



State Council of
Higher Education for Virginia

Agenda Book

January 12, 2015

Location:

SCHEV Offices
Richmond, VA



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

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SCHEV Offices
101 N. 14th Street
Richmond, Virginia
January 12, 2015
9:30 a.m. – 3:30 p.m.

Council Meeting – 10th floor conference room

1. Call to Order 9:30 a.m.
2. Closed session

Academic Affairs Committee – 10th floor conference room

1. Call to Order 11:30 a.m.
2. Approval of Minutes (October 27, 2014) [Page A1](#)
3. Liaison Report [Page A6](#)
4. Action on Programs at Public Institutions [Page A11](#)
5. Action on Authorization of New Degree-Granting Institutions [Page A14](#)
6. Action on *Guidelines for the Commissioned Officer's Tuition Waiver*

TJ21 Committee – 9th floor main conference room

1. Call to Order 11:30 a.m.
2. Approval of Minutes (October 27, 2014) [Page TJ1](#)
3. Action on Amendments to Financial Aid Program Regulations [Page TJ4](#)
4. Discussion of Governor's Introduced Budget [Page TJ28](#)
5. Preview of 2015 General Assembly Session [Page TJ29](#)
6. Report on Fall 2014 Headcount Enrollment [Page TJ31](#)
7. Report on 2013-14 Degree Completions [Page TJ40](#)
8. Action on Enrollment Projection and Degree Estimate Process [Page TJ54](#)
9. Discussion of SCHEV's Involvement in Non-degree Credentials [Page TJ56](#)

BREAK FOR LUNCH 12:45 p.m.

REVISED

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SCHEV Offices
101 N. 14th St., 9th floor
Richmond, Virginia
January 12, 2015
1:15 p.m. – 3:30 p.m.**

Council Meeting

1. Call to Order and Announcements 1:15 p.m.
2. Public Comment Period
3. Approval of Minutes:
 - Council minutes: October 28, 2014 Page 1
 - Executive Committee minutes:
 - September 8, 2014 Page E1
 - October 21, 2014 Page E1
 - October 27, 2014 Page E1
 - November 24, 2014 Page E1
4. Remarks by President Timothy Sands 1:20 p.m.
5. Update on Governor's Task Force on Combating Campus Sexual Violence 1:40 p.m. Page 10
6. Director's Report 1:55 p.m. Page 11
7. Discussion of Strategic Plan Initiatives and Progress Indicators Page 20
8. Committee Reports: 2:05 p.m.
 - Report from Academic Affairs Committee:
 - a. Action on Programs at Public Institutions Page A6
 - b. Action on Authorization of New Degree-Granting Institutions Page A11
 - c. Action on *Guidelines for the Commissioned Officer's Tuition Waiver* Page A14
 - Report from TJ21 Committee:
 - a. Action on Amendments to Financial Aid Program Regulations Page TJ4
 - b. Action on Enrollment Projection and Degree Estimate Process Page TJ54
9. Items Delegated to Staff 3:20 p.m. Page 31
10. New Business 3:25 p.m.
11. Adjournment 3:30 p.m.

NEXT MEETING: March 16-17 – George Mason University

Note that this will be an electronic communication meeting. Council member, Henry Light, will participate in this meeting from the following location: Colorado School of Mines, 814 15th Street, Golden, Colorado.

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
SCHEV Offices
101 N. 14th Street
Richmond, Virginia
January 12, 2015
9:30 a.m. – 11:30 a.m.
10th floor conference room**

Council Meeting

1. Call to Order
2. Closed session

Note that this will be an electronic communication meeting. Council member, Henry Light, will participate in this meeting from the following location: Colorado School of Mines, 814 15th Street, Golden, Colorado.

Please call (804) 652-7744 if there is an interruption in the connection from this location.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SCHEV Offices
101 N. 14th St.
Richmond, Virginia
January 12, 2015
11:30 a.m. – 12:45 p.m.
10th floor conference room

Academic Affairs Committee

1. Call to Order
2. Approval of Minutes (October 27, 2014) [Page A1](#)
3. Liaison Report
4. Action on Programs at Public Institutions [Page A6](#)
5. Action on Authorization of New Degree-Granting Institutions [Page A11](#)
6. Action on *Guidelines for the Commissioned Officer's Tuition Waiver* [Page A14](#)

Committee members:

Gene Lockhart, Chair
Carlyle Ramsey, Vice Chair
Johanna Chase
Heywood Fralin
Pamela Moran
Bill Murray

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
ACADEMIC AFFAIRS COMMITTEE
OCTOBER 27, 2014
MINUTES**

Mr. Gene Lockhart (Chair) called the meeting to order at 3:30 p.m. in the tenth floor conference room, 101 N. 14th Street, Richmond, Virginia.

Committee members present: Johanna Chase, Heywood Fralin, Gene Lockhart, Pamela Moran, Bill Murray, Carlyle Ramsey

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

APPROVAL OF MINUTES

On motion by Mr. Fralin and seconded by Ms. Chase, minutes from the September 15, 2014, meeting were approved unanimously.

ACTION ON PROGRAMS AT PUBLIC INSTITUTIONS

*Bachelor of Science (B.S.) in Kinesiology
George Mason University*

Dr. Margaret Jones, Dr. Mark R. Ginsberg, and Dr. Ellen B. Drogin Rodgers were in attendance from George Mason University.

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

Ms. Chase expressed concern of program duplication. She cited related concerns of cost and offered programs at other institutions.

Dr. Murray noted the expansion of physical fitness facilities, especially in the northern Virginia region. Dr. Ramsey echoed Dr. Murray's comments on the regional growing demand, and inquired about program internships.

Program Coordinator, Dr. Margaret Jones, elaborated on the internship program which features structured internship settings (clinical, general fitness, performance, etc.) for a total of 700 hours. An internship coordinator monitors quality control over the internship sites. The program has a low attrition rate and improved again this semester.

Dr. Murray commented that physical fitness and exercise have changed over the years with the evolution of CrossFit, Insanity, and other high intensity programs.

Mr. Fralin commented that incoming students do not always declare their course of study and as a result, institutions should offer a broad array of programs that allow students the opportunity, flexibility, and time to decide their course of study.

Dr. DeFilippo explained that program duplication is relative to both the kind of program and type of institution. George Mason University has become one of the largest research institutions in the Commonwealth and as a result, they are developing programs that already exist at mature institutions.

Mr. Lockhart and Dr. Ramsey recommended including Virginia Longitudinal Data System (VLDS) salary information with information presented for new programs.

Dr. Moran noted the importance of examining supply and demand and job prospects before approving programs.

Dr. Murray remarked on the entrepreneurial nature of the kinesiology degree.

Dr. Jones commented that kinesiology is a field, profession, area of study, and scientific discipline. She also noted that the northern Virginia job market is robust and there is a need to expand this field.

In response to an inquiry by Dr. Ramsey, Dr. Jones indicated that the annual starting salary is \$30-60K depending on if the position is in a clinical setting or otherwise.

Staff recommended adoption and on motion by Dr. Murray and seconded by Dr. Moran 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 Science (B.S.) degree program in Kinesiology (CIP: 31.0505), effective spring 2015.

*Bachelor of Fine Arts (B.F.A.) in Graphic and Animation Design
Longwood University*

Dr. DeFilippo provided a summary of the proposed B.F.A. in Graphic and Animation Design.

In response to an inquiry by Dr. Murray, Dr. Wayne McWee noted that this program is modernizing a longstanding program. He also made a point of clarification that the program will not be specializing in the gaming industry.

Dr. Moran commented that graphic and animation design is a transportable skill set.

Staff recommended adoption and on motion by Dr. Murray and seconded by Dr. Ramsey the following resolution was approved unanimously to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Longwood University to initiate a Bachelor of Fine Arts (B.F.A.) degree program in Graphic and Animation Design (CIP: 50.0409), effective fall 2015.

*Bachelor of Science (B.S.) in Neuroscience
Virginia Polytechnic Institute and State University*

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

Mr. Fralin commented that the neuroscience program will serve as a pipeline for what Virginia Tech already has in place at the graduate level. Dr. DeFilippo concurred and noted the attention Virginia Tech has given to undergraduate degrees as they redesign undergraduate programs.

Staff recommended adoption and on motion by Dr. Ramsey and seconded by Dr. Murray 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 Virginia Polytechnic Institute and State University to initiate a Bachelor of Science (B.S.) degree program in Neuroscience (CIP: 26.1501), effective fall 2015.

PRESENTATION ON GAINING EARLY AWARENESS AND READINESS FOR UNDERGRADUATE PROGRAMS (GEAR UP) VIRGINIA 2014-2021

Ms. Paula Fisher gave a presentation on GEAR UP.

Dr. Ramsey requested more data on populations and attainment levels from the Lumina State Report referenced in the presentation.

Mr. Lockhart inquired about the flow of the grant money to which Ms. Fisher responded that the U.S. Department of Education sends funds directly to SCHEV and students who receive a GEAR UP scholarship are sent a check (payable to the school) based on minimum Pell.

In response to Mr. Lockhart's question about examining program outcomes, Ms. Fisher commented that parents are sent release forms so GEAR UP can receive students' grades, transcripts, etc. This information is reported to the U.S. Department of Education in program annual reports.

Dr. Moran made parallels between GEAR UP and Advancement Via Individual Determination (AVID).

Mr. Lockhart requested interim data on the number of children that qualify for GEAR UP at other schools. Ms. Fisher agreed to provide biennial reports, with the first one likely to occur in summer 2015.

Mr. Fralin acknowledged GEAR UP as an opportunity and responsibility to address issues that the Commonwealth still struggles with.

Dr. Ramsey requested a highlighted map of the Commonwealth that displays affected districts.

LIAISON REPORT

Dr. DeFilippo provided a report on Academic Affairs activities:

1. OpenVA. 80-100 attendees from two- and four-year institutions attended *Building OpenVA*, at Tidewater Community College on Saturday October 18. The final panel of the day was co-moderated by Peter Blake and Delegate Glenn Davis and focused on state uses of open resources that can reduce costs for students. The OpenVA planning committee would like to build on the momentum of the event to plan smaller, more targeted workshops for 2015.
2. SARA. On October 17th, Virginia approved by SREB as a SARA member state, one of the first three states from the southern region. Ms. Darlene Derricott, Coordinator of Academic Services, will administer the SCHEV process for approving Virginia institutions. The process will be opened up within the next week, and we expect the first group of Virginia SARA institutions to be approved around the beginning of December.
3. Transfer Policy. Dr. Paul Smith and I attended the fall meeting of the State Committee on Transfer earlier this month. Among other things, we had a substantial discussion of updates to the Virginia State Policy on College Transfer. A group from the State Committee will be formed to work with SCHEV staff on making the updates, which will be aligned with Strategic Plan strategies (particularly “cultivating pathways”).
4. College Application Week. Ms. Paula Fisher is leading the 2014 College Application Week (CAW) project. CAW will take place the week of November 17-21 at 43 high schools in 32 districts (up from 32 schools in 2013 and 16 in 2012). Seniors at participating schools have the opportunity, during school hours, to visit a computer lab and receive guidance as they complete at least one college application for fall 2015, using the specifically designed ApplyYourselfVA website. Many colleges offer application fee waivers during CAW and offer on-site admissions opportunities. Efforts for CAW begin well before the actual Week, with sharing developed promotional and informational materials, students working on essays in English classes and group counseling sessions focused on college fit and exploration.

5. Summit on Academic Quality. A Planning Committee for this event will have its first meeting at SCHEV on December 9. Thirteen institutions are represented and Council member Marge Connelly has also agreed to participate. Academic Affairs Committee members who would like to participate are welcome.

ADJOURNMENT

Mr. Lockhart adjourned the meeting at 4:55 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 #4 – Action on Programs at Public Institutions

Date of Meeting: January 12, 2015

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:

One public institution is seeking approval of a new degree program, as specified below.

Materials Provided:

Program summary for new degree program:

George Mason University

- Doctor of Philosophy (Ph.D.) degree program in Health Services Research (CIP: 51.229)

Financial Impact: The proposed program will be funded primarily through reallocations within the institution and College of Health and Human Services. Students will be charged an approved differential tuition rate of \$502 per credit hour in-state.

Timetable for Further Review/Action: N/A.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Doctor of Philosophy (Ph.D.) degree program in Health Services Research (CIP: 51.2299), effective fall 2015.

George Mason University
Doctor of Philosophy (Ph.D.) in Health Services Research
(CIP 51.2299)

Program Description

George Mason University (GMU) is proposing the creation of a Doctor of Philosophy (PhD) degree program in Health Services Research to be initiated fall 2015. The proposed program will be located in the College of Health and Human Services, Department of Health Administration and Policy. The proposed program is designed to prepare students to conduct research and translate the results to applications in the organization, management, and delivery of health services, health informatics, and health policy. Students will acquire knowledge and skills in research and health data analytics and in-depth understanding of health system functioning, health policy (state and federal), and the factors affecting healthcare service delivery. The curriculum would provide students with coursework in quantitative data analysis and healthcare research, health data integration, data mining in health care, cost-benefit analysis in healthcare management and policy, and analytic models in health services management, policy and research. The program will offer two concentrations: 1) Knowledge Discovery and Health Informatics – research on computational methods to improve healthcare cost, quality, safety, and effectiveness; 2) Health Systems and Policy – knowledge and understanding of structure, organization, and financing of the U.S. health care system, and the social and economic factors underlying population health. GMU developed 11 new courses for the proposed program. The courses include five core courses and six courses in the concentration areas.

The program would require 60 credit hours beyond the Master's degree. Core coursework would consist of 30 credit hours in three curriculum domain areas: Research and Computational Methods (12 credits); Knowledge Discovery and Health Informatics (nine credits); and Health Systems and Policy (nine credits). The remaining program requirements include: 18 credits in research methodology; 18 credits in a concentration; and a minimum of 12 credit hours of dissertation.

Justification for the Proposed Program

The program proposal was reviewed by two experts external to GMU, who, along with a SCHEV staff member, met with faculty and administrators during a site visit. The external reviewers endorsed the proposed degree program. GMU and the external reviewers concur that the program addresses the demand for “individuals who can produce research to inform health policy.” The proposal is timely in that “demand is partially driven by the current movement toward healthcare reform [and the need for] evidence from health services research to inform effective health policy and health systems management.” The reviewers noted that “complex healthcare delivery systems will require evidence-based decisions with information provided by individuals with the competencies that will be developed by graduates of the proposed program specifically, the concentration in Knowledge Discovery and Health Informatics.” They

wrote, “the ability of students to pair health policy with significant pieces of health informatics and ‘big data’ analysis is a big strength.”

A 2010 article, “Health Services Research in 2020: Data and Methods Needs for the Future,” states that “health reform has provided an historic opportunity to demonstrate the important role [health service research] can play informing health policy and practice. It is incumbent upon those both inside and outside of government who want the field to succeed to consider ways to strengthen the research infrastructure” (<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2965884/>). In 2014, the president and chief executive officer of Academy Health wrote, “the health services research supported by the Academy Agency for Health Care Research and Quality (AHRQ) helps us understand and improve a complex and costly health care system so that we can achieve better outcomes for more people at greater value. It is important work that must continue” (<http://academyhealth.org/files/AHRQReport2014.pdf>). GMU declares that individuals who can produce research to inform the policy, management, and financing of health services are “both important and needed.”

Student Demand

In fall 2013, GMU emailed undergraduate and graduate students in the College of Health and Human Services and alumni of programs in the Department of Health Administration and Policy and requested responses from students interested in applying for the proposed program. GMU received 33 emails indicating interest in “applying to start” in fall 2015. One student wrote, “given the future of healthcare this degree program is invaluable.”

In spring 2014, GMU emailed a survey to organizations in the Northern Virginia area that work with the College of Health and Human Services and the Department of Health Administration and Policy. The organizations included: Virginia Hospital Center, Washington VA Hospital, local health departments, non-profit organizations, and private businesses. The organizations were asked to forward the survey to interested parties/potential students. When asked if they would like to pursue the proposed program at GMU, of the 43 respondents, 35 (approximately 81%) indicated “strongly agree.”

The summary of projected enrollments for the proposed program shows a headcount (HDCT) of 10 in the program’s first year, rising to a HDCT of 61 by the target year. Enrollment projections show a full-time equated student enrollment (FTES) of 6.0 in the program’s first year (2015-16). The projections continue as follows: FTES 2016-17, 13.0; 2017-18, 21.0; and 2018-19, 30.0. GMU anticipates five graduates per year beginning in 2019-20. If projections are met, then this program will meet Council’s productivity/viability standards within five years, as required.

Market/Employer Demand

GMU states that the field of health services research is growing and graduates of the proposed program are needed to fill positions in colleges and universities, professional organizations, health and policy entities (federal, state, and local) and health care organizations. Letters of support indicate demand for graduates. In a letter from Mathematica Policy Research, a senior vice president wrote, “it has never been more important to have highly-skilled, well trained people who can effectively frame the important choices facing our nation and then who can design and implement rigorous studies to inform those choices.” In a letter from a health association, the chief executive officer wrote, “there is a critical need for health services research ... having doctoral-level skills is a critical component to conducting sound and reputable health services research.” Employment announcements (in Virginia and nationally) for faculty, research scientists, managers of research analysis, and health economists indicate demand for doctoral-level trained personnel. 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 health services researcher. However, the BLS projects that between 2012 and 2022 employment of postsecondary teachers is expected to grow “faster than average” or 19% (<http://www.bls.gov/ooh/Education-Training-and-Library/Postsecondary-teachers.htm>). The Virginia Workforce Connection (VAWC) projects that between 2012 and 2022 employment of postsecondary teachers is expected to increase 22.39% or 2.04% annually (available at: <https://data.virginialmi.com/analyzer/>).

Issues of Duplication

Two public institutions (ODU and VCU) offer a similar or related program. ODU offers a PhD in Health Services Research and Policy. GMU writes that the proposed program is similar to ODU’s program in that both require a three-credit foundational theory course in health sciences. The proposed program differs from ODU’s program in that ODU’s program does not require courses in health data integration, data mining, or advanced econometrics. ODU’s program requires one statistics course and a practicum and, GMU’s program will require seven statistics courses and no practicum.

VCU has two degree programs – a PhD in Health Services Organization and Research and a PhD in Healthcare Policy and Research. GMU notes that the proposed program is similar to both of VCU’s programs in that it will require core coursework in statistics, research methods, and health policy. GMU’s program differs from VCU’s PhD in Health Services Organization and Research in that it will require courses in data integration and data mining and will not require introductory/foundational courses in health services delivery systems or health services organization theory. GMU’s program differs from VCU’s PhD in Healthcare Policy and Research in that it will require courses in data integration and data mining and no course in epidemiology.

Resource Needs

The proposed program will be funded primarily through reallocations in the Department of Health Administration and Policy and the College of Health and Human Services.

The College will charge students at an approved differential tuition rate – \$502 per credit hour in-state. None of the reallocations will have a negative effect on existing programs. Funding support will also be reallocated within the institution. GMU will not seek additional state resources to initiate and sustain the program.

Board Approval

The GMU Board of Visitors approved the proposed program on February 5, 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 George Mason University to initiate a Doctor of Philosophy (Ph.D.) degree program in Health Services Research (CIP: 51.2299), effective fall 2015.

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee Item #5 – Action on Authorization of New Degree-Granting Institutions

Date of Meeting: January 12, 2015

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:

Georgetown University McDonough School of Business is seeking certification to operate in Virginia.

Materials Provided:

- Georgetown University McDonough School of Business application summary

Financial Impact:

Georgetown University McDonough School of Business has submitted the required certification fee to operate a postsecondary institution in Virginia.

Timetable for Further Review/Action: N/A

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Georgetown University McDonough School of Business to operate a postsecondary institution in the Commonwealth of Virginia, effective January 12, 2015.

Georgetown University McDonough School of Business
Application Summary

Institution Overview

Georgetown University is an out-of-state, non-profit, private postsecondary institution of higher education located in Washington, D.C. The university was established in 1789 and is the nation's oldest Catholic and Jesuit University. The McDonough School of Business—established in 1957—seeks to open a Virginia branch to expand its prospective student base beyond those individuals who are able to attend classes at its main campus. The Virginia location will offer only a Master of Business Administration.

Administrative Officers

Director: Peter Grana

Mission Statement

The mission statement for Georgetown University McDonough School of Business is as follows:

Located at the intersection of business, government, and international relations, Georgetown McDonough develops principled leaders with a global mindset to be in service to business and society. Guided by that purpose, we are a business school that produces knowledge and educates leaders to address the most significant challenges and opportunities facing business and society today.

Proposed Educational Programs and Credentials Conferred

Master of Business Administration

Proposed Location

Georgetown University McDonough School of Business will operate from the following address:

1800 Tysons Boulevard
McLean, VA 22102-4257

Financial Stability Indicator

Georgetown University McDonough School of Business submitted the Projected Accounting Budget developed by SCHEV staff. Using information provided by the institution, SCHEV staff calculated its financial composite score as 3.0 out of a possible 3.0, which indicates that the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument

Georgetown University McDonough School of Business submitted 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's closure, pursuant to 8VAC40-31-160(I).

Evidence of Compliance

Georgetown University McDonough School of Business provided the appropriate evidence to demonstrate compliance with each of the following requirements of the Virginia Administrative Code:

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

Staff Recommendation

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 certifies Georgetown University McDonough School of Business to operate a postsecondary institution in the Commonwealth of Virginia, effective January 12, 2015.

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee Item #6 – Action on *Guidelines for the Commissioned Officer's Tuition Waiver*

Date of Meeting: January 12, 2015

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:

Pursuant to Virginia Code §23-108, established by the 2014 General Assembly,

Any commissioned officer of the organized militia and Governor's military staff of the Commonwealth may become a student at any state institution of higher education for a period not exceeding 10 months, and receive instruction in any or all the departments of military science, emergency management, emergency services, public safety, and disaster management taught therein without being required to pay any fee or charge for tuition.

That the State Council of Higher Education for Virginia, in consultation with the Department of Military Affairs, shall establish guidelines for the implementation of the provisions of this act.

SCHEV staff has worked with the Military Education Advisory Committee (MEAC) and consulted with the Department of Military Affairs to develop the attached *Guidelines for the Commissioned Officer's Tuition Waiver*. Staff also distributed a draft of the *Guidelines* to the Instructional Programs Advisory Committee (IPAC).

Materials Provided:

- *Guidelines for the Commissioned Officer's Tuition Waiver*

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the *Guidelines for the Commissioned Officer's Tuition Waiver*, and that staff is authorized to promulgate the *Guidelines* immediately.

State Council of Higher Education for Virginia

Guidelines for the Commissioned Officer's Tuition Waiver

I. Authorization

§ 23-108. Commissioned officers may become students.

Any commissioned officer of the organized militia and Governor's military staff of the Commonwealth may become a student at any state institution of higher education for a period not exceeding 10 months, and receive instruction in any or all the departments of military science, emergency management, emergency services, public safety, and disaster management taught therein without being required to pay any fee or charge for tuition.

That the State Council of Higher Education for Virginia, in consultation with the Department of Military Affairs, shall establish guidelines for the implementation of the provisions of this act.

II. Purpose

These guidelines are intended to provide structure and guidance for the administration of the Commissioned Officer's Tuition Waiver as authorized under the Code of Virginia, § 23-108, as amended.

III. Definitions

"Eligible student" must be a current commissioned officer of the organized militia and/or the Governor's military staff (§ 44-10).

"Eligible programs and courses" will be strictly determined by the institution as specific to military science, emergency management, emergency services, public safety, and disaster management. If a credential (certificate, degree, etc.) within these fields can be earned within 10 months, eligible courses would include all those required for the credential. The Classification of Instructional Programs (CIP) Code may be referred to when making eligibility determinations.

"Organized militia" is recognized as the Virginia National Guard, which includes the Virginia Army National Guard and Air National Guard and the Virginia Defense Force.

IV. Application process

Interested eligible students will submit a letter from the commanding officer verifying eligibility. The letter must cite the relevant section of the Code of Virginia. A template of the letter is available and its use is encouraged.

V. Provision restrictions

Students are responsible for meeting all admissions requirements and prerequisites required for enrollment into an eligible course or program, including courses taken for credit, noncredit, and/or audit.

Placement within a course is subject to course enrollment restrictions with eligible students placed on an as-available basis and in compliance with the DVA 85/15 rule.

Notwithstanding any provision of these guidelines, the institution has authority to cancel or discontinue a course offering pursuant to regular curriculum management processes.

VI. Charges waived

Fees to be waived are mandatory instructional charges, including tuition, non-E&G fees, and lab fees; however, this waiver does not include book charges, supplies, parking, penalty (i.e. late registration fee), admissions, charges by outside vendors, etc.

If the student enrolls concurrently into a course that is not an eligible course, all tuition and fees relevant to that course are not subject to the waiver.

VII. Eligibility period

Students remain eligible under this provision for a single eligibility period of ten months. The period shall begin on the date of the first day of enrollment in which the benefit is utilized and terminate on equivalent date ten months later. The eligibility period is non-renewable once the initial usage expires. All coursework subject to the tuition and fee waiver must be completed within the ten month eligibility period.

Eligible students may enroll in multiple institutions within the period of eligibility.

VIII. Reporting requirement

Eligible students will be tracked by the institution. Reports on the number of participating students, total courses for which tuition and fees were waived, and total cost of such waivers will be provided to the State Council of Higher Education for Virginia when requested.

Students receiving this tuition waiver will be reported as in-state or out-of-state according to the reporting requirements under § 23-7.4 or, if they would otherwise have qualified for in-state tuition under an exception provision, under § 23-7.4:2.

Template letter – this information should be provided on organization letterhead.

Re: Name _____ Rank _____

To whom it may concern:

This letter serves as verification of eligibility for the Commissioned Officer's Tuition Waiver as authorized under § 23-108 of the Code of Virginia, which states as follows:

Any commissioned officer of the organized militia and Governor's military staff of the Commonwealth may become a student at any state institution of higher education for a period not exceeding 10 months, and receive instruction in any or all the departments of military science, emergency management, emergency services, public safety, and disaster management taught therein without being required to pay any fee or charge for tuition.

I do hereby certify that the individual identified above is a commissioned officer of the:
(select one)

- Virginia Army National Guard
- Virginia Air National Guard
- Virginia Defense Force
- Governor's military staff

The individual has applied for acceptance to: _____
(name of college or university)

For the purpose of pursuing a course of instruction within the area of:
(select one)

- military science
- emergency management
- emergency services
- public safety
- disaster management

The individual has been provided a copy of the program guidelines, which explain the rights bestowed by state law and limitations of the program. It is understood that the institution retains final authority to verify whether a student is eligible for admission and if an individual course is eligible under one of the above areas of study.

If there are any questions, this office can be reached at _____.

Signed: _____
Name and Rank: _____
Title: _____
Unit: _____

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SCHEV Offices
101 N. 14th St.
Richmond, Virginia
January 12, 2015
11:30 a.m. – 12:45 p.m.
9th floor conference room

TJ21 Committee

1. Call to Order
2. Approval of Minutes (October 27, 2014) Page TJ1
3. Action on Amendments to Financial Aid Program Regulations Page TJ4
4. Discussion of Governor's Introduced Budget Page TJ28
5. Preview of 2015 General Assembly Session Page TJ29
6. Report on Fall 2014 Headcount Enrollment Page TJ31
7. Report on 2013-14 Degree Completions Page TJ40
8. Action on Enrollment Projection and Degree Estimate Process Page TJ54
9. Discussion of SCHEV's Involvement in Non-degree Credentials Page TJ56

Committee members:

Steve Haner, Chair
Gary Nakamoto, Vice Chair
Gil Bland
Martin Briley
Marge Connelly
Henry Light

Note that this will be an electronic communication meeting. Council member, Henry Light, will participate in this meeting from the following location: Colorado School of Mines, 814 15th Street, Golden, Colorado.

Please call (804) 652-7744 if there is an interruption in the connection from this location.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
TJ21 COMMITTEE
OCTOBER 27, 2014
MINUTES**

Mr. Haner called the meeting to order at 3:40 p.m. in the SCHEV main conference room, James Monroe building, Richmond, Virginia. Committee members present: Gilbert Bland, Marge Connelly, Steve Haner, G. Gilmer Minor, III, and Gary Nakamoto.

Committee member absent: Martin Briley and Henry Light.

Staff members present: Lee Andes, Dan Hix, Tod Massa, Jean Mottley, Kirsten Nelson, Lee Ann Rung, and Yan Zheng. Mike Melis from the Office of the Attorney General was also in attendance.

APPROVAL OF MINUTES

On a motion by Ms. Connelly and seconded by Mr. Bland, the minutes from the September 15, 2014, meeting were approved unanimously with one correction. Mr. Briley should be listed as absent.

ACTION ON 2014-16 SYSTEMWIDE OPERATING BUDGET AMENDMENTS

Mr. Haner said the General Assembly is in the process of amending the budget and changes are still forthcoming. Mr. Hix answered questions from members. Mr. Blake recapped the September meeting discussion. He indicated that the proposed budget amendments are a conservative estimate of what can be expected and informed members that the Finance Advisory Committee (FAC) reviewed the materials. A few concerns were expressed but the FAC was generally in favor of the proposed amendments.

Members reviewed the resolution and Mr. Haner asked Mr. Lambeth, President of the Council on Independent Colleges in Virginia, to provide input on the Tuition Assistance Grant (TAG). Mr. Lambeth thanked the Council for supporting TAG over the years and answered questions from members. Mr. Haner indicated that he was impressed that private institutions took time to write letters to Council members requesting SCHEV's continued support for TAG.

On motion by Ms. Connelly and seconded by Mr. Minor the following resolution was approved unanimously with the understanding that that staff would provide an amended version reflecting the changes discussed before forwarding to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia recommends the following actions with respect to institutional operating budget appropriations for FY2016:

- **Additional appropriations of \$30 million from the general fund for undergraduate need-based financial aid.**
- **Additional allocation of \$8.8 million for research equipment through the Higher Education Equipment Trust Fund to be financed through debt service payments beginning in FY2017.**
- **Preservation of the current level of state support for both undergraduate and graduate students for the Tuition Assistance Grant Program. An additional \$1.5 million funding is required in order to maintain the awards at current levels of \$3,100 for undergraduate and \$1,550 for graduate students.**

WHEREAS, state support for Virginia higher education has greatly eroded over the last decade and tuition revenue has become the primary source of dependable funding for our colleges and universities;

BE IT RESOLVED that the State Council of Higher Education for Virginia recommends that the institutions of higher education use their tuition capacity to pursue the funding of additional basic operations and instructional needs through tuition revenue in FY2016 and thereafter. These needs include the realization, over time, of the long-standing 60th percentile goal for faculty salaries. Merit-based salary increases funded through tuition revenue shall be incorporated as authorized or appropriated increases in future benchmark calculations of need.

BE IT FURTHER RESOLVED that the State Council of Higher Education for Virginia recognizes that it is essential that a long-term financial plan for the future funding of public higher education in Virginia be developed and implemented to ensure that Virginia's world-class system of colleges and universities remain affordable, accessible, sustainable and vibrant. Doing so will ensure that Virginia's students have an opportunity to obtain an education that enables them to compete in the global marketplace and contribute to a healthy economy within the state.

UPDATE ON INSTITUTIONAL PERFORMANCE MEASURES

Mr. Blake noted that the report, showing aggregated results for the system, was provided as a result of a question raised at the last meeting about transfer students. Dr. Mottley reviewed the chart provided in the agenda book and indicated that results of the Norfolk State University audit were not yet available.

Ms. Connelly inquired if there was a best practice that the Council could support comparing the collaboration currently being done at Virginia institutions with work in other regions. Mr. Massa agreed to provide the data.

The meeting adjourned at 4:50 p.m.

Steve Haner
Committee Chair

Lee Ann Rung
Director, Executive & Board Affairs

State Council of Higher Education for Virginia Agenda Item

Item: TJ21 Committee Item #3 – Action on Amendments to Financial Aid Program Regulations

Date of Meeting: January 12, 2015

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: Two Year College Transfer Grant regulations were last updated in October, 2012 and the Virginia Student Financial Assistance Program in October, 2004.

Action: The Council reviewed and approved updated regulatory changes for the respective programs.

Summary of Major Elements:

Changes to the Regulations for the Two Year College Transfer Grant Program

There are two separate proposed amendments to the Transfer Grant regulations. The recommendations have been vetted with the institutions and subjected to public review utilizing the Commonwealth's Town Hall.

First, in 2013, the Act of Appropriation was amended to increase the maximum allowable Expected Family Contribution from \$9,000 to \$12,000. The proposed amendment conforms the regulations to state law.

Second, state law provides that eligible Transfer Grant recipients may receive an additional \$1,000 "bonus" award if they are enrolled into a STEM-N degree program. To assist in the administration of this provision, in 2012 Council approved a list of degree CIP Codes (Classification of Instructional Programs) that qualify for this bonus. Since that time, staff has identified additional CIP Codes that meet the intent of the law and are consistent with STEM reporting practice. Currently, only CIP Codes 51.38 and 51.39 (both nursing related) are eligible for the bonus award among the 51 series Health Professions and Related Programs. Staff has since determined that the entire 51 series for Health Professions and Related Programs meets the STEM-N requirements under the Transfer Grant program. Additionally, staff has determined that degree CIP Code 52.12 –

Management Information Systems and Services – also meets the STEM-N requirements. Staff therefore recommends that the list of approved CIP Codes be amended accordingly.

Changes to the Regulations for the Virginia Student Financial Assistance Program (VSFAP)

VSFAP is the state need-based financial aid appropriated directly to the institutions. Using this single appropriation, the institutions make awards to students utilizing the award criteria for the Virginia Commonwealth Award and the Virginia Guaranteed Assistance Program (VGAP).

The VSFAP regulations, last amended in 2004, now contain outdated terminology, have not kept up with recent changes to the Code of Virginia for VGAP, and lack important administrative guidance. Most of the recommended changes reflect current practice and so produce little substantive change. Due to the number of changes necessary to update the regulations, staff recommends full repeal of 8 VAC 40-130 and promulgation of new VSFAP regulations as 8 VAC 40-131.

The recommendations have been vetted with the institutions and subjected to public review utilizing the Commonwealth's Town Hall. The major changes include the following:

- Expand the number of defined terms to ensure uniform administration of the programs.
- Conform regulations to recent changes to the Act of Appropriation section 4-5.01b, Student Financial Assistance for Higher Education.
- Reorganize many of the sections to add clarity.
- Provide guidance on the construction of institutional award schedules to ensure that resulting student awards meet state requirements.
- Add guidance for students participating in study abroad programs and consortium agreements.
- Provide appropriate full-time enrollment exceptions for students having a disability.
- Clarify treatment of financial aid for over award calculations.

Primarily due to the reorganization of the regulations, nearly every section has been impacted and so staff has determined that instead of amending the current regulations, a full repeal and replace would be prudent.

Financial Impact: The changes to the Transfer Grant regulations will provide for a moderate increase in the number of students receiving the STEM bonus. The amount is indeterminate but considered to be minimal.

The changes to the VSFAP regulations will improve administration of the programs but do not create a fiscal impact.

Timetable for Further Review/Action: Action taken in January will ensure that the new regulatory language is in place in time for the 2015-16 award decisions that will begin this spring.

Recommendations and Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the recommended amendments to the Two Year College Transfer Grant Program regulations and that the Virginia Student Financial Assistance Program regulations be repealed with new program regulations promulgated, each subject to the appropriate state law and procedures.

BE IT FURTHER RESOLVED that, pending completion of the regulatory process for the Transfer Grant, that that inclusion of the new degree codes eligible for the Transfer Grant bonus award be made retroactive to the 2014-15 award year.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
CHAPTER 150
VIRGINIA TWO-YEAR COLLEGE TRANSFER GRANT PROGRAM REGULATIONS

8VAC40-150-10. Definitions.

The following words and terms when used in this chapter shall have the following meanings unless the context clearly indicates otherwise:

"Academic year" means the enrollment period which normally extends from late August to May or early June and that is normally comprised of two semesters (fall and spring) or three quarters (fall, winter, and spring).

"Accredited institution" means any institution approved to confer degrees pursuant to Chapter 21.1 (§23-276.1 et seq.) of Title 23 of the Code of Virginia.

"Approved course of study" means a curriculum of courses at the undergraduate level leading to a first bachelor's degree. Programs in the 39.xxxx series, as classified in the National Center for Education Statistics' Classification of Instructional Programs (CIP), provide religious training or theological education and are not approved courses of study.

"Award" means a grant from state funds appropriated for the Virginia Two-Year College Transfer Grant Program (CTG).

"Award year" means the 12-month enrollment period during which a college or university holds classes, normally comprised of (i) one fall semester, one spring semester, and a summer session or (ii) one fall quarter, one winter quarter, one spring quarter, and a summer session. For purposes of awarding funds for this program, the summer will be treated as a trailing term.

"Cost of attendance" means the sum of tuition, required fees, room, board, books and supplies, and other education-related expenses as determined by an institution for purposes of awarding federal Title IV student financial assistance.

"Council" means the State Council of Higher Education for Virginia or its designated staff.

"Domiciliary resident of Virginia" means a student who is determined by a participating institution to meet the eligibility requirements specified by § 23-7.4 of the Code of Virginia.

"Expected family contribution" or "EFC" means the amount a student and the student's family is expected to contribute toward the cost of college attendance. The EFC is calculated using information provided on the Free Application for Federal Student Aid. The institution may exercise professional judgment to adjust the student's EFC, as permitted under federal law, based on factors that affect the family's ability to pay.

"Financial need" means a maximum expected family contribution of \$8,000 based on a standard nine-month academic year. Beginning with students who are entering a participating institution as a two-year transfer student for the first time in the fall 2012 academic year, and who otherwise meet the eligibility criteria of § 23-38.10:10 of the Code of Virginia, the maximum EFC is raised to \$9,000. Beginning with students who are entering a participating institution as a two-year transfer student for the first time in the

fall 2013 academic year, and who otherwise meet the eligibility criteria of § 23-38.10:10 of the Code of Virginia, the maximum EFC is raised to \$12,000.

“First-time entering freshman” means a student attending any institution for the first time at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the immediate prior summer term. Also includes students who entered with advanced standing (college credits earned before high school graduation).

“Free Application for Federal Student Aid” or “FAFSA” means the needs analysis form provided by the United States Department of Education, which is completed annually by students applying for federal Title IV student financial assistance and need-based financial aid programs sponsored by the Commonwealth of Virginia and that results in the calculation of the expected family contribution.

"Full-time study" means enrollment for at least 12 credit hours per semester or its equivalent in quarter hours at the undergraduate level. The total hours counted will not include courses taken for audit, but may include required developmental or remedial courses and other elective courses that normally are not counted toward a degree at the participating institution.

"Participating institution of higher education" or "participating institution" means a four-year public or private nonprofit accredited institution within the Commonwealth of Virginia whose primary purpose is to provide undergraduate collegiate education and not to provide religious training or theological education.

"Program" means the Virginia Two-Year College Transfer Grant.

“Quarter” means a division of an academic year approximately 10 to 11 weeks in length from the first day of classes through the last day of exams for the fall, winter, and spring enrollment periods.

"Satisfactory academic progress" means acceptable progress towards completion of an approved course of study, as defined by the institution for the purposes of eligibility under § 668 of the Federal Compilation of Student Financial Aid Regulations.

“Semester” means a division of an academic year approximately 15 to 16 weeks in length from the first day of classes through the last day of exams for the fall and spring enrollment periods.

“Student” means an undergraduate student who is entitled to in-state tuition charges pursuant to § 23-7.4 of the Code of Virginia.

“Summer session” means a division of an award year consisting of one or more summer sessions normally extending from late May to August, exclusive of the participating institution’s fall, winter, and spring terms.

“Term” means the fall semester or quarter, winter quarter, spring semester or quarter, or summer session.

8VAC40-150-20. Institutional application to participate.

In order to participate in the program, institutions not previously approved by the council to participate must file formal application with the council no later than January 31 of the calendar year preceding the calendar year in which fall semester or quarter awards would first be available to students. Virginia public four-year institutions and accredited private institutions participating in the Virginia Tuition Assistance Grant Program need not apply.

Applications shall be addressed to the council and shall include:

1. Estimates of the number of students who would be eligible to receive awards under the program in the first and second year of participation;
2. A copy of the Fiscal Operations Report and Application to Participate in Federal Student Financial Aid Programs (FISAP); and
3. Certifications from the institution's chief executive officer that the institution:
 - a. Meets eligibility requirements for participation;
 - b. Will furnish whatever data the council may request in order to verify its institutional eligibility claims;
 - c. Will promptly notify the council within 30 days following any change in governance or mission that may affect the institution's status as an eligible institution; and
 - d. By its governing body, has authorized its adherence to the requirements of this chapter, as the same are now constituted or hereafter amended, until such time as the institution may withdraw from participation in the program.

Applications must be approved and all documents must be on file before any funds are disbursed.

8VAC40-150-30. Eligibility criteria for an initial award.

In order to receive an award, the student must:

1. Be a domiciliary resident of Virginia;
2. Be a first-time entering freshman no earlier than fall 2007;
3. Have received an associate's degree at a Virginia two-year public institution of higher education;
4. Have a cumulative grade point average of at least 3.0 on a 4.0 scale upon completion of the associate's degree program;
5. Have enrolled into a participating institution by the fall or spring term following completion of the associate's degree;
6. Be enrolled for full-time study in an approved course of study;
7. Have applied for financial aid by completing the FAFSA by the institution's published deadline;

8. Demonstrate financial need; and
9. Have complied with federal selective service registration requirements, unless the following apply:
 - a. The requirement to register has terminated or become inapplicable; and
 - b. The student shows by preponderance of the evidence that failure to register was not a knowing and willful failure to register and that the student complies with federal selective service registration requirements prior to disbursement of funds.

8VAC40-150-40. Amount of awards.

Awards are subject to the following limitations:

1. Standard awards are set at a maximum of \$1,000 per award year, which is allocated at \$500 per term for up to two terms per award year. For institutions not on a semester-based calendar, council staff will determine an equivalent award per term.
2. An additional \$1,000 per year is available to students enrolled into an eligible science, teaching, engineering, mathematics, or nursing degree (STEMN) program, which is allocated at \$500 per term for up to two terms per award year. For institutions not on a semester-based calendar, council staff will determine an equivalent award per term.
3. If the general appropriation is insufficient to provide a full award to all eligible students, then the awards for all students shall be reduced proportionately.
4. Degree programs eligible for the additional amount will be identified in the council's guidance document: CTG Addendum – Eligible STEMN Degree Programs.
5. Eligibility for the additional STEMN award must be checked prior to each disbursement of funds.
6. An award received by a student under the program is applied to the student's tuition and fees and cannot be prorated or reduced by the institution except in cases when the award, when combined with all other financial assistance (exclusive of the student's EFC), exceeds the student's cost of attendance.
7. CTG recipients must have their state need-based financial aid eligibility reduced by the amount of the CTG award. For purposes of recalculating eligibility for the Commonwealth Award or Virginia Guaranteed Assistance Program (VGAP) grant, the student's tuition and fees are reduced by the amount of the CTG award. These adjusted tuition and fees are then used to recalculate the CTG recipient's cost of attendance used to determine the student's eligibility for the Commonwealth Award or VGAP. In no case should a student's CTG and Commonwealth Award combine to exceed tuition and fees or the CTG and VGAP combine to exceed tuition, fees, and a book allowance.

8VAC40-150-50. Refund of awards.

A student who receives an award and who, during a term, withdraws from the institution that made the award must surrender the balance of the award. The tuition refund policy in effect at the institution will determine the amount that must be reclaimed by the institution.

8VAC40-150-60. Summer session awards.

Institutions may elect to award during trailing summer sessions as long as the student does not exceed the maximum annual award amount specified in 8VAC40-150-40.

8VAC40-150-70. Renewability of awards.

Awards may be renewed for a maximum of two award years. Students shall be limited to a total period of no more than three award years or 70 attempted credit hours. Awards may be renewed provided that the student continues to be enrolled full-time in an approved course of study, maintains domicile in Virginia per § 23-7.4 of the Code of Virginia and annually:

1. Applies for financial aid by completing the FAFSA by the institution's published deadline;
2. Demonstrates continued financial need;
3. Maintains a grade point average of at least 3.0 on a 4.0 scale; and
4. Maintains satisfactory academic progress.

Students transferring from one participating institution to another shall be considered renewal students if they received an award during the prior year provided they met renewal criteria.

Students who do not initially receive an award may be considered for renewal awards provided that they meet initial eligibility criteria and continue to meet renewal criteria.

Once a student loses his classification as CTG-eligible, the student cannot reestablish such eligibility.

8VAC40-150-80. Use of funds.

A student may receive funds through one institution only. If a student is enrolled concurrently at two participating institutions and there is a formal consortium agreement in place, the student may receive funding based on the combined enrollment.

8VAC40-150-90. Responsibility of the Council.

The council shall collect such student-specific information as is necessary for the operation of the program and other information deemed necessary by the council.

8VAC40-150-100. Responsibility of participating institutions.

A. Virginia public two-year colleges shall verify that the student meets the program's academic portion of the initial eligibility criteria, which includes:

1. Initial enrollment as a first-time entering freshman no earlier than fall 2007;
2. Receipt of an associate's degree; and
3. Cumulative grade point average of at least a 3.0 on a 4.0 scale upon completion of an associate's degree program.

B. Participating institutions shall:

1. Verify students meeting initial and renewal eligibility criteria not otherwise verified by the two-year college;
2. Provide reports by term to the council indicating the number of eligible students enrolled;
3. Provide annual reports to the council that will include, but not be limited to, information describing the students served, the awards received, and the number and value of awards;
4. Upon request by a student transferring to another participating institution, forward information about the student's CTG eligibility;
5. Establish and maintain financial records that accurately reflect all program transactions as they occur. The institution shall establish and maintain general ledger control accounts and related subsidiary accounts that identify each program transaction and separate those transactions from all other institutional financial activity; and
6. Ensure that all unused funds are returned to the council no later than the end of the fiscal year or 20 working days after receiving written request from the council, whichever is sooner.

Two-Year College Transfer Grant Program

Majors Eligible for Additional \$1,000 Award

Students enrolled in science, teaching, engineering, mathematics, and nursing programs are eligible for an additional \$1,000 under the Two-Year College Transfer Grant Program.

The eligible codes listed below are from the 2010 CIP (Classification of Instructional Program) code listings as published by the National Center for Educational Statistics (NCES):

<http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>. Use the NCES-provided crosswalk to determine which majors are eligible under the 2000 listings.

All programs falling under the following CIP codes are eligible:

- 01. Agriculture, Agriculture Operations, and Related Sciences
- 03. Natural resources and conservation
- 04. Architecture and related services
- 11. Computer and information science and support services
- 13.10 Special Education and Teaching.
- 13.12 Teacher Education and Professional Development, Specific Levels and Methods.
- 13.13 Teacher Education and Professional Development, Specific Subject Areas.
- 13.14 Teaching English or French as a Second or Foreign Language.
- 14. Engineering
- 15. Engineering and technologies/technicians
- 19.05 Foods, Nutrition, and Related Services
- 26. Biological and biomedical sciences
- 27. Mathematics and statistics
- 29. Military technologies
- 30.01 Biological and Physical Sciences.
- 30.06 Systems Science and Theory
- 30.08 Mathematics and Computer Science.
- 30.10 Biopsychology.
- 30.15 Science, Technology and Society
- 30.16 Accounting and Computer Science
- 30.18 Natural Sciences
- 30.24 Neuroscience
- 30.25 Cognitive Science.
- 30.27 Human Biology.
- 30.32 Marine Sciences.
- 30.30 Computational Science.
- 40. Physical Sciences
- 41. Science Technologies/Technicians
- 51. Health Professions and Related Programs
- ~~51.38 Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing.~~
- ~~51.39 Practical Nursing, Vocational Nursing and Nursing Assistants.~~
- 52.12 Management Information Systems and Services.

In addition, students enrolled into an approved Teacher Preparation Program are also eligible.

CHAPTER ~~130~~ 131
VIRGINIA STUDENT FINANCIAL ASSISTANCE PROGRAM REGULATIONS

Part I
Definitions

~~8VAC40-130-10.~~ 8VAC40-131-10. Definitions.

The following words and terms when used in this chapter shall have the following meanings unless the context clearly indicates otherwise:

~~"Academic period" means the academic year as defined by the institution for federal Title IV compliance purposes.~~

"Academic period" or "semester" means a division of an academic year approximately 15 to 16 weeks in length from the first day of classes through the last day of exams for the fall or spring enrollment periods.

"Academic year" or "regular session" means a division of an award year that normally extends from late August to mid May, consists of the institution's fall and spring semesters, and is exclusive of the institution's summer session.

~~"Approved course of study" means a curriculum of courses in a certificate, diploma, or degree program at the undergraduate, graduate, or first professional level.~~

"Approved program" means a curriculum of courses in a certificate of undergraduate study, diploma, or degree program at the undergraduate, graduate, or first professional level.

"Award" means a grant from state funds appropriated within the item for student financial assistance in the annual Appropriation Act under Virginia Guaranteed Assistance Program or Commonwealth grant eligibility criteria.

~~"Awards" mean grants from state funds appropriated for the Virginia Student Financial Assistance Program; among these grants are the Commonwealth awards and Virginia Guaranteed Assistance Program (VGAP) awards.~~

"Award schedule" means the table or formula used by institutions to award program funds to full-time students for the academic year; awards for less than full-time students for the academic year shall be reviewed and adjusted according to the institution's awarding policies.

"Award year" means the 12-month enrollment period during which an institution holds classes, comprised of the regular session and the summer session.

"Book allowance" means the cost of attendance allowance for education-related book and supply expenses as determined by an institution ~~for purposes of calculating a student's financial need and awarding federal student aid funds.~~

"Census date" means the point at which a student's credit hour enrollment is locked for financial aid purposes. At this point in the term, credit hours are locked and financial aid for the term is adjusted to reflect the official number of enrolled credit hours.

"Commonwealth Award" means a grant from state funds appropriated within the item for student financial assistance in the annual Appropriation Act under Commonwealth grant eligibility criteria.

"Cost of attendance" means the sum of tuition, required fees, room, board, books and supplies, and other education related expenses, as determined by an institution for purposes of calculating a student's financial need and awarding federal student aid funds.

"Council" means the State Council of Higher Education for Virginia or its designated staff.

"Domiciliary resident of Virginia" means a student who is determined by ~~the council or by a~~ participating an institution to meet the eligibility requirements specified by § 23-7.4 of the Code of Virginia and augmented by the Domicile Guidelines.

"Expected family contribution" or "EFC" means the amount a student and the student's family is expected to contribute toward the cost of ~~college~~ attendance. A student's EFC will be determined by the federal aid need analysis method used for Title IV programs. The ~~participating~~ institution may exercise professional judgment to adjust the student's EFC, as permitted under federal law, based on factors which affect the family's ability to pay. For students eligible for an award but ineligible to receive federal financial aid, the institution shall calculate the student's EFC using the appropriate federal EFC worksheet in cases where the federal processor has not calculated the student's EFC.

"Financial need" means any positive difference between a student's cost of attendance and the student's expected family contribution (see definition of "remaining need").

"Full-time study" means enrollment for at least 12 credit hours per ~~semester term~~ or its equivalent at the undergraduate level and enrollment for at least nine credit hours per ~~semester term~~ or its equivalent at the graduate or first professional level. The total hours counted will not include courses taken for audit, but may include required developmental or remedial courses and other elective courses which normally are not counted toward a degree at the ~~participating~~ institution. For students enrolled in a dual or concurrent undergraduate and graduate program, full-time study may be met through a combination of total credit hours, providing that the combination totals at least the minimum credit hours for full-time status, as described above, for the student's institutionally recognized student level.

"Gift assistance" means financial aid in the form of scholarships, grants, and other sources that do not require work or repayment.

"Graduate student" means a student enrolled in an approved master's, ~~certificate of graduate study, specialist,~~ doctoral, or first professional degree program.

"Half-time study" means enrollment for at least six credit hours per ~~semester or quarter term,~~ or its equivalent at the undergraduate ~~level, and at least five credit hours per semester or quarter, or its institutional equivalent at the graduate~~ level. The total hours counted will not include courses taken for audit, but may include required developmental or remedial courses and other elective courses which normally are not counted toward a certificate, diploma, or degree at the ~~participating~~ institution. For undergraduate students enrolled in a dual or concurrent undergraduate and graduate program, half-time study may be met through a combination of total credit hours, providing that the combination totals at least the minimum credit hours for half-time status, as described above, for the student's institutionally recognized student level.

"Institution" or "home institution" means any public institution of higher education in Virginia participating in the Virginia Student Financial Assistance Program.

"Program" means the Virginia Student Financial Assistance ~~Program,~~ Program, a financial aid program authorized within the item for student financial assistance in the annual Appropriation Act.

~~"Proportionate award schedule" means the table or formula used by institutions to award program funds such that needier students receive larger awards than do less needy students with VGAP recipients receiving larger awards than Commonwealth recipients with equivalent need.~~

~~"Remaining need" means any positive difference between a student's financial need and the sum of all need-based gift assistance known by the institution at the time of packaging awards under the Virginia Student Financial Assistance Program (see definition of "financial need") federal, state, and institutionally-controlled gift assistance known at the time of awarding.~~

"Satisfactory academic progress" means:

1. Acceptable progress towards completion of an approved program, as defined by the institution for the purposes of eligibility under Section 668 of the Federal Compilation of Student Financial Aid Regulations; and
2. For a student receiving a Virginia Guaranteed Assistance Program award, acceptable progress towards completion of an approved program in which a student earns not less than the minimum number of credit hours (24) required for full-time standing during ~~an academic period in each award year~~ and maintains a cumulative minimum grade point average of 2.0.

~~"Summer session" means a division of an award year that normally extends from late May to mid August and consists of one or more summer enrollment periods, exclusive of the institution's fall and spring semesters.~~

~~"Term" means an academic period (fall semester or spring semester) or summer session.~~

"Undergraduate student" means a ~~matriolated~~ student enrolled in an approved program leading to a certificate of undergraduate study, diploma, associate's degree, or bachelor's degree.

"VGAP" means a grant from state funds appropriated for the Virginia Guaranteed Assistance Program, as authorized by the laws of the Commonwealth of Virginia including §§ 23-38.53:4, 23-38.53:5 and 23-38.53:6 of the Code of Virginia.

Part II Use of Funds

~~8VAC40-130-20. 8VAC40-131-20.~~ Use of funds.

An institution shall establish and maintain financial records that accurately reflect all program transactions as they occur. The institution shall establish and maintain general ledger control accounts and related subsidiary accounts that identify each program transaction and separate those transactions from all other institutional financial activity. Funds appropriated for undergraduate awards may not be used for graduate awards, and funds appropriated for graduate awards may not be used for undergraduate awards.

~~8VAC40-130-25. Type of awards.~~

~~In addition to the Commonwealth Award and the Virginia Guaranteed Assistance Program, institutions may, with the approval of the council, use funds from its appropriation to provide the institutional contribution to any undergraduate student financial aid grant program established by the federal government or private sources which requires the matching of the contribution by institutional funds, except for programs requiring work. Awards may include one or both of the following:~~

- ~~1. Grants to undergraduate students enrolled full-time in an approved degree, certificate, or diploma program; and~~

~~2. Institutional contributions to federal or private undergraduate student aid grant programs requiring matching funds by the institution, except for programs requiring work.~~

8VAC40-131-30. Types of assistance.

A. Funds allocated to institutions within the item for student financial assistance in the annual Appropriation Act may be used for:

1. Awards to undergraduate students enrolled for at least half-time study;
2. Awards to graduate students enrolled for full-time study. No more than 50 percent of the institution's graduate grants shall be awarded to students not classified as a domiciliary resident of Virginia;
3. Awards to students enrolled for full-time study in a dual or concurrent undergraduate and graduate program;
4. Assistantships to graduate students, funds for which must be transferred to the education and general account;
5. Providing the required matching contribution to federal or private student grant aid programs, except for programs requiring work; and
6. Supporting institutional work-study programs, funds for which must be transferred to the education and general account.

B. Students may not receive a VGAP award, an undergraduate Commonwealth Award, and/or a graduate Commonwealth Award in the same term.

C. The provisions of this chapter shall not apply to:

1. Medical and dental scholarships authorized by §23-35.1 of the Code of Virginia;
2. Soil scientist scholarships authorized by §23-38.3 of the Code of Virginia;
3. Foster children grants authorized by §23-7.4:5 of the Code of Virginia;
4. Nongeneral funds allocated to institutions within the item for student financial assistance in the annual Appropriation Act, except for the satisfactory academic progress requirement; or
5. General funds allocated to institutions within the item for student financial assistance in the annual Appropriation Act that are used to support a work-study program, except for the financial need requirement.

Part III

Undergraduate Financial Assistance

Article 1

General Information

~~8VAC40-130-30. Priority for undergraduate awards.~~ 8VAC40-131-40. Priority for awards.

A. Priority for awards will be given to those students who file an application as required by the institution for need-based financial aid by the institutional priority filing date (deadline). Those students who file an application after the institutional priority filing date (deadline) may receive an award; however, the award will be based on the funds available at the time the award is made and may be based on a new award schedule.

~~B. Undergraduate awards shall not be made to student~~ Awards shall not be made to students seeking a second or additional baccalaureate degree until the financial aid needs of first-degree seeking students are fully met.

~~8VAC40-130-40. Award schedule.~~

~~Institutions shall develop and use proportionate award schedules or formulas based on remaining need. Institutions may set a minimum award amount. The schedules shall be used to determine priority for and amount of awards. Schedules may vary due to the time of packaging. For students whose awards are packaged at the same time, the same schedule shall be used. The Virginia Community College System may, with council approval, use an alternative award schedule.~~

~~8VAC40-130-50. Financial need and individual awards.~~

~~An institution shall determine a student's financial need by using the federal aid need analysis method used for Title IV programs to determine expected family contribution. An award under the program will be set by the institution so that the program award, when combined with other gift assistance, will not exceed the student's financial need.~~

~~Institutions may exclude as a resource any portion of a Federal Direct Stafford/Ford Loan and subsidized Federal Stafford Loan that is equal to or less than the amount of a student's veterans education benefits paid under Chapter 30 of Title 38 of the United States Code (Montgomery GI Bill) and national service education awards or post-service benefits paid for the Cost of Attendance under Title I of the National and Community Service Act of 1990 (AmeriCorps), pursuant to § 417(a)(1)(C) of Title IV of the Higher Education Act of 1965, as amended. Therefore, overawards due to the exclusion of veteran's benefits or Americorps awards when determining federal subsidized Stafford loan eligibility are permissible.~~

~~Overawards due to payments under the Virginia Prepaid Education Program shall not be considered a violation of VSFAP regulations.~~

~~No awards received under the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant shall be used to displace state grants. VSFAP overawards shall not be considered a violation of VSFAP regulations.~~

~~8VAC40-130-60. Refund of awards.~~

~~A student who receives an award and who, during a semester, withdraws from the institution which made the award must surrender the balance of the award. The tuition refund policy in effect at the institution will determine the amount that must be reclaimed by the institution.~~

8VAC40-131-50. Award schedule and award amount restrictions.

A. Institutions shall construct award schedules to determine priority for and amount of awards, ensuring that the schedule conforms to the conditions and restrictions listed below.

1. The institution:

a. Must define its neediest students;

b. Must use the same award schedule for all students whose awards are packaged at the same time;

c. Must ensure that students eligible for Commonwealth Awards and students eligible for VGAP awards are packaged at the same time using the same award schedule;

d. Shall not include the assessed tuition and fee surcharge when calculating the remaining need and financial need of students exceeding 125 percent of their program length, pursuant to subsection F of § 23-7.4 of the Code of Virginia;

e. For students enrolled at multiple institutions or in study abroad programs, shall include as the tuition and required fee component of the cost of attendance the lesser of the amount that would be charged by the home institution for the student's combined enrollment level and the sum of actual tuition and required fees assessed by each institution;

f. May include minimum award amounts for VGAP and Commonwealth Awards; and

g. May construct new award schedule(s) based on the time of packaging and available funds; however, for students whose awards are packaged at the same time, the same schedule shall be used.

2. Award amounts must be:

a. Based on remaining need; and

b. Proportional to remaining need (i.e., students with greater remaining need receive larger award amounts than students with lesser remaining need).

3. VGAP-eligible students:

a. Must receive award amounts greater than Commonwealth Award-eligible students with equivalent remaining need;

b. Who fall into the neediest category must receive an award amount of at least the tuition charged to the individual student; and

c. Who fall into the neediest category may receive an award amount of up to tuition, required fees, and book allowance.

4. Commonwealth Award-eligible students who fall into the neediest category may receive an award amount of up to tuition and required fees.

5. Two-year colleges electing to modify their award schedules must:

a. Define "remaining need" as i) any positive difference between a student's cost of attendance and the student's expected family contribution, or ii) the financial need determined by the U.S. Department of Education and reflected in its payment schedule of EFC ranges for the Federal Pell Grant program;

b. Construct an award schedule that is based on remaining need and the combination of federal and state grant aid; and

c. Include a minimum award amount for the neediest VGAP-eligible student.

B. The following award amount restrictions apply to awards:

1. An award under the program, when combined with other gift assistance applied to the student's institutional account, shall not exceed the student's financial need. For purposes of the over financial need calculation, only the tuition and fee portion of veterans education benefits and national service education awards or post-service benefits (AmeriCorps) shall be included.

2. An award under the program, when combined with tuition-only assistance such as a tuition waiver, tuition scholarship or grant, or employer tuition reimbursement, shall not exceed the student's actual charges for tuition and required fees, and, for VGAP students, their standard book allowance.

~~8VAC40-130-70. 8VAC40-131-60.~~ Summer session awards.

Institutions may elect to award during summer sessions; however, an award made to assist a student in attending an institution's summer session shall be prorated according to the size of comparable awards for students with similar financial needs made in that institution's regular session.

8VAC40-131-70. Refund of awards.

A student who receives an award and who, during a semester term, withdraws from the institution which that made the award must surrender the balance of the award. ~~The tuition refund policy in effect at the institution will determine the amount that must be reclaimed by the institution.~~ In determining the earned portion of the award that the student may retain, the institution shall apply the percentage of earned aid resulting from the federal Return to Title IV formula to the student's award amount.

~~8VAC40-130-80. Exceptions.~~

~~The provisions of this chapter shall not apply to medical and dental scholarships authorized by § 23-35.1 of the Code of Virginia, or to the soil scientist scholarships authorized by § 23-38.3 of the Code of Virginia.~~

~~Part IV
Undergraduate Financial Assistance~~

~~Article 1 Article 2
Commonwealth Awards~~

~~8VAC40-130-90. 8VAC40-131-80.~~ Undergraduate eligibility criteria for an initial award.

In order to participate, an undergraduate student shall:

- ~~1. Be admitted and enrolled for at least half-time study in an approved degree, certificate, or diploma program at the institution making the award;~~
1. Be enrolled for at least half-time study as of the term's census date;
2. Be a domiciliary resident of Virginia;
3. Be a U.S. citizen or eligible noncitizen as defined by ~~8VAC40-120; and § 23-7.4 of the Code of Virginia and augmented by the Domicile Guidelines;~~
4. Demonstrate financial need for federal Title IV financial aid ~~purposes; purposes; and~~
5. Have complied with federal selective service registration requirements, unless the following apply:
 - a. The requirement to register has terminated or become inapplicable to the student; and
 - b. The student shows by preponderance of the evidence that failure to register was not a knowing and willful failure to register.

~~8VAC40-130-110. Amount of awards.~~

~~No academic year award may exceed the cost of tuition and required fees at the institution making the award.~~

~~8VAC40-130-120. 8VAC40-131-90.~~ Renewability of awards.

Awards may be renewed provided that the student:

1. Maintains satisfactory academic progress; and
2. Continues to meet all of the requirements of ~~8VAC40-130-90~~ 8VAC40-131-80.

~~Students who transfer to a participating an institution shall be considered renewal students if they received an award during the prior year providing they meet renewal criteria. Students who do not initially receive a Commonwealth Award may be considered for renewal awards provided that they met initial eligibility criteria and continue to meet renewal criteria.~~

8VAC40-131-100. Enrollment at multiple institutions and in study abroad programs.

A. A student enrolled concurrently at multiple institutions may receive an award if:

1. The home institution is a VSFAP participating institution;
2. A formal consortium agreement is in place; and
3. The student's combined enrollment is at least half time.

B. A student enrolled in a study abroad program may receive an award if:

1. The student is enrolled for at least half-time study;
2. The student remains on record as a student in an approved program at the home institution for the term in which the award is received;
3. The program funds are disbursed through the home institution; and
4. The study abroad program is a formal agreement arranged by the institution.

Article 2

~~Virginia Guaranteed Assistance Awards~~

Article 3

Virginia Guaranteed Assistance Program Awards

~~8VAC40-130-130. 8VAC40-131-110.~~ VGAP eligibility criteria for an initial award.

In order to participate, ~~a VGAP-eligible~~ an undergraduate student shall:

- ~~1. Be admitted and enrolled for full-time study in an approved degree, certificate, or diploma program;~~
1. Be enrolled for full-time study as of the term's census date. Exceptions to the full-time study requirement due to documented disability or other documented medical reasons, as applicable under the federal American's with Disabilities Act, will be considered on a case-by-case basis by the institution; supporting documentation must include a physician's note specifying the full-time equivalent for the

student. Such students shall receive an adjusted award amount determined according to the institution's awarding policies;

2. Be a domiciliary resident of Virginia;

3. Be a U.S. citizen or eligible noncitizen as defined by ~~8VAC40-120; and §23-7.4 of the Code of Virginia and augmented by the Domicile Guidelines;~~

4. Demonstrate financial need for federal Title IV financial aid purposes;

5. Be a graduate from a Virginia high school (students ~~who obtain a GED or complete home schooling are not eligible~~). ~~Exceptions granted for dependent children of active-duty military personnel residing outside the Commonwealth pursuant to military orders and claiming Virginia on their State of Legal Residence Certificate and satisfying the domicile requirements for such active-duty military personnel pursuant to subsection B of § 23-7.4 of the Code of Virginia; obtaining a General Educational Development (GED) certificate are not eligible~~). Exceptions are granted for students who:

a. Are dependent children of active-duty military personnel residing outside the Commonwealth of Virginia pursuant to military orders and claiming Virginia on their State of Legal Residence Certificate and satisfying the domicile requirements for such active-duty military personnel pursuant to subsection B of § 23-7.4 of the Code of Virginia;

b. Have completed a program of home school instruction in accordance with § 22.1-254.1 of the Code of Virginia; and

c. Have been excused from school attendance pursuant to subsection B of § 22.1-254 of the Code of Virginia.

6. ~~Have~~ For a high school graduate, have at least a cumulative 2.5 grade point average on a 4.0 scale (or its equivalent) at the time of admission to the institution or according to the latest available high school transcript. In the absence of a high school transcript indicating the grade point average, the institution must have on file a letter from the student's high school certifying the student's high school ~~GPA; and~~ GPA;

~~7. Be classified as a dependent student for federal financial aid purposes.~~

~~Transfer and dual-enrollment high school students who have not received the award previously shall be considered for an initial VGAP award provided they meet all of the initial award eligibility requirements.~~

~~7. For a student meeting the high school graduate exception provision 5b or 5c above, have earned SAT math and verbal combined scores of 900 or above or have earned ACT composite scores of 19 or above;~~

~~8. Be classified as a dependent student for federal financial aid purposes; and~~

~~9. Have complied with federal selective service registration requirements, unless the following apply:~~

~~a. The requirement to register has terminated or become inapplicable to the student; and~~

~~b. The student shows by preponderance of the evidence that failure to register was not a knowing and willful failure to register.~~

~~8VAC40-130-150. Amount of awards.~~

~~No academic year award may exceed the cost of tuition, required fees, and standard book allowance. Those VGAP students who fall into the neediest category (as defined by the institution and reflected in its award schedule) and who apply by the institution's deadline (as discussed in 8VAC40-130-30) must receive awards of at least tuition.~~

~~8VAC40-130-160. 8VAC40-131-120.~~ Renewability of awards.

A. Awards for students attending two-year colleges may be renewed for one academic award year while awards for students attending four-year colleges may be renewed for three academic award years. Students shall be limited to a cumulative total of four academic award years of eligibility.

Awards may be renewed annually provided that the undergraduate student:

1. Continues to be enrolled in an approved degree, certificate, or diploma program for full-time study as of the term's census date;
2. Maintains domiciliary residency in Virginia;
3. Continues to be a U.S. citizen or eligible noncitizen as defined by 8VAC40-120; and §23-7.4 of the Code of Virginia and augmented by the Domicile Guidelines;
4. Demonstrates continued financial need for federal Title IV financial aid purposes;
5. Maintains at least a 2.0 GPA on a 4.0 scale, or its equivalent;
6. Maintains satisfactory academic progress;
- ~~7. Earns not less than the minimum number of credit required for full-time standing in each academic period; and~~
- ~~8. Maintains continuous enrollment from the time of receipt of the initial award (excluding the summer term) unless granted an exception for cause by the council. A student participating in a CO-OP or internship that is part of their academic program and a student whose college education is interrupted by a call to military service shall be deemed to have maintained continuous enrollment.~~

~~Students who transfer to a participating institution shall be considered renewal students if they received an award during the prior year provided they meet renewal criteria. Students who do not initially receive a VGAP award may be considered for renewal awards provided that they meet initial eligibility criteria and continue to meet renewal criteria. Once a student loses his classification as VGAP eligible, the student cannot reestablish such eligibility. However, the student may qualify for a Commonwealth Award.~~

7. Maintains continuous enrollment from the time of receipt of the initial award unless granted an exception for cause by the council.

a. Continuous enrollment shall be recognized as enrollment for full-time study in each academic period; lack of enrollment in the summer session or other special sessions offered by the institution does not disqualify the student.

b. A student participating in a cooperative education program or internship that is part of their academic program and a student whose college education is interrupted by a call to military service shall be deemed to have maintained continuous if they reenroll no later than the following fall semester after completion of such employment or military service; and

8. Has complied with federal selective service registration requirements, unless the following apply:

a. The requirement to register has terminated or become inapplicable to the student; and

b. The student shows by preponderance of the evidence that failure to register was not a knowing and willful failure to register.

B. VGAP renewal awards are subject to the following special considerations:

1. Students who transfer to an institution shall be considered renewal students if they received or were eligible for an award during the prior academic period provided they meet renewal criteria.

2. Students who do not initially receive a VGAP award may be considered for renewal awards provided that they meet initial eligibility criteria and continue to meet renewal criteria. Once a student loses his classification as VGAP-eligible, the student cannot reestablish such eligibility. However, the student may qualify for a Commonwealth Award the following term.

8VAC40-131-130. Enrollment at multiple institutions and in study abroad programs.

A. A student enrolled concurrently at multiple institutions may receive an award if:

1. The home institution is a VSFAP participating institution;

2. A formal consortium agreement is in place; and

3. The student's combined enrollment meets full-time study requirements.

B. A student enrolled in a study abroad program may receive an award if:

1. The student is enrolled for full-time study;

2. The student remains on record as a student in an approved program at the home institution for the term in which the award is received;

3. The program funds are disbursed through the home institution; and

4. The study abroad program is a formal agreement arranged by the institution.

Part V Part IV

Graduate Financial Assistance

~~8VAC40-130-170.~~ 8VAC40-131-140. Graduate eligibility criteria for an initial award.

~~In order to participate, a graduate student will be admitted to and enrolled at least half time in an approved degree, certificate, or diploma program.~~

A. In order to receive a Commonwealth Award, the graduate student must be enrolled for full-time study as of the term's census date.

B. An individual award may be based on financial need but may, in addition to or instead of, be based on other criteria determined by the institution making the award.

~~8VAC40-130-180.~~ Type of awards.

~~Any institution may, with the approval of the council, use funds from its appropriation to provide the institutional contribution to any graduate student financial aid grant program established by the federal government or private sources which requires the matching of the contribution by institutional funds, except for programs requiring work.~~

~~Funds may be used for one, all, or any combination of the following:~~

- ~~1. Grants to graduate students enrolled at least half time;~~
- ~~2. Institutional contributions to federal or private graduate student aid grant programs requiring matching funds by the institution except for programs requiring work; and~~
- ~~3. Awards made from the transfer of funds to the education and general account to establish an employment program requiring specific service to the institution for graduate students. No more than 50% of an institution's graduate funds may be transferred to the education and general account for this purpose. These awards must be made in accordance with the Chart of Accounts for institutions of higher education dated July 1, 1990, as promulgated by the council.~~

~~8VAC40-130-190. 8VAC40-131-150. Amount of awards.~~

~~An individual award may be based on financial need but may, in addition to or instead of, be based on other criteria determined by the institution making the award. The amount of an award shall be determined by the institution making the award; however, the institution shall annually notify the council of the maximum size of a graduate award that is paid from funds in the appropriation. The amount of an award shall be determined by the institution making the award; however, the institution shall annually notify the council of the maximum size of a graduate award that is paid from funds in the appropriation.~~

~~8VAC40-130-200. 8VAC40-131-160. Renewability of awards.~~

~~Awards may be renewed provided that the graduate student:~~

- ~~1. Maintains satisfactory academic progress; and~~
- ~~2. Continues to be enrolled at least half time in an approved degree, certificate, or diploma program for full-time study.~~

~~Students who transfer to an institution shall be considered renewal students if they received an award during the prior year providing they meet renewal criteria. Students who do not initially receive a Commonwealth Award may be considered for renewal awards provided that they meet initial eligibility criteria and continue to meet renewal criteria.~~

~~8VAC40-131-170. Enrollment at multiple institutions and in study abroad programs.~~

~~A. A student enrolled concurrently at multiple institutions may receive an award if:~~

- ~~1. The home institution is a VSFAP participating institution;~~
- ~~2. A formal consortium agreement is in place; and~~
- ~~3. The student's combined enrollment meets full-time study requirements.~~

~~B. A student enrolled in a study abroad program may receive an award if:~~

- ~~1. The student is enrolled for full-time study;~~
- ~~2. The student remains on record as a student in an approved program at the home institution for the term in which the award is received;~~
- ~~3. The program funds are disbursed through the home institution; and~~

4. The study abroad program is a formal agreement arranged by the institution.

~~Part VI~~ Part V
Administration

~~8VAC40-130-210.~~ 8VAC40-131-180. Responsibility of the council.

The council shall collect such student specific information for both graduate and undergraduate students as is necessary for the operation of this program and other information deemed necessary by the council.

~~8VAC40-130-220.~~ 8VAC40-131-190. Responsibility of ~~participating~~ institutions.

~~Participating institutions~~ Institutions shall:

1. Provide reports to the council which will include, but not be limited to, information describing the students served, the awards received, and the number and value of awards. Each institution shall annually report to the council its definition of "neediest" students;
2. Maintain documentation necessary to demonstrate that students' awards calculated during the same packaging cycle used the same award schedule;
3. Provide the council with the initial award schedule or formula that will be used to package on-time applications when submitting an annual report; and
4. Upon request by a student transferring to another institution, send to the other institution information about the student's VGAP eligibility.

~~8VAC40-130-230.~~ 8VAC40-131-200. Program reviews.

The council periodically will review institutional administrative practices to determine institutional program compliance with prescribed guidelines and this chapter. If a review determines that an institution has failed to comply with guidelines and this chapter, the council may withhold approval of expenditure plans for the program until the end of the next General Assembly session. No attempt to determine compliance with the guidelines Appropriation Act, Code of Virginia, and this chapter should be solely based on information from ~~either the student financial aid data file or the graduate financial assistance data file~~ the financial aid data file submitted annually by institutions.

~~Part VII~~ Part VI
Discontinued Student Loan Program

~~8VAC40-130-240.~~ 8VAC40-131-210. Terms and conditions of the loans.

An institution with a loan program established from previous general fund appropriations may continue the loan program, under such terms and rules as the governing board of the institution may prescribe, but shall not expand the loan program with currently appropriated funds. The loan program shall meet the following requirements:

1. In any one academic award year no student shall receive a loan or loans from the fund of an institution which would result in that student owing a net outstanding amount at the end of that award year in excess of the tuition and required fees charged by the institution;
2. The annual interest rate charged on loans to students from a fund shall be 3.0%;
3. An institution shall make every effort to collect each loan made from its student loan fund using the provisions of the Virginia Debt Collection Act (§ 2.1-726 et seq. of the Code of Virginia); and

4. The Auditor of Public Accounts shall at least biennially audit and exhibit the account of student loan funds at each institution.

~~8VAC40-130-250, 8VAC40-131-220.~~ Eligibility criteria.

In order to be eligible for the student loan program, a student shall meet the criteria of ~~8VAC40-130-90, 8VAC40-130-130, and 8VAC40-130-170~~ 8VAC40-131-80, 8VAC40-131-90, 8VAC40-131-110, 8VAC40-131-120, 8VAC40-131-140, and 8VAC40-131-160.

~~8VAC40-130-260, 8VAC40-131-230.~~ Discontinuing student loan programs.

A. If any federal student loan program for which the institutional contribution was appropriated by the General Assembly is discontinued, the institutional share of the discontinued loan program shall be repaid to the fund from which the institutional share was derived unless other arrangements are recommended by the council and approved by the Department of Planning and Budget. Should the institution be permitted to retain the federal contributions to the program, the funds shall be used according to arrangements authorized by the council and approved by the Department of Planning and Budget.

B. An institution may discontinue its student loan program established pursuant to Title 23, Chapter 4.01, of the Code of Virginia. The full amount of cash in the discontinued loan fund shall be paid into the state treasury into a nonrevertible nongeneral fund account. Prior to such payment, the State Comptroller shall verify its accuracy, including the fact that the cash held by the institution in the loan fund will be fully depleted by such payment. The loan fund shall not be reestablished for that institution.

C. The cash paid into the state treasury shall be used only for awards to undergraduate students in the Virginia Student Financial Assistance Program according to arrangements authorized by the council and approved by the Department of Planning and Budget. Payments of any promissory notes held by the discontinued loan fund shall continue to be received by the institution and deposited to the nonrevertible nongeneral fund account and to be used for the awards noted above.

DOCUMENTS INCORPORATED BY REFERENCE (~~8VAC40-130~~)

Domicile Guidelines

Chart of Accounts, July 1, 1990, State Council of Higher Education for Virginia.

State Council of Higher Education for Virginia Agenda Item

Item: TJ21 Committee Item #4 – Discussion of Governor’s Introduced Budget Amendments

Date of Meeting: January 12, 2015

Presenter: Dan Hix, Finance Policy Director
DanHix@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

On December 17, 2014, Governor McAuliffe introduced his budget amendments for the 2014-16 biennium.

Materials Provided:

- A summary of the Governor’s introduced budget amendments will be provided at the meeting.

Financial Impact: TBD

Timetable for Further Review/Action: None.

Resolution: None.

State Council of Higher Education for Virginia Agenda Item

Item: TJ21 Committee Item #5 – Preview of 2015 General Assembly Session

Date of Meeting: January 12, 2015

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

Sexual assault on campuses in Virginia, and legislation to address this problem, will be a major focus of attention at the 2015 General Assembly. This dramatic and highly emotional subject received a great deal of attention in 2014 due to three major developments.

In May, the U.S. Department of Education's Office for Civil Rights (OCR) released a list of the higher education institutions under investigation for possible violations of federal law (Title IX) over the handling of sexual violence and harassment complaints.

In September, Governor McAuliffe created the Task Force on Combating Campus Sexual Violence, chaired by Attorney General Mark Herring. SCHEV Director Peter Blake was appointed to the Task Force and sits on the Response Subcommittee.

On November 19, *Rolling Stone* magazine published an article describing an alleged gang rape at a fraternity at University of Virginia. The article also portrayed the policies of response to sexual assault as having exacerbated the problem. *Rolling Stone* subsequently said it had made mistakes in its reporting.

Numerous bills regarding campus sexual assault are expected to come before the General Assembly, at least one of which has already been filed. On December 1, 2014, Delegate Eileen Filler-Corn filed HB1343, which, "Requires that mutual aid agreements between campus police force and law-enforcement agencies contain provisions requiring either the campus police force or an agency with which it has established a mutual aid agreement to notify the local attorney for the

Commonwealth of any investigation involving felony criminal sexual assault occurring on property owned or controlled by the institution of higher education within 48 hours of beginning such investigation.” (<http://lis.virginia.gov/cgi-bin/legp604.exe?151+sum+HB1343>)

On Wednesday, November 26, Senator Richard Saslaw told the *Washington Post* he planned to file a bill that would require employees at colleges and universities to report sexual assaults to local police within 24 hours or face a year in jail and a \$2,500 fine.

Other higher education topics likely to receive attention include:

- In-state tuition for students classified under Deferred Action for Childhood Arrivals (DACA); and
- In-state tuition mandates for current military members, veterans, and family members of both groups.

Materials Provided:

- A handout of pre-filed legislation will be provided at the meeting.

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A

State Council of Higher Education for Virginia Agenda Item

Item: TJ21 Committee Item #6 – Report on Fall 2014 Headcount Enrollment

Date of Meeting: January 12, 2015

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:

Total headcount enrollment at the Virginia's public four-year institutions for fall semester 2014 is 213,718 students, down from 214,667 (-0.4%) from the prior year. Seven institutions experienced enrollment increases, and eight experienced decreases. Fall 2014 enrollment for these institutions represents the first year-to-year decline in total enrollment since 1994. Decreases in graduate and professional student enrollment offset a small increase in undergraduate enrollment.

Enrollment at Virginia's private, non-profit institutions is higher than it has ever been at 135,591, representing a 742 student or 0.6% increase. Liberty University provides the lion's share of the enrollment, at 81,459 students, representing approximately 61% of private college enrollment in Virginia.

Data on public two-year institutions are incomplete.

Materials Provided:

Enclosed is an initial report on Fall 2014 headcount enrollment. Additional details are available on the SCHEV research website, <http://research.schev.edu/>.

Financial Impact: None.

Timetable for Further Review/Action: No further action planned at this time.

Resolution: None.

Report on Fall 2014 Headcount Enrollment

Public Four-Year Institutions

Recent reports in the national media have documented significant softening of higher education enrollment demand. In fact, some states have reported notable enrollment declines. In Virginia, there have been losses at individual institutions, but overall, enrollment at public four-year institutions seems merely to have leveled off.

Total enrollment at the Virginia's public four-year institutions for fall semester 2014 is 213,718 students, down from 214,667 (-0.4%) from the prior year. This represents a 0.7% increase since 2010, when 212,273 students were enrolled. Fall 2014 enrollment for these institutions represents the first year-to-year decline in total enrollment since 1994. These institutions had projected an enrollment of 217,230 students for this fall, a difference of 2,563 students. This means that the institutions achieved 98.8% of their targeted enrollment. During the period of 1994 to the present, the average total enrollment change has been a 1.5% increase. During the last five years, excluding 2014, the average change has been a 0.5% increase.

Public Four-Year Institutions, All Students, Fall Headcount Enrollment						
Institution	2010-11	2011-12	2012-13	2013-14	2014-15	% Change from 2013-14
Christopher Newport University	4,916	4,990	5,186	5,232	5,221	-0.2%
College of William and Mary	8,000	8,200	8,258	8,376	8,437	0.7%
George Mason University	32,562	33,320	32,961	33,917	33,791	-0.4%
James Madison University	19,434	19,722	19,927	20,181	20,855	3.3%
Longwood University	4,831	4,860	4,834	4,960	5,096	2.7%
Norfolk State University	6,964	7,091	7,100	6,728	6,027	-10.4%
Old Dominion University	24,466	24,753	24,670	24,828	24,932	0.4%
Radford University	9,007	9,370	9,573	9,928	9,798	-1.3%
University of Mary Washington	5,203	5,170	5,093	4,831	4,535	-6.1%
University of Virginia	24,391	24,297	23,907	23,464	23,732	1.1%
University of Virginia's College at Wise	1,990	2,067	2,420	2,291	2,182	-4.8%
Virginia Commonwealth University	32,300	31,898	31,752	31,288	31,163	-0.4%
Virginia Military Institute	1,569	1,605	1,664	1,675	1,700	1.5%
Virginia State University	5,634	5,890	6,208	5,763	5,025	-12.8%
Virginia Tech	31,006	30,936	31,087	31,205	31,224	0.1%
Total Public Four-year Institutions	212,273	214,169	214,640	214,667	213,718	-0.4%

Eight institutions experienced enrollment decreases since last year. These are Christopher Newport University (11 students, 0.2%), George Mason University (126 students, 0.4%), Norfolk State University (701 students, 10.4%), Radford University

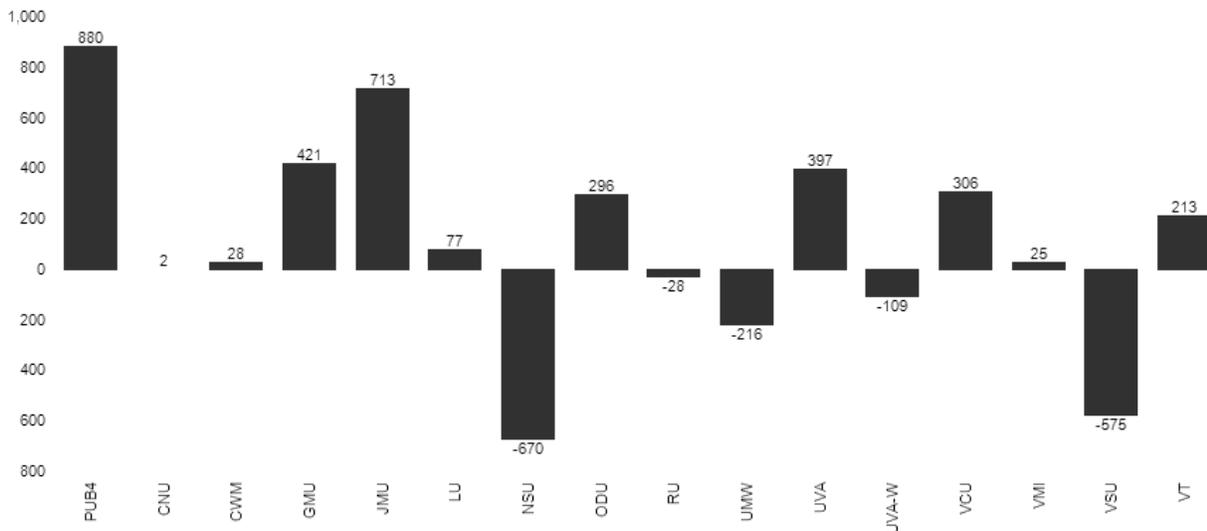
(130 students, 1.3%), University of Mary Washington (296 students, 6.1%), UVA College at Wise (109 students, 4.8%), and Virginia State University (738 students, 12.8%). These losses were offset by gains at the remaining seven institutions of 1,287 students, resulting in a net loss of 949 students.

If we break things down by student level, we find the following:

- Undergraduate enrollment increased by 0.5% to 169,119 from 168,239.
- Graduate enrollment decreased by 4.2% to 39,699 from 41,436.
- First professional enrollment decreased by 1.2% to 4,930 from 4,992 and has been declining since 2011 after achieving a high point of 5,123.
- Graduate enrollment has been continuously declining since 2009 after achieving a high point of 46,634.

Placing the focus on undergraduate enrollment we see that only five institutions had enrollment decreases. The reasons for this are varied, but we know that some of this loss, perhaps most of it, is attributable to changes in eligibility for Parent Loans for Undergraduate Students (PLUS). This phenomenon has been well documented in the higher education press. Other factors may include both overall affordability and greater competition for slightly fewer students.

**Public Four-year Colleges and Universities, Changes in Fall Headcount Fall 2013 - Fall 2014
Total Undergraduate Students**

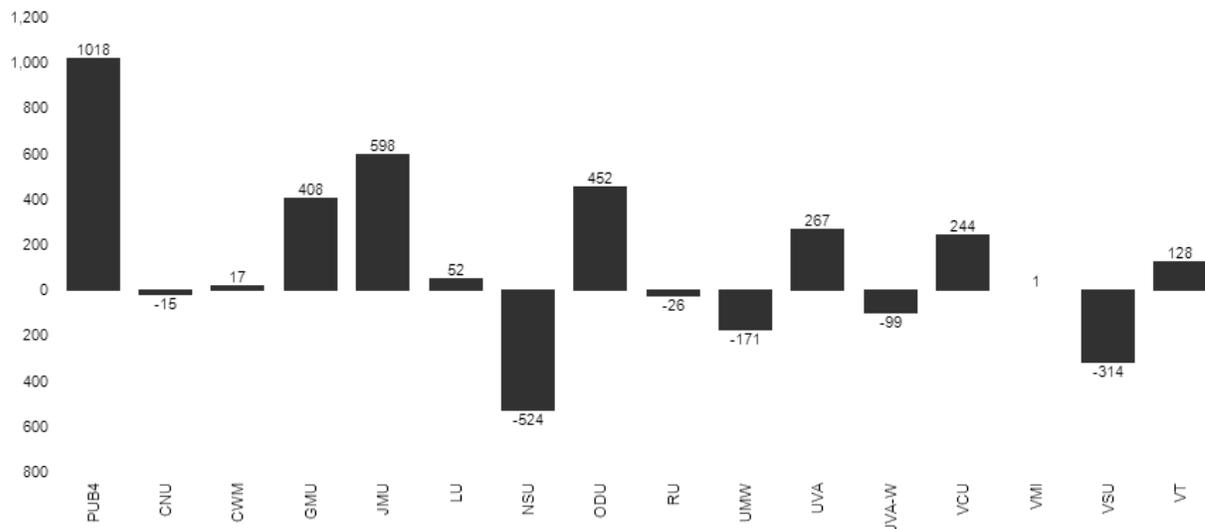


- Norfolk State University, down 670 undergraduate students (11.1%), 524 of which were in-state students.
- Radford University, down 28 undergraduate students (0.3%), 26 of which were in-state students.
- University of Mary Washington, down 216 undergraduate students (4.9%), 171 of which were in-state students.

- University of Virginia's College at Wise, down 109 undergraduate students (4.8%), 99 of which were in-state students.
- Virginia State University, down 575 undergraduate students (11.3%), 314 of which were in-state students.

Thus, these institutions were down a total 1,134 in-state undergraduate students. Despite this, Virginia's public four year institutions experienced a net increase in undergraduate enrollment of 1,018 in-state students. The 2013 enrollment projections for the public four-year institutions totaled out to 168,677 undergraduate students, with 137,914 in-state undergraduates. Clearly, the former target was met and exceeded with this fall's total of 169,119, and the latter target exceeded with a total in-state undergraduates of 138,363.

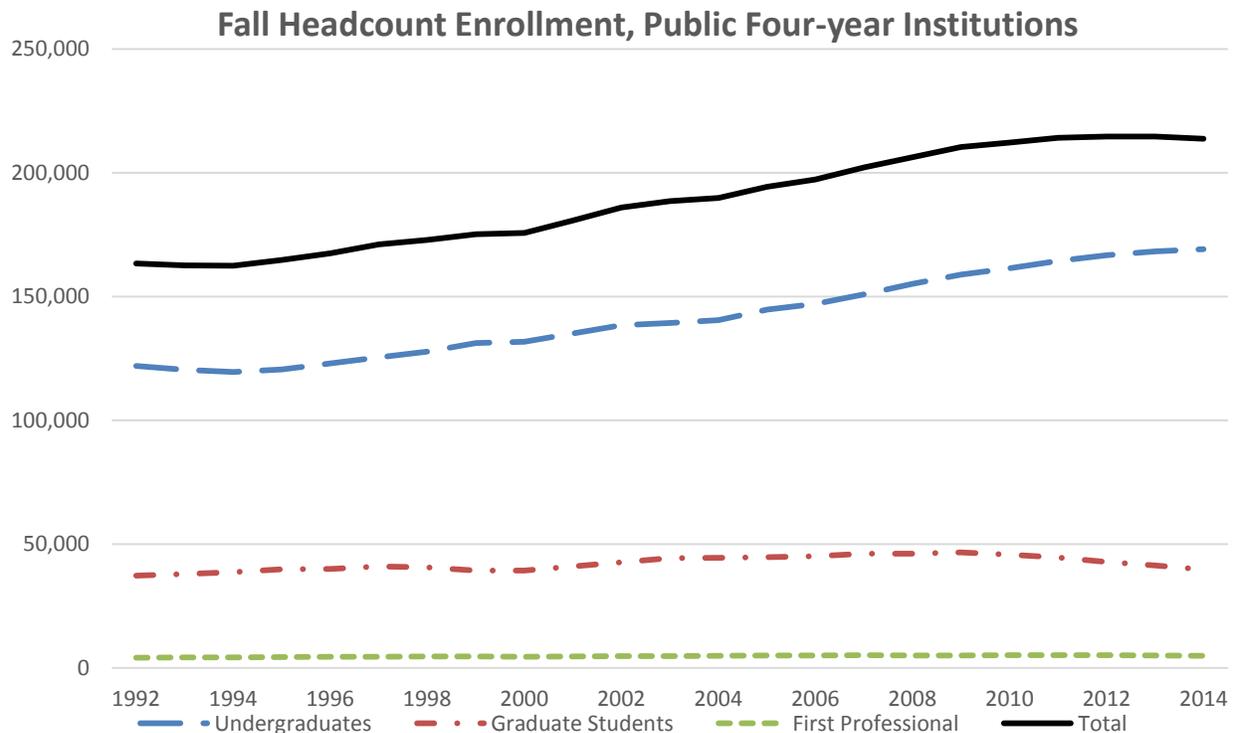
Public Four-year Colleges and Universities, Changes in Fall Headcount Fall 2013 - Fall 2014 In-State Undergraduate Students



The decrease in first professional enrollment can be easily attributed the lowest level of enrollment in Virginia's law schools public at public institutions in the past 23 years. The current enrollment of 2,113 represents the result of annual decreases since an all-time high of 2,583 in 2007-08. Previously, the lowest enrollment was in 2000-01 at 2,277 students.

Graduate enrollment has declined steadily since a record high in 2009-10, when 46,634 students were enrolled compared to 39,699. This was preceded by nonstop growth since 2001, after a brief lull in 1999-00 and 2000-01. Most of this decrease can be attributed to enrollment losses of unclassified, nondegree-seeking graduate students. This category of students has declined from 8,436 to 3,920 students between 2009-10 and 2014-15. The remaining losses are explained by decreases in master's level enrollment from 27,249 to 24,154.

The chart below shows fall headcount enrollment history from 1992-93 to 2014-15, by student level.



Analysis

On the surface, the news seems disappointing. Enrollment has softened, leveling off for undergraduates and in a continuous downward slide for graduate and professional students. However, in-state undergraduate enrollment has maintained its growth, despite setbacks at both Norfolk State and Virginia State universities. These setbacks have implications for fewer Black students enrolling in Virginia public colleges. Even with these declines, there was still modest increase in the enrollment of Black, non-Hispanic in-state students 21,091 to 21,313. This may reflect the shifting, and perhaps transfer, of students from NSU and VSU to other institutions.

Does this softening of enrollment have further implications for the goal of attaining 100,000 cumulative additional degrees by 2025? Perhaps. While in-state undergraduate enrollment does exceed the enrollment projections, we know those projections have been conservative, since they are used in the Institutional Performance Standards (institutions must meet at least 95% of in-state undergraduate enrollment). However, SCHEV estimates of degree production beyond the end of the projection period (2020) are likewise conservative. It is thus probably too early to become concerned with the ability of the four-year institutions to produce enough graduates.

Institutions have historically over-projected graduate enrollment. The combined graduate and professional total of 44,629 falls well short of the combined projection of 48,552 students. In fairness, though, since these projections included the non-

degree-seeking, classified students, and that is where the enrollment has most fallen short, it would seem to have little effect on degree production.

Private Non-Profit Institutions

Enrollment at Virginia's private non-profit institutions is higher than it has ever been at 135,591, representing a 742 student or 0.6% increase, after the closure of Virginia Intermont College. This was 5,185 students or 2.8% over projected enrollments. Liberty University provides the lion's share of the enrollment at 81,459 students representing approximately 61% of private college enrollment in Virginia.

Twelve colleges showed enrollment decreases from last year. These losses ranged from a low of 5 students overall to 259, and with the closure of Virginia Intermont representing 378 lost enrollments. The most notable losses were at Averett University's non-traditional program 200 students, a 16.2% loss (part of five year decline of 43%, and nearly 3,000 students fewer than projected); George Washington University's Virginia-based program lost 259 students, or 11%; Hampton University is down 226 students (4.9%) and 958 below projections.

The big increase was at Liberty University with an increase of 4,121 students (5.3%) which was 6,979 students above projections. By implication, when considering that the total enrollment of the sector was 5,185 students over projections, the remaining institutions were 1,794 students below projections. Of course, almost a quarter of this represents Virginia Intermont enrollment. Other notable increases were at: Bluefield College, 94 students (11%); Eastern Mennonite University, 55 students (3%); Emory and Henry College, 78 students (8%); Hampden-Sydney College, 33 students (3%); Randolph-Macon College, 79 students (6%); Regent University, 191 students (3%); Southern Virginia University, 42 students (6%); and Virginia Wesleyan College, 46 students (3%).

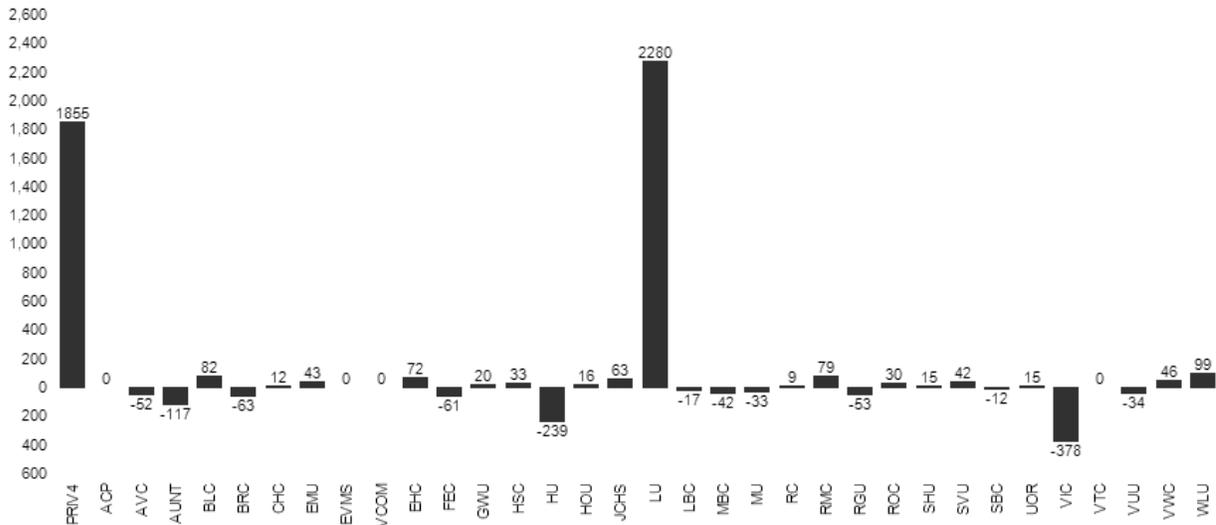


Private Non-Profit Four-Year Institutions, All Student, Fall Headcount Enrollment

Institution	2010-11	2011-12	2012-13	2013-14	2014-15	% Change from 2013-14
Appalachian College of Pharmacy	0	0	0	221	216	-2.3%
Averett University	893	901	915	911	848	-6.9%
Averett University Non-Traditional	1,802	1,625	1,403	1,235	1,035	-16.2%
Bluefield College	696	763	808	853	947	11.0%
Bridgewater College	1,688	1,648	1,760	1,848	1,785	-3.4%
Christendom College	469	464	453	504	541	7.3%
Eastern Mennonite University	1,537	1,521	1,519	1,640	1,695	3.4%
Eastern Virginia Medical School	904	957	1,090	1,109	1,089	-1.8%
Edward Via College of Osteopathic Medicine	747	787	815	803	808	0.6%
Emory and Henry College	949	964	944	960	1,038	8.1%
Ferrum College	1,477	1,512	1,510	1,512	1,451	-4.0%
George Washington University	2,073	2,169	2,407	2,350	2,091	-11.0%
Hampden-Sydney College	1,060	1,061	1,080	1,072	1,105	3.1%
Hampton University	5,255	5,221	4,755	4,623	4,397	-4.9%
Hollins University	1,024	953	794	750	768	2.4%
Jefferson College of Health Sciences	1,032	1,065	1,048	1,039	1,131	8.9%
Liberty University	55,223	65,955	74,372	77,338	81,459	5.3%
Lynchburg College	2,643	2,828	2,756	2,713	2,736	0.8%
Mary Baldwin College	1,819	1,786	1,804	1,745	1,755	0.6%
Marymount University	3,572	3,633	3,702	3,486	3,441	-1.3%
Randolph College	525	576	646	683	693	1.5%
Randolph-Macon College	1,223	1,257	1,312	1,315	1,394	6.0%
Regent University	5,477	5,885	5,865	5,945	6,136	3.2%
Roanoke College	2,122	2,076	2,072	2,060	2,090	1.5%
Shenandoah University	3,679	4,052	4,176	3,724	3,693	-0.8%
Southern Virginia University	752	800	729	662	704	6.3%
Sweet Briar College	760	760	739	710	700	-1.4%
University of Richmond	4,405	4,349	4,351	4,130	4,182	1.3%
Virginia Intermont College	592	556	495	378	0	-100.0%
Virginia Tech Carilion School of Medicine	42	84	123	164	168	2.4%
Virginia Union University	1,691	1,710	1,750	1,748	1,717	-1.8%
Virginia Wesleyan College	1,287	1,406	1,431	1,467	1,513	3.1%
Washington and Lee University	2,118	2,127	2,245	2,212	2,265	2.4%
Total Private, NonProfit, Four-year Institutions	110,495	122,275	130,133	131,910	135,591	2.8%

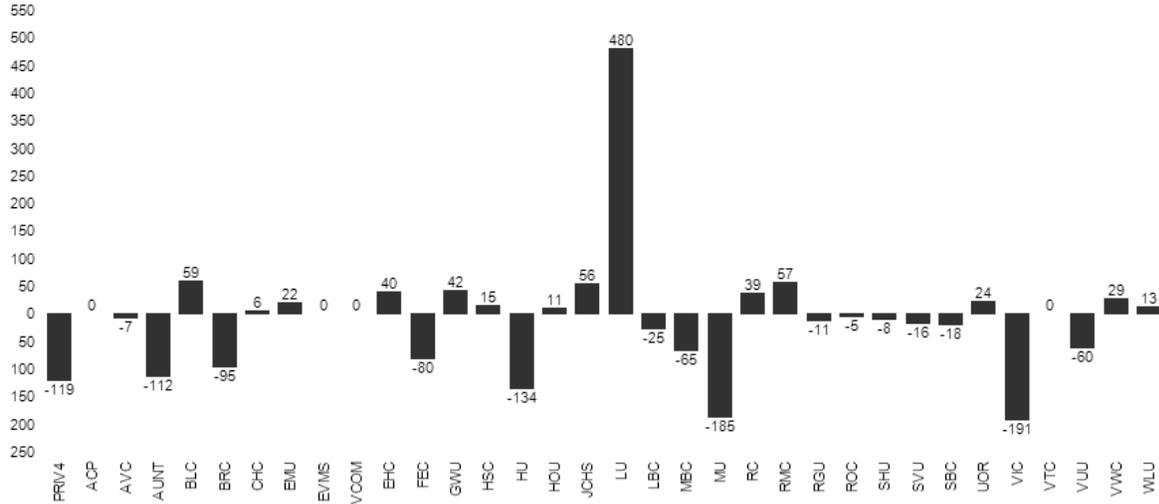
If we narrow the focus to undergraduate enrollment only, we see much the same story. Twelve institutions lost enrollment. While there is a great deal of overlap with the twelve institutions with overall losses, there are few differences worth noting. Liberty University increased by 2,280 undergraduates, 55% of its total increase. Regent University's 191 student increase in total enrollment had offset its 53 undergraduate student loss. Washington and Lee University experienced a total net increase of 53 students, after accounting for increase of 99 undergraduates.

**Private Four-year Colleges and Universities, Changes in Fall Headcount Fall 2013 - Fall 2014
Total Undergraduate Students**



In terms of in-state undergraduate enrollment, 15 colleges showed decreases for a total net loss of 119 students. This is despite an increase of 480 students at Liberty University. The individual losses are: Averett University, 7, Averett University Non-Traditional programs, 112; Bridgewater College, 95; Ferrum College, 80; Hampton University, 134; Lynchburg College 25; Mary Baldwin College, 65; Marymount University, 185; Regent University, 11; Roanoke College, 5; Shenandoah University, 8; Southern Virginia University, 16; Sweet Briar College, 18, Virginia Union, 60; and a 191 student decline with the closure of Virginia Intermont College.

**Private Four-year Colleges and Universities, Changes in Fall Headcount Fall 2013 - Fall 2014
In-State Undergraduate Students**



State Council of Higher Education for Virginia Agenda Item

Item: TJ21 Committee Item #7 – Report on 2013-14 Degree Completions

Date of Meeting: January 12, 2015

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

In-state students at public and private non-profit institutions completed 54,288 undergraduate degrees in 2013-14, an all-time high. In-state undergraduate (ISU) completions at public institutions totaled 47,383 degree awards (17,835 associate and 29,548 bachelor); and at private non-profit institutions, ISUs completed 6,905 degrees (222 associate and 6,683 bachelor).

Within these numbers:

- The 36,231 bachelor degrees by ISUs at public and private non-profit institutions were the most ever.
- The in-state undergraduate-degree completion total for private non-profit institutions was the sector's highest ever.
- Associate and total undergraduate degree completions by ISUs at public institutions each totaled the second highest ever, due to a 300-award decline in associate completions from 2012-13.

While the degree totals for the public and private non-profit sectors were high, these numbers were significantly below cumulative estimates.

- Awards from public institutions of all undergraduate degrees to in-state students were 1,696 (3.46%) below cumulative estimates, with a miss on the associate-award estimate by 2,209 or 11.02% (but with a surpassing of the bachelor-award estimate by 513 or 1.77%).

- Awards from private non-profit institutions of all undergraduate degrees to in-state students were 891 (11.43%) below cumulative estimates.

Since the 2011 enactment of the Top Jobs for the 21st Century (TJ21) Act, 12,813 additional undergraduate degrees have been awarded to in-state students by public institutions and 2,226 by private non-profit institutions. These totals represent three-year growth rates that would make the Act's goals regarding additional degree awards to ISUs by 2025 for both the public (100,000) and private non-profit (a "comparable increase") sectors readily attainable by, if not prior to, the target year.

With these latest figures on degrees, however, meeting the goal becomes slightly more challenging. Growth rates for both the public sector and the private non-profit sector dropped appreciably in each of the last two year-over-year periods, with the public sector's rate actually turning negative between 2012-13 and 2013-14. These slowing rates of growth, as well as the two sectors' large misses on 2013-14 cumulative degree estimates, most likely are reflections of the leveling off of enrollment post-Great Recession, particularly at the community colleges. They also could be the beginnings of trends reflecting higher prices to attend college and concerns about the value of postsecondary education.

Materials Provided:

Enclosed is report on 2013-14 Degree Completions by In-State Undergraduate Students. Additional details are available on the SCHEV research website, <http://research.schev.edu/>.

Financial Impact: None.

Timetable for Further Review/Action: No further action planned at this time.

Resolution: None.

Report on 2013-14 Degree Completions by In-State Undergraduate Students

Overview

The information below details degree completions by in-state undergraduates (ISUs) at public and private non-profit institutions in 2013-14. Presented are summaries of degree-award totals in the public and private sectors, comparisons to past years and to current estimates, and analyses of progress toward the degree goals of TJ21. Data on individual institutions are shown in an appendix; data on out-of-state and graduate/professional students are footnoted. All these data, as well as those on completions of non-degree credentials, are accessible on the Research section of the SCHEV website (<http://research.schev.edu/>).

All Degree Completions by In-State Undergraduate Students at Public Institutions

In 2013-14, in-state students completed 47,383 undergraduate degrees (associate and bachelor) at public institutions.^{1 2 3} This total is 118 (0.25%) below the prior year's tally, which remains the highest ever; the total also represents the first decline in ISU degree completions at public institutions since 1997-98. (At the same time, completions by out-of-state undergraduates were above 2012-13 by 153, or 2.33%.)

Public institutions had estimated a cumulative 49,079 degree awards to ISUs in 2013-14; this number would have been an increase of 1,578 (3.32%) over the total from 2012-13. However, the actual number of awards to ISUs in 2013-14 is 1,696 (3.46%) below the cumulative estimate. As a result, to achieve the cumulative estimate for 2014-15, undergraduate degree awards by public institutions to in-state students would have to increase by 2,663 (5.62%).

TABLE 1: DEGREE COMPLETIONS BY IN-STATE UNDERGRADUATES (ISUs) AT PUBLIC INSTITUTIONS						
Academic Year	Associate		Bachelor		Total	
	Actual	Estimate	Actual	Estimate	Actual	Estimate
2008-09	12,902		25,331		38,233	
2009-10	13,835		26,131		39,966	
2010-11	15,606		27,219		42,825	
2011-12	17,534		28,870		46,404	
2012-13	18,135*	18,148	29,366	29,360	47,501*	47,507
2013-14	17,835	20,044	29,548*	29,035	47,383	49,079
2014-15		20,400		29,646		50,046

*Denotes an all-time high.

¹ Completions of graduate and professional degrees by in-state students at public institutions in 2013-14 totaled 9,635, which is 47 below 2012-13's high. Therefore, the total of all in-state degree awards was 57,018.

² Completions of undergraduate, graduate and professional degrees by out-of-state students at public institutions in 2013-14 totaled 11,834, with 6,729 undergraduate awards and 5,105 graduate and professional awards. Therefore, the total of all undergraduate degree completions was 54,112 and of all graduate and professional completions was 14,740. The 11,834 figure is an all-time high for awards to out-of-state students.

³ Completions of all degrees by all students at public institutions in 2013-14 totaled 68,852, which was only 31 below the all-time high reached in 2012-13.

Associate-Degree Completions by In-State Undergraduate Students at Public Institutions.

In 2013-14, in-state students completed 17,835 associate degrees at public institutions – 17,709 at two-year institutions and 126 at four-year institutions. The total is 300 (1.65%) below the prior year's tally, which remains the highest ever, and represents the first year-to-year decline in in-state associate degree completions at public institutions since 1999-2000. (At the same time, associate-degree completions by out-of-state students were above 2012-13 by 91, or 24.73%.)

Public institutions had estimated a cumulative 20,044 associate degree awards to in-state students in 2013-14, which would have been an increase of 1,909 (10.53%) over the 2012-13 total. However, the actual number of associate awards to ISUs in 2013-14 is 2,209 (11.02%) below the cumulative estimate, with the Virginia Community College System missing by 2,205, or 11.20%). As a result, to achieve the cumulative estimate for 2014-15, associate-degree awards by public institutions to in-state students would have to increase by 2,565 (14.38%).

The 300-award (1.65%) decline in associate degrees between 2012-13 and 2013-14 is due mainly to lower ISU completions at the two largest community colleges, Northern Virginia (-128; -2.33%) and Tidewater (-132; -4.43%), and at New River CC (-88; -19.86%). Lord Fairfax and Danville community colleges achieved the largest increases in ISU completions between 2012-13 and 2013-14; LFCC by 59 (+9.82%) and DCC by 56 (+25.11%). Overall, 11 public institutions experienced year-to-year increases in associate awards; 15 experienced decreases; and one (SwVCC) replicated the same number. (See Appendix A for data on ISU completions and degree estimates for all associate-awarding public institutions.)

Bachelor-Degree Completions by In-State Undergraduate Students at Public Institutions.

In 2013-14, in-state students completed 29,548 baccalaureate degrees at public institutions, a new all-time high. This total is 182 (0.62%) above 2012-13's tally, which had been the most ever. (At the same time, completions by out-of-state undergraduates were above 2012-13 by 62, or 1.00%.)

Public institutions had estimated a cumulative 29,035 bachelor-degree awards to in-state students in 2013-14; this number would have been a decrease of 331 (-1.13%) from the 2012-13 total. However, the actual number of bachelor awards to ISUs in 2013-14 is 513 (1.77%) above the cumulative estimate. As a result, to achieve the cumulative estimate for 2014-15, bachelor-degree awards by public institutions to in-state students would have to increase by only 98 (0.33%).

The 182-award (0.62%) increase in bachelor degrees between 2012-13 and 2013-14 is attributable to small increases in ISU completions at 10 of the 15 public four-year institutions, with the largest year-to-year growth at VCU (+80; +1.62%),

Longwood (+77; +9.6%), CWM (+45; +4.39%) and VMI (+37; +18.14%). Only four institutions had award declines: VSU by 87 (-13.94%); UVa by 70 (-2.63%); CNU by 6 (-0.60%); and NSU by 2 (-0.27%). One institution (UVa-Wise) replicated its bachelor-award total from 2012-13. (See Appendix B for data on ISU completions and degree estimates for all bachelor-awarding public institutions.)

Toward 100,000 Additional In-State Undergraduate-Degree Awards by 2025.

The 47,383 degree completions by ISUs at public institutions in 2013-14 are 4,558 more than in 2010-11, the baseline year for the Top Jobs Act (TJ21) goal of 100,000 additional ISU awards by 2025. In the three academic years since TJ21 was enacted, public institutions have awarded a total of 12,813 additional in-state undergraduate degrees toward the goal.

Annual degree-award growth rates in the range of 1.06% to 1.18% are necessary for public institutions to achieve TJ21's goal. Over the past 12 years, rates in the range of 3.07% to 5.21% have been common. The 4,558-award rise since 2010-11 represents an overall increase of 10.64%, which averages to 3.55% per year. Therefore, the average rate of growth achieved since enactment of TJ21 would render readily attainable the goal of 100,000 additional ISU public-sector degree awards by 2025.

TABLE 2: ACTUAL AND ESTIMATED CUMULATIVE DEGREE AWARDS TO IN-STATE UNDERGRADUATES (ISUs) BY PUBLIC INSTITUTIONS							
Year	Actual		Estimate		Annual Growth	100,000 Additional Degrees	
	Degrees	% Change	Degrees	% Change	Degrees	Degrees	% Change
2000-01	28,790						
2001-02	29,673	3.07%			883		
2002-03	31,220	5.21%			1,547		
2003-04	31,900	2.18%			680		
2004-05	32,926	3.22%			1,026		
2005-06	34,367	4.38%			1,441		
2006-07	35,247	2.56%			880		
2007-08	36,557	3.72%			1,310		
2008-09	38,233	4.58%			1,676		
2009-10	39,966	4.53%			1,733		
2010-11	42,825	7.15%			2,859		
2011-12	46,404	8.36%			3,579		
2012-13	47,501	2.36%			1,097		
2013-14	47,383	-0.25%			-118	47,383	
2014-15			50,046	5.62%*	2,664	47,944	1.18%
2015-16			51,283	2.47%	1,237	48,506	1.17%
2016-17			51,563	0.55%	280	49,067	1.16%
2017-18			52,258	1.35%	695	49,628	1.14%
2018-19			52,864	1.16%	606	50,190	1.13%
2019-20			53,408	1.03%	544	50,751	1.12%
2020-21						51,312	1.11%
2021-22						51,874	1.09%
2022-23						52,435	1.08%
2023-24						52,996	1.07%
2024-25						53,558	1.06%

*5.62% is the rate of change necessary to achieve the 2014-15 estimate from the 2013-14 actual.

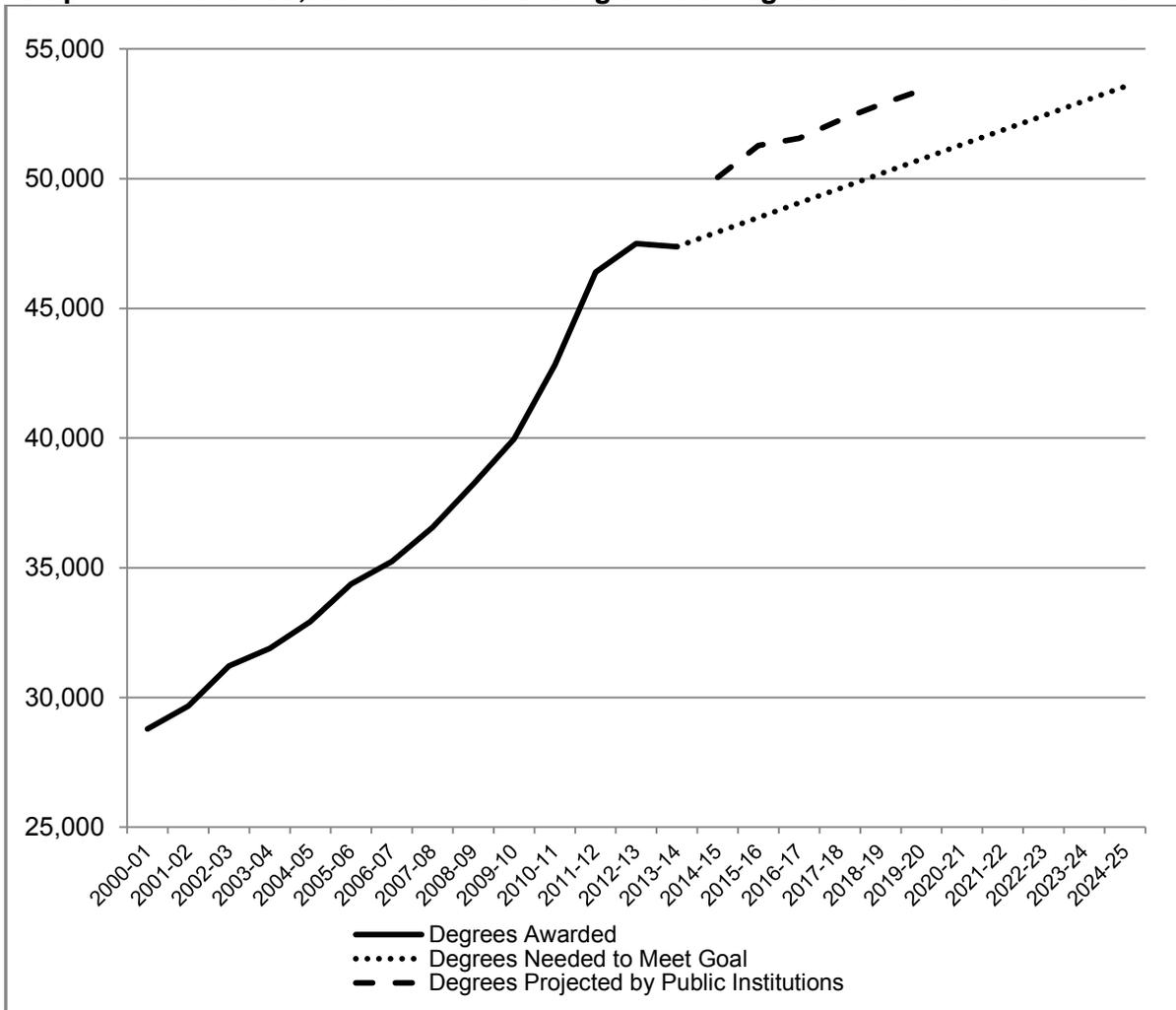
While achievement of TJ21's goal is likely, vigilance will be necessary as well. In 2011-12 (the first year for TJ21 tracking), degree completions by ISUs at public institutions exceeded 2010-11 by 8.36%, which was the highest rate of growth in recent history. But from 2011-12 to 2012-13, comparable completions grew by only 2.36%, which was the lowest rate of growth in almost a decade. And, as detailed above, the rate of growth from 2012-13 to 2014-14 not only slowed further, but turned negative (-0.25%).

Over the past three years, rates of degree-completion growth by ISUs have been slowing for both associate and bachelor awards.

- For associate-degree completion, the rate of growth slowed from 12.35% between 2010-11 and 2011-12, to 3.43% between 2011-12 and 2012-13, to -1.55% between 2012-13 and 2013-14.
- For bachelor-degree completion, the rate of growth slowed from 6.07% between 2010-11 and 2011-12, to 2.35% between 2011-12 and 2012-13, to 0.66% between 2012-13 and 2013-14. In 2011-12, the number of public four-year institutions to achieve a double-digit annual increase in undergraduate-degree-award growth rate was four; in 2012-13, three; and in 2013-14, one.

Also, public institutions' cumulative degree estimates for ISU awards through 2019-20 project annual increases at rates in the range of 0.55% to 2.47%, which would be considerably below the growth rates achieved between 2001-02 and 2011-12.

Graph 1: Toward 100,000 Additional Undergraduate Degrees at Public Institutions



Conclusions on TJ21 Degree Progress for Public Institutions.

Overall, the Commonwealth appears to be on-track to meet or exceed TJ21’s goal of 100,000 additional undergraduate degrees awarded by public institutions to in-state students by 2025. However, the recent slowing of public institutions’ cumulative growth rate for such awards, coupled with the sizable miss on the usually conservative (i.e., usually exceeded) cumulative degree estimate for 2013-14 associate and total-undergraduate awards as well as the much lower rates of annual growth in degree estimates through 2019-20, warrant continued attention.

2014-15 degree-completion data for ISUs at public institutions will help discern whether 2012-13 and 2013-14 were simply reflective of the leveling off of enrollment post-Great Recession, especially at the community colleges, or the beginnings of trends reflecting higher prices to attend college and concerns about the value of postsecondary education.

Undergraduate-Degree Completions by In-State Undergraduate Students at Private Non-Profit Institutions.

In 2013-14, in-state students completed 6,905 undergraduate degrees (222 associate and 6,683 bachelor) at private non-profit institutions (not including Virginia Intermont, which closed and did not report). This total represents new highs in both bachelor- and total undergraduate-degree awards^{4 5 6} and is 90 (1.32%) above the prior year's tally, which had been the most ever. (Concurrent completions by out-of-state undergraduates at private non-profits were above 2012-13 by 503, or 5.74%.)

Private non-profit institutions had estimated a cumulative 7,796 degree awards to ISUs in 2013-14; this number would have been an increase of 981 (14.39%) from the 2012-13 total. However, the actual number of awards to ISUs in 2013-14 is 891 (11.43%) below the cumulative estimate. This difference is attributable mainly to large misses by Liberty (723), Hampton (130) and Averett (124). As a result, to achieve the cumulative estimate for 2014-15, degree awards by private non-profit institutions to in-state undergraduates would have to increase by 1,101 (15.94%).

Academic Year	Associate		Bachelor		Total	
	Actual	Estimate	Actual	Estimate	Actual	Estimate
2008-09	236		5,386		5,622	
2009-10	224		5,363		5,587	
2010-11	172		5,858		6,030	
2011-12	228		6,368		6,596	
2012-13	232		6,583		6,815	7,092
2013-14	222		6,683*		6,905*	7,796
2014-15						8,006

*Denotes an all-time high.

The 90-award (1.32%) increase in private non-profit institutions' ISU degree awards between 2012-13 and 2013-14 is due mainly to substantial increases at four institutions, which more than offset substantial decreases at two. The largest year-to-year growth was at Liberty (+170; 8.53%), Marymount (+75; 29.53%), Bridgewater (+68; 28.94%) and Virginia Union (+57; +76.00%). The largest declines were at Hampton (-63; -25.50%) and JCHS (-57; -23.95%). (See Appendix C for data on

⁴ Completions of graduate and professional degrees by in-state students at private non-profit institutions in 2013-14 totaled 4,437, which is the most ever. Therefore, the total of all in-state degree awards was 11,342, also an all-time high.

⁵ Completions of undergraduate, graduate and professional degrees by out-of-state students at private non-profit institutions in 2013-14 totaled 17,409, with 9,270 undergrad awards and 8,139 graduate and professional awards. Therefore, the total of all undergraduate degree completions was 16,175 and of all graduate and professional completions was 12,576. The 17,409 figure is an all-time high for awards to out-of-state students.

⁶ Completions of all degrees by all students at private non-profit institutions in 2013-14 totaled 28,751, which is also an all-time high.

ISU completions and degree estimates for all undergraduate-degree-awarding private non-profit institutions.)

Toward a “Comparable Increase” in In-State Undergraduate Degree Awards by Private Non-Profits.

The 6,905 degree completions by ISUs at private non-profit institutions in 2013-14 are 875 more than in 2010-11, the baseline year for TJ21’s goal for these institutions to produce an increase in ISU awards by 2025 that is “comparable” to the Act’s target for public institutions. This increase occurred despite the closure of two institutions – Saint Paul’s and Virginia Intermont – during the period.

SCHEV staff have estimated that a comparable increase in private non-profits’ undergraduate awards to in-state students would be at least an additional 15,000 awards by 2025. In the three academic years since TJ21 was enacted, private nonprofit institutions have awarded 2,226 additional undergraduate degrees, which represent an average annual rate of growth of 4.68%. Given that annual degree-award growth rates in the range of 2.15% to 2.81% are necessary to achieve TJ21’s “comparable increase” of about 15,000 awards, the average 4.68% annual rate since 2010-11 would render this goal readily attainable by or before 2025.

Achievement of TJ21’s goal appears highly likely, but vigilance will be necessary. While the private non-profit sector’s degree-award growth rate has averaged a healthy 4.01% over the past 15 years, its actual annual rate has varied greatly, from -10.11% to +28.43%. The growth rate was below the necessary range of 2.15% to 2.81% in four of the past seven years and was negative in two of these years. Moreover, 2013-14’s rate of 1.32% is about half the rate necessary to achieve the goal.

TABLE 4: ACTUAL AND ESTIMATED CUMULATIVE DEGREE AWARDS TO IN-STATE UNDERGRADS (ISUs) BY PRIVATE NON-PROFIT INSTITUTIONS							
Year	Actual		Estimate		Annual Growth	15,000 Additional Degrees	
	Degrees	% Change	Degrees	% Change	Degrees	Degrees	% Change
2000-01	4,305						
2001-02	3,899	-9.43%			-406		
2002-03	3,505	-10.11%			-394		
2003-04	3,869	10.39%			364		
2004-05	4,934	28.43%			1,100		
2005-06	5,167	4.72%			233		
2006-07	5,579	7.97%			412		
2007-08	5,654	1.34%			75		
2008-09	5,622	-0.57%			-32		
2009-10	5,587	-0.98%			-55		
2010-11	6,030	7.93%			443		
2011-12	6,596	9.39%			566		
2012-13	6,815	3.32%			219		
2013-14	6,905	1.32%			90	6,905	
2014-15			8,006	15.94%*		7,099	2.81%
2015-16			8,333	4.08%		7,293	2.66%
2016-17			8,698	4.38%		7,487	2.59%
2017-18			9,058	4.14%		7,681	2.53%
2018-19			9,434	4.15%		7,875	2.46%
2019-20			9,797	3.85%		8,069	2.40%
2020-21						8,263	2.35%
2021-22						8,457	2.29%
2022-23						8,651	2.24%
2023-24						8,845	2.19%
2024-25						9,039	2.15%

*15.94% is the rate of change necessary to achieve the 2014-15 estimate from the 2013-14 actual.

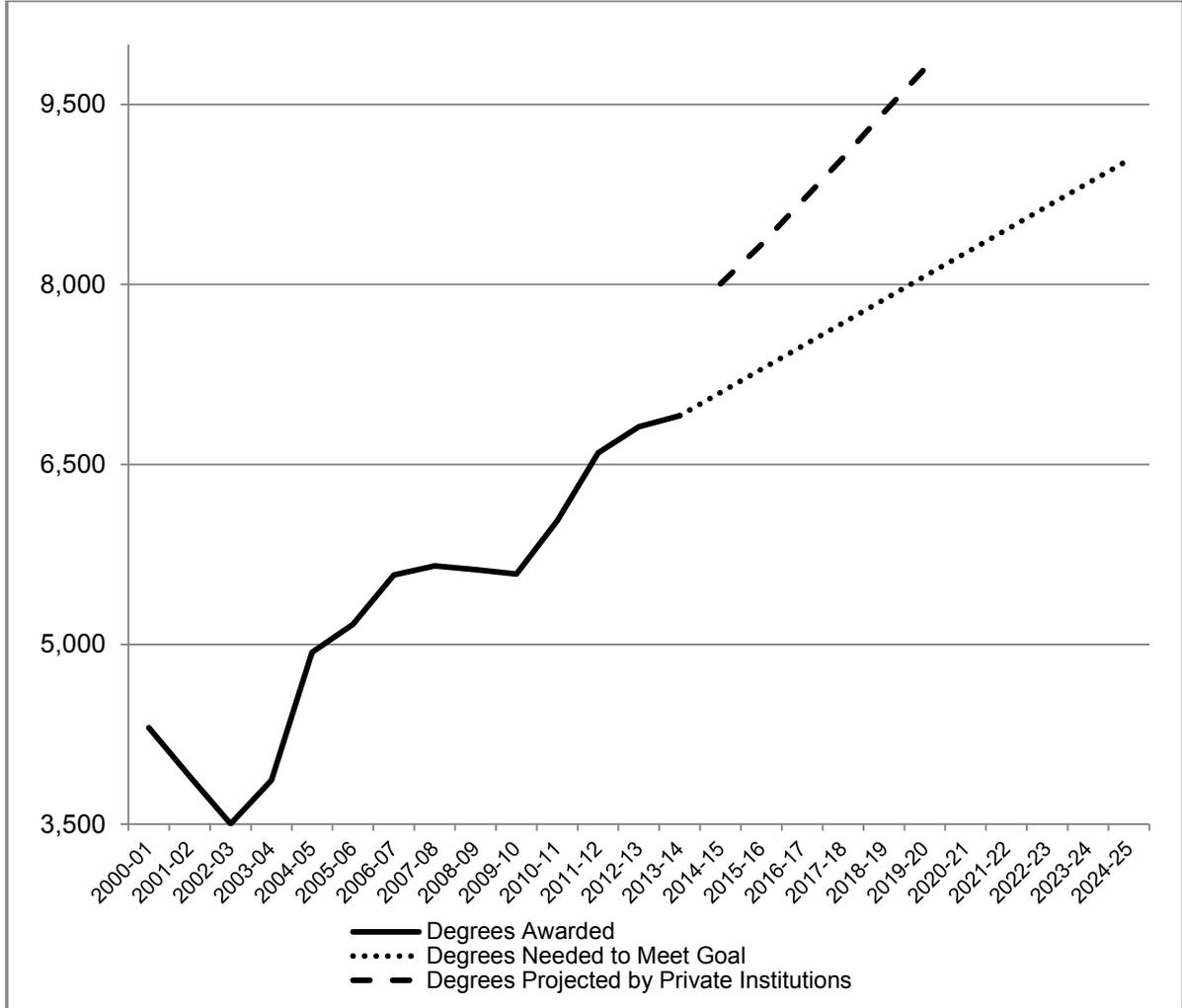
In terms of future degree awards, private non-profit institutions' cumulative estimates for ISU completions through 2019-20 project five consecutive years of increases, which the sector has achieved only once in the past 15 years. These cumulative estimates project growth that exceeds 2.81% in each of the next five years; however, over the past 15 years, the sector has never achieved annual growth rates that were consistently above 2.81% through any five-year period.

Conclusions on TJ21 Degree Progress for Private Non-Profit Institutions.

Overall, the Commonwealth appears to be on-track to meet TJ21's goal of an increase in ISU degree awards at private non-profit institutions by 2025 that is comparable to the increase targeted for public institutions.

However, the sector's annual rates of growth slowed from a nine-year high of 9.39% in 2011-12, to a rate of 3.32% in 2012-13, to a rate of only 1.32% in 2013-14. This significant slowing of private non-profit institutions' cumulative growth rate for ISU degree awards, coupled with the sizable miss (11.43%) on the cumulative degree estimate for 2013-14 in-state undergraduate completions, warrants continued attention.

Graph 2: Toward 15,000 Additional Undergraduate Degrees at Private Non-Profit Institutions



**APPENDIX A:
Public Institutions' Associate-Degree Awards to In-State Students, 2013-14**

Institution	Awards in 2013-14			Estimates for 2013-14		
	N	Change from 2012-13		N	Difference between Awards and Estimates	
		N	%		N	%
Public Institutions	17,835	-300	-1.65%	20,044	-2,209	-11.02%
Public Two-Year Institutions	17,709	-254	-1.41%	19,911	-2,202	-11.06%
Virginia CC System	17,481	-275	-1.55%	19,686	-2,205	-11.20%
Blue Ridge CC	533	+23	+4.51%			
Central Va CC	448	+16	+3.70%			
Dabney S Lancaster CC	100	-8	-7.41%			
Danville CC	279	+56	+25.11%			
Eastern Shore CC	60	-17	-22.08%			
Germanna CC	801	+13	+1.65%			
J Sargeant Reynolds CC	866	-30	-3.35%			
John Tyler CC	705	-42	-5.62%			
Lord Fairfax CC	660	+59	+9.82%			
Mountain Empire CC	235	+11	+4.81%			
New River CC	355	-88	-19.86%			
Northern Va CC	5,371	-128	-2.33%			
Patrick Henry CC	397	+33	+9.07%			
Paul D Camp CC	121	-15	-11.03%			
Piedmont Va CC	441	-27	-5.77%			
Rappahannock CC	259	-2	-0.77%			
Southside Va CC	555	-29	-4.97%			
Southwest Va CC	273	0	0.00%			
Thomas Nelson CC	870	-6	-0.68%			
Tidewater CC	2,846	-132	-4.43%			
Va Highlands CC	254	+13	+4.87%			
Va Western CC	697	+18	+2.64%			
Wytheville CC	355	+7	+2.01%			
Richard Bland C	228	+21	+10.14%	225	+3	+1.33%
Public Four-Year Institutions	126	-46	-26.74%	133	-7	-5.26%
Norfolk State U	78	-32	-29.09%	73	+5	+6.85%
Virginia State U	3	-3	-50.00%	15	-12	-75.00%
Virginia Tech	45	-11	-19.64%	45	0	0.00%

**APPENDIX B:
Public Institutions' Bachelor-Degree Awards to In-State Students, 2013-14**

Institution	Awards in 2013-14			Estimates for 2013-14		
	N	Change from 2012-13		N	Difference between Awards and Estimates	
		N	%		N	%
Public Four-year Institutions	29,548	+182	+0.62%	29,035	+513	+1.77%
Christopher Newport U	987	-6	-0.60%	950	+37	+3.89%
C of William and Mary	1,070	+45	+4.39%	1,014	+56	+5.52%
George Mason U	4,333	+8	+0.18%	4,259	+74	+1.74%
James Madison U	2,955	+20	+0.68%	2,778	+177	+6.37%
Longwood U	879	+77	+9.60%	815	+64	+7.85%
Norfolk State U	742	-2	-0.27%	752	-10	-1.33%
Old Dominion U	3,582	+17	+0.48%	3,259	+323	+9.91%
Radford U	1,692	+19	+1.14%	1,697	-5	-0.22%
U of Mary Washington	912	+10	+1.11%	795	+117	+14.72%
U of Virginia	2,587	-70	-2.63%	2,593	-6	+0.23%
U of Virginia's C at Wise	275	0	--	270	+5	+1.85%
Virginia Commonwealth U	4,398	+80	+1.85%	4,721	-323	-6.84%
Virginia Military I	241	+37	+18.14%	189	+52	+27.51%
Virginia State U	537	-87	-13.94%	564	-27	-4.79%
Virginia Tech	4,358	+34	+0.79%	4,379	-21	-0.48%

**APPENDIX C:
Private Non-Profit Institutions' Undergraduate-Degree Awards to In-State Students, 2013-14**

Institution	Awards in 2013-14			Estimates for 2013-14		
	N	Change from 2012-13		N	Difference between Awards and Estimates	
		N	%		N	%
Private Non-profit Institutions	6,095	+90	+1.32%	7,796	-891	-11.43%
Averett U	363	-31	-7.89%	487	-124	-25.46%
Bluefield C	183	+9	+5.17%	265	-82	-30.94%
Bridgewater C	303	+68	+28.94%	305	-2	-0.66%
Christendom C	34	+5	+17.24%	32	+2	+6.25%
Eastern Mennonite U	167	-3	-1.76%	170	-3	-1.76%
Emory and Henry C	105	-28	-21.05%	124	-19	-15.32%
Ferrum C	182	-7	-3.70%	172	+10	+5.81%
George Washington U	46	+1	+2.22%	No Est.		
Hampden-Sydney C	154	+8	+5.48%	130	+24	+7.56%
Hampton U	184	-63	-25.51%	314	-130	-41.40%
Hollins U	68	-26	-27.66%	96	-28	-29.17%
Jefferson C of Health Sciences	181	-57	-23.95%	249	-68	-27.31%
Liberty U	2,163	+170	+8.53%	2,886	-723	-25.05%
Lynchburg C	322	+12	+3.87%	290	+32	+11.03%
Mary Baldwin C	254	+8	+3.25%	198	+56	+28.28%
Marymount U	453	+75	+19.84%	374	+79	+21.12%
Randolph C	59	+5	+9.26%	No Est.		
Randolph-Macon C	158	-29	-15.51%	190	-32	-16.84%
Regent U	234	+22	+10.38%	265	-31	-11.70%
Roanoke C	260	+1	+0.39%	258	+2	+0.78%
Shenandoah U	312	-25	-7.42%	299	+13	+4.35%
Southern Virginia U	26	0	0.00%	No Est.		
Sweet Briar C	59	+13	+28.26%	55	+4	+7.27%
U of Richmond	251	-23	-8.39%	204	+47	+23.04%
Virginia Intermont C	No Report			69		
Virginia Union U	132	+57	+76.00%	86	+46	+53.49%
Virginia Wesleyan C	188	-22	-10.48%	158	+30	+18.99%
Washington and Lee U	65	0	0.00%	65	0	0.00%

State Council of Higher Education for Virginia Agenda Item

Item: TJ21 Committee Item #8 – Action on Enrollment Projection and Degree Estimate Process

Date of Meeting: January 12, 2015

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: Throughout 2013 and 2014

Action: Mr. Massa and others have provided multiple briefings on enrollment and degrees awarded relevant to the projections themselves and the institutional performance standards.

Background Information/Summary of Major Elements:

The authority and scope of the enrollment projections and degree estimates are articulated in the Code of Virginia:

§23-9.6:1.4

4. Review and approve or disapprove all enrollment projections proposed by each public institution of higher education. The Council's projections shall be in numerical terms by level of enrollment and shall be used for budgetary and fiscal planning purposes only. The Council shall develop estimates of the number of degrees to be awarded by each institution and include those estimates in its reports of enrollment projections. The student admissions policies for the institutions and their specific programs shall remain the sole responsibility of the individual boards of visitors; however, all four-year institutions shall adopt dual admissions policies with the community colleges, as required by § 23-9.2:3.02.

§23-38.87:14

C. In order to assist the General Assembly in determining the per student amount provided for in subsection A and its relation to the per student amount provided to private nonprofit institutions of higher education pursuant to the Tuition Assistance Grant Act (§ 23-38.11 et seq.), each private nonprofit institution of higher education eligible to participate in the Tuition Assistance Grant Program shall submit to the Council its Virginia student enrollment projections for that fiscal year and its actual Virginia student enrollment for the prior fiscal year in a manner determined by the Council. The student admissions policies for the private institutions and their specific programs shall remain the sole responsibility of the governing boards of the individual institutions.

The basic enrollment projection process remains unchanged from 2011, when the only major change was the inclusion of the private, nonprofit colleges in the

process. A minor change this year will be an additional requirement for the public two-year colleges to accommodate measure #4 of the Institutional Performance Standards, which relates to upper-level enrollments.

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

Timetable for Further Review/Action: Institutional targets should be available for preliminary review by Council at the May and/or July meetings. Final action is anticipated at the September 2015 meeting.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia directs staff to collaborate with institutions to produce a package of enrollment projections and degree estimates that ensures the Commonwealth is on track to meet the target of 100,000 additional in-state undergraduate degrees at public institutions by 2024-25 and a comparable increase for private nonprofit institutions; and

BE IT FURTHER RESOLVED that the enrollment projection and degree estimate process shall follow the schedule below as closely as possible:

1. Discussion with GPAC – January 26th
2. Kickoff Webinar – February 5th
3. Optional Training Webinars February 9th – 20th
4. Submission Due Dates:
 - a. Public Institutions – April 17th
 - b. Private Institutions – April 17th
5. Staff Update – May Council Meeting
6. Staff Update – July Council Meeting
7. Meetings with Institutions (as part of six-year plan review) – Summer
8. Council Action – September Council Meeting

State Council of Higher Education for Virginia Agenda Item

Item: TJ21 Committee Item #9 – SCHEV’s Involvement in Non-degree Credentials

Date of Meeting: January 12, 2015

Presenter: Wendy Kang, Director of Higher Education Innovation
wendykang@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

The education community is seeing a growing interest in the impact of non-degree credentials in helping individuals attain or retain jobs and improve wages. Non-degree credentials often are referred to as work-based credentials, workforce credentials, alternative degrees, or nano-degrees. The following description provides a background on non-degree credentials and SCHEV’s involvement in efforts to understand, improve and track non-degree credentials.

Non-degree credentials can include industry-based certifications, state licenses, and apprenticeships.

- *Industry-based certifications:* Industry-based certifications are developed and endorsed by industry. They can be issued by an industry group or specific company. They typically are not a requirement for hiring but are preferred for employment or advancement. Certifications mostly are validated through an assessment, and the individual must take the exam through a certified testing center. Examples include certifications in Microsoft Office, Cisco, project management, Six Sigma, and welding.
- *State licenses:* State licenses are a requirement to work in certain occupations. They often require a training or degree component and a separate exam that an individual must pass. Licensing requirements and tests can vary by state. Examples of state licenses include nursing, teaching,

pharmacy, pharmacy tech, general contracting, plumbing and commercial driver's license.

- *Registered apprenticeships:* Apprenticeship programs include a combination of on-the-job training and related instruction. The training is provided through an employer and the related instruction may occur at a community college, vocational technical center, an online provider or through the employer. Registered apprenticeship programs are more formal and are approved by the Virginia Department of Labor and Industry to ensure they meet certain criteria, including 2,000 hours of supervised, on-the-job training and a minimum of 144 hours of related instruction per year.

Non-degree credentials require some prior training or a degree.

Non-degree credentials should not be considered separate from the current education or degree system. Nearly all certifications and licenses require a degree or completion of a training program. For example, a nursing license requires an individual to have a nursing degree prior to sitting for the state exam. Industry certifications, such as project management, require completion of 40 hours of preparatory training, plus an associate's or bachelor's degree prior to registering for the exam.

Challenges remain in tracking demand and training opportunities for non-degree credentials.

Data on the supply and demand for these types of credentials are limited. The following information describes the challenges for tracking demand and supply.

- *Demand:* Traditional demand data projections by the U.S. Bureau of Labor and Statistics (BLS) are primarily based on occupations. Occupations tend to remain constant over-time, but the knowledge, skills and abilities (KSAs) change as industry standards evolve. Industry certifications often are linked to KSAs versus an occupation title. This makes it difficult to track demand for these types of certifications using occupation-based projections. One example is the change in KSAs for businesses focused on process improvement. For example, in the 1980s, businesses looking to improve processes focused on total quality management. This later changed in the 1990s to areas such as, ISO 9000 and then Lean Six-Sigma practices. As business practices evolved, the knowledge and skills needed for these occupations in this area changed and new certifications were developed. The occupation titles used by the BLS, however, often stayed the same.

A new method to measure non-degree credential demand uses real-time job posting data as an alternative to BLS occupation projections. Vendors such as Help Wanted Analytics and Burning Glass aggregate job-posting data across the internet. This includes pulling data from job-posting sites to employer websites. The information then is analyzed and indexed on key words to determine hiring criteria and preferred industry certifications.

- *Supply and Training:* Training for non-degree credentials can occur through a variety of programs, such as short-term credit certificates, non-credit instruction at an accredited degree granting institution (private or public) or through a non-degree granting institution (private provider). Unfortunately, training for these credentials is not captured in a standardized format. For example, degree programs are tied to a nationally standardized coding system, referred to as the Classification of Instructional Programs. Currently, no standardized coding system and catalog of non-degree credentials exist. In addition, non-credit training provided by institutions in Virginia is not collected at a state level. These issues make it difficult to determine if sufficient training is offered to assist individuals with meeting employer demand of these credentials.

SCHEV is involved in efforts to assess the impact of non-degree credentials.

As the interest related to non-degree credentials grows, SCHEV is working on several initiatives to understand, track, and support these credentials.

- *Support of need-based financial aid for non-degree credentials:* At the last meeting, the Council approved a budget recommendation to support need-based financial aid for programs that lead to industry-based credentials. The Governor's budget provided \$1 million to the Virginia Community College System for this initiative. It also modified existing financial aid language to authorize all institutions to use financial aid appropriations for education leading to industry-based certifications. SCHEV will work with the Governor's office, the General Assembly and institutions to support these efforts in the coming year.
- *Development of a scorecard on wage outcomes for registered apprenticeship programs:* Similar to the wage reports provided for graduates of degree programs, SCHEV is developing wage data for registered apprenticeship programs, in partnership with the Governor's office and the Department of Labor and Industry. These data will help the public understand the value of registered apprenticeship programs on short- and long-term wages of individuals completing the programs.
- *Support of Governor and legislative initiatives.* Over the last eight months, the Governor's office has developed several efforts in the area of non-degree credentials. These include an executive order that focused on issuing 50,000 credentials (degree and non-degree related) in the STEM fields and conducting a skills-gap analysis to identify if relevant training is available to meet demand. A recent Joint Legislative Audit and Review Commission report on workforce programs also recommended conducting a regional skills-gap analysis. SCHEV is supporting these initiatives through its participation on two workgroups charged with these tasks: the Career Pathways Workgroups, consisting of eight agencies that operate workforce programs;

and the National Governors Association workgroup that was formed after Virginia received a \$180,000 award to focus on workforce issues.

- *Participation in target development and tracking of non-degree credentials in Virginia:* SCHEV staff participated in the Virginia Business Higher Education Council's recent goal of creating nearly 500,000 non-degree credentials by the year 2030. This goal was developed in partnership with the National Center for Education Management System and the Council on Virginia's Future. SCHEV also is working with the Council of Virginia's Future on methods to track these credentials and link them to student data using the Virginia Longitudinal Data System.
- *Asset mapping of non-degree credentials through higher education institutions:* SCHEV is working with the continuing and professional education providers at the public higher-education institutions to gain a better understand of the types of training provided related to non-degree credentials. This effort includes an asset map of the types of training provided and will identify methods to improve tracking of these data.
- *Participation in national dialogue:* In addition to state-level initiatives, SCHEV is involved in national dialogues related to this issue and work with other states on similar efforts. This includes work currently conducted by the National Skills Coalition and the National Governors Association. SCHEV also has been engaged in the ongoing development and review of the Gainful Employment regulations promulgated by the US Department of Education.
- *Statewide strategic plan for higher education:* The statewide plan embodies a broad view of higher education that extends beyond traditional degrees. All of the efforts in this report support and will be aligned with the plan.

Materials Provided: None.

Financial Impact: The work associated with these initiatives requires significant staff resources. It also has potential to attract state and other external financial support.

Timetable for Further Review/Action: None at this time.

Resolution: No resolution proposed.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SCHEV Offices
101 N. 14th St., 9th floor
Richmond, Virginia
January 12, 2015
1:15 p.m. – 3:30 p.m.

Council Meeting

- | | | |
|--|-----------|--------------------------|
| 1. Call to Order and Announcements | 1:15 p.m. | |
| 2. Public Comment Period | | |
| 3. Approval of Minutes: | | |
| Council minutes: October 28, 2014 | | Page 1 |
| Executive Committee minutes: | | |
| September 8, 2014 | | Page E1 |
| October 21, 2014 | | Page E1 |
| October 27, 2014 | | Page E1 |
| November 24, 2014 | | Page E1 |
| 4. Remarks by President Timothy Sands | 1:20 p.m. | |
| 5. Update on Governor's Task Force on
Combating Campus Sexual Violence | 1:40 p.m. | Page 10 |
| 6. Director's Report | 1:55 p.m. | Page 11 |
| 7. Discussion of Strategic Plan Initiatives and Progress
Indicators | | Page 20 |
| 8. Committee Reports: | 2:05 p.m. | |
|
<u>Report from Academic Affairs Committee:</u> | | |
| a. Action on Programs at Public Institutions | | Page A6 |
| b. Action on Authorization of New Degree-
Granting Institutions | | Page A11 |
| c. Action on <i>Guidelines for the Commissioned Officer's
 Tuition Waiver</i> | | Page A14 |
|
<u>Report from TJ21 Committee:</u> | | |
| a. Action on Amendments to Financial Aid Program
Regulations | | Page TJ4 |
| 9. Items Delegated to Staff | 3:20 p.m. | Page 31 |
| 10. New Business | 3:25 p.m. | |
| 11. Adjournment | 3:30 p.m. | |

NEXT MEETING: March 16-17 – George Mason University

Note that this will be an electronic communication meeting. Council member, Henry Light, will participate in this meeting from the following location: Colorado School of Mines, 814 15th Street, Golden, Colorado.

Please call (804) 652-7744 if there is an interruption in the connection from this location.

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
OCTOBER 28, 2014
MINUTES**

Mr. Minor called the meeting to order at 9:05 a.m. in the SCHEV main conference room, James Monroe building, Richmond, Virginia. Council members present: Gilbert Bland, Johanna Chase, Marge Connelly, Heywood Fralin, Steve Haner, Gene Lockhart, G. Gilmer Minor, Pamela Moran, William Murray, Gary Nakamoto, and Carlyle Ramsey.

Council member absent: Martin Briley and Henry Light.

Staff members present: Lee Andes, Peter Blake, Joseph DeFilippo, Darlene Derricott, Alan Edwards, Paula Fisher, Dan Hix, Jean Mottley, Ashley Myers, Kirsten Nelson, Sylvia Rosa-Casanova, Lee Ann Rung, and Susan Wood. Mike Melis from the Office of the Attorney General was also in attendance.

Consultants present: John Lee and Stacia Aylward.

PUBLIC COMMENT

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

APPROVAL OF MINUTES

On a motion by Mr. Minor and seconded by Dr. Murray, the minutes from the September 16, 2014, meeting were approved unanimously.

REMARKS BY PRESIDENT DEBBIE L. SYDOW

Mr. Minor introduced President Sydow, who then provided a presentation explaining initiatives underway at Richard Bland College (RBC). She stated that RBC was established in 1961 as an extension of the College of William and Mary and is Virginia's only public two-year college that serves 1500 students. Dr. Sydow invited members to visit the 770-acre campus that features wetlands, a water garden, and a signature pecan grove. She provided a summary of RBC's 2014-19 strategic plan. The college's mission is to prepare students for university transfer through academically rigorous programs grounded in the liberal arts tradition of the College of William and Mary and to expand access to college credentials through strategic partnerships, specialized programming, and scalable innovation. She reviewed the college's three goals: 1) achieve enrollment target of 2,000 student headcount/1500 FTEs; 2) optimally respond to documented market demand; and 3) establish and maintain high performance organization and ensure financial and environmental responsibility.

Dr. Sydow explained the programs offered at RBC that respond to market demand and showed a video on the equine therapy program at RBC.

She answered questions regarding RBC's relationship with the College of William and Mary board and shared resources. Mr. Blake visited RBC recently and encouraged other Council members to do the same.

DIRECTOR'S REPORT

Mr. Blake provided highlights from the Director's report that was included in the agenda book.

He also provided an update on the October 21-22 Boards of Visitors (BOV) orientation. He reported that it was a successful event and there was a good turnout. Mr. Minor said he enjoyed the interactive nature of the sessions and he was encouraged that new members asked tough questions. Mr. Bland offered kudos to Mr. Minor, Mr. Blake, and SCHEV staff. Dr. Ramsey expressed his thanks to the planning committee. He felt their work was key to the success of the BOV orientation.

Mr. Minor reported on the meeting with rectors, vice rectors, and presidents that took place prior to the BOV orientation and indicated that there was good discussion around governance issues at that meeting. Mr. Minor and Mr. Blake have been invited to attend some of the university board meetings, which he said helps to keep an open dialogue on governance that is important as Council moves forward.

Mr. Fralin requested that staff document to what extent enrollment declines can be attributed to affordability.

Mr. Blake recognized Ashley Myers for her contributions to SCHEV, particularly with the Boards of Visitors orientation. Ms. Myers has accepted a government relations position at the University of Virginia.

COMMITTEE REPORTS

Academic Affairs Committee

Mr. Minor moved the Academic Affairs Committee report forward on the agenda and asked Mr. Lockhart to provide a summary of the meeting.

Action on Programs at Public Institutions

Mr. Lockhart asked Dr. DeFilippo to provide a review of the items addressed by the Committee. Mr. Lockhart said the Committee engaged in a healthy debate on the need for the program at George Mason University.

After Dr. DeFilippo's introduction of the program, the following resolution from the Committee was seconded by Dr. Ramsey and approved unanimously:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Bachelor of Science (B.S.) degree program in Kinesiology (CIP: 31.0505), effective spring 2015.

Dr. DeFilippo provided background information and the following resolution from the Committee was seconded by Ms. Connelly and approved unanimously:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Longwood University to initiate a Bachelor of Fine Arts (B.F.A.) degree program in Graphic and Animation Design (CIP: 50.0409), effective fall 2015.

Dr. DeFilippo provided a brief description of the program and the following resolution from the Committee was seconded by Ms. Chase and approved unanimously:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Bachelor of Science (B.S.) degree program in Neuroscience (CIP: 26.1501), effective fall 2015.

Presentation on Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Virginia 2014-2021

Dr. DeFilippo reported that Paula Fisher, Assistant Director of Academic Affairs and College Access Grant Director, provided a comprehensive presentation to the Committee on the GEAR UP grant that SCHEV was recently awarded. The total grant is \$22M over three years and will target about 6,000 students between 2014 – 2021. Ms. Fisher was introduced and thanked for her work in securing the grant.

The Chairman called for a break at 10:20. The meeting resumed at 10:35 a.m.

Executive Committee

Mr. Minor introduced Mr. John Lee from JBLA and Ms. Stacia Aylward from Zelos, Inc. to present the final report. The consultants presented their final comments on the plan and Dr. Wood provided information that was presented at the October 21 Executive Committee meeting.

Mr. Lee summarized his work and indicated that his team received input from hundreds of stakeholders around the state and looked at trends that will define the new Virginia plan. The report included examples of what other states have done to deal with key issues. JBLA also identified possible endeavors the Council might undertake to help guide the planning process going forward. Mr. Lee thanked Mr. Joey Smith, who was the original chair of the Council's strategic planning committee,

as well as other Council members and staff for working with his team. Mr. Lee summarized three recommendations from the report:

1. The Council should be very clear about the measures and review the strategic plan's progress at every meeting.
2. Goals should be measured and clearly defined to ensure that progress is being made.
3. Virginia should consider developing centers of excellence for research rather than concentrating on achievement of a certain ranking.

Mr. Minor read a letter of thanks that he presented to Mr. Lee for his work with the agency and the Council.

Action on Final Report from Planning Consultant

Mr. Blake presented the following resolution from the Committee indicating that the Council received the report. Mr. Minor said it is now the Council's charge to make it a living document, but the plan will not be made public until action plans are developed. The Committee's resolution was seconded by Mr. Nakamoto and approved unanimously:

BE IT RESOLVED that the State Council of Higher Education for Virginia receives the final report of its strategic-planning consultant, JBL Associates; and

BE IT FURTHER RESOLVED that the State Council of Higher Education for Virginia extends its sincerest appreciation and gratitude to JBL Associates and its subcontractors for their assistance with the statewide strategic plan for higher education in Virginia and their contributions to the future of the Commonwealth.

Action on Statewide Strategic Plan

Dr. Wood and Dr. Edwards presented the information that was shared with the Executive Committee. Dr. Wood highlighted some items that changed since the September meeting. Dr. Edwards thanked consultants John Lee (JBLA), Stacia Aylward (Zelos, Inc.), and Don Norris (Strategic Initiatives, Inc.) for doing the groundwork for the strategic plan. Dr. Wood echoed his thanks and also thanked Mason Erwin from JBLA.

Several members expressed their thoughts on the importance of the initiatives to help set the direction as the plan advances. Members agreed on the importance of publicizing the issues facing higher education so the general public has a better understanding of the value of higher education and its impact on their future. Mr. Minor reminded members that the Executive Committee will continue to hold meetings to discuss these issues, particularly marketing of the plan. He encouraged other Council members to attend.

The following resolution from the Committee was seconded by Dr. Murray and approved unanimously:

BE IT RESOLVED that the State Council of Higher Education for Virginia adopts the strategies recommended in support of the four goals of the statewide strategic plan for higher education in the Commonwealth, as discussed and agreed upon on October 28, 2014.

BE IT FURTHER RESOLVED that the State Council of Higher Education directs agency staff to develop, in collaboration with constituents and stakeholders, a set of potential initiatives, measures and targets to support the approved strategies and provide an update to Council by January 12, 2015.

TJ21 Implementation Committee

Action on 2014-16 Systemwide Operating Budget Amendments

Mr. Haner explained the budget environment and provided background on what has been done to date, indicating that currently, future funding is uncertain. He reported that the Committee recommended a focus on student aid.

Dr. Murray proposed a revised resolution that would include a statement on efficiency. Mr. Lockhart stressed the need to work on a multi-year pricing strategy. After further discussion, the first motion made by Dr. Murray failed unanimously (10-0). Dr. Murray was not present for the vote.

Mr. Haner offered the following amended resolution that Ms. Connelly proposed, which added a statement about recognizing the importance of both sustainable revenue and increased efficiency. The following amended resolution was seconded by Mr. Lockhart and approved unanimously (10-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia recommends that an additional \$31.5 million be provided for FY2016 in support of Virginia students, including the following:

- **Additional appropriations of \$30 million from the general fund for undergraduate need-based financial aid.**
- **Preservation of the current level of state support for both undergraduate and graduate students for the Tuition Assistance Grant Program. An additional \$1.5 million in funding is required in order to maintain the awards at current levels of \$3,100 for undergraduate and \$1,550 for graduate students.**

BE IT FURTHER RESOLVED that the State Council of Higher Education for Virginia recommends the following:

- **Additional allocation of \$8.8 million for research equipment through the Higher Education Equipment Trust Fund to be financed through debt service payments beginning in FY2017; and,**

WHEREAS, state support for Virginia higher education has greatly eroded over the last decade and tuition revenue has become the primary source of dependable funding for our colleges and universities;

BE IT RESOLVED that the State Council of Higher Education for Virginia recommends that the institutions of higher education use their tuition capacity to pursue the funding of additional basic operations and instructional needs through tuition revenue in FY2016 and thereafter. These needs include the realization, over time, of the long-standing 60th percentile goal for faculty salaries. Salary increases funded through tuition revenue shall be incorporated as authorized or appropriated increases in future benchmark calculations of need.

BE IT FURTHER RESOLVED that the State Council of Higher Education for Virginia recognizes that it is essential that a long-term financial plan for the future funding of public higher education in Virginia be developed and implemented that recognizes the importance of both sustainable revenue and increased efficiency to ensure that Virginia's world-class system of colleges and universities remain affordable, accessible, sustainable and vibrant. Doing so will ensure that Virginia's students have an opportunity to obtain an education that enables them to compete in the global marketplace and contribute to a healthy economy within the state.

Update on Institutional Performance Measures

Mr. Haner reminded members of the discussion at the last meeting and encouraged members to review the aggregated data, which provided an overall good result.

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. Minor asked Mr. Bland to provide an update his meetings with Virginia State University and Norfolk State University regarding concerns about enrollment at these institutions. Mr. Bland reported that the institutions are focusing on and devoting resources to this issue. He suggested that SCHEV staff remain in close contact with the institutions and continue to monitor the situation.

Mr. Blake agreed to work with Council members to schedule an Executive Committee meeting prior to the Council's January meeting.

ADJOURNMENT

The meeting adjourned at 12:15 p.m.

Johanna Chase
Secretary

Lee Ann Rung
Director, Executive and Board 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
Norfolk State University	Facilitated Staff Approval: Master of Science (MS) degree program in Cybersecurity (11.1003)	Spring 2015
Tidewater Community College	New Program Approved: Associate of Applied Science degree program in Electrical Technology (46.0302)	Fall 2015

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
George Mason University	Initiate Graduate Certificate program in Music Education Licensure for PK-12 (13.1312)	Fall 2014
Northern Virginia Community College	Initiate Certificate program in Dental Assisting (51.0601)	Spring 2015

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
University of Virginia	Establish new off-campus instructional site at 600 Thimble Shoals Boulevard, 2nd Floor, Newport News, Virginia, 23606.	September 1, 2014

Virginia Polytechnic Institute and State University	Establish new off-campus instructional site at 600 Thimble Shoals Boulevard, 2nd Floor, Newport News, Virginia 23606.	January 20, 2015
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**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
EXECUTIVE COMMITTEE MEETING
SEPTEMBER 8, 2014
MINUTES**

Mr. Minor called the meeting to order at 1:10 p.m. in the SCHEV main conference room, 101 N. 14th Street, Richmond, Virginia. Committee members present: Gil Bland, Steve Haner, and G. Gilmer Minor. Council member Carlyle Ramsey was also in attendance. **Committee members participating by phone:** Johanna Chase, Heywood Fralin, and Gene Lockhart.

Staff members present: Peter Blake, Alan Edwards, Tod Massa, Lee Ann Rung, and Susan Wood.

Others present: John Lee, JBLA, and Mike Melis, Office of the Attorney General. JBLA consultants participating by phone: Don Norris, Stacia Aylward, Paul Lingenfelter, Hobie Bowman, Mason Erwin, and Don Norris.

PHONE PARTICIPATION

Mr. Minor reminded members that the meeting would be suspended if the phone connection is lost at any time.

Mr. Blake noted that in accordance with the open meeting requirements, three members were present in person, allowing three members to participate by phone. For the benefit of members participating by phone, he listed others in attendance as noted above. Mr. Blake mentioned that David Reynolds from the Joint Legislative Audit and Review Commission (JLARC) was also in attendance.

BACKGROUND INFORMATION

Mr. Blake provided a recap of recent events, including the August 22 executive committee meeting in which the strategic planning consultant (JBLA) received input from members. In addition, a very useful meeting was held on August 25 with a group of “key listeners,” which included staff from the money committees, the Governor’s office, JLARC, and others. He assured members that the consultants and staff continue to engage many audiences in the process.

UPDATE ON STRATEGIC PLAN DEVELOPMENT

Mr. Lee provided draft mission, vision, goals and strategies that were discussed at the last meeting, and presented revised versions of each that incorporated suggestions from the last meeting.

Members reviewed the revised mission statement and provided Mr. Lee with their thoughts about changing certain words to make the statement more comprehensive yet understandable. Members agreed that the word “prosperity” should be changed to “financial.”

For the most part, members agreed with the wording on the revised vision statement but agreed that the sentence should read “higher education will transform the lives....” as was stated in the first version.

Mr. Lee explained that the earlier five draft goals had been reduced to four. He reviewed each and heard from members that the word “reinvent” should be changed to “ensure” or “position.” Mr. Lee agreed to craft alternative language for goal #3.

Members provided comments on the strategies for each goal. In the strategies for goal #1, members expressed ambiguity over the term “differentiated tuition.” Mr. Lee agreed to provide clarification in the revised version.

In the strategies for goal #2, members requested that the revised version emphasize the need for graduate work, particularly in research to include a distinction between graduate work in public and private institutions. Mr. Minor also asked that the plan visibly address the inclusion of private institutions.

In the strategies for goal #3, members agreed to add the word “accountability” to 3.3.

In the strategies for goal #4, members expressed a desire to define higher education as a leader in industry and adding the word “catalyst” or “partner” to 4.2.

Mr. Lee reported that in order for the plan to be approved by the Council at its October meeting, it was critical that members adopt a framework for the goals at the next meeting.

Ms. Rung agreed to send a copy of the presentation from today’s meeting to all committee members.

Mr. Lee reported that the draft organizational audit that is included as a separate deliverable by JBLA, should be complete in the next few days. The final report will synthesize the goals and strategies and provide examples of what other states have done to address the issues. Mr. Minor indicated that he and Mr. Fralin would review the organizational audit with JBLA before it is sent to Mr. Blake.

Mr. Lockhart suggested that JBLA include in the presentation to presidents at the upcoming joint meeting, charts that demonstrate the thinking that led to the conclusions. Mr. Minor also requested that JBLA provide Council with recommendations for innovations that could be considered in the years ahead. Mr. Bland expressed an interest in including proposed technology investments in the plan that might offset longer term costs.

Mr. Lee agreed to revise the documents to reflect the modifications that members suggested and to bring the revised copy to the next meeting. A resolution will be included in the September agenda book that will advance the committee's acceptance of the framework of the plan.

ADJOURNMENT

On a motion by Mr. Fralin and seconded by Mr. Bland, the meeting adjourned at 3:12 p.m.

Johanna Chase
Secretary

Lee Ann Rung
Director, Executive & Board Affairs

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SPECIAL EXECUTIVE COMMITTEE MEETING
OCTOBER 21, 2014
MINUTES**

Mr. Minor called the meeting to order at 11:10 a.m. in the SCHEV main conference room, 101 N. 14th Street, Richmond, Virginia. Committee members present: Gil Bland, Steve Haner, and G. Gilmer Minor. **Committee member participating by phone:** Heywood Fralin.

Committee members absent: Johanna Chase and Gene Lockhart.

Staff members present: Peter Blake, Alan Edwards, Lee Ann Rung, and Susan Wood.

Others present: John Lee, JBLA, and Mike Melis, Office of the Attorney General.

PHONE PARTICIPATION

It was noted that because three members were in attendance in person, Mr. Fralin was able to participate by phone in accordance with the open meeting requirements.

UPDATE ON STRATEGIC PLAN

Mr. Bland provided a recap of recent events, including the meeting with key listeners on October 17 that included staff from the money committees, the Governor's office, JLARC, and others.

Mr. Minor asked how the Council could best generate interest of the General Assembly. Mr. Fralin expressed concern that the current plan does not contain any bold and new initiatives that presidents suggested be included. He felt that in order to be effective, Council should call for a constitutional amendment to protect higher education funding. Mr. Fralin also expressed a need to have a mechanism in place to better educate the public on issues facing higher education.

Mr. Lee provided information on the items JBLA included in its final report including a "cheat sheet" that will allow the Council to provide potential solutions and examples of what other states have done to address similar issues. Mr. Blake reminded members that the Council and staff should address an advocacy plan and suggested that if the Committee desires to include a constitutional amendment, it could be discussed with the entire Council and be included as an initiative in the plan. Mr. Fralin also mentioned that suggesting a constitutional amendment is one thing, but achieving it is another.

Mr. Blake reminded members that the Committee should come to agreement on the plan's strategies before requesting full Council approval. Mr. Haner mentioned that there are several ways to use a constitutional amendment to achieve sustainability funding. Mr. Fralin said a constitutional amendment would need support from leadership and it would be preferable to get buy-in from the Governor from the start.

Mr. Fralin suggested that the Council get input from a consultant before advancing any major initiatives in the plan. Mr. Haner said it is too early to choose a consultant. He also said a constitutional amendment could meet with opposition in the legislature because it would change the playing field for higher education and would result in less discretionary dollars to allocate.

Mr. Lee suggested the Council consider an alternative that has been successful in other states. He proposed a "Virginia Promise" that could limit the student's contribution. He suggested \$7,000, which is the typical amount a part-time student could earn in one year. The student's contribution would be calculated first, followed by family income, federal dollars, and state dollars. Mr. Blake indicated that this was one of many funding strategies that could be considered. He suggested that the Committee continue to move forward to get to these types of ideas on the table.

Mr. Blake explained the resolutions brought forward by staff and stressed the importance of getting Council agreement on the strategies in order to keep the plan moving forward.

Dr. Wood reviewed a side-by-side comparison of the draft strategies and options for goal-level measures and targets and noted all suggestions that were made by members. Once suggestions from this meeting are incorporated into the plan, Mr. Blake agreed to share the document with college presidents.

JBLA will present a final report to the full Council that includes an executive summary but will not include a marketing plan. The document will also include a list of initiatives the Council could consider as it takes the plan to the next step.

Mr. Blake said the suggestions from this meeting will be brought back to the Executive Committee at its October 27 meeting. Following input from that meeting, the final measures and initiatives will be brought to the Council in January. Members requested that all documents brought to the October meeting be stamped DRAFT and that there be an explanation stating that there is still work to be done before the plan is final.

Members indicated that they were comfortable with Mr. Blake sharing a draft of the goals and strategies at the new BOV orientation on October 22.

ADJOURNMENT

The meeting was adjourned at 12:55 p.m.

G. Gilmer Minor, III
Chair

Lee Ann Rung
Director, Executive & Board Affairs

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
EXECUTIVE COMMITTEE MEETING
OCTOBER 27, 2014
MINUTES**

Mr. Minor called the meeting to order at 2:05 p.m. in the SCHEV main conference room, James Monroe building, Richmond, Virginia. Committee members present: Gil Bland, Johanna Chase, Heywood Fralin, Steve Haner, Gene Lockhart, and G. Gilmer Minor, III.

Committee members absent: None.

Staff members present: Peter Blake, Joe DeFilippo, Alan Edwards, Wendy Kang, Ashley Myers, Lee Ann Rung, and Susan Wood. Mike Melis from the Office of the Attorney General was also in attendance.

Dr. Pamela Moran joined the meeting at 2:30.

Consultants from JBL Associates (JBLA) present: John Lee.

APPROVAL OF MINUTES

On a motion by Mr. Fralin and seconded by Mr. Haner the minutes from the September 15, 2014, meeting were approved unanimously.

ACTION ON FINAL REPORT FROM PLANNING CONSULTANT

Mr. Minor indicated that Mr. Lee would present the consultant's final report. He reminded members that at the last meeting, the Committee approved the strategic plan goals. Members are asked to approve the strategies related to each goal at this meeting. Mr. Minor stressed that the version of the plan presented was still in draft form.

Mr. Minor requested that Mr. Blake explain the two resolutions on page E5 of the agenda book. Mr. Blake indicated that the first resolution acknowledges that the Committee received the report and thanked the consultants for their outstanding work. The second resolution on page E7 approves the strategies that support each goal and directs staff to develop a set of potential initiatives, measures and targets to support the approved strategies, and to provide an update at the January meeting.

Mr. Lee indicated that the final report distributed was not the final plan but included recommendations of what could be advanced. He provided Council with the following three recommendations:

First, because affordability was a critical issue that was raised in all stakeholder meetings, he suggested that SCHEV consider a shared responsibility model which is used in several other states. He explained the foundation of the model, which would place a cap on the student's portion of college costs. The remainder of the costs would be shared by family contributions, followed by federal financial aid and state aid.

Second, Mr. Lee suggested that SCHEV members take ownership of the plan and continue to move it forward. He suggested that the Council develop a set of state level measures to determine if progress is being made and review progress and timelines at every Council meeting.

Third, Mr. Lee indicated that instead of stating a need for more research dollars, Virginia would be best served by choosing three areas in which the state could strive to be first in class and then work with institutions, legislators, and others to determine how to make that happen.

He stressed that finding ways to partner with business, high schools and other institutions will be critical as the plan moves forward.

Mr. Lee answered questions from members and Ms. Chase made the following motion, which was seconded by Mr. Fralin and approved unanimously (5-0 – Mr. Lockhart was not present for the vote) to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia receives the final report of its strategic-planning consultant, JBL Associates; and

BE IT FURTHER RESOLVED that the State Council of Higher Education extends its sincerest appreciation and gratitude to JBL Associates and its subcontractors for their assistance with the statewide strategic plan for higher education in Virginia and their contributions to the future of the Commonwealth.

Mr. Fralin extended his appreciation to JBLA for seeking input from a large constituency. Mr. Minor added that Mr. Lee and his team had been very responsive and accessible throughout the process. Mr. Lee also thanked Dr. Wood and other SCHEV staff members who worked well with his team. Mr. Bland agreed and expressed his thanks to both teams.

ACTION ON STATEWIDE STRATEGIC PLAN

Mr. Blake shared the updated documents that Dr. Wood distributed and discussed. Dr. Wood indicated that the documents were updated following the October 21 Executive Committee meeting by fine-tuning some of the strategies. She also distributed a side-by-side comparison of strategies from the September 16 meeting that was updated for this discussion.

On motion by Mr. Minor and seconded by Ms. Chase, the following resolution was approved unanimously (5-0 – Mr. Lockhart was not present for the vote) to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia adopts the strategies recommended in support of the four goals of the statewide strategic plan for higher education in the Commonwealth, as discussed and agreed upon on October 28, 2014.

BE IT FURTHER RESOLVED that the State Council of Higher Education directs agency staff to develop, in collaboration with constituents and stakeholders, a set of potential initiatives, measures and targets to support the approved strategies and provide an update to Council by January 12, 2015.

Mr. Fralin suggested that staff develop a list of “teasers” highlighting a few of the initiatives and measures discussed. He stressed the importance of informing college leaders of the types of initiatives the Council is considering.

Mr. Minor thanked Mr. Bland, Dr. Wood, and Dr. Edwards for their perseverance and good work on the plan.

Mr. Blake encouraged members to review the list of initiatives included in the JBLA report and provide feedback on what could be used as “teasers” to generate interest in the plan.

ADJOURNMENT

The meeting adjourned at 3:15 p.m.

Johanna Chase
Council Secretary

Lee Ann Rung
Director, Executive & Board Affairs

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SPECIAL EXECUTIVE COMMITTEE MEETING
NOVEMBER 24, 2014
MINUTES**

Mr. Minor called the meeting to order at 4:30 p.m. in the Madison and Jefferson conference rooms, Richmond Marriott Hotel, 500 East Broad Street, Richmond, Virginia. Committee members present: Gil Bland, Johanna Chase, Heywood Fralin, Steve Haner, Gene Lockhart, and G. Gilmer Minor, III.

Staff members present: Peter Blake, Beverly Covington, Joe DeFilippo, Alan Edwards, Wendy Kang, Kirsten Nelson, Lee Ann Rung, and Susan Wood.

Others present: College Presidents (see attached list).

DISCUSSION OF STATEWIDE STRATEGIC PLAN

Mr. Blake distributed the Council's budget recommendations, the Joint Legislative Audit and Review Commission (JLARC) recommendations, as well as the framework for the statewide strategic plan.

Mr. Minor provided background information about the feedback received at the joint meeting with Council and presidents in September, and indicated that the Council incorporated those suggestions in the strategic plan. Mr. Minor said that while the Council has not yet decided on all of the initiatives in the strategic plan; all institutions will play a role in it.

Mr. Minor reviewed the four goals of the strategic plan and solicited input from the presidents.

Dr. Cabrera expressed appreciation for the essential advocacy role of SCHEV but suggested that more active engagement from other organizations was needed to promote economic development. He also said SCHEV should determine if the state has the right numbers and types of institutions and if they are in the right locations. While he appreciated the emphasis on pathways and strategies, Dr. Cabrera said the plan should be more ambitious to position Virginia as a leader in college achievement, which he felt was the best way to compete in the 21st century.

President Kyle and President Reveley III, expressed concern about the difficulty in striking a balance between aspirational goals and keeping tuition rates below the national average.

President Sydow said the progress indicators of student success have unintended consequences. Many students in rural and economically depressed areas, students work and have many commitments. She urged that students be provided with more options and flexible pathways.

Mr. Minor reminded presidents that the plan will be a work in progress. The Council plans to continue to communicate with presidents and others, including the business community, and will be reaching out to school superintendents.

Mr. Fralin said that the goals in and of themselves may not seem very exciting, but what is exciting is that Council continues to stress bold and visible ways to enforce the plan, which may include a new funding model. He also said higher education is the leading factor of economic development in the Commonwealth but often the public is unaware of the facts. He stressed the need to create a demand for higher education in public's mind which would create a reaction from legislators.

President Sands stressed a need for a compact between the Commonwealth and industry. He suggested that the business community be challenged to partner with higher education to create paid internships in a Virginia organization for all students not continuing on to graduate school.

President Reveley III said he was encouraged that SCHEV wants to play a major role in getting something done. He felt that the ways to do it will evolve and this was a wonderful change in attitude. President Kyle stressed that colleges need support from SCHEV.

Mr. Blake provided closing comments, and distributed a sample document of possible initiatives and requested feedback.

General Peay expressed concern that institutional autonomy will be lost when the legislature reviews the JLARC report. Mr. Fralin stressed the need to do a better job of controlling the publicity and keeping legislators informed to help them understand the issues.

Mr. Minor asked the three newest presidents for their input on the JLARC report.

ADJOURNMENT

The meeting was adjourned at 5:45 p.m.

Johanna Chase
Secretary

Lee Ann Rung
Director, Executive & Board Affairs

Presidents attending November 24, 2014, meeting

President Eddie Moore, Norfolk State University
President Jon Alger, James Madison University (also Charlie King)
President Timothy Sands, Virginia Tech
President Debbie Sydow, Richard Bland College
President Penny Kyle, Radford University
Superintendent General J. H. Binford Peay (also BG Bob Green)
President Ted Raspiller, John Tyler CC
President Angeline Godwin, Patrick Henry CC
President Angel Cabrera, George Mason University
President Taylor Reveley IV, Longwood University
President Paul Tribble, Christopher Newport University
President Al Roberts, Southside Virginia Community College
President Keith Miller, Virginia State University
President John Dever, Thomas Nelson CC
President Taylor Reveley III, The College of William & Mary

Martin Wilder, University of Mary Washington (for President Rick Hurley)
Elizabeth Kersey, Old Dominion University (for President Broderick)
Matt Conrad, Virginia Commonwealth University (for President Rao)

State Council of Higher Education for Virginia Agenda Item

Item: Item #5 – Update on Governor’s Task Force on Combating Campus Sexual Violence

Date of Meeting: January 12, 2015

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:

In August 2014, Governor McAuliffe established a 30-member Task Force on Combating Sexual Assault, chaired by Attorney General Herring. The task force brings together leaders from higher education, law enforcement, mental health and advocacy groups “to seek and recommend solutions that will bring critical awareness and identify best practices to aggressively combat sexual violence on campus.”

The task force has three subcommittees – Prevention, Law Enforcement and Response – which have met several times since the initial meeting of the full task force in October. SCHEV director Peter Blake serves on the Response subcommittee.

The task force meets January 8. Staff will provide an update on the task force’s activities at the Council meeting.

Materials Provided: None.

Financial Impact: None.

Timetable for Further Review/Action: The task force is schedule to submit a report to the Governor in June 2015.

Resolution: None.

**State Council of Higher Education
Director's report
January 12, 2015**

Institutional Performance Standards. At the September Council meeting, Council passed a resolution certifying that all institutions had met institutional performance standards with the proviso that Norfolk State University receive the certification pending the release of its FY2013 financial audit. In November, the Auditor of Public Account completed the audit. While the APA identified several issues regarding internal control and compliance for the time period that was under review, it determined that management has taken appropriate actions to address the issues. It is anticipated that improvements will be shown in the FY2014 audit, but significant improvements will not be accomplished until the FY2015 audit. Council staff formally notified the institution, the Governor and the General Assembly of NSU's full certification under the institutional performance standards.

Economic development memorandum of understanding. Public college and university presidents recently signed a memorandum of understanding with Virginia Economic Development Partnership, the Center for Innovative Technology and SCHEV. At a meeting in November, Council member Martin Briley described the value of greater collaboration between the economic development community and public institutions. The MOU outlines strategies to increase: (1) corporate-sponsored research and company internships for Virginia faculty and students; (2) opportunities for public institutions of higher education to support and work with corporate entities; (3) business growth in regions across the Commonwealth; (4) the number of corporate contacts and project leads; and (5) the growth of jobs in defined sectors. We are working with Governor's office to promote the agreement through a public signing ceremony.

Outstanding Faculty Awards (OFA). This year marks the 29th anniversary of the statewide awards program, which honors faculty members for excellence in teaching, research, knowledge integration, and public service. This year there were thirteen recipients selected from a pool of 88 nominees based on accomplishments that strongly reflect the missions of their respective institutions. The recipients will be recognized on the Senate floor on February 19, followed by a luncheon ceremony at The Jefferson Hotel in Richmond, at which they will be addressed by Governor Terry McAuliffe. Council members are encouraged to attend the luncheon ceremony and should have received mailed invitations with an RSVP date of February 2, 2015. Thanks to the Dominion Foundation for its continued financial support for this important event and to Council members Henry Light and Bill Murray for convening the selection committee.

Boards of Visitors (BOV) orientation. SCHEV convened its annual orientation for newly appointed BOV members in October, 2014. The day-and-a half event was held in the state capitol with 56 new members in attendance. Council members Gil Minor, Gil Bland, Johanna Chase, Carlyle Ramsey, and Gene Lockhart participated in the panel discussions. All new members responding to the follow-up survey rated the program as valuable in providing good examples of best practices for board governance and rated the program as valuable in providing useful information

regarding national and state issues in higher education. Enclosed is a summary of the evaluation survey.

Final report of the Joint Legislative Audit and Review Commission (JLARC). In November, JLARC issued the fifth and final report from its two-year review of the cost of public higher education. The report finds a higher education system of high quality – and high price to students and families. It attributes the rise in price over the past decade to declining state support and increasing costs, particular non-academic costs, such as intercollegiate athletics, housing, dining and security. Sixteen recommendations and seven options are offered; eight of the recommendations relate directly to SCHEV’s work/priorities (e.g., board member orientation; funding models for operating, capital and financial aid; and affordable access.) Since the report’s release, SCHEV staff has been available to assist legislators and their staff with evaluating which recommendations to adopt or amend. Budget language and/or legislation pertaining to the recommendations are likely in the 2015 session. A summary of the report is attached.

Model hazing policy. Legislation in 2014 directed SCHEV, the Department of Criminal Justice Services, and the Virginia Department of Education to create a model hazing policy for colleges and universities. The purpose of the policy is to ensure that students are not subjected to any type of hazing when joining or maintaining membership in a recognized campus organization. The agencies completed their work in December and transmitted the model policy to the institutions, Governor, and General Assembly. Thanks to SCHEV Intern, Stephanie Fitzgerald, for leading this collaborative effort.

Student Advisory Committee: The committee meets four times a year and advises Council on matters of interest to students. We are joined today by three members of the committee: Ashley Carter from George Mason University, Chair; Carley Sadler from Richard Bland College, Vice Chair; and Brianna DiSanza from Germanna Community College. Along with all their other responsibilities as students and student leaders, these young women are planning the 2015 Legislative Day in February during which SAC members meet with members of the General Assembly.

State Authorization Reciprocity Agreement (SARA): In October SCHEV’s application for Virginia to be a member state of SARA was approved by SREB. Since then, staff has opened the process for Virginia institutions to apply to be SARA institutions. As of the end of the year, SCHEV had approved five Virginia institutions (see delegated items in agenda book), with more in the pipeline for approval in 2015. According to a recent article in *Inside Higher Ed*, 18 states have now joined SARA, with seven having passed legislation necessary to apply.

Staff activities. Staff held a special meeting in early December to increase engagement among staff in the statewide strategic plan for higher education. Stacia Aylward, one of our strategic plan consultants, led the discussion. Council chair Gil Minor participated. The following week, staff enjoyed it annual holiday luncheon. Council members Gil Minor and Steve Haner attended the event. The staff thanks Council members for their support and for buying dessert for the staff.

Survey Responses to the SCHEV 2014 BOV Orientation

Question	Extremely Valuable	Very Valuable	Valuable	Somewhat Valuable	Not Valuable
How valuable was the orientation in providing good examples of best practices for board governance?	7	10	10	0	0
How valuable was the orientation in providing insights into relationships between board members and presidents of the institutions?	7	6	10	4	0
How valuable was the orientation in providing information regarding current and future issues in higher education?	10	13	3	1	0
How valuable was the orientation in explaining a board member's obligations under the Virginia Freedom of Information Act?	12	14	0	1	0
How valuable was the orientation in explaining the interplay of state and institutional considerations of higher education finance?	9	9	8	0	1
How valuable was the orientation in explaining legal responsibilities and institutional ethics?	11	7	8	1	0
	Ample Time	Not Enough	Too Much	N/A	
Was there sufficient time to meet and exchange information with other board members?	22	5	0	0	



Question	Comments
<p>Do you have comments or suggestions regarding the venue of the orientation in terms of convenience, parking, etc? (Responses were edited to avoid repetition)</p>	<p>Venue was convenient to hotel. Well done. I'd try though, to get it all into a single day. Seating was not comfortable for long sessions. There should be booster training sessions for all Board members. Excellent! The set up of the room was not conducive to all day adult learning. Having tables would have been helpful and note taking would have been easier. I would suggest you eliminate the "effective Institutional Governance" panel and spend more time on the "legal responsibilities an institutional ethics" panel.</p>
<p>What are the top three things you learned at the orientation? (Responses were edited to avoid repetition)</p>	<p>FOIA, Conflict of Interest Financial future of the Commonwealth and Universities Goals of the Administration Board responsibilities, legal and ethical House of Delegates and Senate Interplay Pessimism concerning increases in state financial assistance Details on OCR investigations, Title XI requirements VCCS collaboration with four year schools. Pressures on universities to come up with money Nature of SCHEV, relationship with the individual institutions SCHEV has real substance Pressure not to increase tuition is immense Importance of good working relations between board and president SCHEV Strategic Plan Role of visitors should be strategy with less focus on reporting The balance between state funding and tuition must be rigorously adhered to given the pressures of revenues, competition and quality. The finances of tuition setting process.</p>



<p>What are three things you would like to learn more about to assist you in your role as a board member?</p> <p>(Responses were edited to avoid repetition)</p>	<p>Legal responsibilities and governance role</p> <p>Current and future issues in higher education</p> <p>Something customized for two HBCUs</p> <p>The interplay of finance and the elected state officials and appointees</p> <p>OCR investigations/Title IX</p> <p>The differences in governance policies and practices among the state colleges.</p> <p>The pros and cons of accepting out of state students.</p> <p>Raising admission standards for the four year schools.</p> <p>Facilitate meetings with board members from different institutions</p> <p>Better understanding of Board vs. Foundation members</p> <p>State Financing of Higher Education</p> <p>Building relationships with K-12 Boards and the VA Board of Ed</p> <p>Issues that affect growth.</p> <p>More depth on the finances</p> <p>If a board's key responsibility is hiring and firing the president, should we learn more about assessment of presidents?</p> <p>How other states with highly ranked public universities manage and structure their systems (best practice)</p> <p>Updates on SCHEV's strategic plan</p> <p>Metrics comparing VA publics to the top 5 state university systems</p> <p>Advancing equal access to higher education</p> <p>Advancing more affordable higher education</p> <p>Advancing equal opportunity for all students</p> <p>Ways that other institutions have cut costs, improved services, funds or creatively generated revenues to help meet budget gaps.</p> <p>Top 10 things to avoid doing as a BOV</p> <p>Bring in a past Rector, such as Ross Mugler, for instance.</p> <p>The independence that comes with different tier universities.</p> <p>More details on the capital issues and how they are approached by different size universities.</p>
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Summary of JLARC Report:

ADDRESSING THE COST OF PUBLIC HIGHER EDUCATION IN VIRGINIA

Virginia's higher education institutions are high quality but high cost

Virginia's 15 public four-year higher education institutions collectively achieve their missions – to educate and graduate students – better than most. Virginia ranked second among all states in terms of average six-year graduation rates. The graduation rates of UVA, College of William and Mary, and Virginia Tech ranked among the nation's top 20 public colleges and universities.

The state's public institutions are also, on average, among the nation's most expensive for students. In FY 2012, Virginia had the fifth highest net cost in the country. The average net cost of attendance for all in-state students attending Virginia's public four-year institutions far exceeds the southeast regional and national averages.

Spending increased, primarily on non-academic services

Total institutional operating spending per student increased 24 percent, accounting for inflation, between FY 2002 and FY 2012. The majority of this spending growth was on the non-academic services known as auxiliary enterprises, which include intercollegiate athletic programs, student housing, student dining, and security. Auxiliary enterprises accounted for 56 percent of the total increase in inflation-adjusted, per student spending. The remaining spending increase was distributed relatively evenly across instruction, support services, and other functions such as research.

Tuition revenue increased to compensate for declining state funding

As institutions spent more, they raised tuition and fees to collect additional revenue as state funding declined. On average, the decline in state funding accounted for the majority of the increase in tuition revenue. The increase in net tuition revenue varied substantially across institutions, but on average, the additional tuition revenue has exceeded the declines in state operating funding over the long term. Since FY 1998, net tuition revenue increased \$4,177 per student, exceeding the \$2,831 decline in state funding per student. This varied widely, however, with four institutions actually receiving less combined revenue from students and the state in FY 2012 than they did in FY 1998.

State operating funding per in-state student is one-third less than it was in the late 1990s. Virginia's funding for public higher education has consistently been below that of other states. In FY 2012, Virginia provided \$4,800 in state operating support per student, about 25 percent less than the national and southern state averages.

As a result, all institutions now rely more heavily on students to fund their core missions. In FY 1998, net tuition revenue was 42 percent of the combined revenue used to fund E&G operations coming from students and the state. By FY 2012, the net tuition portion had increased to 64 percent.

Boards of visitors appear to have limited ability to influence decisions

In Virginia's decentralized higher education system, the General Assembly has vested primary responsibility for each public higher education institution with a board of visitors. Despite being vested with this responsibility, board members responding to a JLARC staff survey reported having a limited ability to influence certain institutional decisions. For example, about half of current board members responded they have a limited ability to influence decisions about institutional efficiency or non-academic spending. Nearly one-third of current board members reported that they understand higher education operations or public finance only "somewhat," "slightly," or "not at all."

State approach to providing operating funds does not sufficiently reflect varying situations at institutions

Some institutions have more difficulty than others adapting to state funding declines. Chief among these are Virginia State, UVA-Wise, Norfolk State, and ODU, because of certain characteristics, including:

- a higher reliance on state funding and tuition for total revenue (as compared to institutions that have considerable revenue from federal research or private funding sources);
- a higher percentage of in-state students, who pay much lower tuition than out-of-state students; and
- a higher percentage of students from families with lower ability to pay tuition.

In terms of state funding policy for higher education, most institutions are not fully funded according to the state's established funding model, known as base adequacy. The state has also not met its goal for shared funding responsibility between students and the state. Additionally, state policy does not reflect the differing abilities of institutions to raise tuition revenue.

Schools spent more on non-academic functions, particularly intercollegiate athletics, while having difficulty funding academics

As noted above, the primary driver of institutional spending growth has been auxiliary enterprises. These non-academic functions are funded through mandatory non-E&G fees paid by students. Five institutions in particular increased these non-E&G fees while also having basic operating funding shortfalls: UVA-Wise, Christopher Newport, Norfolk State, Longwood, and ODU.

Across all institutions in Virginia, mandatory non-E&G fees have increased substantially and now represent one-third (\$3,502) of total tuition and fees. There have been two primary drivers of this fee growth. The first is intercollegiate athletics. The second is a variety of facilities and services provided in response to on-campus enrollment growth and student demand for amenities.

On average, athletic programs generated only 31 percent of revenue needed to cover program expenses in FY 2012. Students funded the remaining 69 percent of expenditures. The funding provided by students to subsidize this shortfall equated to, on average, 12 percent of total tuition and mandatory fees (or 31% of mandatory non-E&G fees). Mandatory athletic fees are not directly related to core academic mission, and in many cases the athletic programs benefit a relatively small number of students.

The expansion of auxiliary services other than athletics also contributed to student costs. Institutional debt service, which represents a fixed cost, comprises about 17 percent of mandatory non-E&G fees. This still leaves approximately half of all non-E&G fees (\$1,745 per student) going toward other non-academic services.

The state's current five percent cap on the growth of mandatory non-E&G fees allows numerous exceptions, which six institutions have used to more than double these fees since the cap was established. Actual growth averaged 99 percent between FY 2003 and FY 2014 due to repeated use of exemptions, but would have been only 71 percent if institutions had strictly adhered to five percent annual growth. Cumulative growth varied substantially across institutions, ranging from 215 percent growth at Christopher Newport to 59 percent growth at JMU.

State and individual institutions have relied heavily on debt to expand or improve campuses, and maintenance needs have grown

Spending to construct and renovate non-academic facilities is often funded using debt incurred by individual institutions, which fund their debt service payments through mandatory student fees and user fees. Individual institutions have borrowed to fund construction and renovation, nearly quadrupling their annual debt service. Total annual debt service for the 15 four-year public institutions grew from \$106.2 million in FY 2002 to \$421.4 million in FY 2013. Debt service on this institutional debt is equivalent to nine percent of total E&G spending by the four-year public institutions in Virginia.

Spending to construct and renovate academic facilities is funded with debt incurred by the state. Annual state debt service payments (totaling \$3 billion since FY 2002) have increased more than 600 percent. Annual state debt service payments for capital debt grew from \$70 million in FY 2002 to \$439 million in FY 2013. Debt service payments now account for nearly one-third of all state operating and capital support.

At colleges and universities around the country, borrowing and capital spending have generally increased over the past two decades, but Virginia's borrowing and spending have been exceptionally high. On a per student basis, total state and institutional capital spending and debt service payments substantially exceed national and regional averages. Last year, Virginia spent \$2,782 per student on capital projects, which was more than twice the national average of \$1,353.

Institutions expanded and improved their campuses, despite declines in (1) state general funds and (2) student ability to afford higher education. On average, square footage per student increased 14 percent between 2004 and 2011. This has required increased borrowing by the state and individual institutions, which has created long-term, fixed costs that—particularly for institutions with stagnating or declining enrollment and lower ability to generate additional fee revenue—may be a substantial budgetary constraint moving forward.

Amid this substantial capital spending, existing facilities have deteriorated. As of FY 2011, the total deferred maintenance on E&G facilities was estimated at \$1.4 billion, or approximately 19 percent of the replacement value of Virginia's higher education E&G facilities. This maintenance backlog has long-term cost implications. National

research has found that every \$1 of deferred maintenance results in \$4 to \$5 of long-term capital liabilities.

State student aid falls short of goal, and allocation could better prioritize needs of low- and middle-income students

Federal and state governments, institutions, and private individuals provide student aid in order to reduce the cost of higher education to students and families. Research has found that student aid increases levels of college enrollment and completion, particularly when awarded to low-income students and in a transparent manner.

Student aid in Virginia, though, meets only one-third of financial need, and financial need has grown faster than available funding over the past decade. Virginia provides student aid based on financial need through the Virginia Student Financial Assistance Program (VSFAP). The state does not meet its funding goal for VSFAP, and the portion of its funding goal met has decreased from 65 percent in FY 2010 to 43 percent in FY 2014.

VSFAP funding has not been allocated among institutions in a manner that accounts for the varying ability of students to afford higher education. While VSFAP allocations meet 77 percent of financial need recognized at UVA, they meet only 40 percent or less at six institutions that have a greater percentage of low- and middle-income students: VCU, Norfolk State, ODU, Virginia State, George Mason, and Mary Washington.

Current state policy gives institutions substantial autonomy to award VSFAP funds. Institutions have used this autonomy to award VSFAP funds to high-income students, even though average unmet need is greater among low- and middle-income students. Across institutions, eight percent of funds were awarded to high-income students. Three institutions—Christopher Newport, VMI, and William and Mary—awarded 15 percent or more to high-income students.

One-third of the state's total student aid is currently allocated through the Tuition Assistance Grant program. Tuition Assistance Grant funds are provided to in-state students who attend private institutions. Aid through this program is allocated irrespective of financial need.

RECOMMENDATION 1: The General Assembly may wish to consider amending the Code of Virginia to require the State Council of Higher Education for Virginia (SCHEV) to annually train boards of visitors members who serve on finance and facilities subcommittees.

RECOMMENDATION 2: The General Assembly may wish to consider including language in the Appropriation Act to direct the State Council of Higher Education for Virginia (SCHEV) to update the underlying data for the base adequacy model and make additional modifications to the formula as warranted.

RECOMMENDATION 3: The General Assembly may wish to consider amending the Code of Virginia to impose a limit on mandatory athletic fees charged to students by limiting the proportion of tuition and mandatory fees that can be collected for the purpose of funding intercollegiate athletics.

RECOMMENDATION 4: The General Assembly may wish to consider including language in the Appropriation Act to direct Virginia public four-year institutions that charge mandatory student athletic fees in excess of the limit (as a proportion of mandatory student charges) set forth in the Code of Virginia, to develop plans to reduce athletic fees.

RECOMMENDATION 5: The General Assembly may wish to consider including language in the Appropriation Act to require public four-year institutions to evaluate the non-athletic services and activities funded by mandatory non-E&G fees.

RECOMMENDATION 6: The General Assembly may wish to consider amending the Appropriation Act to remove all exemptions from the annual five percent cap on mandatory non-E&G fee growth and modify the cap to a limit of the lesser of (i) five percent or (ii) the median dollar increase in the fee across all public four-year institutions from the prior academic year.

RECOMMENDATION 7: The General Assembly may wish to consider including language in the Appropriation Act to require that an institution may only exceed the annual growth cap on mandatory non-E&G fees if expressly authorized through the Act.

RECOMMENDATION 8: The State Council of Higher Education for Virginia should update the state's Chart of Accounts for higher education in order to improve comparability and transparency of mandatory non-E&G fees, with input from the Department of Accounts, the Department of Planning and Budget, the Auditor of Public Accounts, and institutional staff.

RECOMMENDATION 9: The General Assembly may wish to consider including language in the Appropriation Act to direct the State Council of Higher Education for Virginia to modify its current capital prioritization process by 2016 to (i) ensure objective analysis of institutions' capital requests and (ii) provide a statewide prioritization of higher education capital requests that may be used to determine which projects should be recommended to receive funding.

RECOMMENDATION 10: The General Assembly may wish to consider including language in the Appropriation Act to require that the Six-Year Capital Outlay Plan Advisory Committee, the Department of Planning and Budget, and others as appropriate use the results of the prioritization process established by the State Council of Higher Education for Virginia in determining which capital projects should receive funding.

RECOMMENDATION 11: The General Assembly may wish to consider amending the Code of Virginia to direct the State Council of Higher Education for Virginia to identify metrics on capital spending, debt, and other data of value to the capital review

process and annually publish a report on how each of the 15 public four-year institutions compares across the metrics.

RECOMMENDATION 12: The Department of General Services should centrally track facility condition by developing metrics to assess facility condition for inclusion in its current asset management system by November 1, 2016.

RECOMMENDATION 13: The Department of Planning and Budget should revise the formula used to allocate the state's maintenance reserve funding to account for higher maintenance needs resulting from poor facility condition, aging of facilities, and differences in facility use.

RECOMMENDATION 14: The General Assembly may wish to consider including language in the Appropriation Act to direct public institutions to submit long-term deferred maintenance plans to the Department of General Services and the Department of Planning and Budget at the start of each biennium.

RECOMMENDATION 15: The General Assembly may wish to consider including language in the Appropriation Act to allocate all Virginia Student Financial Assistance Program funds across institutions such that an equal percentage of financial need recognized by the state's Partnership Model is met at each of Virginia's public four-year institutions.

RECOMMENDATION 16: The General Assembly may wish to consider amending the Code of Virginia to restrict the Virginia Student Financial Assistance Program to low- and middle-income students when program appropriations are not sufficient to fully meet the student financial need recognized by the Partnership Model.

OPTION 1: The General Assembly could create a joint subcommittee to oversee implementation of the recommendations and options from the Joint Legislative Audit and Review Commission higher education report series.

OPTION 2: The General Assembly could amend the Code of Virginia to revise the cost-share goal for each public four-year institution to account for characteristics that may limit the ability of institutions to generate additional net tuition revenue.

OPTION 3: The General Assembly could consider allocating a higher proportion of operating funding to institutions that (i) are least able to fund academic operations and (ii) have a relatively high proportion of students who have lower ability to pay the published price of higher education.

OPTION 4: The General Assembly could ensure that all public institutions have full funding under the base adequacy model before appropriating general funds to support institutional initiatives and before implementing and funding the proposed performance funding model.

OPTION 5: The General Assembly could include language in the Appropriation Act to limit annual increases in tuition and mandatory E&G fees for in-state undergraduate students while providing additional state operating funding to offset forgone tuition revenue.

OPTION 6: The General Assembly could include language in the Appropriation Act to provide additional state funding for the maintenance reserve program, corresponding with additional state oversight of institutions' deferred maintenance policies and practices.

OPTION 7: The General Assembly could provide more student aid funding for the Virginia Student Financial Assistance Program by reallocating funds from limiting eligibility for the Tuition Assistance Grant program to low- and middle-income students with financial need.

State Council of Higher Education for Virginia Agenda Item

Item: Item #7 – Discussion of Strategic Plan Initiatives and Progress Indicators

Date of Meeting: January 12, 2015

Presenters: Peter Blake, Director
peterblake@schev.edu

Susan Wood, Specialist for Higher Education Planning and Policy
susanwood@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: October 27 and 28 and November 24, 2014

Review: On October 27, the Executive Committee received the final report of the planning consultant, JBL Associates (JBLA), in fulfillment of its contract. The Committee also reviewed proposed strategies in support of the four goals of the statewide strategic plan.

On October 28, Council received the JBLA final report and reviewed the proposed strategies. Council also directed staff to develop a set of potential initiatives, measures and targets in support of these strategies for discussion at the next meeting (January 12, 2015).

On November 24, the Executive Committee met jointly with public-institution presidents (GPAC) to discuss potential initiatives as well as potential performance measures, targets, and progress indicators.

Action: On October 27, the Executive Committee passed a resolution of appreciation for JBLA's contributions. It also approved for Council consideration the proposed strategies in support of the four goals of the statewide strategic plan.

On October 28, Council approved the resolution of appreciation to JBLA; it also approved the strategies proposed to support the strategic plan and its goals.

Background Information/Summary of Major Elements:

Following Council's October 28 approval of strategies for each goal in the strategic plan framework:

- Staff reviewed a list of possible initiatives proposed by Council, staff, and the consultant (November 6).
- Staff reviewed the strategic-plan framework and possible performance measures with public institutions' academic leaders (IPAC; November 7).
- Mr. Blake convened by teleconference the working group of public institution executives (three presidents, one chancellor) to provide an update on the process and its results and to discuss prospective initiatives and possible measures in support of the statewide strategic plan (November 17).
- Mr. Minor and Mr. Blake reviewed the strategic-plan framework, prospective initiatives, and possible measures with public institutions' presidents at a joint meeting of the Executive Committee and GPAC (November 24).
- Mr. Blake engaged a facilitator, Ms. Stacia Aylward of Zelos, Inc., to lead a workshop for SCHEV staff on the strategic plan (Zelos was a subcontractor on the JBLA contract, and Ms. Aylward led several of the strategic planning activities supporting the plan's development; December 9).
- The strategic plan webpage (<http://www.schev.edu/schev/StrategicPlan.asp>) was updated to include:
 - the statewide strategic plan as adopted by Council on September 16 and October 28, 2014;
 - the Virginia Degree and Credential Supply Model (Closing the Gaps) interactive tool, which provides the number of additional credentials at the bachelor's and sub-bachelor's levels that would result from the user's input of various enrollment, transfer, and/or completion scenarios for different racial/ethnic groups. The modeling tool was developed by the National Center for Higher Education Management Systems (NCHEMS) for JBLA as part of its contract with SCHEV; and
 - additional documents from JBLA in fulfillment of its contract.
- Mr. Blake proposed to legislative leaders a draft joint resolution endorsing the statewide strategic plan.

Materials Provided:

Included are three documents for discussion by the Committee and Council, as given below. A fourth document showing the approved mission, vision, goals, and strategies is included for reference.

- Proposed measures, targets, and progress indicators aligned with the four goals of the statewide strategic plan Page 23
- Twelve proposed initiatives aligned with various goals and strategies of the statewide strategic plan Page 27
- Description of the Virginia Degree and Credential Supply Model (Closing the Gaps) interactive tool Page 28

- Framework for the Statewide Strategic Plan (approved by Council on September 16 and October 28, 2014)

Financial Impact:

SCHEV expended funds within its budget to complete its contractual obligation to JBL Associates and to support Stacia Aylward's workshop facilitation on December 9.

Timetable for Further Review/Action:

Updates on the statewide strategic plan and its implementation and progress are expected to occur at all Council meetings, on the agenda of either the Executive Committee or another committee and of the full Council.

Measures, Targets, and Progress Indicators Aligned with the Four Goals of the Statewide Strategic Plan

Commonwealth Performance Standard

Virginia will be first in the nation in educational attainment and higher education excellence.

GOAL 1: AFFORDABLE ACCESS

Measure and Target	Progress Indicators
<p>Measure: Enrollment Target: Virginia will enroll an additional X students, including Y underserved students.</p>	<ul style="list-style-type: none"> • overall • traditionally underserved populations* • veterans • transfers
<p>Measure: Aid Target: Virginia will meet the financial need of X percent of low- and middle-income students.</p>	<ul style="list-style-type: none"> • student-loan debt per borrower • % funding of Partnership Model • % students borrowing
<p>Measure: Cost Target: Virginia’s undergraduate tuition and fees as a percentage of disposable income will be below the national average and less than X percent for Y percent of Virginians.</p>	<ul style="list-style-type: none"> • net price (student budget minus aid and EFC) • required student debt (student budget minus EFC and gift aid) • Average Public Total Resident Undergraduate Charges As a Percent of Per Capita Disposable Income by Four-Year and Two-Year Institutions • average support per student – general fund and nongeneral fund • state rankings on general fund support and net tuition revenue • default rates

*The definition of traditionally underserved (under-represented populations) includes:

- Non-white US citizens and permanent residents.
- Degree-recipients receiving Pell grants at any time during the five years prior to degree award.
- Non-traditional students: age 25 or older at entry.
- Students from Virginia localities in the lowest quintile of combined associate and baccalaureate attainment rates.

GOAL 2: STUDENT SUCCESS

Measure and Target	Progress Indicators
<p>Measure: Persistence Target: Virginia will increase the number of students taking at least 15 credit hours per semester, from X to Y.</p>	<ul style="list-style-type: none"> • % of first-time-in-college students completing 30 credits in one year • fall to fall retention • in-state, upper level, program-placed, full-time equivalent students (sophomore level for two-year institutions and junior and senior level for four-year institutions) • % of student enrolled in developmental education courses who enroll in college-level mathematics and English within one year
<p>Measure: Awards Target: Virginia will award X degrees and certificates, an increase of Y.</p>	<ul style="list-style-type: none"> • overall • awards by level – certificate, undergraduate, and graduate degrees • awards by student group – traditionally underserved*, veterans • STEM-H awards
<p>Measure: Cohort Success Target: Virginia will close the gaps in educational attainment.</p>	<ul style="list-style-type: none"> • normal and extended time-to-completion for first-time-in-college and transfer students (full-time and part-time)

*The definition of traditionally underserved (under-represented populations) includes:

- Non-white US citizens and permanent residents.
- Degree-recipients receiving Pell grants at any time during the five years prior to degree award.
- Non-traditional students: age 25 or older at entry.
- Students from Virginia localities in the lowest quintile of combined associate and baccalaureate attainment rates.

GOAL 3: CHANGE AND IMPROVEMENT

Measure and Target	Progress Indicators
<p>Measure: Internal Reviews Target: Virginia institutions will conduct reviews of academic, administrative, or organizational policies and processes.</p>	<ul style="list-style-type: none"> • number of institutions conducting reviews of academic, administrative, or organizational policies and processes
<p>Measure: External Reviews Target: Virginia institutions will meet institutional performance standards (public only) and accreditation requirements (all).</p>	<ul style="list-style-type: none"> • number of institutions meeting institutional performance standards (public only) • number of institutions meeting accreditation requirements (all) • institutional rankings on national ratings of academic quality • number of institutions meeting federal benchmarks (eligible programs meeting Gainful Employment standards (all) and USED higher ed ratings)

GOAL 4: ECONOMIC AND CULTURAL PROSPERITY

Measure and Target	Progress Indicators
<p>Measure: Economic prosperity Target: Graduates of Virginia’s colleges and universities will earn sustainable wages.</p>	<ul style="list-style-type: none"> graduate earnings by student region of origin above sustainable wages
<p>Measure: Regional impact Target: Institutions will contribute to increases in economic development and PK-12 school success in their communities.</p>	<ul style="list-style-type: none"> regional economies and educational attainment measures
<p>Measure: Research activity Target: Virginia will achieve over \$2 billion in sponsored research.</p>	<ul style="list-style-type: none"> Virginia’s annual academic research expenditures (total annual; share of US total) Virginia’s share of US total annual academic research expenditures from business/industry sources proportion of Virginia’s annual academic research expenditures from business/industry sources
<p>Measure: Cultural prosperity Target: Virginia will continue to be viewed as “best state in the nation.”</p>	<ul style="list-style-type: none"> Virginia’s rank on “best state” ratings (e.g. to live; do business; raise a child)

Twelve Possible Initiatives Aligned with Goals and Strategies of the Statewide Strategic Plan

Primary Strategy	Addl. Strategies	Description	#*
ISSUE: ACCESS AND THE STUDENT EXPERIENCE			
1.3		Coordinate the development and implementation of new regional pathways among high schools, community colleges and universities.	3
2.2		Evaluate services that provide college, career and financial advising to new and returning students.	7
3.2	1.1,2.2	Establish OpenVA as the instructional technology advisory committee authorized in the Appropriation Act.	14
ISSUE: SUSTAINABILITY			
3.1	1.4	Seek protection of higher education funding through legislation.	10
3.1		Assess the feasibility of a capital bond initiative to promote expansion of higher education facilities.	11
3.2	2.1,2.2,2.3	Develop and implement shared academic services and cross-enrollment options that save money, increase student options and improve on-time completion.	13
ISSUE: GOVERNANCE			
3.4		Develop additional opportunities to engage institutional boards of visitors, including a regular convening of rectors and presidents.	18
3.2		Undertake a systematic improvement of oversight of the regulated sector, to include institutional capacity, monitoring and student complaint resolution.	15
3.4	1.4	Review JLARC recommendations regarding fees, facility maintenance, financial aid and funding models.	22
ISSUE: EXCELLENCE AND VALUE			
2.1	4.1	Articulate a state vision for quality, liberal education and alignment of undergraduate competencies with state needs and convene a Summit on Quality and Workforce Alignment.	6
4.3	3.1	Establish a consortium of research leaders at institutions to identify opportunities for alignment of research and leverage additional funding.	20
4.5		Launch a statewide campaign to address public perception of the economic value of higher education.	21

*These initiative numbers refer to a longer list of possible initiatives.

State Council of Higher Education for Virginia Statewide Strategic Plan Project

Background and Methodology for Virginia Degree and Credential Supply Model

September 23, 2014

The Impact of Closing Racial/Ethnic Gaps in Virginia by 2030 graphic depicts the number of additional undergraduate credentials awarded to students starting from the base year of 2014. The user can estimate changes in undergraduate degrees and certificates that would be awarded under different enrollment scenarios.

The underlying demographics assume the projected high school graduation rate between now and 2030 and the historic transfer and graduation rates by type of public and private college and university. The model shows the existing gaps for students from different ethnic/racial backgrounds. The results indicate that increasing the success of students from different racial/ethnic groups would make a significant difference in meeting long-term degree goals for the state.

The default scenario of the graphic projects the additional undergraduate baccalaureate and sub-baccalaureate degrees that would be awarded annually and cumulatively under existing assumptions. As the default scenario shows, the number of baccalaureate and sub-baccalaureate degrees awarded increases if nothing changes. However, the result of decreasing the racial/ethnic gap would be a surge in the number of undergraduate baccalaureate and sub-baccalaureate degrees awarded over the next 15 years. The graphic also allows users to estimate the effort it would take to increase the number of associate degrees and certificates to meet the growing need for graduates at that level.

The data from the graphic are from the State Council of Higher Education for Virginia (SCHEV), the Integrated Postsecondary Education Data System (IPEDS), and the Virginia Department of Education. The data in this graphic allows users to change

- High school graduation rates
- College-going rates directly out of high school
- Public two-year graduation rates
- Transfer rates from two- to four-year colleges
- Public masters graduation rates
- Public masters graduation rates of transfers
- Public research graduation rates
- Public research graduation rates of transfers
- Private non-profit graduation rates
- Private non-profit graduation rates of transfers

Note that there is no data on this graphic for proprietary schools since for-profit institutional data is unavailable. The output displays the additional number of baccalaureate and sub-baccalaureate degrees awarded annually and by 2030.

FRAMEWORK OF THE STATEWIDE STRATEGIC PLAN FOR HIGHER EDUCATION

(As Adopted by the State Council of Higher Education for Virginia
on September 16, 2014, and October 28, 2014)

MISSION: Higher education in Virginia will advance postsecondary learning, research and public service that enhance the civic and financial health of the Commonwealth and the well-being of all its people.

VISION: Higher education will transform the lives of Virginians, our communities and our Commonwealth.

GOAL 1: Provide Affordable Access for All

STRATEGIES:

- 1.1 Expand outreach to PK-12 and traditionally underserved populations
- 1.2 Improve the college readiness of all students
- 1.3 Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students
- 1.4 Align state appropriations, financial aid and tuition and fees such that students have broader access to postsecondary education opportunities regardless of their ability to pay

GOAL 2: Optimize Student Success for Work and Life

STRATEGIES:

- 2.1 Strengthen curricular options to ensure that graduates are prepared with the competencies necessary for employment and civic engagement
- 2.2 Provide effective academic and student services infrastructures focused on persistence and completion
- 2.3 Increase on-time completion of certificates and degrees
- 2.4 Engage adults and veterans in certificate and degree completion and lifelong learning

GOAL 3: Drive Change and Improvement through Innovation and Investment

STRATEGIES:

- 3.1 Identify and implement public funding strategies to sustain long-term planning and responsiveness
- 3.2 Cultivate innovations that enrich quality, promote collaboration and improve efficiency
- 3.3 Foster faculty excellence, scholarship and diversity
- 3.4 Enhance higher education leadership, governance and accountability

GOAL 4: Advance the Economic & Cultural Prosperity of the Commonwealth & its Regions

STRATEGIES:

- 4.1 Build a competitive, future-ready workforce for all regions
- 4.2 Become a catalyst for entrepreneurship and a model for business incubation
- 4.3 Target funding, resources and partnerships to support research and development
- 4.4 Expand participation and engagement in public service & institutional service to the community
- 4.5 Demonstrate the impact of higher education on state and regional economic development

State Council of Higher Education for Virginia
Agenda Item

Item: #8 – Items Delegated to Staff

Date of Meeting: January 12, 2015

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:

- George Mason University
- James Madison University
- John Tyler Community College
- Lord Fairfax Community College
- Richard Bland College
- Tidewater Community College
- University of Virginia
- Virginia Commonwealth University
- Virginia Polytechnic Institute and State University
- Virginia Western Community College

Organizational Changes / Off-campus Instructional Sites:

- George Mason University
- Longwood University
- Old Dominion University
- Virginia State University

Virginia Institutions Approved to Participate in the National Council for State Authorization Reciprocity Agreement (NC-SARA):

- ECPI University
- Northern Virginia Community College
- University of Mary Washington
- University of Virginia
- Virginia Polytechnic Institute and State University

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
George Mason University	New Program Approved: Master of Arts in International Security (45.0999)	Summer 2015
George Mason University	Change the CIP code of the Doctor of Philosophy in Nursing from 51.3801 to 51.3808	Spring 2015
James Madison University	Change the CIP code of the Doctor of Nursing Practice in Nursing Practice from 51.3805 to 51.3818	Spring 2015
John Tyler Community College	New Program Approved: Associate of Applied Science degree program in Emergency Medical Services-Paramedic (51.0904)	Spring 2015
Lord Fairfax Community College	Spin-off Program Approved: Associate of Science degree program in Science (30.0101) from the existing Associate of Arts and Science degree program in Liberal Arts & Sciences, General Studies & Humanities (24.0101)	Spring 2015
Richard Bland College	Spin-off Programs Approved: Associate of Science degree programs in <ul style="list-style-type: none"> • Behavioral Sciences (30.1701) • Business Administration (52.0101) • Life Science (26.0101) • Mathematics and Computer Science (30.0801) • Physical Science (40.0101) [from the existing Associate of Science degree program (40.0101)]	Spring 2015
Tidewater Community College	Program CIP code and Title Change: From the Associate of Applied Science degree program in Electrician (46.0302) to the Associate of Applied Science degree program in Mechatronics (15.0613)	Fall 2014

University of Virginia	Change the CIP code of the Doctor of Nursing Practice in Nursing Practice 51.3801 to 51.3818	Spring 2015
University of Virginia	Change the CIP code of the Doctor of Philosophy in Nursing from 51.3801 to 51.3808	Spring 2015
Virginia Commonwealth University	New Program Approved: Master of Supply Chain Management (52.0203)	Spring 2015
Virginia Polytechnic Institute and State University	New Program Approved: Bachelor of Science degree program in Water: Resources, Policy, and Management (03.0299)	Fall 2015
Virginia Western Community College	New Program Approved: Associate of Applied Science degree program in Medical Laboratory Technology (51.1004)	Fall 2015

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	Close the George Meany Center for Labor Studies site located at National Labor College, 10000 New Hampshire Avenue, Silver Spring, Maryland 20908.	January 26, 2015
George Mason University	Establish new off-campus instructional site at 21355 Signal Hill Plaza, Sterling, Virginia 20164.	January 19, 2015
Longwood University	Establish new off-campus instructional site at 1300 Greenville County Circle, Emporia, Virginia 23487.	January 1, 2015

Old Dominion University	Rename the Department of Accounting to the School of Accountancy . The term “School” is used to highlight academic units with a specific professional focus. The term “Accountancy” reflects the scholarly research-focused curriculum that is found in the accounting degree programs that will reside in the School.	January 1, 2015
Old Dominion University	Rename the Department of Urban Studies and Public Administration to the School of Public Service . The term “School” is used to highlight academic units with a specific professional focus and, the name “Public Service” reflects the focus and breadth of the educational programs and opportunities offered by the unit.	January 1, 2015
Virginia State University	Close the Miser University of Science and Technology site located at Al-Motamayez District, P.O. Box 77, 6th of October City, Egypt	October 15, 2014

Pursuant to the Code of Virginia, Section 23-9.14:3 and Council’s “*Commonwealth of Virginia Policy on the Reciprocal Authorization of Distance Education and Related Activities*”, the following items were approved as delegated to staff:

Virginia Institutions Approved to Participate in the National Council for State Authorization Reciprocity Agreement (NC-SARA)

Institution	Effective Date
ECPI University	December 22, 2014
Northern Virginia Community College	December 15, 2014
University of Mary Washington	December 15, 2014
University of Virginia	December 15, 2014
Virginia Polytechnic Institute and State University	December 22, 2014