



State Council of
Higher Education for Virginia

Agenda Book

May 19-20, 2014

Location:

Ferrum College
Ferrum, VA



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

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

**Ferrum College
Stanley Library, Founder's Room
Ferrum, Virginia
Monday, May 19, 2014
12:30 p.m.**

Executive Committee

1. Call to Order
2. Appointment of Nominating Committee
3. Discussion of 2015 Council Meeting Dates and Locations Page [E1](#)
4. Discussion of Council member Duties and Responsibilities for New Members Page [E3](#)
5. Discussion of Personnel Matters
6. New Business

State Council of Higher Education for Virginia Agenda Item

Item: Executive Committee Item #3 – Discussion on Council Meeting Schedule for Calendar Year 2015

Date of Meeting: May 19, 2014

Presenter: Peter Blake, peterblake@schev.edu

Origin:

- No Action – Information Only
- Council review required by:
 - State or federal law or regulation
 - SCHEV regulation/guideline
 - Other:
- Action requested at this meeting
- Action requested at future meeting, **Date:** July 22, 2014

Most Recent Review/Action:

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

Date:

Action:

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

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

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

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

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

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

Proposed dates for calendar year 2015:

Briefings and/or committee meetings on Monday Afternoon - meetings on Tuesday

- January 12-13 – SCHEV Offices (Richmond)
- March 16-17 – travel to public institution (possibly Virginia Military Institute)
- May 18-19 – travel to private institution (TBD)
- July 20-21 – SCHEV Offices (Richmond)
- September 21-22 – (travel to public institution (possibly Virginia Commonwealth University – September 21 would include a meeting with college and university presidents)
- October 26-27 – SCHEV Offices (Richmond)

Materials Provided: N/A

Summary of Major Elements: Staff has contacted Virginia Military Institute and Virginia Commonwealth University and they have agreed to host the Council in March and September, respectively.

Financial Impact: None.

Timetable for Further Review/Action:

A final schedule will be provided to the Council for action in July.

Staff Recommendation: If Council agrees to the proposed schedule, staff will confirm the schedule with VMI and VCU and will collaborate with the Council of Independent Colleges in Virginia (CICV) to determine a location for the May 2015 meeting.

Resolution: N/A

State Council of Higher Education for Virginia Agenda Item

Item: Executive Committee Item #5 – Discussion of Council Member Duties and Responsibilities

Date of Meeting: May 19, 2014

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:

Currently, when a new Council member is appointed, staff conducts an orientation session and distributes a detailed reference manual. The information relates primarily to the Council's statutory duties and bylaws. To complement these reference materials, staff developed draft materials outlining the roles and expectations of all board members.

Materials Provided:

- A draft statement of "Roles and Responsibilities of Council members"
- A draft "Summary of Conflict of Interest Policy and Financial Disclosure"
- A draft "Council Member Statement of Commitment"

Financial Impact: None.

Timetable for Further Review/Action: If Council supports this effort, staff will present materials to Council members at the July meeting.

Resolution: None.

Roles and Responsibilities of Council Members

Purpose:

The purpose of the Council shall be, through the exercise of the powers and performance of the duties set forth in this chapter, to advocate and promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in the Commonwealth of Virginia and to lead state-level strategic planning and policy development and implementation based on research and analysis and in accordance with § 23-38.87:10 and subsection B of § 23-38.88. The Council shall also seek to facilitate collaboration among institutions of higher education that will enhance quality and create operational efficiencies and shall work with institutions of higher education and their boards on board development.

Qualifications for board membership:

The Council shall be composed of persons selected from the Commonwealth at large without regard to political affiliation but with due consideration of geographical representation. Appointees shall have demonstrated experience, knowledge, and understanding of higher education and workforce needs. Appointees shall be selected for their ability and all appointments shall be of such nature as to aid the work of the Council and to inspire the highest degree of cooperation and confidence. All members of the Council shall be deemed members at large charged with the responsibility of serving the best interests of the whole Commonwealth. No member shall act as the representative of any particular region or of any particular institution of higher education.

Principles of board membership:

- Support the mission of SCHEV
- Stay informed of current issues affecting higher education
- Prepare for and attend meetings
- Respect the opinion of other Council members and staff
- Actively serve and participate on any committee assigned by the Chair
- Engage in meetings and contribute to discussions
- Participate in Council activities outside of regularly scheduled meetings
- Maintain the highest ethical standards
- Represent the agency to individuals, the public, and other organizations and serve as an advocate for higher education

Meetings:

The Council meets six times a year for regular business meetings. Meetings begin on the afternoon of the first day and conclude by noon on the second day. Committees meet on the first day, and the full Council meets on the second day.

From time to time, the Council will hold special meetings. The meeting schedule follows:

- July 21-22, J. Sargeant Reynolds Community College (Richmond)
- September 15-16, James Madison University (Harrisonburg)
- October 27-28, SCHEV Offices (Richmond)
- January 12-13, 2015, SCHEV Offices (Richmond) – Tentative
- March 16-17, Public Institution TBD – Tentative
- May 18-19, Private Institution TBD - Tentative

Summary of Conflict of Interest Policy and Financial Disclosure

The following language is taken from the Code of Virginia and applies to Council members and employees:

The General Assembly, recognizing that our system of representative government is dependent in part upon (i) citizen legislative members representing fully the public in the legislative process and (ii) its citizens maintaining the highest trust in their public officers and employees, finds and declares that the citizens are entitled to be assured that the judgment of public officers and employees will be guided by a law that defines and prohibits inappropriate conflicts and requires disclosure of economic interests. To that end and for the purpose of establishing a single body of law applicable to all state and local government officers and employees on the subject of conflict of interests, the General Assembly enacts this State and Local Government Conflict of Interests Act so that the standards of conduct for such officers and employees may be uniform throughout the Commonwealth.

No officer or employee of a state or local governmental or advisory agency shall:

1. Solicit or accept money or other thing of value for services performed within the scope of his official duties, except the compensation, expenses or other remuneration paid by the agency of which he is an officer or employee. This prohibition shall not apply to the acceptance of special benefits that may be authorized by law;
2. Offer or accept any money or other thing of value for or in consideration of obtaining employment, appointment, or promotion of any person with any governmental or advisory agency;
3. Offer or accept any money or other thing of value for or in consideration of the use of his public position to obtain a contract for any person or business with any governmental or advisory agency;
4. Use for his own economic benefit or that of another party confidential information that he has acquired by reason of his public position and which is not available to the public;
5. Accept any money, loan, gift, favor, service, or business or professional opportunity that reasonably tends to influence him in the performance of his official duties. This subdivision shall not apply to any political contribution actually used for political campaign or constituent service purposes and reported as required by Chapter 9.3 (§ [24.2-945](#) et seq.) of Title 24.2;

6. Accept any business or professional opportunity when he knows that there is a reasonable likelihood that the opportunity is being afforded him to influence him in the performance of his official duties;

7. Accept any honoraria for any appearance, speech, or article in which the officer or employee provides expertise or opinions related to the performance of his official duties. The term "honoraria" shall not include any payment for or reimbursement to such person for his actual travel, lodging, or subsistence expenses incurred in connection with such appearance, speech, or article or in the alternative a payment of money or anything of value not in excess of the per diem deduction allowable under § 162 of the Internal Revenue Code, as amended from time to time. The prohibition in this subdivision shall apply only to the Governor, Lieutenant Governor, Attorney General, Governor's Secretaries, and heads of departments of state government;

8. Accept a gift from a person who has interests that may be substantially affected by the performance of the officer's or employee's official duties under circumstances where the timing and nature of the gift would cause a reasonable person to question the officer's or employee's impartiality in the matter affecting the donor. Violations of this subdivision shall not be subject to criminal law penalties; or

9. Accept gifts from sources on a basis so frequent as to raise an appearance of the use of his public office for private gain. Violations of this subdivision shall not be subject to criminal law penalties.

Board members are required annually to submit a statement of financial interest.

Summary of Executive Order Number 2

On January 11, 2014, Governor McAuliffe signed Executive Order (EO) Number 2, banning gifts to Executive Branch employees over \$100. The EO greatly restricts gifts received by state employees. The EO, however, does not change the reporting requirements under Virginia's State and Local Government Conflict of Interest Act. Employees must still disclose those gifts that exceed the \$50 limit contained in the Code. This memorandum is intended to assist you in gaining a better understanding of your obligations under EO #2 and the disclosure requirements.

I. Background

A. General Prohibitions under State Law

The State and Local Government Conflict of Interests Act ("COIA") was passed to ensure that the standards of conduct for both state and local government officers and employees were uniform throughout the Commonwealth. § 2.2-3100, et seq. By stating that the law is to be construed liberally, it is the intent of the General Assembly that public officers and employees will seek to maintain the highest level of integrity and apply their best judgment to avoid inappropriate conflicts.

The general principal behind the COIA is that public officers and employees will not solicit or accept money or anything of value provided to them in an attempt to influence the performance of their official duties. Va. Code § 2.2-3103. There are nine (9) areas of prohibited conduct listed in the statute which includes, in part:

- Offering or accepting money or other thing of value to assist any person in gaining employment, appointment, or promotion (§ 2.2-3103(2));
- Using public position to assist another in obtaining a government contract (§2.2-3103(3));
- Using confidential information for personal economic benefit (§ 2.2-3103(4));
- Accepting gifts from a source so frequently that it gives the appearance of impropriety (§ 2.2-3103(9))

There are also prohibitions governing (1) lobbying activities by certain state officers and employees upon leaving their positions, (2) prohibitions related to contract actions, and (3) prohibitions requiring disqualification when an officer or employee has a personal interest in a particular government transaction in which the officer or employee is involved. It is the responsibility of each member of the Cabinet and Governor McAuliffe's administration to understand these rules and to comply strictly with them.

B. Disclosure Requirements Under State Law

Virginia Code § 2.2-3114 sets forth the list of individuals who must provide a

disclosure statement of their economic interests by January 15 each year. These statements are provided by the Secretary of the Commonwealth. The Secretary shall then file and maintain each form as a public record for five years. Va. Code § 2.2-3114(C). The contents of the form are set forth in § 2.2-3117. Among the requirements of disclosure is a requirement to disclose any gift in excess of \$50 received in the past twelve (12) months from any business, government or individual other than a family member or personal friend.

With the exception of certain procurement transactions, current law generally does not prohibit the receipt of unsolicited gifts of any value. The law does, however, require that such gifts be disclosed and the source of the gift. Failure to properly disclose gifts may result in a misdemeanor and amount to malfeasance in office. Va. Code §§ 2.2-3120 and 2.2-3122.

II. Executive Order Number 2

Against this backdrop, Governor McAuliffe signed EO #2. The Governor's EO #2 is a personnel policy directive which prohibits the receipt of any gift in excess of \$100 by executive branch employees. Importantly, the EO also does not change the disclosure requirements under Virginia law. Those executive branch employees who are required to file an annual disclosure statement must continue to report any gift received within the past twelve (12) months with a value over \$50 on their annual disclosure reports. No executive branch employee may accept any gift over \$100 not allowed by the provisions of EO #2 regardless of whether or not they are required to file an annual disclosure statement.

Council Member Statement of Commitment

I understand that as a member of the State Council of Higher Education for Virginia, I am a public servant and have a legal and ethical responsibility to uphold the mission and purpose of the agency. As part of my responsibilities as a board member:

1. I will represent the agency in a nonpartisan manner and maintain a system -wide perspective when addressing issues related to higher education in Virginia.
2. I will work in good faith with staff and other Council members as partners toward achievement of the Council's goals.
3. I will prepare for, attend and participate in Council meetings, committee meetings, and special events.
4. I will treat other members of the Council and staff with respect.
5. I will ensure that sensitive information is treated with discretion in order to protect the privacy and security of students and other constituents.
6. I will keep confidential matters confidential.
7. I will honor and respect the positions of Council Chair and Council Director to serve as the official spokespersons of the Council
8. I will observe the highest ethical standards, maintain objectivity, and be free of conflicts of interest in discharging my responsibilities.
9. I will stay informed about agency activities and will take responsibility for making decisions on issues, policies, and other matters.
10. I will file annually a financial disclosure statement with the Commonwealth of Virginia and biennially view conflict of interest video.
11. I will maintain an awareness of the Freedom of Information Act (FOIA) issues as they relate to Council membership and follow the provisions of the Act.
12. I will abstain from voting on discussions where a conflict of interest exists.
13. I will represent the agency to individuals, the public, and other organizations and serve as an advocate for higher education

Signature: _____

Printed name: _____

Date: _____

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

Ferrum College
Stanley Library, Classroom #203
Ferrum, Virginia
May 19, 2014
1:30 – 3:00 p.m.

Academic Affairs Committee

1. Call to Order
2. Approval of Minutes (March 17, 2014) Page [A1](#)
3. Liaison Report
4. Presentation on UVA's Data Science Institute
Don Brown, Director and Professor of Engineering
and Applied Science
5. Action on Programs at Public Institutions Page [A7](#)
6. Action on Private and Out-of-State Post-secondary
Education (POPE) Institutional Certifications Page [A15](#)
7. Action on Provisional Certification of College of
Henricopolis School of Medicine Page [A18](#)
8. Annual Report of the Office of Private and Out-of-State
Post-secondary Education (POPE) Page [A24](#)
9. Update on U.S. Department of Education Proposed
Gainful Employment Regulations Page [A30](#)
10. New Business

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
ACADEMIC AFFAIRS COMMITTEE
MARCH 17, 2014
MINUTES**

Mr. Gene Lockhart (Chair) called the meeting to order at 3:41 p.m. in the Webb University Center, James/Lynnhaven Room, on the campus of Old Dominion University, Norfolk, VA.

Committee members present: Gilbert Bland, Heywood Fralin, Gene Lockhart, Julious Smith.

Committee members absent: Johanna Chase, Joann DiGennaro, Pamela Moran.

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

APPROVAL OF MINUTES

On motion by Mr. Smith and seconded by Mr. Fralin, minutes from the January 13, 2014, meeting were approved unanimously.

LIAISON REPORT

Dr. DeFilippo provided a report on Academic Affairs activities:

1. **2014-15 NCLB *Improving Teacher Quality Program*.** RFP has been released to Virginia higher education institutions. SCHEV expects to make approximately \$1M in awards to higher education-school partnerships. Priority areas, developed in cooperation with VDOE: STEM instruction; content area nonfiction reading and writing; college and career readiness in persuasive writing; research-based strategies to support instruction of English language learners.
2. **2013-14 Program Productivity Process.** Submissions have now been received from all four-year public institutions regarding 117 programs identified for review. Initial staff review will be complete before the end of March. A report to the committee will be included on the May 2014 agenda.
3. **Outstanding Faculty Awards (OFA) Guidelines.** Academic Affairs staff has finalized revisions to the guidelines for the Outstanding Faculty Awards (OFA) selection process, following consultation with institutions and with delegated Council members (Ms. Chase, Ms. Haddad, and Dr. Ramsey). The new guidelines will be followed in the 2104-15 selection process. Revisions include: all-electronic submission process; removal of "Teaching with Technology"

award; revision of number of nominations per institutions (reduction and simplification).

4. **Military Education Consortium.** Funding for the effort has been included in budgets proposed by both money committees. SCHEV will host a planning meeting with institutions (JMU, ODU, VCCS, VT, and UVA) in April. A briefing with the Secretary of Veteran Affairs and Homeland Security has been scheduled in early June.

5. **Staffing.**

Ms. Paula Fisher has been hired as Assistant Director of Academic Affairs (student access)

Ms. Annie Schnitzler has been hired as Administrative Assistant

ACTION ON PROGRAMS AT PUBLIC INSTITUTIONS

*Master of Arts (M.A.) in Computer Game Design
George Mason University*

Dr. DeFilippo provided a summary of the proposed M.A. in Computer Game Design.

Dr. Scott Martin, founding director of the Computer Design program, was in attendance from George Mason University.

In response to Mr. Smith's question about program enrollment projections, Dr. Martin noted that the projected growth is modest considering the high demand for the program.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Master of Arts (M.A.) degree program in Computer Game Design (CIP: 10.0304), effective fall 2014.

*Bachelor of Arts (B.A.) in Human Development and Family Science
George Mason University*

Dr. DeFilippo provided a summary of the proposed B.A. in Human Development and Family Science.

Dr. Ellen Rodgers was in attendance from George Mason University.

In response to Mr. Fralin's question about program enrollment projections, Dr. Rodgers noted the expectation to enroll up to several hundred students in the first five to six years.

Staff recommended adoption and on motion by Mr. Smith and seconded by Mr. Fralin, 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 Bachelor of Arts (B.A.) degree program in Human Development and Family Science (CIP: 19.0701), effective fall 2014.

*Master of Education (M.Ed.) in School Librarianship
Longwood University*

Dr. DeFilippo provided a summary of the proposed M.Ed. in School Librarianship.

Dr. Audrey Church was in attendance from Longwood University.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Longwood University to initiate a Master of Education (M.Ed.) degree program in School Librarianship (CIP: 13.1334), effective fall 2014.

*Master of Science (M.S.) in Athletic Training
Old Dominion University*

Dr. DeFilippo provided a summary of the proposed M.S. in Athletic Training.

Dr. Bonnie Van Lunen was in attendance from Old Dominion University.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the Old Dominion University to initiate a Master of Science (M.S.) degree program in Athletic Training (CIP: 51.0913), effective fall 2014.

*Bachelor of Science (B.S.N.) in Nursing
University of Mary Washington*

Dr. DeFilippo provided a summary of the proposed B.S.N. in Nursing.

Dr. Jonathan Levin was in attendance from the University of Mary Washington. He acknowledged initial concerns with program duplication, but emphasized the existing need in the Fredericksburg area and confidence in meeting program enrollment projections.

Mr. Fralin and Mr. Bland commented on the need for nurses in the Commonwealth, particularly in the Fredericksburg area due to UMW's proximity to Germanna Community College.

Staff recommended adoption and on motion by Mr. Bland and seconded by Mr. Fralin, the following resolution was approved unanimously to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Mary Washington to initiate a Bachelor of Science in Nursing (B.S.N) degree program in Nursing (CIP: 51.3801), effective fall 2014. This approval is conditioned on the University receiving funds necessary to initiate and sustain the program from the 2014 General Assembly. If such funding is not secured, UMW must submit a plan to SCHEV documenting how requisite funds will be obtained from other sources, in time for Council to consider final unconditional approval of the program at its May 2014 meeting.

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

Dr. DeFilippo provided a summary of information regarding the proposed applications from The Chrysm Institute of Esthetics, Dominion School of Hair Design, AK91 Training Center, and Cosmopolitan Beauty and Tech school to be certified to operate in Virginia.

Mr. Lockhart inquired how SCHEV may be affected by the backlog of schools certified by the Cosmetology Board as a result of new federal requirements. Dr. DeFilippo explained that US Department of Education Title IV regulations require these schools be authorized to offer postsecondary education in their home state, which only SCHEV can do according to the Code of Virginia. Staff will process any applications as received; the likely number of potential applicants (approx 25) remains small compared to the total number of regulated schools.

Staff recommended adoption and on motion by Mr. Fralin and seconded by Mr. Bland, 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 The Chrysm Institute of Esthetics to operate a postsecondary institution in the Commonwealth of Virginia, effective March 18, 2014.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Dominion School of Hair Design to operate a postsecondary institution in the Commonwealth of Virginia, effective March 18, 2014.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies AK91 Training Center to operate a postsecondary institution in the Commonwealth of Virginia, effective March 18, 2014.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Cosmopolitan Beauty and Tech School to operate a postsecondary institution in the Commonwealth of Virginia, effective March 18, 2014.

ACTION ON PROGRAM APPROVAL POLICY ADDENDUM

Dr. DeFilippo provided a summary of the proposed addendum to Council's program approval policy.

Mr. Lockhart suggested that staff provide a report on program proposals under review. He said this would allow Council to be aware of what is in the pipeline, if/when issues arise, and add value to Boards of Visitors' decisions.

In response to Mr. Smith's question about the number of program proposals rejected by SCHEV, Dr. Osei responded that in recent years staff has not brought any proposals to the Committee for disapproval.

There was Committee consensus that the policy addendum should be assessed at an appropriate period following implementation to determine its effects and whether value has been added to the process.

Staff recommended adoption and on motion by Mr. Smith and seconded by Mr. Bland, 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 approves the attached *Policy Addendum: Facilitated Approval for Certain Four-Year Institution Degree Program Proposals*. Staff is authorized to take administrative steps necessary to promulgate and implement the policy.

DISCUSSION OF DATA REGARDING ELECTRICAL AND MECHANICAL ENGINEERING BACHELOR PROGRAMS

Dr. DeFilippo led a discussion about engineering bachelor programs at public institutions.

Dr. Ken Ball, Mr. Neil McEwen, Dr. Oscar Barton, and Dr. Sharon Caracalla were in attendance from George Mason University. Dr. Nicole Guajardo and Dr. Anton Riel were in attendance from Christopher Newport University.

Dr. DeFilippo reviewed a handout of the recent employment data from the Virginia Employment Commission (VEC) on how many potential candidates in the workforce system were looking for work and available job openings in occupations related to electrical engineering and mechanical engineering.

Dr. Ball encouraged SCHEV to look beyond the state of Virginia when looking at employment rates as many of the Commonwealth's engineering graduates leave for job opportunities.

Dr. Ball distributed a handout supporting his comments.

Drs. Guajardo and Riedl agreed with Dr. Ball's assessment of the shortage of mechanical engineers.

Mr. Lockhart inquired how Virginia can keep mechanical engineers in the Commonwealth upon graduation and suggested the Virginia Higher Education Research Summit as a starting point in supporting such efforts.

There was Committee consensus that staff should research the state needs for bachelor's educated electrical and mechanical engineers and report on the results of such research at the May meeting.

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

Gene Lockhart
Chair, Academic Affairs Committee

Ashley Myers
Coordinator, Executive & Board Affairs

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee – Item #5 – Action on Programs at Public Institutions

Date of Meeting: May 19, 2014

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

Program summaries for two new degree programs at public institutions

Longwood University

- Master of Education (M.Ed.) degree program
in Reading, Literacy, and Learning (CIP: 13.1315) Page A9

University of Virginia

- Master of Science (M.S.) degree program
in Data Science (CIP: 11.0802) Page A12

Financial Impact: The Longwood M.Ed. will be funded primarily through departmental reallocations and institutional reallocations. Resources used to support the existing Literacy and Culture concentration would be used to support the proposed degree program. The UVA MS will be funded entirely through tuition revenue. Neither institution will be seeking a special appropriation from the state.

Timetable for Further Review/Action: N/A

Resolutions:

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

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

Longwood University
Master of Education (M.Ed.) in Reading, Literacy, and Learning
(CIP: 13.1315)

Program Description

Longwood University (Longwood) is proposing the creation of a Master of Education (MEd) degree program in Reading, Literacy, and Learning to be initiated fall 2014. The program would be located in the College of Education and Human Services, Department of Education and Special Education. The proposed program is designed to prepare licensed PreK-12 classroom teachers with advanced reading, literacy, and learning expertise. With an emphasis on applied field practice, the program would require students to master coursework in intermediate to middle school literacy instruction, literacy and learning in the content classroom, preventing reading difficulties, and developing writers. The curriculum will provide students with a comprehensive understanding of literacy assessment and interpreting data, designing reading interventions, researching best practices in the field, and developing, leading and evaluating implementation of PreK-12 reading and writing programs. Students would be exposed to content-specific coursework and classroom theory as well as experiential learning through required practicums. Longwood developed six new courses for the proposed program. The courses include two of the core courses and four of the elective courses.

The degree in Reading, Literacy, and Learning would require 34 credit hours of graduate-level coursework: 25 credit hours of core coursework; three credit hours of elective coursework; and a six credit hour practicum.

Justification for the Proposed Program

Longwood initiated the Master of Science in Education, Literacy and Culture concentration in 1976. Enrollment and completion rates for the concentration have remained strong since its inception. Longwood contends that the time has come for a stand-alone degree program as “the field of reading is evolving to include a broader view of what it means to be “literate”.... Literacy experts are expected to be school and district leaders in reading program implementation, student testing data analysts, and instructional collaborators with classroom teachers. More important, reading specialists serve a critical role in advocating for students who struggle with reading.” As a stand-alone degree program, the proposed program will provide an opportunity to educate and prepare professionals to address the broadening expectations within the field of literacy. In 2010, the Virginia General Assembly directed the Joint Legislative Audit and Review Commission (JLARC) to study ways to promote early reading proficiency and comprehension among third grade students in Virginia. In its 2011 report, one of JLARC’s key findings was that “teachers, who are most critical to the effectiveness of a classroom reading program, need to be well supported in the effort to increase student reading skills [and] valuable supports include ongoing professional development, literacy coaches, reading specialists, and additional staff to assist in the classroom” (<http://jlarc.virginia.gov/Reports/Rpt418.pdf>). A national demand exists for reading specialists. In the U.S. Department of Education’s 2012-2013 “Teacher Shortage Areas Nationwide Listing,” shortages for reading specialists

were reported for 12 states. In the 2013-2014 report, shortages were reported for 14 states (www.ed.gov/about/offices/list/ope/pol/tsa.doc). Further, the Teacher Education Assistance for College and Higher Education (TEACH) Grant program enables grant recipients to qualify for and fulfill loan obligations when agreeing to teach in high need fields. Reading specialists are one of only six areas designated as “high-need fields” (www.ed.gov/about/offices/list/ope/pol/tsa.doc).

Student Demand

Data for student enrollment in the MS in Education, Literacy and Culture track indicates student demand. In fall 2011, 67 students were enrolled; in fall 2012, 48 students were enrolled; in fall 2013, 48 students were enrolled.

Emails from potential students indicate student interest. Students noted interest in the current track and wanted to know more about the degree program. One student wrote, “I am interested in getting a Master’s degree in Reading through Longwood University. I would love more information on this.”

Longwood enrollment projections show a full-time equated student enrollment (FTES) of 28.0 in the program’s first year (2014-15). The projections continue as follows: FTES 2015-16, 31.0; 2016-17, 32.0; and 2017-18, 35.0. Longwood anticipates 27 graduates per year beginning in 2018-19. If these projections are met, this program will meet Council’s viability/productivity standards within five years, as required.

Market/Employer Demand

Longwood affirms that graduates of the proposed program will be qualified to fulfill positions as PreK-12 reading specialists and literacy coaches. In Virginia and nationally, employment announcements indicate need for master-level graduates in public and private schools and non-profit organizations. Data specific to future employment demand was not available as the Bureau of Labor Statistics (BLS) and the Virginia Employment Commission (VEC) do not have a job category for reading specialists or literacy coaches. However, data from the BLS for instructional coordinators indicates demand is anticipated. Longwood notes that reading specialists and literacy coaches are included under the category of instructional coordinators. The BLS projects that between 2012 and 2022 employment of instructional coordinators is expected to grow 13% (<http://www.bls.gov/ooh/Education-Training-and-Library/Instructional-coordinators.htm#tab-6>). The BLS notes that “employment growth is expected as schools focus on evaluating and improving curriculums and teachers’ effectiveness.” The VEC projects that between 2010 and 2020, employment of instructional coordinators will increase 24.9% or 2.3% annually (available at: <http://www.vawc.virginia.gov/analyzer/>).

Issues of Duplication

Three public institutions (ODU, RU, and VCU) offer similar or related degree programs. Each of the degree programs is similar to the proposed program in that core courses include similar content and approximately the same number of credit

hours. However, Longwood's program differs from ODU's in that it requires six-credit hours of practicum coursework and a professional portfolio as the culminating project. ODU's program requires three credit hours of practicum and does not require a professional portfolio culminating project. Longwood's program differs from Radford's in that it does not require coursework in diagnostic remediation. Radford's program requires nine to 15 credit hours of coursework in diagnostic remediation. Longwood's program differs from VCU's in that it does not include traditional curriculum and instruction courses as all of the courses are specific to literacy education. Longwood contends that it is "uniquely positioned to serve the Southside area of the state, partnering with school divisions as well as appealing to practicing teachers in the area." Further, its program would be one of only two in Virginia recognized by the International Reading Association.

Resource Needs

The proposed program will be funded primarily through departmental reallocations with support from institutional reallocations. Resources used to support the existing Literacy and Culture concentration would be used to support the proposed degree program. The institution will not seek additional state resources to initiate and sustain the degree program.

Board Approval

The Longwood Board of Visitors approved the proposed program on February 14, 2014.

Staff Recommendation

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

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

University of Virginia
Master of Science (M.S.) in Data Science
(CIP: 11.0802)

Program Description

The University of Virginia (UVA) is proposing the creation of a Master of Science (MS) degree program in Data Science to be initiated spring 2015. The program would be located in the Data Science Institute. Designed to prepare students as data scientists, the proposed program emphasizes instruction in computer science and statistics. The curriculum will include coursework in applied data mining, linear models for data science, machine learning, computation for data science, and design and analysis of algorithms for Data Science. The program will utilize “data themes” such as healthcare, environmental sciences, and transportation to bring coherence to the required coursework and prepare students to apply data science methodologies across an array of disciplines including education, engineering, the humanities, medicine, social science, the physical and life sciences. Graduates will be prepared to: 1) analyze large data sets; 2) design, perform, and interpret data studies and product experiments; 3) identify new data sources and determine new uses for existing data sources; 4) develop new methods to improve data discovery, integration, mining, and predictive modeling capabilities; and 5) select, sample, summarize and integrate data from large datasets to generate new data sets of a manageable size. UVA developed three new courses for the proposed program.

The proposed degree program would require 32 credit hours of graduate coursework: 23 credit hours of core coursework; six credit hours for elective coursework; and a three credit hour capstone project.

Justification for the Proposed Program

In 2009, Google’s chief economist wrote, “I keep saying the sexy job in the next ten years will be statisticians... The ability to take data—to be able to understand it, to process it, to extract value from it, to visualize it, to communicate it—that’s going to be a hugely important skill in the next decades...” [However], “I think statisticians are part of it, but it’s just a part. You also want to be able to visualize the data, communicate the data, and utilize it effectively... Managers [will] need to be able to access and understand that data themselves” (http://www.mckinsey.com/insights/innovation/hal_varian_on_how_the_web_challenges_managers). In “The Data Deluge,” a 2010 article in The Economist, it was noted that the quantity of information in the world is soaring. “According to one estimate, mankind created 150 exabytes (billion gigabytes) of data in 2005. This year, it will create 1,200 exabytes. Merely keeping up with this flood, and storing the bits that might be useful, is difficult enough. Analyzing it, to spot patterns and extract useful information, is harder still” (<http://www.economist.com/node/15579717>). A 2013 article, “Data Science: The Numbers of Our Lives,” states that “universities can hardly turn out data scientists fast enough. To meet demand from employers, the United States will need to increase the number of graduates with skills handling large amounts of data by as much as 60

percent, according to a report by McKinsey Global Institute (<http://www.nytimes.com/2013/04/14/education/edlifeuniversities-offer-courses-in-a-hot-new-field-data-science.html?pagewanted=all&r=0>). UVA contends that the challenge of analyzing complex big data sets require a combination of tools that are not found within individual traditional disciplines of statistics, computer science, or mathematics. The proposed program will address industry needs for educated professionals with the skills and knowledge needed to understand and manage big data sets.

Student Demand

Student enrollment in three courses – *Computation for Data Science*, *Statistical Computing and Graphics*, and *Machine Learning* – indicates student demand. All three courses will be required core courses. In spring 2012, 63 students enrolled in the Computation for Data Science course, in spring 2013, 50 students enrolled in the course; and in spring 2014, 81 students enrolled. In spring 2013, 26 students enrolled in Statistical Computing and Graphics and in spring 2014, 36 students enrolled course. In spring 2013, 11 students enrolled in Machine Learning and in spring 2014, 18 students enrolled.

Fifteen emails from potential students indicate student interest in the proposed program. One student wrote, “The field (data science) is moving quickly and getting more specialized making getting up to speed as a pure statistician harder. I am would definitely be interested in this program.”

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 30.0 in the program’s first year (2014-15). The projections continue as follows: FTES 2015-16, 35.0; 2016-2017, 40.0; and 2017-18, 45.0. UVA anticipates 36 graduates per year beginning in 2018-19. 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 private industry, healthcare organizations, and government agencies and fill positions as data scientist, data analyst, and director of market intelligence. Four letters of support for the proposed program indicate the need for employees with the required technical skills, with expertise in statistics and predictive modeling, and who are formally trained to meet industry needs. Employment advertisements show demand for master-level graduates in Virginia and nationally. Data specific to future employment demand were not available as the Bureau of Labor Statistics (BLS) and the Virginia Employment Commission, Workforce Connection (VAWC) do not have a job category for data scientist. However, data from the BLS for operations research analysts and statisticians indicates demand is anticipated. The BLS projects that between 2012 and 2022 employment of operations research analysts is expected to grow 27% (<http://www.bls.gov/ooh/Math/Operations-research-analysts.htm>); employment of statisticians is expected to grow 27% (<http://www.bls.gov/ooh/math/statisticians.htm>). The VAWC projects that between 2010 and 2020 employment of

operations research analysts is expected to increase 26.1% or 2.3% annually; employment of statisticians is expected to increase 19.8% or 1.8% annually (available at: <http://www.vawc.virginia.gov/analyzer/default.asp>).

Issues of Duplication

One public institution (GMU) offers similar or related degree programs. GMU offers a MS in Computational Science. GMU's program differs from the proposed program in that it focuses on scientific computing with applications in the sciences. GMU offers a MS in Data Analytics Engineering. GMU's program requires 15 credit hours of coursework in data analytics and management and 15 credit hours of coursework in a concentration. The proposed program is similar in that it will require 12 credit hours of coursework in data analytics and management. It differs in that an additional nine credit hours of coursework in computing is required and three credit hours of coursework in ethics.

Resource Needs

UVA will fund the proposed program entirely through tuition revenue. The institution will charge students a market-based tuition rate – \$24,514 (in-state) which will cover tuition and fees for all four terms of the program.

Board Approval

The UVA Board of Visitors approved the proposed program on February 14, 2014.

Staff Recommendation

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

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

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Item #6 – Action on Private and Out-of-State Post-secondary Education (POPE) Institutional Certifications

Date of Meeting: May 19, 2014

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

Ms. Sylvia Rosa-Casanova
Director, Private and Out-of-State Postsecondary Education
SylviaRosaCasanova@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

One postsecondary institution is seeking certification to operate in Virginia.

Materials Provided:

- Paul Mitchell The School application summary Page A16

Financial Impact:

The institution has submitted the required certification fee to operate a postsecondary educational institution with two branches in Virginia.

Timetable for Further Review/Action: N/A

Resolution:

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

Paul Mitchell The School- Application Summary

Institution Overview

Paul Mitchell the School is a non-degree granting postsecondary school offering instruction in Cosmetology and is accredited by the National Accrediting Commission of Career Arts and Sciences. The school operates at two locations in Virginia—one in Woodbridge and the other in Tysons Corner. The school will prepare students to become licensed cosmetologists, according to regulations administered by the Virginia Department of Professional and Occupational Regulation.

Institutional Officer

Chief Executive Officer: Mr. Gary Ratner
Director for the Woodbridge Campus: Ms. Nicole Paduano
Director for the Tysons Corner Campus: Ms. Kelly McCarthy

Mission Statement

The Institution's mission statement is as follows:

Our school's mission is to provide a quality educational program to prepare students to pass the state board examination and gain employment within their chosen field of study, cosmetology. We are passionately committed to providing a solid educational foundation to empower our school team of staff and future professionals in the pursuit of excellence and we strongly believe that when people come first, success will follow.

Proposed Educational Programs and Credentials Conferred

Certificate – Cosmetology

Proposed Location

Paul Mitchell The School-Woodbridge will operate from the following address:
14445 Potomac Mills Road
Woodbridge, VA 22192

Paul Mitchell The School-Tysons Corner will operate from the following address:
8041-L Tysons Corner Center
McLean, VA 22102

Financial Stability Indicator

The school submitted the Projected Accounting Budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated a financial composite score of 3.0 out of a possible 3.0 for the Woodbridge branch and 2.5 out of 3.0 for the Tysons Corner branch, which indicates the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument

The school submitted a \$205,500 surety instrument for the Woodbridge branch and a \$103,300 surety instrument for the Tysons Corner branch, which are adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of the school closure, pursuant to 8VAC40-31-160(l).

Evidence of Compliance

Paul Mitchell The School provided the appropriate evidence to demonstrate compliance with each of the following requirements of the Virginia Administrative Code for both branches.

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

Staff Recommendation

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

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

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Item #7 - Action on Provisional Certification of College of Henricopolis School of Medicine

Date of Meeting: May 19, 2014

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

Sylvia Rosa-Casanova
Director, Private and Out-of-State Postsecondary Education
SylviaRosaCasanova@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

College of Henricopolis School of Medicine (CHSM) is a newly formed, private, for-profit, stand alone institution that will provide a four-year professional program in allopathic medicine.

Medical education programs leading to the MD degree in the United States must be accredited by the Liaison Committee on Medical Education (LCME). Accreditation by the LCME is required for the following reasons:

- Eligibility for residency programs accredited by the Accreditation Council for Graduate Medical Education
- Eligibility of U.S. students to take the United States Medical Licensing Examination.
- For licensure of graduates to practice medicine in Virginia and elsewhere in the U.S.
- Eligibility for selected federal grants and programs

CHSM has applicant status with LCME and has submitted appropriate documents for LCME's initial process. If LCME determines that sufficient progress has been made to warrant an on-site survey visit for preliminary accreditation, "Candidate" status will be granted. Once an onsite survey visit is completed, LCME determines whether

sufficient progress has been made toward compliance with prerequisites to the admission of a charter class and preliminary accreditation is granted. The institution may not recruit or advertise until it has received preliminary accreditation from LCME.

Staff recommends that CHSM be granted provisional certification to operate in Virginia for one (1) calendar year. The terms of this provisional certification, which are spelled out in the resolution, would allow the school to complete the process to obtain preliminary accreditation with LCME. Upon satisfactorily obtaining preliminary accreditation, and upon satisfaction of SCHEV's site visit review of the completed facility, and final review of faculty credentials, the school would be immediately eligible for full certification and thereafter able to engage in instruction. The proposed resolution delegates to the Executive Director authority to confer full certification in this instance.

Materials Provided:

- College of Henricopolis School of Medicine application summary

Financial Impact:

College of Henricopolis School of Medicine has submitted the required certification fee to operate a postsecondary institution in Virginia.

Timetable for Further Review/Action:

College of Henricopolis School of Medicine must successfully complete a site visit by June 1, 2015, in order to achieve full certification to operate in Virginia.

Resolution:

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

- 1. that, during the period of provisional certification, College of Henricopolis School of Medicine shall not be allowed to advertise or receive student applications until it has achieved preliminary accreditation from the Liaison Committee on Medical Education (LCME).**
- 2. that, after College of Henricopolis School of Medicine has achieved preliminary accreditation status with LCME and during the period of provisional certification, all publicity, advertisement, and promotional material must include a statement that the school is provisionally certified to operate in Virginia by SCHEV.**
- 3. that, after College of Henricopolis School of Medicine has achieved preliminary accreditation status with LCME and during the period of provisional certification, College of Henricopolis School of Medicine may not collect tuition from prospective students, though it may**

collect initial non-refundable fees of no more than \$100, as per 8 VAC 40-31-160 (N) (2) of the *Virginia Administrative Code*.

4. that, prior to the expiration of the period of provisional certification (June 1, 2015), SCHEV will conduct a final review of faculty credentials prior to issuing full certification to College of Henricopolis School of Medicine.
5. that, prior to the expiration of the period of provisional certification, College of Henricopolis School of Medicine shall satisfy a site visit conducted by SCHEV staff demonstrating that the facility conforms to all federal, state and local building codes and that it is equipped with classrooms, instructional and resource facilities, and laboratories adequate for the size of the faculty and student body and adequate to support the educational program to be offered by the school.
6. that, prior to the expiration of the period of provisional certification, College of Henricopolis School of Medicine will submit a surety instrument which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of the school closure.
7. that College of Henricopolis School of Medicine's provisional certification shall lapse if the school does not achieve preliminary accreditation from LCME by June 1, 2015. In the event of such lapse, the school may reapply for certification.

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

College of Henricopolis School of Medicine
Application Summary

School Overview

College of Henricopolis School of Medicine (CHSM) is a newly formed, private, for-profit, stand alone institution that will provide a four-year professional program in allopathic medicine. CHSM has proposed a non-traditional systems-based curriculum based on narrative learning and evolutionary medicine. It has also proposed a non-traditional medical school organization which will not have departments built around disciplines.

School Officers

President/CEO-Dr. Noel Boaz

School Mission Statement

The school's mission statement is as follows:

To educate caring, competent, communicative, inquiring and informed physicians who will work with communities to practice scientific medicine in a prevention-focused, patient-centered, multi-cultural, and sustainable framework.

Proposed Educational Programs and Credentials Conferred

Medical Doctor

Proposed Location

College of Henricopolis School of Medicine will operate from the following address:

315 Hospital Drive, Suite 206
Martinsville, VA 24112

Financial Stability Indicator

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

Guaranty Instrument

At the time of the site visit and prior to receiving full certification, CHSM will submit a surety instrument to SCHEV, which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of the school closure, pursuant to 8 VAC 40-31-160.

Evidence of Compliance

CHSM provided the appropriate evidence to demonstrate compliance—or a satisfactory plan for compliance pending construction of the school facility—with each of the following requirements of the *Virginia Administrative Code*.

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

*SCHEV will conduct a final review of faculty credentials prior to issuing full certification to College of Henricopolis School of Medicine.

Other Relevant Information

CHSM is seeking programmatic accreditation from the Liaison Committee on Medical Education (LCME) and institutional accreditation from Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Staff Recommendation:

CHSM has demonstrated a satisfactory plan for compliance with § 23-276.3 (B) of the *Code of Virginia*, pending preliminary accreditation by LCME, and construction of the school facility, which will allow for a full site review in accord with standard SCHEV practice. As such, staff recommends that Council adopt the following resolution:

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

- 8. that, during the period of provisional certification, College of Henricopolis School of Medicine shall not be allowed to advertise or receive student applications until it has achieved preliminary accreditation from the Liaison Committee on Medical Education (LCME).**
- 9. that, after College of Henricopolis School of Medicine has achieved preliminary accreditation status with LCME and during the period of provisional certification, all publicity, advertisement, and promotional material must include a statement that the school is provisionally certified to operate in Virginia by SCHEV.**
- 10.that, after College of Henricopolis School of Medicine has achieved preliminary accreditation status with LCME and during the period of provisional certification, College of Henricopolis School of Medicine**

may not collect tuition from prospective students, though it may collect initial non-refundable fees of no more than \$100, as per 8 VAC 40-31-160 (N) (2) of the *Virginia Administrative Code*.

- 11.that, prior to the expiration of the period of provisional certification (June 1, 2015), SCHEV will conduct a final review of faculty credentials prior to issuing full certification to College of Henricopolis School of Medicine.
- 12.that, prior to the expiration of the period of provisional certification, College of Henricopolis School of Medicine shall satisfy a site visit conducted by SCHEV staff demonstrating that the facility conforms to all federal, state and local building codes and that it is equipped with classrooms, instructional and resource facilities, and laboratories adequate for the size of the faculty and student body and adequate to support the educational program to be offered by the school.
- 13.that, prior to the expiration of the period of provisional certification, College of Henricopolis School of Medicine will submit a surety instrument which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of the school closure.
- 14.that College of Henricopolis School of Medicine's provisional certification shall lapse if the school does not achieve preliminary accreditation from LCME by June 1, 2015. In the event of such lapse, the school may reapply for certification.

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

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Item #8 – Annual Report of the Office of Private and Out-of-State Post-secondary Education (POPE)

Date of Meeting: May 19, 2014

Presenter: Ms. Sylvia Rosa-Casanova
Director, Private and Out-of-State Postsecondary Education
SylviaRosaCasanova@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action
Date: March 18, 2013
Action: No Action

Background Information/Summary of Major Elements:

Pursuant to §23-276.1 – 23-276.12 of the Code of Virginia, SCHEV is required to certify certain institutions to operate in the Commonwealth of Virginia. The Office of Private and Out-of-State Postsecondary Education (POPE) prepares an annual report of institutional statistics, enrollment, graduation/completion, audit activities, constituent inquires and other staffing functions related to SCHEV's responsibility to certify institutions to operate in the Commonwealth of Virginia.

Materials Provided:

- 2013 Annual Report of the Office of Private and Out-of-State Postsecondary Education

Financial Impact: N/A

Timetable for Further Review/Action: The 2014 annual report from the Office of Private and Out-of-State Postsecondary Educational will be presented in 2015.

**State Council of Higher Education for Virginia
Office of Private and Out-of-State Postsecondary Education
Report for Year Ending December 31, 2013**

A. Institutional Statistics — Institutions Certified to Operate in Virginia

Authorized Locations of Institutions in Virginia*	2009	2010	2011	2012	2013
Out-of-state, Public	28	26	26	19	20
Out-of-state, Non-Profit	74	76	70	62	64
Out-of-state, For-Profit	60	58	59	57	53
Out-of-state, Vocational	13	4	3	3	5
In-state, Non-Profit	22	22	25	25	24
In-state, For-Profit	37	34	44	31	26
In-state, Vocational	109	117	120	113	104
Totals	343	342	347	310	296

*Note: These totals include all main locations and branches certified to operate in Virginia as well as sites of instruction.

Accredited Institutions 81
Non-accredited Institutions 114
Out-of-State Agent Permits 177

(An uncertified institution must have a permit for each agent soliciting on its behalf in the Commonwealth of Virginia.)

Religious Exempt Institutions 103

(The Code of Virginia permits exemptions to postsecondary institutions whose programs of study are purely religious or theological in nature. This total includes main branches and instructional sites. All institutions granted a religious exemption after July 1, 2002 must reapply for an exemption every five years. Fifty-nine of the institutions currently holding a religious exemption are subject to this requirement.)

B. Institutional Enrollment/Graduation/Placement Data – Institutions Certified to Operate in Virginia

All certified institutions submit enrollment and graduation data with their annual recertification application. Degree-granting institutions use the most recent fall headcount to record the total number of enrolled students claiming Virginia residence. Non-degree granting institutions report their enrollment from the end of the most recent full academic/calendar year. Please note that these enrollment figures are self-reported by institutions in the aggregate (i.e., they are not unit record data).

Total Enrollment by Degree Program Type

Degree Type	2011	2012	2013
Diploma/Certificate	21,659	17,073	19,203
Associate Degree	13,426	10,624	9,386
Baccalaureate Degree	19,950	20,592	18,465
Undergraduate Certificate	108	139	143
Graduate	11,843	10,457	9,580
Graduate Certificate	253	296	271
Doctoral*	616	640	935
Totals	67,855	59,821	57,983

*The 46% increase in students enrolled in doctoral programs between 2012 and 2013 is largely due to increased enrollments in Virginia Tech Carilion School of Medicine and Edward Via College of Osteopathic Medicine.

Enrollment by Ethnicity

Ethnicity	2011	2012	2013
American Indian/Alaskan Native	379	236	235
Asian	2,678	2,835	2,186
Black/African American	24,625	21,145	18,642
Hispanic of any race	3,781	4,153	4,880
Native Hawaiian/Pacific Islander	147	181	164
Non-Resident Alien	3,635	2,110	2,098
White	19,528	17,535	16,851
Race/Ethnicity Unknown	11,853	10,307	11,491
2 or More Races	1,229	1,065	1,436

Enrollment by Age

Age Category	2011	2012	2013
Traditional Students (18-24)	16,898	13,821	12,293
Non-Traditional Students (25+)	50,957	45,766	45,690

Enrollment by Institution Type

Institution Type	2011	2012	2013
In-State, Degree Granting	13,627	9,509	8,575
In-State, Vocational	9,470	7,620	10,703
Out-of-State, Degree Granting	44,259	42,039	38,126
Out-of-State, Vocational	499	415	579

Total Graduates/Completers by Institution Type

Institution Type	2011	2012	2013
In-State, Degree Granting	5,911	5,013	4,231
In-State, Vocational	6,755	6,835	10,096
Out-of-State, Degree Granting	10,059	11,016	10,420
Out-of-State, Vocational	332	395	484
Totals	23,057	23,259	25,231

Total Graduates/Completers by Credential Earned

Credential Earned	In State Institutions		Out-of-State Institutions	
	Degree Granting	Vocational	Degree Granting	Vocational
Certificate	1,660	9,519	841	312
Diploma	970	577	856	172
2-Year Undergraduate	613		2,407	
4-Year Undergraduate	405		3,365	
Graduate Certificates	59		102	
Masters	256		2,708	
Doctoral	268		141	
Totals	4,231	10,096	10,420	484

C. Institutional Audit Summary – Institutions Certified to Operate in Virginia

Number of Audits in 2013: 19

Types of Institutions Audited

- Out-of-State Degree Granting Institutions–3
- In-State Degree Granting Institutions–3
- Vocational–13
- Accredited–10
- Unaccredited–9

Reason for Audit

- Random–17
- Specific concern–2
(e.g., US Department of Education sanction, low composite score, complaints, etc)

Audit Findings

- Audits with no findings–17
- Audits with one finding–0
- Audits with two findings–1
- Audits with more than two findings–1

Types of Audit findings

- Records maintenance–2
(Student eligibility for enrollment, student financial records, faculty files)
- Faculty qualifications–2
- Refund policy–1
(Wrong policy cited and/or incorrect application)
- Curriculum issues–1
(Industry standards/quality, content or length issues)
- Student disclosures–1
- Other–7

Note: One vocational school was audited due to student complaints regarding the curriculum. Staff audited the school, found 12 violations and recommended revocation of the certificate to operate. The school voluntarily closed shortly after the audit.

D. Student Complaint Resolution

Pursuant to the *Virginia Administrative Code* (8 VAC 40-31-100), SCHEV is required to investigate and attempt to resolve all written and signed complaints regarding institutions certified to operate in Virginia. In addition, to support public and exempt private institutions in Virginia to remain in compliance with the *Code of Federal Regulations* (34CFR§600.9), which governs Title IV aid eligibility, SCHEV reviews and responds to student complaints arising from such institutions (unless they are authorized to operate in Virginia by another agency).

- Number of complaints received–106
- Number of complaints received in writing–88
- Nature of complaints received in writing
 - Academic–28 (e.g., grading policies)
 - Financial/Financial Aid–35 (e.g., refunds due; incorrect charges; Title IV issues)
 - Other–25 (e.g., not in our purview)

Note: The number of written complaints handled by the Private and Out-of-State Postsecondary Education staff increased by 17% between 2012 and 2013.

E. Updates

New Regulations. In September 2010, SCHEV submitted proposed changes to the *Virginia Administrative Code* to clarify some areas of the regulations governing certain private institutions and to strengthen student protections. Governor McDonnell approved the new regulations on November 25, 2013 and they became effective on February 3, 2014. The amended regulations establish the following improvements:

- Clarify faculty qualifications to teach subjects assigned.
- Define qualifications for administrators of postsecondary institutions.
- Identify specific reasons that will prevent an individual from opening an institution in Virginia.
- Provide standards for distance learning programs.
- Introduce standards for programs that require internships or externships.
- Define Provisional and Conditional certification.
- Set requirements for teach-out plans and transfer of records when an institution ceases to operate.
- Introduce required actions if an institution loses its accreditation.

2014 General Assembly. SB 460 was introduced, with Senator Norment as patron, to amend Code of Virginia § 23-276.4. This amendment extends the period of SCHEV certification of degree-granting institutions from ten to twenty years before they are eligible for exemption. The new law will improve SCHEV's ability to ensure student protections; it becomes effective on July 1, 2014, and has a grandfather clause for already-exempt institutions.

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Item #9 – Update on U.S. Department of Education
Proposed Gainful Employment Regulations

Date of Meeting: May 19, 2014

Presenter: Ms. Sylvia Rosa-Casanova
Director, Private and Out-of-State Postsecondary Education
SylviaRosaCasanova@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements: On March 14, 2014, the U.S. Department of Education (USED) unveiled its proposed program integrity rules regarding Gainful Employment. The proposed regulations are intended to address the Department's concerns about educational programs that receive Title IV funding but (1) do not properly train students for the jobs they purport to provide training in; (2) provide training for low paying occupations which do not justify the program costs; and (3) have high enrollment levels but low completion rates that can often lead to default. Staff has provided a summary of the proposed regulations and factors that will affect Virginia institutions.

Materials Provided:

- *U.S. Department of Education's proposed regulations regarding gainful employment and their potential impact on Virginia institutions.*

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A

U.S. Department of Education’s proposed regulations regarding gainful employment and their potential impact on Virginia institutions.

Prepared for the SCHEV Academic Affairs Committee meeting, May 19, 2014

On March 14, 2014, the U.S. Department of Education (USED) unveiled its proposed program integrity rules regarding Gainful Employment. The proposed regulations are intended to address the Department’s concerns about educational programs that receive Title IV funding but (1) do not properly train students for the jobs they purport to provide training in; (2) provide training for low paying occupations which do not justify the program costs; and (3) have high enrollment levels but low completion rates that can often lead to default. Under the proposed regulations career programs must establish that they sufficiently prepare students for gainful employment by meeting specific requirements.

The proposed regulations were published in the Federal Register on March 25, 2014, with a 60 day public comment period.

PROPOSED MEASURES TO DETERMINE ADEQUATE TRAINING: The proposed regulations establish the following criteria to determine whether a program provides adequate training for gainful employment:

1. Institutions must certify that all gainful employment programs meet applicable accreditation requirements and state or federal licensure standards.
2. The estimated annual loan repayment of typical graduates of a program does not exceed 20 percent of their discretionary earnings or 8 percent of their total earnings.
3. The default rate for former students does not exceed 30 percent.
4. Institutions must publicly disclose information about the costs, earnings, debt, default rates, and completion rates of their gainful employment programs so that students can make informed decisions.

The proposed regulations establish procedures for the calculation of the debt to earnings rates (D/E) and program cohort default rate measures (pCDR). They also include a process by which an institution can challenge the information used to calculate the D/E rates and pCDR measures and appeal the determination.

ANNUAL DEBT-TO-EARNINGS AND DISCRETIONARY DEBT-TO-EARNINGS: The following chart demonstrates the pass, fail and zone rates for the debt-to-earnings measure established by the Department.

	Annual debt-to-earnings (aD/E)	Discretionary debt-to-earnings (dD/E)
Students	Program completers that received Title IV funding	Program completers that received Title IV funding
Categories	Pass: 8% or less	Pass: 20% or less

& thresholds	Zone: 8%—12% Fail: More than 12%	Zone: 20%—30% Fail: More than 30%
Ineligibility	A program becomes ineligible to provide Title IV aid for 3 years if: It fails in any 2 out of 3 consecutive years OR It is in the zone (or a combination of being in the zone and failing) for 4 consecutive years	A program becomes ineligible to provide Title IV aid for 3 years if: It fails in any 2 out of 3 consecutive years OR It is in the zone (or a combination of being in the zone and failing) for 4 consecutive years

PROGRAM COHORT DEFAULT RATE: The following chart demonstrates the program cohort default pass and fail rates established by the Department.

	Program cohort default rate (pCDR)
Students	Program completers AND non-completers that received Title-IV funding
Categories & thresholds	Pass: less than 30% Fail: 30% or more
Ineligibility	A program becomes ineligible to provide Title IV aid for 3 years if it fails for 3 consecutive years.

IMPACT ON VIRGINIA INSTITUTIONS: This regulation will apply to nearly all programs at for-profit institutions, as well as non-degree programs at public and private non-profit institutions such as community colleges.

In the article entitled “How to Trigger penalties Under the Latest Proposed Gainful-Employment Rule”, (<http://chronicle.com/article/The-Gainful-Employment-Rule/145519/>) dated 3/24/2014, the Chronicle of Higher Education estimates that 20% of for-profit institutions are failing as opposed to 4% of public institutions and 8% of private non-profit institutions.

Schools in Virginia with a FY 2010 official 3-year cohort default rate that is equal to or greater than 30 percent are listed below. All are for-profit institutions.

OPEID	Name	City	Year	Default rate
031263	AVIATION INSTITUTE OF MAINTENANCE	CHESAPEAKE	2010	40
031264	CENTURA COLLEGE	NORTH CHESTERFIELD	2010	31.5
041334	CENTURA COLLEGE	MANASSAS	2010	53.4
023209	TIDEWATER TECH	NORFOLK	2010	43.8
009420	SANFORD-BROWN COLLEGE	MCLEAN	2010	31.6
023344	CENTURA COLLEGE	VIRGINIA BEACH	2010	32
030107	BAR PALMA BEAUTY CAREERS ACADEMY	ROANOKE	2010	35.8

The For-Profit Sector

Speaking on behalf of his organization, Steve Gunderson, president and CEO of the Association of Private Sector Colleges and Universities (APSCU), expressed concern that the regulation will restrict access to higher education for students who are not able to enroll at other institutions for a variety of reasons. This is because for-profit institutions tend to enroll a greater percentage of non-traditional students such as single parents, people with full-time jobs and those older than twenty-five. For-profit institutions meet non-traditional student needs because they have flexible schedules that appeal to those with commitments outside of the classroom.

Another objection asserts that the rules target for-profit institutions unfairly, and that all institutions/programs should be required to meet the same criteria. While gainful employment measurements will be applied to nearly all programs at for-profit institutions, only non-degree programs at public and private non-profit institutions will be required to meet the criteria.

APSCU's challenge to the Gainful-Employment rule proposed in 2012 was upheld in federal court on procedural grounds. Based on statements made by Mr. Gunderson, it is likely that APSCU and/or others will challenge the new proposed regulation.

Public and Private Non-profit Institutions

Non-degree programs at public and private non-profit institutions would be required to meet USED's criteria to demonstrate a program provides adequate training for gainful employment. Institutions would be required to provide public disclosures on costs, earnings, debt, default rates, and completion rates of their gainful employment programs.

There are no public or private nonprofit institutions on the 3-year cohort default list for Virginia.

Currently no data are available on programs that may fail criteria for "annual debt-to-earnings" or "discretionary debt-to-earnings" reasons.

Community Colleges

The Association of Community College Trustees (ACCT) has published a *Community College Fact Sheet for the U.S. Department of Education's Proposed "Gainful Employment" Regulations* on March 14, 2014, available at <http://www.acct.org/files/Advocacy/Factsheets%20and%20Summaries/ACCT-GE-Factsheet-Mar2014.pdf>.

The report estimates there are approximately 50 community college programs considered to be "failing" the gainful employment regulations nationwide (none are in Virginia). However the data they report is for one year and programs would need to "fail" three consecutive years before risking loss of their Title IV aid. The final list of 'failing' community colleges will most likely be different when, and if, the regulations finally take effect.

There is consensus that community colleges will find the additional reporting requirements of the gainful employment regulations to be burdensome. Community colleges, for example, will need to provide substantial information on all their gainful employment programs even if the risk of failing the rule's test is small. Since the low cost of community college non-degree programs require students to borrow little to no money, the chances that such a program would fail the USED criteria are slim. In order to provide increased program level financial literacy support to students and their families, expand existing debt management programs, implement the necessary changes to the VCCS' student information system and to leverage state and national research tools, the VCCS estimates that the annual cost of the proposed changes would be approximately \$2,356,000.

The ACCT fact sheet provides a long list of items to be reported either for accountability purposes (to USED) or for consumer information purposes. ACCT's list includes thirteen items that must be disclosed to students including: loan repayment rates for students who enrolled, completed, or withdrew from the program; percentage of enrolled students who incurred debt for enrollment in the program; and median loan debt for completers, withdrawn students, and all students.

CONCLUSION AND NEXT STEPS: The notice of proposed rulemaking regarding gainful employment is a voluminous document of more than 800 pages. It contains elaborate calculations and complicated explanations for methods proposed to determine pass/fail rates for gainful employment programs. Currently the regulations are being scrutinized by analysts and legal teams representing the different sectors of higher education. The complete detailed impact on Virginia institutions has yet to be fully explicated. From the perspective of SCHEV's regulatory responsibilities, nothing in Virginia regulation depends on the outcome of the proposed regulations. Ultimately, interpretation of and compliance with the rules are institutional responsibilities. As a practical matter, programs and in some cases institutions may close. SCHEV staff will, of course, monitor any likely closures to ensure that regulations regarding student records are satisfied.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

**Ferrum College
Stanley Library, Classroom #205
Ferrum, Virginia
May 19, 2014
1:30 p.m. – 3:00 p.m.**

TJ 21 Implementation Committee

1. Call to Order and Announcements
2. Approval of Minutes (March 17, 2014) Page [TJ1](#)
3. Discussion of Degree Attainment and Student Success Page [TJ3](#)
4. Discussion of Institutional Performance Measures Page [TJ4](#)
5. Discussion of Higher Education Legislation from the
2014 General Assembly Reconvened Session Page [TJ6](#)
6. New Business

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
TJ21 IMPLEMENTATION COMMITTEE MEETING
MARCH 17, 2014
MINUTES**

Mr. Haner called the meeting to order at 3:40 p.m. in the Potomac/York conference room, Webb University Center, Old Dominion University, Norfolk, Virginia. Council members present: Stephen Haner, G. Gilmer Minor, Gary Nakamoto, and Carlyle Ramsey.

Council member absent: Martin Briley, Mary Haddad

Staff members present: Lee Andes, Peter Blake, Dan Hix, Tod Massa, Ashley Myers, Kirsten Nelson, and Lee Ann Rung.

APPROVAL OF MINUTES

On a motion by Dr. Ramsey and seconded by Mr. Minor, the minutes from the January 13, 2014, meeting were approved unanimously.

UPDATE ON GENERAL ASSEMBLY BUDGET ACTIONS

Mr. Haner reported that because legislators adjourned without approving a budget, there was nothing final to report. He indicated that legislators would return to Richmond March 24 to continue work on the budget. Mr. Hix distributed a chart showing comparisons of proposed budgets for the 2014-16 biennium from SCHEV, the Governor, House, and Senate for 2014-16 biennium. Mr. Blake explained the House and Senate's disparate approaches to student financial aid. He assured members that staff would continue to inform legislators of the Council's priority to increase student financial aid.

Mr. Blake distributed a chart summarizing SCHEV's activities in the budget and said that overall, the General Assembly supports the Council's work.

UPDATE ON 2014 LEGISLATION

Ms. Nelson reviewed the SCHEV bills that passed this session. During the 2014 legislative session, SCHEV tracked approximately 100 bills. Ms. Nelson's summary included an emphasis on the bills that have a connection to the TJ21 legislation.

She informed the committee that Mr. Blake participated in a Google hangout with VA21 on the state budget stalemate and its impact on higher education.

Mr. Haner said he would like to bring the matter of in-state tuition for students who qualify under the Deferred Action for Childhood Arrivals (DACA) back to the Council

for discussion and possible action. At the January meeting, Council members concluded that they needed additional information before approving the resolution that was presented at that time. Mr. Nakamoto agreed with Mr. Haner's suggestion.

Mr. Haner said since many institutions expressed support for this issue when the legislation was introduced this session, he would like to address it again with more input from staff. He also expressed interest in looking at other TJ21-related measures to determine how successful they have been since being implemented. Mr. Blake and Mr. Haner agreed to meet prior to the May meeting to prepare this item for discussion.

ADJOURNMENT

The meeting was adjourned at 4:35 p.m.

Steve Haner
Committee Chair

Lee Ann Rung
Director, Executive and Board Affairs

State Council of Higher Education for Virginia Agenda Item

Item: TJ21 Implementation Committee Item #3 – Discussion of Degree Attainment and Student Success

Date of Meeting: May 19, 2014

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

Attached Report

Financial Impact:

Timetable for Further Review/Action: As Council desires.

Resolution:

None/Informational only

Degree Attainment and Student Success in the Commonwealth

Since the gubernatorial election of 2009 and the passage of the Governor McDonnell’s higher education centerpiece, the Virginia Higher Education Opportunity Act of 2011, Virginia has pursued a major goal of achieving a cumulative increase of 100,000 undergraduate degrees awarded to in-state students by 2025. The law also includes a “like” increase in cumulative in-state undergraduate degrees from the nonprofit private institutions. Current projections have the Commonwealth well on its way to attaining that goal without difficulty. This would bring the degree attainment rates of Virginians aged 25-64 to approximately 55% with an associate’s degree or higher.

Total Public Institutions

The total cumulative degrees projected by 2019-20: 496,544

The total cumulative additional degrees projected by 2019-20: 72,844

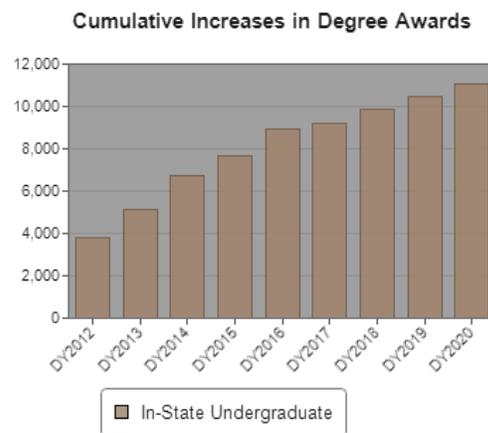


Figure 1

The common thread in any discussion about achieving the 100,000 degree goal has been the question of “How do we get there?” Clearly, degree production is about enrollment and completion. We can hold completion rates the same (or hope they stay the same) and focus on enrolling more students thus creating more degrees, or we can focus on increasing graduation rates so the same number of students entering college earn more degrees, or we can attempt both. With either of the last two options, it is useful to know where we are currently with respect to graduation rates. For this report our focus is on the public four-year institutions. As can be seen from the large chart on below, Virginia public four-year colleges and universities, as a group, have the second highest combined graduation rate in the nation (70% and tied with Iowa), lagging behind only Delaware (73%) using the IPEDS Graduation Rate Survey results of the 2007 entering cohort of first-time, full-time students. Delaware only has two public four-year institutions (Delaware State University and University of Delaware) representing an adjusted cohort of 4,381 students compared to 28,608 in Virginia. Iowa also started with many fewer students, 9,873, from only three institutions. North Carolina is at 60%, Maryland at 61%, West Virginia 45%, and the

District of Columbia 15%.

Figure 3: Six-Year Graduation Rates at Public Four-Year Institutions

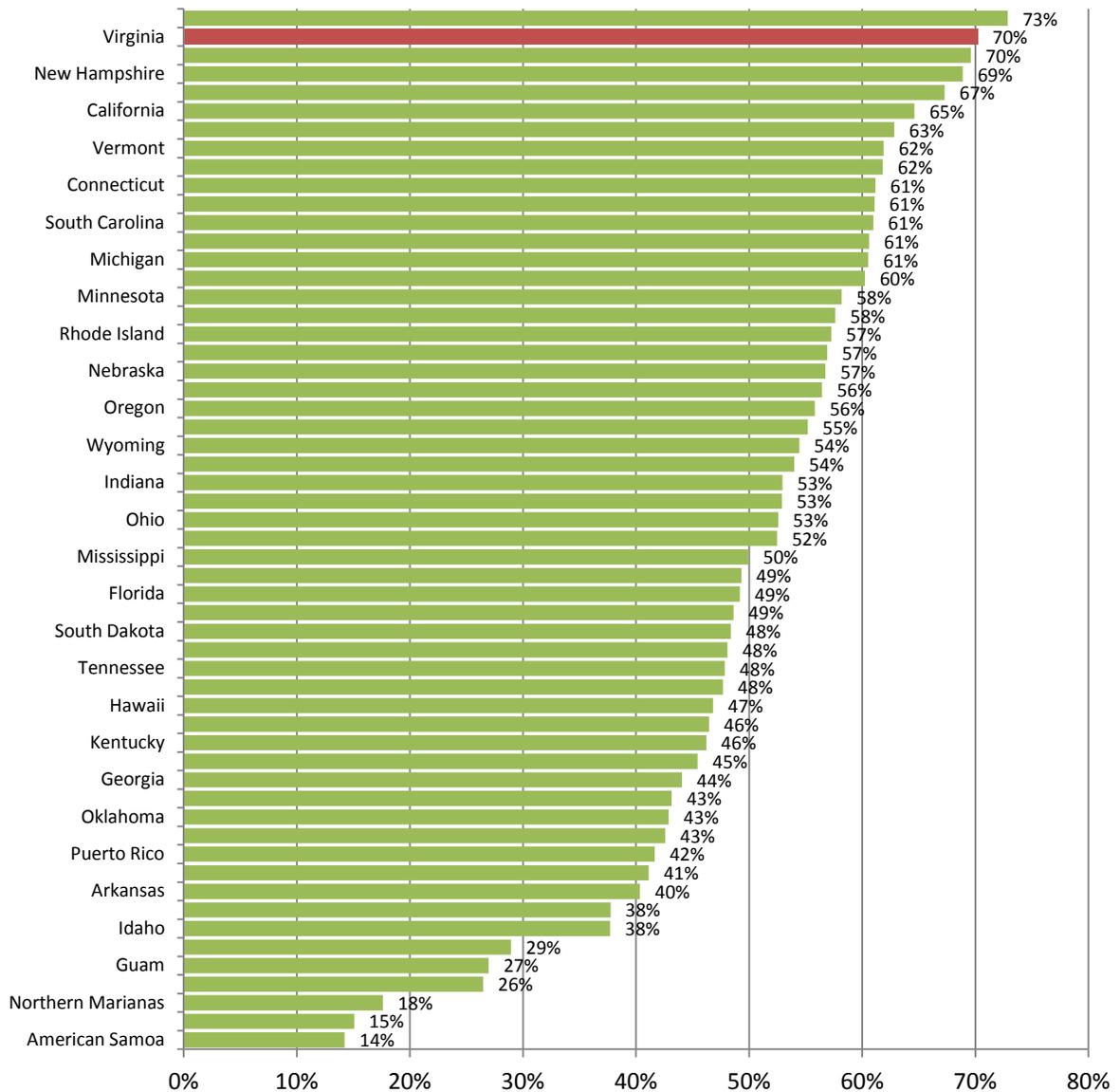


Figure 2

The National Student Clearinghouse’s Signature Report #6 State Supplement provides different view of graduation rates by state. The National Student Clearinghouse (NSC) collects student-level data from participating institutions of all sectors representing approximately 94% of enrolled students. The scope of data collected on each student is quite limited, but its coverage of undergraduate enrollment and degree awards is unmatched. While NSC data cannot be used to precisely reproduce the IPEDS data, they are used to produce more complete and more nuanced measures that provide a necessary context for understanding student success.

Nationally, the NSC has calculated that 63.4% of students beginning at a public four-year institution in 2007 completed a degree within six years at any institution. Limiting the measure to students completing their degree at the institution where they began, only 50.6% completed within six years. Fifteen percent of students enrolling in college for the first-time in 2007 were still enrolled in year six without having yet completed. Here again, Virginia barely trails behind Iowa in overall completion rate with 77.8% to Iowa's 79.8. When it comes to graduating from the institution where the student initially enrolled, Virginia is on top at 67.3% with Iowa at 65.6%. A portion of Iowa's students are bit more likely to complete a degree at a two-year institution than Virginia's students.

The NSC report provides a comparable measure of graduation rate restricted to students who maintain continuous full-time enrollment. This is an interesting measure as it provides an indication of the success rates of students who clearly seemed aimed at completion. Iowa students achieve an overall 91.4% completion rate, with 79.5% completing at the original institution. Virginia students achieve a 90.6% completion rate with 83% completing at the original institution of enrollment.

Of course, since the data from the National Student Clearinghouse are, in fact, national, these are measures of student success more than any type of institutional effect. Typically, somewhere between 70 and 80% of students attending college in the year after high school attend college in Virginia. Thus while these measures are heavily driven by Virginia's public four-year colleges, a significant number of students go out of state and graduate at comparable rates. This speaks well of their preparation in Virginia high schools.

Looking at Virginia's institutions we see a range graduation rates.

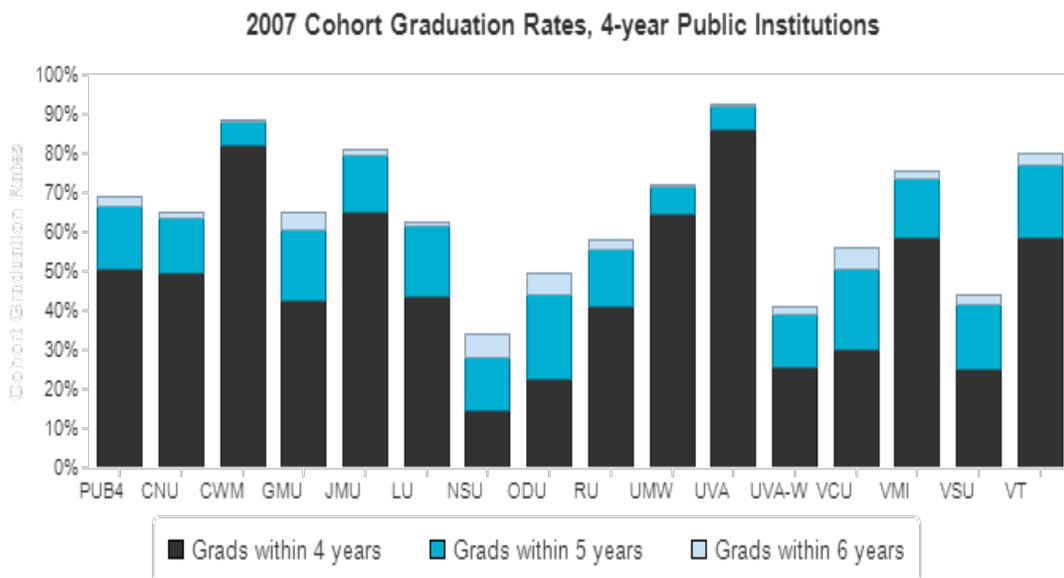


Figure 3

Table 1: First-time, Full-Time Cohort Graduation Rates By Institution							
Institution	Total #	Grads within 4 Years		Grads within 5 Years		Grads within 6 Years	
		#	%	#	%	#	%
Cohort Year: 0708							
Christopher Newport University	1,242	614	49%	786	63%	806	65%
College of William and Mary	1,345	1,105	82%	1,183	88%	1,193	89%
George Mason University	2,190	936	43%	1,326	61%	1,422	65%
James Madison University	3,864	2,508	65%	3,077	80%	3,126	81%
Longwood University	988	428	43%	609	62%	619	63%
Norfolk State University	938	137	15%	264	28%	321	34%
Old Dominion University	2,513	568	23%	1,112	44%	1,238	49%
Radford University	1,841	755	41%	1,025	56%	1,065	58%
University of Mary Washington	951	612	64%	678	71%	686	72%
University of Virginia	3,246	2,792	86%	2,990	92%	3,007	93%
University of Virginia's College at Wise	400	103	26%	157	39%	165	41%
Virginia Commonwealth University	3,860	1,153	30%	1,957	51%	2,153	56%
Virginia Military Institute	410	240	59%	302	74%	310	76%
Virginia State University	1,037	259	25%	431	42%	458	44%
Virginia Tech	5,119	2,984	58%	3,943	77%	4,085	80%

Over the past two decades, the combined public four-year graduation rate has increased from 42% of students completing within four-years to 51%, and 61% completing within six years to 69%, for all first-time, full-time students. This

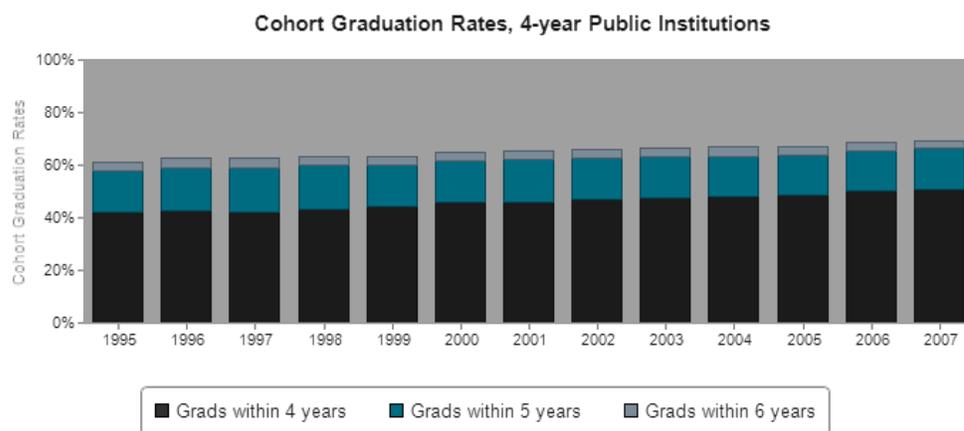


Figure 4

measure is slightly different than the previously used IPEDS measure as it ignores the exclusions for death, military service, public service, and religious mission. SCHEV has foregone those exclusions as there have never been more than 30 reported annually statewide on a basis of over 40,000 students in recent years. Further, because of file construction design and differences among institutions, we no longer include seventh summer graduates as part of year six of the graduation rate. This has very little impact, particularly as we view graduation rates in terms of annual trends. While the overall change of eight percentage points may not seem to be a huge increase over time, it certainly gives lie to the belief that graduation rates have not increased. Further, not only has the rate of graduation increased, but the raw number of entering students has increased by about 33% during the same time period.

**Table 2: First-time, Full-time Cohort Graduation Rates, Public Four-year Institutions
(includes students beginning in spring)**

Year	Total #	Grads within 4 Years		Grads within 5 Years		Grads within 6 Years	
		#	%	#	%	#	%
1995	22,454	9,520	42%	12,944	58%	13,764	61%
1996	23,739	10,191	43%	13,964	59%	14,902	63%
1997	23,942	10,059	42%	14,087	59%	14,971	63%
1998	24,093	10,381	43%	14,423	60%	15,233	63%
1999	24,785	11,005	44%	14,871	60%	15,741	64%
2000	25,627	11,730	46%	15,754	61%	16,653	65%
2001	26,367	12,163	46%	16,360	62%	17,299	66%
2002	26,860	12,648	47%	16,803	63%	17,681	66%
2003	27,740	13,190	48%	17,564	63%	18,465	67%
2004	27,674	13,293	48%	17,554	63%	18,525	67%
2005	29,044	14,111	49%	18,573	64%	19,527	67%
2006	28,654	14,382	50%	18,770	66%	19,736	69%
2007	29,944	15,194	51%	19,840	66%	20,654	69%

The rates in Table 1 are limited to a very traditional model of measurement – students enrolled in college for the first-time as full-time students in the fall semester. Table 2 expands the group slightly to include students entering in the spring semester. While such definitions as students enrolled as first-time, full-time in the fall, may have made sense two decades ago when the Student Right-to-Know Act was passed in 1990, they make much less sense today. At a growing number of institutions nationwide, these are a minority of students, particularly at community colleges. For Virginia public four-year institutions it is still a reasonable student cohort with which to start. It is, however, data that are not really actionable. In order to better understand who is not graduating, we need to review and compare various subcohorts of students to look at more discrete groups of students and their success. SCHEV has created and published dozens of these for review and study. Below, we have an example in Table 3. Notice that the heading specifies “Completed, Original Institution.” This is consistent with rates provided previously. However, given our statewide student-level data, we can also consider student outcomes for students that transfer between four-year colleges and universities as in the next table.

Total Public Four-year Institutions

Students Entering Institution in the fall and spring of 2001-02

Table 3: Degree Completion, Original Institution	Within 4yrs 2004-05	Within 5yrs 2005-06	Within 6yrs 2006-07	Within 7yrs 2007-08	Within 8yrs 2008-09	Within 9yrs 2009-10	Within 10yrs 2010-11
First-Time In College							
Dev. Ed. Coursework w/in First Two Years Receiving PELL, Recent HS Grads	2.2%	9.0%	11.2%	14.6%	16.9%	18.0%	18.0%
FTIC (All)	42.1%	60.6%	65.5%	67.1%	67.8%	68.3%	68.7%
FTIC, In-State	40.6%	59.9%	65.3%	67.1%	68.0%	68.6%	69.0%
FTIC, In-State, Direct from High School	41.7%	61.3%	66.8%	68.5%	69.3%	69.9%	70.3%
FTIC with No Financial Aid (In-State)	38.7%	57.5%	62.7%	64.5%	65.2%	65.7%	66.1%
FTIC with Pell	25.0%	43.3%	49.2%	51.5%	52.5%	53.2%	53.9%
FTIC, Family Income \$0 - \$49,999	26.6%	44.7%	50.7%	52.6%	53.8%	54.5%	55.2%
FTIC, Family Income \$50,000 - \$99,999	42.3%	61.6%	66.4%	68.1%	68.6%	69.0%	69.3%
FTIC, Family Income \$100,000 - \$149,999	56.7%	74.8%	77.9%	78.9%	79.5%	79.8%	80.0%
FTIC, Family Income \$150,000 and Greater	61.5%	77.8%	81.0%	81.9%	82.4%	82.6%	82.8%
FTIC, Family Income Not Reported	40.9%	59.6%	64.9%	66.6%	67.3%	67.9%	68.4%

Table 4: Degree Completion, Anywhere	Within 4yrs 2004-05	Within 5yrs 2005-06	Within 6yrs 2006-07	Within 7yrs 2007-08	Within 8yrs 2008-09	Within 9yrs 2009-10	Within 10yrs 2010-11
First-Time In College and New Transfer							
Dev. Ed. Coursework w/in First Two Years Receiving PELL, Recent HS Grads (detail)	5.6%	21.3%	25.8%	30.3%	34.8%	39.3%	40.4%
FTIC (All) (detail)	43.8%	63.9%	69.7%	72.0%	73.3%	74.2%	75.0%
FTIC, In-State (detail)	42.8%	64.2%	70.9%	73.6%	75.1%	76.3%	77.3%
FTIC, In-State, Direct from High School(detail)	44.2%	66.0%	72.6%	75.3%	76.7%	77.9%	78.8%
FTIC with No Financial Aid (detail)	40.2%	60.8%	66.9%	69.4%	70.8%	71.8%	72.6%
FTIC with Pell (detail)	26.4%	46.3%	53.1%	56.2%	57.9%	59.3%	60.6%
FTIC, Family Income \$0 - \$49,999(detail)	28.1%	47.9%	54.7%	57.5%	59.4%	60.7%	61.9%
FTIC, Family Income \$50,000 - \$99,999 (detail)	44.0%	65.5%	71.4%	74.3%	75.4%	76.4%	77.1%
FTIC, Family Income \$100,000 - \$149,999 (detail)	58.8%	78.0%	81.6%	83.0%	84.0%	84.6%	85.1%
FTIC, Family Income \$150,000 and Greater (detail)	62.7%	79.8%	83.7%	84.9%	85.5%	86.2%	86.6%
FTIC, Family Income Not Reported(detail)	46.0%	66.2%	72.1%	74.3%	75.4%	76.4%	77.1%

As can be seen, graduation rates typically increase by three to four percentage points when transfer within Virginia is included. When transfer outside Virginia is included, we tend to see a slightly smaller increase using data from the National Student Clearinghouse. More importantly, in both subcohort tables we can see significant differentials in graduation rates based on family income at entry. It should come as no surprise that students from wealthier families tend to be more likely graduate. Readers are urged to consider that these tables are an overall view of student outcomes reflecting 15 unique institutions before leaping to conclusions about the low success rates of students with Pell grants. It is

instructive to note that Pell grant recipients are not distributed equally among institutions. In fact, the percentage of students with Pell grants ranges from 12% to 68% at the public institutions where the institutions with the lowest graduation rates have the greatest proportion of Pell students and the institutions with the highest graduation rates have the lowest proportion of Pell students.

Below, in Table 5, are six-year graduation rates for each institution, for each of the last eight cohorts of students that have had at least six-years to graduation. This table includes graduations from any Virginia public or private, nonprofit institution.

**Six-Year Graduation Rates, Fall and Spring Entry
FTIC (All), Full-Time at Entry**

Table 5: Six-year Graduation Rate (completed anywhere)	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Christopher Newport University	59%	63%	65%	72%	73%	75%	77%	79%
College of William and Mary	92%	93%	92%	92%	90%	92%	92%	91%
George Mason University	60%	62%	64%	65%	68%	65%	68%	70%
James Madison University	84%	85%	86%	86%	86%	85%	85%	85%
Longwood University	75%	72%	76%	71%	70%	73%	72%	74%
Norfolk State University	31%	31%	32%	33%	37%	35%	37%	39%
Old Dominion University	51%	51%	52%	53%	53%	55%	55%	56%
Radford University	64%	66%	69%	66%	68%	66%	71%	70%
University of Mary Washington	84%	82%	82%	81%	83%	80%	85%	82%
University of Virginia	93%	94%	94%	94%	93%	94%	94%	94%
University of Virginia's College at Wise	56%	50%	58%	59%	61%	51%	60%	58%
Virginia Commonwealth University	50%	50%	53%	54%	55%	58%	60%	60%
Virginia Military Institute	77%	71%	77%	79%	75%	71%	74%	76%
Virginia State University	43%	42%	41%	46%	43%	43%	46%	46%
Virginia Tech	80%	80%	81%	83%	84%	85%	87%	87%
Total Public Four-year Institutions	70%	70%	71%	72%	73%	73%	75%	75%

Institutions of specific note in Table 5 include Christopher Newport University which has increased its six graduation rate from 59% to 79% just from 2001-02 to 2007-08. In fact, in reviewing earlier cohorts, we see that Christopher Newport has actually increased from 44% for the 1995-96 entering cohort. Likewise, George Mason University, reported above with an increase from 60% to 70%, has increased from 51% for the 1995-96 entering cohort.

Norfolk State University's 1995-96 entering cohort experienced a 24% six-year graduation rate, compared to 31% for 2000-01, and 39% in the 2007-08. Overall we see increases and stability in the graduation rates of first-time students, enrolled full-time at entry.

Student Success Index

In 2013, SCHEV developed the Student Success Index (SSI) as a response to the criticisms that the traditional GRS was too narrowly focused. SSI is a single measure of student success and progress that combines first-time in college, new transfers, and full- and part-time students at entry. For a full discussion of the measure, please see the appendix. Essentially, we group students into the four groups described (first-time, fulltime; first-time, part-time, transfer, full-time; transfer, part-time), assign a standardized number of years for expected completion, and then compute an overall index of the percentage of student either having completed within the standards, or still enrolled at the end of the standards. Further, since the measure is focused on students, it considers completion at any Virginia institution a success.

Table 6: Student Success Index	4 year GRS	Student Success Index (Normal Time)	6 year GRS	Student Success Index (Extended Time)
Christopher Newport University (CNU)	50%	61%	72%	79%
College of William and Mary (CWM)	83%	85%	92%	94%
George Mason University (GMU)	33%	40%	62%	66%
James Madison University (JMU)	59%	62%	84%	87%
Longwood University (LU)	40%	55%	68%	75%
Norfolk State University (NSU)	10%	20%	31%	37%
Old Dominion University (ODU)	19%	32%	51%	57%
Radford University (RU)	32%	47%	63%	70%
University of Mary Washington (UMW)	66%	71%	78%	81%
University of Virginia (UVA)	85%	86%	94%	95%
University of Virginia's College at Wise (UVA-W)	27%	44%	44%	54%
Virginia Commonwealth University (VCU)	24%	34%	55%	61%
Virginia Military Institute (VMI)	59%	64%	71%	74%
Virginia State University (VSU)	22%	30%	43%	49%
Virginia Tech (VT)	53%	55%	83%	84%

As one can see from the table, the SSI results in higher numbers than the GRS rates. This is despite the fact that all students entering the institution in a given year are reported in the measure. One of the keys to this measure is recognizing that students entering with different plans and at different stages will take shorter or longer periods of time to graduate. Further, we count as successes students who are still continuing their enrollment in the last years of each component of the measure. As we have already

seen, students may take as long as 10 years to complete. In fact, a small number will take up to twice that length of time.

In the discussion of graduation rates, too often responsibility is placed solely on the institution. In all fairness, we must keep in mind that college students are (generally) legal adults with ability to take independent action that does not optimize their chances for success. Students have the decisive role in completing college – it is up to them to do the work. Table 7 provides the graduation rates for various categories of the number of credits earned with a grade “C” or better within the first year and 60 credits within the first two years. The data clearly indicate that once students successfully complete two years’ worth of credit, they are virtually assured to graduate from the institution at which they started. At the institution level, we typically observe a range of 89% to 99% completion rate for students completing 60 credits within the first two years with a “C” or better.

Table 7: Degree Completion at Original Institution Based on Earned Credit	Within 4yrs 2005-06	Within 5yrs 2006-07	Within 6yrs 2007-08	Within 7yrs 2008-09	Within 8yrs 2009-10	Within 9yrs 2010-11	Within 10yrs 2011-12
First-Time In College							
Student Effort and Progress							
FTIC, Students earning 06 to 11 credits in First Year	3%	12%	16%	19%	21%	21%	22%
FTIC, Students earning 12 to 23 credits in First Year	22%	45%	52%	55%	56%	57%	58%
FTIC, Students earning 24 credits or Greater in First Year	61%	80%	83%	84%	85%	85%	85%
FTIC, Students earning 60 credits or Greater in First Two Years	81%	95%	96%	97%	97%	97%	97%

Closing Comments

Virginia’s graduation rates have improved slowly over time, as has overall degree production. However, this has come with a parallel increase in student debt. The percentage of bachelor degree graduates with student debt has increased from 53% to 57% between 2007-08 and 2011-12. Over the same period, median debt has increased from \$17,100 to \$24,354. Given the slow, but steady, increase in graduation rates, it is probably safe to say assume that most, if not all, of the no- or low-cost actions to improve graduation rates have been implemented. If the Commonwealth wishes to direct a focused effort to improve student success and graduation rates, it should be done through adequate general fund appropriations and not left to be funded through tuition increases.

In the same line of thought, noting that Pell grant recipients have the lowest graduation rates, it is likely that focusing additional resources on supporting those students may have the greatest effect on student success. Such support could include additional financial aid, but may also include enhanced student

services, both academic and non-academic. Enhanced non-academic support may include childcare, greater levels of work-study support, and efforts to reduce food insecurity. There is a growing body of research pointing towards food-insecurity as a campus issue and at least 120 campuses nationwide have reported establishing food banks.

The Commonwealth is fortunate to have some of the highest levels of graduation rates in the nation. Improving them will be no small effort. However, targeted effort for specific student groups at each college may yield desired gains, but most efforts will need financial support.

Appendix

History & Background

(<http://www.acenet.edu/news-room/Documents/College-Graduation-Rates-Behind-the-Numbers.pdf>)

Up until 1985, there were no standardized institutional or national data on graduation rates. This changed in 1985 when the NCAA began requiring graduation rates by major sport and for all undergraduates; however these were not available to the public and only shared with NCAA member institutions that provided data. This led to the Senate bill 2498 proposed by Bill Bradley and Edward Kennedy in 1988, the Student Athlete Right-to-Know Act. It was the first bill requiring Title IV participating institutions to submit an annual report to the US Secretary of Education. This bill was followed by a 1989 General Accounting Office (GAO) report to help inform congressional deliberations about this bill. The report found that the graduation rate for men's basketball and football players at the NCAA's largest member schools (formerly Division I) were lower than the graduation rates for all students. The view of the committee expressed in S.2498 was that "student athletes about to enter college are consumers" and "as such are entitled to relevant and basic information in order to make an informed choice about which college to attend."

In 1990, Congress passed PL 101-542, the Student Right-to-Know and Campus Security Act requiring the submission of graduation rate information for first-time undergraduates, by gender and race/ethnicity, with corresponding detail for basketball, football, baseball, cross-country/track, and all other sports combined. Despite what one might think to be an obvious measure, it took nine full years for the final regulations to be published in the *Federal Register* on November 1, 1999 (34 CFR 668.41, 34 CFR 668.45 and 34 CFR 668.48).

The 1999 SRK regulations required institutions to disclose the completion or graduation rate for first-time, full-time degree-or certificate-seeking undergraduate students who complete or graduate within 150 percent of the normal time for completion or graduation from their program. An institution that determines that its mission includes providing substantial preparation for students to enroll in another [Title IV, HEA] eligible institution is also required to disclose the transfer-out rate for its first-time, full-time, degree- or certificate-seeking undergraduate students who did not complete or graduate from their programs, but subsequently enrolled in another eligible program within 150 percent of the normal time for completion or graduation from their program.

Institutions participating in Title IV, HEA programs that provide athletically related financial aid are also required to report enrollment and graduation rate information to the Department of Education, and disclose the information to prospective student athletes, their parents, and their high school coach and guidance counselor at the time an offer of aid is made. This information must include enrollment data by race and gender; the number of students receiving athletically-related aid, by gender and race within sport; the completion or graduation rate, and, if applicable, the transfer-out rate, for all certificate- or degree-seeking first-time, full-time

undergraduates; and the completion or graduation rate, and, if applicable, the transfer-out rate for the subset who received athletically related aid, categorized by race and gender within sport.

(<http://nces.ed.gov/pubs2012/2012833.pdf>, pp. GR-1,2)

The most basic form of the graduation rate, the one most familiar to the public, is this.

[Number of graduates from the institution from which they started in a given year from an initial cohort]

divided by

[(number of first-time, full-time degree-seeking students in starting cohort)-[exclusions from cohort]]

For example, if we had 100 students begin college as first-time, full-time in the fall of 2007 in pursuit of a four-year degree and 50 of those students graduated by spring 2011, the four-year graduation rate (100% of normal time) is 50%. However, in most cases the graduation rate used will be the 150% of normal time, or a six-year rate. Use of this rate accommodates for life getting in the way of a student's academic plans, as well as, for such things as a change of major.

$50/100 = 0.50$: 50% four-year graduation rate

And if 60 students graduate within six-years:

$60/100 = 0.60$: 60% six-year graduation rate

In the definition above, we provide for "exclusions from the cohort" which are students who are removed from the base number of entering students for certain reasons. These reasons include death, military service, religious mission, and public service as the Peace Corps. So, returning to our example above, if we assume that at the end of the reporting cycle, one student had died, and two had joined the military, we would exclude three students and change the denominator of our equation to 97.

$50/97 = 0.515$: 51.5% four-year graduation rate

And if 60 students graduate within six-years:

$60/97 = 0.6185$: 61.9% six-year graduation rate

The same approach is used for each major sport and disaggregation by gender and race. The same logic is used for two-year degrees where the rates are reported for two and three years. Note that students are only counted as graduates if they complete their degree at the same institution they started at as first-time in college.

There are some additional peculiarities to the measure. First, students who attend college for the first-time immediately in the summer before the fall term and enroll in that fall, are considered first-time in

that fall term. Second, even though federal reporting of degree completions are reported as of July 1 through June 30, graduates in July and August following the end of the sixth nominal year of completion, maybe counted as part of the six-year completers. Finally, predominantly two-year institutions with missions to prepare students for transfer to higher-level institution must also report the number and percentage of verified transfers.

Graduation Rates Reported by SCHEV

Throughout the last two decades, SCHEV has been very faithful to the strict federal definition. In 2006, SCHEV began expanding its concept of graduation rates and developed the *“Cohort Lifecycle Maps”* based on the work of Gary Rice at the University of Alaska. The *“Cohort Lifecycle Maps”*, followed the traditional first-time, full-time, first-year cohorts for a period of 10 years. Then in 2008 were expanded to include sub-reports for Title IV financial aid recipients – Pell, Stafford Loans, Perkins, and PLUS – Parent.

In 2013 we made yet another change to our reporting. We dropped the institutional required review of the individual cohorts from six years and three years prior to mark exclusions and final year summer graduates in July and August. This was done for two reasons. First, changes to the IPEDS collection calendar make it next to impossible for SCHEV to maintain a collection that institutions could use to verify their reporting to IPEDS (which had been part of the past philosophy). We would have had to move the GRS Cohort collection and review into early fall, at a time when our institutions are already busily submitting files, files that are actually more important to our business model – fall headcount, current fall cohort, and financial aid. All of these are due right after completion of submission of course enrollment and degrees conferred files.

The second reason for the change was a result of reviewing the total cohort exclusions over the past two decades. In no year did the total number of exclusions across all institutions total more than 60 students. It is very difficult to justify either the institutional burden or burden on SCHEV staff to mark 60 students out of a base of 30,000 (and increasing) that may drive a half-percentage point change in a graduation rate at best. It is the position of SCHEV Research staff that the trends in graduation rates are far more important than a false precision suggested by a fractional difference. This is doubly true given that we know there are limits to the accuracy of the student identity records, especially prior to 2009 and the implementation of the Virginia College Student Identification Number (VCSIN) used in data submissions.

In 2013 we also implemented a far more profound change – the *“Subcohort Lifecycle Reports”* and the *“Student Success Index”*. These reports are a response to the continued criticism of the standard graduation rate that is too narrowly focused on just first-time, full-time students which are an increasingly smaller component of most colleges.

The Subcohort Lifecycle Reports

Following a legislative staff request for a variety of numbers and graduation rates of students in Virginia financial aid programs and demographic characteristics, SCHEV Research developed the *“Subcohort”* reports. The underlying data model and reporting model of these reports provides a rigorous approach

to observing student experience outcomes for up to 10 years post entry, whether as a first-time student or a new transfer. The associated demographic and student characteristics at entry allow us to present some of the most complex and nuanced looks at graduation rates available anywhere. These reports provide outcomes and tracking of all undergraduate students – new and transfer, full- and part-time, and students who enter the institution fall, spring, and summer.

Currently, we have published dozens of individual subcohort rates with dozens more under review. We have produced these data at the institution

**Total Public Four-year Institutions
Completed, Original Institution
Students Entering Institution in Fall/Spring 2002
Gender: All Students, Race/Ethnicity Status: All Students**
Color variation represents the low to high variation within each column.

Degree Completion	Within 4yrs 2005-06	Within 5yrs 2006-07	Within 6yrs 2007-08	Within 7yrs 2008-09	Within 8yrs 2009-10	Within 9yrs 2010-11	Within 10yrs 2011-12
First-Time In College and New Transfer							
Summary Totals							
All, FTIC and Transfer (detail)	46.4%	60.8%	64.4%	66.0%	66.8%	67.3%	67.6%
Student Demographics							
All, FTIC and Transfer, Age 17 to 19 yrs(detail)	45.1%	63.2%	67.4%	69.0%	69.7%	70.2%	70.5%
All, FTIC and Transfer, Age 20 to 24 yrs(detail)	54.4%	60.9%	63.4%	64.6%	65.2%	65.7%	66.0%
All, FTIC and Transfer, Age 25 yrs and Older (detail)	46.5%	51.5%	53.9%	55.7%	56.6%	56.9%	57.6%
Financial Aid Programs at Entry							
All, FTIC and Transfers, with Pell and Developmental Coursework (detail)	12.7%	20.4%	26.8%	28.9%	29.6%	29.6%	29.6%
Student Effort and Progress							
Dev. Ed. Coursework (1-9cr) w/in First Two Years (detail)	11.7%	18.4%	24.4%	26.3%	26.8%	27.4%	27.6%
Dev. Ed. Coursework (10-18cr) w/in First Two	5.6%	9.9%	9.9%	11.3%	12.7%	12.7%	12.7%

Degree Completion	Within 4yrs 2005-06	Within 5yrs 2006-07	Within 6yrs 2007-08	Within 7yrs 2008-09	Within 8yrs 2009-10	Within 9yrs 2010-11	Within 10yrs 2011-12
Years (detail)							
Dev. Ed. Coursework w/in First Two Years (detail)	10.5%	16.8%	21.7%	23.5%	24.2%	24.7%	24.9%
Dev. Ed. Coursework w/in First Two Years Receiving PELL, Recent HS Grads (detail)	2.8%	8.3%	13.9%	15.3%	15.3%	15.3%	15.3%
Students earning 06 credits or fewer in First Year (detail)	2.2%	5.5%	7.7%	8.6%	9.2%	9.7%	10.1%
Transfer-specific Characteristics							
CC Transfer Students with between 31 and 45 CC credits (detail)	72.5%	78.9%	79.8%	80.6%	81.5%	81.7%	81.9%
CC Transfer Students with between 46 and 60 CC credits (No AA) (detail)	72.7%	72.7%	72.7%	72.7%	72.7%	72.7%	81.8%
First-Time In College							
Summary Totals							
FTIC (All) (detail)	42.9%	61.4%	65.8%	67.5%	68.2%	68.7%	69.0%
FTIC (All), Full-Time at Entry (detail)	43.5%	62.1%	66.5%	68.1%	68.8%	69.3%	69.6%
FTIC (All), Part-Time at Entry (detail)	10.3%	20.6%	25.1%	29.1%	30.4%	31.1%	32.0%
Student Demographics							
FTIC, Age 17 to 19 yrs (detail)	44.1%	62.9%	67.2%	68.9%	69.6%	70.1%	70.4%
FTIC, Age 20 to 24 yrs (detail)	21.7%	33.3%	39.7%	41.4%	42.1%	43.0%	43.3%
FTIC, Age 25 yrs and Older (detail)	14.7%	21.1%	25.3%	25.3%	25.3%	25.3%	27.4%
FTIC, In-State (detail)	41.3%	60.7%	65.7%	67.6%	68.4%	69.0%	69.4%
FTIC, In-State, Direct from High School (detail)	42.3%	62.1%	67.0%	68.8%	69.7%	70.2%	70.6%
FTIC, In-State, Direct from High School, Full-Time at Entry (detail)	42.6%	62.4%	67.4%	69.2%	70.0%	70.5%	70.9%

Degree Completion	Within 4yrs 2005-06	Within 5yrs 2006-07	Within 6yrs 2007-08	Within 7yrs 2008-09	Within 8yrs 2009-10	Within 9yrs 2010-11	Within 10yrs 2011-12
FTIC, In-State, Direct from High School, Part-Time at Entry (detail)	6.1%	18.8%	23.0%	28.5%	32.1%	32.7%	34.5%
FTIC, In-State, Full-Time at Entry(detail)	41.8%	61.3%	66.3%	68.1%	69.0%	69.5%	69.9%
FTIC, In-State, Part-Time at Entry(detail)	11.0%	22.9%	27.4%	31.9%	33.9%	34.8%	36.1%
FTIC, Out-of-State (detail)	47.7%	63.4%	66.2%	67.2%	67.5%	67.8%	67.9%
FTIC, Out-of-State, Full-Time at Entry(detail)	48.5%	64.4%	67.1%	68.1%	68.5%	68.7%	68.8%
FTIC, Out-of-State, Part-Time at Entry(detail)	8.8%	15.3%	19.7%	22.6%	22.6%	22.6%	22.6%
Financial Aid Programs at Entry							
FTIC with Athletic Award (detail)	38.5%	61.7%	67.1%	67.6%	68.6%	68.9%	69.1%
FTIC with Commonwealth Award(detail)	25.0%	40.7%	44.9%	47.6%	48.9%	49.7%	50.3%
FTIC with No Financial Aid (detail)	39.8%	58.8%	63.4%	65.2%	66.0%	66.5%	66.8%
FTIC with Pell (detail)	25.2%	43.8%	49.5%	52.1%	53.0%	53.8%	54.2%
FTIC with Perkins (detail)	51.8%	70.0%	73.7%	74.5%	75.1%	75.2%	75.4%
FTIC with PLUS Loan (detail)	43.8%	64.7%	69.2%	70.8%	71.4%	71.8%	72.0%
FTIC with Stafford Loan (Sub.) (detail)	38.2%	58.0%	62.5%	64.3%	65.1%	65.7%	65.9%
FTIC with Stafford Loan (Unsub.)(detail)	42.8%	62.7%	67.1%	68.5%	69.1%	69.8%	70.1%
FTIC with Tuition Waiver (detail)	31.4%	53.5%	60.1%	62.4%	63.1%	63.8%	64.4%
FTIC with VGAP Award (detail)	32.8%	54.6%	60.8%	63.3%	64.4%	65.2%	65.7%
FTIC with Work Study (detail)	35.3%	54.9%	59.7%	61.6%	62.1%	62.7%	63.0%
Student/Family Income at Entry							
FTIC, Family Income \$0 - \$49,999(detail)	26.9%	45.0%	50.5%	52.9%	53.7%	54.4%	54.9%

Degree Completion	Within 4yrs 2005-06	Within 5yrs 2006-07	Within 6yrs 2007-08	Within 7yrs 2008-09	Within 8yrs 2009-10	Within 9yrs 2010-11	Within 10yrs 2011-12
FTIC, Family Income \$50,000 - \$99,999 (detail)	42.6%	61.9%	66.5%	68.3%	69.1%	69.7%	69.9%
FTIC, Family Income \$100,000 - \$149,999 (detail)	55.7%	74.0%	77.1%	78.1%	78.4%	78.8%	78.9%
FTIC, Family Income \$150,000 and Greater (detail)	62.3%	78.9%	82.2%	83.1%	83.6%	83.9%	84.1%
FTIC, Family Income Not Reported(detail)	45.0%	63.5%	67.8%	69.3%	70.1%	70.5%	70.8%
FTIC, Family Income Not Reported, Full-Time at Entry, In-State (detail)	43.8%	63.7%	68.5%	70.1%	71.1%	71.5%	71.9%
FTIC, Family Income Not Reported, Full-Time at Entry, Out-of-State (detail)	52.3%	66.9%	69.9%	70.6%	70.8%	71.1%	71.2%
FTIC, In-State, Family Income Not Reported (detail)	43.2%	62.9%	67.6%	69.3%	70.3%	70.8%	71.2%
New Transfer, Full-Time at Entry, Attempting 25 or Greater Credits in Year 1 (detail)	70.7%	76.3%	78.0%	78.8%	79.3%	79.7%	80.0%
Student Effort and Progress							
FTIC, In-State Students with no Dual Enrollment credit (detail)	39.8%	59.7%	64.8%	66.7%	67.7%	68.3%	68.7%
FTIC, Students earning 06 to 11 credits in First Year (detail)	3.2%	11.6%	16.4%	19.2%	20.6%	21.4%	22.0%
FTIC, Students earning 11 credits or Fewer in Dual Enrollment (detail)	42.9%	61.8%	66.5%	68.4%	68.9%	69.4%	69.8%
FTIC, Students earning 12 to 23 credits in Dual Enrollment (detail)	51.4%	67.9%	72.0%	73.4%	73.9%	74.4%	74.8%
FTIC, Students earning 12 to 23 credits in First Year (detail)	22.0%	44.8%	52.1%	54.8%	56.1%	56.9%	57.5%
FTIC, Students earning 24 credits or Greater in Dual Enrollment (detail)	57.9%	72.4%	75.0%	75.9%	76.1%	76.4%	76.6%
FTIC, Students earning 24 credits or Greater in First Year (detail)	61.1%	80.0%	83.3%	84.3%	84.7%	85.0%	85.2%
FTIC, Students earning 60 credits or Greater in First	80.7%	94.8%	96.2%	96.5%	96.6%	96.7%	96.7%

Degree Completion	Within 4yrs 2005-06	Within 5yrs 2006-07	Within 6yrs 2007-08	Within 7yrs 2008-09	Within 8yrs 2009-10	Within 9yrs 2010-11	Within 10yrs 2011-12
Two Years (detail)							
New Transfer to the Institution							
Summary Totals							
New Transfer (All) (detail)	53.6%	59.5%	61.6%	63.0%	63.7%	64.3%	64.7%
New Transfer (All), Full-Time at Entry(detail)	58.6%	64.4%	66.2%	67.3%	68.0%	68.5%	68.8%
New Transfer (All), Part-Time at Entry(detail)	37.6%	43.7%	46.7%	49.1%	50.1%	50.7%	51.4%
Student Domicile Status at Entry							
New Transfer, In-State (detail)	53.7%	59.9%	62.1%	63.7%	64.5%	65.0%	65.5%
New Transfer, In-State, Full-Time at Entry (detail)	58.5%	64.6%	66.5%	67.7%	68.4%	69.0%	69.4%
New Transfer, In-State, Part-Time at Entry (detail)	39.1%	45.6%	48.7%	51.3%	52.3%	52.8%	53.6%
New Transfer, Out-of-State (detail)	52.8%	56.9%	58.5%	59.3%	59.7%	60.2%	60.2%
New Transfer, Out-of-State, Full-Time at Entry (detail)	59.1%	63.2%	64.8%	65.4%	65.6%	65.9%	65.9%
New Transfer, Out-of-State, Part-Time at Entry (detail)	26.9%	30.9%	32.9%	34.2%	35.4%	36.4%	36.7%
New Transfers, Age 17 to 19 yrs(detail)	60.3%	68.2%	70.1%	71.1%	71.5%	72.1%	72.4%
New Transfers, Age 20 to 24 yrs(detail)	57.3%	63.3%	65.5%	66.7%	67.3%	67.7%	68.0%
New Transfers, Age 25 yrs and Older(detail)	47.7%	52.6%	54.9%	56.8%	57.7%	58.1%	58.7%
Financial Aid Programs at Entry							
New Transfer with Athletic Award(detail)	51.9%	54.3%	55.6%	55.6%	55.6%	56.8%	56.8%
New Transfer with Commonwealth Award (detail)	58.5%	64.0%	66.2%	67.7%	68.7%	69.2%	69.5%
New Transfer with No Financial Aid(detail)	54.0%	60.0%	62.0%	63.4%	64.2%	64.7%	65.1%

Degree Completion	Within 4yrs 2005-06	Within 5yrs 2006-07	Within 6yrs 2007-08	Within 7yrs 2008-09	Within 8yrs 2009-10	Within 9yrs 2010-11	Within 10yrs 2011-12
New Transfer with Pell (detail)	49.3%	55.4%	57.7%	59.4%	60.2%	61.0%	61.5%
New Transfer with Perkins (detail)	69.8%	75.0%	76.0%	76.0%	77.1%	78.1%	78.1%
New Transfer with PLUS Loan (detail)	62.0%	67.3%	69.7%	70.5%	70.5%	70.7%	70.7%
New Transfer with Stafford Loan (Sub.)(detail)	57.0%	62.0%	64.1%	65.1%	65.8%	66.4%	66.6%
New Transfer with Stafford Loan (Unsub.) (detail)	59.7%	64.4%	65.9%	66.7%	67.4%	67.8%	68.0%
New Transfer with Tuition Waiver(detail)	49.9%	58.5%	60.8%	62.0%	62.7%	63.8%	64.5%
New Transfer with VGAP Award (detail)	75.7%	79.7%	79.7%	79.7%	79.7%	79.7%	81.1%
New Transfer with Work Study (detail)	64.8%	69.0%	70.5%	70.8%	71.7%	72.6%	72.6%
Student/Family Income at Entry							
New Transfer, Family Income \$0 - \$49,999 (detail)	50.2%	56.0%	58.4%	59.8%	60.6%	61.2%	61.7%
New Transfer, Family Income \$50,000 - \$99,999 (detail)	61.1%	66.1%	67.9%	68.9%	69.7%	70.2%	70.4%
New Transfer, Family Income \$100,000 - \$149,999 (detail)	66.8%	73.6%	74.6%	75.9%	76.2%	76.4%	76.6%
New Transfer, Family Income \$150,000 and Greater (detail)	64.3%	69.7%	72.4%	73.0%	73.5%	74.1%	74.1%
New Transfer, Family Income Not Reported (detail)	52.3%	58.4%	60.5%	62.0%	62.8%	63.3%	63.8%
New Transfer, Family Income Not Reported, Full-Time at Entry, In-State(detail)	59.6%	66.1%	68.1%	69.3%	70.1%	70.6%	71.1%
New Transfer, Family Income Not Reported, Full-Time at Entry, Out-of-State (detail)	62.6%	66.6%	67.8%	68.1%	68.3%	68.6%	68.6%
New Transfer, In-State, Family Income Not Reported (detail)	52.0%	58.6%	60.8%	62.6%	63.5%	64.0%	64.5%
Student Effort and Progress							

Degree Completion	Within 4yrs 2005-06	Within 5yrs 2006-07	Within 6yrs 2007-08	Within 7yrs 2008-09	Within 8yrs 2009-10	Within 9yrs 2010-11	Within 10yrs 2011-12
New Transfer, Students earning 06 to 11 credits in First Year (detail)	16.2%	22.9%	25.9%	29.7%	31.3%	32.3%	33.4%
New Transfer, Students earning 12 to 23 credits in First Year (detail)	48.6%	57.0%	60.1%	61.7%	62.8%	63.6%	64.0%
New Transfer, Students earning 24 credits or Greater in First Year (detail)	82.1%	86.3%	87.3%	87.9%	88.2%	88.4%	88.6%
Transfer-specific Characteristics							
AA/AS Awarded Prior to Transfer(detail)	65.4%	69.5%	71.4%	72.9%	73.6%	73.9%	74.0%
AA/AS Awarded Prior to Transfer, 2 or fewer years prior to Transfer (detail)	66.3%	70.5%	72.3%	73.7%	74.4%	74.8%	74.9%
AA/AS Awarded Prior to Transfer, 2.01 to 5 years prior to Transfer (detail)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
CC Transfer Students with 15 CC credits or Fewer (detail)	46.9%	59.6%	63.3%	65.0%	65.7%	66.2%	66.7%
CC Transfer Students with 31 CC credits or Greater (No AA) (detail)	72.5%	78.8%	79.6%	80.5%	81.3%	81.5%	81.9%
CC Transfer Students with between 16 and 30 CC credits (detail)	57.1%	64.4%	66.8%	68.1%	69.0%	69.5%	70.0%
New Transfer Students at Junior Level(detail)	64.0%	68.2%	69.7%	71.0%	71.6%	72.0%	72.3%
New Transfer Students at Sophomore Level (detail)	67.4%	67.4%	67.4%	67.4%	67.4%	69.8%	76.7%

Each subcohort in the table has an associated detail link which provides the user ability to compare the graduation rates of students who finish at their institution of origin, or as transfers to another institution. Further, they are provided with both a chart and a table depicting student enrollment, transfer, and completion term by term for 10 years post-entry.

We have extended this model further yet to create the **“Transfer Feedback Reports”** which provide detailed information about transfer activity and outcomes from each of the VCCS colleges and Richard Bland College to each of the public and private four-year colleges in the Commonwealth.

The final outgrowth (thus far) of these reports is the ***“Student Success Index”*** (SSI). The SSI provides a composite or holistic success rate for all undergraduate students entering in a given term. We start with the basic IPEDS GRS definitions for four-year institutions of four years as a normal time-to-completion for first-time, full-time students. For part-time students, we increase that to six years for first-time students. For new transfer students, we assume that on average students transfer with one year of credit and thus allow three years and five years respectively. For extended time-to-completion, equivalent to 150% of full-time, we add two years to each standard. We follow a similar model for two year institutions where the expected time-to-degree is scaled appropriately to the two year degree expectations.

We add two additional considerations to the SSI model. First, the model does not care as to which institution the student graduated. This is a student-focused measure, not an institution-focused measure, although it is reported at the institution level. Finally, we also count as a success students that are still enrolled in the last year of the appropriate measure if they have not yet counted a degree. This is done in recognition that any expected measure of time-to-completion is essentially arbitrary and student behavior is part of the intent of the measure and we have evidence that some small number of students will take up to 20 years to complete.

Total Public Four-year Institutions

Student Success Index

Students Entering the Institution in Fall and Spring

All, FTIC and Transfer (Normal Time)

Student Success Index			
Normal Time-to-Completion			
Status at Entry		Full-Time	Part-Time
	Cohort Size	27,977	324
First-Time in College		w/in 4 years	w/in 6 years
	Graduates	12,458	64
	Continuing Enrollment	1,768	21
	Cohort Size	10,779	2,773
New Transfers		w/in 3 years	w/in 5 years
	Graduates	4,451	926
	Continuing Enrollment	746	178
Student Success Index (Measure Completed)			49%
Extended Time-to-Completion			
Status at Entry		Full-Time	Part-Time
	Cohort Size	27,977	324
First-Time in College		w/in 6 years	w/in 8 years
	Graduates	19,379	89
	Continuing Enrollment	1,108	23
	Cohort Size	10,779	2,773
New Transfers		w/in 5 years	w/in 7 years
	Graduates	6,327	1,238
	Continuing Enrollment	535	118
Student Success Index (Measure Completed)			69%

State Council of Higher Education for Virginia Agenda Item

Item: TJ21 Implementation Committee #4 – Discussion of Institutional Performance Measures

Date of Meeting: May 19, 2014

Presenters: Dan Hix, Finance Policy Director, DanHix@schev.edu
Tod Massa, Director of Policy Research and Data Warehousing
TodMassa@schev.edu

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date: May 17, 2011

Action: Certified that all public institutions had satisfactorily met the performance standards of the Higher Education Restructuring Act and Appropriation Act.

Background Information/Summary of Major Elements:

- The purpose of this agenda item is to reacquaint the Council with the performance assessment process and to discuss the new education-related measures and the work that will be necessary to certify institutional performance at the September Council meeting.
- The State Council of Higher Education has been involved in assessing institutional performance for nearly a decade, first through the requirements of the 2005 Higher Education Restructuring Act, and now through the Virginia Higher Education Opportunity Act of 2011 (Top Jobs Act or TJ21) and the related Code of Virginia amendments. The General Provisions of the 2012-14 amended Appropriation Act (Chapter 806) and the 2014-16 budget bills outline the assessment process and list the six education-related measures on which the Council shall base its assessment and certification. Each of the six measures is listed in Appendix A under the “BIENNIAL ASSESSMENTS” heading.
- There are also six financial and administrative measures that are included in the assessment process and they are to be evaluated by the Secretaries of Finance, Administration, and Technology as appropriate, and communicated to the State Council of Higher Education before October 1 of each even-numbered year. Each of these measures is listed in Appendix A under the “FINANCIAL AND ADMINISTRATIVE STANDARDS” heading.

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

Materials Provided: None.

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

Timetable for Further Review/Action: Review of performance measures in July with Council action/certification in September.

Resolution: None.

APPENDIX A

9.01 (language only)

§ 4-9.00 HIGHER EDUCATION RESTRUCTURING

§4-9.01 ASSESSMENT OF INSTITUTIONAL PERFORMANCE

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

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

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

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

a. BIENNIAL ASSESSMENTS

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

2. Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state associate and bachelor degree awards.
3. Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state STEM-H (Science, Technology, Engineering, Mathematics, and Health professions) associate and bachelor degree awards.
4. Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state, upper level - sophomore level for two-year institutions and junior and senior level for four-year institutions - program-placed, full-time equivalent students.
5. Maintain or increase the number of in-state associate and bachelor degrees awarded to students from under-represented populations.
6. Maintain or increase the number of in-state two-year transfers to four-year institutions.

d. FINANCIAL AND ADMINISTRATIVE STANDARDS

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

1. As specified in § 2.2-5004, Code of Virginia, institution takes all appropriate actions to meet the following financial and administrative standards:
 - a) An unqualified opinion from the Auditor of Public Accounts upon the audit of the public institution's financial statements;
 - b) No significant audit deficiencies attested to by the Auditor of Public Accounts;
 - c) Substantial compliance with all financial reporting standards approved by the State Comptroller;
 - d) Substantial attainment of accounts receivable standards approved by the State Comptroller, including but not limited to, any standards for outstanding receivables and bad debts; and
 - e) Substantial attainment of accounts payable standards approved by the State Comptroller including, but not limited to, any standards for accounts payable past due.

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

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

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

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

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

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

FINANCIAL BENEFITS OF PERFORMANCE CERTIFICATION

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

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

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

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

1. Interest on the tuition and fees and other nongeneral fund Educational and General Revenues deposited into the State Treasury by the public institution of higher education, as provided in the appropriation act. Such interest shall be paid from the general fund and shall be an appropriate and equitable amount as determined and certified in writing by the Secretary of Finance to the Comptroller by the end of each fiscal year, or as soon thereafter as practicable;
2. Any unexpended appropriations of the public institution of higher education at the close of the fiscal year, which shall be reappropriated and allotted for expenditure by the institution in the immediately following fiscal year; and
3. A pro rata amount of the rebate due to the Commonwealth on credit card purchases of \$5,000 or less made during the fiscal year. The amount to be paid to each institution shall equal a pro rata share based upon its total transactions of \$5,000 or less using the credit card that is approved for use by all state agencies as compared to all transactions of \$5,000 or less using such card by all state agencies. The Comptroller shall determine the public institution's pro rata share and, as provided in the appropriation act, shall pay the institution by August 15, or as soon thereafter as practicable, of the fiscal year immediately following the year of certification.

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

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

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

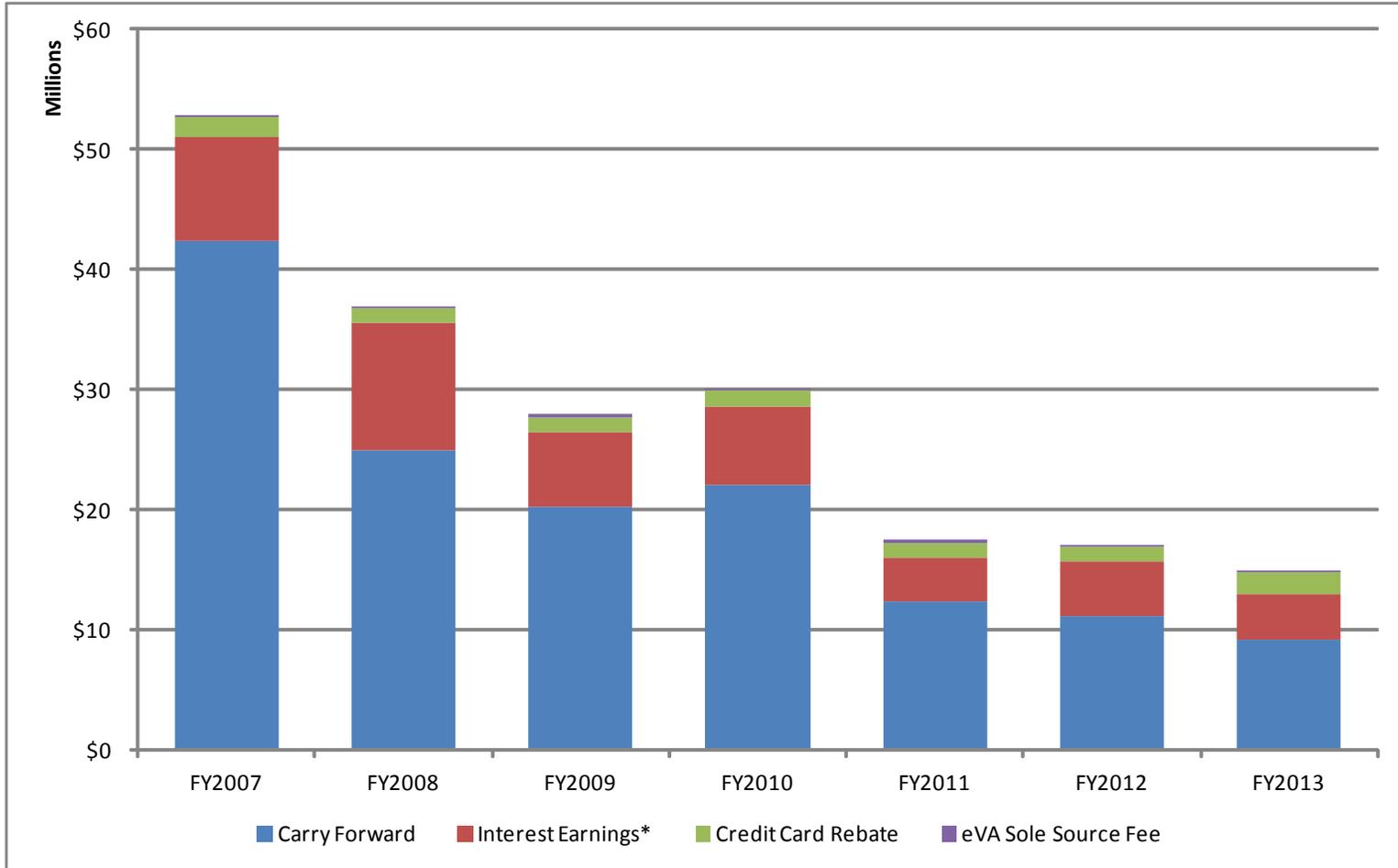
APPENDIX B

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

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

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

General Fund Financial Benefits of Restructuring Certification FY2007 through FY2013



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

State Council of Higher Education for Virginia Agenda Item

Item: TJ21 #5 – Review of Higher Education Legislation from the 2014 General Assembly Reconvened Session

Date of Meeting: May 19, 2014

Presenter: Kirsten Nelson, Director of Communications & Government Relations
kirstennelson@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Review of Legislation at March 17, 2014 Council meeting.

Background Information/Summary of Major Elements: More than 100 bills were introduced at the 2014 General Assembly session that had a potential impact on Virginia's system of higher education. SCHEV tracked these bills as they made their way through the legislative process. The Virginia General Assembly adjourned sine die for the 2014 Regular Reconvened Session on April 23, 2014. During this session the Governor's amendments to legislation were considered. This presentation is a summary of the results from the reconvened session with an emphasis on bills that have an impact on higher education.

Materials Provided:

- A legislative summary follows.

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A

2014 Higher Education Legislation Considered at the 2014 Reconvened Session

HB 132 Lingamfelter; Commissioned officers; tuition-free instruction, SCHEV Guidelines

Adds the Departments of Emergency Management, Emergency Services, Public Safety, and Disaster Management to the list of departments at state institutions of higher education in which commissioned officers of the organized militia and the Governor's military staff may receive instruction for a period not exceeding 10 months without being required to pay any fee or charge for tuition. The bill requires the State Council of Higher Education for Virginia, in consultation with the Department of Military Affairs, to establish guidelines for the implementation of such additions.

Action in Reconvened Session on April 23, 2014.

The Governor's amendment to update the language from "Department of Veterans Services" to "Department of Military Affairs" was accepted.

HB 133 Cole; Transfer Grant

Expands eligibility to allow students to transfer in the fall or spring semester after obtaining their associate degree. This addresses the needs of students who cannot immediately transfer into their chosen program of study through no fault of their own.

Action in Reconvened Session on April 23, 2014.

The Governor's amendment to raise and codify the Expected Family Contribution (EFC) from \$8,000 to \$12,000 was rejected.

HB 1009 Workforce Development

Changes the name of the Virginia Workforce Council to the Virginia Board of Workforce Development and reduces membership from 31 to 26. The Office of the Chancellor of the Virginia Community College System will continue to provide staff support to accomplish the federally mandated requirements of the federal Workforce Investment Act. Staff support for the other duties and functions of the Board are to be provided by personnel from the Offices of the Secretaries of Education and Commerce and Trade pursuant to a memorandum of agreement.

Action in Reconvened Session on April 23, 2014.

The Governor's amendments to strike language to create an Advanced Manufacturing Advisory Council were successful.

The following amendment was ruled "not germane" at the Reconvened Session and not adopted: *That, as part of its review of the Commonwealth's implementation of the federal Workforce Investment Act mandated by House Joint Resolution 688 (2013), the Joint Legislative Audit and Review Commission is directed to study the need for and potential role of an Advanced Manufacturing Advisory Council.*

HB1109 Virginia Commission on Higher Education Board Appointments; membership.

Increases the membership of the Virginia Commission on Higher Education Board Appointments from seven to eight by adding one faculty member of a public institution of higher education as a nonvoting member. The bill sets the quorum for the Commission at three voting members.

Action in Reconvened Session on April 23, 2014.

The Governor's amendment to require the additional member to be a *former* faculty member was rejected.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
Ferrum College
Dyer Hall (Residence Hall) Conference Room
Ferrum, Virginia
May 20, 2014
9:00 a.m.

Meeting Agenda

(Note: Some items from the May 20 meeting agenda may be addressed before adjournment of the May 19 meetings)

- | | | |
|---|------------|-------------------------|
| Call to Order and Announcements | 9:00 a.m. | |
| 1. Public Comment Period | | |
| 2. Approval of Minutes (March 18, 2014) | | Page 1 |
| 3. Remarks by President Braaten | 9:10 a.m. | |
| 4. Director's Report | 9:35 a.m. | Page 12 |
| 5. Committee Reports: | 10:00 a.m. | |

Executive Committee

- | | | |
|---|--|-------------------------|
| a. Appointment of Nominating Committee | | |
| b. Discussion of 2015 Council Meeting Dates and Locations | | Page E1 |
| c. Discussion of Council Member Duties and Responsibilities for New Members | | Page E3 |
| d. Discussion of Personnel Matters | | |

Academic Affairs Committee

- | | | |
|---|--|--------------------------|
| a. Presentation on UVA's Data Science Institute
Don Brown, Director and Professor of Engineering and Applied Science | | |
| b. Action on Programs at Public Institutions | | Page A7 |
| c. Action on Private and Out-of-State Post-secondary Education (POPE) Institutional Certifications | | Page A15 |
| d. Action on Provisional Certification of College of Henricopolis School of Medicine | | Page A18 |
| e. Annual Report of the Office of Private and Out-of-State Postsecondary Education (POPE) | | Page A24 |
| f. Update on U.S. Department of Education Proposed Gainful Employment Regulations | | Page A30 |

TJ21 Implementation Committee

- a. Discussion of Degree Attainment and Student Success Page TJ3
- b. Discussion of Institutional Performance Measures Page TJ4
- c. Discussion of Higher Education Legislation from the 2014 General Assembly Reconvened Session Page TJ6

Strategic Planning Task Force

- a. Approval of Minutes (March 17, 2014) Page SP1
- b. Report from Task Force Chair Page SP3

Research Planning Group

- a. Approval of Minutes:
 - February 7, 2014 Page RP1
 - March 7, 2014 Page RP4
- b. Overview of June 9 summit Page RP7
- c. Virginia Academic Research: A Primer in Advance of the Summit Page RP8

- 6. Items Delegated to Staff 12:10 p.m. Page 14
- 7. New Business 12:15 p.m.
- 8. Adjournment 12:30 p.m.

NEXT MEETING: July 21-22 (J. Sargeant Reynolds Community College Parham Road campus, Richmond)

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

NOTE:

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

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
MARCH 18, 2014
MINUTES**

Mr. Bland called the meeting to order at 9:05 a.m. in the Board of Visitors' conference room, Webb University Center, Old Dominion University, Norfolk, Virginia. Council members present: Gilbert Bland, Heywood Fralin, Stephen Haner, Gene Lockhart, G. Gilmer Minor, Gary Nakamoto, Carlyle Ramsey, and Julious Smith.

Council members absent: Martin Briley, Johanna Chase, Joann DiGennaro, Mary Haddad, and Pamela Moran.

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

PUBLIC COMMENT

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

APPROVAL OF MINUTES

On a motion by Mr. Fralin and seconded by Mr. Smith, the minutes from the January 14, 2014, Council meeting were approved unanimously.

REMARKS BY PRESIDENT JOHN BRODERICK

Mr. Bland thanked President Broderick for the warm welcome the Council received during its visit to Old Dominion University (ODU). Dr. Ramsey introduced President Broderick and described his accomplishments during his tenure as president at ODU.

President Broderick thanked the Council and staff for being an active partner in advocating for higher education needs in the Commonwealth, and addressed the transformation of ODU, the institution's strategic plan, retention, and enrollment.

Approximately 23% of ODU's student body is military affiliated. He spoke of the complexity of deployment for military students, which requires the university to provide a different kind of service. He explained that ODU has developed a one-stop-shop to address the unique ways in which the university can assist military students.

President Broderick reported that ODU ranks third in Virginia in producing highly needed STEM graduates. ODU faculty members have received a total of 27 SCHEV outstanding faculty award winners. In research, the University ranked 55th in the country by the National Science Foundation for institutions with no medical school, and 145th overall. He attributed this success to the growth ODU has enjoyed in modeling and simulation, and bioelectrics. In 2013, ODU was a recipient of the President's Higher Education Community Service Honor Roll. This award "annually highlights the role colleges and universities play in solving community problems and placing more students on a lifelong path of civic engagement by recognizing institutions that achieve meaningful, measureable outcomes in the communities they serve."

President Broderick said the university's 2014-19 strategic plan is in the approval stage and is tied to the Commonwealth's expectations. He answered questions from members.

DIRECTOR'S REPORT

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

Virginia Commission on Higher Education Board Appointments: The Secretary of Education and the Secretary of the Commonwealth asked that SCHEV develop orientation materials for the members of the commission. Mr. Fralin asked if a mechanism existed for making recommendations to SCHEV. Mr. Bland suggested that staff develop a handbook regarding what is expected of board members, including good attendance.

Board of Visitors orientation: This year's session is scheduled for October 21 and 22 and will follow a similar format to last year's event.

APA audit: Mr. Blake congratulated staff, particularly Ms. Boyd, for securing another clean audit for the agency. Mr. Bland expressed his gratitude on behalf of the Council.

Deferred Action for Childhood Arrivals: Plaintiffs that brought a lawsuit challenging the Council's policy on eligibility for in-state tuition have voluntarily dismissed their lawsuit. They have six months to re-file if they so choose.

JLARC reports: Staff held two meetings with JLARC staff in preparation for its next two reports on higher education. Both reports will be issued in fall 2014. Staff will update Council at the July meeting.

Educational outcomes of veterans: Tod Massa participated in a roundtable with technology companies and federal agencies hosted by the White House Office of Science and Technology Policy. SCHEV and the Veterans Administration are in the process of developing a partnership to explore reporting on the educational outcomes of veterans in the Commonwealth.

Student Advisory Committee: The final meeting for this year's cohort is scheduled for March 28. The SAC representative from ODU, Taniesha Simmons, was present and was introduced to the Council.

State Higher Education Executive Officers (SHEEO): Mr. Blake has been elected to the SHEEO executive committee. He indicated that Council members may be interested in attending a policy conference in Denver later this year and agreed to explore the possibilities. Dr. Ramsey congratulated Mr. Blake on his appointment and indicated that SHEEO is a good resource for getting information from other states. Mr. Nakamoto also congratulated Mr. Blake, saying his appointment reflects favorably on Virginia.

PRESENTATION ON TIDEWATER COMMUNITY COLLEGE (TCC) TEXTBOOK-FREE DEGREE PROGRAM

Mr. Blake introduced Daniel DeMarte, Vice President for Academic Affairs and Chief Academic Officer at TCC to explain a new initiative at TCC for an Associate of Science degree using no textbooks. Dr. DeMarte said the goal is to make the program more affordable to students without sacrificing the quality of education. This is done by utilizing open education resources (OER), which are free, accessible, licensed documents for teaching. Dr. DeMarte distributed a replication of the six components of TCC's Z-degree and explained each component. He stressed the importance of flexibility at all stages. He introduced the following faculty from TCC: Linda S. Williams, Professor of Business Management and Administration; Diane N. Ryan, Assistant Professor of Speech; Dr. Kimberly M. Bovee, Associate Vice President for College Readiness.

An international event to be held in Arlington, Virginia in fall of 2014 will provide an opportunity for all faculty to participate in an OER. This prestigious event was previously held in Brazil. Dr. DeMarte distributed a one-page document explaining the program and the results TCC has achieved with this model.

Dr. DeMarte and his colleagues answered questions from members, some of whom expressed an interest in reviewing the data over time to evaluate the program's effectiveness.

The chair called for a break at 10:40 a.m. The meeting resumed at 11:00 a.m.

COMMITTEE REPORTS

Academic Affairs Committee

Action on Policies at Public Institutions

Mr. Lockhart asked Dr. DeFilippo to provide a brief summary of the degree programs under consideration. Representatives from each of the programs were present at

the meeting. Dr. DeFilippo noted that the BSN program at the University of Mary Washington requests additional funding.

The committee's recommendations were seconded by Mr. Minor and the following resolutions were approved unanimously:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Master of Arts (M.A.) degree program in Computer Game Design (CIP: 10.0304), effective fall 2014.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Bachelor of Arts (B.A.) degree program in Human Development and Family Science (CIP: 19.0701), effective fall 2014.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Longwood University to initiate a Master of Education (M.Ed.) degree program in School Librarianship (CIP: 13.1334), effective fall 2014.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Old Dominion University to initiate a Master of Science (M.S.) degree program in Athletic Training (CIP: 51.0913), effective fall 2014.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Mary Washington to initiate a Bachelor of Science in Nursing (B.S.N) degree program in Nursing (CIP: 51.3801), effective fall 2014. This approval is conditioned on the University receiving funds necessary to initiate and sustain the program from the 2014 General Assembly. If such funding is not secured, UMW must submit a plan to SCHEV documenting how requisite funds will be obtained from other sources, in time for Council to consider final unconditional approval of the program at its May 2014 meeting.

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

Dr. DeFilippo reported that as a result of new federal requirements, SCHEV anticipates receiving 20 additional requests for certification from vocational, non-degree institutions. Mr. Fralin suggested that as part of the strategic planning process, SCHEV should determine if it is most appropriate entity to certify these institutions. Mr. Lockhart agreed and said SCHEV resources are greatly impacted if remedial action is required.

The committee's motions were seconded by Mr. Smith and the following resolutions were approved unanimously:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies The Chrism Institute of Esthetics to operate a postsecondary institution in the Commonwealth of Virginia, effective March 18, 2014.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Dominion School of Hair Design to operate a postsecondary institution in the Commonwealth of Virginia, effective March 18, 2014.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies AK9I Training Center to operate a postsecondary institution in the Commonwealth of Virginia, effective March 18, 2014.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Cosmopolitan Beauty and Tech School to operate a postsecondary institution in the Commonwealth of Virginia, effective March 18, 2014.

Action on Program Approval Policy Addendum

Mr. Lockhart said the addendum to the program approval process is intended to afford a streamlined pathway to approval for certain degree program proposals. The provisions are intended to encourage collaboration between SCHEV and the institutions as new degree programs are developed. For example, in instances where a program meets specified criteria, the institution has the option of pursuing a “pre-review” by SCHEV that would allow approval immediately following approval by the institution’s Board. At the committee meeting, Mr. Fralin suggested implementing the addendum for a trial period of one year. Staff will work on a mockup of the pipeline. The committee’s recommendations were seconded by Mr. Haner and the following resolution was approved unanimously:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the attached *Policy Addendum: Facilitated Approval for Certain Four-Year Institution Degree Program Proposals*. Staff is authorized to take administrative steps necessary to promulgate and implement the policy.

Discussion of Data Regarding Electrical and Mechanical Engineering Bachelor Programs

Dr. DeFilippo said staff is working on two program proposals currently under review and has questioned whether state-need criteria have been met due to recent data about the labor market for electrical and mechanical engineers. Institutional representatives who attended the committee meeting provided more information. Dr. DeFilippo reported that staff would continue its analysis and anticipates bringing a recommendation to the committee in May. Mr. Haner was interested in hearing Mr. Briley’s perspective on how this would affect economic development. Council members also suggested that SCHEV’s wage data could be used. Mr. Fralin stressed the importance of “getting it right” and not rushing to make a decision; he also suggested it may be necessary to look at K12 to determine whether students are encouraged to take necessary courses and if advising is available to increase interest in engineering degrees.

TJ21 Implementation Committee

Update on General Assembly Budget Actions

Mr. Haner said the committee had no action since the session ended without legislators agreeing on a budget. Mr. Blake distributed a document summarizing SCHEV's activities as proposed in both the House and Senate budgets for 2014. Mr. Haner reported that members of the General Assembly return to Richmond on March 24. Staff agreed to send members any information that is received relative to the budget prior to the next meeting.

Update on 2014 Legislation

Mr. Haner asked that Ms. Nelson provide a brief overview of the legislation that was passed this session and explain how the bills align with TJ21. She reported that SCHEV worked successfully with legislators to sponsor six bills that were all approved by the Assembly. Mr. Minor said it was encouraging that the General Assembly has embraced higher education and the need for more investment. Mr. Bland thanked Mr. Minor and Mr. Blake for talking with legislators prior to the session. Mr. Fralin said it has been his observation that some members of the General Assembly feel that higher education has been at the forefront for the last two to three years. However, he stressed that even with the additional funding, higher education lags behind funding in 2009. At the same time, the cost of education is significantly greater and continues to have a negative financial impact on families. Mr. Lockhart suggested that the Council review trend charts and Mr. Haner indicated that some of the information could be revealed in the JLARC study. Mr. Hix reminded members that staff provides a yearly update to the Erosion of Funding report that will be presented in September.

Mr. Bland mentioned his growing concerns for the fate of historically black colleges and universities and suggested that this discussion be entered into the public forum.

Strategic Planning Task Force

Update on Request for Proposals (RFP) for Strategic Plan Services

Mr. Smith provided an update on the status of securing the RFP. Staff has filed a Notice of Intent to Award the job to JBL Associates after the 10-day public notice period expires on March 24. He thanked Dr. Edwards for his excellent work in shepherding staff and Council through the RFP process. Mr. Smith reported that Dr. Wood described to the committee the results of a phone survey she conducted with Council members to help create a baseline for the strategic plan. JBL Associates is aware that final recommendations need to be made to the Council in October. Mr. Bland recognized the tremendous amount of staff hours that have gone into the process but stressed the importance of continuing to move forward.

Planning Group on Public and Private Partnerships for Research

Mr. Bland provided feedback from Ms. DiGennaro in her absence. The research summit is scheduled for June 9 at the Richmond Omni Hotel. Invitations have been extended to the Governor, Senators Kaine and Warner, congressional members, other supporters of higher education, and the business community. The planning group has contacted several high-profile keynote speakers and is awaiting feedback. An invitee list has been developed and a “save the date” will be sent out the first week of April. Mr. Bland said Ms. DiGennaro expressed her thanks to the planning group members and indicated that this will be a large event. Because of space limitations, attendance will be capped at 300.

ITEMS DELEGATED TO STAFF

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

NEW BUSINESS

Mr. Blake thanked members for working with Dr. Wood on the strategic plan.

ADJOURNMENT

The next meeting will be held May 19-20, 2014, at Ferrum College. The May 19 schedule will include a meeting with the private college presidents. The agenda for the joint meeting will include a discussion of the strategic plan and other items that will be coordinated with the Council of Independent Colleges in Virginia (CICV). The July meetings will be held at J. Sargeant Reynolds Community College, Parham Road campus on July 21 and 22.

The meeting was adjourned at 12:00 noon.

Mary Haddad
Secretary

Lee Ann Rung
Manager for Executive and Council Affairs

Items Delegated to Director/Staff

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

Program Actions

Institution	Degree/Program/CIP	Effective Date
Central Virginia Community College	New Program Approved: Associate of Applied Science degree program in Computer and Electronics Technology—Computer Networking (15.0303).	Fall 2014
Virginia Western Community College	New Program Approved: Associate of Applied Science degree program in Mechatronics Systems Engineering Technology (15.0613).	Fall 2014
Longwood University	Change the program title and degree designation from a Bachelor of Science (B.S.) in Nursing to a Bachelor of Science in Nursing (B.S.N.) (51.1601).	Fall 2014

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

Institution	Degree/Program/CIP	Effective Date
Norfolk State University	<u>Initiate new certificate programs:</u> <ul style="list-style-type: none"> • Undergraduate Certificate program in Health Services Management (51.0701) • Graduate Certificate program in Energy Systems (14.9999) • Graduate Certificate program in Transition Special Education Program (13.1019) 	Spring 2014
Old Dominion University	<u>Initiate new certificate programs:</u> <ul style="list-style-type: none"> • Graduate Certificate program in Advanced Engineering: Biomedical Engineering (14.0501) • Graduate Certificate program in Advanced Engineering: Cyber Systems Security (14.0999) • Graduate Certificate program in Advanced Engineering: Energy Systems (14.9899) • Graduate Certificate program in Coastal Engineering (14.2401) 	Spring 2014

Institution	Degree/Program/CIP	Effective Date
	<ul style="list-style-type: none"> • Graduate Certificate program in Engineering Management (15.1501) • Graduate Certificate program in Modeling and Simulation: Engineering (14.2701) • Graduate Certificate program in Naval Architecture and Marine Engineering (14.2201) Spring 2014 	
Virginia Polytechnic Institute and State University	Discontinue the Bachelor of Arts in Interdisciplinary Studies degree program (24.0101). [Program Approved: 1996]	Fall 2017
Virginia Polytechnic Institute and State University	<p><u>Initiate new certificate programs:</u></p> <ul style="list-style-type: none"> • Graduate Certificate program in Africana Studies (05.0201) • Graduate Certificate program in Air Transportation Systems (49.0199) • Graduate Certificate program in Biobased Materials (03.0599) • Graduate Certificate program in Civil Infrastructure Systems (14.0899) • Graduate Certificate program in Computational Engineering Science and Mechanics (14.1101) • Graduate Certificate program in Cognition and Education (13.1201) • Graduate Certificate program in Collaborative Community Leadership (44.0201) • Graduate Certificate program in Critical Design (50.0404) • Graduate Certificate program in Economic Development (45.0604) • Graduate Certificate program in Emerging Devices Technology (11.9999) • Graduate Certificate program in Engineering Education (14.9999) • Graduate Certificate program in Environmental Politics and Policy (45.1099) • Graduate Certificate program in Foundations of Political Analysis (45.1001) • Graduate Certificate program in Future Professoriate (13.1299) 	Spring 2014

Institution	Degree/Program/CIP	Effective Date
	<ul style="list-style-type: none"> • Graduate Certificate program in Geospatial Information Technology (45.0702) • Graduate Certificate program in Gerontology (30.1101) • Graduate Certificate program in Global Planning and International Studies (30.2001) • Graduate Certificate program in Homeland Security Policy (43.0302) • Graduate Certificate program in Human-Computer Interaction (30.3101) • Graduate Certificate program in Higher Education Administration (13.0406) • Graduate Certificate program in Information Assurance Engineering (11.1003) • Graduate Certificate program in Information Policy and Society (44.0599) • Graduate Certificate program in Integrative STEM Education (13.1399) 	
Virginia State University	Initiate Undergraduate Certificate program in Wireless Technology (15.0399).	Spring 2014

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

Organizational Changes / Off-campus Instructional Sites

Institution	Change / Site	Effective Date
George Mason University	Establish the Mason Korea off-campus instructional site located at 119 Moonhwaro, Songdo-dong, Yeonsu-gu, Incheon, Korea 406-840—as an officially recognized branch campus.	March 1, 2014
Old Dominion University	Rename the School of Physical Therapy to the School of Physical Therapy and Athletic Training . The School has been renamed to reflect the coursework offered in the school and respond to the interdisciplinary mission of the College of Health Sciences.	April 1, 2014
Old Dominion University	Rename the School of Medical Laboratory and Radiation Sciences to the School of Medical Diagnostic and Translational Sciences . The School has been renamed to reflect the mission and the areas of emphasis in education and research.	April 1, 2014

State Council of Higher Education
Director's report
May 20, 2014

Virginia Commission on Higher Education Board Appointments. On April 1, Council member Gil Minor and staff met with members of the board appointments commission to discuss roles and responsibilities for college and university board members. We were part of an orientation session organization by Secretary of the Commonwealth Stoney and Secretary of Education Holton.

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

Christopher Newport University board meeting. In cooperation with university president and rector, we are looking at a date in early November for a meeting between Council leadership and the CNU board. The purpose of the meeting is to gain a better understanding of one another's work and to address higher education challenges and opportunities.

Deferred Action for Childhood Arrivals: On April 29, 2014, Virginia Attorney General Mark Herring issued a guidance letter to SCHEV director, Virginia's public university presidents and the chancellor of the Virginia Community College System. It said that individuals approved under Deferred Action for Childhood Arrivals (DACA) are eligible under existing law of forming domiciliary intent. We have been working with the Office of the Attorney General and others on addressing the impact of this guidance.

2015 Outstanding Faculty Awards. Planning for next year's program already is in progress. In April, staff sent the official Call for Nominations to the presidents of the public and private institutions. The program guidelines, which have been revised this year, are posted on our website. We have an application pending with Dominion Foundation for continued program funding.

Historically Black Colleges and Universities: As part of the Council's strategic planning outreach, Council member Gil Bland and I met with representatives of the White House Initiative on Historically Black Colleges and Universities. We also met with staff from the Association of Governing Boards, which has initiatives around HBCUs.

Institutional certification conference. Staff recently conducted a conference to review changes in the regulations governing certification of Private and Out-of-State Postsecondary Education (POPE) institutions, which became effective February 3, 2014. Along with presentations explaining the changes in the regulations, POPE staff introduced new forms and procedures that will affect institutions certified to operate in Virginia. Over 150 administrators representing 82 institutions attended the event.

Code Commission. We are participating in a work group for the Code Commission's recodification of Title 23.1, the primary section of the Code dealing with higher

education. The group will propose structural and wording changes and identify obsolete provisions. The process is expected to take between 12 to 24 months and culminate with an omnibus bill for the General Assembly's consideration.

JLARC reports. Staff continues to meet with JLARC staff in preparation for its next two reports on higher education. One report will focus on administrative costs. The second, and concluding, report will present strategies and options for future action. Both reports will be issued in the fall of 2014. JLARC staff presented a broad work plan to the General Professional Advisory Committee at its April meeting.

The University of Virginia's College at Wise. Council members Gil Bland, Gil Minor and Joey Smith attended the inauguration of Dr. Donna Price Henry as the eighth chancellor of the college.

Staff meeting. Secretary Holton was the featured guest at our agency staff meeting on May 13. We also welcomed new staff member Jean Mottley, senior associate for finance policy.

2014-15 tuition and fees. Even absent a state budget, colleges and universities are setting tuition and fee charges. Several reports suggest increases in the \$200 to \$500 range, although it is unclear from the reports the exact nature of the increases. We are collecting definitive data from institutions and will prepare SCHEV's annual report on tuition and fees later this year.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
STRATEGIC PLANNING TASK FORCE
MARCH 17, 2014
MINUTES**

Mr. Smith called the meeting to order at 2:35 p.m. the Potomac/York conference room, Webb University Center, Old Dominion University, Norfolk, Virginia.

Task force members present: Heywood Fralin, Gene Lockhart, G. Gilmer Minor, Carlyle Ramsey, and Julious Smith

Task force members absent: Joann DiGennaro, Pamela Moran

Other Council members present: Gilbert Bland; Steve Haner joined the meeting at 3:15.

Staff members present: Peter Blake, Joe DeFilippo, Alan Edwards, Tod Massa, Kirsten Nelson, Lee Ann Rung, and Susan Wood

APPROVAL OF MINUTES

On a motion by Mr. Fralin and seconded by Mr. Minor the minutes from the January 13, 2014, meeting were approved unanimously.

UPDATE ON REQUEST FOR PROPOSALS FOR STRATEGIC PLAN SERVICES

Mr. Smith informed the group that on March 12 the Evaluation Committee had selected JBL Associates, Inc. as the consultant to assist with the development of the statewide strategic plan. Dr. Edwards reviewed the parameters of the request for proposals (RFP) process and explained that on March 12 staff posted a Notice of Intent to Award and subsequently began to draft a contract and scope of work to be signed after the 10-day public notice period. Dr. Edwards answered questions from members, and Mr. Smith expressed gratitude to Dr. Edwards for his diligent work in guiding the RFP process. Mr. Bland and Mr. Blake also expressed thanks to Dr. Edwards. Dr. John Lee from JBL Associates was in attendance and was acknowledged.

Mr. Smith said he was hopeful to have a kick-off session with the consultant before the end of March. The goal is to have materials for the Council to review at each stage so as to avoid questions at end of the process. Mr. Blake agreed to send the final proposal (Best and Final Offer) from JBL to the entire Council.

Dr. Wood provided an update on the preliminary themes she heard from the Council during her interviews with individual members. She thanked Ms. Covington and the

Council members for making themselves available for the phone interviews and indicated that she would be completing interviews by the end of the week.

She distributed and reviewed a “Wordle” document that included the recurring words that emerged from the phone interviews. Mr. Minor suggested adding “governance” to the document. Mr. Fralin said the plan should have a more narrow focus, and Mr. Smith said that once the consultant is involved, then emerging themes should become clear, particularly when the environmental scan is completed. Mr. Minor expressed a desire to include timetables and said the plan should result in a small number of goals, ideally about three. He also stressed that the private colleges and community colleges need to be included. Mr. Lockhart questioned whether the Council should address a variation on the collaborative model given the scarce resources that are available. Mr. Fralin suggested adding the word “relevancy” to the Wordle document. He said SCHEV needs to explore ways to become more relevant to the Governor and legislators in order to have a positive impact on higher education. Dr. Ramsey and Mr. Bland agreed but noted that the process is gaining momentum.

Dr. Wood said staff developed a summary of institutional strategic plans and will use the findings to better understand the institutions’ priorities. She indicated wide variation in the length and timeframe of the plans. Dr. Wood provided a brief review of the items highlighted in the institutional plans, saying that most were broad and comprehensive but highlighted what the institutions value and where they want to go. In response to a question raised by Mr. Minor about correlations between the strategic plan, the institutional six-year plan, and the quality enhancement plan required for recertification of institutions’ regional accreditation, Mr. Blake explained that institutions’ various plans are designed for difference audiences and different purposes, and therefore tend not to be highly correlated in focus or content. Mr. Bland agreed but asked that Council look for any overlap in the reports.

The meeting adjourned at 3:30 p.m.

Julious Smith
Chair

Lee Ann Rung
Director, Executive & Board Affairs

State Council of Higher Education for Virginia Agenda Item

Item: Strategic Planning Task Force Item #b – Report from Task Force Chair

Date of Meeting: May 20, 2014

Presenter: Julious (Joey) Smith, Task Force Chair

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

Following the March Council meeting, SCHEV awarded a contract to JBL Associates, Inc., to assist in preparing the statewide strategic plan for higher education.

Since that time, the consultant has been meeting with various stakeholders. Additional information regarding these meetings will be available for discussion at the May meeting.

Financial Impact:

Timetable for Further Review/Action: The final strategic plan will be available for approval in October 2014.

Resolution: None/Informational only.

**STATE COUNCIL OF HIGHER EDUCATION
PLANNING GROUP ON PUBLIC/PRIVATE PARTNERSHIPS FOR RESEARCH
FEBRUARY 7, 2014
MINUTES**

Council members present: Gilbert Bland, Martin Briley, Joann DiGennaro, Gene Lockhart, and Gary Nakamoto

Council members absent: Steve Haner

Others present: Peter Blake, Joe DeFilippo, Alan Edwards, Karen Eck, Don Finley, Ken Gabriel, Ann Nichols-Casebolt, Betty Jolly, Joe May, Keith Martin, Ivelina Metcheva, Ashley Myers, Monica Osei, Liz Povar, John Provo, Marcy Reedy, Lee Ann Rung, Tom Skalak, Dietra Trent, and Nancy Vorona (by phone)

CALL TO ORDER

Ms. DiGennaro called the meeting to order at 12:15 p.m.

APPROVAL OF MINUTES

On motion by Mr. Nakamoto and seconded by Mr. Lockhart the minutes from the September 10, 2013, and December 3, 2013, meetings were approved unanimously.

ACTION ON PURPOSE STATEMENT AND AGENDA OUTLINE

Ms. DiGennaro welcomed the many stakeholders in attendance. Dr. Skalak from UVA asked what the summit would showcase, and Ms. DiGennaro requested that Mr. Lockhart explain the suggestions he made at a prior meeting. Mr. Lockhart felt it would be useful to take a comprehensive look at all of the facts relating to research in the Commonwealth, including some that may be objectionable.

Discussion ensued regarding the topics that should be highlighted at the summit. Delegate May said the impact that technology has made in the Commonwealth is unknown at this time. He said he thought that the chair of the Joint Committee on Technology and Science should be invited to attend the event. Delegate May stressed the importance of keeping legislators informed of research as well as continuing the educational process for citizens in general. Ms. DiGennaro asked about the existence of national indices to measure the impact of research. Dr. Skalak said efforts have made to develop a set of agreed upon metrics, but none has been successful to date. Ms. Jolly suggested that the summit highlight successful research efforts currently in Virginia. In an effort to attract the business community, she also recommended that it include Virginia's return on investment for every dollar spent on research. Mr. Lockhart suggested that in addition to attracting public sources of capital, Virginia should also consider private sources such as venture funds.

Mr. Briley indicated that the Virginia Economic Development Partnership is mapping research activities of each university in order to tell the story to business leaders. He expressed having difficulty in obtaining information about strategies expected to occur in future years. He felt it was important for Virginia to get an inventory of current assets.

Ms. DiGennaro reminded members that the focus of the summit should be on showcasing all of Virginia. She suggested a list of items to be put in place immediately, including successful public/private partnerships. Ms. DiGennaro distributed a list of outreach efforts, including social media that would enhance the summit. Mr. Finley offered the assistance of the Virginia Business-Higher Education Council in attracting media to the summit.

Dr. Skalak said universities are unique from other organizations in that they invent the future. However, he said it is often difficult to attract investors during the start-up phase of research. He felt it is a two-part story and suggested that it would be beneficial to find a way to tell the comprehensive story, including how universities help to create opportunity.

Dr. Eck explained that ODU has been successful in leveraging federal research dollars because of the university's proximity to Jefferson Labs and NASA. Dr. Casebolt from VCU indicated that the summit proposal had a broad view and suggested that it focus on a few sectors from areas such as cyber security, neuroscience, big data, and energy to showcase examples of how state dollars have been utilized successfully.

In response to Mr. Finley's question about including a panel discussion of intellectual property, Ms. DiGennaro said that the issue would not be the primary focus of the conference, however, IP policy as it impacts research funding would be reviewed.

Mr. Martin from the Virginia Chamber mentioned a perception in the business community that partnering with universities is difficult because of problems with intellectual property. Dr. Metcheva of VCU suggested that the problem is not with intellectual property policy, but rather with getting companies to invest in early stage development. She felt that proof-of-concept funding would be the most useful to institutions.

It was suggested that someone from a state that has been successful with proof-of-concept funding be invited to participate. Dr. Skalak indicated that UVA has something in place now and that if it was funded at a higher level, it could be elevated to a state model in Virginia. Ms. DiGennaro asked Dr. Skalak to discuss this further at the next meeting and possibly consider including it as a "call to action" item at the summit.

Deputy Secretary of Education Trent said that because the Governor supports jobs, research, and education, she felt comfortable that he would support the purpose of the summit. However, she indicated there was no guarantee of funding. Dr. Skalak felt it would be worthwhile to include proof-of-concept models in the draft agenda's first two panels. He felt best practices exist that could dispel the myth that universities are slow and, with the UVA example, suggested that highlighting what Virginia is doing would be useful. Mr. Briley said if a misperception exists in the business community, then it would

be worthwhile to tell the story. He felt that intellectual property is a hurdle but not the only hurdle.

Dr. Gabriel of GMU suggested combining the draft agenda's final panel with an earlier one. Dr. Casebolt suggested that the "call to action" could come out of the summit by asking the attendees what they see as the top challenges and where we go from here. Mr. Briley felt a facilitator is needed at each university that the business community can contact for help in navigating the research system.

Ms. DiGennaro provided a recap of the items discussed and thanked everyone for their participation. Action on the draft purpose statement and agenda was deferred until the next meeting, pending additional revisions in light of meeting's discussion.

REVIEW OF POTENTIAL INVITEES AND PARTICIPANTS

Ms. DiGennaro noted that the meeting materials contained a list of potential invitees and participants, assembled from members' suggestions. She encouraged members and attendees to send additional suggestions to Dr. Edwards at SCHEV.

DISCUSSION OF NEXT STEPS

Ms. DiGennaro indicated that staff would send an email to solicit times for the next meeting sometime in March.

The meeting adjourned at 2:00 p.m.

Joann DiGennaro, Chair

Lee Ann Rung
Director, Executive & Board Affairs

**STATE COUNCIL OF HIGHER EDUCATION
PLANNING GROUP ON PUBLIC/PRIVATE PARTNERSHIPS FOR RESEARCH
MARCH 7, 2014
MINUTES**

Council members present: Gilbert Bland, Joann DiGennaro, Steve Haner

Council members absent: Martin Briley, Gene Lockhart, Gary Nakamoto

Others present: Peter Blake, Joe DeFilippo, Alan Edwards, Ken Gabriel, Rodger Harvey (by phone), Karen Jackson, Betty Jolly, Frank Macrina, Keith Martin, Joe May, Ashley Myers, Monica Osei, Liz Povar, Carol Simpson (by phone), Tom Skalak, Beth Tranter, Dietra Trent, Nancy Vorona (by phone)

CALL TO ORDER

Ms. DiGennaro called the meeting to order at 12:07 p.m.

APPROVAL OF MINUTES

Ms. DiGennaro suggested edits to the minutes from the February 7, 2014 meeting.

AGREEMENT ON AGENDA PARAMETERS

Ms. DiGennaro welcomed the stakeholders in attendance.

Discussion ensued regarding the summit objectives and draft agenda.

Ms. DiGennaro asked whether translational research should be addressed in one of the panels. Dr. Macrina supported adding the term “translational research” because translational research and commercialization are both pathways and he believed both should appear in the same panel. Dr. Harvey agreed, and it was suggested that “translational research” be added to the third panel alongside commercialization and market demand, allowing the first panel to maintain fundamentals.

Dr. Harvey suggested involving graduate students by making a call to action on strategies of economic development. It was suggested that a graduate student component be added to the “participant dialogue” section of the agenda.

Ms. DiGennaro noted that the call to action will encompass the General Assembly, Governor, Secretaries of Education, Technology, and Commerce and Trade, and SCHEV to help with the mission of increasing research funding. A possible legislative call to action would be determining successful intellectual property (IP) policies in other states.

Dr. Gabriel emphasized the importance of limiting the initiatives to be emphasized in the call to action.

Mr. Haner expressed dissatisfaction with Virginia's current position/rankings and funding of academic research. He said the Commonwealth has un-utilized assets, and as a result, this summit should produce ideas that will strengthen our higher education research weaknesses rather than emphasize our strengths.

Secretary Jackson mentioned Executive Order 8 as it relates to the creation of a Cyber Security Commission. She suggested a call to action surrounding this topic as it is connected to various Secretariats including Commerce and Trade, Health and Human Resources, Public Safety, and Veteran Affairs. Ms. DiGennaro indicated support of this call to action. Dr. Skalak suggested separating IP policies from the call to action as a result of the varying viewpoints. He suggested an integrated panel discussion detailing both sides of the issue rather than including IP policies in a call to action.

Mr. May expressed support in creating a pamphlet or similar resource to showcase Virginia's research portfolio including the strengths of institutions and disciplines available. Ms. DiGennaro suggested a call to action in support of this idea. Ms. Jolly stressed caution in putting institutions into silos of strengths/focus. She suggested addressing areas of interest where universities are working together since intellectual power rarely attaches itself to a discipline before an institution.

Ms. Povar suggested a call to action from the economic development perspective on collective solutions for business needs. She also suggested a call to action on maximizing economic return and best practices for policymakers to consider as well as creating a market-friendly portal to assist in finding specific capabilities. Dr. Skalak agreed and said we should integrate to allow for competition in thematic areas.

Ms. Tranter also indicated support of Ms. Povar's portal suggestion and noted that another way of demonstrating capabilities would be to create a portal similar to North Carolina's ReachNC web portal that allows one to search what universities are doing with curriculum, research, partnerships, etc. Secretary Jackson expressed concern with maintaining a portal as a result of the need for constant maintenance and continual oversight. Ms. Tranter explained the ReachNC portal as a way that universities can provide electronic platforms for sharing information. She said institution's work together and the data being generated provides a compatible and collaborative forum.

Mr. Martin indicated that Chamber of Commerce members appreciate collaboration but recognize that it is difficult to commercialize products. He said IP is an ongoing concern for Chamber members. Dr. Macrina suggested a call to action being an overarching architecture for a web portal that represents academic research's strengths and can be a one-stop shop for those looking at Virginia and our institutions. Dr. Skalak commented on the lack of success Johnson and Johnson has had with similar portals. He noted that these portals become obsolete and are difficult to maintain. Investors, venture capitalists, etc. have expressed interest in a portal directory that highlights university faculty representatives. Deputy Secretary Trent is supportive of a portal; however, she expressed concern over the ownership.

Dr. Skalak suggested changing the first panel's title to "Research Portfolio and Emergence of New Markets" and noted the importance of creating knowledge economies. He also noted that "market demand" in the third panel is not an immediate demand, but rather a forecast demand, with which Ms. Povar agreed. Dr. Harvey also agreed and noted the need to focus more on human capital, investments in graduate research, and early investigator programs. Driving curriculum is a commonality between the private sector and institutions. Dr. Skalak suggested changing the title of the third panel to include "serving and creating markets," to which the planning committee concurred.

DISCUSSION OF POTENTIAL INVITEES AND PARTICIPANTS

Ms. DiGennaro asked for additional recommendations for panel speakers and suggested a need for individuals whose backgrounds are both global and overarching in scope as well as narrow and specialized.

Secretary Jackson noted the importance of including all of our public and private institutions in the panel discussions. She also mentioned possible speaker suggestions resulting from appointments and lack thereof on the Virginia Cyber Security Commission.

Ms. Povar said the corporate audience should leave the summit knowing the Commonwealth has tremendous capabilities and the ability to make progress.

Ms. DiGennaro encouraged the planning committee to send additional invitee and speaker suggestions to SCHEV by March 19, 2014.

DISCUSSION OF NEXT STEPS

Ms. DiGennaro provided a recap of the items discussed and thanked everyone for their participation. Action on the minutes from the February 7, 2014 meeting was deferred until the next meeting.

The meeting adjourned at 2:00 p.m.

Joann DiGennaro, Chair

Ashley Myers
Coordinator, Executive & Board Affairs

State Council of Higher Education for Virginia Agenda Item

Item: Research Planning Item #b – Overview of June 9 Summit

Date of Meeting: May 20, 2014

Presenter: Peter Blake, Director
peterblake@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Background Information/Summary of Major Elements: Staff began working with a research planning committee in 2013 to plan for a research summit that will be held on June 9, 2014. The summit is being hosted by the SCHEV in cooperation with the Center for Excellence in Education, Center for Innovative Technology, Virginia Chamber of Commerce, Virginia Business Higher Education Council, and the Virginia Economic Development Partnership. This one-day event will feature Governor Terry McAuliffe and distinguished speakers Wes Bush and Reginald Brothers. Mr. Bush serves as Chairman, CEO, and President of Northrop Grumman Corporation and Dr. Brothers is Under Secretary for Science and Technology, U.S. Department of Homeland Security. Panel discussions will highlight successful efforts, best practices, current and future needs for advancing academic research and development, and related economic-development enterprise in Virginia. Those in attendance will include representatives from executive and legislative branches of state and federal government, Virginia's public and private higher education institutions, large and small businesses, and others interested in Virginia's research enterprise. Calls to action will emanate from the Summit that will serve as a launching point for future private and public collaborations.

Materials Provided:

- The draft agenda is attached.

Financial Impact: Financial impacts of the conference will be mitigated by sponsorships and donations from partnering entities.

Timetable for Further Review/Action: N/A

Resolution: N/A



State Council of
Higher Education for Virginia

VIRGINIA HIGHER EDUCATION RESEARCH SUMMIT

June 9, 2014

Omni Richmond Hotel • Richmond, VA

AGENDA

7:30 a.m. REGISTRATION and BREAKFAST

Sponsored by Virginia Economic Development Partnership and the Center for Innovative Technology

8:30 a.m. WELCOME and OPENING REMARKS

SCHEV Director, Peter Blake

Virginia Secretary of Education, Anne Holton

8:40 a.m. KICKOFF ADDRESS by GOVERNOR TERRY McAULIFFE

9:00 a.m. VIRGINIA'S ACADEMIC RESEARCH PORTFOLIO AND ECONOMIC GAINS

Highlight current state of higher education research, existing or emerging strengths, outcomes and results, and potential opportunities. Discussion of private sector investment in academic research and how such investment leads to job growth and economic development

Dr. Charles Steger, Virginia Tech

Dayna Grayson, New Enterprise Associates

James Murray, Jr., Court Square Ventures

10:00 a.m. VIDEO REMARKS from U.S. SENATOR MARK WARNER

10:10 a.m. BREAK I

Sponsored by Virginia Chamber of Commerce

Electronic materials from today's meeting can be found at www.schev.edu/VAResearchSummit.asp

10:25 a.m.

PUBLIC-PRIVATE PARTNERSHIPS: EXEMPLARY MODELS

Successful collaborations and principal investigator grants in which state, corporate, and federal dollars are involved to create economic development outcomes

Dr. Donald Brown, University of Virginia
Dr. Paul Fisher, Virginia Commonwealth University
Dr. Michael Friedlander, Virginia Tech
Dr. Richard Heller, Old Dominion University
Dr. Duminda Wijesekera, George Mason University

12:00 p.m.

LUNCH featuring WES BUSH

Chairman, CEO and President, Northrop Grumman Corporation

1:30 p.m.

FORECAST OF FUTURE MARKET DEMAND AND TRENDS

Discussion of future market demand and sectors that present opportunities for Virginia research efforts

Dr. James Ellenbogen, MITRE Corporation
Donald Hamadyk, Newport News Shipbuilding
Sean Kanuck, Office of the Director of National Intelligence
Christopher Yochim, AstraZeneca

3:00 p.m.

BREAK II

Sponsored by Virginia Business Higher Education Council

3:15 p.m.

SPECIAL REMARKS from DR. REGINALD BROTHERS

Under Secretary for Science and Technology, U.S. Department of Homeland Security

3:45 p.m.

CALL TO ACTION

Call for a long-term strategy for generating more basic, applied, and translational research to produce more economic development for the Commonwealth

4:15p.m.

PERSPECTIVE

SCHEV Member and Summit Chair Joann DiGennaro

State Council of Higher Education for Virginia Agenda Item

Item: Research Planning Item #c - Virginia Academic Research: A Primer in Advance of the Summit

Date of Meeting: May 20, 2014

Presenter: Alan Edwards, Director of Policy Studies
(alanedwards@schev.edu)

Most Recent Review/Action:

- No previous Council review/action
 Previous review

Date:

Review:

Background Information/Summary of Major Elements:

As contextual information in advance of the Virginia Higher Education Research Summit on June 9, 2014, staff provides for Council reference and use a brief primer on the current and comparative status of the academic research enterprise in the Commonwealth.

The accompanying document is offered in the spirit of SCHEV's influential 2002 report, "Condition of Research at Virginia Colleges and Universities." Following the Summit and the details of its call to action, this and additional information can be employed to explain the importance of and substantiate the urgency and potential of the recommendations that are issued on June 9.

Materials Provided:

Virginia Academic Research: A Primer in Advance of the Summit

Financial Impact:

N/A

Timetable for Further Review/Action:

None

Resolution: None.

Virginia Academic Research: A Primer in Advance of the Summit

Introduction and Overview

In 2002, Council issued the report, “Condition of Research at Virginia Colleges and Universities,” which compared the Commonwealth’s academic-research output and capacity with high-performing institutions and states and pointed to investment in academic research as a means of advancing Virginia.

This study laid the groundwork for a decade of related reports, policy and funding initiatives, and an ongoing state-level focus on academic research as a strategic tool in spurring not only knowledge generation and advancement, but also innovation, entrepreneurship, commercialization, and economic development.

Council’s Virginia Higher Education Research Summit on June 9, 2014, will build upon that groundwork and produce a multi-faceted call to action for the academic-research enterprise in the Commonwealth.

According to National Science Foundation (NSF) data for federal FY2003, academic-research expenditures at public and private institutions in the Commonwealth totaled \$818.7 million, which ranked 16th highest in the nation and represented 1.97% of all academic research in the U.S.

Since Council’s 2002 report, the Commonwealth and its universities have focused significant attention on academic research; the General Assembly has supported multiple funding initiatives to improve Virginia’s academic-research standing; and policy makers have offered various recommendations for removing impediments and improving research capacity. Simultaneously, other states pursued similar strategies.

As a result, most-recent NSF data (federal FY2012) indicate that, while Virginia public- and private-institution academic-research expenditures have grown to \$1.38 billion annually (an increase of 68.5% since FY2003), the Commonwealth’s national ranking has improved only to 15th and now represents 2.10% of the U.S.’s total academic-research expenditures (see Figure 1).

Similarly, while R&D expenditures grew significantly between FY2003 and FY2012 at almost all Virginia public and private institutions, their national rankings changed much less (see Figure 2).

Sources of Academic-research Funding

Higher Education research is funded from a variety of sources. According to data collected by NSF via institutional surveys, the federal government is the largest single source nationally and for Virginia institutions. Other sources of academic R&D funding include state/local governments, business/industry, nonprofit foundations/organizations, and the institutions themselves.

Federal. In recent years (federal FY2010-12), grants from federal agencies to fund research at colleges and universities has constituted between 61% and 62.5% of all U.S. academic research funding. In Virginia, federal funding has ranged between 55.6% and 60.5% of all higher-education R&D funding; Virginia's total ranked 15th nationally in federal FY2012. In comparison, the amount of academic-research support originating with the federal government for the six top-performing states – California, New York, Texas, Maryland, Pennsylvania, and Massachusetts – has averaged between 64.6% and 66.6% (see Figure 3). Virginia's lag behind the average proportions of top states and of the nation in general is a major factor that the Research Summit will address and seek to redress.

Within these federal funds, the majority that are awarded to Virginia institutions are for research in the life sciences and engineering – in FY2012, over \$375 million for life-science research and over \$155 million for engineering research out of a total of \$767 million of federal funds (see Figure 4).

Business/Industry. Over this same period (FY2010-12), funding from business and industry to support higher education research has constituted about 5% of all U.S. academic R&D. In Virginia, business/industry's proportion has been slightly-but-consistently lower than the national average – 3.9% to 4%, while the top-performing states' proportion has been slightly-but-consistently higher – 5.2% to 5.4% (Figure 3). Virginia's total ranked 16th nationally in FY2012. This comparative underperformance for the Commonwealth will be another issue addressed at the Summit, where promising public-private partnerships will be highlighted and interaction between private-sector leaders and college/university leaders will be facilitated.

Institutions. The proportion of funding for Virginia's academic-research enterprise that derives from two sources – state/local government and institutional funds – exceeded both the national and top-state averages in FY2010-12. Interestingly, in terms of the amount of support derived from institutional funds, the top six states' averages have been consistently below the national average, while Virginia's have been consistently above – ranging from 20.1% to 25.5% for Virginia but only 14.7% to 16.1% for top states (see Figure 3). Virginia's total from institutional funds ranked 15th nationally in FY2012.

State/Local Government. The proportion of academic-research funding reported in recent years by Virginia institutions as deriving from state/local government funds is consistently above the national average – ranging from 9.4% to 9.7% for Virginia and 5.6% to 6.3% for the nation. At the same time, top-performing states' proportions have been consistently below the national average and far below Virginia's average – ranging from 5.2% to 5.5% (see Figure 3).

At least two factors are at work. First, Virginia institutions report significant state support in their survey responses to NSF. For FY2012, Virginia institutions reported over \$129 million in state/local-government research funds, ranking 5th nationally. Second, Virginia does not possess any major private research universities, which are common in the top-performing states. Private institutions receive little state/local-government funding for academic research, such that the presence of one or more

major private research universities contributes to a state's funding totals from non-state/local-government sources and thereby reduces the proportion of the state's total funding that is constituted by state/local-government funds.

Commonwealth Support for Public-institution Academic Research

The Commonwealth supports the academic-research enterprise at public institutions in various ways. Two of the major budgetary funding streams are: (1) Educational and General (E&G) Programs; and (2) Financial Assistance for E&G Services.

E&G Programs. Educational and General Programs is financed by the general fund and tuition and fees, and research is one of its various components (along with instruction, academic support, student services, institutional support, and operation and maintenance of facilities/plant). Given the Commonwealth's historical focus on instruction, particularly at the undergraduate level, research has never received a significant share of E&G funding. Generally, academic research accounts for about only 3% of the total E&G budget.

Financial Assistance for E&G Services. Financial Assistance for E&G Services is the primary conduit of financial support for academic research; Sponsored Programs is its largest component, totaling over \$1.2 billion in the current budget. This section reflects external nongeneral-fund grants and contracts, which constitute practically all (about 99%) of it. Over 90% of these funds pass through the budget to the six public research universities.

Financial Assistance for Economic Development. State funds to support the academic-research enterprise also appear in other sections of the budget. For example, in the Financial Assistance for Economic Development section are monies for the Commonwealth Research Commercialization Fund (\$4.8 million in FY2014); "gap fund" grants administered by the Center for Innovative Technology (\$3.2 million in FY2014); and monies for a bioscience research consortium between five universities and the Virginia Economic Development Partnership (\$2.5 million in FY2014).

Other. Also, the governor may include funds in the introduced budget for research initiatives under secretariats other than Education and for individual research projects and/or research centers.

Council's budget recommendations generally support academic research directly or indirectly through such items as cost of education, faculty salaries, capital outlay, facility operations and maintenance, financial assistance to graduate students, equipment, and library materials.

Capital Outlay. In 2007, Council modified its fixed-asset (capital-outlay) guidelines to allow research-space needs to be calculated prospectively, rather than retrospectively, thereby enabling the state to anticipate research-space needs and enhancing public institutions' ability to secure research sponsorship.

Assistance for Graduate Students. Council is a constant advocate for undergraduate and graduate-student financial assistance. In recent years, Council has recommended consistently that assistance for graduate students – who are often the academic-research labor force – be increased to cover the same proportion of average full-time tuition and fees (T&F) as in FY1995. At that time, the average Virginia Graduate Commonwealth Award covered over 13% of average graduate T&F; today’s average award covers less than 8%. Current budget proposals for the 2014-16 biennium would increase graduate-student assistance by \$1.9 million per year, which would be the first increases in many years.

HEETF. The Higher Education Equipment Trust Fund (HEETF), which supports institutional purchases and replacements of instructional and research equipment, has been described as the “crown jewel” of state support for academic research, and Council has been a strong and consistent advocate for it. Current budget proposals would increase HEETF debt service by over \$10 million in 2015-16.

Targeted Library Resources. Council has also recommended and realized additional support for cooperative library purchases in STEM disciplines. These digital materials provide individual investigators and research teams with essential resources for designing clinical protocols, developing study methodologies, writing grant proposals, and demonstrating the deep disciplinary knowledge that funding agents require.

Over the past decade, various state initiatives have involved either direct funding to individual institutions to enhance specific projects/departments or pooled funding to encourage research commercialization. However, funding levels generally have not been sustained over time, and of those efforts that have continued, many are funded at comparably lower levels. These trends, coupled with slowing growth of federal funding – and actual reductions as a result of sequestration, suggest that non-governmental sources of higher-education research funding will be increasingly important in the future.

Collaboration and Public-Private Partnerships for Research

Council’s October 2013 response to Executive Directive #6 offered recommendations for near- and long-term initiatives to collaboratively increase academic R&D and public-private partnerships for research.

The Summit will expand on and add to these ideas, which included:

- encouragement of participation in the Commonwealth Center for Advanced Logistics Systems (CCALS), where the expertise and research capabilities of Longwood University, University of Virginia, Virginia Commonwealth University, and Virginia State University are leveraged against the real-world experience of industry partners to solve complex logistical challenges;
- expansion of participation in the Commonwealth Center for Advanced Manufacturing (CCAM), where Old Dominion University, University of Virginia, Virginia State University and Virginia Tech work with industry partners to bridge the gap between basic research and product development in fields associated with advanced manufacturing;

- creation of a fund to encourage inter-institutional and university-industry research collaboration, particularly in fields of study strategic to the state's future such as alternative energy, modeling and simulation, advanced logistics/analytics, advanced manufacturing, bio-technology, bio-engineering and bio-electrics; and
- support for sharing of major scientific instrumentation between institutions and between higher education and industry.

Final Thoughts

Adjusted for inflation, U.S. higher education's \$65.8 billion in academic R&D expenditures in federal FY2012 represented a 1.1% decline over FY2011. This decline was the first since FY1974 and followed growth that averaged 5% between FY2009 and FY2011 (Source: "InfoBrief," November 2013, NSF National Center for Science and Engineering Statistics).

Virginia's higher education R&D expenditures also declined between federal FY2011 and FY2012; total expenditures were down 0.8%, or almost \$11 million. Federal funds for Virginia academic research were 3.2% (about \$25 million) lower in FY2012, reflecting the end of funds from the American Recovery and Reinvestment Act. In forthcoming data, federal totals will be lower still, as the impacts of sequestration come to be reflected in institutions' reports to NSF. State/local government funds for Virginia academic research were also down about 3% in FY2012.

These trends are ominous. Clearly, to maintain our academic-research enterprise, Virginia and its institutions of higher education must look for more non-governmental sources of research funding. Staff concludes that Council's Virginia Higher Education Research Summit on June 9, 2014, is well-timed, accurately focused, and critically important to the future of both higher education research and the Commonwealth.

Figure 1.

Total Higher Education R&D Expenditures in All Fields								
Federal FY2003			Federal FY2007			Federal FY2012		
Rank and State	State Total (in Thousands)	% of US Total	Rank and State	State Total (in Thousands)	% of US Total	Rank and State	State Total (in Thousands)	% of US Total
1 California	\$5,464,639	13.18%	1 California	\$6,948,312	13.47%	1 California	\$8,389,666	12.76%
2 New York	\$3,125,424	7.54%	2 New York	\$4,074,240	7.90%	2 New York	\$5,361,113	8.15%
3 Texas	\$2,841,525	6.85%	3 Texas	\$3,531,505	6.85%	3 Texas	\$4,651,322	7.07%
4 Maryland	\$2,065,756	4.98%	4 Maryland	\$2,574,067	4.99%	4 Maryland	\$3,367,883	5.12%
5 Pennsylvania	\$2,062,670	4.97%	5 Pennsylvania	\$2,501,878	4.85%	5 Pennsylvania	\$3,231,147	4.91%
6 Massachusetts	\$1,901,380	4.58%	6 Massachusetts	\$2,286,853	4.43%	6 Massachusetts	\$3,212,502	4.88%
7 Illinois	\$1,718,978	4.15%	7 Illinois	\$1,970,628	3.82%	7 North Carolina	\$2,682,081	4.08%
8 Michigan	\$1,435,104	3.46%	8 North Carolina	\$1,917,917	3.72%	8 Illinois	\$2,363,486	3.59%
9 North Carolina	\$1,426,580	3.44%	9 Ohio	\$1,814,571	3.52%	9 Michigan	\$2,235,689	3.40%
10 Ohio	\$1,343,126	3.24%	10 Florida	\$1,767,837	3.43%	10 Florida	\$2,184,114	3.32%
11 Florida	\$1,318,499	3.18%	11 Michigan	\$1,603,566	3.11%	11 Ohio	\$2,128,968	3.24%
12 Georgia	\$1,219,918	2.94%	12 Georgia	\$1,446,604	2.80%	12 Georgia	\$1,865,603	2.84%
13 Wisconsin	\$953,218	2.30%	13 Wisconsin	\$1,152,638	2.23%	13 Wisconsin	\$1,483,982	2.26%
14 Washington	\$880,465	2.12%	14 Virginia	\$1,036,170	2.01%	14 Washington	\$1,475,365	2.24%
15 Missouri	\$831,030	2.00%	15 Washington	\$1,023,805	1.98%	15 Virginia	\$1,379,440	2.10%
16 Virginia	\$818,696	1.97%	16 Indiana	\$992,586	1.92%	16 Colorado	\$1,338,888	2.04%

Source: National Science Foundation, National Center for Science and Engineering Statistics, Higher Education Research and Development (HERD) Survey.

Figure 2.

Changes in R&D Expenditures and National Rankings of Virginia Institutions, Federal FY2012 and FY2003 (for Institutions with at Least \$4.5 million in FY2003 Expenditures)			
Institution	National Rank FY2012	Change in Expenditures Since FY2003	National Rank FY2003
Virginia Tech	43	+82.4%	57
University of Virginia	60	+74.6%	67
Virginia Commonwealth	101	+44.4%	97
Old Dominion	142	+206.2%	185
George Mason	151	+63.5%	145
C of William and Mary	188	+8.6%	152
Eastern Va Medical	207	+15.1%	187
Hampton University	285	-18.1%	225
Virginia State	312	+42.8%	301
James Madison	330	+97.2%	340
Norfolk State	335	+83.9%	339

Source: National Science Foundation, National Center for Science and Engineering Statistics, Higher Education Research and Development (HERD) Survey.

Figure 3.

Percent of Total Higher Education R&D Expenditures, By Source of Funds									
	FY2010			FY2011			FY2012		
	US	Top 6	Virginia	US	Top 6	Virginia	US	Top 6	Virginia
Federal	61.2%	65.3%	60.5%	62.5%	66.6%	57.0%	61.0%	64.6%	55.6%
State/Local	6.3%	5.5%	9.7%	5.9%	5.2%	9.6%	5.6%	5.3%	9.4%
Industry	5.2%	5.4%	3.9%	4.9%	5.2%	4.0%	5.0%	5.2%	3.9%
Nonprofits	6.1%	7.1%	5.1%	5.9%	6.8%	5.1%	6.1%	7.2%	5.1%
Institutional	19.5%	15.0%	20.1%	19.3%	14.7%	23.9%	20.8%	16.1%	25.5%
Other	1.7%	1.7%	0.7%	1.6%	1.7%	0.4%	1.4%	1.6%	0.5%

Source: National Science Foundation, National Center for Science and Engineering Statistics, Higher Education Research and Development (HERD) Survey.

Figure 4.

Virginia Institutions of Higher Education
Federally-financed R&D Expenditures in All Fields, FY2012
(in Thousands of Dollars)

ENGINEERING	Aeronautical and Astronautical	\$4,199
	Bioengineering/Biomedical Engineering	\$12,101
	Chemical Engineering	\$5,773
	Civil Engineering	\$22,233
	Electrical Engineering	\$36,089
	Mechanical Engineering	\$33,824
	Metallurgical and Materials Engineering	\$18,846
	Other Engineering	\$22,425
	TOTAL	\$155,490
PHYSICAL SCIENCES	Astronomy	\$7,028
	Chemistry	\$22,184
	Physics	\$36,895
	Other Physical Sciences	\$274
	TOTAL	\$66,381
ENVIRONMENTAL SCIENCES	Atmospheric	\$7,382
	Earth Sciences	\$9,384
	Oceanography	\$17,053
	Other Environmental Sciences	\$3,736
	TOTAL	\$37,555
MATHEMATICAL SCIENCES		\$9,574
COMPUTER SCIENCES		\$26,543
LIFE SCIENCES	Agricultural Sciences	\$42,695
	Biological Sciences	\$124,450
	Medical Sciences	\$184,238
	Other Life Sciences	\$23,876
	TOTAL	\$375,259
PSYCHOLOGY		\$21,264
SOCIAL SCIENCES	Economics	\$928
	Political Science	\$6,461
	Sociology	\$2,258
	Other Social Sciences	\$6,706
	TOTAL	\$16,353
OTHER SCIENCES		\$3,035
NON-S&E FIELDS	Education	\$46,423
	Law	\$230
	Humanities	\$5,018
	Visual and Performing Arts	\$142
	Business and Management	\$405
	Communications, Journalism & Library Sc	\$156
	Social Work	\$701
	Other Non-S&E Fields	\$2,637
	TOTAL	\$55,712
TOTAL		\$767,166

State Council of Higher Education for Virginia
Agenda Item

Item: #6 – Items Delegated to Staff

Date of Meeting: May 20, 2014

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 approved:

- Central Virginia Community College
- George Mason University
- Tidewater Community College
- Virginia Polytechnic Institute and State University

Program actions reported:

- Old Dominion University
- Radford University
- Virginia Polytechnic Institute and State University
- Virginia State University

Organizational Changes / Off-campus Instructional Sites:

- George Mason University
- Virginia Commonwealth University
- Virginia Military Institute

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A

Items Delegated to Director/Staff

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

Degree Program Actions

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

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

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

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

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

Organizational Changes / Off-campus Instructional Sites

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