibility of the proposed escalation of degree-level authority, please summarize its findings and attach a copy of the full report. If no such feasibility study was conducted, summarize a needs assessment (the institution's need for the change and/or the needs of the Commonwealth) and attach a detailed description of the necessity for the proposed escalation.
2. Summarize the new degree program(s) that will be proposed and attach a detailed description of new academic programs. A full proposal for new academic programs will accompany the proposed escalation of degree-level authority. Please discuss and describe whether the institution will request new state appropriations.
3. Summarize here and attach a detailed description of the alignment or anticipated effect(s) of the proposed escalation of degree-level authority on the institution's mission. If the proposed escalation of degree-level authority will involve a change to the institution's mission statement, summarize here and attach a detailed description of proposed mission statement and the alignment with the escalation. A full proposal for a mission statement change will accompany the proposed escalation.
4. If the proposed escalation of degree-level authority will involve the establishment or reorganization of academic units (e.g., department, school, college), summarize here and attach a detailed description of the impact of the escalation. A full proposal for an organizational change will accompany the proposed escalation of degree-level authority. Please discuss and describe whether the institution will be request new state appropriations.

Part II: Resources and Impact Information

1. Summarize here and attach a detailed description of the institution's current functional scope, emphasis, instruction, research, or public service and the new functional scope, emphasis, instruction, research, or public service.

2. Summarize here and attach a detailed description of the current and proposed Carnegie classification, degree levels offered, and relative emphasis given to undergraduate and graduate instruction.

3. If the proposed escalation of degree-level authority will include a request for resources from the state, summarize here and attach a detailed description of the resources needed to support the escalation. If a study of resources was conducted, summarize here and attach a detailed description of the study conducted. The study must include the need for and benefits and/or detriments to be derived from the escalation. If no new resources will be requested from the state, summarize here and attach a detailed description of the institutional resources needed to support the escalation.

4. Summarize here and attach a detailed description of the effect(s) of the proposed escalation of degree-level authority on the state's system of higher education including state priorities.

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee #B6 – Update on 2018 Legislation on Academic Policy

Date of Meeting: September 17, 2018

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

Most Recent Review/Action:

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

Date:

Action:

Background Information/Summary of Major Elements: This agenda item reviews several actions of the 2018 General Assembly that will have an impact on public institution academic policies in which SCHEV is involved, directly or indirectly. The following bills are presented for discussion, with emphasis on SCHEV and VCCS actions and implications for public institutions of higher education:

- **SB76: Teacher licensure; approval of teacher education programs.** Specifies that for the purpose of Board of Education regulations governing teacher preparation programs, the term “education preparation program” includes four-year bachelor's degree programs in teacher education.
- **HB919/SB631: Public institutions of higher education; course credit.** Makes several changes to code relating to course credit at public institutions of higher education in the Commonwealth. These changes include the following requirements
 - SCHEV policies/functions:
 - Dual Enrollment
 - Passport (15 credits) and Uniform Certificate of General Studies (30 credits)
 - Academic Pathway Maps
 - Transfer Tool
 - Comprehensive report on transfer effectiveness
 - VCCS policies/functions:
 - Online portal
 - Passport and Uniform Certificate implementation
 - Plans to promote quality and standardization of courses
 - Performance review of colleges
 - Inclusion in Online Virginia Network

Materials Provided:

- Presentation: “2018 Legislation on Academic Policy”

Financial Impact: Over time, there will be substantial but as yet undetermined resource implications to SCHEV, institutions, and students in implementing provisions of the bills under discussion. Note the following:

- SCHEV, VCCS, and institutions will have to devote substantial human resources to implementing provisions of the bills.
- SB76 is intended to promote increased utilization of a four-year pathway to teacher licensure. To the extent this is achieved, teacher candidate students would incur lower costs and reduced debt.
- SB76 may shift the balance of undergraduate program enrollments within institutions, from liberal arts & sciences programs to teacher education programs. It is possible that resources would shift accordingly, though the extent of such shifts is unknown.
- The online portal created by HB919/SB631 is the only mandate under discussion with an accompanying budget request.
- Provisions of HB919/SB631 were crafted in response to inefficiencies identified in the JLARC report on the community college system. If the intended outcomes of this legislation are achieved, institutions will operate with greater efficiency and students will incur lower costs and reduced debt.

Timetable for Further Review/Action: Mandated policies (on dual enrollment, passport/uniform certificate, and pathways) will come before Council for approval during 2018-19.

Resolution: N/A

2018 Legislation on Academic Policy

Academic Affairs Committee

September 17, 2018

Dr. Joseph G. DeFilippo
Director of Academic Affairs



Topics

- **SB76: Teacher licensure; approval of teacher education programs.**
- **HB919/SB631: Public institutions of higher education; course credit.**

SB 76: Teacher Preparation Regulation.

Current Regulation *in re* approved degree programs for licensed teachers:

8VAC20-542-20. “B. Teacher candidates shall complete academic degrees in the arts and sciences (or equivalent), except in health, physical, and career and technical education. Candidates in early/primary education preK-3, elementary education (preK-6) middle education (6-8), and special education programs may complete a major in interdisciplinary studies or its equivalent.”

SB76:

§ 22.1-298.2. Regulations governing education preparation programs.

"Education preparation program" includes four-year bachelor's degree programs in teacher education.

SB76: Teacher Preparation Regulation

Implications

- Consistent with Task Force and Gov. McAuliffe. Contradicts current regulation. Promotes the BSEd as a four-year pathway.
- State Board will have to revisit teacher preparation regulations.
- Institutions will have to make decisions about whether to offer the BSEd, and if so, how to structure it. Potential disruptions:
 - Balance between education schools/programs and liberal arts & sciences schools/programs
 - Resource implications: unknown but could be significant.
- SCHEV Facilitation?

HB919/SB631: Transfer & Course Credit.

Topics

- 1) Council Duty (§ 23.1-203)**
- 2) Dual Enrollment (§ 23.1-905)**
- 3) Passport/Uniform Cert/Pathways/Report (§ 23.1-907)**
- 4) Transfer Tool and Online Portal (§ 23.1-908)**
- 5) Other VCCS Responsibilities (§ 23.1-2904 & 3136)**
- 6) What's coming....**

1) Council Duty (§ 23.1-203)

- Develop guidelines for articulation, dual admissions, and guaranteed admissions agreements, **including guidelines related to a one-year Uniform Certificate of General Studies Program and a one-semester Passport Program.**
- The guidelines...shall **ensure standardization, quality, and transparency** in the implementation of the programs and agreements.
- At the discretion of the Council, private institutions of higher education eligible for tuition assistance grants may also be consulted.

2) Dual Enrollment (§ 23.1-905)

- The Council...shall establish a policy for granting undergraduate ~~general education~~ course credit to any entering student who has successfully completed a dual enrollment course.
- Identify how each dual enrollment course is transferrable to a public institution of higher education (i.e., as a Uniform Certificate of General Studies Program or Passport Program course, general elective, or “other.”)
- Require that information be made available on the online portal maintained by VCCS:
 - (i) a description of each dual enrollment course offered in the Commonwealth;
 - (ii) the specific academic, career, or technical programs in the System that will accept the course credit;
 - (iii) if available, the pathway maps in which the dual enrollment course is included.

3) Passport/Uniform Cert/Pathways/Report (§ 23.1-907)

- The System, in cooperation with the Council and public institutions, shall establish a **one-semester Passport Program and a one-year Uniform Certificate of General Studies Program**.
 - Passport Program: 15 credits; component of the Uniform Certificate
 - Uniform Certificate: 30 credits; course transferrable toward general education
 - Available at each community college and through the Online Va Network
- The Council shall develop guidelines for... **mapping pathways** for the completion of credits in particular programs of study...
- The Council shall prepare a comprehensive **annual report on the effectiveness of transfer**. The report shall include the following elements: **completion rates, average time to degree, credit accumulation, post-transfer student academic performance, and comparative efficiency**.

4) Transfer Tool and Online Portal (§ 23.1-908)

- The Council shall develop... a **State Transfer Tool** that designates each general education course... that is offered in an associate degree program at an associate-degree-granting institution and transferable to a baccalaureate public institution.
- The System shall maintain an **online portal** that allows access to all transfer agreements, documents, and resources. The online portal shall also include:
 - (i) documents and resources related to course equivalency,
 - (ii) pathway maps,
 - (iii) the transfer tool,
 - (iv) information regarding dual enrollment courses, and
 - (v) any other information required to be included by law or deemed relevant by the System.

5) Other VCCS Responsibilities (§ 23.1-2904 & 3136)

- Develop and implement, in coordination with the Virginia Department of Education and the Virginia Association of School Superintendents, **a plan to maintain quality and consistency for dual enrollment courses offered at local school divisions**. Such standards shall also subject dual enrollment courses to the same level of evaluation and review as all other courses.
- **Prepare and administer a plan to standardize the courses offered**, and the quality and content of such courses, across all comprehensive community colleges...
- Develop and implement accountability measures to periodically, but in no case less than every three years, **review the performance of each comprehensive community college...**, with a goal of ensuring a consistent quality of education and opportunity across the System.
- Include the Chancellor of the Virginia Community College System or his designee on the board of the **Online Va Network**.

6) What's coming

SCHEV

- Transfer Tool (completed)
- Policy Guidelines on Dual Enrollment (in process)
- Policy Guidelines for the Passport and Uniform Certificate of General Studies (in process)
- Guidelines for Pathways
- Report on Transfer Effectiveness (in development by Policy Analytics)

VCCCS

- Implement the Passport and Uniform Certificate
- Create the Online Portal

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee #B7 – Update on Task Force on Post-College Outcomes

Date of Meeting: September 17, 2018

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

Most Recent Review/Action:

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

Date: March 20, 2018

Action:

Background Information/Summary of Major Elements: At the March 2018 meeting of the Academic Affairs Committee, staff presented for discussion a plan to define and measure post-college outcomes of graduates of Virginia public institutions that would answer broadly to Goals 2 (Optimize Student Success for Work and Life) and 4 (Advance the Economic and Cultural Prosperity of the Commonwealth and its Regions) of the Virginia Plan for Higher Education. At that time, the project had been broached with both the General Professional Advisory Committee (GPAC) and the Instructional Programs Advisory Committee (IPAC) at meetings of those groups since the beginning of 2018. Since March, staff has formed a Task Force on Post-College Outcomes to advise on how to specify and implement the project. The Task Force has met four times since May, with further meetings planned through November, and a goal of developing a report to Council at its January 2019 meeting.

Materials Provided:

Appendix 1: Task Force on Post-College Outcomes Membership

Appendix 2: Outline of Post-College Outcomes Task Force Deliberations

Financial Impact:

Timetable for Further Review/Action:

Resolution: N/A

Appendix 1: Task Force on Post-College Outcomes

Membership

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Appendix 2: Outline of Post-College Outcomes Task Force Deliberations

(Updated: 8-29-18)

- I. Why we are pursuing this project
 - a. Virginia's public system of higher education has endured eight state budget reductions in the past 10 years, and tuition for in-state undergraduate students has risen, in part, in an effort to offset these cuts. Access, affordability and quality — the cornerstones of our system — are in jeopardy. In order to advocate more effectively for Virginia's higher education institutions, Council intends to document the success of Virginia graduates in securing appropriate employment, earning wages that justify the cost of their education, and contributing to the civic life of their communities. Ideally, those graduates would also contribute to the health of Virginia—economically, socially, and culturally—by staying in Virginia, or returning to Virginia (e.g., after graduate school). This information, combined with institutional assessments of student learning and other performance data, can contribute to an accurate and nuanced picture of the quality and value of higher education in Virginia, while aligning with the goals of the Virginia Plan for Higher Education.
- II. Task Force formation
 - a. Staff formed a task force to advise on the planning and implementation of a post-college outcomes survey. The task force was composed of scholars and subject matter experts who would have the ability to refine the scope and methods of project implementation. This group will identify the precise questions to be addressed and develop appropriate methodologies of inquiry. Additionally, they will determine the resources necessary to implement the project and make recommendations about how responsibility for different components of the work should be divided among SCHEV, the institutions, and any other entities.
 - b. Task Force Meetings:
 - May 10 (teleconference)
 - June 6 (face to face)
 - July 12 (teleconference)
 - August 15 (face to face)
- III. Logistical challenges
 - a. Requires multivariate cooperation among agencies and institutions
 - i. Potential for requiring cost-sharing between the state and institutions of higher education
 - ii. May require data sharing across multiple agencies and institutions

1. Currently working with several agencies to improve data sharing within the Virginia Longitudinal Data System

IV. Approaches to Research

- a. Two broad methods to the survey research that would be necessary for this project have been identified and discussed by the task force as the most feasible options both in terms of cost and ease of use:
 - i. Custom-designed and administered survey that is specific to Virginia
 1. Contact information can be derived from SCHEV data
 2. Likely 15-22 months from design to reporting
 3. A Virginia-specific survey can be customized precisely, and adjusted annually as results are determined, i.e., if results suggest further avenues of research they can be readily incorporated.
 4. Survey design would be under ownership of the commonwealth.
 5. May not readily enable national comparisons
 - ii. Utilize an existing survey
 1. Four Virginia institutions are participating in a well-known national post-graduate polling project. Expansion of participation would potentially allow for comparisons to other states and/or institutions nationally.
 2. Some information could be available almost immediately.
 3. Different levels of analytical support could be ordered, for a price.
 4. Commonwealth would not have ownership of survey design, or at least of certain elements of survey design.

V. Next steps

- a. October meeting to learn about institutional experiences employing different methods of surveying post-graduate outcomes, and to specify a plan to produce the report by December, including an assessment of the range of costs involved.
- b. Staff consultations with other states and survey vendors.
- c. Continued reporting to and consultation with institutional leadership via GPAC and IPAC through the fall.
- d. Final report production by December 2018, including parameters of a budget request.

State Council of Higher Education for Virginia Agenda Item

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

Date of Meeting: September 17, 2018

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

Most Recent Review/Action:

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

Date:

Action:

Background Information/Summary of Major Elements: N/A

Materials Provided:

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

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A

Report of the Staff Liaison to the Academic Affairs Committee, July 2018

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

Post-College Outcomes Task Force

- On August 15 a meeting of the Post-College Outcomes Task Force was held at SCHEV, with attendance by **Joseph G. DeFilippo**, **Ashley Lockhart**, and **Tod Massa**. The Task Force received information from Brandon Busteed of the Gallup corporation on Gallup's work with institutions of higher education in Virginia and nationally. The Task Force will convene on October 4 to hear presentations from Virginia institutions using different methods to evaluate their students' post-graduate success.

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Staff Activities and Recognition

Beverly Rebar

- Joined other SCHEV staff on a visit to Longwood University on July 31.
- Attended the State Higher Education Executive Officers Association's (SHEEO) Policy conference in Denver August 6-10, and attended sessions relevant to academic and legislative policies. Sessions focused on topics such as effective communication with policy makers and the public in a changing environment. Other sessions highlighted states' efforts to meet attainment goal or improve processes for transfer. The SHEEO conference presents an opportunity to connect with counterparts in other states to share approaches to common challenges.
- Arranged several district meetings with key legislators with Peter Blake and is planning for more visits throughout the fall.

Joseph G. DeFilippo

- On August 8, Joseph G. DeFilippo participated in a panel presentation entitled "How Effective Transfer Policy Paves a Pathway to Opportunity and Why SHEEOs Must Lead the Way," at the SHEEO Policy Conference in Denver. The panel was organized by Nia Davis of the Aspen Institute, and also included Kristin Conklin of HCM Strategists.

Jodi Fisler

- Attended the SHEEO Higher Education Policy Conference August 6-10 in Denver, CO. She led a session on communication for academic affairs staff at the agency staff workshop and co-presented a session at the main conference with Eddie Watson and Terry Rhodes from the Association of American Colleges & Universities (AAC&U) on alignment of state and national efforts to promote high-quality teaching and learning.

Ashley Lockhart

- Attended the Virginia Is for ALL Learners: Education Equity Summer Institute July 23-24 in Richmond. Participated in the breakout session with Virginia Secretary of Education Atif Qarni, Superintendent of Public Instruction Dr. James F. Lane, and Education school deans on the topic of teacher shortages.
- Hosted the Advisory Committee for Disability Access to Higher Education on July 31. The committee discussed its goals and decided on programs to present to the Virginia Disability Commission at the General Assembly on September 25.

Sylvia Rosa-Casanova

- Designated Chair of the National Association of State Administrators and Supervisors of Private Schools (NASASPS) policy committee. The committee will be responsible for assessing the impact of proposed federal regulations on state agencies and the institutions they regulate and disseminating information to the membership.

Paul Smith

- Led a discussion on the Western Interstate Commission for Higher Education's (WICHE) Interstate Passport Initiative at Thomas Nelson Community College on July 25. The purpose of the meeting was to orient TNCC to the Interstate Passport Initiative. TNCC is considering joining the Interstate Passport Network to improve transfer options for Air Force personnel. The Interstate Passport Initiative is a nationwide network of regionally accredited, nonprofit, public and private two- and four-year institutions dedicated to the block transfer of lower-division general education coursework based on learning outcomes rather than course-to-course transfer.

Academic Affairs Staff:

Ms. Beverly Rebar, Senior Associate for Academic & Legislative Affairs
Dr. Joseph G. DeFilippo, Director, Academic Affairs & Planning
Ms. Darlene Derricott, Senior Coordinator, Academic Services
Dr. Jodi Fisler, Associate for Assessment Policy & Analysis
Ms. Emily Hils, Academic Programs and Services Specialist
Ms. Ashley Lockhart, Coordinator for Academic Initiatives
Dr. Monica Osei, Associate Director for Academic Programs & Instructional Sites
Ms. Sylvia Rosa-Casanova, Director, Private Postsecondary Education
Dr. Paul Smith, Senior Associate for Student Mobility Policy & Research

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
RESOURCES AND PLANNING COMMITTEE
JULY 17, 2018
MINUTES**

Ms. Connelly called the meeting to order at 11:00 a.m. in the SSHE Building, classroom A106, Richard Bland College, South Prince George, Virginia. Committee members present: Marge Connelly, William Murray, Minnis Ridenour and Tom Slater.

Committee member Victoria Harker joined the meeting via phone from 108 S. Broadway Street, Cape May, New Jersey.

Committee members absent: Henry Light and Stephen Moret.

Staff members present: Lee Andes, Wendy Kang, Tod Massa, Jean Mottley Huskey, Kristin Whelan and Yan Zheng.

Deputy Secretary of Education Fran Bradford and Audrey Burgess from the Office of the Attorney General were also present.

APPROVAL OF MINUTES

On a motion from Ms. Connelly and seconded by Dr. Murray, the minutes from the May 21, 2018, meeting were approved unanimously.

CLARIFICATION ON DOMICILE STATUS

Mr. Andes provided an update and clarification on the Domicile Guidelines, with regard to determining eligibility for in-state tuition. He noted that while the language was updated to provide clarification to schools, the intent of guideline remains the same. Ms. Connelly said that vote will be by full council.

ACTION ON THE 2018-2019 FULL COST REPORT

Ms. Kang and Dr. Zheng shared the Full Cost Report as required by the 1990 Appropriations Act. Based on the 2018-19 tuition charges, all public institutions' nonresident tuition charges will cover the cost of the student attending the institution at a rate of over 100 percent of the average cost of their education in 2018-19.

Ms. Zheng recommended that Council delegate tracking of this data as an item delegated to staff. SCHEV staff would report to the Council only when an institution fell below the 100 percent benchmark.

Ms. Connelly said that full Council will vote on the 2018 – 2019 Full Cost Report.

DISCUSSION OF MEASURES OF INSTITUTIONAL PERFORMANCE

Dr. Mottley Huskey presented the preliminary findings of general performance measures (education-related) that comprise one of the Biennial Assessment. She shared a table that illustrates the finding for each of the Virginia public institutions. All but two institutions met most benchmarks, with eight institutions requiring feedback regarding their results. Two institutions, Norfolk State University and Richard Bland College, have been recommended for remediation plans to address their deficiencies.

Dr. Mottley Huskey invited Norfolk State University Vice Provost, Enrique Zapatero to address the committee. Mr. Zapatero discussed ways in which NSU has started to address the deficiencies in their institutional measures. NSU now sends deans to visit local community colleges in order to attract students looking to complete a bachelor's degree. NSU has also implemented living and learning communities and identified milestones for students to help with issues of retention.

Dr. Mottley Huskey also invited Richard Bland College (RBC) Chief Development Officer, J.Tyler Hart, to address the committee regarding the RBC deficiencies. Mr. Hart opened his statement by acknowledging that RBC was too optimistic in their enrollment projections and will be more conservative in the future. They had anticipated a greater impact from their Exceptional Student Experience (ESE) program. ESE provides each student an advisor who can assist them with anything from financial aid to class scheduling and later career advice. He stated that RBC has seen an improvement in student engagement from the ESE and other improvements and changes they have made. RBC has hired an Institutional Researcher to help them plan for the future. RBC has created more extracurricular activities and broadened sports offering to better retain students until graduation.

Dr. Mottley Huskey closed the discussion by saying that this would come before Council again in September when the financial benchmarks are ready to present.

DISCUSSION OF SCHEV POLICY RECOMMENDATION FOR SUSTAINABLE FUNDING

Ms. Kang reviewed the status of the seven policy considerations Council approved in October 2017. Of the seven considerations, five were passed. Council members agreed that this is a positive result. A discussion continued about some of the issues.

Ms. Connelly wanted to know how the 3% general fund carryover figure was determined. Ms. Kang agreed to look in to this.

A discussion about the out-of-state-student enrollment caps that were not approved ensued. The need to strengthen SCHEV's argument was discussed. Mr. Ridenour asked if SCHEV had data on how many out-of-state students remain in Virginia after graduation. Mr. Massa said that about 20% remain 18 months after graduation.

DISCUSSION OF A RESOURCE MAP FOR THE VIRGINIA PLAN FOR HIGHER EDUCATION

Ms. Kang provided an overview of the purpose of the Resource Map. Primarily, the purpose is to align funding and processes with our goals. Ms. Kang shared a

presentation from the HCM/Lumina Foundation's Strategy Labs. She stated that she would post the presentation on the SCHEV website.

Mr. Ridenour would like to look at cost projections over ten years and Ms. Connelly requested broader data information. Dr. Murray stated that we need to be careful not to incentivize institutions to push cheaper degrees or to create more programs at a lower cost. He used examples of Nursing and Teaching - programs that address shortages, but are expensive. The Council would like to know what non-budgetary levers Virginia policy has to guide institutional behavior.

MOTION TO ADJOURN

The Chair adjourned the meeting at 12:40 p.m.

Marge Connelly
Committee Chair

Kristin Whelan
Coordinator, Executive & Board Affairs

State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #C3 – Action on Measures of Institutional Performance

Date of Meeting: September 17, 2018

Presenters: Jean Mottley
Senior Associate for Finance Policy
JeanMottley@schev.edu

Most Recent Review/Action:

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

Date: July 17, 2018

Action: Discussed the assessment results for the six general education-related performance measures.

Background Information/Summary of Major Elements: The purpose of this agenda item is to discuss the final results for the 2018 assessment of institutional performance and take action regarding certification of the institutions. The periods under review for this assessment are 2015-16 and 2016-17.

The State Council of Higher Education (SCHEV) process involves two areas of measurement. The six general education-related performance measures comprise one area. The financial and administrative standards comprise the second area. Appendix A contains the language related to the Council's involvement in this process, the six general measures, and the financial and administrative standards. Section 'd' of the Appendix contains the standards for most of the institutions. Section 'e' contains the standards for the Level 3 institutions. These institutions have the highest level of authority under the 2005 Restructured Higher Education Financial and Administrative Operations Act.

Results for these measures and standards are used to certify institutional performance. Institutions that meet certification criteria for these measures are eligible to receive financial benefits from the state. As part of the Council's efforts to improve funding for higher education, SCHEV approved a recommendation last fall to restore the financial benefits provided to certified institutions. The Governor included this recommendation in the introduced budget and the General Assembly approved the funding in the final bill. The benefits include \$13 million for the biennium. All institutions are eligible for the award of benefits for FY 2018. Institutions certified by SCHEV during this current assessment process will be eligible to receive benefits for FY 2019 and FY 2020. The financial benefits are listed In Appendix B. Institutions have been eligible to receive

these benefits since FY2007. Appendix C contains information for FY2007 through FY2017.

SCHEV has assessed institutional performance for over a decade beginning with the 2005 restructuring legislation and continuing with the Virginia Higher Education Opportunity Act of 2011 (Top Jobs Act or TJ21) and related Code of Virginia amendments. The Appropriation Act of 2016-18 (Chapter 836) outlines the assessment process and lists the education-related measures and the financial and administrative standards by which the Council shall base its assessment and certification. The full text is included in Appendix A and is available [online](#). Specifically, the following text relates to SCHEV's responsibilities:

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.

Findings:

Six Education-Related Performance Measures:

These are the six education-related measures:

1. HEADCOUNT - Institution meets at least 95 percent of its State Council-approved biennial projections for in-state undergraduate headcount enrollment.
2. DEGREE AWARDS - 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. STEM-H DEGREE AWARDS - 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. PROGRESSION AND RETENTION - 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. DEGREES FOR UNDER-REPRESENTED STUDENTS - Maintain or increase the number of in-state associate and bachelor degrees awarded to students from underrepresented populations.

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

As discussed at the Resources and Planning Committee meeting in July, systemwide all six measures were achieved. Table I contains the aggregate information.

TABLE 1
RESULTS FOR SIX GENERAL INSTITUTIONAL PERFORMANCE MEASURES
Aggregate Information
September 2018

| PERFORMANCE MEASURE | 2015-2016 | | | 2016-2017 | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------|--------------|-----------|---------|---------------|
| | Target | Actual | Result | Target | Actual | Result |
| 1 - Institution meets at least 95 percent of its State Council-approved biennial projections for in-state undergraduate headcount enrollment . | 315,898 | 310,420 | 98% | 317,474 | 305,629 | 96% |
| 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 . | 47,118 | 49,726 | 106% | 47,310 | 49,191 | 104% |
| 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 . | 15,957 | 16,667 | 104% | 16,163 | 17,033 | 105% |
| 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 . | 79,004 | 78,259 | 99% | 80,149 | 78,208 | 98% |
| 5 - Maintain or increase the number of in-state associate and bachelor degrees awarded to students from underrepresented populations. | 29,032 | 31,256 | +2224 | 29,032 | 30,111 | +1,079 |
| 6 - Maintain or increase the number of in-state, two-year transfers to four-year institutions . | 9,579 | 11,502 | +1923 | 9,579 | 11,818 | +2239 |

Table 2 contains the results at the institutional level along with staff recommendations regarding the findings.

TABLE 2
BIENNIAL ASSESSMENT RESULTS BY INSTITUTION
Performance Measures 1 - 6
September 2018

| Institution | PM 1 | PM2 | PM 3 | PM4 | PM5 | PM 6 | Recommendations |
|-------------|------|------|------|------|-----|------|------------------|
| CNU | P | P | P | P | P | F | Feedback Only |
| CWM | P | P | P | P | P | P | Passed |
| GMU | P | P | P | P | P | P | Passed |
| JMU | P | P | P | P | P | P | Passed |
| LU | F1 | P | P | P | P | P | Feedback Only |
| NSU | P | P | P | F2 | F | F | Remediation Plan |
| ODU | P | P | P | P | P | P | Passed |
| RU | P | P | P | P | P | P | Passed |
| UMW | P | P | P | P | P | P | Passed |
| UVA | P | P | P | F1&2 | P | P | Feedback Only |
| UVA-W | P | P | P | P | P | F | Feedback Only |
| VCU | P | P | P | F2 | P | P | Feedback Only |
| VMI | P | F1 | P | P | F | F | Feedback Only |
| VSU | P | P | F1 | P | P | F | Feedback Only |
| VT | P | P | P | P | P | P | Passed |
| VCCS | F2 | P | P | N/A | P | N/A | Feedback Only |
| RBC | P | F1&2 | F1&2 | N/A | F | N/A | Remediation Plan |

P = Pass F = Fail (F1 = 2015-16 and F2 = 2016-17) N/A = Not Applicable

PERFORMANCE MEASURES:

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 underrepresented populations**.

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

Seven institutions achieved all six measures without any issues. Five of these institutions had achieved all measures for the 2016 Biennial Assessment as well. These institutions are George Mason University (GMU), James Madison University (JMU), Radford University (RU), University of Mary Washington (UMW) and Virginia Tech (VT). The other two institutions, College of William and Mary (CWM) and Old Dominion University (ODU), had one deficiency in the 2016 assessment but no deficiencies in the 2018 assessment.

For eight other institutions, staff recommends that feedback about their deficiencies, which already has been received from the institutions, is accepted without additional requirements. These institutions include Christopher Newport University (CNU), Longwood University (LU), University of Virginia (UVA), University of Virginia's College at Wise (UVA-W), Virginia Commonwealth University (VCU), Virginia Community College System (VCCS), Virginia Military Institute (VMI) and Virginia State University. For these institutions, situations include:

- Deficiencies in the first year of the review period, 2014-15, that were remedied by the second year of the review period, 2016-17.

- Baseline comparison figures for Performance Measure 6 (transfers) that have been difficult for certain institutions to match.
- Enrollment deficiencies identified in the 2016 Biennial Assessment that were expected to continue to impact the results in 2018.
- An internal definition change by one of the institutions that was identified in 2016, continued to impact results in 2018, but is expected to be resolved in the 2020 assessment.

Norfolk State University (NSU) and Richard Bland College (RBC) are the only two institutions that missed the thresholds for three measures and experienced a decline in performance for at least one of these measures from 2015-16 to 2016-17. For these institutions, staff recommends the following:

- Norfolk State University (NSU): NSU did not achieve Performance Measures 4 (second year), 5 and 6. Based on feedback received from NSU staff, the results for these measures were impacted by a decrease in enrollment after NSU was placed on probation by The Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC) in 2014. A total of 665 students dropped out of the university in 2014. In December of 2015, NSU was taken off probation. Enrollment at NSU started to increase for the first time in 2016. Staff recommends that SCHEV staff work with NSU staff on a remediation plan to monitor enrollment projections as well as to detail efforts to increase degree awards for underrepresented populations and to increase the enrollment of transfer students. Appendix D contains the remediation plan proposed for NSU.
- Richard Bland College (RBC): RBC did not achieve Performance Measures 2, 3 and 5. Based on feedback from RBC staff, enrollment and degree projections for 2015, which were used for comparison purposes for the 2018 assessment, were relatively aggressive. RBC expected to see a larger impact from the Exceptional Student Experience (ESE) model than was achieved. RBC reports it was more conservative in its 2017 projections because it was raising admission standards. RBC staff believes its 2017 projections will be more accurate. Staff recommends that SCHEV staff work with RBC staff on a remediation plan to monitor enrollment and degree projections as this situation has been an ongoing issue for RBC. Appendix E contains the remediation plan proposed for RBC.

Staff proposes that an interim review be performed next summer to ensure that progress is being made by the two institutions.

Table 3 provides more detailed information for each institution by performance measure and year of the review period.

TABLE 3
BIENNIAL ASSESSMENT RESULTS BY INSTITUTION AND MEASURE
(Using 2015 Projections)
September 2018

| Institution | PM 1 | | PM 2 | | PM 3 | | PM 4 | | PM 5 | PM 6 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|----------|----------|
| | 15-16 | 16-17 | 15-16 | 16-17 | 15-16 | 16-17 | 15-16 | 16-17 | Biennium | Biennium |
| CNU | P | P | P | P | P | P | P | P | P | -46 |
| CWM | P | P | P | P | P | P | P | P | P | P |
| GMU | P | P | P | P | P | P | P | P | P | P |
| JMU | P | P | P | P | P | P | P | P | P | P |
| LU | P | 92.7 | P | P | P | P | P | P | P | P |
| NSU | P | P | P | P | P | P | P | 87 | -8 | -53 |
| ODU | P | P | P | P | P | P | P | P | P | P |
| RU | P | P | P | P | P | P | P | P | P | P |
| UMW | P | P | P | P | P | P | P | P | P | P |
| UVA | P | P | P | P | P | P | 93.2 | 93.8 | P | P |
| UVA-W | P | P | P | P | P | P | P | P | P | -18 |
| VCU | P | P | P | P | P | P | P | 92.6 | P | P |
| VMI | P | P | 88 | P | P | P | P | P | -2 | -1 |
| VSU | P | P | P | P | 94.1 | P | P | P | P | -3 |
| VT | P | P | P | P | P | P | P | P | P | P |
| VCCS | P | 93.8 | P | P | P | P | N/A | N/A | P | N/A |
| RBC | P | P | 78.8 | 76.9 | 90.5 | 85 | N/A | N/A | -1 | N/A |

PERFORMANCE MEASURES:

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 underrepresented populations**.

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

The six education-related measures support the goals of The Virginia Plan for Higher Education, in particular, the goals related to access and student success. The measures also support the Council's Priority Initiative 3 that seeks to improve student success and close equity gaps.

Financial and Administrative Standards

The Department of Planning and Budget under the Secretary of Finance performed a review of the results for the Financial and Administrative Standards for 2016-17. Institutions must meet a passing score on these standards of at least 80%.

Table 4 contains the results by institution.

TABLE 4
FINANCIAL AND ADMINISTRATIVE STANDARDS
Results by Institution
September 2018

| INSTITUTION | SCORE | RESULT |
|------------------------------------------|------------|-------------|
| Christopher Newport University | 94% | Pass |
| College of William and Mary | 100% | Pass |
| George Mason University | 100% | Pass |
| James Madison University | 92% | Pass |
| Longwood University | 76% | Fail |
| Norfolk State University | 90% | Pass |
| Old Dominion University | 86% | Pass |
| Radford University | 100% | Pass |
| Richard Bland College | 72% | Fail |
| University of Mary Washington | 94% | Pass |
| University of Virginia | 100% | Pass |
| University of Virginia's College at Wise | 100% | Pass |
| Virginia Commonwealth University | 94% | Pass |
| Virginia Community College System | 94% | Pass |
| Virginia Military Institute | 100% | Pass |
| Virginia State University | 100% | Pass |
| Virginia Tech | 100% | Pass |

It should be noted that eight institutions had perfect scores of 100%: College of William and Mary, George Mason University, Radford University, University of Virginia, University of Virginia's College at Wise, Virginia Military Institute, Virginia State University and Virginia Tech.

All other institutions, except Longwood University (LU) and Richard Bland College (RBC), obtained passing scores. LU had two material weaknesses found pertaining to the university's database security and information system access controls and policies and procedures pertaining to capital asset financial reporting. It also was not in compliance with all financial reporting standards approved by the State Comptroller.

RBC had a material weakness found in internal control pertaining to financial reporting processes. It also did not meet the requirement of substantial attainment of accounts receivable standards approved by the State Comptroller, including but not limited to, any standards for outstanding receivables and bad debts. The standard relating to the institution making no less than 75 percent of dollar purchases through the Commonwealth's enterprise-wide internet procurement system (eVA) from vendor locations registered in eVA could not be calculated because of missing information.

SCHEV staff, in concurrence with the Secretary of Finance, recommends that these institutions be certified for a probationary period of one year, instead of the normal two-year period. The institutions would retain benefits in FY2019. Next summer, the financial and administrative standards would be reviewed again for these institutions in order to determine certification for FY2020.

Appendix F contains the specific results by standard for the Level Three institutions. Appendix G contains the specific results by standard for the Level One and Level Two institutions. Longwood University's explanation regarding its results is contained in Appendix H. Richard Bland College's explanation is contained in Appendix I.

Materials Provided:

Appendix A: § [4-9.01](#) Assessment of Institutional Performance
Appendix B: § [23.1-1002](#) (Subsection C) Eligibility for Restructured Financial and Administrative Operational Authority and Financial Benefits
Appendix C: General Fund Financial Benefits of Restructuring Certification
Appendix D: Remediation Plan for Norfolk State University
Appendix E: Remediation Plan for Richard Bland College
Appendix F: Results of the Review of the Financial and Administrative Standards for Level Three Institutions
Appendix G: Results of the Review of the Financial and Administrative Standards for Level One and Level Two Institutions.
Appendix H: Comments from Longwood University Regarding Its Results from the Financial and Administrative Standards Review
Appendix I: Comments from Richard Bland College Regarding Its Results from the Financial and Administrative Standards Review

Financial Impact: Certified institutions are eligible to receive financial benefits listed in Appendix B. Information about financial benefits of restructuring certification from FY2007 through FY2017 is provided in Appendix C.

Timetable for Further Review/Action: This review completes the 2018 assessment process. The next review must be completed by October 1, 2020.

Resolution:

BE IT RESOLVED that consistent with § 23.1-206, Code of Virginia, the State Council of Higher Education for Virginia certifies for 2018-2019 and 2019-2020 that all institutions, except Longwood University and Richard Bland College, have satisfactorily met the performance standards of the Virginia Higher Education Opportunity Act and Appropriation Act. Longwood University and Richard Bland College will be certified for the probationary period of 2018-2019. The Financial and Administrative Standards for these two institutions will be reviewed in the summer of 2019 to determine certification for 2019-2020.

APPENDIX A

§ [4-9.01](#) ASSESSMENT OF INSTITUTIONAL PERFORMANCE

Consistent with § [23.1-206](#) 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 § [23.1-1002](#) 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 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.
- b) The institution will maintain compliance with the institutional security standards as evaluated in internal and external audits. The institution will have no significant audit deficiencies unresolved beyond one year.

APPENDIX B

§ [23.1-1002](#) (Subsection C) ELIGIBILITY FOR RESTRUCTURED FINANCIAL AND ADMINISTRATIVE OPERATIONAL AUTHORITY AND FINANCIAL BENEFITS

C. Each public institution of higher education that (i) has been certified during the fiscal year by the Council pursuant to § [23.1-206](#) as having met the institutional performance benchmarks for public institutions of higher education and (ii) meets the state goals set in subsection A 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.

APPENDIX C
GENERAL FUND FINANCIAL BENEFITS OF RESTRUCTURING CERTIFICATION
FY2010 TO FY2017

| YEAR | FINANCIAL BENEFITS | | | | |
|--------|--------------------|--------------------|---------------------|--------------|--------------|
| | Interest Earnings* | Credit Card Rebate | eVa Sole Source Fee | Carryforward | TOTAL |
| FY2010 | \$6,549,505 | \$1,314,485 | \$189,210 | \$13,596,511 | \$21,649,711 |
| FY2011 | \$3,711,459 | \$1,272,564 | \$201,061 | \$25,644,446 | \$30,829,530 |
| FY2012 | \$4,425,332 | \$1,250,770 | \$215,343 | \$77,952,723 | \$83,844,168 |
| FY2013 | \$3,736,999 | \$1,790,159 | \$170,979 | \$64,054,996 | \$69,753,133 |
| FY2014 | N/A | N/A | \$271,989 | \$41,906,652 | \$42,178,641 |
| FY2015 | N/A | N/A | \$134,543 | \$31,114,625 | \$31,249,168 |
| FY2016 | N/A | N/A | \$101,192 | \$26,971,253 | \$27,072,445 |
| FY2017 | N/A | N/A | \$102,358 | \$31,888,593 | \$31,990,951 |

* Does not contain interest earnings of CWM, UVA, UVA-W, VCU and VT.

Appendix D

REMEDIATION PLAN FOR NORFOLK STATE UNIVERSITY

Background

Out of the six general performance measures (PM) for the 2018 Biennial Assessment, Norfolk State University (NSU) did not meet PMs 4, 5 and 6. These PMs specifically are concerned with upper level and transfer student enrollment projections, degrees conferred, and data on transfer trends. In the past five years NSU has gone through multiple changes which, unfortunately, adversely affected the outcomes of PMs 4, 5, and 6: (1) placed on warning and then on probation by SACSCOC, (2) suffered from negative press coverage, and (3) experienced changes in senior leadership.

Performance Measure 4 requires a four-year institution, such as NSU, to meet at least 95% of its State Council-approved biennial projections for the number of in-state junior and senior level full-time equivalent students¹. The juniors and seniors of 2016-2017 were freshmen in 2013-2014 and 2014-2015 respectively, which was the time period when enrollment at Norfolk State University (NSU) dropped drastically. During this time, the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC) placed NSU on warning (2013) and then probation (2014). In December 2015, NSU got off probation and returned to being in good standing. The target enrollment was based on 2015 projections. There were 665 undergraduate students who dropped out of the university in 2014. The overall enrollment declined by 701 students (36 graduate students and 665 undergraduate students).

Table 1

| Enrollment | 2013 | 2014 | 2015 | 2016 | 2017 |
|-----------------------------------|-------|-------|-------|-------|-------|
| Total | 6,728 | 6,027 | 5,107 | 5,421 | 5,305 |
| Undergraduate | 6,021 | 5,356 | 4,522 | 4,739 | 4,689 |
| Graduate | 707 | 671 | 585 | 682 | 616 |
| Total Yr to Yr Difference | | -701 | -920 | 314 | -116 |
| Undergraduate Yr to Yr Difference | | -665 | -834 | 217 | -50 |
| Graduate Yr to Yr Difference | | -36 | -86 | 97 | -66 |

Performance Measure 5 calls for the institution to “maintain or increase the number of in-state associate and bachelor degrees awarded to students from underrepresented populations.”² The target was missed by only eight students. The target was 813 and the actual enrollment was 805. NSU has always had a population of students who meet all four requirements for being classified as underrepresented: (1) Non-white US citizens and permanent residents, (2) Degree-recipients receiving Pell grants at any

^{1, 2, 3} [Information for 2018 Biennial Assessment of Six General Performance Measures](http://www.schev.edu/docs/default-source/institution-section/...),
www.schev.edu/docs/default-source/institution-section/...

time during the five years prior to degree award, (3) Non-traditional students: age 25 or older at entry, and (4) Students from Virginia localities with low associate and baccalaureate attainment rates.

Performance Measure 6 expects the institution to “maintain or increase the number of in-state two-year transfers to four-year institutions.”³ According to the data from Table 2, the number count is 399, which makes NSU 53 students off the actual enrollment of 346². In 2010, NSU had an enrollment of about 6964 students. NSU’s enrollment dropped significantly from 2010-2016, which is similar to the trend experienced at many other HBCUs. The enrollment at NSU started to increase for the first time in 2016.

Table 2

| Enrollment | TR01: Trends in Transfer from Two-Year Institutions | | | | | | | |
|------------------------------|-----------------------------------------------------|---------|---------|---------|---------|---------|---------|---------|
| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| a. Total Transfers | 298 | 399 | 423 | 436 | 338 | 254 | 312 | 380 |
| b. Men - Total | 73 | 87 | 104 | 104 | 95 | 71 | 92 | 93 |
| c. Women - Total | 225 | 312 | 319 | 332 | 243 | 183 | 220 | 287 |
| d. Majority Students - Total | 120 | 173 | 340 | 80 | 48 | 28 | 37 | 34 |
| e. Majority Students - Men | 31 | 29 | 83 | 20 | 13 | 5 | 10 | 6 |
| f. Majority Students - Women | 89 | 144 | 257 | 60 | 35 | 23 | 27 | 28 |
| g. Students of Color - Total | 178 | 226 | 83 | 356 | 290 | 226 | 275 | 346 |
| h. Students of Color - Men | 42 | 58 | 21 | 84 | 82 | 66 | 82 | 87 |
| i. Students of Color - Women | 136 | 168 | 62 | 272 | 208 | 160 | 193 | 259 |

Current Status and Efforts Underway

NSU is currently undergoing multiple initiatives in Academic Affairs and Student Affairs towards increasing degrees awarded and enrolling transfers. For PM 4, the colleges/schools in Academic Affairs agree that in order for retention and progression to be successful, NSU should sustain the intrusive advising model lately adopted; increase bridge programs for freshmen; establish mentoring programs with peers, faculty, and those in industry; and have the areas of Student Success, academic departments, admissions, and enrollment collaborate with each other. Enrollment Management echoes this sentiment in that it plans to work with other divisions in Student Affairs and Academic Affairs to develop a standard approach for retention and progression.

² NSU’s institutional research analyst, Mr. Ephraim Bennett, was able to reproduce the number count of 346 for 2015-2016 and 2016-2017; however, he was not able to see how SCHEV reports a number count of 447 for 2010-2011. This was brought to SCHEV’s attention and was corrected to 399, corroborating Mr. Bennett’s calculation.

With regards to PM 5 Academic Affairs and Student Affairs are working towards expanding degree programs, creating departmental degree fact sheets for incoming students, forming partnerships with area high schools and community colleges to actively recruit from them, and providing more financial and academic resources for students. NSU has developed several student retention and persistence initiatives to influence time to degree completion. This is the second strategy of the three presented in the six-year plan: Accelerated Five Year BS/BA-MS/MA Extended Learning Programs. NSU's Six Year Plan (July 2017) states, "More specifically, reviewing our academic portfolio for areas of growth and expansion of our online programs was conducted. Resulting new programs include full online and hybrid (combination of online and face-to-face) course delivery. The identified programs hold the promise of accelerated completion of a traditional four-year degree and/or earning both an undergraduate and graduate degree (BS/MS) in 5 years" (p. 2). Additionally, an increase in financial aid for juniors and seniors in good academic standing, STEM-H students who are eligible for "award need-based and lost dollar assistance scholarship," and students "who meet eligibility requirements with need-based awards" will improve the graduation rate (p. 3).

The focus for PM 6 is to increase the recruitment efforts of two-year transfer students. Therefore, Student Affairs is working in conjunction with Academic Affairs on developing curriculum guides for Community College students and counselors, implementing technology that enhances the transfer equivalency process, developing closer relationships with community college counselors and deans, and working with Enrollment Management on recruiting students and marketing outreach of the institution to stakeholders. NSU is strengthening articulation agreements with community colleges and updating transfer agreements. In fact, "NSU continues to work with our community college partners facilitated by over 50 degree program articulation agreements and interactions with their respective community college representatives to identify potential transfer students for its Cybersecurity programs with multi-/inter-disciplinary exploration" (NSU 2017 Six Year Plan, 2017, p. 5). These programs effectively prepare students for the workplace.

A more detailed report listing objectives, tasks, success criteria, time frame and resources has been provided to SCHEV staff.

Follow-up Plan

SCHEV staff will provide assistance as needed to NSU. An interim review will be performed in the summer of 2019 to determine if progress is being made.

APPENDIX E

REMEDIATION PLAN FOR RICHARD BLAND COLLEGE

Background

Richard Bland College's (RBC's) results for 2015-16 and 2016-17 did not meet the targets for Performance Measures (PMs) 2, 3, and 4. These measures specifically are concerned with the number of in-state degree awards, STEM-H degree awards and the number of in-state degrees awarded to students from underrepresented populations.

RBC's 2015 enrollment and degree projections, which were used for comparison purposes for the 2018 Biennial Assessment for all three of these PMs, were relatively aggressive because RBC expected to see a larger impact from its Exceptional Student Experience (ESE) model. In actuality, other issues that RBC did not anticipate countered the positive changes that were made and the projections were not met.

With regard to STEM-H degrees (PM 3), RBC learned through the ESE model, that the Associate of Arts (A.A.) degree was often more appropriate for its students than the Associate in Science (A.S.) based on their transfer intentions. In 2013-14, two percent of RBC's degrees conferred were A.A. degrees, while in 2016-17, the A.A. degrees represented 12 percent of degrees conferred. Therefore, results were not in line with the 2015 projections which had been based on the 2013-14 information.

For PM 5 related to degrees awarded to in-state underrepresented students, RBC only missed the target for the biennium by a small number (-1). However, RBC has been and is committed to serving underrepresented populations. Underrepresented students have continuously comprised a large majority of RBC's graduating classes. From 2012-13 forward, underrepresented students have comprised between 75% - 92% of RBC's graduating classes.

It should be noted that RBC contends that when comparing small institutions, such as RBC, and large institutions by a uniform 95% standard, the percentage calculation is only one of the factors that should be considered, keeping in mind that 5% of a small number is, in absolute terms, a small number, while 5% applied to a large number is, in absolute terms, a large number. RBC believes that caution must be exercised when using a uniform percentage standard to compare populations of diverse sizes and that for small institutions, absolute numbers should also be taken into account as their impact on state statistics overall will be relatively small.

Current Status and Efforts Underway

RBC has the following efforts underway to improve its performance on these measures:

- RBC will be more conservative on future enrollment and degree projections. Indeed, it was already more conservative with its 2017 projections.
- Enrollment services will implement a first response team that will work with and monitor the learner mentors when students are identified as being at-risk for dropping out.

- Faculty will be engaged in the ESE@RBC advising protocols to ensure that students are getting the appropriate expertise about the curriculum during the advising process.
- A graduation/transfer fair will be developed to include appropriate offices around campus to assist students with transfer and graduation requirements.

Follow-up Plan

SCHEV staff will provide assistance as needed to RBC. An interim review will be performed in the summer of 2019 to determine if progress is being made.

APPENDIX F

RESULTS OF THE REVIEW OF THE FINANCIAL AND ADMINISTRATIVE STANDARDS FOR LEVEL THREE INSTITUTIONS

Assessment of Institutional Performance
Financial and Administrative Standards - Level Three Institutions
Achievement of Measures

| FY 2017 | | | | |
|------------------------------------|--------|--------|-------|--------|
| University Achievement of Measures | W&M | UVA | VCU | VPI |
| Total measures | 17 | 17 | 17 | 17 |
| Achieved measures | 17 | 17 | 16 | 17 |
| Percent achieved | 100.0% | 100.0% | 94.1% | 100.0% |

| Specific Performance Measures | | | | FY 2017 Result | | | |
|-------------------------------|--------------------|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----|---------|-----|
| Measure # | Measure Category | Measure | Benchmark | W&M | UVA | VCU | VPI |
| 1 | 1. Financial | Financial Statements and Internal Controls | a) An unqualified opinion from the Auditor of Public Accounts upon the audit of the public institution's financial statements; | Met | Met | Met | Met |
| 2 | 1. Financial | Financial Statements and Internal Controls | b) No significant audit deficiencies attested to by the Auditor of Public Accounts; | Met | Met | Met | Met |
| 3 | 1. Financial | Compliance with financial directives | c) Substantial compliance with all financial reporting standards approved by the State Comptroller; | Met | Met | Met | Met |
| 4 | 1. Financial | Accounts Receivable | 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 | Met | Met | Met | Met |
| 5 | 1. Financial | Accounts Payable | e) Substantial attainment of accounts payable standards approved by the State Comptroller including, but not limited to, any standards for accounts payable past due. | Met | Met | Met | Met |
| 6 | 2. Debt Management | Bond Rating | a) The institution shall maintain a bond rating of AA- or better; | Met | Met | Met | Met |
| 7 | 2. Debt Management | Investments | b) The institution achieves a three-year average rate of return at least equal to the imoney.net money market index fund; and | Met | Met | Met | Met |
| 8 | 2. Debt Management | Debt burden ratio | 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. – (maximum annual debt service on long term debt) divided by (total operating expenses plus principal and interest on capital related debt less research operating expenses) | Met | Met | Met | Met |
| 9 | 3. Human Resources | Turnover rate | 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 | Met | Met | Met | Met |
| 10 | 3. Human Resources | Internal progression | 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. | Met | Met | Not Met | Met |

| Specific Performance Measures | | | | FY 2017 Result | | | |
|-------------------------------|-------------------|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----|-----|-----|
| Measure # | Measure Category | Measure | Benchmark | W&M | UVA | VCU | VPI |
| 11 | 4. Procurement | SWAM Participation | a) The institution will substantially comply with its annual approved Small, Women and Minority (SWAM) procurement plan 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 | Met | Met | Met | Met |
| 12 | 4. Procurement | Procurement orders processed through eVA | 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. | Met | Met | Met | Met |
| 13 | 5. Capital Outlay | Capital projects within budget | 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; | Met | Met | Met | Met |
| 14 | 5. Capital Outlay | Owner requested change orders | 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 | Met | Met | Met | Met |
| 15 | 5. Capital Outlay | Competitive rates for leased office space | 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. | Met | Met | Met | Met |

| Specific Performance Measures | | | | FY 2017 Result | | | |
|-------------------------------|---------------------------|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----|-----|-----|
| Measure # | Measure Category | Measure | Benchmark | W&M | UVA | VCU | VPI |
| 16 | 6. Information Technology | Project Management | 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 | Met | Met | Met | Met |
| 17 | 6. Information Technology | Information Security | 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. | Met | Met | Met | Met |

APPENDIX G

RESULTS OF THE REVIEW OF THE FINANCIAL AND ADMINISTRATIVE STANDARDS FOR LEVEL TWO AND LEVEL THREE INSTITUTIONS

| Institution | Unqualified Opinion from APA | No Significant Audit Deficiencies | Substantial Compliance with Financial Reporting | Accounts Receivable Standards | Accounts Payable Standards | Complies with Debt Mgmt Policy | Within 15% of Turnover Rate Goal | Within 15% of SWaM Plan Goal | No less than 75% of Dollar Purchases from vendors in eVA | Complete IT projects under original budget | Complete capital projects under original budget | Score |
|---------------------------------------|------------------------------|-----------------------------------|-------------------------------------------------|-------------------------------|----------------------------|--------------------------------|----------------------------------|------------------------------|----------------------------------------------------------|--------------------------------------------|-------------------------------------------------|-------|
| | 12 | 12 | 12 | 10 | 10 | 10 | 6 | 6 | 6 | 8 | 8 | 100 |
| Christopher Newport University | Y | Y | Y | Y | Y | Y | Y | Y | inc. | Y | Y | 94 |
| Richard Bland College | Y | N(1) | Y | N | Y | Y | Y | Y | inc. | Y | Y | 72 |
| George Mason University | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | 100 |
| James Madison University | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | N | 92 |
| Longwood University | Y | N(2) | N | Y | Y | Y | Y | Y | Y | Y | Y | 76 |
| Norfolk State University | Y | Y | Y | N | Y | Y | Y | Y | Y | Y | Y | 90 |
| Old Dominion University | Y | Y | Y | Y | Y | Y | Y | Y | inc. | Y | N | 86 |
| Radford University | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | 100 |
| University of Mary Washington | Y | Y | Y | Y | Y | Y | N | Y | Y | Y | Y | 94 |
| University of Virginia's College at V | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | 100 |
| Virginia Community College System | Y | Y | Y | Y | Y | Y | Y | Y | inc. | Y | Y | 94 |
| Virginia Military Institute | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | 100 |
| Virginia State University | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | 100 |

Notes

Passing = 80 points; scoring system identical to prior assessments

N(1): a material weakness found in internal control pertaining to Richard Bland College's

financial reporting processes.

N(2): material weaknesses found pertaining to the University's database security and information system access controls and policies and procedures pertaining to capital asset financial reporting.

Schools marked Inc have reports not submitted to DGS for at least month of the reporting year, so percentage data for eVa cannot be compiled

JMU, and ODU had at least one project that exceeded the original budget, and both responded appropriately according to guidelines promulgated by the Finance and Administration secretariats

APPENDIX H

COMMENTS FROM LONGWOOD UNIVERSITY REGARDING ITS RESULTS FROM THE FINANCIAL AND ADMINISTRATIVE STANDARDS REVIEW



MEMORANDUM

TO: SCHEV

FROM: Taylor Reveley
President

DATE: September 4, 2018

RE: LU FY2016-17 Audit

Thanks to the support of the Commonwealth and prudent financial strategies on the part of successive presidential administrations at the University with the consultation and oversight of our Board of Visitors, Longwood is in a strong position today.

In your review of Longwood in relation to Financial and Administrative Standards and the University's FY2016-17 Audit, several considerations may offer meaningful insight.

Over FY2016-17, the Longwood University Foundation (Longwood's primary philanthropic foundation) experienced one of its most successful years to date, with net assets increasing 16.1% from \$69.4M to \$80.5M, an \$11.1M gain on the strength of fundraising activity and investment growth. Unfortunately, this pace did strain foundation staff resources, which resulted in untimely submissions to the Department of Accounts in the fall of last year. The University subsequently received firm assurance from the Foundation that going forward staffing levels are in order for preparation of all submissions in full accordance with proper timetables. In FY2017-18, the Foundation's net assets increased 14.7% year over year to \$92.4M.

In its FY2016-17 audit work relating to IT, the APA identified a material weakness regarding access controls to a database that supports the university's accounting and financial reporting. Longwood has been acting diligently on the APA's guidance and implementing complete and thorough measures in full accordance. As to the much broader issue of cybersecurity generally, during FY2016-17 in connection with hosting the U.S. Vice Presidential Debate, the University likewise met the exacting cybersecurity standards of the U.S. Secret Service.

Lastly, in its FY2016-17 audit, the APA also identified a material weakness regarding the University's capital asset reconciliation procedures. The University's business practice for over a decade had been to maintain two systems of record for capital assets, and Longwood is appreciative to the APA for drawing attention to the need for routine reconciliation of the systems, as well as ideally for software migration to a single system of record. The APA has verified that the amounts for depreciable and non-depreciable capital assets are materially accurate on the University's financial statements.

APPENDIX I

COMMENTS FROM RICHARD BLAND COLLEGE REGARDING ITS RESULTS FROM THE FINANCIAL AND ADMINISTRATIVE STANDARDS REVIEW



Richard Bland College of WILLIAM & MARY

TO: State Council of Higher Education for Virginia

DATE: September 6, 2018

SUBJECT: RBC Response to 2018 Financial and Administrative Standards Results

Please accept the following as Richard Bland College's response to SCHEV 2018 financial and administrative standards results.

Historical Perspective

Approval of the College's strategic plan (RBC-19) by the Board of Visitors in April 2013 affirmed the College's commitment to "establish and maintain a high performance organization and ensure financial ... sustainability." It is important to note that from the very beginning of this five-year planning cycle it was clear to the administration and the Board that achieving financial sustainability would be a long and arduous undertaking, in part because the necessary administrative infrastructure was not in place to ensure operational efficiency and effectiveness. The following slide was presented to the Board of Visitors at a meeting in April of 2014, indicating the envisioned trajectory. Achieving financial stability was envisioned as a first step toward financial strength and, ultimately, sustainability.



Even though Banner had been adopted as the College's ERP in 2004, the initial install of the Banner finance module was limited and used primarily as a transactional tool. In other words, although the Banner finance module was in place, it was not implemented in an optimal way, and the chart of accounts was not organized in a way that allowed for proper accounting of

transactions the way the system intended. In July 2016, RBC implemented a new release of Banner, revising its chart of accounts and working to incorporate the GASB reporting module in Banner finance to improve financial reporting. Stated succinctly, prior to FY17, there was an inadequate infrastructure (technology, policies/procedures, and staffing) in place to ensure the financial integrity of operations. Efforts to advance the strategic goal of implementing necessary changes to financial operations resulted in substantial turnover of financial staff, which placed the College in a very difficult situation with regard to financial controls.

Exacerbating the situation, just as the College began the slow and tedious climb toward financial stability, in 2013, GASB standards changed relative to group audit, which resulted in a more intense risk assessment of each entity represented in the consolidated audit report. In accordance with these new GASB standards, even though all three entities are governed by one board and a consolidated financial statement continued to be prepared, the Virginia Auditor of Public Accounts (APA) began to conduct a more in-depth audit of William & Mary, the Virginia Institute of Marine Sciences, and Richard Bland College. The APA's closer look at RBC finances not unexpectedly revealed numerous deficiencies.

At the request of the Board of Visitors, the Senior Vice President for Finance and Administration of William and Mary assessed the finance and administrative needs of Richard Bland College and in April, 2015, reported the following:

... significant investment is required to support current and future back office requirements and to meet state and federal policy and compliance requirements. Appendix A provides a summary of what we see as the required \$1.3 million investment.

The need for this investment should not be read as a criticism of the quality or work effort of RBC staff, but recognition that, regardless of institutional size or mission, back office operations, policies, procedures, and compliance requirements remain much the same. In addition, RBC's move to on-campus housing, the addition of intercollegiate athletics, and other program changes have increased its risk profile as student demand and expectations for services increase and requirements on staff expand.

This assessment also recognizes that, to date, the Commonwealth has provided limited incremental funding to RBC even as language in the Appropriations Act encourages entrepreneurship. Existing resources have followed the positive focus on strengthening and broadening RBC's academic programs and reach, leaving limited resources to support Finance and Administrative operations.

Increasingly concerned about the risk that RBC posed to W&M, the W&M Board's Audit Chairman met with the APA in 2013 to request an independent audit of Richard Bland College. Because the Board of Visitors governs both W&M and RBC, an independent audit was not an option; however, the APA did agree to report internal control weaknesses for William & Mary and Richard Bland College separately in its report to management beginning in FY 2016.

Not surprisingly, the APA identified a number of material and significant weaknesses in FY 2016. Compounding those issues, the APA was late in releasing its report due to a backlog of its audit work and staffing shortages within the agency. The APA did not finalize its report on FY 2016 until the September 2017 board meeting. Given the delay in the FY 2016 audit, many issues persisted into FY 2017 as well. RBC has been working diligently to correct findings in both reports since that time.

Progress Report – Improvements Abound

In order to address the findings identified in the College's first two independent audits, a Corrective Action Plan has been developed and implemented.

- FY2016 findings:
 - 11 of 14 findings have been corrected (including accounts receivable).
 - The remaining findings are in progress and are on schedule for completion before the end of 2018, as indicated in the Corrective Action Plan.
- FY2017 findings:
 - 4 of 11 findings have been corrected
 - The remaining items are all in progress and are scheduled for completion during the current fiscal year (FY2019), as indicated in the Corrective Action Plan.

The Path Forward

During the 2018 Virginia General Assembly session, Richard Bland College requested additional funding to address the audit findings. As shown in the final biennial budget for FY2019/FY2020, the College received appropriations of \$706,070 and seven positions in FY2019 and \$729,350 and seven positions in FY20 to address the financial management and operations recommendations of the Auditor of Public Accounts

In addition, RBC requested a Quality Assurance Review by the Virginia Department of Accounts to evaluate its internal controls and to provide recommendations to improve internal operations. As part of that review, RBC has placed renewed emphasis on implementing internal control practices that are consistent with the Commonwealth's Agency Risk Management and Internal Controls Standards (ARMICS). The implementation of ARMICS at the College will involve an annual assessment of the College's financial control systems in order to provide reasonable assurance of the College's fiscal processes, compliance with laws and regulations, and its stewardship over the assets appropriated to the College by the Commonwealth.

Sincerely,



Debbie L. Sydow, Ph.D., President

State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #C4 – Action on Regulations for Cybersecurity Student Loan Repayment Grant Program

Date of Meeting: September 17, 2018

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

Most Recent Review/Action:

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

Date:

Action:

Background Information/Summary of Major Elements: The purpose of this agenda item is to approve regulations for a Cybersecurity Student Loan Repayment Grant Program established during the 2018 General Assembly session. This new program replaces the Cybersecurity Public Scholarship Program. The following is a brief history of the two programs and the authorizing language for SCHEV to administer the program.

The **Cybersecurity Public Service Scholarship** was created within the 2016 Appropriation Act (Chapter 30, Item 144 J). The program provided \$20,000 scholarships to eligible students enrolled in an academic program that supported a career in cybersecurity. In exchange, students committed to work for a state agency upon completion. As the program developed, it was discovered that the program could not efficiently address the cybersecurity needs of the Commonwealth.

To improve the program, during the 2018 General Assembly created the **Cybersecurity Student Loan Repayment Grant Program**. This program differed from the scholarship program in that it no longer awarded funds to students who commit to working for the state; instead the program would provide an award to employees as they completed qualified employment in cybersecurity. The authorizing language is included below:

"I. Out of this appropriation, \$500,000 each year from the general fund is designated for the Cybersecurity Student Loan Repayment Grant Program (the Program) as a public-private initiative for the purpose of attracting to and retaining in qualified employment talented recent graduates and veterans to meet qualified employers' growing demand for cybersecurity professionals. The Program shall provide renewable grants of up to \$20,000 of matching state and employer funds on a competitive basis to an individual who (i) either (a)

graduated within the past year from a public institution of higher education or regionally accredited private institution of higher education with an undergraduate or graduate degree in computer science or another academic program recognized by the Council to prepare an individual for a career in cybersecurity and who resides in the Commonwealth or (b) has served on active duty in the Armed Forces of the United States, was discharged or released within the past year from such service under conditions other than dishonorable, gained experience or received training in computer science during such service, and resides in the Commonwealth and (ii) accepts an offer of employment in a computer science position with any federal or state organization, including any federal or state military or defense organization, that is located in the Commonwealth or any private organization that contractually provides cybersecurity services for any such federal or state organization and that is located in the Commonwealth. The State Council of Higher Education for Virginia shall administer and award grants pursuant to the Program and shall adopt regulations relating to recent graduate and veteran eligibility and academic or job qualifications, the application process, and identification and prioritization of qualified employers and qualified employment and may adopt such other regulations for the administration of the Program as it deems necessary.”

The regulations contained within this item are designed to support this new program. In development of the regulations, staff conferred with the offices of the Virginia Department of Veteran’s Services, Secretary of Veterans and Defense Affairs, Secretary of Education, Department of Human Resources, and Virginia Information and Technologies Agency (VITA), as well as provided notification to and consultation with various college and university academic offices.

Materials Provided: The recommended regulations are attached.

Financial Impact: Funds for this program are already appropriated. These regulations create no new financial impact.

Timetable for Further Review/Action: To begin expedient implementation of this program, staff recommends action at the September meeting.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the recommended regulations for the Cybersecurity Student Loan Repayment Grant Program, subject to appropriate promulgation process and, in addition, authorizes staff to create and implement appropriate forms and applications associated with the administration of the program.

Cybersecurity Student Loan Repayment Grant Regulations

8 VAC 40-170-10 Definitions

"Active-duty military" means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the secretary of the military department concerned. Such term includes the Air Force, Army, Coast Guard, Marines, Navy, and National Guard members operating under Title 10 of the United States Code but does not include full-time National Guard duty operating under Title 32 of the United States Code. [This definition is only applicable if the applicant attempts to qualify under the "separation from active duty service" provision under 8VAC 40-170– 20 B.2.]

"Award year" means the Commonwealth of Virginia's fiscal budget year, July 1 through June 30 of the following year.

"Contract" shall refer to the document detailing the program and employer contributions for a specific employee, including annual grant amounts and duration, in conformance with these regulations.

"Full-time employment" means an employee is assigned to non-restricted, classified, or other salaried positions that work the equivalent of 40 hours per week for 12 months per year.

"IT" refers to the field of Information Technology.

"Program" refers to the Cybersecurity Student Loan Repayment Grant Program.

"Private institution of higher education" includes each in-state nonprofit and proprietary private institution of higher education in the Commonwealth.

"Public institution of higher education" includes the System as a whole and each associate-degree granting and baccalaureate public institution of higher education in the Commonwealth.

"Qualified employment" refers to an employment position meeting the requirements of these regulations.

"Reside within Virginia" means an individual has secured physical housing located within the geographical boundaries of the Commonwealth of Virginia during the period of qualified employment under the contract.

"Staff" refers to employees of the State Council of Higher Education for Virginia assigned to the administration of this program.

"Student loan" refers to any qualified education loan obtained specifically to finance education or other school-related expenses. "Qualified education loan" does not include credit card debt, home equity loan, or revolving debt.

"Veteran" means an individual who has served on active duty in the Armed Forces of the United States and who was discharged or released from such service under conditions other than dishonorable.

8 VAC 40-170-20 Award details

From such funds as are available through appropriations and subject to matching employer funds, recipients will be eligible for up to \$20,000 total from a combination of program funds and employer match.

1. The employer match must be equal to or greater than the program match.
2. The actual award may be reduced based on available program funds and employer match.
3. Awards may be renewed for up to two times, for a maximum total of three years, subject to employer commitments upon initial awarding, available funds, number of applications, and prioritization of employer and position.

8 VAC 40-170-30 Recipient criteria

- A. Reside within Virginia during the period of employment in which the contract is in force.
- B. Begin full-time employment within one year of:
 1. Graduation from a public institution of higher education or regionally accredited private institution of higher education with an undergraduate or graduate degree in computer science or another academic program recognized by the Council to prepare an individual for a career in cybersecurity, or
 2. Separation from active duty service in the Armed Forces of the United States; was discharged or released from such service under conditions other than dishonorable, and gained experience or received training in computer science during such service.
- C. Accept an offer of qualified employment from a qualified employer located within the Commonwealth of Virginia.
 1. Qualified employers:
 - a. A state agency of the Commonwealth of Virginia
 - b. A federal agency of the US federal government
 - c. A federal or state military or defense organization
 - d. Any private organization that contractually provides cybersecurity services for any of the above organizations

2. Qualified positions:
 - a. Positions tagged with “#COVAcyberjobs” on jobs.virginia.gov are eligible.
 - b. Positions with role titles such as “Information Technology Specialist I-IV” and “Information Technology Manager I-III” are eligible.
 - c. Positions having a “cybersecurity” component or demonstrating a career-path that leads into cybersecurity responsibilities will be considered on a case-by-case basis.
 - d. Positions whose job descriptions include the following key words or combination of words may be considered on a case-by-case basis.
 - i. Cyber, cyber security, cyber-security, security, secure, securing, compliance, threat, detection, vulnerability, audit, compliance, protect, firewall, risk, incident
 - ii. Analyze, Collect and Operate, Investigate, Operate and Maintain, Oversight and Development, Protect and Defend, Securely Provision

8 VAC 40-170-40 Award prioritization

- A. Once funding for an award year has been fully committed, no further applications will be considered.
- B. Merit criteria may be considered for individual eligibility and may be utilized for any individual application not yet reviewed. The criteria may include, but is not limited to:
 1. Qualifying veteran status
 2. Cumulative grade point average for degree program
 3. Cumulative grade point average within major
 4. Amount of outstanding student loans
 5. Prior IT experience
- C. Employment position priority order:
 1. Positions explicitly supporting cybersecurity
 2. Positions with the title of Information Technology Management
 3. Positions with the title of Information Technology Specialist
 4. Positions with current cybersecurity responsibilities
 5. Positions whose career path leads directly into cybersecurity responsibilities
- D. Employer priority order:
 1. State agencies
 2. Private employers contracting with state agencies
 3. Military or defense organizations
 4. Federal agencies
 5. Private employers contracting with federal or military agencies

8 VAC 40-170-50 Participation process

- A. Individual certification of eligibility:
 - 1. The individual may submit an application for eligibility at any time within one year of either degree completion or separation from military.
 - 2. In the application, the individual must verify:
 - a. Physical residence within the Commonwealth
 - b. Is within one year of either:
 - i. graduation from a qualifying institution
 - ii. separation from active duty service from the US military
 - c. Amount of student loan debt
 - 3. Individuals meeting the requirements will be issued a certification of eligibility with an expiration date. Such certification does not convey any commitment by the individual to seek qualifying employment nor assurance that grant funds will be available.
- B. Employer certification and contract submission:
 - 1. Prior to advertisement or selection of applicants, the employer may seek confirmation that an open position is eligible under this program. Such verification does not convey any commitment by the employer to fill the position nor any assurance that grant funds will be available.
 - 2. To submit a contract proposal, the employer must certify:
 - a. The eligible individual has been or will be offered a qualifying position.
 - b. The individual meets all federal and state employment requirements, including having secured necessary security clearances required for the performance of the position.
 - c. The individual's education and/or training meet the requirements for the position being offered.
 - d. The eligible individual's has provided a Virginia home address.
 - e. The description of the position offered meets program requirements.
 - f. The employers offer on the amount and duration of the employer match.
 - g. If a private employer, provide verification of a current valid contract with the Commonwealth of Virginia or a Virginia state agency, federal agency, or qualifying military organization including how the position relates to that contract.
 - 3. SCHEV verification and contract approval:
 - a. Using information provided, SCHEV will verify whether the individual, the employer, and the position are each eligible under the program.
 - b. SCHEV will determine the amount and duration of the state matching commitment from the grant and that the employer match is in conformance with these regulations.

- c. There is no program commitment or reservation of funds until SCHEV has confirmed individual eligibility and has signed the contract identifying the state and employer program match and duration of agreement.

8 VAC 40-170-60 Grant administration

A. Fund Disbursement:

1. Every six months, the employee will receive half of the annual award (half of employer match and half of the grant match) after the employer certifies that
 - a. The employee remains employed full-time in the approved position and
 - b. The employer has completed payment of the employer matching requirement.
2. Disbursements from the grant will be made directly to the employee.

B. Grant Conditions:

1. Employment service time cannot be used to simultaneously satisfy the requirements of this program as well as:
 - a. Federal CyberCorp® Scholarship for Service,
 - b. Virginia Cybersecurity Public Service Scholarship, or
 - c. any other Commonwealth of Virginia employment incentive bonus.
2. The contract is null and void and no further grant disbursements will take place, if:
 - a. The applicant does not accept the offer of employment, inclusive of a program contract as part of the compensation package.
 - b. The applicant fails to secure and maintain initial or subsequent security clearances required for the approved position.
 - c. The employee leaves employment or is fired for cause.
 - d. The employee ceases to be employed full-time in a qualifying position.
 - e. The employer fails to fulfill the contract. In addition, the employer may be disqualified from future consideration for any contracts under this program.
 - f. The employee defaults on any student loan during the time of employment.
3. If the employee is subject to a layoff or other reduction in force, the employee may be considered for a pro-rata award based on the length of service if the employer certifies satisfactory performance during the time of eligible employment.

C. Eligibility for multiple grants:

1. Individuals may have no more than one contract in force at one time.
2. There are two paths to eligibility – via degree completion or separation from military service – therefore it is possible for an individual to meet the initial eligibility criteria multiple times. An employee may be considered for an additional grant under this program if the employee meets the recipient criteria under section 20 of this chapter and
 - a. Is offered a qualifying position of increased responsibility level within the organization, or

- b. Is offered a qualifying position of increased responsibility at another eligible employer.
- 3. No employee may receive a second grant contract for the same employment position or equivalent level of employment, either with the initial employer or any other eligible employer.

State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #C5 – Discussion of Proposed Policies and Guidance for Institutional Financial Aid Award Letters

Date of Meeting: September 17, 2018

Presenter: Lee Andes
Assistant Director for Financial Aid
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Most Recent Review/Action:

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

Date:

Action:

Background Information/Summary of Major Elements: The purpose of this agenda item is to review draft policies and guidance regarding institutional award letters. This task was assigned the SCHEV during the 2017 General Assembly session. The following provides a brief history regarding this issue and proposed draft language.

Institutional award letters provide incoming students with an itemized cost of education and financial aid offerings from all known sources. Based on these letters students determine the financial viability and responsibility of attending a particular institution. For new students, it is the only way to compare the cost of attending different institutions and an important part of ultimately determining the institutional “best fit” for the student.

Financial aid award letters are an important way to communicate with potential students. They often present information in the best possible way to attract students and do not provide direct financial comparison among institutions. This lack of standardization may cause confusion for students. For example, institutional charges are mixed allowances for books and transportation, loans are combined with grants and scholarships, and terminology is used differently by different institutions.

Several organizations have conducted independent reviews of award letters and made recommendations that are non-binding to institutions. The federal government partially addressed the situation by requiring that institutions utilize a standardized “federal shopping sheet” for all students using military education benefits. While the federal shopping sheet is an improvement over the typical award letters, it does not fully satisfy the concerns of the independent reviews.

To address these concerns, the 2017 Appropriation Act (Chapter 836, Item 144 K), assigned SCHEV with the task of reviewing the financial aid award letters of each public and private institution participating in state financial aid and developing policies and best practices to standardize the elements used in the award letters so that students could compare among institutions and make informed financial decisions.

Staff completed its review in the fall of 2017 and met with financial aid representatives to assist in drafting an initial set of policies. These initial policies were presented to financial aid directors in May 2018 by email and at a statewide conference of financial aid directors. SCHEV staff held a series of regional meetings across the state in June 2018, with a substantial majority of institutional representatives present, including private non-profit institutions.

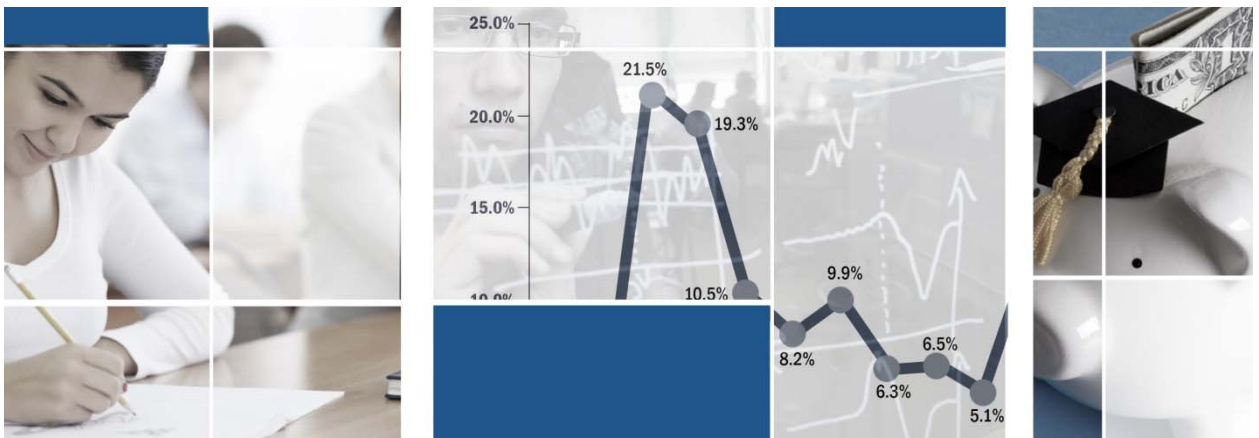
Based on these conversations, SCHEV staff released a revised version of the policies in July for additional review. The current draft before Council is the result of on-going discussions. Based on the responses received, staff believes that further changes, if any, will be only technical in nature.

Materials Provided: The draft recommended policies are attached.

Financial Impact: These policies create no new financial impact on the agency or the Commonwealth. It is possible that these policies could create incremental institutional expenses for purchase of time and software to make the necessary adjustments to award letters. It is not known at this time which institutions may be impacted or at how much cost.

Timetable for Further Review/Action: The policies are presented at this meeting are for review only. Final approval will be considered during the October meeting.

September 18, 2018



SCHEV Financial Aid Award Letters Policies and Guidance

For use by Virginia Institutions of Higher Education in order to standardize financial aid award letters

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SCHEV Financial Aid Award Letters Policies and Guidance

Authorizing Language

Pursuant to Item 144 of the 2017 Act of Appropriation, Chapter 836, the State Council of Higher Education (SCHEV) has conducted a review of the financial aid award letters for public institutions as well as those private institutions participating in the Virginia Tuition Assistant Grant program.

K. 1. The State Council of Higher Education for Virginia shall work with representatives of the higher education institutions receiving state financial aid or whose students receive tuition assistance grants and review the financial aid award letters utilized by these institutions by November 1, 2017. During this review, the Council shall identify opportunities for improvement as well as best practices for, but not limited to, clarity and completeness of the information provided on gift aid as well as student's responsibility regarding student loans or work-study, student's ability to compare financial aid award packages among these institutions to make informed financial choices, and the conditions under which these awards or outstanding balance might change.

2. The Council shall then develop and implement award letter policies so that the following information is available to the student (1) a breakdown of the components of the institution's cost of attendance, designating billable charges; (2) a clear identification of each award, indicating the type of aid; (3) the use of standardized terminology consistent with the National Association of Student Financial Aid Administrators (NASFAA); and (4) whether awards are conditional and renewal requirement criteria information.

3. The Council shall report its findings and provide a status report on the implementation of the policy and process changes to the House Appropriations and Senate Finance Committees by December 1, 2018.

SCHEV recognizes that the financial aid award letters are highly individualized and that the institutions utilize a number of different software platforms for creation and

distribution of their documents. Also, the mandate does not call for uniform appearance of the award letters; rather it calls for clarity, transparency, consistency, completeness, and comparability of individual components within the award letters.

To conform to the legislative mandate, the institutions shall implement the following on all comprehensive award notifications; however, to support utilization of individualized web portals and minimize the length of any single document, institutions should provide specific URLs or instructions when detailed or individualized information is best presented on-line. If an institution is solely utilizing on-line portals to provide award information, links or “tabs” providing the following information must be clearly labeled.

A sample of a compliant award letter must be submitted to SCHEV for review prior to utilization of the 2020-21 award letters.

Required Policies (legislative text included in bold/italic type):

The Council shall then develop and implement award letter policies so that the following information is available to the student (1) a breakdown of the components of the institution's cost of attendance, designating billable charges; (2) a clear identification of each award, indicating the type of aid; (3) the use of standardized terminology consistent with the National Association of Student Financial Aid Administrators (NASFAA); and (4) whether awards are conditional and renewal requirement criteria information.

The examples provided are merely examples and not intended as mandated templates.

1. COA and Billable Charges

"A breakdown of the components of the institution's cost of attendance, designating billable charges;"

The cost of attendance numbers must differentiate between "billable charges" (a.k.a. "direct charges" to include appropriate estimates of tuition, fees, institution-provided housing, meal plan, and any other cost payable to the institution) and other cost of attendance components (indirect costs and allowances).

Example 1.1

| Estimated Cost of Attendance – There are two categories within Cost of Attendance | |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Direct Costs | Items that are charged directly by the university, such as, tuition and fees, university provided room and board, health insurance, etc. |
| Indirect Costs | Other education-related expenses that vary based on your needs, such as transportation and personal expenses. |
| Estimated In-State Living On-Campus Fall/Spring | |
| Tuition and Fees | \$10,050 |
| Room | \$5,123 |
| Board (Meal Plan) | \$4,000 |
| Matriculation Fee | \$300 |
| Total Estimated Direct Costs | \$19,473 |
| Books | \$1,100 |
| Personal Expenses | \$2,000 |
| Transportation | \$500 |
| Total with Indirect Costs | \$23,073 |



Example 1.2

ESTIMATED COST OF ATTENDANCE (COA):

COA is divided into two categories, Direct Costs and Indirect Costs.

The Direct Costs below reflect the annual amounts for the 2020-21 academic aid year. Your direct costs may vary based on your housing selection and choice of meal plan. The following does not include indirect costs such as books, personal items, and travel costs. An estimate of these costs, for planning purposes, is on page two.

DIRECT COSTS

| | |
|-------------------------------------------------------------|-----------------|
| Tuition (Based on full-time enrollment 12-18 credit hours): | \$33,350 |
| Room and Board (average, on-campus): | \$9,684 |
| Accident Insurance (required for all students): | \$180 |
| Total Direct Costs | \$43,214 |

Page Two

INDIRECT COSTS

The Indirect Costs are those costs incurred for educational purposes that are not billable by the university.

| | |
|-----------------------------|----------------|
| Books and Supplies | \$1,000 |
| Transportation | \$690 |
| Other Educational Expenses | \$1,680 |
| Total Indirect Costs | \$3,370 |

COST OF ATTENDANCE IN THE 2020-21 ACADEMIC YEAR

| | |
|----------------------------------------|-----------------|
| Tuition and Fees | \$33,350 |
| Housing and Meals | \$9,684 |
| Books and Supplies | \$1,000 |
| Transportation | \$690 |
| Other Educational Expenses | \$1,680 |
| Total Direct and Indirect Costs | \$46,404 |

Example 1.3

COST OF ATTENDANCE AND CHARGES

| | |
|---------------------------------------------------------------|-----------------|
| Tuition and Fees (direct charge) | \$32,500 |
| Room and Board (direct charge) | \$5,000 |
| Total Direct Charges | \$37,500 |
| <i>Books and Supplies* (indirect charge)</i> | <i>\$1,000</i> |
| <i>Transportation* (indirect charge)</i> | <i>\$900</i> |
| <i>Personal and Miscellaneous* (indirect charge)</i> | <i>\$1,200</i> |
| Total Cost of Attendance (direct and indirect charges) | \$40,600 |

* Student may choose to accept financial aid up to full cost of attendance which will result in a refund to the students account intended to be used for indirect charges.

2. Award Type Identification

“A clear identification of each award, indicating the type of aid;”

Gift-aid must be visually separated (using one of - or a combination of - space, headings, color, font, etc.) from student work-study or student loans. The categories cannot be co-mingled and must be easily distinguishable.

Example 2.1

Your Grant and Scholarship Eligibility

Federal Grants

| | |
|--------------------|---------|
| Federal Pell Grant | \$5,920 |
| Federal SEOG | \$2,000 |

State Grants

| | |
|----------------------------------------|---------|
| Virginia Guaranteed Assistance Program | \$6,800 |
|----------------------------------------|---------|

Institutional Grants and Scholarships

| | |
|------------------------------|---------|
| University Merit Scholarship | \$2,000 |
|------------------------------|---------|

| | |
|--------------------------------------|-----------------|
| Total Grants and Scholarships | \$16,720 |
|--------------------------------------|-----------------|

| | |
|---------------------------------------------------------------|----------------|
| *Owed to the University after Grants and Scholarships: | \$6,353 |
|---------------------------------------------------------------|----------------|

Your Estimated Loan Eligibility

| | |
|--------------------------------|---------|
| Federal Direct Subsidized Loan | \$3,500 |
|--------------------------------|---------|

| | |
|----------------------------------|-------|
| Federal Direct Unsubsidized Loan | \$853 |
|----------------------------------|-------|

| | |
|------------------------------------|----------------|
| Total Student Loan Offered* | \$4,353 |
|------------------------------------|----------------|

| | |
|-------------------------------------------------------------------------------------------|----------------|
| *Your direct net cost if you choose to accept the full amount of both loan offers: | \$2,000 |
|-------------------------------------------------------------------------------------------|----------------|

Additional Educational Resources

| | |
|---------------------|---------|
| Federal Work Study* | \$2,000 |
|---------------------|---------|

***Federal Work Study does not pay directly to the bill and is contingent upon employment in an eligible position.**



Example 2.2

| Total Grants & Scholarships (Gift Aid, no repayment needed) | | | |
|-------------------------------------------------------------|-----------------|-----------------|-----------------|
| Institutional Grants | Fall | Spring | Totals |
| Deans Award Grant | \$4,000 | \$4,000 | \$8,000 |
| Need-Based Grant | \$2,999 | \$2,998 | \$5,997 |
| FAFSA Filers Grant | \$500 | \$500 | \$1,000 |
| Federal Grants | | | |
| Federal Pell Grant | \$2,960 | \$2,960 | \$5,920 |
| Federal SEOG | \$500 | \$500 | \$1,000 |
| State Grants | | | |
| VGAP | \$5,000 | \$5,000 | \$10,000 |
| 2-Yr Transfer | \$1,000 | \$1,000 | \$2,000 |
| External Scholarships | | | |
| Friedman Scholarship | \$1,000 | \$1,000 | \$2,000 |
| Pence Scholarship | \$500 | \$500 | \$1,000 |
| Church Scholarship | \$500 | \$500 | \$1,000 |
| Club Scholarship | \$250 | \$250 | \$500 |
| Total Gift Aid | \$19,209 | \$19,208 | \$38,418 |
| Federal Loans (To be repaid) | | | |
| Fed. Direct Sub. Loan | \$2,750 | \$2,750 | \$5,500 |
| Fed. Direct Unsub. Loan | \$1,000 | \$1,000 | \$2,000 |
| Work Study (Not deducted from bill) | | | |
| Federal Work Study | \$1,000 | \$1,000 | \$2,000 |
| 2020-21 Award Package | \$22,959 | \$22,958 | \$45,918 |



Example 2.3

| 2020-21 Award Information | |
|-------------------------------------|--------------------|
| VGAP Grant | \$11,000.00 |
| 2-YR CLG Transfer Grant | \$3,000.00 |
| Merit Scholarship | \$5,000.00 |
| Milton Scholarship | \$2,000.00 |
| Total Gift Aid | \$21,000.00 |
| Federal Work Study* | \$1,500.00 |
| Federal Direct Subsidized Loan** | \$5,500.00 |
| Federal Direct Unsubsidized Loan*** | \$2,000.00 |
| Total 2020-21 Award | \$30,000.00 |

3. Standardized Terminology

“The use of standardized terminology consistent with the National Association of Student Financial Aid Administrators (NASFAA);” and

- For terms that are defined by NASFAA, the definitions and use should be consistent with the NASFAA glossary of terms, available at:
https://www.nasfaa.org/news-item/3976/Glossary_of_Terms_for_Award_Notifications.
- When terms are otherwise undefined by NASFAA, the U.S. department of education’s definitions should be utilized, available at:
<https://studentaid.ed.gov/sa/glossary>.

4. Terms and Conditions

“Whether awards are conditional and renewal requirement criteria information”

- Instructions must be provided on how to review renewal criteria for all federal, state, or institutional grants and scholarships.
- Information about Lifetime Eligibility Used restrictions should be included for the Federal Pell Grant and Federal Direct Subsidized and Unsubsidized loan programs.
- If the Federal Shopping Sheet is issued, it must designate conditional gift aid and include a URL to an institutional webpage listing the renewal criteria.



Example 4.1

- *Deans Award requires at least 3.0 GPA and [Satisfactory Academic Progress](#).
- *FAFSA Filer Grants requires annual [FAFSA](#) submission by priority deadline of April 15th.
- *Need-Based Grant based on annual submission of [CSS Profile](#).
- *Federal Supplemental Grant requires [FAFSA](#) submission expected family contribution ([EFC](#)).
- *Federal Pell Grant requires [FAFSA](#) submission and is based on enrollment and EFC.
- *Virginia Tuition Assistance Grant requires submission of [VTAG Application](#).

Example 4.2

VGAP eligibility criteria/renewal information can be found here:
<http://schev.edu/index/tuition-aid/financialaid/state-student-aid/virginia-guaranteed-assistance-program>

Virginia Commonwealth Award eligibility criteria/renewal information can be found here:
<http://schev.edu/index/tuition-aid/financialaid/state-student-aid/virginia-commonwealth-award-program>

Merit Scholarships require a 3.0 GPA, and continuous full-time enrollment.

Milton Scholarships require 30 hours of community service per academic year and satisfactory academic progress.

Example 4.3

University Merit Scholarship Renewal Information

Freshmen scholarships will expire after four years of undergraduate study or upon earning an undergraduate degree; whichever occurs first. Transfer scholarships will expire after three years of undergraduate study or upon earning an undergraduate degree, whichever occurs first. Students must maintain a cumulative 3.25 GPA and complete 30 hours each academic year. If the renewal criterion is not met, the scholarship will be revoked at the conclusion of the spring semester. At any time, the scholarship will be reinstated if the student should meet the renewal criteria.

Best practices

During this review, the Council shall identify opportunities for improvement as well as best practices for, but not limited to, clarity and completeness of the information provided on gift aid as well as student's responsibility regarding student loans or work-study, student's ability to compare financial aid award packages among these institutions to make informed financial choices, and the conditions under which these awards or outstanding balance might change.

1. Clarity and Completeness

"clarity and completeness of the information provided on gift aid"

Components

- a. Avoid providing too much information within a single document. The award document's primary purpose should be to provide the applicant with sufficient understanding of the cost to the student; including, the assumptions used to derive the costs, the conditions under which the awards might change, net billable cost, options to cover those costs (self-help via loans and work-study), a reminder of responsibilities when using self-help, and next steps.
- b. Talk simply. Use language that falls between 9th and 12th grade level (for example, gunning-fog index - <http://gunning-fog-index.com/> or other evaluation tool); minimize professional jargon.
- c. Avoid dense text by utilizing white space, bullet points, color, and/or graphics to draw the eye to important information and delineate sections of the award letter, while maintaining an appropriate balance of brevity and clarity.
- d. On-line: consider utilization of "hover links" for definitions of unique terms to reduce need to consult a glossary or leave current webpage.
- e. Critical information should be contained within the first 3 pages. If information beyond page 3 is important, then consider use of a prompt (i.e. "For more information on loan rights and responsibilities, see page X.")



- f. Appropriate information flow is critical to ensure understanding so it is recommended that the institution present the elements in a specific order: list billable charges first (or COA with billable charges designated), then gift aid, followed by the estimated student responsibility to the institution. This net billable charge becomes the number that is then compared between award letters. Lastly, a list of potential loans and work study provides options for covering the student's remaining need.
- g. Provide a succinct explanation of the methodology and source information for determining cost of attendance allowances.

Delivery

- a. Recognizing that an increasing number of students access information from their mobile-device, create web pages that have responsive web design rather than merely adapted for a smaller screen.
- b. All forms of the award letter should have a similar look and presentation, whether delivered by paper, on-line, or via electronic delivery.
- c. Consider cross-marketing by including financial aid process/deadline reminders in admissions letters.

2. Loan and Work Responsibilities

"student's responsibility regarding student loans or work-study"

- a. The award document should indicate that loans must be repaid.
- b. Information about, or clear direction to, the borrower's rights and responsibilities should be available within close proximity of the list of student loan awards (appropriate link to student loans or studentaid.gov would suffice).
- c. The award document should indicate that work-study (if awarded) is estimated, not guaranteed, and depends upon securing an eligible position.
- d. If the Federal Shopping Sheet is issued, it should provide either the above information or a URL directing students to additional loan and work-study information.



- e. Provide total debt incurred to date, projected total student loan debt upon graduation (inclusive of private student loans) at current annual rate of borrowing (based on time to degree) and projected monthly payment (or links to student loan aggregators and calculators).
- f. Consider language that is designed to encourage students to minimize borrowing.

Example 2.1

Federal Pell Grant amount is based on FAFSA derived Expected Family Contribution (EFC), Cost Of Attendance (COA), enrollment status, and attendance. The Pell grant can be received for no more than 12 semesters.

Federal Direct Subsidized Loans are available to undergraduate students with financial need. The federal government pays the interest on Subsidized loans while the student is enrolled at least half-time. SAP is required for federal loans. Federal Unsubsidized Loans are available students regardless of need. Unsubsidized loans begin to accrue interest upon disbursement. Students are limited to annual and lifetime aggregates based on dependency status and standing.

| | |
|--------------------------------------------|------------------------------------------------------------------------------------------|
| Freshmen (Dependent) | \$3,500 Subsidized Loan per academic year \$2,000 Unsubsidized Loan per academic year |
| Sophomores (Dependent) | \$4,500 Subsidized Loan per academic year \$2,000 Unsubsidized Loan per academic year |
| Juniors and Seniors (Dependent) | \$5,500 Subsidized Loan per academic year \$2,000 Unsubsidized Loan per academic year |

Independent students are eligible to receive additional Unsubsidized loan:

| | |
|-----------------------------------------------|----------------------------------------------------|
| <i>Freshmen /Sophomores (Independent)</i> | <i>\$6,000 Unsubsidized Loan per academic year</i> |
| <i>Juniors/Seniors (Independent)</i> | <i>\$7,000 Unsubsidized Loan per academic year</i> |



Example 2.2

***Federal Work Study contingent upon securing FWS employment.**

****Federal Subsidized Loans do not accrue interest while the student is enrolled at least half-time in a degree-seeking program. Loans have to be repaid; borrowers must complete Entrance Counseling and a Master Promissory Note at <https://studentloans.gov>.**

*****Federal Unsubsidized Loans accrue interest at the time of disbursement. Loans have to be repaid; borrower must complete Entrance Counseling and a Master Promissory Note at <https://studentloans.gov>.**

3. Comparability

“student’s ability to compare financial aid award packages among these institutions

- When comparing award packages, the applicant should be able to focus on the net owed to the institution (direct charges less gift aid). This calculation should not be confused with, and therefore should not include, the terms “net price” or “net cost,” which refer to the nationally recognized calculation of cost of attendance less scholarship and grant aid.
- The information should be arranged so that the applicant is able to quickly identify the following components on the award letter: total direct charges, total COA, and total gift aid.

Example 3.1

DIRECT COST AFTER GRANT AND SCHOLARSHIP AID

Your total direct price is calculated as: Total Direct Costs minus Total Gift Aid

| | |
|-------------------------------------------|-------------------------------------|
| Direct Costs \$41,440 – Gift Aid \$25,600 | Total Direct Price: \$15,840 |
|-------------------------------------------|-------------------------------------|

Example 3.2

Net Direct Price

Your Net Direct Price is your Billable Charges minus your Accepted Financial Aid.

| | |
|-----------------------------------|-----------------|
| Billable Charges | \$16,000 |
| Grants and Scholarships | \$6,500 |
| Net Direct Price after Aid | \$9,500 |

4. Potential Award Changes

“the conditions under which these awards or outstanding balance might change”

- The award letter should make it very clear whether any additional documentation or other action by the student is required.
- The notification may provide a standard list of conditions - such as residency status, enrollment level, student housing assumptions, known gift aid, etc. - that might impact the estimated awards. Any grants and scholarships that have other conditions should be clearly designated and instructions provided directing the student to the eligibility criteria.
- If the Federal Shopping Sheet is issued, it must provide either the above information or a URL directing students to the conditions.

5. State Program Nomenclature

Use consistent nomenclature of state aid programs, indicating the source of state funds. Either spell out the full name of the program or abbreviate individual portions, such as:

- Virginia Guaranteed Assistance Program: Virginia Guaranteed Assistance Program, VA Guaranteed Assistance Program, or VGAP. The addition of class level as a post-script, such as “VGAP-FR” or “VGAP-SR”, is acceptable.
- Virginia Commonwealth Award (undergraduate or graduate): Virginia Commonwealth Award, VA Commonwealth Award
- Virginia Tuition Assistance Grant Program: Virginia Tuition Assistance Grant, VTAG, TAG.
- Virginia Two-Year College Transfer Grant: Virginia Two-Year College Transfer Grant, VA Two-Year College Transfer Grant, 2-YR CTG.
- Virginia Military Survivors and Dependent Education Program: Virginia Military Survivors and Dependent Education Program, VA Military Service Dep. Program, VMSDEP.

6. Terminology

Use consistent terms identifying loans.

- Utilize “federal” for all federal student loans to help the student distinguish between a federal student loan and any other loan.
- Incorporate “loan” at the end of the description for all aid programs requiring repayment.

7. Next Steps

The letter should include “next steps” for the student. What does the applicant do with the information provided or what are the next steps to the process? This can be in the form of a highlighted statement, list of deadlines, and/or financial aid process, as appropriate for when the award letter is released.

8. Institutional information

- **Contact Information:** Institutional financial aid office contact information should be clear and easily located.
- **Direct URL:** A Direct URL (do not require a series of “clicks”) to the institutional financial aid webpage should be provided.

9. NASFAA Recommendations

It is recommended that institutions refer to the NASFAA’s work on student loan award letters for lessons learned.

http://www.nasfaa.org/Improving_Award_Letters_and_Consumer_Information

10. SCHEV Resources

- When available, include a URL to SCHEV’s student loan resource and education course webpages.
- When available, include a URL to SCHEV’s webpage providing information on comparing award letters, glossary, and loan information.

State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #C6 – Annual Report on Higher Education Funding

Date of Meeting: September 17, 2018

Presenter:

Peter Blake

Director

pblake@schev.edu

Wendy Kang

Interim Director for Finance Policy

wendykang@schev.edu

Most Recent Review/Action:

☐ No previous Council review/action

☒ Previous review/action

Date: September 18, 2017

Action: SCHEV staff provided a update on the condition of higher education funding

Background Information/Summary of Major Elements:

The purpose of this agenda item is to provide an update on the current state of higher education funding in Virginia and to provide total estimated funding needs based on the model developed in 2011 under the Virginia Higher Education Opportunity Act. These estimates provide a background and foundation of the total funding needs in Virginia as the Council considers funding recommendations for FY2020.

The Condition of Virginia Higher Education Funding

Fluctuations in state funding that result from cyclical economic conditions in Virginia present a challenge to our public higher education institutions and the state's students and families. Over the last 25 years, the percent of total available state general fund provided to higher education has declined. While this is largely due to increasing state demands in other sectors, such as healthcare and secondary education, the result has been that institutions have relied on revenues from tuition and fees to make up the difference.

Further, based on the most recent national data, Virginia is ranked 41st in the country in terms of general fund support for higher education on a per student basis. All but three states in the Southern Regional Education Board (SREB) ranked above the Commonwealth.

Overall, Virginia's higher education system receives over \$9 billion annually through general fund and nongeneral fund support. The largest program area relates to education and general (E&G) operations. E&G programs include the core function of instruction, research, public service, academic support, student service, institutional support and operation and maintenance of educational facilities. Other program areas include financial aid, including state, federal and other types of aid; auxiliary enterprises, including funding to operate dormitories, athletic facilities and other support services; sponsored research, including federal, state and corporate funding for research; and other funding to support higher education centers and other programs.

2019-20 Appropriations to Higher Education (in millions)

| Program | GF | NGF | Total |
|--------------------------------------|-----------|-----------|-----------|
| Educational and General ¹ | \$1,638.5 | \$3,332.6 | \$4,971.1 |
| Financial Aid | \$321.5 | \$277.5 | \$599.0 |
| Auxiliary Enterprise | | \$1,774.5 | \$1,774.5 |
| Sponsored Research ² | \$63.4 | \$1,638.4 | \$1,701.8 |
| Institutions Total | \$2,023.4 | \$7,023.0 | \$9,046.4 |
| Other ³ | \$158.6 | \$196.2 | \$354.8 |
| Higher Education Total | \$2,182.0 | \$7,219.2 | \$9,401.2 |

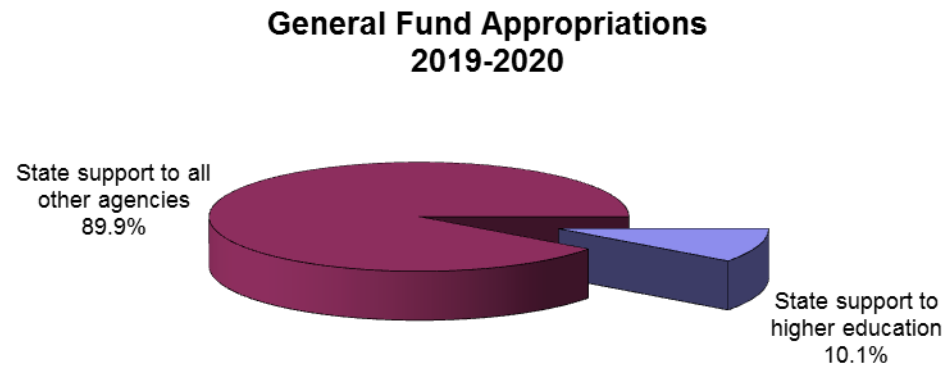
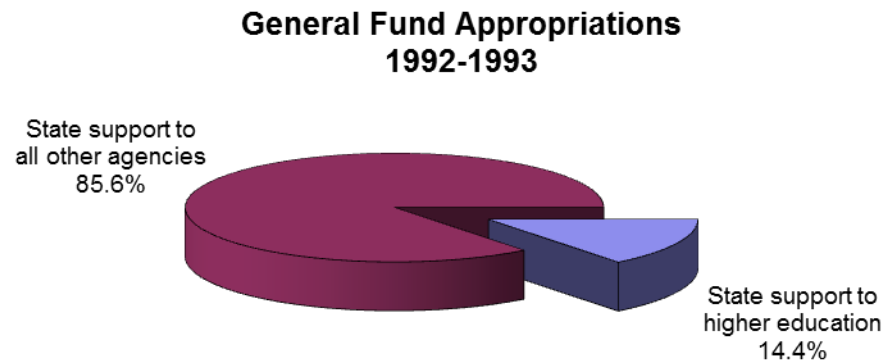
Notes:

(1) Includes funding for higher education institutions, Virginia Institute for Marine Science, Virginia Tech extension, and Virginia State University extension.

(2) Includes funding for Higher Education Research Initiative.

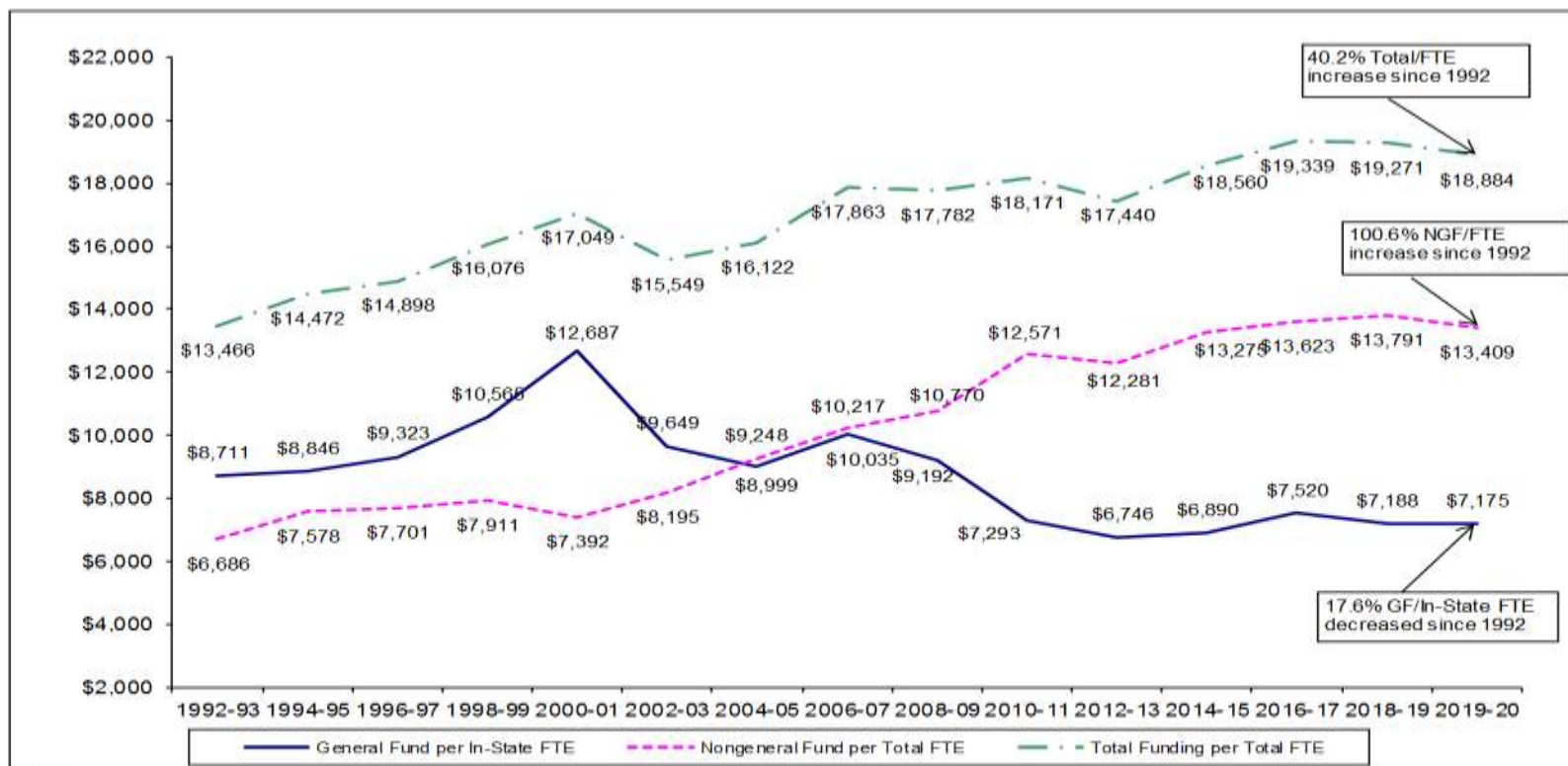
(3) Includes funding for affiliates such as higher education centers, VCCS economic development service, interest earnings, and SCHEV etc.

Over time, the percentage of public higher education general fund appropriations of the total state general fund appropriations in Virginia has declined from 14.4% to 10.1% from FY1993 and FY2020. This aggregate decline in state funding has been masked by increases in funding when the economy is doing well followed by decreases in funding when the economy contracts.



On a per student basis, general fund appropriations declined by 17.6% at four-year institutions and 3.6% at Virginia community colleges between FY1993 and FY2020. In contrast, tuition revenues from all sources increased by 100.6% for four-year institutions and 95.6% for Virginia community colleges during the same time period. This means Virginia's students and their families are paying an increasing portion of college costs.

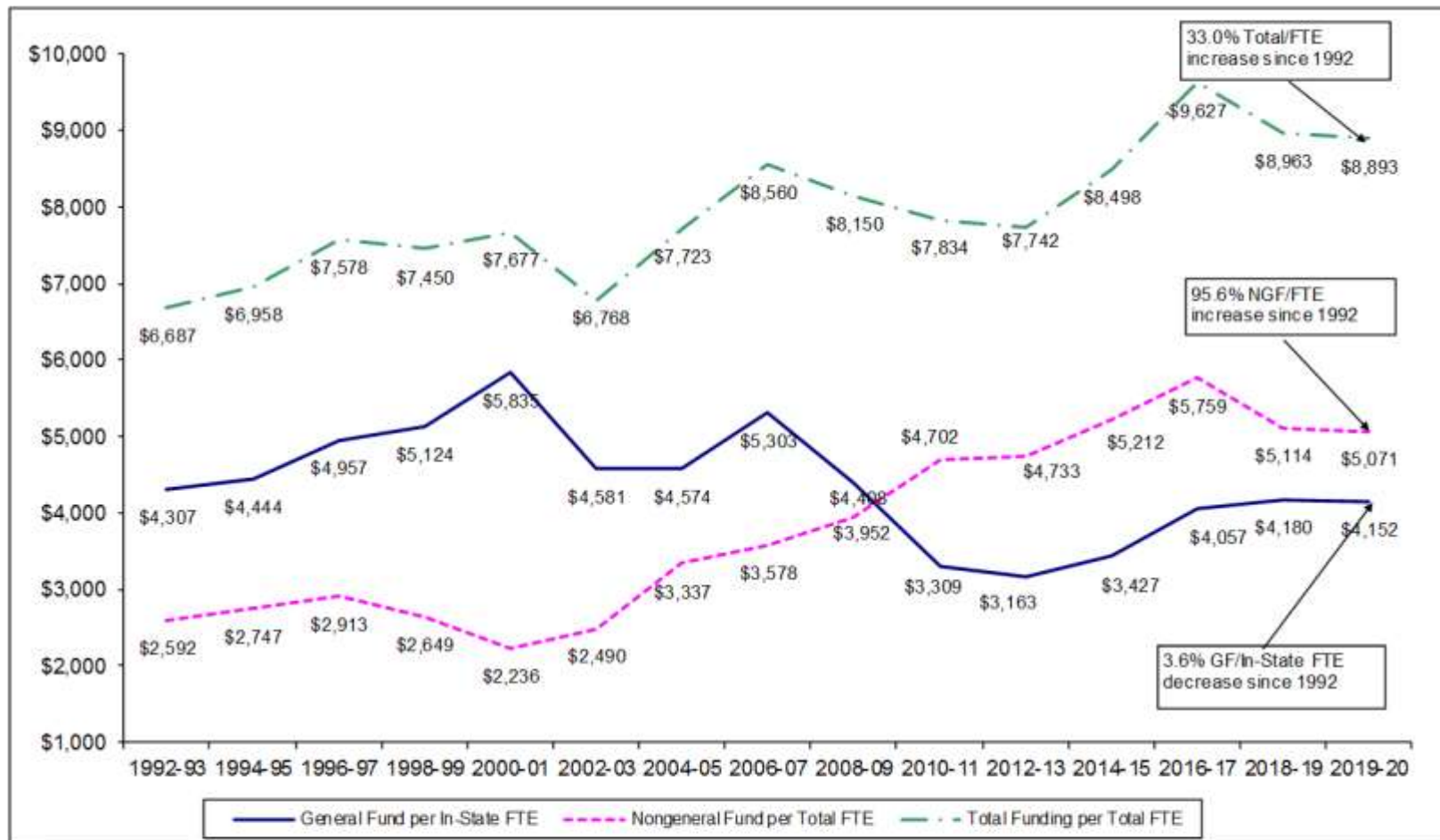
Average Funding per FTE Student at Four-Year Institutions (in 2019-20 Constant Dollars)



Notes:

- (1) Total Funding per Total FTE is not the sum of General Fund per In-State FTE and Nongeneral Fund per Total FTE.
- (2) FY18-FY20 enrollments were projected. All other years were based on actual enrollments.
- (3) Funding by fund comes from Chapter 2, 2018.
- (4) FY10 and FY11 Nongeneral Fund per Total FTE include funding from the American Recovery and Reinvestment Act of 2009.
- (5) General fund per in-state FTE has decreased by 43.4% from the peak year of FY2001 to FY2020.

Average Funding per FTE Student at Virginia Community Colleges (in 2019-20 Constant Dollars)



Notes:

- (1) Total Funding per Total FTE is not the sum of General Fund per In-State FTE and Nongeneral Fund per Total FTE.
- (2) FY18-FY20 enrollments were projected. All other years were based on actual enrollments.
- (3) Funding by fund comes from Chapter 2, 2018.
- (4) FY10 and FY11 Nongeneral Fund per Total FTE include funding from the American Recovery and Reinvestment Act of 2009.
- (5) General fund per in-state FTE has increased by 28.8% from the peak year of FY2001 to FY2020.

Based on the nominal data that states submitted to the State Higher Education Executive Officers (SHEEO) in 2017, Virginia ranked 37th for state and local appropriations per student. Our neighboring states to the north and south ranked substantially higher— North Carolina ranked 11th and Maryland ranked 13th.

While the national average for state and local appropriations was \$7,642 in 2017 based on the SHEEO data, Virginia's appropriation per student was \$1,843 lower at \$5,799. North Carolina's appropriation per student was \$8,778 for the same time period. Maryland's appropriation per student was \$8,741.

Virginia lags behind regionally as well in 2017. Of the 16 Southern Regional Education Board (SREB) states, Virginia ranked 11th for the state support per student.

While Virginia ranks low in per student state and local funding support and high for tuition and fees, the Commonwealth ranks 23rd for total revenues per student—indicating that the combination of state and local appropriations and tuition and fees place Virginia in the middle of the rank compared to other states.

The table on the following page provides detailed information by state in the categories described above.

FY2017 Public Higher Education Support per Student¹

| State and Local Approp. Per FTE | | | Tuition and Fee Revenue Per FTE | | | Total Revenue per FTE | | |
|---------------------------------|----------|---------|---------------------------------|----------|---------|-----------------------|----------|---------|
| State | Per FTE | Ranking | State | Per FTE | Ranking | State | per FTE | Ranking |
| Alaska | \$16,391 | 1 | Delaware | \$17,778 | 1 | Delaware | \$23,863 | 1 |
| Wyoming | \$15,821 | 2 | Vermont | \$16,488 | 2 | Alaska | \$23,693 | 2 |
| Illinois | \$15,468 | 3 | Michigan | \$13,729 | 3 | Illinois | \$22,379 | 3 |
| Hawaii | \$15,367 | 4 | Pennsylvania | \$11,840 | 4 | Connecticut | \$21,924 | 4 |
| New York | \$10,636 | 5 | Connecticut | \$11,643 | 5 | Hawaii | \$21,865 | 5 |
| Connecticut | \$10,281 | 6 | New Hampshire | \$11,018 | 6 | Michigan | \$19,695 | 6 |
| California | \$10,157 | 7 | New Jersey | \$10,657 | 7 | Vermont | \$19,049 | 7 |
| Nebraska | \$9,274 | 8 | Alabama | \$10,342 | 8 | Wyoming | \$18,505 | 8 |
| North Dakota | \$8,976 | 9 | Colorado | \$10,212 | 9 | New Jersey | \$17,720 | 9 |
| New Mexico | \$8,932 | 10 | Indiana | \$10,067 | 10 | North Dakota | \$17,221 | 10 |
| North Carolina | \$8,778 | 11 | Iowa | \$9,345 | 11 | Maryland | \$16,967 | 11 |
| Massachusetts | \$8,741 | 12 | South Dakota | \$9,322 | 12 | Maine | \$16,935 | 12 |
| Maryland | \$8,684 | 13 | Virginia | \$9,279 | 13 | New York | \$16,763 | 13 |
| Idaho | \$8,254 | 14 | South Carolina | \$9,233 | 14 | Indiana | \$16,344 | 14 |
| Georgia | \$8,080 | 15 | Maine | \$9,201 | 15 | Pennsylvania | \$16,271 | 15 |
| Maine | \$7,733 | 16 | Rhode Island | \$9,052 | 16 | Nebraska | \$15,665 | 16 |
| Texas | \$7,356 | 17 | Minnesota | \$8,625 | 17 | Massachusetts | \$15,492 | 17 |
| Washington | \$7,295 | 18 | Oregon | \$8,621 | 18 | Minnesota | \$15,400 | 18 |
| Tennessee | \$7,225 | 19 | Maryland | \$8,282 | 19 | Alabama | \$15,313 | 19 |
| New Jersey | \$7,062 | 20 | Arizona | \$8,259 | 20 | Iowa | \$15,163 | 20 |
| Nevada | \$7,046 | 21 | North Dakota | \$8,245 | 21 | Rhode Island | \$15,156 | 21 |
| Minnesota | \$6,775 | 22 | Ohio | \$7,958 | 22 | Oregon | \$15,135 | 22 |
| Arkansas | \$6,757 | 23 | Alaska | \$7,301 | 23 | Virginia | \$14,996 | 23 |
| Kentucky | \$6,623 | 24 | Illinois | \$7,183 | 24 | Colorado | \$14,606 | 24 |
| Oregon | \$6,514 | 25 | West Virginia | \$7,137 | 25 | South Dakota | \$14,324 | 25 |
| Florida | \$6,484 | 26 | Massachusetts | \$6,751 | 26 | South Carolina | \$14,153 | 26 |
| Indiana | \$6,455 | 27 | Kentucky | \$6,696 | 27 | New Hampshire | \$13,977 | 27 |
| Utah | \$6,380 | 28 | Kansas | \$6,678 | 28 | Ohio | \$13,549 | 28 |
| Delaware | \$6,327 | 29 | Montana | \$6,585 | 29 | North Carolina | \$13,455 | 29 |
| Rhode Island | \$6,104 | 30 | Hawaii | \$6,498 | 30 | Kentucky | \$13,319 | 30 |
| South Dakota | \$6,083 | 31 | Nebraska | \$6,390 | 31 | Tennessee | \$13,189 | 31 |
| Michigan | \$5,957 | 32 | Wisconsin | \$6,181 | 32 | Arizona | \$13,098 | 32 |
| Wisconsin | \$5,953 | 33 | Tennessee | \$6,147 | 33 | Georgia | \$12,965 | 33 |
| Mississippi | \$5,892 | 34 | New York | \$6,126 | 34 | Washington | \$12,797 | 34 |
| Kansas | \$5,847 | 35 | Oklahoma | \$6,073 | 35 | California | \$12,694 | 35 |
| Iowa | \$5,818 | 36 | Mississippi | \$6,009 | 36 | New Mexico | \$12,535 | 36 |
| Virginia | \$5,799 | 37 | Arkansas | \$5,612 | 37 | Kansas | \$12,525 | 37 |
| Montana | \$5,747 | 38 | Washington | \$5,502 | 38 | Texas | \$12,399 | 38 |
| Missouri | \$5,691 | 39 | Utah | \$5,475 | 39 | Montana | \$12,332 | 39 |
| Alabama | \$5,669 | 40 | Missouri | \$5,174 | 40 | Idaho | \$12,279 | 40 |
| Oklahoma | \$5,665 | 41 | Louisiana | \$5,153 | 41 | Wisconsin | \$12,134 | 41 |
| Ohio | \$5,592 | 42 | Texas | \$5,043 | 42 | Mississippi | \$11,901 | 42 |
| South Carolina | \$5,506 | 43 | Georgia | \$4,893 | 43 | Utah | \$11,855 | 43 |
| Arizona | \$5,148 | 44 | North Carolina | \$4,677 | 44 | Oklahoma | \$11,739 | 44 |
| Louisiana | \$4,892 | 45 | Nevada | \$4,340 | 45 | Arkansas | \$11,639 | 45 |
| West Virginia | \$4,745 | 46 | Idaho | \$4,024 | 46 | Nevada | \$11,386 | 46 |
| Pennsylvania | \$4,431 | 47 | New Mexico | \$3,602 | 47 | West Virginia | \$11,171 | 47 |
| Colorado | \$4,394 | 48 | Florida | \$3,271 | 48 | Missouri | \$10,865 | 48 |
| Vermont | \$3,017 | 49 | Wyoming | \$2,719 | 49 | Louisiana | \$10,045 | 49 |
| New Hampshire | \$2,959 | 50 | California | \$2,536 | 50 | Florida | \$9,755 | 50 |
| US | \$7,642 | | US | \$6,572 | | US | \$14,151 | |

Note: (1) Data includes tax appropriations, state funded endowment earnings, and financial aid but excludes enrollment and revenue related to agricultural, medical and research funding. FTE enrollment includes both in-state and out-of-state students.

Source: SHEF Report 2017 by the State Higher Education Executive Officers (SHEEO).

Virginia's Funding Model for Higher Education and Estimated Need in FY 2020

The General Assembly enacted the Virginia Higher Education Opportunity Act of 2011 for the purpose of fueling strong economic growth in the Commonwealth and preparing Virginians for the top job opportunities in the knowledge-driven economy of the 21st century. This legislation, also known as the Top Jobs Act or TJ21, grew out of the recommendations of the Governor's Commission on Higher Education Reform, Innovation and Investment.

TJ21 provided (i) a new higher education funding policy; (ii) the calculation of the state general fund share of an institution's basic operations and instruction funding need; (iii) per-student enrollment-based funding; (iv) targeted economic and innovation incentives; (v) the creation of a STEM Public-Private Partnership; and (vi) the creation of a Higher Education Advisory Committee.

TJ21 established a new funding model for the Commonwealth with four components to provide Virginians with access to a college at an affordable cost and to create incentives for Virginia student enrollment growth:

Institution's basic operations and instruction funding need [§23.1-303](#)

Per-student enrollment-based funding [§23.1-304](#)

Need-based financial aid [§23.1-306](#) and

Targeted economic and innovation incentives [§23.1-305](#)

A summary of the calculated funding need is presented below according to the funding model. Each item in the table is calculated based on the following assumptions:

- Cost of education – projected FY2018 student enrollment and institutions' FY2020 general fund appropriations and FY2020 estimated tuition revenue from six-year plans
- Faculty salaries – projected 60th percentile goal in FY2020
- Paragraph C of §23.1-303 – The Higher Education Opportunity Act says, "State general funds shall be allocated and appropriated to institutions in a fair and equitable manner such that, to the extent practicable, the percentage of the cost of education for Virginia students enrolled at an institution to be funded from state general funds is the same for each institution." Paragraph A of the same section says that 67 percent of an institution's cost of education for Virginia students should be funded by the state general fund.

- Per-student enrollment-based funding – additional in-state undergraduate enrollment between the projected FY2018 and FY2020 enrollments. The cost is estimated at \$3,270 per student for four-year institutions and \$2,270 for two-year colleges,
- Need-based financial aid – 100% funding for undergraduate students in FY2020,
- Targeted economic and innovation incentives – to be determined.

What follows are several tables that describe in more detail the financial implications of each element of the Higher Education Opportunity Act. The amounts presented are based on commonly used formulas and approaches that support the four-part funding model. They are not intended to be the sole or definitive means to calculate the totals associated with each element.

**Calculated Higher Education Funding Need
Based on Higher Education Opportunity Act**
(In Millions)

| Item | | Total Cost | | |
|-------------------------------------------------|----------------------------------------|------------------|-------------|-----------|
| | | GF | NGF | Total |
| Basic Operations and Instruction Funding (BOIF) | | | | |
| | 100% cost of education (COE) in FY20 | \$1.4 | \$0.8 | \$2.2 |
| | Faculty salary 60th percentile in FY20 | \$132.8 | \$147.4 | \$280.2 |
| Subtotal | | \$134.2 | \$148.2 | \$282.4 |
| | | | | |
| Paragraph C of §23-38.87:13 | | \$748.6 | (\$1,278.6) | (\$530.0) |
| | | | | |
| Per-Student Enrollment-Based Funding in FY20 | | \$5.2 | \$0.0 | \$5.2 |
| | | | | |
| Need-Based Financial Aid in FY20 (100% funding) | | \$617.8 | \$0.0 | \$617.8 |
| | | | | |
| Targeted economic and innovation incentives | | To be determined | | |
| | | | | |
| Total Funding Need (excludes Paragraph C) | | \$757.2 | \$148.2 | \$905.4 |

Estimated 2019-20 Base Adequacy/Cost of Education Funding

| | Calculated | Available | % Funding | Funding | GF | Incremental Funding | | |
|-------|---------------------|----------------------------|-----------|---------------|-------|---------------------|-----------|-------------|
| | Need ^{1,2} | Resources ^{3,4,5} | to Guide | Shortfall | Share | GF | NGF | Total |
| Total | \$4,508,932,346 | \$5,038,950,876 | 111.8% | (\$2,231,170) | 50% | \$1,401,278 | \$829,892 | \$2,231,170 |

Notes:

- (1) Based on projected FY18 student FTE and FY15-FY17 3-year average discipline credit hours.
- (2) The blended salary is based on FY2019 activity-based budget and FY2018 appropriated teaching and research faculty salaries.
- (3) Available resources came from FY2020 general fund appropriations and FY2020 nongeneral fund from six-year plans.
- (4) GF adjustments are Office of Civil Rights funding at NSU and VSU, and VCCS central office (FY18 adjustment).
- (5) NGF Adj1 is adjusted required funding for programs 101-40, 102 and 103 made in October 2009.
- (6) Available resources are adjusted for "uniquely military" mission.

Virginia T&R Faculty Salary Goal in FY20

| Inst | Req % Incr to Goal | Estimated Additional Funding | | |
|--------------|--------------------|------------------------------|----------------------|----------------------|
| | | GF | NGF | Total |
| CNU | 14.0% | \$2,146,176 | \$1,412,988 | \$3,559,165 |
| CWM | 17.3% | \$5,496,533 | \$8,313,851 | \$13,810,384 |
| GMU | 28.0% | \$32,780,352 | \$32,519,154 | \$65,299,507 |
| JMU | 13.6% | \$7,334,143 | \$7,694,838 | \$15,028,981 |
| LU | 5.1% | \$656,505 | \$398,969 | \$1,055,474 |
| NSU | 2.6% | \$289,091 | \$244,287 | \$533,379 |
| ODU | 15.5% | \$8,592,551 | \$6,669,529 | \$15,262,080 |
| RU | 16.9% | \$4,481,648 | \$2,781,963 | \$7,263,611 |
| UMW | 11.6% | \$1,824,524 | \$1,216,349 | \$3,040,873 |
| UVa | 12.6% | \$17,610,032 | \$32,135,822 | \$49,745,854 |
| UVAW* | | \$0 | \$0 | \$0 |
| VCU | 11.7% | \$14,820,968 | \$15,612,231 | \$30,433,199 |
| VMI | 20.3% | \$804,690 | \$1,192,059 | \$1,996,749 |
| VSU | 11.2% | \$1,351,710 | \$1,446,862 | \$2,798,572 |
| VT | 16.1% | \$18,388,605 | \$29,004,706 | \$47,393,311 |
| RBC* | | \$0 | \$0 | \$0 |
| VCCS | 11.8% | \$11,140,859 | \$6,515,019 | \$17,655,878 |
| VIMS | 17.3% | \$1,560,004 | \$82,105 | \$1,642,110 |
| VSU-Ext | 11.2% | \$62,301 | \$3,279 | \$65,581 |
| VT-Ext | 16.1% | \$3,411,078 | \$179,530 | \$3,590,608 |
| Total | | \$132,751,770 | \$147,423,544 | \$280,175,314 |

Note: * institution's faculty salary is at or above the 60th percentile of peers.

Estimated Base Adequacy/Cost of Education for Paragraph C of §23.1-303

| Institution | Calculated Funding Need | | | | Available Resources | | | | Difference | | |
|-------------------------|-------------------------|-----------------|-----------------|----------|---------------------|-----------------|-----------------|----------|---------------|-------------------|-----------------|
| | GF | NGF | Total | GF Share | GF | NGF | Total | GF Share | GF | NGF | Total |
| Total, All Institutions | \$2,240,924,749 | \$2,268,007,597 | \$4,508,932,346 | 50% | \$1,492,334,382 | \$3,546,616,494 | \$5,038,950,876 | 30% | \$748,590,368 | (\$1,278,608,898) | (\$530,018,530) |

Notes:

- (1) Based on projected FY18 student FTE and FY15-FY17 3-year average discipline credit hours.
- (2) The blended salary is based on FY2019 activity-based budget and FY2018 appropriated teaching and research faculty salaries.
- (3) Available resources came from FY2020 general fund appropriations and FY2020 nongeneral fund from six-year plans.
- (4) GF adjustments are Office of Civil Rights funding at NSU and VSU, and VCCS central office (FY18 adjustment).
- (5) NGF Adj1 is adjusted required funding for programs 101-40, 102 and 103 made in October 2009.
- (6) Available resources may change in October.

Projected Per-Student Enrollment-Based Funding

| Inst | In-State Undergraduate | | | FTE Change | | Est. GF Need* | |
|--------------|------------------------|----------------|----------------|--------------|------------|------------------|--------------------|
| | FY18 | FY19 | FY20 | FY18-FY19 | FY19-FY20 | FY2019 | FY2020 |
| CNU | 4,480 | 4,479 | 4,452 | (1) | (27) | \$0 | \$0 |
| CWM | 4,232 | 4,255 | 4,293 | 23 | 38 | \$74,407 | \$123,156 |
| GMU | 19,071 | 19,455 | 19,759 | 385 | 304 | \$1,257,406 | \$993,799 |
| JMU | 14,795 | 15,094 | 15,481 | 299 | 387 | \$976,708 | \$1,266,668 |
| LU | 4,395 | 4,467 | 4,532 | 72 | 65 | \$235,938 | \$212,045 |
| NSU | 3,652 | 3,676 | 3,787 | 24 | 111 | \$78,722 | \$361,537 |
| ODU | 15,163 | 15,163 | 15,163 | 0 | 0 | \$0 | \$0 |
| RU | 7,668 | 7,729 | 7,875 | 61 | 146 | \$199,825 | \$477,194 |
| UMW | 3,538 | 3,553 | 3,589 | 15 | 36 | \$49,125 | \$116,672 |
| UVA | 11,630 | 11,687 | 11,792 | 57 | 105 | \$187,321 | \$343,423 |
| UVAW | 1,427 | 1,440 | 1,451 | 13 | 11 | \$42,510 | \$35,970 |
| VCU | 19,553 | 19,718 | 19,820 | 165 | 102 | \$538,751 | \$333,385 |
| VMI | 1,241 | 1,221 | 1,221 | (20) | 0 | -\$65,400 | \$0 |
| VSU | 3,210 | 3,332 | 3,454 | 122 | 122 | \$397,356 | \$400,389 |
| VT | 19,234 | 19,634 | 19,782 | 399 | 149 | \$1,305,549 | \$486,381 |
| RBC | 1,429 | 1,444 | 1,459 | 15 | 15 | \$34,050 | \$34,050 |
| VCCS | 95,875 | 93,909 | 92,796 | (1,966) | (1,113) | \$0 | \$0 |
| Total | 230,593 | 230,255 | 230,705 | (338) | 450 | 5,312,268 | \$5,184,670 |

Note: * Four-year institutions are priced at \$3,270 per FTE and two-year institutions at \$2,270 per FTE.

Virginia Student Financial Aid Program

Funds Needed to Achieve 100% of the Model

| Institution | FY20 Funds | 2019-20 | |
|-------------------------------------|----------------------|----------------------|----------------------|
| | | 100% Funding | Increase Needed |
| Christopher Newport University | \$5,282,285 | 14,205,059 | 8,922,774 |
| College of William & Mary | \$3,885,497 | \$6,352,348 | \$2,466,851 |
| George Mason University | \$25,126,260 | \$78,171,690 | \$53,045,430 |
| James Madison University | \$9,356,263 | \$30,085,071 | \$20,728,808 |
| Longwood University | \$5,233,222 | \$16,176,700 | \$10,943,478 |
| Norfolk State University | \$11,748,043 | \$21,043,330 | \$9,295,287 |
| Old Dominion University | \$22,712,160 | \$62,234,567 | \$39,522,407 |
| Radford University | \$10,087,110 | \$30,589,408 | \$20,502,298 |
| University of Mary Washington | \$3,526,010 | \$9,849,034 | \$6,323,024 |
| University of Virginia | \$6,738,435 | \$12,400,626 | \$5,662,191 |
| University of Virginia - Wise | \$2,805,808 | \$5,994,821 | \$3,189,013 |
| Virginia Commonwealth University | \$29,566,756 | \$90,774,006 | \$61,207,250 |
| Virginia Military Institute | \$1,107,147 | \$1,509,515 | \$402,368 |
| Virginia State University | \$8,666,959 | \$18,218,439 | \$9,551,480 |
| Virginia Tech | \$16,819,414 | \$42,796,206 | \$25,976,792 |
| Four-Year Institution Totals | \$162,661,369 | \$440,400,820 | \$277,739,451 |
| Richard Bland College | \$1,067,644 | \$3,918,295 | \$2,850,651 |
| Virginia Community College System | \$45,116,902 | \$173,457,957 | \$128,341,055 |
| Two-Year Institution Totals | \$46,184,546 | \$177,376,252 | \$131,191,706 |
| Totals | \$208,845,915 | \$617,777,072 | \$408,931,157 |

State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #C7 – Discussion of 2018-20 Systemwide Budget Amendments

Date of Meeting: September 17, 2018

Presenter: Peter Blake
Director
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Wendy Kang
Director of Innovation/Interim Director for Finance Policy
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Most Recent Review/Action:

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

Date: October 30, 2017

Action: The Council made 2018-2020 budget recommendations totaling \$241.1 million from the general fund and \$111.3 million for the biennium in nongeneral funds for the biennium. Of the total general fund recommendation, \$84.3 million was for faculty recruitment and retention, \$66.7 million for student financial aid, and about \$15.0 million for a student access, success and talent development initiative.

Background Information/Summary of Major Elements:

The purpose of this agenda items is to initiate discussions on budget and policy considerations that the Council can recommend to the Governor and General Assembly for FY 2020.

Advanced education contributes to greater individual and regional prosperity, including increase earnings, improved economic growth, greater levels of community engagement and improved health outcomes. Rising costs to students and families combined with a student body that may require additional resources to ensure its success, however, may make access to and completion of a credential more challenging in the future.

States are seeking ways to maintain excellence in higher education, make college more affordable, reduce student debt and help individuals and families make smart decisions—all elements of The Virginia Plan for Higher Education. Properly aligned

resource and policy decisions will help Virginia meet its goal to be the best-educated state by 2030.

In 2018 the Governor and General Assembly approved an additional \$165.2 million for Virginia higher education to help address these issues. While these amounts were less the SCHEV recommendations, general fund appropriations for Educational and General Programs (the primary operating funds for colleges and universities) increased 0.3 percent in the first year of the biennium and 4 percent in the second year. This funding included a \$28.4 million to increase student success in degree programs related to science, technology, engineering, education and health care, a 2 percent salary increase for faculty and staff and an additional 2 percent merit increase for classified staff.

In addition, the Governor and the General Assembly adopted many of the finance policy recommendations that the Council advanced last October, including institutional reserve funds and lower limits on increases in non-Educational and General Program fees.

The Commonwealth finds itself in an excellent economic climate. Federal tax changes, low unemployment and strong economic activity have contributed to higher than anticipated state tax revenues. Yet, funding is not unlimited, and policy makers will have to make difficult decisions. With this in mind, SCHEV staff presents the following budget options and policy considerations for the Council.

The SCHEV budget considerations for FY2020 are based on the following premises:

- Increasing access, affordability and quality in higher education: To maintain broad access to higher education, keeping higher education affordable for more Virginians is an unavoidable consideration. While cost is an important factor, however, Virginia's public higher education system ranks as one of the best in the country when considering factors such as graduation rates, average net price, low loan default rates and high return on investment as measured by earnings. It is a status that must be preserved and nurtured.
- Supporting Council recommendations that were not funded: While the General Assembly provided greater funding to institutions in the second year of the biennium, some of the Council's recommendations were not addressed. The material that follows modifies last year's recommendations in light of the 2018 session and the current higher education environment.

The options provided on the following pages fall under the four broad areas of:

1. Reducing pressure on institutions to increase tuition for Virginia students and families
2. Providing student financial aid
3. Supporting institutional excellence
4. Improving public awareness of the value of higher education and increasing credential attainment

REDUCING PRESSURE ON INSTITUTIONS TO INCREASE TUITION FOR VIRGINIA STUDENTS AND FAMILIES

Operational support represents the largest costs for institutions. This can include costs for faculty salaries and maintenance of instruction-related buildings. The following funding considerations seek to support costs that are not fully supported by the state general fund, thus resulting in higher costs for students and families.

The 2018 General Assembly provided a 2 percent salary increase for full-time faculty and classified and an additional 2 percent merit-based salary increase for classified employees, effective July 1, 2020. Institutions received additional state general fund support base on the state's cost-share policy whereby the state pays 67 percent of the cost of an in-state student and the student pays 33 percent of the cost.

The SCHEV 2018-19 Tuition and Fee Report (<http://schev.edu/index/reports/schev-reports/2018-reports/2018-19-tuition-and-fees-report>) showed that, on average, Virginian students are paying 55 percent of their educational cost in FY2019. This is 22 percentage points more than the proposed share of 33 percent based on the state's cost-share policy. It also showed that had the state been able to adhere to the cost-share policy, then tuition could be as much as \$3,000 lower than it is today.

Until the state can return to a level of funding that more closely approximates the state's cost-share policy, then the Governor and the General Assembly may wish to fund salary increases – and any other initiative which they historically would have split-funded – fully from the state general fund.

SCHEV estimates that the institutions' cost share of the FY 2020 faculty and staff salary increases will be \$47 million. That level of funding may require tuition increases ranging from 0.9 percent to 3.3 percent, depending on institution and other resource considerations.

Were the state-authorized salary increases be completely funded by the general fund, institutions would realize potential savings to in-state undergraduate students of \$38 to \$261, depending on the institution. Institutions could use this "savings" to lower anticipated tuition increases and/or invest in other priorities, such as financial aid or new program development.

Fully Funded FY2020 Faculty and Classified Salary Increases with General Fund

| Inst | General Fund Substituted for non-GF Costs | Req. T&F Incr for NGF share of the cost | Cost per ISUG |
|------------|-------------------------------------------------|-----------------------------------------------|------------------|
| CNU | \$530,582 | 1.1% | \$101 |
| CWM | \$1,980,913 | 1.0% | \$163 |
| GMU | \$5,182,387 | 1.3% | \$124 |
| JMU | \$2,617,787 | 1.1% | \$77 |
| LU | \$528,091 | 1.3% | \$88 |
| NSU | \$882,232 | 2.1% | \$116 |
| ODU | \$1,819,991 | 1.1% | \$81 |
| RU | \$712,764 | 0.9% | \$69 |
| UMW | \$508,140 | 1.1% | \$100 |
| UVA | \$11,375,364 | 1.8% | \$261 |
| UVAW | \$250,852 | 3.3% | \$219 |
| VCU | \$6,579,627 | 1.5% | \$180 |
| VMI | \$408,835 | 1.3% | \$105 |
| VSU | \$567,120 | 1.5% | \$74 |
| VT | \$8,546,549 | 1.7% | \$181 |
| RBC | \$63,937 | 1.2% | \$38 |
| VCCS | \$4,355,606 | 0.9% | \$50 |
| Inst Total | \$46,910,776 | | \$119 |
| VIMS | \$34,917 | | |
| VSU ext | \$9,521 | | |
| VT ext | \$73,729 | | |
| Total | \$47,028,942 | | |

Without state general fund support for operation and maintenance (O&M) of new facilities, institutions are required to divert money from existing budgets or increase tuition to support these needs. Spending for operation and maintenance of instructional classrooms and laboratories has been an increase part of an institution's budget. Today, it represents, on average, about 12 percent of the total educational and general programs spending.

Institutions have submitted requests to SCHEV for additional funding to operate and maintain new facilities coming online in the 2018-20 biennium. Compared with institutions' requests for O&M funding in past years, the total funding requests this year is lower than in previous years.

Several institutions also submitted requests for O&M funds to support projects that have opened in the past years but did not receive funding. In recognition of projects that were previously unfunded, but included in institution submissions, SCHEV staff offers two options.

Staff estimates that tuition increases to support these additional facility costs could range from 0.1 percent to 6.6 percent with an estimated cost to in-state undergraduate students of \$5-\$600, depending on the institution. The following table shows the

financial implications of the operation and maintenance of new and prior unfunded educational and research facilities.

General Fund Support for Operation of New Education and General (E&G) and Research Facilities

| Institution | Option 1: Fund New Facilities | | | Option 2: Fund New+Prior Unfunded Requests | | | |
|--------------|-------------------------------|----------------------------------|---------------|--------------------------------------------|-------------------------|----------------------------------|---------------|
| | New Facilities Costs | FY 20 Potential Tuition Increase | Cost per ISUG | Prior Unfunded Requests | New + Unfunded Requests | FY 20 Potential Tuition Increase | Cost per ISUG |
| CNU | \$762,291 | 1.6% | \$145 | \$2,394,856 | \$3,157,147 | 6.6% | \$600 |
| CWM | \$364,371 | 0.2% | \$30 | | \$364,371 | 0.2% | \$30 |
| GMU | \$8,085,102 | 2.1% | \$194 | | \$8,085,102 | 2.1% | \$194 |
| JMU | \$252,303 | 0.1% | \$7 | | \$252,303 | 0.1% | \$7 |
| LU | \$470,000 | 1.2% | \$79 | | \$470,000 | 1.2% | \$79 |
| NSU | | | | \$675,750 | \$675,750 | 1.6% | \$89 |
| ODU | \$134,040 | 0.1% | \$6 | | \$134,040 | 0.1% | \$6 |
| RU | | | | \$773,642 | \$773,642 | 1.0% | \$75 |
| UMW | | | | \$608,500 | \$608,500 | 1.3% | \$120 |
| UVA | \$1,872,632 | 0.3% | \$43 | | \$1,872,632 | 0.3% | \$43 |
| UVAW | | | | | | | |
| VCU | \$885,016 | 0.2% | \$24 | | \$885,016 | 0.2% | \$24 |
| VMI | | | | \$827,526 | \$827,526 | 2.6% | \$212 |
| VSU | \$38,724 | 0.1% | \$5 | | \$38,724 | 0.1% | \$5 |
| VT | \$1,032,362 | 0.2% | \$22 | | \$1,032,362 | 0.2% | \$22 |
| VT-Extension | \$445,061 | | | \$98,404 | \$470,176 | | |
| RBC | | | | \$345,121 | \$345,121 | 6.5% | \$207 |
| VCCS | \$2,546,250 | 0.5% | \$29 | | \$2,546,250 | 0.5% | \$29 |
| VIMS | | | | | | | |
| Total | \$16,888,152 | | | \$5,723,799 | \$22,538,662 | | |

One option for appropriating state general fund to support lower tuition is to hold the funds in a central account and making them available to institutions as they make decisions about tuition increases. The Governor and the General Assembly used such an approach previously with a “tuition moderation fund.” The fund could include criteria for the release of funds that still allow for institutional flexibility yet lead to visible savings for Virginia students and families.

PROVIDING STUDENT FINANCIAL AID

Financial aid increases make higher education more affordable and increases student success in college. State and national studies have identified the critical role between financial aid and retention and completion. A 2013 Joint Legislative Audit and Review Committee (JLARC) study of higher education, included a study by the Delta Cost Project (2012) of students who did not complete their degree. This study found that 29 percent of non-completers cited “financial” as the reason for not remaining enrolled. The other factors cited, including “Personal” (58 percent) and “Family Responsibilities” (18 percent), each could have financial implications as well, such as paying for childcare or helping with the family’s monthly bills. JLARC also reported that a consensus of research demonstrates that a \$1,000 change in need, either through decreased

published price or through financial aid, can result in a “three- to five-percentage point increase in college attendance.” These studies and others recognize the critical role financial aid has not only for affordability but also for retention and completion.

Undergraduate need-based student financial aid

The state provides financial aid support to students demonstrating financial need through the Virginia Student Financial Assistance Program (VSFAP). The state currently provides \$208 million annually in state general fund support for the program. It is a strong manifestation of the state’s commitment to access for low- and middle-income Virginians.

Last year, the Council recommended a \$45.5 million increase to undergraduate financial aid for the biennium, \$16.2 million in FY2019 and \$29.3 million in FY2020. The additional funding would have brought all four-year institutions to a level at which they meet 35 percent of financial need, and all two-year institutions to 25 percent of need. Institutions above 35 percent of need would have received a 3 percent increase. The General Assembly provided an \$18.9 million increase for FY2020, which is \$10.4 million short of the SCHEV recommended amounts. An additional \$10.4 million would restore funding to the amounts originally recommended by the Council.

The following table shows the Council’s recommendations for last year for FY2020.

Undergraduate Need-Based Financial Aid for Students

| Institution | Fall 2017 Recommendation | | | Option |
|-------------------------------------|--------------------------|---------------------------|---------------------|-----------------------|
| | FY20 Funding Goal | Recommended FY20 Increase | Actual Increase | Fund the Difference |
| Christopher Newport University | \$13,373,003 | \$649,994 | \$418,291 | (\$231,703) |
| College of William & Mary | \$6,409,009 | \$649,191 | \$417,774 | (\$231,417) |
| George Mason University | \$79,267,065 | \$8,192,542 | \$5,272,149 | (\$2,920,393) |
| James Madison University | \$30,516,938 | \$2,386,599 | \$1,535,849 | (\$850,750) |
| Longwood University | \$15,845,572 | \$908,839 | \$584,865 | (\$323,974) |
| Norfolk State University | \$21,198,471 | \$907,505 | \$584,007 | (\$323,498) |
| Old Dominion University | \$61,317,694 | \$1,675,412 | \$1,078,178 | (\$597,234) |
| Radford University | \$30,257,498 | \$1,375,857 | \$885,406 | (\$490,451) |
| University of Mary Washington | \$9,966,328 | \$376,241 | \$242,122 | (\$134,119) |
| University of Virginia | \$12,826,788 | \$978,180 | \$629,489 | (\$348,691) |
| University of Virginia - Wise | \$6,081,316 | \$373,303 | \$240,232 | (\$133,071) |
| Virginia Commonwealth University | \$90,077,725 | \$4,550,405 | \$2,928,323 | (\$1,622,082) |
| Virginia Military Institute | \$1,552,138 | \$141,263 | \$90,907 | (\$50,356) |
| Virginia State University | \$18,207,223 | \$637,814 | \$410,453 | (\$227,361) |
| Virginia Tech | \$43,663,244 | \$1,571,790 | \$1,011,495 | (\$560,295) |
| Four-Year Institution Totals | \$440,560,012 | \$25,374,935 | \$16,329,540 | (\$9,045,395) |
| Richard Bland College | \$5,178,392 | \$669,162 | \$430,626 | (\$238,536) |
| Virginia Community College System | \$172,362,380 | \$3,251,313 | \$2,092,319 | (\$1,158,994) |
| Two-Year Institution Totals | \$177,540,772 | \$3,920,476 | \$2,522,945 | (\$1,397,531) |
| Total | \$618,100,784 | \$29,295,411 | \$18,852,485 | (\$10,442,926) |

Financial aid that supports workforce demands

Over the last five years, Virginia established several strategies to encourage skill attainment through non-traditional college paths that support individuals who may need postsecondary training but do not want to pursue a degree. Two programs include the establishment of the New Economy Workforce Credential Grant and non-credit financial aid. These programs also fill a gap in financial aid as students enrolled in these programs are not eligible for federal financial aid or aid through the VSFAP program. During the 2018 session, the General Assembly and Governor increased the New Economy Workforce Credential Grant program by \$2 million—bringing the total annual allocation to \$9 million. SCHEV staff is gathering and analyzing data on the impact of the program, which will help guide a recommendation for FY2020.

Furthermore, Governor Northam included in his campaign a plan to help students “get skilled, get a job and give back,” or “G3.” Its premise is to incentivize students to gain a credential in a high-demand field. Many states have established programs by which students are eligible for “free” college, all with different eligibility criteria. Some programs are reserved only for students with financial need and require all other forms of financial aid to be used first (“last-dollar” programs). Others are limited to recent high school graduates and are available only at community colleges. Others require a minimum grade-point-average and public service commitments.

Financial aid for dual enrolled-students

Dual enrollment is a practice by which a high school student can receive college credit while still in high school. Last year, approximately 38,000 students participated in dual enrollment classes. In a 2017 Joint Legislative Audit and Review Commission (JLARC) report on the Virginia Community Colleges System (VCCS), staff identified several concerns related to the quality and cost of dual enrollment. It provided two recommendations: that the VCCS and the Department of Education review and align their Governing Principles for Dual Enrollment to national practices that included periodic review of materials, classroom reviews and evaluations of instructors; and that a standard cost structure and funding formula be established. These recommendations are under consideration with the State Board for Community Colleges and may include uniform tuition rate for participating students. To the extent a new tuition rate curtails access to community college courses – especially for low-income students – the Council may wish to recommend funding for a targeted financial aid program or other remedy.

Policy modifications that help meet state goals

The Council also might want to consider some policy modifications to financial aid programs. One option that has some currency among Council members and institutional representatives would include financial and policy incentives that anticipate future student financial need and target populations with identified gaps. The current funding models and programs provide support to students based on actual data of existing students. As a result, the models may not address potential gaps to help

Virginia meet its enrollment and attainment goals. The Council may wish to consider options for anticipating futures needs or targeted policy objectives.

A second policy consideration relates to the practice of using student tuition revenue for financial aid. For decades, institutions have used tuition waivers or other means by which student tuition revenue was reallocated for the benefit of other students. The practice accelerated in the early part of this century, as institutions sought additional resources to provide student financial assistance. Institutions use additional tuition revenue to provide more need-based financial aid to low- and middle-income students. The Council may wish to review how institutions currently allocate tuition revenue for financial aid and consider strategies to ensure that institutions meet their commitments to students with financial need.

The Council also may wish to recommend that the state provide additional financial aid support for students seeking a credential through the Online Virginia Network. The Online Virginia Network was created to provide increased access to higher education programs through online learning. While this program has potential to meet this goal, additional financial aid incentives – particularly for part-time students – may encourage more students to attend. The Council may wish to consider specific financial aid funding to support student students through this new online learning program.

All of these topics are complex, both analytically and practically. Over the years, the models for allocating financial aid have attempted to keep up with new legislation and a changing environment, but they are getting creaky and may need a more comprehensive review. One option is to direct staff to work with institutions, legislative and executive staff and others to review these funding models and identify opportunities to address these and other concerns.

Graduate student financial aid

The graduate Virginia Graduate Commonwealth Award may be awarded as need-based grants, merit-based scholarships or awards for duties that require work. Graduate student financial aid is integral to institutional and student success for graduate education and research.

Graduate research programs are critical economic drivers within the Commonwealth. Funding for these programs not only supports higher education but also assists with the state's economic health. As such the program supports all four Virginia Plan goals.

The Council consistently has sought additional support for graduate aid. Last fall, the Council recommended an increase of \$3 million first year and \$6 million second year; however, the General Assembly provided no additional funding for the 2018-20 biennium. The following table shows the Council's recommendations from last year for FY2020.

Virginia Graduate Commonwealth Award Recommended Funding Increase

| Institutions | Current FY20 Funding | Option Support Fall 2017 Recommendation for FY 20 | Proposed Total FY20 Funding |
|----------------------------------|-----------------------------|----------------------------------------------------------|------------------------------------|
| College of William & Mary | \$925,924 | \$244,000 | \$1,169,924 |
| George Mason University | \$2,753,941 | \$729,000 | \$3,482,941 |
| James Madison University | \$915,971 | \$92,000 | \$1,007,971 |
| Norfolk State University | \$519,279 | \$52,000 | \$571,279 |
| Old Dominion University | \$2,710,695 | \$717,000 | \$3,427,695 |
| Radford University | \$918,747 | \$92,000 | \$1,010,747 |
| University of Virginia | \$5,327,945 | \$1,411,000 | \$6,738,945 |
| Va. Institute of Marine Sciences | \$321,002 | \$375,000 | \$696,002 |
| Virginia Commonwealth University | \$3,424,984 | \$907,000 | \$4,331,984 |
| Virginia State University | \$359,059 | \$36,000 | \$395,059 |
| Virginia Tech | \$5,077,625 | \$1,345,000 | \$6,422,625 |
| Total | \$23,312,132 | \$6,000,000 | \$29,312,132 |

Virginia Tuition Assistance Grant Program (TAG)

TAG is designed to make private nonprofit colleges in Virginia more affordable for Virginia residents and thus increase the level of student choice and access in higher education. TAG was established in 1973 and will provide over \$68.3 million of assistance to over 22,900 students enrolled into 30 institutions in FY2019. On average, underrepresented students make up 70% of the student population. The maximum annual undergraduate award is expected to be \$3,270 per student for 2018-19 while graduate/professional students are expected to receive \$1,640.

The following table shows the average annual award for the TAG program since FY2009.

| Fiscal Year | Annual Award Amount |
|--------------------|-----------------------------|
| 2008-09 | \$3,190 / \$1,890 |
| 2009-10 | \$3,000 / \$1,300 |
| 2010-11 | \$2,600 / \$1,130 |
| 2011-12 | \$2,750 / \$1,200 |
| 2012-13 | \$2,800 / \$1,300 |
| 2013-14 | \$3,100 / \$1,550 |
| 2014-15 | \$3,100 / \$1,550 |
| 2015-16 | \$3,100 / \$1,550 |
| 2016-17 | \$3,200 / \$1,600 |
| 2017-18 | \$3,300 / \$1,650 |
| 2018-19 | \$3,270 / \$1,640 projected |

Last year, the Council recommended that the annual award amount in FY2020 be increased to \$3,400 for an undergraduate student and \$1,700 for a graduate student.

Based on projected enrollments for FY2019 and FY2020, TAG participation is expected to grow as much as 1 percent annually for FY2019 and FY2020. SCHEV also estimates program retention and attrition and considers faculty such as current economic conditions and the periodic addition or deletion of institutions or academic programs.

Based on these assumptions and to increase the award to \$3,400 in FY2020, SCHEV estimates that the program would require an additional \$4.8 million.

The 2018 General Assembly included an additional \$225,000 in FY2020 to encourage students to go into the teaching profession. Students are not eligible for these funds (an additional \$500 per student) until their senior year. Meanwhile, the Governor and the General Assembly have taken several other affirmative steps to ease the teacher shortage. Given the fact that the incentive comes so late in a student's career and that the teacher shortage has been addressed in other ways, the Governor and the General Assembly could redirect the \$225,000 into the core TAG program, thereby reducing the cost of meeting the \$3,400 target.

SUPPORTING INSTITUTIONAL EXCELLENCE

Recruitment and retention of faculty

At the core of learning, service and research is an excellent faculty. Virginia's colleges and university must commit substantial resources to attract and retain faculty and to employ faculty in new academic programs in high-demand fields.

The Governor and the General Assembly authorized a 2 percent increase for college and university faculty recruitment and retention. The increase is vitally important and will help colleges be more competitive with the market. Still, the national market is moving at a greater pace, approximately 3 percent a year.

For decades, Virginia has used models to estimate the need for faculty salary increases. The models are based on institutional "peers," those institutions that have characteristics that are similar the Virginia institutions. Each Virginia institution has a different peer group. The 2011 Higher Education Opportunity Act expressed a state goal to place every Virginia institution at or above the 60th percentile of its respective peer group. SCHEV estimates that Virginia's faculty salary ranking at 4-year institutions could drop to the 33rd percentile in FY2020.

Institutions stated in their 2018 six-year plans that faculty salaries falling behind those of their peer institutions represent the greatest threat to faculty recruitment and retention—impacting the quality of education. SCHEV staff believes that maintaining the commitment to faculty salaries is critical to meeting the goals outlined in The Virginia Plan.

To ensure Virginia institutions stay competitive in faculty recruitment and retention, the Council recommended using the peer-group-based approach to benchmark faculty salary increases. Recognizing the disparity of percentile ranking in teaching and

research (T&R) faculty salaries to peers among institutions, the Council recommended an annual salary increase of 5 percent for institutions with ranking below the 20th percentile, 4 percent increase for institutions between 20th and 40th percentile, 3 percent increase for institutions between 40th and 60th percentile, and 2 percent for institutions that are at or above the 60th percentile in FY2020.

Because the Governor and the General Assembly provided a 2 percent increase for FY2020, the Council's above recommendation can be reduced by that amount. It is estimated additional funding to support this modified recommendation in FY2020 will be \$37.8 million in FY2020. Should additional state general fund be unavailable to increase funding for faculty recruitment and retention, then institutions should be judicious in how they use tuition revenue to address these priorities.

While administrative faculty, part-time faculty and other support staff (classified employees) are not included in this option, the institutions and the Commonwealth ultimately will need to address the appropriate level of compensation needed to attract and retain high-performing employees.

The following table shows the percentage increase associated with a modified Council recommendation for faculty recruitment and retention. It also shows the potential impact on tuition should an institution fund the salary increases absent general fund support.

Peer-Group-Based Faculty Salary Increase in FY20202

| Inst | Required Annual Salary Increase | GF | NGF | Total | Required ISUG Percent Increase | Cost per ISUG |
|-------------------|----------------------------------------|---------------------|---------------------|---------------------|---------------------------------------|----------------------|
| CNU | 2.0% | \$306,597 | \$201,855 | \$508,452 | 1.1% | \$97 |
| CWM | 3.0% | \$953,156 | \$1,441,708 | \$2,394,864 | 1.2% | \$197 |
| GMU | 3.0% | \$3,512,181 | \$3,484,195 | \$6,996,376 | 1.8% | \$168 |
| JMU | 2.0% | \$1,078,550 | \$1,131,594 | \$2,210,144 | 0.9% | \$65 |
| LU | 1.0% | \$128,726 | \$78,229 | \$206,956 | 0.5% | \$35 |
| NSU | 1.0% | \$110,984 | \$94,162 | \$205,146 | 0.5% | \$27 |
| ODU | 2.0% | \$1,108,716 | \$860,584 | \$1,969,301 | 1.2% | \$88 |
| RU | 2.0% | \$530,373 | \$329,226 | \$859,599 | 1.1% | \$84 |
| UMW | 2.0% | \$314,573 | \$209,715 | \$524,288 | 1.1% | \$103 |
| UVA | 2.0% | \$2,787,347 | \$5,108,820 | \$7,896,167 | 1.3% | \$181 |
| UVAW | 0.0% | \$0 | \$0 | \$0 | 0.0% | \$0 |
| VCU | 2.0% | \$2,533,499 | \$2,668,757 | \$5,202,256 | 1.2% | \$142 |
| VMI | 2.0% | \$79,280 | \$117,444 | \$196,724 | 0.6% | \$50 |
| VSU | 2.0% | \$244,875 | \$254,870 | \$499,745 | 1.3% | \$66 |
| VT | 2.0% | \$2,284,299 | \$3,603,069 | \$5,887,368 | 1.2% | \$125 |
| RBC | 0.0% | \$0 | \$0 | \$0 | 0.0% | \$0 |
| VCCS | 1.0% | \$944,141 | \$552,120 | \$1,496,261 | 0.3% | \$17 |
| Inst Total | | \$16,917,296 | \$20,136,351 | \$37,053,647 | | |
| VIMS | | \$270,521 | \$14,238 | \$284,759 | | |
| VSU ext | | \$11,125 | \$586 | \$11,711 | | |
| VT ext | | \$423,736 | \$22,302 | \$446,038 | | |
| Total | | \$17,622,678 | \$20,173,477 | \$37,796,155 | | |

Addressing the technology talent pipeline

An investment in the recruitment and retention of faculty will help address core growth associated with the state's workforce needs. But to make significant gains in the parts of the economy that will drive superior economic prosperity will require a far more substantial investment beyond core growth. The General Assembly took a step in this direction in 2018 General Assembly session by appropriating funds for a major cyber initiative, the Commonwealth Cyber Initiative. It also appropriated \$28.4 million to institutions based on estimates of additional degrees in specific academic disciplines. Of the areas identified for growth (science, technology, engineering, healthcare and education), programs that support the burgeoning technology talent pipeline may be the most important for another major new investment. Whether it happens in the FY2020 budget or a later biennium, the Commonwealth would be wise to invest deeply in this field.

Higher Education Equipment Trust Fund

Virginia's AAA bond rating allows the Commonwealth to finance, over seven years, millions of dollars' worth of equipment for a fraction of the upfront cost. Since its inception, the Higher Education Equipment Trust Fund has provided over \$1 billion in instructional and research equipment.

The 2018 General Assembly provided an allocation of \$83 million in FY2020, of which \$68 million supports the traditional equipment replacement, including computers for instruction, and \$15 million is for research equipment.

A consistent level of support is needed to replace current eligible equipment inventories and to provide state-of-the-art equipment for students. Last year, SCHEV recommended an additional allocation of \$103.7 million for the Higher Education Equipment Trust Fund. An additional \$18.4 million for FY2020 would meet the Council's original recommendation. Debt service estimated at \$3 million for the additional funding will not begin until FY2021.

**Higher Education Equipment Trust Fund (HEETF)
Comparison of SCHEV Recommendations to Appropriations
(2019-20)**

| Institution | Total Recommendation | Total Appropriation | Total Appropriation As Percentage of Recommendation | Recommended Additional Funding⁽¹⁾ |
|--------------------|-----------------------------|----------------------------|------------------------------------------------------------|-----------------------------------------------------|
| GMU | \$5,739,653 | \$4,421,431 | 77% | \$1,318,222 |
| ODU | \$5,597,997 | \$5,345,270 | 95% | \$252,727 |
| UVA | \$21,859,609 | \$15,647,817 | 72% | \$6,211,792 |
| VCU | \$12,732,540 | \$9,848,982 | 77% | \$2,883,558 |
| VT | \$20,487,200 | \$15,572,097 | 76% | \$4,915,103 |
| W&M | \$2,631,801 | \$2,896,350 | >100% | --- |
| W&M-VIMS | \$989,464 | \$537,407 | 54% | \$452,057 |
| CNU | \$831,633 | \$754,464 | 91% | \$77,169 |
| UVA-Wise | \$251,565 | \$250,681 | 100% | \$884 |
| JMU | \$2,510,153 | \$2,309,646 | 92% | \$200,507 |
| LU | \$778,183 | \$743,433 | 96% | \$34,750 |
| UMW | \$683,228 | \$655,746 | 96% | \$27,482 |
| NSU | \$1,403,781 | \$1,200,108 | 85% | \$203,673 |
| RU | \$2,033,478 | \$1,744,993 | 86% | \$288,485 |
| VMI | \$1,182,061 | \$886,084 | 75% | \$295,977 |
| VSU | \$1,434,958 | \$1,342,189 | 94% | \$92,769 |
| RBC | \$177,260 | \$160,149 | 90% | \$17,111 |
| VCCS | \$20,239,823 | \$17,596,542 | >100% | --- |
| SWVHEC | \$105,297 | \$80,111 | 76% | \$25,186 |
| RHEA | \$63,321 | \$77,623 | >100% | --- |
| IALR | \$237,941 | \$274,172 | >100% | --- |
| SVHEC | \$208,601 | \$95,790 | 46% | \$112,811 |
| New College | \$59,672 | \$34,486 | 58% | \$25,186 |
| EVMS | \$1,444,637 | \$524,429 | 36% | \$920,208 |
| TOTAL | \$103,683,857 | \$83,000,000 | 80% | \$18,355,658 |

⁽¹⁾ Debt service for the additional funding will not begin until FY21. The estimated debt service need is about **\$3** million in FY21.

Base adequacy/cost of education

Funding formulas based on institutional enrollment, academic program mix and other factors provide a guideline for the Governor and the General Assembly to allocate funds to institutions. Each year, SCHEV calculates the institutions' funding need and compares these amounts with the available resources based on general fund appropriations and estimated nongeneral fund revenue. Because of substantial increases in nongeneral fund revenue (through enrollment growth and tuition revenue), most institutions are above 100 percent of the guidelines.

Preliminary estimates show that a small number of institutions may fall below meeting the 100 percent of the funding guidelines based on actual enrollments. Staff anticipates

the total funding shortfall to be less than \$3 million. Updated figures will be available at the October meeting.

Maintenance reserve program

SCHEV staff visited many institutions and learned that a major capital outlay need in the Commonwealth is the through maintenance reserve funding. The maintenance reserve program provides funding for facility repairs that are not addressed in the institutions' operating budget and are usually too small to qualify for capital outlay funding. Examples of typical maintenance reserve projects are roof repair and replacement, boiler and chiller replacement and major electrical system upgrades.

While funding for deferred maintenance has lagged, the Commonwealth has provided two significant capital initiatives for new construction and major renovations at the public institutions through bond proceeds over the past ten years. Any decision to defer maintenance to these facilities would add to the maintenance reserve need.

For FY2020, the Commonwealth provided a total of \$128.6 million statewide for the maintenance reserve program, including \$83.3 million (69%) for higher education. This amount was \$38.3 million lower than the Council recommendation of \$121.5 million for FY 2020.

To restore the funding levels to those previously recommended by Council would require an additional \$38.3 million in FY2020.

Maintenance Reserve
Comparison of SCHEV Recommendations to Appropriations
(2019-20)

| Institution | Total Recommendation | Total Appropriation | Recommended Additional Funding |
|--------------------|-----------------------------|----------------------------|---------------------------------------|
| CNU | \$1,482,554 | \$1,015,859 | \$466,695 |
| CWM | \$5,351,291 | \$3,666,752 | \$1,684,539 |
| GMU | \$8,519,850 | \$5,837,877 | \$2,681,973 |
| JMU | \$7,234,350 | \$4,957,041 | \$2,277,309 |
| LU | \$2,742,032 | \$1,878,865 | \$863,167 |
| NSU | \$6,010,090 | \$4,118,167 | \$1,891,923 |
| ODU | \$5,297,288 | \$3,629,749 | \$1,667,539 |
| RU | \$3,230,317 | \$2,213,442 | \$1,016,875 |
| UMW | \$2,412,530 | \$1,653,087 | \$759,443 |
| UVA | \$18,850,284 | \$12,916,383 | \$5,933,901 |
| UVAW | \$1,127,796 | \$772,776 | \$355,020 |
| VCU | \$10,322,789 | \$7,073,267 | \$3,249,522 |
| VMI | \$2,502,483 | \$1,714,724 | \$787,759 |
| VSU | \$5,500,803 | \$3,769,199 | \$1,731,604 |
| VT | \$19,810,324 | \$13,574,211 | \$6,236,113 |
| RBC | \$752,699 | \$515,756 | \$236,943 |
| VCCS | \$19,203,546 | \$13,158,441 | \$6,045,105 |
| VIMS | \$1,170,906 | \$802,315 | \$368,591 |
| Total | \$121,521,931 | \$83,267,911 | \$38,254,020 |

Commonwealth Graduate Engineering Program

The Commonwealth Graduate Engineering Program (CGEP) is a distance learning graduate program of five universities in the State of Virginia: George Mason University, Old Dominion University, University of Virginia, Virginia Commonwealth University and Virginia Tech. CGEP offers qualified individuals the opportunity to earn a master's degree part time through onsite and televised graduate classes.

Virginia State University is in the process of joining the CGEP. The addition of VSU will fill a gap that CGEP has by providing courses and a master's degree in computer science. Moreover, the addition of VSU will expand access to underrepresented students and meet the critical needs of employers. The online program will provide opportunities to working engineers and computer scientists while also giving access to current undergraduate majors in the areas of computing, engineering and technology that may be seeking a master's degree in computer science after graduation.

For supplemental budget requests, the Appropriation Act directs the participating CGEP institutions to support a request to SCHEV for review and recommendation to the Governor and the General Assembly. Staff anticipates that CGEP will be submitting a funding request to support VSU's addition to the program.

Additional policy consideration for supporting institutional excellence

In addition to the above funding options, the Council may wish to review prior considerations that were not implemented during the last sessions. As demonstrated at the last Council meeting, the General Assembly and Governor support several policy considerations proposed by the Council, including the establishment of an institution reserve fund, the restoration of financial benefits and the lowering of the growth on non-mandatory education and general fees. However, the General Assembly did not support the recommendation to allow institution flexibility to enroll more out-of-state students.

IMPROVING PUBLIC AWARENESS OF THE VALUE OF HIGHER EDUCATION AND INCREASE CREDENTIAL ATTAINMENT.

While the majority of funding recommendations target increased support to students through financial aid and institutions through operational support, SCHEV staff has identified targeted initiatives that are needed at a state-level to improve Virginia's higher education system.

These initiatives and potential funding strategies are grounded in several growing concerns:

- **Lack of public awareness of the value of higher education:** In recent years, public polls indicate a decline in public perception of higher education and less awareness of return on investment that higher education provides to individuals, communities and the Commonwealth.
- **Lack of standard information and coordinated efforts to provide to students and parents on postsecondary options:** In Virginia, there are many entities that can provide information to students and parents on postsecondary options. This includes, school counselors, teachers, and institutions and federal, state and nonprofit organizations. However, there is no standard information that provides basic options to help guide students to college and career opportunities. Many states have targeted efforts to coordinate and provide basic information for all individuals interested in postsecondary education.
- **Lack of transparency of information and data:** The Council has an opportunity to expand and enrich its data capacity to improve decision making at many levels. Additional data analysis and dissemination of data-informed reports can help students, policy makers, institutions and others.

To address these concerns, Council members and staff have engaged in several initiatives that are expected to require additional funding or policy consideration in the coming years to address these concerns.

- *Graduate outcomes initiative:* Council staff established a taskforce to identify a standard method to assess outcomes of graduates in several key areas. The intent of this effort is to provide better information to the general public and policymakers of the value of higher education and identify areas of improvement.

The taskforce has identified several survey approaches that may require funding to support implementation.

- *Ad hoc data and policy committee:* In the spring of 2018, the Council formed the Ad Hoc Data and Policy Committee with the objective of reviewing SCHEV's current data practices and providing recommendations to improve the availability and communication of data. This committee is expected to identify additional costs to meet the committee's objective.
- *Access and completion infrastructure and support:* Last Fall, the Council heard a presentation by SCHEV staff member Paula Robinson regarding the federally funded GEAR UP program in Virginia. This program serves 15 school divisions and approximately 4,400 students. Council members expressed an interest in establishing a program with similar features across Virginia to increase awareness and support credential attainment. SCHEV staff is working in collaboration with the Virginia Department of Education, college access organizations and the Secretary of Education's office to develop a proposal to expand opportunity for more Virginians to enroll and complete college.
- *Affordable pathways:* To alleviate the concerns regarding the rising costs of tuition to students and parents, the Council has shown an interest to support more affordable pathways through approaches such as transfer, reducing time to complete a degree and ensuring students complete a credential or degree. The Council may wish to consider funding and policy considerations in these areas that provide greater support to students and institutions to improve these pathways.
- *Resource map:* The Council, through the Resources and Planning Committee, also initiated an activity to review and assess how well higher education funding aligns with the goals of The Virginia Plan for Higher Education. A workgroup, which includes legislative and executive staff, may identify budget and policy considerations for the upcoming General Assembly session.

SUMMARY OF CONSIDERATIONS

The following is a summary table that outlines the funding options the Council may consider. The total considerations range between \$174.3-\$192.9 million.

Summary of SCHEV Budget Considerations in FY2020 (In Millions)

| Considerations | Additional General Fund in FY 20 |
|---------------------------------------------------------------------------------------------------------|----------------------------------|
| Reducing Pressure on Institutions to Increase Tuition for Virginia Students and Families | |
| Fully Funding the FY 20 Faculty & Classified Salary Increases | \$47.0 |
| Support for Operation & Maintenance | \$16.9-\$22.5 |
| New Facilities (Option 1: \$16.9) | |
| New + Unfunded Facilities (Option 2: \$22.5) | |
| Subtotal | \$63.9-\$69.5 |
| Providing Student Financial Aid | |
| Undergraduate Need-based Financial Aid | \$9.4 |
| Graduate Commonwealth Award (Graduate Aid) | \$6.0 |
| Tuition Assistance Grant (TAG) | \$4.7 |
| Other Financial Aid for Workforce Demands, Dual Enrollment & Other Areas | TBD |
| Subtotal Financial Aid (excluding details of other aid) | \$20.1 |
| Supporting Institutional Excellence | |
| Peer-Group-Based Faculty Salary Increase | \$37.0 |
| Base Adequacy | <\$3.0 |
| Higher Education Equipment Trust Fund - Allocation ¹ (\$18.4) | \$0.0 |
| Maintenance Reserve Program | \$38.3 |
| Other Institutional Excellence Initiatives (CGEP and other) | TBD |
| Subtotal Institutional Excellence (excludes details of other initiatives) | \$75.3-\$78.3 |
| Improving Public Awareness of the Value of Higher Education and Increasing Credential Attainment | |
| Council Initiatives (graduate outcomes, data, access, pathways) | \$5-\$10 |
| Total | \$174.3-\$192.9 |

Note: (1) Required general fund debt service to finance the additional allocation will not be needed until FY2021.

Financial Impact: None at this time.

Timetable for Further Review/Action: This item is for discussion purposes only. Action is scheduled to be taken at the October meeting.

Recommendations and Resolution: None at this time.

State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #C8 – Update on Resource Map Project

Date of Meeting: September, 17, 2018

Presenter: Peter Blake, Director
peterblake@schev.edu

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

Most Recent Review/Action:

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

Date: July 17, 2018

Action: SCHEV staff provided an update on the progress of the resource map project, including a condensed version of presentation developed by HCM Strategists—a partner with the project.

Background Information/Summary of Major Elements:

The purpose of this agenda item is to discuss updates to the resource map project initiated by the Council in March 2018 and to receive member input.

SCHEV established The Virginia Plan for Higher Education, the Commonwealth's statewide strategic plan, in 2015. Through The Virginia Plan, SCHEV has offered several recommendations to make Virginia the best-educated state in the nation by 2030. Along the way, SCHEV has developed priority initiatives and policy recommendations that address elements of the plan.

While the Governor, the General Assembly and the institutions have taken action on a number of these recommendations, bolder moves in many areas are needed to reach a new, more sustainable environment for reaching the plan's ambitious goals. The resource map project is designed to assess the alignment of funding to The Virginia Plan goals and identify recommendations to help Virginia meet its goal of becoming the best-educated state. SCHEV, in partnership with HCM Strategists -- a national higher education consultancy group supported by the Lumina Foundation --are working with key stakeholders in Virginia on this project.

The following is the project timeline to date:

- March 2018: Council member Marge Connelly introduced the topic of developing a resource map for The Virginia Plan at the March Council meeting. Council members continued this discussion at the May meeting.

- April 2018: SCHEV hosted an introductory meeting with legislative and executive staff, Marge Connelly and HCM Strategists.
- June 2018: SCHEV reconvened executive staff and participants review preliminary data related to Virginia's demographics and adopted the following outline to guide their work:
 - Verification of state postsecondary goals & policy priorities
 - Analysis of current trends, outcomes and gaps
 - Understanding of costs that can inform level and types of investments necessary to advance toward goals
 - Articulation of scope of current investments, budget priorities and considerations and their alignment to state goals
 - Proposed strategies for resource alignment and policy levers that can close gaps and advance outcomes
- July 2018: SCHEV staff briefed Council members on the data provided by HCM strategists related to demographic trends.

Since July, staff in Virginia and HCM Strategists have worked on the following:

- A review of expenditures and allocations at a state and national level
- A preliminary analysis of long-term job projections and the expected educational requirements to meet the job demand
- An updated estimate of projections to meet goal of best-educated state and identification of gaps
- An initial discussion of alignment to existing processes

The following includes an upcoming timeline of scheduled events:

- September 2018: A meeting with executive and legislative staff to review and discuss findings to date; briefings with institutional provosts, presidents and chief financial officers
- October 2018: A presentation to legislative members to received input.

The project is expected to continue through April 2018.

At the September Council meeting, SCHEV staff will share updates and seek input on data related to expenditures and allocations at a state and national level, preliminary job demand estimates and updated projections to meet the goal of best-educated state.

Materials Provided:

None

Financial Impact:

None at this time.

Timetable for Further Review/Action:

None at this time.



A native of Patrick County, Virginia, Gerald L. Baliles served as the 65th Governor of the Commonwealth of Virginia (1986-1990). His tenure as governor capped a career in public service that included serving as the attorney general of Virginia (1982-85) and a member of the Virginia House of Delegates (1976-82). He was named chair of the National Governors Association in 1988-1989. After leaving public office, he entered private law practice as an international trade and aviation partner in the firm of Hunton & Williams. Baliles then served as the fifth Executive Director and CEO of the Miller Center of Public Affairs at the University of Virginia from 2006 until his retirement in 2014.

A member of the Virginia State Bar and the American Bar Association, the Virginia Bar Association, and the Richmond Bar Association, Baliles is admitted to practice at the 4th U.S. Circuit Court of Appeals and the U.S. Supreme Court. He has served on the corporate boards of Altria Group, Inc. and the Norfolk Southern Corporation, as well as many civic and community boards, including the National Geographic Society Foundation, Greater Richmond World Affairs Council; the Greater Richmond Transportation Advocacy Board, the Richmond Symphony Council, and was president of the Virginia Historical Society. He chaired the Commission to Ensure a Strong Competitive Airline Industry for the President and Congress. He also served as chair of PBS (national) and throughout most of his professional life has been at the forefront of activities related to preserving the Chesapeake Bay.

Always a champion of education, Governor Baliles founded the Patrick County Education Foundation for the purpose of increasing educational access and attainment for students in rural areas. The Virginia Community College Foundation for Education honored his commitment to, and ongoing support of, community colleges in 2007 with a scholarship. While Governor, Baliles established seven Commonwealth Centers of Excellence in Higher Education, the Virginia College Savings Bond (precursor to Virginia 529) and the Higher Education Equipment Trust Fund. Governor Baliles also chaired the Commission on the Academic Presidency and the Task Force on the State of the Presidency in Higher Education for the Association of Governing Boards of Universities and Colleges, and served as chairman of the Commission for Educational Quality for the Southern Regional Education Board.

In addition to eleven honorary degrees, Baliles holds a bachelor's degree from Wesleyan University and a J.D. from the University of Virginia Law School. Governor Baliles and his wife Robin reside in Charlottesville, Virginia.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL EDUCATIONAL SESSION
JULY 17, 2018
MINUTES**

Mr. Fralin called the meeting to order at 9:35 a.m. in Ernst Hall, classroom A116, Richard Bland College, South Prince George, Virginia. Council members present: Ken Ampy, Marge Connelly, Heywood Fralin, William Murray, Carlyle Ramsey, Minnis Ridenour, Thomas Slater and Katharine Webb.

Council members absent: Rosa Atkins, Victoria Harker, Henry Light, Gene Lockhart and Stephen Moret.

Staff members present: Lee Andes, Peter Blake, Beverly Covington, Joseph DeFilippo, Alan Edwards, Jodi Fidler, Wendy Kang, Lynn Seuffert, Tod Massa, Laura Osberger, Sylvia Rosa-Casanova, Lee Ann Rung, Kristin Whelan.

Audrey Burges from the Office of the Attorney General was also in attendance.

REMARKS FROM CHANCELLOR GLENN DUBOIS AND PRESIDENTS JANET GULLICKSON AND ANGELINE GODWIN

Mr. Blake introduced Dr. DuBois and reviewed his topic for discussion.

Dr. DuBois spoke about challenges and opportunities for the Virginia Community Colleges. He provided a presentation that addressed the issues community colleges are facing and the ways in which they are dealing with the challenges.

Dr. DuBois introduced Presidents Angeline Godwin, Patrick Henry Community College, and Janet Gullickson, Germanna Community College.

He spoke about the FastForward workforce training program, which in its first two years, has enabled Virginians to earn more than 11,000 industry-recognized credentials to advance their careers. Dr. DuBois explained the Virginia Community College System's (VCCS) six-year statewide strategic plan, Complete 2021, which established the goal of tripling credentials and abolishing the "first generation" student. He spoke about cycles, noting how enrollment is affected by the economy and state funding. The community college mission continues to fill unmet needs. As a result, the system needs to pivot constantly. He described ways in which VCCS is confronting enrollment decline: 1. Strategic changes, 2. Technology innovations, 3. Refocusing on tomorrow's students.

Dr. Gullickson spoke about the recommendations in the Chancellor's Task Force on Applying the Community College Mission to Virginia's 21st Century Needs that was included in the agenda materials and suggested that members review the report. The statewide strategic marketing plan is included in the recommendations. Onboarding and advising for high-need students is emphasized as the community colleges are committed to reducing the financial burden for students.

Dr. Godwin addressed the technology innovations on which her institution is focusing. The “EAB Navigate” platform allows students to utilize mobile phone connectivity that includes step-by-step directions for the application and enrollment processes, as well as purchasing books. Students also are able to schedule advising sessions online. Faculty provides feedback and encouragement on the student’s progress. She noted that the VCCS has completely restructured the application process to remove challenges and make the process more student-friendly.

Dr. DuBois noted the differences between community college students and students at public four-year institutions. Almost half of the community college student population is minority with financial need. He reported that 15 campuses operate food banks to serve students. The VCCS serves 40,000 veterans. Dr. DuBois stressed the need to think beyond the typical student age (18-24), noting that as time goes on there will be fewer in this age group. A United Way report refers to ALICE (asset-limited, income-constrained, employed) students. The FastForward program provides students with credentials for a career that addresses critical needs. Funding is not provided until the student completes the credential. Noting the program’s popularity, Dr. DuBois said VCCS has exhausted these grants in the first two years of implementation. An increase in the grant has been approved for years 3-4, and he anticipates those funds will be depleted as well.

Dr. Godwin addressed the Rural Virginia Horseshoe Initiative. Noting that educational attainment is the centerpiece of the initiative, there are 14 community colleges serving the horseshoe. The state ranks first in educational attainment without including the horseshoe demographic but ranks last when this area is included. She noted that currently there are full-time career coaches in those schools to engage in college and career readiness. The community colleges in the horseshoe also provide services to GED candidates, providing an incentive to move them concurrently into career and college work.

Dr. Gullickson noted the demand to better address the state’s Spanish-speaking needs, including translating Germanna Community College’s website.

Dr. DuBois said he looks forward to working with the Governor’s office on a version of free community college. Noting that “free” is a misnomer, he said there is an undeniable appeal for the idea and approximately 20 states offer some version of a “promise” program. He said some programs already exist in Virginia, and it has become a major economic development imperative.

The panel answered questions from members. Mr. Fralin suggested that members contact Dr. DuBois directly to answer additional questions.

REMARKS FROM THE GOVERNOR’S CHIEF WORKFORCE DEVELOPMENT ADVISOR

Mr. Blake introduced Dr. Megan Healy, Chief Workforce Development Advisory in the Governor’s office. Dr. Healy spoke about the Governor’s priorities dealing with workforce: Partnerships, Pathways, and Performance. She provided details on how they are addressing these areas of need, including use of grants and apprenticeship

programs. Noting the acronym “HITS,” the areas include: Healthcare Information Technology, Trades, and Teacher Shortage.

Dr. Healy also explained the “Building Virginia” program which brings awareness to construction jobs. For higher education to be successful, it needs to be affordable. She noted that the Governor’s office is working on “new collar” jobs and finding a new name for “free college” that would emphasize the need for debt-free college. She answered questions from members.

MOTION TO ADJOURN

The Chair adjourned the meeting at 11:00 a.m.

Heywood Fralin
Council Chairman

Lee Ann Rung
Director, Executive & Board Affairs

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
JULY 17, 2018
MINUTES**

Mr. Fralin called the meeting to order at 1:20 p.m. in Ernst Hall, classroom A116, Richard Bland College, South Prince George, Virginia. Council members present: Ken Ampy, Marge Connelly, Heywood Fralin, William Murray, Carlyle Ramsey, Minnis Ridenour, Thomas Slater and Katharine Webb.

Council member Victoria Harker participated by phone and her location was included in the public meeting notice. Council member Gene Lockhart participated by phone due to an emergency. Mr. Lockhart could not get a flight to Virginia in time for the meeting.

Council members absent: Rosa Atkins, Henry Light and Stephen Moret.

Staff members present: Lee Andes, Alan Edwards, Peter Blake, Beverly Covington, Joseph DeFilippo, Darlene Derricott, Jodi Fisler, Emily Hils, Wendy Kang, Jean Mottley Huskey, Tod Massa, Laura Osberger, Monica Osei, Sylvia Rosa-Casanova, Lee Ann Rung, Lynn Seuffert, Kristin Whelan, Brenita Younger and Yan Zheng.

Deputy Secretary Fran Bradford and Audrey Burges from the Office of the Attorney General also were present.

RECEIPT OF PUBLIC COMMENT

Ms. Stacie Gordon, State Advocacy Manager, Partners for College Affordability and Public Trust, requested to speak about college affordability issues. Ms. Gordon was not present at the meeting at the start of the meeting. Ms. Gordon joined the meeting late and was offered an opportunity to address the Council later in the agenda. Ms. Gordon provided a copy of her remarks.

APPROVAL OF MINUTES

On a motion by Dr. Ramsey and seconded by Dr. Murray the minutes from the May 21, 2018, closed session, the May 21, 2018, Private College Advisory Board, and the May 22, 2018, Council meeting were approved unanimously (10-0).

APPROVAL OF MINUTES

On a motion by Dr. Ramsey and seconded by Dr. Murray the minutes from the May 21, 2018, closed session meeting, the May 21, 2018, Private College Advisory Board, and the May 22, 2018, Council meeting were approved unanimously (10-0).

REMARKS FROM PRESIDENT DEBBIE SYDOW

Mr. Blake introduced President Sydow who spoke about the history of Richard Bland College (RBC) and noted that higher education is an industry in transition. She

articulated the actions RBC have taken over the last few years to refocus, reinvest, and reinvent themselves to be responsive to market demands. The key themes included utilizing the size and nature of RBC's resources to achieve a competitive advantage; leapfrogging competition with partnerships; and innovation. An important goal of the college is to utilize data and technology to establish a high performing organization that is responsive to market demand and focuses on student success. After a year-long process, the college decided on a strategic plan that focuses on enrollment, programs and delivery, students, curriculum and operations. Dr. Sydow noted the relationships RBC has established with the military, particularly nearby Fort Lee. She reviewed the student profile and was proud of the fact that RBC is one of a few campuses that is both small and diverse. The college has developed a program called One Size Fits One that is supportive of all students, not just some. Other programs that Dr. Sydow highlighted included the global student success program, the Promise Scholars (a comprehensive four-year pathway to RBC and William & Mary with little or no debt) and the campus master plan. She answered questions from members.

REMARKS FROM TAYLOR REVELEY III

Mr. Blake introduced Mr. Reveley. Mr. Reveley noted that he was speaking as a private citizen now that he is President Emeritus at The College of William & Mary. He shared thoughts about SCHEV and its potential role, based on his 20 years involvement of public and private higher education. Over the years, he has come to believe that SCHEV is extremely important to the success of higher education in the Commonwealth. He noted that SCHEV has an independent, qualified board and an experienced and knowledgeable director who can speak truth to power.

Mr. Reveley stressed three ways in which SCHEV can have an impact on the Commonwealth:

- 1) Convocation – SCHEV has convening power to bring institutions together and seek solutions.
- 2) Context – SCHEV plays an important role in helping stakeholders understand the issues to help shape the decisions.
- 3) Catalyst – SCHEV can act as a change agent to reshape the ideas about the worth of a college education to students, the state and the country.

He noted that elected officials need to understand that many people live meaningful lives that do not revolve solely around maximizing income. Mr. Reveley challenged members to think about what could result if SCHEV helped shape partnerships between corporations and colleges to get students interested in high-demand occupations and solicit funding from the state. He also suggested considering asking corporations to help with student debt. He mentioned that SCHEV could convene a group of presidents to work with the agency on this. He answered questions from members.

Mr. Fralin noted that some members needed to leave early so he changed the order of the agenda to address committee reports first.

REPORT OF THE AGENCY DIRECTOR

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

Tuition and fees – Mr. Blake referenced the chart on page 112 and noted that the annual tuition and fees report will be published in August.

General Professional Advisory Committee (GPAC) – He noted the speakers and topics at the June meeting with presidents.

Virginia Research Investment Committee – Mr. Blake thanked Mr. Slater and Mr. Light for attending the June 12 meeting.

New staff – Mr. Blake introduced Laura Osberger, SCHEV's new Communications Associate and mentioned the two recently approved new positions that will soon be filled. He asked Dr. Jodi Fidler to introduce Veronica Shuford. Ms. Shuford is working as an intern at SCHEV as part of her doctoral program in evaluation and research at Virginia Commonwealth University.

Mr. Blake recognized Fran Bradford, Deputy Secretary of Education as well as Audrey Burges from AG's office.

DISCUSSION OF THE VIRGINIA PLAN FOR HIGHER EDUCATION

Ms. Kang distributed a handout of the four goals from The Virginia Plan for Higher Education as well as the Initiatives. Ms. Connelly asked staff to consider the point at which affordability creates a tipping point causing students and parents to make different choices. Mr. Massa agreed to explore but noted that we know it is institutionally dependent and also depends on student sensitivity to loans. Ms. Connelly requested that staff provide net prices across institutions.

DISCUSSION OF 2018 GENERAL ASSEMBLY BUDGET AND NEW COUNCIL RESPONSIBILITIES

Mr. Blake summarized the information on page 114 of the agenda book and noted that the total budget approved by the Governor and General Assembly was approximately \$76 million less than what Council recommended. The General Assembly appropriated almost no funding for operations in the first year of the biennium, but provided an increase in the second year. This will allow institutions to improve their long-term planning efforts. Mr. Blake noted that SCHEV will establish and administer the Cybersecurity Student Loan Repayment Grant Program. More information will be shared with the Council in September.

REPORT FROM THE COMMITTEES

Report from Academic Affairs Committee

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

Action on Programs at Public Institutions

The Committee's recommendations were seconded by Mr. Ampy and approved unanimously (10-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Christopher Newport University to initiate a Bachelor of Science (B.S.) degree program in Neuroscience (26.1501), effective spring 2019.

The Committee's recommendations were seconded by Dr. Ramsey and approved unanimously (10-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Master of Science (M.S.) degree program in Bioengineering (14.0501), effective fall 2018.

Action on Private Postsecondary Institution Certification

The Committee's recommendations were seconded by Mr. Slater and approved unanimously (10-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Vincennes University to operate as a degree-granting postsecondary institution within the Commonwealth of Virginia, effective July 17, 2018.

Ms. Webb said the Committee discussed other items that would be brought to the Council at a later date.

Report from Resources and Planning Committee

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

Action on Recommended Amendments to the Domicile Guidelines

Ms. Connelly asked Mr. Andes to summarize the changes. He eliminated subsection b. and noted that all other changes were shared with Council at the last meeting. The Committee's recommendation was seconded by Dr. Murray and approved unanimously (10-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the amended Domicile Guidelines.

Action on 2018-19 Full Cost Report

The Committee's recommendation was seconded by Mr. Slater and approved unanimously (10-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the 2018-19 Full Cost Report.

BE IT FURTHER RESOLVED that the State Council of Higher Education for Virginia delegates to SCHEV staff the responsibility to monitor institutions' compliance with the policy and report annually the status of compliance.

Ms. Connelly also provided an overview of other items that the Committee reviewed, including:

Discussion of Measures of Institutional Performance. She asked Dr. Huskey to discuss the reasons for the institutions that did not make their measure. Dr. Huskey explained the process and indicated that after hearing from representatives at Norfolk State University and Richard Bland College about efforts underway, staff felt comfortable recommending a remediation plan for these two institutions. Final results and staff recommendations will be brought to Council for approval in September.

Discussion of SCHEV Policy Recommendations for Sustainable Funding. Ms. Connelly asked Ms. Kang to provide an overview. Ms. Kang reminded members about the actions the Council took last year. She reviewed seven policy considerations from the 2018 General Assembly session, noting that five of the seven were approved. Staff encouraged Council to celebrate this success but noted that there is still work to be done.

Discussion of a Resource Map for The Virginia Plan for Higher Education. Ms. Kang reviewed the Lumina initiative and reviewed the objectives and priorities as well as the goals. Ms. Connelly requested that reverse transfer be considered. This would allow students who incur debt but do not receive a credential to get an Associate degree using accumulated credits.

Report from the Ad Hoc Data and Policy Committee

Mr. Slater reviewed the agenda from the ad hoc committee's June 19, 2018, meeting. He reminded members that joining him on the ad hoc committee is Mr. Moret, Mr. Ampy, and Ms. Connelly. He thanked Ms. Webb for participating in the June meeting. Mr. Slater thanked Ms. Currey and Mr. Massa for their help in providing data to the ad hoc committee. The ad hoc committee will meet again on August 16 and hope to complete its work in the near future.

ACTION ON 2019 MEETING SCHEDULE AND LOCATIONS

Mr. Blake reviewed the proposed schedule and noted a revision to the resolution that was included in the agenda book. The May 2019 meeting, including the joint meeting with the Private College Advisory Board, will be held at Mary Baldwin University. Mr. Blake reminded members to add the dates on their calendars.

He informed the Council that he received a request from the Career Colleges asking that the Council visit one or more of their institutions over the next few years. This will be considered when the Council reviews its meeting schedule next year. On a motion by Dr. Ramsey and seconded by Mr. Ampy the following resolution was approved unanimously (10-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following meeting schedule for calendar year 2019 and requests that staff distribute the information to all Council members:

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

- **January 14 – SCHEV Offices (Richmond)**
- **March 18-19 – travel to public institution (Virginia Tech)**
- **May 20-21 – travel to private institution (Mary Baldwin University) – May 20 will include a meeting with private college presidents)**
- **July 16 – travel to a higher education center (New College Institute)**
- **September 16-17 – travel to public institution (University of Mary Washington - September 16 will include a meeting with public college and university presidents)**
- **October 28-29 – SCHEV Offices (Richmond)**

The chairman called for a break at 3:00 p.m. The meeting resumed at 3:10.

RECEIPT OF ITEMS DELEGATED TO STAFF

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

NEW BUSINESS

There was no new business.

OLD BUSINESS

Highlights from the list of Council priorities were included in the agenda materials. Mr. Blake was asked to provide a status report at the next meeting showing which items have been addressed or consolidated.

Mr. Blake announced that the next meeting will be held on September 17-18 at Virginia Commonwealth University. Governor Baliles and President Hemphill will be featured speakers.

MOTION TO ADJOURN

The meeting adjourned at 4:20 p.m.

Heywood Fralin
Council Chairman

Lee Ann Rung
Director, Executive and Board Affairs

Items Delegated to Director/Staff

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

Program Actions

| Institution | Degree/Program/CIP | Effective Date |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Dabney S. Lancaster Community College | Program Title Changes Not Approved: <ul style="list-style-type: none"> • Certificate in Welding (48.0508) to a Certificate in Industrial/Structural Welding • Certificate in Pipe Welding (48.0508) | April 23, 2018 |
| George Mason University | Program Name Change Not Approved: Master of Education in Leadership and Human Development (13.0401) to a Master of Education in Education Leadership (13.0401) | April 26, 2018 |
| Old Dominion University | Degree Designation and Program Name/Title Change Approved: Bachelor of Science in Medical Technology (BSMT) degree program in Medical Technology (51.1005) to the Bachelor of Science in Medical Laboratory Science (BSMLS) degree program in Medical Laboratory Science (51.1005) | Fall 2018 |
| University of Virginia | CIP Code Changes Not Approved: <ul style="list-style-type: none"> • Bachelor of Science (B.S.) in Commerce 52.0101 to 52.1399 • Master of Science (M.S.) in Commerce 52.0101 to 52.1399 | May 10, 2018 |
| Virginia Commonwealth University | Degree Designation Change Approved: Change the degree designation of the Master of Education (M.Ed.) degree program in Sport Leadership (31.0504) to the Master of Sport Leadership (M.S.L.) degree program in Sport Leadership (31.0504) | Fall 2018 |
| Virginia Commonwealth University | New Degree Program Not Approved: Doctor of Philosophy (PhD) degree program in Pharmaceutical Engineering (51.2003) | June 18, 2018 |

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

Diploma, Certificate, Discontinued and Modified Programs

| Institution | Degree/Program/CIP | Effective Date |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| George Mason University | Initiate New Graduate Certificate Programs [Conferral Fall 2018]: <ul style="list-style-type: none"> Bioinformatics and Computational Biology (26.1103) Software Engineering (14.0903) Dabney S. Lancaster Community College | Fall 2018 |
| George Mason University | Program Discontinuance: Discontinue the Graduate Certificate in School Counseling Leadership (13.1101) | Fall 2018 |
| Longwood University | Simple Program Modifications: <ul style="list-style-type: none"> Modify the credit hours of the Bachelor of Arts (BA) degree program in English (23.0101) from 121 credit hours to 120 credit hours. Modify the credit hours of the Bachelor of Science in Nursing (BSN) degree program in Nursing (51.1601) from 120 credit hours to 123 credit hours. | Fall 2018 |
| The College of William and Mary in Virginia | Simple Program Modification: Modify the credit hours of the Master of Science (M.S.) in Marine Science (26.1302) from 36 credit hours to 32 credit hours. | Fall 2018 |
| University of Virginia | Simple Program Modification: Add an online delivery format to the Master of Science (M.S.) degree program in Data Science (11.0802) | Spring 2019 |
| Virginia Commonwealth University | Initiate two new Post-Baccalaureate Certificate programs [Conferral: Spring 2019]: <ul style="list-style-type: none"> Cybersecurity (11.1003) Data Science (11.0802) | Fall 2018 |
| Virginia Commonwealth University | Initiate a new Graduate Certificate in Sustainability Planning (30.3301) [Conferral: Spring 2019] | Fall 2018 |
| Virginia Commonwealth University | Substantial Program Modification: Modify the credit hours of the Doctor of Philosophy (PhD) degree program in Nursing (51.3808) from 61 credit hours to 58 to 67 credit hours. | Fall 2018 |

| Institution | Degree/Program/CIP | Effective Date |
|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Virginia Community College System (See Appendix A for list of Colleges) | Program Discontinuances: Discontinue multiple programs (See Appendix A) <ul style="list-style-type: none"> • 49 Certificates • 25 Degrees • Six (6) Diplomas | Summer 2018 |
| Virginia Polytechnic Institute and State University | Substantial Program Modification: Modify the credit hours of the Bachelor of Science (B.S.) in Industrial Systems Engineering (CIP code: 14.3501) from 133 credit hours to 127 credit hours. | Fall 2018 |
| University of Mary Washington | Program Discontinuance: Discontinue the Master of Science in Management Information Systems (52.1201). [Council Approval: September 12, 2006] | Spring 2018 |
| Virginia Highlands Community College | Initiate a certificate program in Practical Nursing (51.3901) [Conferral: Spring 2019] | Fall 2018 |

Pursuant to the Code of Virginia, Section § 23.1-211 and Council's "Commonwealth of Virginia Policy on the Reciprocal Authorization of Distance Education and Related Activities," the following items were approved as delegated to staff:

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

| Institution | Effective Date |
|----------------------------------|-----------------------|
| American National University | May 10, 2018 |
| John Tyler Community College | June 18, 2018 |
| Virginia University of Lynchburg | May 8, 2018 |

Pursuant to the Code of Virginia § 23.1-213 to 230 and 8VAC-40-31-90 of the Virginia Administrative Code, the following items were approved as delegated to staff:

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

| Institution | Location | Effective Date |
|---------------------------------------|----------------------------------------------|-----------------------|
| Cutting Room Barber Institute | Portsmouth, VA | March 15, 2018 |
| Fast Track Health Care Education | Charlottesville, VA (additional location) | May 7, 2018 |
| Heart to Heart Career Training Center | Warsaw, VA (additional location) | May 7, 2018 |

| | | |
|---------------------------------------|--------------|-------------------|
| Kulture Kuts Barber & Styling Academy | Hopewell, VA | February 27, 2018 |
| Phoenix Training Solutions | McLean, VA | April 10, 2018 |
| Virginia Barber School | Richmond, VA | May 10, 2018 |

Pursuant to the General Assembly's action (2016 Acts of Assembly, Chapter 780, Item 4-503 b.3) approving "the creation and establishment of the Virginia Tech/Carilion School of Medicine within" Virginia Tech (VT), and a submission from VT documenting its Board's action in assuming control of the Virginia Tech Carilion School of Medicine (VTCSoM), staff has officially acknowledged:

- As of July 1, 2018, the following organizational units are established within VT:
 - Virginia Tech Carilion School of Medicine
and within the VTCSoM:
 - Department of Basic Science Education
 - Department of Emergency Medicine
 - Department of Family and Community Medicine
 - Department of Internal Medicine
 - Department of Interprofessionalism
 - Department of Obstetrics and Gynecology
 - Department of Orthopaedic Surgery
 - Department of Pediatrics
 - Department of Psychiatry and Behavioral Medicine
 - Department of Radiology
 - Department of Surgery
- As of July 1, 2018, VT is approved to offer a Doctor of Medicine (MD) degree program in Medicine (CIP: 51.1201).
- As of July 1, 2018, VTCSoM is not authorized to operate in any manner as an independent institution of postsecondary education in Virginia.

Appendix A

Virginia Community College System (VCCS) Discontinued Programs—Effective: Summer 2018

| College | Award | CIP |
|-------------------------|-------------------------------------------------|---------|
| Blue Ridge CC | Certificate, Fine Arts | 50.9999 |
| Dabney S. Lancaster CC | Certificate, Electronics | 15.0303 |
| Dabney S. Lancaster CC | Certificate, Corrections | 43.0102 |
| Dabney S. Lancaster CC | Certificate, Massage Therapy | 51.3501 |
| Eastern Shore CC | Certificate, Computer Aided Drafting and Design | 15.1302 |
| Eastern Shore CC | AAS, Radiography | 51.0911 |
| Eastern Shore CC | AAS, Administrative Support Technology | 52.0499 |
| Eastern Shore CC | Certificate, Information Systems Technology | 11.0101 |
| John Tyler CC | Certificate, Pre-BSN Nursing | 51.1105 |
| Lord Fairfax CC | Certificate, Graphic Design Office Assistant | 52.0499 |
| Lord Fairfax CC | Certificate, Technical Writing | 23.1303 |
| Mountain Empire CC | Certificate, Word Processing | 52.0499 |
| Mountain Empire CC | Diploma, Respiratory Care | 51.0908 |
| Mountain Empire CC | AAS, Computer Electronics Technology | 15.0303 |
| Mountain Empire CC | AAS, Industrial Distribution | 15.0699 |
| New River CC | AAS, American Sign Language Interpreter | 16.1603 |
| New River CC | AAS, Paralegal Studies | 22.0302 |
| Northern Virginia CC | Certificate, Web Design Manager | 11.0801 |
| Northern Virginia CC | Certificate, Small Business Management | 52.0299 |
| Northern Virginia CC | Certificate, Real Estate Brokerage | 52.1501 |
| Northern Virginia CC | Certificate, Automotive Electrical Technician | 47.0604 |
| Northern Virginia CC | Certificate, Automotive Emissions | 47.0604 |
| Northern Virginia CC | Certificate, Electronics Technician | 15.0303 |
| Northern Virginia CC | AAS, Travel and Tourism | 52.0903 |
| Northern Virginia CC | AAS, Computer and Electronics Technology | 15.0303 |
| Paul D. Camp CC | Certificate, Welding | 48.0508 |
| Paul D. Camp CC | Certificate, Office Information Processing | 52.0499 |
| Patrick Henry CC | Certificate, Emergency Medical Technology | 51.0904 |
| Piedmont Virginia CC | AAS, Computer Aided Draft and Design | 15.1302 |
| Piedmont Virginia CC | AAS, Biotechnology | 41.0101 |
| J. Sargeant Reynolds CC | Certificate, Management Development | 52.0299 |
| J. Sargeant Reynolds CC | AAA, Visual and Performing Arts – Music | 50.0101 |
| J. Sargeant Reynolds CC | AAS, Paraprofessional Education | 13.1501 |
| J. Sargeant Reynolds CC | AAS, Computer and Electronics Technology | 15.0303 |
| Southside Virginia CC | Certificate, Computer Aided Drafting | 15.1302 |
| Southside Virginia CC | Certificate, Cooperative Career Development | 51.1599 |
| Southside Virginia CC | Certificate, Health Science Nursing Prep | 51.0999 |
| Southside Virginia CC | Certificate, Medical Lab Tech Prep | 51.0999 |

| College | Award | CIP |
|-----------------------|---------------------------------------------------|------------|
| Southside Virginia CC | Certificate, Practical Nursing Prep | 51.0999 |
| Southside Virginia CC | Certificate, Respiratory Therapy Prep | 51.0999 |
| Southside Virginia CC | Diploma, Air Conditioning/Heating/Refrigeration | 47.0201 |
| Southside Virginia CC | AAS, CAD and Design Technology | 15.1302 |
| Southwest Virginia CC | Certificate, Clerical Studies | 52.0499 |
| Southwest Virginia CC | Certificate, Diagnostic Medical Sonography | 51.0910 |
| Southwest Virginia CC | Certificate, Diesel Equipment/Mine Machinery | 47.0605 |
| Southwest Virginia CC | Certificate, Electronics Servicing | 47.0199 |
| Southwest Virginia CC | Certificate, Food Service Management | 52.0901 |
| Southwest Virginia CC | Certificate, Hospitality Management | 52.0901 |
| Southwest Virginia CC | Certificate, Journalism | 9.0499 |
| Southwest Virginia CC | Certificate, Machine Tool Operations | 48.0599 |
| Southwest Virginia CC | Certificate, Photography | 50.0605 |
| Southwest Virginia CC | Diploma, Machine Tool Operation | 48.0599 |
| Southwest Virginia CC | Diploma, Occupational Therapy Assistant | 51.0803 |
| Southwest Virginia CC | Diploma, Computer Electronics | 15.0303 |
| Tidewater CC | AA, Fine Arts | 50.0101 |
| Tidewater CC | Certificate, Medical Assisting | 51.0801 |
| Tidewater CC | Certificate, Automotive Technology | 47.0604 |
| Thomas Nelson CC | AS, General Studies | 24.0102 |
| Thomas Nelson CC | Certificate, Public Management | 44.0401 |
| Thomas Nelson CC | Certificate, Communication Design Multi-Media | 50.0401 |
| Thomas Nelson CC | Certificate, Medical Lab Technology | 51.1004 |
| Thomas Nelson CC | AAS, Public Administration | 44.0401 |
| Virginia Highlands CC | Diploma, Electro-Mechanical Maintenance | 46.0302 |
| Virginia Highlands CC | AAS, Energy Technology | 15.0599 |
| Virginia Highlands CC | AAS, CAD and Design Technology | 15.1302 |
| Virginia Western CC | Certificate, Child Care | 19.0709 |
| Virginia Western CC | Certificate, Air Conditioning and Refrigeration | 47.0201 |
| Virginia Western CC | Certificate, Welding | 48.0508 |
| Virginia Western CC | Certificate, Interior Design | 50.0408 |
| Virginia Western CC | Certificate, AMT: Medical Transcriptionist | 51.0799 |
| Virginia Western CC | Certificate, Radiation Oncology | 51.0907 |
| Virginia Western CC | Certificate, Administrative Professional | 52.0499 |
| Virginia Western CC | Certificate, Exercise Science & Personal Training | 31.0501 |
| Virginia Western CC | Certificate, HIM: Electronic Medical Records | 51.0799 |
| Virginia Western CC | AAS, Horticulture Technology | 1.0601 |
| Virginia Western CC | AAS, Construction Technology | 46.0000 |
| Virginia Western CC | AAS, Architectural/Civil Engineering Technology | 15.0000 |
| Virginia Western CC | AAS, Electrical Engineering Technology | 15.0303 |
| Virginia Western CC | AAS, Mechanical Engineering Technology | 15.0899 |
| Wytheville CC | AAS, Radiography | 51.0911 |

Institutional Student Financial Aid Plans

Pursuant to §4-5.01.b.1.a of the Virginia Acts of Assembly, Chapter 21, staff has reviewed each individual institution's plan for expenditure of its appropriation for undergraduate student financial assistance and assumptions and calculations for determining the cost of education and student financial need. The institutions' reports have been received and reviewed in accordance with the Appropriation Act.



Brian O. Hemphill, Ph.D., Radford University's seventh president effective July 1, 2016, is an unwavering champion for positive change and a true advocate of shared governance. With strong support from students, faculty, staff, alumni, friends, the local community, the New River Valley and the Commonwealth of Virginia, President Hemphill has pledged to lead the Highlander family with a steadfast commitment to excellence, accountability, transparency and student-centeredness. President Hemphill's vision is to transform Radford University into an innovative, premier university in the Commonwealth of Virginia and beyond with a keen focus on teaching, research and service.

A devoted public servant and steward of Radford University, President Hemphill proudly serves on a variety of boards, commissions and committees. He faithfully represents Radford University on the national scale with active involvement in the American Association of State Colleges and Universities (AASCU), including the Committee on Policies and Purpose, and the Association of Public and Land-grant Universities (APLU).

President Hemphill's road to Radford University has taken him from the University of Arkansas–Fayetteville, a flagship university, where he served as Associate Vice Chancellor and Dean of Students; to Northern Illinois University, a large, public, research university, where he served as Vice President for Student Affairs and Enrollment Management and Associate Professor for eight years; to West Virginia State University, a public, land-grant, research university, where he served as the tenth President and Professor for four years.

President Hemphill earned a Ph.D. in Higher Education Administration and Policy Studies from the University of Iowa, a Master of Science degree in Journalism and Mass Communication from Iowa State University of Science and Technology and a Bachelor of Arts degree in Organizational Communication from Saint Augustine's University.

State Council of Higher Education for Virginia Agenda Item

Item: Council #E5 – Report of the Agency Director

Date of Meeting: September 18, 2018

Presenter: Peter Blake
Director
peterblake@schev.edu

Most Recent Review/Action:

☒ No previous Council review/action

☐ Previous review/action

Date:

Action:

Background Information/Summary of Major Elements: N/A

Materials Provided:

Report of the Agency Director.

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A

**State Council of Higher Education
Director's report
September 18, 2018**

2018 tuition and fee increases. SCHEV recently released its annual tuition and fee report. Several media outlets reported on it. Tuition and fees will increase by an average of \$669 at four-year institutions and \$113 at Virginia's community colleges under charges set recently by the institutions' governing boards. Increases range from \$330 at Virginia State University to \$1,100 at Christopher Newport University. The systemwide average increase is 5.3% at the universities and 2.5% at the community colleges. The systemwide increase is slightly higher than the increases in the previous two years.

SCHEV lawsuit: On July 23, the agency and individual Council members were formally served with the lawsuit that was filed the previous week in federal court by the owners of a non-certified proprietary educational entity, The Mount Olivet Group. The plaintiffs assert that the Commonwealth's certification requirements violate their right to free speech and that the agency lacks the constitutional authority and the staff expertise to assess their curricula. The Office of the Attorney General filed a motion in opposition to the request for preliminary injunction and a motion to dismiss for failure to state a claim. The court will schedule the motions for a hearing after the plaintiffs file a response to them.

Board of visitors orientation: Nearly 50 attendees have registered for this year's orientation session, which takes place October 23 and 24. Thanks to the Council members who will be participating in this year's event. Thanks also to a diverse planning committee that has guided the development of this year's curriculum.

General Professional Advisory Committee: The August meeting with public institutions' chief executives included a presentation on the Commonwealth Cyber Initiative and discussions on the 2019 legislative session. Presidents also received an update on the Council's efforts to assess the outcomes of college and university graduates, including their employment and salaries.

Institutional six-year plan updates: On August 20, SCHEV's coordinator of the six-year planning process, Jean Mottley Huskey, convened the review group, "Op Six" (Education and Finance Secretaries, House Appropriations and Senate Finance directors, and Department of Planning and Budget and SCHEV directors), to discuss the public institutions' updates to their six-year plans. The agenda consisted primarily of a review of summary reports from the plans as a whole as well as reviews of individual plans. Additional topics included capital outlay, enrollment projections, faculty salaries, measures for Level 3 and suggestions for institutional efficiency and effectiveness. Dr. Huskey will send Op Six's comments to the institutions by September 1. Institutions' responses and their final plans are due to SCHEV by October 1 or immediately following their board's Fall meeting, if after October 1. Final versions of institutions' board-approved plans are due to DLAS by December 1.

Virginia Research Investment Committee (VRIC): On August 14, SCHEV hosted the meeting of the Virginia Research Investment Committee, which I chair with assistance

from SCHEV staff. Council chair Heywood Fralin is a member, and Council member Henry Light attended. The committee received a progress report from the team of 12 stakeholders tasked with developing a prospectus for implementing the recommendations of the assessment of research assets conducted last year; this Implementation Advisory Team will present its conclusions at the committee's October meeting. VRIC also received a presentation from Virginia Tech regarding its preliminary work on a blueprint for the Commonwealth Cyber Initiative (CCI) as outlined in the Appropriation Act. The university must submit the CCI Blueprint to VRIC by December 1.

Ad Hoc Committee on Data and Policy: On August 16, Council's Ad Hoc Committee on Data and Policy convened at SCHEV offices; its members are Ken Ampy, Marge Connelly, Stephen Moret and Tom Slater. The agenda included: (i) discussion and prioritization of near- and long-term questions; (ii) review of proposed web pages; (iii) discussion of communications strategies; and (iv) discussion of resource requirements. More information is available later in the agenda.

SCHEV activities: We are close to hiring two new staff, one to support the Virginia Research Investment Committee, and one to support the newly created office of the qualified student loan ombudsman. SCHEV staff is embarking on an initiative to articulate agency "values" that will guide our work. This effort is related to ongoing professional development activities within the agency. Finally, continuing our popular series of engaging speakers, SCHEV recently hosted Trish Bishop, director of the Virginia Retirement System.

Tribute: Rick Boyd, SCHEV's longstanding procurement and agency operations assistant, died August 5, 2018. Rick greeted everyone with a friendly word and always stepped up when the work demanded it. Rick is survived by his wife, Ellie Boyd, who is SCHEV's budget and finance director.

Out and about: Joe DeFilippo and I met with representatives of Radford University, Jefferson College of Health Sciences and Carilion Hospitals regarding the proposed merger of the private medical school into the public university. Several SCHEV staff and I participated in a meeting on post-college outcomes with Brandon Busteed, senior partner and global head, for Gallup's Public Sector division. Joe DeFilippo, Wendy Kang, Monica Osei and I visited George Mason University and met with various university administrators. Beverly Covington and I met with legislative leaders in the Hampton Roads region and met with representatives of Old Dominion University. I participated in the capital outlay ("six pack") meeting with Secretary of Finance Aubrey Layne and others from the executive and legislative branches as well as the six-year plan meeting (described above). I joined Secretary of Education Atif Qarni and Superintendent of Public Instruction James Lane for a reception of staff from Virginia Department of Education and SCHEV.

State Council of Higher Education for Virginia Agenda Item

Item: Council #E6 – Discussion of The Virginia Plan for Higher Education

Date of Meeting: September 17, 2018

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

Most Recent Review/Action:

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

Date: July 17, 2018

Action: Since the May meeting, Council members have received updates on initiatives one and two for The Virginia Plan for Higher Education.

Background Information/Summary of Major Elements:

At the March Council meeting, members approved updates to the six initiatives, related activities and associated measures. At the May and July meetings, SCHEV staff provided an overview of the associated measures related to initiatives one and two that focus on affordable pathways and funding alignment and sustainability.

This meeting will include focus on a discussion of initiative four related to quality (staff propose to discuss initiative three related to student success at a subsequent meeting). The activities related to this measure focus on topics related to the post-college outcomes taskforce that are included as part of the presidents meeting and related indicators of cultural prosperity using national data rankings.

Materials Provided: None.

Financial Impact: None.

Timetable for Further Review/Action: None.

Resolution: None.

Council #E7.a - Summary of Academic Affairs Committee Actions & Discussions
(Chair: K. Webb)

#B3, Action on Programs at Public Institutions

#B4, Action on Degree Escalation Guideline Revisions

#B5, Update on 2018 Legislation on Academic Policy

#B6, Update on Task Force on Post-College Outcomes

#B7, Briefing on Radford-Jefferson College Merger and Council Duties

#B8, Report of the Staff Liaison to the Committee

Council #E7.b - Summary of Resources and Planning Committee Actions & Discussions

(Chair: M. Connelly)

#C3, Action on Measures of Institutional Performance

#C4, Action on Regulations for Cybersecurity Student Loan Repayment Grant Program

#C5, Discussion of Proposed Policies and Guidance for Institutional Financial Aid Award Letters

#C6, Discussion of the Condition of Higher Education Funding in Virginia

#C7, Discussion of Systemwide 2018-20 Budget Amendments

#C8, Update on the Resource Map Project

State Council of Higher Education for Virginia Agenda Item

Item: Council #E7.c - Ad Hoc Committee on Data and Policy

Date of Meeting: September 17, 2018

Presenter: Pam Currey
Finance Policy Associate
pamcurrey@schev.edu

Most Recent Review/Action:

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

Date:

Action:

Background Information/Summary of Major Elements:

At its August 16, 2018, meeting, the committee reviewed a set of priority questions for which the Council should prioritize its data and policy resources. Many of the questions have grown out of previous Council member discussions and are aligned with on-going initiatives. Based on the discussion at the meeting, SCHEV staff revised the questions for presentation to Council.

Also at the August meeting, committee members asked staff to develop recommendations for potential additional funding to improve the Council's use of information to reach new audiences, increase awareness of the value of higher education and be transparent with SCHEV data.

Finally, the committee members noted that the Council charge to the committee expires in October. They said they would like to consider extending their work, possibly to the January Council meeting, to develop a more coherent set of recommendations.

Materials Provided:

August 16, 2018, agenda
Draft data and policy questions aligned with The Virginia Plan for Higher Education

Financial Impact: Potential budget recommendations will be considered within the Resources and Planning Committee.

Timetable for Further Review/Action: The Ad Hoc Committee will meet again, prior to the October 29-30 Council meeting.

Resolution: N/A.

Ad Hoc Committee on Data and Policy

Thursday, August 16, 2018
1:00 p.m. – 3:00 p.m.

SCHEV Conference Room
James Monroe Building, 9th Floor
101 N. 14th Street
Richmond, VA 23219

| | |
|-------------|---------------------------------------------------------------------------------------------------------------------------------|
| 1:00 - 1:05 | Call to order, welcome, introductions |
| 1:05 – 1:10 | Approval of June 19, 2018, minutes |
| 1:10 – 2:00 | Discussion and prioritization of near- and long-term questions <ul style="list-style-type: none">• Ms. Pam Currey |
| 2:00 – 2:15 | Review of Proposed Web Pages <ul style="list-style-type: none">• Mr. Tod Massa |
| 2:15 – 2:35 | Discussion of Communications Strategies <ul style="list-style-type: none">• Ms. Wendy Kang and Ms. Laura Osberger |
| 2:35 – 2:50 | Discussion of Resource Requirements <ul style="list-style-type: none">• Mr. Peter Blake |
| 2:50 – 3:00 | Wrap Up |

Committee Members

Ken Ampy
Marge Connelly
Stephen Moret
Tom Slater

Notes:

Materials accompanying this agenda are intended for consideration of the Ad Hoc Committee on Data and Policy at this meeting (dated above), and may not reflect final Committee action. For a final version of any item contained in these material, please visit the SCHEV website at <http://www.schev.edu/index/agency-info/council-information/agenda-books>.

The Virginia Plan for Higher Education

VIRGINIA WILL BE THE BEST-EDUCATED STATE BY 2030

Aligning Data and Policy Decisions with The Virginia Plan

GOALS



AFFORDABLE ACCESS

What are the financial and demographic characteristics of students who enroll in college and those who do not?

Are students enrolling in institutions and programs for which they are appropriately prepared?

How do different paths to and through higher education compare in terms of time, cost and outcomes?



STUDENT SUCCESS

How well are institutions retaining and graduating students? What are common barriers to retention and timely completion?

How successful are transfer programs in contributing to improvements in graduation, academic performance and student cost?

What factors contribute materially to college completion and post-graduation success?



INNOVATION & INVESTMENT

How well are existing appropriations (operations, financial aid and capital) aligned with state goals?

What are common metrics for assessing institutional and system efficiency and productivity?

What are trends in faculty recruitment and retention? How competitive are institutions in recruiting and retaining faculty?



PROSPERITY

What is the relationship between the college experience and graduate employment, income and civic life?

What are the current and future workforce demands and associated salaries, and how well are institutions' programs and models of education aligned with those demands?

What is the value of institutions to their communities and the state? What tax revenues and economic development opportunities result from a better educated workforce?

State Council of Higher Education for Virginia Agenda Item

Item: Council #E8 – Receipt of Items Delegated to Staff

Date of Meeting: September 18, 2018

Presenter: Peter Blake
Director
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 Actions:

Blue Ridge Community College
George Mason University
Old Dominion University
Virginia Commonwealth University
Virginia Polytechnic Institute and State University
Virginia Western Community College

Diploma, Certificate, Discontinued and Modified Programs:

College of William and Mary
George Mason University
Old Dominion University
Radford University
University of Virginia
Virginia Commonwealth University

Policies and Procedures for Internal and Off-Campus Organizational Changes:

Radford University
University of Virginia

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

Hampton University

Items Delegated to Director/Staff

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

Program Actions

| Institution | Degree/Program/CIP | Effective Date |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| Blue Ridge Community College | Facilitated Staff Approval: Associate of Applied Science degree program in Advanced Manufacturing Technology (15.0613) [Conferral: Spring 2019] | Fall 2018 |
| George Mason University | Certificate Name Change Approved: Change the name of the Graduate Certificate in Advanced Studies in Teaching and Learning: Literacy: Reading Specialist (13.1315) to Literacy and Reading Instruction (13.1315) | Fall 2018 |
| George Mason University | Program Name/Title Change Not Approved: Change the name/title of the Graduate Certificate in Computational Techniques and Applications (30.0801) to Data Science (30.0801) | July 16, 2018 |
| George Mason University | CIP Code Change Not Approved: Change the Classification of Instructional Programs (CIP) code of the Graduate Certificate in Teaching English as a Second Language from 13.1401 to 13.0201 | June 12, 2018 |
| Old Dominion University | CIP Code Change Not Approved: Change the Classification of Instructional Programs (CIP) code of the Master of Science in Economics from 45.0601 to 45.0603 | August 13, 2018 |
| Old Dominion University | Facilitated Staff Approval: Master of Science degree program in Exercise Science (31.0505) [Conferral: Fall 2018] | Fall 2018 |
| Virginia Commonwealth University | Substantial Program Modification Approved: Modify the credit hours of the Master of Science (MS) degree program in Criminal Justice (43.0103) from 36 to 30. | Fall 2018 |
| Virginia Polytechnic Institute and State University | CIP Code Change Not Approved: Change the Classification of Instructional Programs (CIP) code of the Doctor of Philosophy in | July 24, 2018 |

| | | |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| | Geospatial and Environmental Analysis from 45.0701 to 45.0702 | |
| Virginia Polytechnic Institute and State University | Program Name/Title Changes Not Approved: <ul style="list-style-type: none"> • Change the name/title of the Master of Science degree program in Human Development (19.0701) to Human Development and Family Science • Change the name/title of the Doctor of Philosophy degree program in Human Development (19.0701) to Human Development and Family Science | July 16, 2018 |
| Virginia Western Community College | Facilitated Staff Approval: Associate of Applied Science degree program in Physical Therapy Assistant (51.0806) [Conferral: Spring 2019] | Fall 2018 |

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

Diploma, Certificate, Discontinued and Modified Programs

| Institution | Degree/Program/CIP | Effective Date |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| College of William and Mary | Simple Program Modification: Modify the credit hours of the Doctor of Philosophy (Ph.D.) degree program in Counselor Education (13.1101) from 66 to 69 credit hours. | Fall 2018 |
| George Mason University | Initiate a new Graduate Certificate Program in Applied Cyber Security (43.0116) [Conferral: Spring 2019] | Spring 2019 |
| George Mason University | Initiate eight (8) new Graduate Certificate Programs: [Conferral: Fall 2018]: <ul style="list-style-type: none"> • Advanced Networking Protocols for Telecommunications (14.1004) • Applied Psychology (42.2813) • Counseling (13.1101) • Education Assessment, Evaluation, and Data Literacy (13.0604) • Information Security and Assurance (11.1003) • Nursing Education (51.3817) • Teaching Theater Pre K-12 (13.1324) • Terrorism and Homeland Security (43.0304) | Fall 2018 |

| Institution | Degree/Program/CIP | Effective Date |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| George Mason University | Program Discontinuance: Discontinue the Graduate Certificate Program in Advanced Studies in Teaching and Learning (ASTL) - Art Education (13.1302) | Fall 2018 |
| Old Dominion University | Initiate two (2) new Undergraduate Certificate Programs [Conferral: Fall 2019] <ul style="list-style-type: none"> Addiction Prevention and Treatment (34.0104) Professional Leadership (30.9998) | Fall 2018 |
| Old Dominion University | Initiate a new Graduate Certificate Program in Modeling and Simulation in Biological Sciences (26.0101) [Conferral: Fall 2019] | Fall 2018 |
| Radford University | Initiate a new Graduate Certificate Program in Business Analytics (52.1301) [Conferral: Spring 2020] | Fall 2018 |
| University of Virginia | Initiate a new Undergraduate Certificate Program in Cyber Security Analysis (11.1003) [Conferral: Spring 2020] | Spring 2019 |
| Virginia Commonwealth University | Initiate a new Graduate Certificate Program in Special Education K-12 Teaching (13.1001) [Conferral: Fall 2019] | Fall 2018 |

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

| Institution | Change/Site | Effective Date |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Radford University | Create the Honors College. The Honors College will help "more clearly articulate the depth and breadth of offerings provided to honors students." The College will offer honors courses, provide oversight and administration of the honors program, and provide space "almost exclusively" for honors students. | August 1, 2018 |
| University of Virginia | Rename the Curry School of Education to the Curry School of Education and Human Development. The School has been renamed to align its name with peer institutions and to include "departments and programs that fit more appropriately under the term 'human development'." | August 1, 2018 |

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

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

| Institution | Effective Date |
|--------------------|----------------|
| Hampton University | July 16, 2018 |

State Council of Higher Education for Virginia Agenda Item

Item: Council #E10 – Old Business

Date of Meeting: September 17, 2018

Presenter: Peter Blake
Director
Peterblake@schev.edu

Most Recent Review/Action:

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

Date:

Action:

Background Information/Summary of Major Elements:

At the last meeting, Council asked staff to review the items that had been included on previous Old Business agenda to ensure that they have been addressed or have been subsumed under other ongoing initiatives. The staff has review the items and concluded that they are being addressed throughout the Council's work. Many of the items have been included on the agenda of the Ad Hoc Committee on Data and Policies. Others are incorporated into the Council's six priority initiatives and/or the developing budget and policy recommendations.

Materials Provided: None.

Financial Impact: None.

Timetable for Further Review/Action: N/A

Resolutions: N/A